

BREAKING THE SILENCE

Final Report of the Select Committee
on Lesbian, Gay, and Bisexual
Concerns

UNIVERSITY OF MINNESOTA

November 1, 1993



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However, the true heroines and heroes are those brave lesbian, gay, bisexual, and transgender people who broke the silence and told their personal stories. Without their testimonies reflecting the experiences of GLBT people in offices, programs, clinics, classrooms, workplaces, residence halls, campus organizations, fraternities, and sororities, change would not have been possible. This report is dedicated to them.

We also need to recognize that change does not occur in a vacuum or overnight. The "History of Lesbians, Gay Men, Bisexuals, and Transgender People" is included as Chapter Six in this report to pay tribute to the pioneers who paved the way for our work.

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Chapter One

INTRODUCTION AND BACKGROUND

History of the Select Committee

The University of Minnesota Select Committee for Lesbian, Gay, and Bisexual Concerns was appointed in the fall of 1990 to investigate "the campus climate as experienced by lesbians, gays, and bisexuals within the University of Minnesota." University President Nils Hasselmo, in a letter to Senate Consultative Committee Chair, Warren Ibele, in October 1990, asked that a committee be appointed within the University governance structure to perform this task. The Social Concerns Committee of the University Senate was suggested as an appropriate committee to undertake this investigation. President Hasselmo suggested this investigation of climate in response to lobbying by the University Lesbian, Gay, and Bisexual Network, a student organization. Representatives of the Network met with President Hasselmo in the fall of 1990 and urged him to actively pursue issues impacting gay men, lesbians, and bisexual people at the University of Minnesota. Of particular concern was the conflict between the policy of ROTC excluding gay men, lesbians, and bisexuals from its programs and the University's equal opportunity policy; inequity in University benefits for gay and lesbian families; and an increase in violence directed against gay men, lesbians, and bisexuals on campus.

Work of the Select Committee

The Select Committee, a special project subcommittee of the Social Concerns Committee of the University Senate, was originally chaired by Professor John Beatty (Ecology, Evolution, and Behavior) in 1990-91. A reorganization of the University Senate structure and senate budget cuts delayed the funding of the Select Committee until January of 1992. Research design and planning began during the first year of the Select Committee's activity. Professor Jacquelyn Zita (Women's Studies) was selected as chair of the Select Committee for 1991-92. During the fall of 1991, the Select Committee, despite lack of funding, was able to:

- 1) secure approval of the Select Committee's charge by the Senate Social Concerns Committee;
- 2) establish subcommittees and develop central research questions;
- 3) identify contacts at the coordinate campuses;
- 4) draft an outline of the projected report;
- 5) discuss a plan for a videotape on lesbian, gay, and bisexual concerns;
- 6) submit a budget request to the Senate Consultative Committee in November 1991; and
- 7) set a deadline of January 1993 for completion of the report of the Select Committee.

The approved charge of the Select Committee was "to investigate the University of Minnesota campus climate for lesbian, gay, and bisexual faculty, staff, and students; to produce a report on these findings; to send forth recommendations based on these findings; and to suggest implementation strategies for these recommendations." The Select Committee received University Senate funding of \$10,000 in January of 1992. External funding of \$500 in support of a curriculum survey was received by the University Lesbian, Gay, and Bisexual Network from Philanthrofund, a gay philanthropic organization. These funds were transferred to the Select Committee to fund the curriculum survey conducted in 1992.

During spring quarter 1992, the Select Committee investigating the campus climate for gay, lesbian, bisexual, and transgender people collected both written and oral testimonies from members

of the University committee; facilitated ten structured focus groups composed of members of the lesbian, gay, and bisexual community on campus; and held four open mic testimonial sessions during which persons could discuss their experience of the campus climate for gay, lesbian, bisexual, and transgender people. A curriculum survey of the Twin Cities campus faculty, a faculty and staff benefits survey, and an audit of available employee benefits were also conducted. The other CIC (Consortium for Institutional Cooperation) institutions were surveyed about climate issues such as their nondiscrimination policy, benefits, and supportive services provided to their gay, lesbian, and bisexual community. After the five recommendations were presented, the CIC institutions were polled as to their status on each of the essential recommendations. As the Select Committee became aware of activities and actions taken by other universities, those institutions were contacted.

President Hasselmo requested that an update on domestic partner issues be included in the May 19, 1992 President's cabinet meeting. The report of the Select Committee's Personnel/Benefits Subcommittee, on "Employee Benefits for Gay and Lesbian Domestic Partners," was included in the presentation to the cabinet. As a result of the discussion at the cabinet meeting, a work group consisting of members of the Personnel/Benefits Subcommittee and representatives from the Human Resources Office, including the Employee Benefits Department, and the General Counsel's Office began working on developing policy and procedures for domestic partners' benefits.

During the summer of 1992, the Hate Crimes Subcommittee of the Select Committee completed its report. The Select Committee had an information booth at the Gay Pride festival in Loring Park and solicited written testimonials as well as the names and address of students, faculty, staff, and alumni interested in helping the Select Committee with its work. (For details of the research conducted by the Select Committee, see the methodology section in the Appendix.)

In the spring of 1992, Dr. Marjorie Cowmeadow, Associate Dean of General College, was elected to chair the Select Committee. At the same time, Gary Schiff and Richard Melton were elected as co-vice chairs. Lisa Jones assumed the duties of co-vice chair when Richard Melton left the University at the end of fall quarter 1992.

In November 1992, President Nils Hasselmo wrote to Professor Mario Bognanno, Chair of the Senate Consultative Committee; Professor Frank Wood, Chair of the Social Concerns Committee; and Dr. Marjorie Cowmeadow, Chair of the Select Committee, and asked that the Select Committee "complete the report on findings based on their activities to date and move as quickly as possible to recommend actions to combat the bigotry that exists against gays, lesbians, and bisexuals at our University." Acknowledging that the work of the Select Committee to date had already "documented for [him] and the entire University community that prejudice against gays, lesbians, and bisexuals exists in our community, and that acts of discrimination against individuals and groups are occurring far too often," President Hasselmo asked that the Select Committee forgo its plans for a comprehensive climate survey and move immediately to designing an action plan with recommendations to be forwarded to him by March 1, 1993. This action ensured that any recommendations requiring funding would be included in the 1993-94 budget discussion. The Select Committee, in cooperation with the Gay, Lesbian, Bisexual, and Transgender Emergency Response Team (a team convened in the fall of 1992 by Vice President for Student Affairs Marvalene Hughes in response to increased threats and actions against the members and officers of the Association for Gay, Lesbian, Bisexual Student Organizations and Their Friends) began to prepare an interim report which included specific recommendations. Coordinate campus contacts were kept apprised of the progress of the interim report developments and were ultimately requested to respond to the appropriateness of the five essential recommendations for their respective campuses.

Interim Report of the Select Committee

The Interim Report of the University Select Committee for Lesbian, Gay, and Bisexual Concerns was sent to President Hasselmo on January 23, 1993. The interim report included five essential recommendations to improve the climate on campus for lesbian, gay, bisexual, and transgender members of the University community. The essential recommendations were:

- Establish a Gay, Lesbian, Bisexual, and Transgender (GLBT) Programs Office.
- Provide a full benefits and privileges package for the families and children of gay and lesbian employees.
- Establish a Gay and Lesbian Studies Program.
- Develop educational training programming on gay, lesbian, bisexual, and transgender issues and concerns.
- Update all printed publications and materials to reflect diversity in sexual orientation.

These recommendations were then forwarded by President Hasselmo to the appropriate committees and administrators within the University governance structure for consideration and implementation.

President Hasselmo referred three recommendations--to establish an office for gay, lesbian, and bisexual concerns; to develop a training program for gay, lesbian, and bisexual concerns; and to update University publications and materials to reflect the University community's diversity in terms of sexual orientation--to the Senate Social Concerns Committee for consideration. Upon approval of the Senate Social Concerns Committee, the recommendation to establish an office for gay, lesbian, and bisexual concerns was referred by the President to Vice President for Student Affairs Marvalene Hughes for review. Vice President Hughes assembled a small work group to consider the feasibility of an office and to prepare a proposal. The proposal for the office was accepted and funded during the summer of 1993. The office, to be known as the Gay, Lesbian, Bisexual, and Transgender (GLBT) Programs Office, will be established in the fall of 1993, and will be located in 419 Walter Library. The Coordinator of the office will report to Associate Vice President for Academic Affairs Carol Carrier. The recommendations to update University publications and to establish a training program were referred by President Hasselmo to Associate Vice President for Academic Affairs Carol Carrier and Director of Equal Opportunity and Affirmative Action Patricia Mullen for implementation. Work will begin in fall quarter 1993 on these recommendations.

The recommendation to provide a full benefits package to gay and lesbian families was referred by President Hasselmo to the Senate Committee on Faculty Affairs. With approval from the Senate Consultative Committee and the Senate Committee on Faculty Affairs, the benefits proposal was forwarded to the full University Senate. The University Senate approved the proposal by a vote of 83-27 in May 1993 and forwarded the benefits proposal to the Board of Regents. The resolution to provide benefits to same-sex domestic partners was presented to the Faculty, Staff and Student Affairs Committee of the Board of Regents for information at the July 1993 meeting. At the September meetings, the Faculty, Staff and Student Affairs Committee approved the resolution on September 9, 1993, and on September 10, 1993, the Board of Regents unanimously endorsed the resolution.

The recommendation to establish a Gay and Lesbian Studies Program was referred by President Hasselmo to the Senate Committee for Educational Policy (SCEP) for consideration. SCEP discussed the recommendation and decided that it did not fall under SCEP's charge but should go to college curriculum committees. A formal proposal for the establishment of a Gay and Lesbian or Gay/Lesbian/ Bisexual/Transgender Studies Program or Center is currently being developed by faculty, graduate and undergraduate students. The formal proposal, when completed, will be forwarded to the appropriate office for consideration. This recommendation is

expected to be made during the 1993-94 academic year. President Hasselmo also referred this recommendation to Senior Vice President for Academic Affairs E. F. Infante for discussion with the deans of colleges interested in housing such a center or program.

Activities during winter and spring quarters of 1993 were directed at discussing the essential recommendations of the interim report of the Select Committee with constituent committees and governance committees of the University Senate. The efforts during the summer of 1993 were directed toward producing the final report, including obtaining reports from each of the coordinate campuses, preparing for the presentation to the Board of Regents, and critically assessing the report contents to date. Toward that end, an additional focus group was added so that all the voices of the community could be included in the final report. A focus group of transgender people was held at the end of August in 1993; their testimony is included in Chapter 3.

It should be noted that the year 1993 was a watershed period for lesbian, gay, bisexual, and transgender activism at the local, state, and national levels. All of the events and activities that were happening provided visibility and support for the work of the Select Committee. Never before had gay, lesbian, bisexual, and transgender issues been featured so frequently in newspapers and magazines and on television and radio talk shows or special programs for such a sustained period of time. Following is a list of events that provide a context for the release of this final report:

- Bill Clinton is elected President and during his first week in office in January, his promise to end the ban on lesbians and gay men in the military service becomes the first issue of his administration.
- The Interim Report of the Select Committee was released on January 14, 1993, and University Senate committees and constituent committees discussed the five essential recommendations during winter and spring quarters of 1993.
- The It's Time, Minnesota initiative for equal protection for lesbians and gay men was active at the state legislature during the spring of 1993.
- On April 1, 1993, Governor Arne Carlson signed into law the bill to include sexual orientation as a protected class in the Minnesota Human Rights Act, making Minnesota the eighth state in the United States to do so (along with Wisconsin, Massachusetts, Vermont, New Hampshire, California, Hawaii, and New Jersey). The new Minnesota law took effect August 1, 1993.
- On April 14 and 15, 1993, the University of Minnesota graduate students hosted the third annual national Queer Studies Conference for graduate students.
- On April 25, 1993, over 700,000 people attended the March on Washington, DC, for gay, lesbian, bisexual, and transgender civil rights took place.
- The University Senate, by a vote of 83-27, approved the extension of benefits and privileges to families and children of lesbian and gay employees and students.
- On August 26, 1993, the City Council of Minneapolis voted to extended health benefits to same-sex domestic partners.
- On September 10, 1993, the University of Minnesota Board of Regents approved the resolution related to benefit eligibility for same sex domestic partners and their children.
- On September 28, 1993, the Minneapolis School Board extended full health care coverage to same-sex and opposite-sex domestic partners.

A Special Thank You

It was decided that a historical perspective would enrich the value of the Final Report. Therefore, included as Chapter Six of this report is a history covering the years from 1969 to 1993. The Select Committee is very grateful to John D. Wrathall, a Ph.D. candidate in history, for writing "A History of Lesbians, Gay Men, Bisexuals, and Transgender People at the Twin Cities Campus of the University of Minnesota."

Chapter Two

FIVE ESSENTIAL RECOMMENDATIONS

Following are the five essential action recommendations that the University of Minnesota should implement to address the discrimination against gay men, lesbians, bisexuals and transgender people at the University of Minnesota:

- Establish a Gay, Lesbian, Bisexual, and Transgender (GLBT) Programs Office.
- Provide a full benefits and privileges package for the families and children of gay and lesbian employees.
- Establish a Gay and Lesbian Studies Program.
- Develop educational training programming on gay, lesbian, bisexual, and transgender issues and concerns.
- Update all printed publications and materials to reflect diversity in sexual orientation.

Recommendation One: Establish a Gay, Lesbian, Bisexual, and Transgender (GLBT) Programs Office.

The purpose of the office would be to provide educational programming, training, referrals, advocacy, and generally to serve as a resource for the entire University community. Services and assistance would be available to all students, faculty, and staff. The goal would be to help create a safe and secure environment for gay, lesbian, bisexual, and transgender people at the University of Minnesota and to reduce homophobia on campus by educating people at the University of Minnesota about gay, lesbian, bisexual, and transgender culture.

Recommendation Status: In its 1993-94 budget, the Board of Regents approved funding at the \$84,000 level for the establishment of the office. A search is currently under way for an office coordinator. Carol Carrier, Associate Vice President for Human Resources, will supervise the operation of the office. The office will be located at 419 Walter Library. A coordinator is expected to be hired by the end of November 1993.

National Profile Information: We know of existing offices at the following institutions: University of Michigan, Ohio State University, University of Massachusetts, University of Pennsylvania, Iowa State University, Emory University, Western Michigan University, and Mankato State University.

Currently there are the above eight offices on college campuses for us to review and study, two in the Big Ten and one in our own state at Mankato State University. Many other campuses around the country are discussing the development of such an office. Our conversations with personnel at the University of Michigan and at Ohio State University have been particularly helpful and we would encourage the new coordinator to continue to consult with them and consider a site visit.

Selected Big Ten Program Office Summaries:

University of Michigan (contact: Jim Toy, 313-763-4186): This office, called the "Lesbian-Gay Male Programs Office," was established in 1971. Currently the office has two full-time staff persons. The annual budget of the office is \$115,000 (\$100,000 salary/fringe and \$15,000 supplies and programming).

Ohio State University (contact: Diana Taylor, 164-292-5881, fax 614-292-3658): This is a relatively new office and currently has a full-time coordinator, a 50% secretary, and a 50% graduate student as its staff. The base budget is \$55,512 with additional contributions coming from other university-wide offices and organizations, as well as departments, to supplement the budget.

Recommendation Two: Provide a full benefits and privileges package for the families and children of gay and lesbian employees.

Such a package would mean that gay and lesbian University of Minnesota employees with registered domestic partners or children would receive the same benefits and privileges as married heterosexual employees with spouses or children. This includes faculty, academic staff, civil service staff, graduate students, and undergraduate students who qualify under the University of Minnesota definition of domestic partnership. Where appropriate, the full benefits package should be available, including health and dental benefits.

Specific Recommendations: The recommendation includes three points:

- that the University of Minnesota system implement a registration procedure to recognize a committed same-sex domestic partner relationship;
- that the benefits and privileges extended to the spouses of married employees/students also be extended to the partners of registered same-sex domestic partners; and
- that the definition of "eligible dependent," for the purpose of health care coverage, be interpreted to include domestic partners and children of employees/students and their partners.

Benefits: Benefits would include, but not be limited to, the following: Health care insurance (medical, dental, and vision), resident tuition for same-sex registered domestic partners, recreational sports membership, housing benefits, sick and bereavement leaves, child care services, and comparable retirement plans. The intent is to provide the same benefit package to both married employees and same-sex registered domestic partner employees. As privileges and benefits would change for married employees, they would similarly change for same-sex registered domestic partners. An audit of the benefits and privileges available to academic and civil service employees appears in the Appendix, along with descriptive information on these benefits and privileges.

Eligibility: Faculty, academic professionals, civil service, bargaining unit employees, graduate students, and undergraduate students of the University of Minnesota system will be eligible. The privileges and benefits that are provided to married persons will also be extended to same-sex registered domestic partners. Benefits available depend upon the type and percentage of appointment (for employees) or on number of registration credits (for students).

Definition of Domestic Partnership: This recommendation is intended to recognize the committed relationship of same-sex domestic partners, not just roommates. Domestic partnership has been defined in a variety of ways by different organizations, but a certain common thread runs through all of the definitions. Generally speaking, a domestic partnership is defined as two individuals of the same gender who are in a committed relationship of indefinite duration with an exclusive mutual commitment similar to that of marriage. The partners share the necessities of life and agree to be financially responsible for each other's well-being, including living expenses. It should be noted that domestic partners are not married to anyone else, and do not have another domestic partner. Domestic partners may not be related by blood.

Recommendation Status: At the July 9, 1993, Board of Regents meeting, the Regents approved benefits for same-sex registered domestic partners and children of gay and lesbian undergraduate and graduate students. Eligible partners and children can obtain health care coverage from Boynton Health Service, the Preferred One network, or at other health care providers by paying 70% of the coverage and a \$200 deductible.

At the September 10, 1993, Board of Regents meeting, the resolution to extend the eligibility for benefits coverage, including health care, to same-sex domestic partners and their children, consistent with the eligibility for spouses of married employees/students and the children of these spouses, was unanimously approved. (See the Appendix for the complete Regents resolution.)

Domestic partner registration for employees in same-sex committed relationships began October 1, 1993, with employees filing their affidavits with the Employee Benefits Department and undergraduate and graduate students and graduate assistants filing their affidavits with the Student Insurance Office at Boynton Health Service. (A sample affidavit and termination notice are in the Appendix.) Once the affidavit is filed, the employee's partner will be issued an identification card providing verification that the holder is eligible for spousal benefits. While the University is negotiating with the state of Minnesota to include partners and children of registered same sex domestic partners in the State Insurance Plan, a reimbursement plan is available to registered same-sex domestic partners.

The Reimbursement Benefit Plan: The amount available for reimbursement will be determined by:

- a) the amount of the partner's cost for medical coverage;
- b) the regular contribution that the employee would have to pay for dependent coverage under his/her plan; and
- c) the employer contribution for medical dependent coverage.

The reimbursement will be determined by subtracting b) from a); the reimbursement cannot exceed c).

The maximum University costs, based on 1994 premiums, will be as follows: medical insurance contribution of \$2,252 (187.68 x 12 months) and dental insurance contribution of \$253 (21.12 x 12 months), for a total of \$2,505. The total cost to the University will depend upon the number of registered same-sex domestic partners who choose to participate in the health care insurance option. If 25 people choose to participate, the maximum cost would be \$62,625; for 50 people, the maximum cost would be \$125,280; and 100 people would cost the University a maximum of \$250,560. The Select Committee prediction is that approximately 40 to 60 employees would choose to register for health benefits under the State Health Care Insurance Plan. It is predicted that the number of those choosing to participate in the reimbursement plan may be in the teens.

Employees can be reimbursed for the additional cost of purchasing separate coverage by submitting a claim on a quarterly basis for the additional premium, up to the amount of the University contribution for health coverage, by proof of payment or proof of coverage (health ID card). The reimbursement would be payable and taxable to the employee, with the first reimbursement payment issued in January 1994.

While reimbursement is a positive step, it does not provide comparable coverage given to the dependents of married employees. It is not comparable coverage because the employee and the domestic partner must pay the initial cash outlay up front, then provide proof of the purchase of insurance before the reimbursement mechanism will begin, and the amount of the reimbursement will purchase only a fraction of the insurance coverage that dependents of married employees receive under the group insurance plan. It does not even guarantee that the partner can purchase

insurance. The dependents of married employees are guaranteed coverage under the group plan, no matter what health problems they have. While reimbursement is a step in the right direction and will assist the families of employees who are underinsured or self-insured, reimbursement does not provide equal compensation for equal work.

National Corporate and Municipal Profile on Benefits: Following are lists of most of the corporations and municipalities currently providing full benefits to same-sex domestic partners:

Corporations: Lotus; Apple Computer, Inc.; Microsoft Corporation; Sun Microsystems, Inc.; Home Box Office, Inc.; Warner Brothers; Levi Strauss; MPR (Minnesota Public Radio); Ben & Jerry's; Greenpeace; Human Rights Campaign Fund; Consumers United; American Psychological Association; ACLU, San Francisco; LAMBDA; The Village Voice.

Municipalities: City of Seattle, WA; City of Berkeley, CA; City of Santa Cruz, CA; City of West Hollywood, CA; City of Laguna Beach, CA; City of Minneapolis, MN; City of San Francisco, CA; and Santa Cruz County, CA.

University and College Profile on Benefits: Some universities provide some, but not all, benefits to same-sex domestic partners, and many universities currently have under consideration the extension of full benefits to same-sex domestic partners. A selected list of universities that are providing full benefits, including health care, follows: Stanford University, University of Chicago, Massachusetts Institute of Technology, Harvard University, Clark University, Northeastern University, Albert Einstein College of Medicine, Pitzer College, CA (financial compensation for the purchase of an individual spouse policy), University of Iowa System (self-insured, permits employee to purchase health coverage through the University of Iowa health plan).

University Benefits Contacts: Following are brief descriptions of benefits packages at other universities, as provided by contact people who were very helpful in the development of the benefits proposal at the University of Minnesota.

Stanford University (Karen Taber, Employee Benefits, 415-725-6841): As of March 15, 1993, there were 11,000 eligible employees; 25 same-sex domestic partners have signed up for coverage, 2 of whom enrolled their partner's children as well. There have been no legal challenges from heterosexual couples living together. The rationale for extending benefits to same-sex couples and not to opposite-sex couples is that under current California state law, same-sex couples cannot marry, but opposite-sex couples living together have the option of getting married.

There are no additional charges: the cost of coverage for families of lesbians and gay men is the same as coverage for the spouses and children of heterosexual employees. Each of the HMOs will look at the experience of the new group and assess risk and rate impact again next year.

University of Chicago (Marge Baker, Employee Benefits, 312-702-9634): This plan went into effect February 1, 1993. To date, 25 people have signed up as partners, and 9 or 10 people have signed up for benefits. Health carriers include: John Hancock, Inc., three HMO plans, Humana, and the University of Chicago Hospital Plan. Dental coverage is through First Commonwealth. There has been no legal challenge from unmarried opposite-sex couples living together. The rationale for extending benefits to same-sex couples and not to opposite-sex couples is that under current Illinois state law, same-sex couples are prohibited by law from marrying each other, while heterosexual couples have the option of marriage. Coverage costs are the same for lesbian and gay families as for heterosexual families. To be eligible to receive benefits, a couple must have a "Statement of Domestic Partnership" form on file at the Staff Benefits Office.

University of Iowa--self-insured (Richard Saunders, Employee Benefits 319-335-2676): The effective date of the plan was January 1, 1993; 16 people have enrolled to date. There have been no legal challenges from unmarried heterosexual couples. The University of Iowa extends to lesbian and gay employees and their families the opportunity to purchase health care coverage through the university's plan. Note that there is no cost to the University because of those seeking coverage.

Massachusetts Institute of Technology--MIT (Julienne Castro, Employee Benefits, 617-253-8979): On April 28, 1993, MIT announced that it was allowing employees to enroll their same-sex "spousal equivalent" and dependents of spousal equivalents for benefits under MIT's health and dental plans. A special enrollment period was held from May 3 through May 28, 1993, for coverage effective June 1, 1993. As of January 1, 1993 there were 8,228 eligible employees; during the special enrollment period, 15 faculty and staff (.18%) signed up for the spousal equivalent coverage, of whom nine were males and six were females. None have signed up for dependent coverage as yet. The same health care options offered to married couples--seven HMOs and Delta Dental of Massachusetts--offered to same-sex spousal equivalents.

Harvard University (Christine Chevalier, Employee Benefits, 617-495-2759): In May 1993, Harvard University announced that it would be introducing health and dental benefits for same-sex domestic partners. The effective date of the benefits is November 1993. Seven health carriers--one Blue Cross/Blue Shield and six HMOs--have agreed to provide coverage at no surcharge. Harvard has 12,000 eligible employees; it is estimated that less than one percent of its population will apply for same-sex benefits.

National Cost Estimates: The cost estimate study done at Stanford University predicted that between 40 and 60 employees would register as same-sex domestic partners, costing the University in the range of \$30,000 to 60,000 a year to cover gay and lesbian partners. Underlying assumptions were that the percentage of Stanford employees likely to enroll would be consistent with the experience of other comparable employees, that Stanford would contribute the same amount to domestic partner coverage as to spousal coverage, and that domestic partner coverage would be no more expensive than spousal coverage. The experience to date of all employers who have adopted domestic partner coverage is that it is not more expensive than spousal coverage. However, the number of enrollees has varied widely for different plans. At Lotus Corporation, with an employee base of 2400, 14 employees have registered their partners for coverage.

The experience at Lotus Corporation clearly shows that health coverage for gay and lesbian couples is not more costly than coverage for heterosexual couples. An issue often raised is "adverse selection," or an assumption of higher cost because of providing coverage to gay men, thus assuming higher cost due to AIDS. Lotus Corporation and Stanford University have both done studies on this assumption and found that there is greater financial risk from complications of pregnancies or from potential coronaries of white males in the 48-54 age bracket than with health care costs associated with the treatment of AIDS. Also, AIDS is not just a gay men's disease.

University of Minnesota Cost Estimates: The University of Minnesota provides coverage for faculty and staff through the State Health Plan and makes coverage available for undergraduate and graduate students through Boynton Health Service. The following profile was provided by Diane Mulvihill, Director of Employee Benefits Office (612-624-9090): There are approximately 60,000 participating in the State Health Plan, of whom approximately 20,000 are part of the University of Minnesota system.

Faculty and Staff Profile: Number of participants--17, 545; number with dependent coverage--9, 239 (52%); cost to the University for dependent coverage--\$19,390,813 (\$2,098.80 per employee enrolled in dependent coverage).

Recommendation Three: Establish a Gay and Lesbian Studies Program.

To foster the cross-disciplinary study of issues related to sexual minorities (lesbians, gay men, bisexuals, and transgender individuals) and to promote the development and integration of sexual minorities studies into the curriculum, the University should create a Gay and Lesbian Studies Program or Center. A coherent curriculum of courses in Gay and Lesbian Studies would be taught through the program. The interdisciplinary and multidisciplinary curriculum of the program would be served by current faculty from across the University. The program would coordinate already existing gay and lesbian studies courses and help to nurture the developing field of Gay and Lesbian Studies.

Recommendation Status: Faculty and graduate students began meeting in spring quarter 1993 to discuss this recommendation, and work on developing a proposal resumed in fall 1993. It is anticipated that a proposal will be submitted some time during the 1993-94 academic year.

As noted earlier in this report, the curriculum survey that went to 3600 faculty members, and was returned by 903 people, demonstrated the need for a gay, lesbian, bisexual, and transgender studies program or center. It is startling that over two-thirds of the faculty who responded to the survey were unaware of any gay, lesbian, bisexual, or transgender resources in their own field. Close to half of the faculty who responded believe that gay, lesbian, bisexual, and transgender issues should be part of diversity initiatives at the University.

When asked if they had ever taught a course which contains any elements of the gay, lesbian, bisexual, or transgender experience, faculty response patterns clearly indicated a sense of concern for the gay, lesbian, bisexual, and transgender students in their courses, while declaring a significant lack of knowledge of this subject matter. Although 86 percent of the faculty support equal protection for gay, lesbian, bisexual, and transgender people, 87 percent have never lectured, discussed, or assigned any reading about sexual identity. Six percent have lectured on or discussed heterosexism and eight percent have lectured on or discussed homophobia. Thirty-five percent of the responding faculty favored counting gay, lesbian, bisexual, and transgender courses toward fulfilling the cultural pluralism requirement.

We believe that not only would the establishment of a gay, lesbian, bisexual, and transgender studies program help gay, lesbian, bisexual, and transgender students and faculty interested in studying sexual minorities and gender identities, but also the program would serve as an academic resource for the many University faculty who are interested in including gay, lesbian, bisexual, and transgender content in their coursework. The center would also serve as a catalyst for scholarship and research activities in this field.

The University of Minnesota has a very rich listing of offerings for Gay and Lesbian Studies courses as well as courses with significant gay and lesbian content. A list of such courses, compiled in spring 1993, appears in the Appendix.

National Profile Information on Gay and Lesbian Studies: Following are examples of universities that have established, or are considering establishing, programs of studies in this field. The latest information from the National Gay and Lesbian Task Force Policy Institute lists approximately 50 colleges and universities that are offering courses in Gay and Lesbian Studies. The courses are usually offered through various departments. At some campuses, discussions are under way reviewing proposals for Centers for Gay and Lesbian Studies, and consideration is being given to such matters as programs, centers, and subfield emphasis.

A major resource for the Select Committee was Martin Duberman, Director of the Center of Lesbian and Gay Studies, The Graduate School and University Center of City University of New York (CLAGS, 212-642-2110). The first university-based Lesbian and Gay Research Center was founded in the spring of 1991 at the City University of New York (CUNY). Its mission is to gather, disseminate, and encourage scholarship on the lesbian and gay experience. The Center sponsors public forums, a monthly research colloquium, scholarships, pilot studies in curriculum, and a scholarly directory. The Center was a recent recipient of a \$250,000 grant from The Rockefeller Foundation to foster gay and lesbian scholarship. The Center planned to publish a directory of Gay and Lesbian Studies in the spring of 1993.

Across the country many colleges and universities are exploring ways of responding to the recent demand for gay and lesbian scholarship. Following are a few examples of universities that are considering centers or programs in Gay and Lesbian Studies. At New York University a proposal has been submitted for a Center for the Study of Sexual Orientation (CSSO) in the College of Health and Human Development, while Penn State University is currently reviewing a proposal for a Center for Gay and Lesbian Studies to be housed in the College of Human Development. Both the creation of a Gay and Lesbian Studies Program and the development of more course offerings are currently under discussion at the University of Wisconsin. Discussions have begun at Texas A & M University about establishing a Center for Gay and Lesbian Studies.

Recommendation Four: Develop educational programming on gay, lesbian, bisexual, and transgender issues and concerns.

To educate the University community about gay, lesbian, bisexual, and transgender issues, educational programming should be developed. Units that are responsible for safety and security issues and those that deal with confidential information (personal counseling, medical, benefits, etc.) should receive training as soon as possible. Eventually all units should receive sexual orientation and gender identification education. In addition to these separate programs, sexual orientation and gender identification should be included in existing training programs conducted by the Equal Opportunity Office, the Diversity Institute, and the Human Resources Department.

Recommendation Status: When the Gay, Lesbian, Bisexual, and Transgender Program Office is established, the coordinator will begin developing and implementing the educational training program and collaborating with other units that offer educational programs.

Recommendation Five: Update all printed publications and materials to reflect diversity in sexual orientation.

Chancellors, deans, directors, and department chairs should review all policies, procedures, publications, and forms to make sure that inclusive language, examples, and photographs are used and that diversity in sexual orientation is reflected in the University's printed materials. Units that have the responsibility for producing the major publications and news releases of the University need to make sure their products reflect diversity in sexual orientation. In particular, University Relations, the Publications and Communications Office in Student Affairs, Communication Services in Continuation Education and Extension, and the Alumni Relations Office should take leadership in this area.

Recommendation Status: Both the Offices of Human Resources and of Equal Opportunity and Affirmative Action began working on this recommendation at the beginning of fall quarter 1993.

Chapter Three

CLIMATE ASSESSMENT AND PERSONAL TESTIMONIES

Background

Throughout the nation in the late 1980s, lesbian, gay, bisexual, and transgender students, faculty, and staff began to become more visible and more demanding of their rights and academic freedom on college campuses. Colleges and universities began to add sexual orientation to their non-discrimination statements. Increased hate crime events occurring on campuses nationally began to raise issues of safety and security.

In the early 1990s, lesbian and gay employees began to demand comparable treatment for their committed relationships and families, and to hold universities and colleges accountable for their written policies of non-discrimination.

At colleges and universities throughout the nation, task forces were appointed to assess the climate and identify the issues and concerns of lesbian and gay students, faculty, and staff. Following is a list of colleges and universities provided to the Select Committee by the National Gay and Lesbian Task Force (NGLTF) in January 1992. The Select Committee is very grateful for the advice and assistance provided by others who have preceded us in conducting a climate assessment.

National Profile: Assessment of Gay, Lesbian, and Bisexual Concerns on College and University Campuses

In January 1992, the Select Committee received from the National Gay and Lesbian Task Force (NGLTF) a list of colleges and universities that had completed task reports addressing the concerns of lesbians, gay men, and bisexual people. That list included the following:

- Oberlin College: "The Report to the General Faculty of Oberlin College by the Ad Hoc Committee on Lesbian and Bisexual Concerns" (1990)
- Rutgers University: "In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns" (1989)
- University of California, Davis: "Chancellor's Ad Hoc Committee on Gay, Lesbian and Bisexual Issues" [n.d.]
- University of Massachusetts: "The Consequences of Being Gay: A Report on the Quality of Life for Lesbian, Gay and Bisexual Students at the University of Massachusetts at Amherst" (1985)
- University of Michigan: "From Invisibility to Inclusion: Opening the Doors for Lesbians and Gay Men at the University of Michigan" (1991)
- University of Oregon: "Creating Safety, Valuing Diversity: Lesbians and Gay Men in the University" (1990)
- Vassar College: "Task Force on Gay, Lesbian and Bisexual Concerns: Final Report" [n.d.]
- Michigan State University: "Moving Forward: Lesbian and Gay Men at Michigan State University" (1992)

Executive Summary

The University of Minnesota is one of the first institutions in the CIC (Consortium for Institutional Cooperation--Big Ten institutions and the University of Chicago) to evaluate the campus climate as experienced by lesbians, gays, bisexuals, and transgender people. It is worth noting that some campus assessments focused on lesbians and gay men, others on lesbians, gay men, and bisexuals, but the University of Minnesota is the first institution to assess the climate for both sexual orientation and gender identification experiences.

The majority of voices heard by the Select Committee through open mic hearing, written testimonies, and in structured focus group discussions, described experiences with benefit issues, commented on curriculum matters, or spoke in general terms about the University's climate and environment. Following is an executive summary of our investigation; it includes comments from all of the campuses of the University of Minnesota system. It attempts to capture what it is like to be a lesbian, gay, bisexual, or transgender student, faculty member, staff member, or patient at the University of Minnesota.

One of the common themes throughout all of the testimony was the request that straight peers and co-workers assist in making lesbian, gay, bisexual, and transgender issues visible, understood, and affirmed. The public and visible support of allies is much needed to change the climate at the University of Minnesota. In particular, administrators were singled out as playing a critical role in providing leadership in moving to a more accepting environment. President Hasselmo was praised for putting his rhetoric into action with respect to the lesbian, gay, bisexual and transgender community. However, the president was challenged to hold other administrators--in particular chancellors, deans, department chairs, and directors--accountable for providing a safe, secure, and accepting environment.

On the coordinate campuses of the University, being a lesbian, gay, bisexual, or transgendered person is much more problematic than it is at the Twin Cities campus because of the size of the campuses and their towns. Even being closeted is difficult for some. There is little chance of being anonymous, of having a private relationship in the local area which isn't going to be noticed by somebody, who will then tell somebody else. And since people know where people live and work, and since someone is bound to see whose car is parked outside whose house at 2 a.m., lesbians and gays are very vulnerable to homophobic rumor, violence, and other negative repercussions if they have any relationship, no matter how quiet and discreet. Each of the coordinate campuses also has its own specific climate and town issues. Some of the information that the Select Committee received from the coordinate campuses is included in this executive summary and in the following personal testimonies rather than in the separate section on coordinate campuses so as to protect the individuals making the comments.

In the written testimony concerning benefits, employees described in detail the impact on their families of being excluded from receiving the same health benefits package as their married colleagues. The financial burden of being denied dependent coverage for one's life partner was mentioned in almost every testimony received. Gay and lesbian employees pay dearly for obtaining health care coverage on the open market for their partners; for comparable coverage, approximately \$5000 per year is required. Some detailed the financial burden of ongoing medical expenses and paying off bills for previous hospital stays and major operations. Many of the personal testimonies documented the impact that exclusion from receiving health care benefits for their partners has had on life choices.

Many expressed anger, frustration, and rage that their committed relationships are not recognized or valued by their employer. As one employee put it, the University of Minnesota currently provides employee benefits based on the social construction of marriage; this is wrong and should be changed. By continuing to exclude domestic partners from the definition of "eligible

dependent" for medical coverage, the University is in violation of its own nondiscrimination policy.

We received moving testimony from both undergraduate and graduate students who wrote about the humiliating and demeaning environment they had experienced in the classroom and in the pursuit of their program of study. Discriminatory actions and comments of students and faculty were described in detail. Some students described class discussions during which the contributions of gay, lesbian, and bisexual people were minimized or where the sexuality of an artist, scientist, or historical figure was either denied, made light of, or dismissed as irrelevant. Students also described classroom experiences where the instructor told jokes demeaning gays, lesbians, bisexuals, and transgender people. The absence of gay, lesbian, and bisexual issues as well as gender identification issues from the curriculum in courses where one would expect them to be relevant was often noted. Testimonies also spoke to the difficulty students had of pursuing scholarship in the area of sexual orientation or gender identification.

One of the most frequent comments described the sense of isolation and invisibility experienced by gay, lesbian, bisexual, transgender (GLBT) people at the University. This isolation was often seen as a result of the fear of "coming out" and the lack of a central focus on campus for the GLBT community. Gays, lesbians and particularly bisexuals described having to spend valuable energy and time working to discover others in order to develop a sense of community.

Many of the testimonies and focus group comments expressed concern that there are few sources of support on campus for GLBT people. GLBTs have few places to go where they know that people will understand them, people who wouldn't think that they were the "problem" or suggest that they were "making a big deal out of nothing" or "were just being too sensitive." They need a place where they can trust people to help them deal with the discrimination they are experiencing, as well as with their own personal development and education.

One of the most frustrating factors in the University experience is the assumption that everyone is heterosexual. This is manifested in subtle but systemic ways, including the lack of inclusive language in University documents, non-inclusive choices on University forms, and the assumption by colleagues, co-workers, and faculty that all their colleagues and students are heterosexual. It is pervasive and everywhere: daily conversation, memos, forms, policies, questions, classroom discussions, and course materials.

The prevalence of hate graffiti on campus, the constant defacing of gay- and lesbian-related materials on campus, and the recurring verbal harassment all create an environment of fear. Actions during the fall quarter of 1992 against the Association of Gay, Lesbian, Bi Student Organizations and Their Friends have shown us that hatred, prejudice, and bigotry can get ugly. Daily obscene messages were left on the answering machine or spoken to the person who happens to answer the phone ("die faggots" or "kill dykes"), break-ins were attempted, hate mail was received regularly ("Die of AIDS now"), equipment was damaged, members were sent packages of feces in campus mail, and students routinely were verbally and physically threatened.

In written testimonies, GLBT respondents described their fear of physical attack. This fear of attack prevents many GLBT members of the University community from being more visible, and their invisibility only increases their sense of isolation. In addition, many people are forced to stay "in the closet" because of their fear of harassment if colleagues, co-workers, and other members of the University community knew of their sexual orientation or gender identification. Instances of blatant discrimination on the basis of sexual orientation in the awarding of recognitions, honors, and rewards were identified. Discriminations in the promotion and hiring of staff, graduate students, and faculty were detailed in many of the written testimonies and group

discussions. The toxic daily workplace environment of invisibility, jokes, slurs, and graffiti targeting GLBT people was constantly mentioned.

An overriding sentiment expressed was that GLBT persons at the University of Minnesota are forced to waste valuable time and energy dealing with the heterosexist and homophobic environment on our campuses. GLBT members of the University community cannot simply be themselves without fear of retaliation; they must constantly monitor their environment to see whether it is safe.

Because of the homophobic and heterosexist climate on campus, members of the gay, lesbian, bisexual, and transgender community do not feel safe or secure. To quote Audre Lorde, noted African American lesbian writer and activist, "Messages are received all the time, all the time." Messages are found as graffiti about campus, on walkways, building walls, and bathroom walls and doors, or signs taped to windows and doors. The silence in the classroom about gay, lesbian, bisexual and transgender issues, concerns, or contributions is deafening. Your University does not value your family as it does the family of your married employees. Your research and scholarship endeavors in GLBT culture are viewed as marginal. Following is a sample of the messages received by the GLBT community: "You are invisible," "your relationships are not valued," "your community doesn't exist," "you are not a family," "you are second-class citizens," "you are a pervert," "gender bender," "discrimination against you is tolerated," "your credibility is questioned if you are 'out'," "you have no history or culture," "you do not contribute to the University," "you are too butch," "you must fight for your equal rights," "you must constantly prove your worthiness for any recognition," "your scholarship is always questioned," "queen," "you risk physical assault or ridicule if you are visible," "your work for the University is not valued as much as that of your heterosexual counterparts," "you are not welcome," and "the University would rather not bother with your kind."

At the focus group on transgender concerns, the participants were adamant that there be an outside investigation of the Program in Human Sexuality (PHS) of the Department of Family Practice and Community Health. Individuals present told stories alleging practices ranging from insensitive to unethical. Complaints about complete lack of client involvement in treatment planning and about manipulating client treatment plans to enhance PHS research were common. Questions raised about the policies and practices of PHS include the following: demands that married couples be divorced before proceeding with treatment, being forced to use the bathroom of one's anatomical sex during the pre-operative period, manipulative threats to delay surgery, and withholding information on diagnoses and medications.

Focus group participants complained that the psychotherapy component of the program frequently increased clients' levels of depression and confusion and lowered their self-esteem. Clients choosing to leave PHS reported that transfer of their records to other professionals underwent long delays, and that they had been labelled as "troublemakers" in the medical community.

An example given of the unfriendly and unsupportive climate for transgender people at the University was when transgender clients, even post-operative, were excluded from the waiting room of the Family Practice Clinic when it was perceived that such clients ("those people") made others in the waiting room uncomfortable. Furthermore, an explicit statement was made that transgender people do not have families.

Too much detail here would be dangerous for the individuals involved and the writer who was present at the focus group discussion is fearful of retaliation if specific facts become known. Controversy about the practice of the Program in Human Sexuality are not new; patients have expressed their concerns on national television as well as on front pages of local newspapers. The TransSexual Support Group of Minnesota (TSSG) estimates the transsexual population to be at

least 200, if not as high as 500, in the metropolitan area alone. Including crossdressers and other forms of transgenderism, that number easily reaches the thousands. With that number of people living here and the University of Minnesota being a teaching hospital for medical personnel, it is essential that the University provide accurate educational programs and training in the preparation of physicians.

In addition to the call for an external investigation of PHS, the other major issue raised was a request that the infighting and turf wars between doctors and departments be stopped. The following statement captures one perspective: "One thing I'm really concerned about is the scarcity of therapy options. I don't think there is any reason why there needs to be a monopoly on who has what or which mental health professionals have information on gender identity and who is competent to do counseling with transgender people." However, another perspective states: "The truth is, there are multiple therapy sources within the University as well as several outside of the University but they are not identified or promoted by PHS to their clients." The bottom line is that there are people who want the University's help and assistance in a caring and respectful way, but who also want to interact with informed and educated professionals.

The Interim Report was received in January and public discussion commenced, focusing on the report's essential recommendations. When names of individuals appeared in the newspaper or were identified during a radio or television interview, afterwards they frequently received hate mail and hate phone calls. All of the hate mail was received at home addresses. Most of the phone calls were received at home with only a few messages left on the University voicemail system. This is not unique to university activists who choose a very public presence but it is typical of what happens to any GLBT person who is identified in the news media. Once identified, a person often becomes a target for hate crimes.

Because gay, lesbian, bisexual, and transgender people are so hidden and invisible, selected personal testimonies from members of the community are presented to help provide understanding and knowledge about their experiences at the University of Minnesota. These voices are only a few of the many who bravely broke the silence to share their pain and personal life stories.

Personal Testimonies

Following are selected examples of the personal testimonies of gay men, lesbians, bisexuals, and transgender people received in the Select Committee's effort to evaluate the climate at the University of Minnesota. A few of the testimonies are from the open mic sessions and focus group discussions, but most of the personal statements come from written testimony submitted to the Select Committee. The testimonies include those received from the coordinate campuses and are presented in the following order, according to subject: benefits, curriculum, and campus climate.

For reference, the non-discrimination policy of the University of Minnesota is reproduced here:

"The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation."

Campus Climate:

- What has been the most painful to me is the invisibility I have had to face as a gay student. I have often felt unwelcome in the place that is my home. What I can say is that except for the University Gay Community, I have not participated in campus life. It may be an unwritten rule, but it is clear that gays are not welcomed in fraternities or on athletic teams. How does it hurt gay people to be treated as non-persons by institutions? It leads us to shame about ourselves. It helps us believe the lie that we are inferior or defective, instead of the truth that we simply are. Positive role models are important for the development of self-esteem. Self-esteem is integral to success at the University and success in life.

What would I like to see the University do to improve campus life for gays and lesbians? Here are a few suggestions: Continue and strengthen the commitment to ensuring the R.O.T.C.'s compliance with University policy (or its removal from campus). Require athletic department staff to take workshops on homophobia. Require that recruiters for University athletic teams inform potential scholarship recipients of the University's non-discrimination policy. It would be even better if recruiters could tell these potential Gophers that if they are gay/lesbian, they are welcome at Minnesota. The athletic department should ensure that it will not tolerate homophobia or the harassment of team members by anyone, other team members included.

We need to make the University of Minnesota a safe and supportive environment for all the members of its community. (Source: Written Testimony--Gay Man, Student)

- I recall an incident that happened to me almost 1 year ago. I was living in a co-ed business fraternity and had come out to most of the members. The women were very supportive and had a lot of questions. Aside from a few crude suggestions (that most bi women hear from men--"Can I watch?" syndrome), the men were accepting as well...UNTIL I decided to pledge to the fraternity! I was interested in international business and I enjoyed the company of many of the fraternity members and I felt that I could do a lot for the fraternity, as well as gain experience from it. Just days after I had announced my intention to pledge, several female friends who were members confided to me that a group of men in the fraternity had voted to "blackball" me from the organization because of my orientation. Many of my "out" friends--gay, lesbian, and bi--encouraged me to file charges, but I chose not to. Instead, I simply moved out of the house and withdrew my pledge from the fraternity. (Source: Written Testimony--Bisexual Woman)

- I transitioned while in graduate school. I was accepted by my department as a male and had to explain to everybody what was going on. Within my department I found everybody enormously accepting. I kept all my friendships. There were two professors out of the entire department of thirteen who were obviously a little uncomfortable by the change; however, everyone else seemed at ease. I usually don't mention it, though. I've been a graduate teaching assistant for a long time, but I don't mention it to my students, I'm not comfortable being out with them. I have participated in some panels off campus, so I'm open but guarded. (Source: Focus Group--Transgender Person, Post-operative Male to Female, Graduate Student)

- I am committed to being "out" and visible in the dorm. That's the main reason I live here. My door is decorated with pink triangle, "queer" bumper stickers, posters, clippings from Equal Time, etc. Some people don't like this. Okay, a lot of people don't like this. Last year I experienced a lot of harassment. My door would get trashed almost every time I put something new up. Usually within hours of my putting something on my door, anything that had anything at all to do with lesbian or gay issues would be ripped down, crossed out, spit upon--you name it--was done to my door. (Source: Written Testimony--Lesbian, Undergraduate Student)

- Working in housing has opened my eyes to the homophobia of the students at the University. First, many roommates don't get along because once they find out the other is gay or lesbian they want to be removed. Residents complain that they don't want to shower with gays

because they fear "they might get fucked up the ass." This blatant homophobia is just the tip of the iceberg. Jokes and language pervade every aspect of the University with homophobia.

Another specific problem is at Boynton. Every time I go into the Women's Clinic I have to lie. They ask me if I am sexually active and if I want to discuss birth control options. First, they assume that I am heterosexual; this is homophobia. Thus, I have to lie because if I admit I am a lesbian, it will be placed on my medical record as if it were some disease. This is not fair. Do they put heterosexual preferences on their charts?

I have worked in New Student Programs through the Fresh Camp Program. First, in my group of 25 counselors, none were openly gay or lesbian. Second, when we were discussing speakers and issues to be covered, the New Student Programs did not suggest any speakers on gay and lesbian issues. They were all suggesting heterosexual problems and concerns, ignoring the omission of 10% or more of the population. Third, I was kept in the closet by the homophobic jokes of the group: the acceptance of societal stereotypes.

Fortunately, I have never been physically attacked for being queer. Then again, I am extremely careful of who I tell. I cannot be completely honest to everyone for fear of injury or harassment. I think the fact that I must omit an essential part of my life from people at the University is a sad sign and a definite push for change is needed. (Source: Written Testimony--Lesbian)

- Students at our campus of the University frequently target feminist professors for lesbian baiting. Thus, if women are outspokenly feminist, the students rumor and have even insinuated in letters to the student paper that such-and-such a professor is a lesbian. This is a way to use homophobia to intimidate all women into submission, into leaving their feminism outside the door to their offices, into being afraid to speak up against sexism. There is no parallel type of intimidation for men. When lesbian baiting occurs, administrators and colleagues are silent, both with respect to the sexism involved as well as the homophobia involved. (Source: Written Testimony--Heterosexual Woman Faculty from a Coordinate Campus)

- The truth is that these people have no idea what it is like outside of the PHS style of therapy. Many others have finally gotten fed up with PHS and left. All who have left have found therapy and transition options much better outside of PHS. Some even go as far as Milwaukee to escape PHS's wrath. Most of the transgender people who are clientele at the Program for Human Sexuality (PHS) are not comfortable going public and were reluctant to provide testimony to the Select Committee for fear of reprisals. These transgender people feel that the Program in Human Sexuality is the only alternative available to them, and to do anything that would jeopardize their relationship to the powers that be at PHS would be the equivalent of committing suicide. (Source: Focus Group--Transgender Person)

- As an RA I am actually pleased with the administration of housing. They have made a concerted effort to train people in homophobia and other diversity issues. However, much of this is theory. Living in the residence hall is another story. I am a visible and well-known member in the hall and this has forced me to stay closeted. I am afraid of acts of violence, harassment, and anonymous vandalism. For example, during a hall election a candidate was suspected to be a gay man (whether or not he is I'm not sure), and on his signs posted throughout the hall, the words "Queer" and "Faggot" were scrawled, and at one point several of his signs were burned by his door. This was violence on mere suspicion--thus I remain quiet for fear of similar injustices. (Source: Written Testimony--Resident Assistant)

- Two clients I have worked with in the past year have specifically named Dinnaken House as an unsafe, homophobic environment. In these two unrelated cases, both left because the atmosphere was often abusive toward the gay lifestyle. Although these clients were not physically attacked, verbal harassment and slander were commonplace.

A third client in a University dorm has been sexually harassed by several others there. He is afraid to come forward because of potential embarrassment to himself, because of the hostile

attitude towards gay and lesbian people in the dorm, and because of the possibility of alienating other residents.

As these serious concerns face the University Select Committee, I hope the committee will develop a proactive plan for the next school year to address the continual maltreatment and insensitivity towards gay, lesbian, and bisexual students in the dormitories. (Source: Written Testimony--P & A Employee)

- I was asked recently to write a testimonial about some of the personal observations I have had being a closeted fraternity member at the University of Minnesota-Twin Cities Campus. I have heard several times how if a fag ever came into the house he would get "the shit kicked out of him" and also that the lifestyle makes them sick. I would definitely like to "come out of the closet." Some of my friends outside of the University, as well as my family, know about my sexual preference and they all are O.K. with it, as far as they tell me. Some of my friends at the University know and are gracious enough to not push the fact, even though they all also know that I belong to a fraternity.

I was asked recently why I joined a fraternity in the first place, and what I told them is what I feel is the truth. When I joined my house I wanted to belong. I had no friends on campus and this seemed to be a way to make friends. I did make friends; however, I don't know how long they would remain my friends if they knew about my sexual preference. Basically most fraternity men are fine, upstanding, and some even understanding young men. Unfortunately, when it comes to gay/lesbian/bisexual students, that understanding usually disappears.

I have invested a great deal of money into my education. It really pains me to know that I cannot be myself, and have to live a double life because of the fear of harassment from people I have known for several years. They feel that when they find out a person is gay, that that person is somewhat different from the person they knew, which couldn't be farther from the truth. I hope that this written testimony will help the University Senate come up with some programs and practices that will insure the rights of gay/lesbian/bisexual students of the future, and will not only have an impact on our state but on the nation as well. (Source: Written Testimony--Gay Man, Fraternity Member)

- Once, in the office, two employees whose work I support and my immediate supervisor were standing around talking when the subject of gays and lesbians came up. I listened to some joking about us and a couple of demeaning comments from one person, with everyone else laughing along. Although I wasn't able to say anything then and there, I wrote them a memo that afternoon identifying myself and telling them how I felt. The person who made the comments and another both apologized. Unfortunately, my supervisor could not bring herself to talk about it and went home "sick" that day. (Source: Written Testimony--Lesbian/Bi Woman, Staff Member)

- What I think would be more helpful would be more education of the faculty, staff, and clinic personnel about transsexuals. We're not just a drag queen, someone to stare at, or trying to be flamboyant; we are just trying to be who we really are and live our life. (Source: Focus Group --Transsexual Client, Post-operative Male to Female)

- As a teacher, I have received no support or training for dealing with homophobia in the classroom--whether the homophobia is directed at me, at other students, or generalized. I have been discouraged from discussing my concerns about this, again through the discomfort and ignorance of my colleagues and faculty. Homophobia should be an issue in training all TAs. (Source: Written Testimony--Gay Man, Graduate Student)

- At one of the food service areas on campus, a person sat down next to me and read aloud an article on "Gay Bashing" from the Minnesota Daily; he then laughed and said, "Ha, ha, good for them, someone gotta keep them butt fuckers away from me, someone's gotta take care of them." Everyone around joined in, laughing in agreement, continuing comments, jokes, and cruel remarks. This continued for probably 5-10 minutes until the subject shifted to racial/sexist

comments and jokes. I felt so separate, humiliated, and discriminated against that coffee breaks with "the boys" are few and far between for me these days. It seems that approximately 60-70% of my breaks with my co-workers consist of some type of harassment, whether it's sexual, racial, or gay bashing--all of which I feel makes for an uncomfortable work environment.

Another incident comes to mind as one of the more obvious situations. A co-worker and I were on break and out of the blue homosexuality became the topic for discussion. He said that he felt he was a very open-minded person and could tolerate a lot of things but homosexuality was not one of them, that he could/would never understand or tolerate it.

When I hear this form of ignorance, intolerance from co-workers, much less supervisors within my department, it doesn't do a whole lot for my self-esteem. I spent 10 years of my life in the navy, where I had been forced into the closet. The University of Minnesota doesn't seem to be a whole lot different for me.

I've considered and pondered the idea of "coming out" at work but the advantages don't seem worth the repercussions at this point. It seems as if I would be "better off" to just remain closeted at work, as awful as that seems to me. These are just a few of the more obvious examples of situations that occur on a daily basis. It seems as if within my department if you don't "look" the same, "act" the same, hold the same "beliefs," or enjoy the same "activities," you're an outcast in my department.

If I could find another job somewhere else where I could "come out" and feel comfortable with it, I would tomorrow! And it's really too bad because I love my job. I really, honestly thought the U of M would be a more progressive or supportive environment for gays/lesbians, Blacks, Asians, women...(the list goes on). But in my opinion, it's just not right! (Source: Written Testimony--Staff)

- During orientation week, sessions were held for incoming graduate students at which we learned about housing, tuition, and health benefits available to married spouses of graduate research and teaching assistants. Such policies are hardly fair to gay or lesbian couples who are denied the right to legally marry in this state. The admissions publications, with their profiles of students and student groups and aspects of the campus and Twin Cities communities, never, to my knowledge, profiled or described gay people or the gay community. (Source: Written Testimony --Gay Man, Graduate Student)

- I have been a victim of verbal harassment due to my sexual orientation. First I have had several instances where people have called gays, lesbians, and bi's deviants, sexual deviants who are damned to hell. I have been called immoral or sick and have been tried to be "cured" by many people on campus.

I, as a homosexual, have had things printed in the Daily almost every day disputing my rights as a human being. I have been victimized by graffiti on the Washington Avenue Bridge telling me, "FAGGOTS DIE." (Source: Written Testimony)

- I had an experience when I was pre-operational. I had a family practice doctor; he absolutely freaked out when, because I had a rash and it was all over my body, I had to undress, and for some season I was under the impression that the doctor knew I was transgender because it was in my file and surely he would have read it before seeing me, but he really flipped out. He was very rude to me. Even though I had been living as a woman for a long time and was dressed as a woman, he immediately began calling me "he" and referring to me as "he" to every person he talked to. I was really upset. (Source: Focus Group--Transgender Patient)

- How do you discuss a life theme of shyness in a naturally outgoing, warm person? How do you measure the effects of invisibility in curriculum, media, etc.? After seeing Desert Hearts, one of 2-3 mainstream, lesbian movies, a group of my friends and I were laughing loudly about our high school pain in a cafe, and I realized how rarely we take up public space as lesbians. How can I look at or describe or measure all the other times I/we haven't been ourselves in public?

I'm 48 and working on my Ph.D., although my brother went straight to grad school to get his Ph.D. in his 20's; I had to deal with sexism and heterosexism before I could focus on my career, but this is hard to pinpoint. Langston Hughes wrote, "Whatever happened to a dream deferred?" We apply this poem to racism, but it also applies to heterosexism. It's this narrowing or disappearance of dreams, of self-confidence that could-have-been, of shyness--that is how homophobia has hurt me the most--not the time a truck driver tried to run me off the road for a bumper sticker. (Source: Written Testimony--Lesbian, Graduate Student)

- There is plenty of evidence that homophobic attitudes exist at the University of Minnesota. One need only enter a men's room to see the vicious comments written on the walls. I am inclined to believe that such attitudes are not generally held by faculty and other campus officials, though I do not know that for certain. Nor do I know whether those attitudes represent a fringe within the student body. Why gay and lesbian persons should encounter such hatred anywhere is beyond my ability to comprehend. (Source: Written Testimony--University Pastor)

- A student of mine was not able to attend the final exam because of threats he received over the phone. My student said the caller talked about his "little faggot boyfriend." The caller knew the type of car driven by my student and knew the time of his class. Because the caller knew so much, my student was afraid to come to class and took the final at a later date. (Source: Written Testimony--University Instructor)

- One major difficulty for me as a lesbian University professor is that I am vulnerable to losing custody of my children. For this reason I believe that I cannot be "OUT," especially given the relative visibility which University professors have: if we're out, we're noticed, and word could get to an ex-spouse. I don't know what remedy the University could provide for this difficulty, because the U doesn't make the custody decisions. (Source: Written Testimony--University Professor, Lesbian)

- As a gay man at the University, I truly feel like part of a minority. Gays and lesbians are invisible on campus. Radical students make the headlines, but most of us--especially P & A employees--just blend into the woodwork. I'm from California, where gays and lesbians are more visible. Here I have very few role models to emulate. Who do I align myself with? Where can I interact with my peers? Visibility and honesty can be risky here; I'm sure a lot of my peers live in fear. Sometimes I hear of violent incidents, but mostly I sense an undercurrent of violence against gays (men, primarily), so I am constantly on my guard, judging each situation to the last detail before "coming out." The primary atmosphere at the University is benign ignorance. (Source: Written Testimonial--Gay Man, P/A Staff)

- I regret that I can't be more out in order to be a role model for gay students. But perhaps what is more important than having every gay professor be out, is for all of us to be supportive and affirming of gay students and co-workers, and you don't have to be gay to do that. (Source: Written Testimonial--Lesbian Professor)

- Perhaps the most harmful sort of oppression I perceive is the most subtle sort: silence and omission of gay issues and perspectives. This runs the gamut from the classroom to the workplace to the Daily to the cafeteria; continued silence on gay issues, even by our own community or our allies, is in effect a tacit acceptance of our marginalization. Even my most well-meaning and generally (if quietly) supportive colleagues would never take it upon themselves to admonish a student for an anti-gay epithet nor take the initiative to write a letter to the Regents decrying their inaction on ROTC.

Faculty members, and indeed the Administration, feed into this inaction by neglecting to address gay issues when appropriate, or only addressing them as controversial at best. My experience has shown me that the more we openly, directly, and objectively discuss the issues that

affect various aspects of gay people's lives, the closer we all will come to understanding our need for simple human dignity and respect. (Source: Written Testimony--Gay Man, Faculty)

- A fundamental problem is lack of information and coordination. We are so scattered around campus, there is a serious lack of timely information about L/G/B issues and events at the University. (Source: Written Testimony--Gay Man, Graduate Student)
- There's no organization, no faculty, there's no force or anything that even if you are being openly discriminated against, that you can go to for help. I think something like that needs to be established. (Source: Open Mic Testimony)
- While my work environment is not particularly negative, I always feel on guard, like I have to be ready for an argument. For example, our research team was developing the protocol for a demographic interview; marital status was included on the form, with "married," "single," "separated," and "divorced" as the only options. I explained to my supervisors how the form was discriminatory, and they agreed to revise it. However, there was no explanation or acknowledgement of the issue presented to the full team. (Source: Written Testimony--Lesbian, Graduate Student)

Curriculum:

- I have been denied my history except in one class at the University. Only in WoSt 3400 have I received any information on g/l/b issues and history. I am a 5th- year student in political science. Various topics are covered with sensitivity to other diversity issues such as civil rights for African Americans, Latinos, etc. Where are the political science and history courses that deal with gay, lesbian, and bisexual rights? I feel that people at the University have failed to offer enough coursework in my cultural frame of reference. Where are my academic role models? (Source: Written Testimony)

- I think it would also be a good idea to sensitize teachers in all disciplines to the fact that many of their students are not heterosexual. In examples they give in class, or in their assumptions about their students, they should be aware of this. (Source: Written Testimony--Bisexual Woman, Staff)

- The predominant feeling I have is one of exclusion. Much of the coursework and research in which I am currently involved addresses issues of children and families. In most discussions, we're lucky to get a footnote. Professors may comment that families including GLB members do exist, but the discussion revolves completely around the lives of heterosexuals. The one exception I have found is "Families and Health" in the School of Public Health. (Source: Written Testimony--Lesbian, Graduate Student)

- Last quarter I enrolled in "History of Gay Men and Homophobia," which was offered through the Humanities Department. I happened upon an advertisement in a local gay newspaper announcing the course just one day before the class began. The offering has had a major impact on my life as a gay human being. I had no idea that this area of study had developed to the point of being included in a university curriculum. I graduated from college in 1976 and there were no offerings such as this at that time.

How exciting it was for me to discover that this was being offered at the University! The possibilities for positive reinforcement for younger G/L/B/T persons in taking a course like this can only be viewed as supportive and affirming to them (US) within a society that denies even basic human rights to our segment of the population. The study of what little gay history has been written to date gave me a sense of validity in the life I live and immediate "placement" on the

continuum of that history. The power this might have had on my life at a younger age causes me to wonder where I would be today, given the essence of time.

The course I am taking this quarter, "Intro G/L/B/T Studies," continues to inform and educate me as a gay human being and open up other areas of study regarding the restriction placed on ALL human beings by society--restrictions none of us had a hand in creating and few, if any, of us have a choice in accepting or rejecting.

As the world changes and borders disappear, boundaries blur, as the frantic push for inclusiveness increases (to the point of quotas--lest we offend), as a "sameness" is sought after in everyone, our differences cannot be forgotten. These differences must be understood before true change can occur.

Please continue to develop your curriculum in a DIVERSE manner--not only for the benefit of undergraduate and graduate students at the "U" but also for persons like myself who "happen" upon two (to date) incredible course offerings. (Source: Written Testimony--Gay Man, CEE Student)

- In a classroom environment, I think that the University has a responsibility to its gay, lesbian, bisexual students and faculty to form a studies department--a gay and lesbian studies department--here at the University. I think that's really lacking. And I would hope that there might be some way for a gay and lesbian alumni association being able to endow a chair, and I don't see the alumni association as ever doing a major outreach to its gay and lesbian alumni, and I know there are a whole bunch of us who would probably be a little more willing to part with some of our hard-earned money if we were even recognized by the alumni association, which we aren't. (Source: Open Mic Testimony--Gay Man, Alumnus)

- I have become aware of how often professors simply exclude gay and lesbian "reality" from their courses. This quarter I am in a sociology class that deals with the family. We have talked about all sorts of issues, ranging from divorce, declining fertility rates, children, and even alternative families. Yet, not one word has been mentioned about gay or lesbian people or families. This experience is not unique to this class. Frequently, I have "come out" as a token gay--in my research, in class lectures I deliver, in reports--in an attempt to raise awareness. I am not at all sorry I do this. I am responsible for it, and would do it whether it had effect or not, simply because it is a form of positive expression for me. However, I cannot help but be aware that it hasn't had the effect I would like to see. My "work" is generally well received. Yet, it seems as though it remains on the periphery, as though it were somehow "special interest." It raises eyebrows from time to time, and even gets me congratulated. Yet the same classes I deliver it in go right back to being centered on heterosexuality. (Source: Written Testimony--Gay Man, Undergraduate Student)

- The simple existence of an official, departmentally supported subfield in Lesbian Feminist Studies in the English Department was the single most important factor in making it easy for me to identify myself increasingly, first to myself and then to others, as lesbian. The presence of a support for lesbians and attentiveness to issues of sexual orientation in Women's Studies and the Center for Advanced Feminist Studies has also been important. I expect that the new lesbian focus group in CAFS, like the English subfield, will increase the sense of a supportive environment for lesbians because it is an official structure.

I have been trying to make sexual orientation an area of consideration in the classroom and am surprised by the number of students for whom this is immediately and personally relevant, students who would mostly otherwise erase that entire perspective from their analysis. (Source: Written Testimony--Lesbian, Faculty)

- Another classroom experience that's been unaffirming, to say the least, happened last quarter during an American Studies class taught by [professor's name omitted] that was the worst classroom experience of my over 20 years in academia. He repeatedly harped on abstinence as the solution to our social problems: poverty, AIDS, divorce, etc. During one sermon he said, "We

shouldn't be handing out condoms in the schools. We should be teaching abstinence. AIDS isn't really a threat to the heterosexual population. The people getting AIDS are gay or bisexual men or IV drug users. So why are we distributing condoms at schools?" (Source: Written Testimony--Bisexual Woman, P/A Staff, Extension Student)

- "Is that all you can do?" The "all" refers to the lesbian topics I pursue in my academic studies. The inquisitors range from professors to advisors to heterosexual graduate student colleagues. I've been asked this question so many times that now it's almost the "greeting" that appears on my computer screen every time I sit down to start a paper. It's the ghost that haunts me in the hard drive, sits next to me in the seminar, hides in my lecture notes. I didn't create this demon. It's reinscribed every time I open the Daily. I have to do a little side-step to disassociate myself from the hate and ambivalence on this campus, in its classrooms, and in its publications. If I let it wash over me, I'll drown.

I have also felt the sting of knowing I will not be chosen for a teaching assistantship because I am openly lesbian. I am often forced to answer questions about whether my homosexuality will inhibit students or make me less effective in the classroom. As a result, I generally do not come out to my students in "mainstream" classes. I don't hide my identity, but I don't reveal it either. (Source: Written Testimony--Lesbian, Graduate Student)

- This has been my first quarter at the U. I'm a junior majoring in Women's Studies. At the beginning of the quarter, I was surprised when the instructor of one of my classes introduced herself as a lesbian and then asked the students to give information about themselves including whether they were lesbian, gay, or heterosexual. This sounded like pretty personal stuff to me for the first week of class, and I did not say anything about my sexual orientation when I introduced myself.

In another Women's Studies class, when the students were asked to introduce and say something about themselves, a number of the women identified themselves as lesbians. I wondered how stating one's sexual orientation was important in a literature class and writing class.

As the quarter progressed and I got to know classmates through small group discussion and reading each other's writing, I noticed that when I read newspaper articles or watched television news reports relating to gay and lesbian concerns and issues that I began thinking about these problems as they affected the individuals I have become acquainted with in my classes. Although I have always believed that there should be no discrimination against any individual based upon their sexual orientation, I didn't know anyone personally who was faced with these issues. Lesbians are no longer a mysterious group in my mind. They have names, faces and different personalities now. (Source: Written Testimony--Heterosexual Woman, Undergraduate Student)

- I can recall several instances, while sitting in lectures, when overtly hostile and demeaning comments were made toward homosexuals by the professor. Once, in a humanities course, a student asked a question about Shakespeare to which the professor responded, "Everyone knows he was a flaming faggot, but we just need to focus on his work." The lecture hall roared with laughter while I sank in my chair. I knew then that lesbians and gays were seen by the University as an atrocity to be dismissed, but some of them might have some good stuff if we just excuse their sexual behavior, or ignore it. I cannot count the number of times a faculty member, professor or student made demeaning jokes about lesbians and gays during lectures which sent messages such as, "Wouldn't that be disgusting?" or, "Isn't that such a laugh?" or, "They should all be shot or killed." I remember a student, after reading an article in the Daily on gay bashing, asking my economics instructor if he'd seen it. He smiled and laughed, stating, "They asked for it, and they deserve it" (meaning homosexuals ask to be bashed, and they deserve it). The student then replied, laughing, "But I don't know about those dykes," to which the instructor replied, "All they need is one good man." As a lesbian, and as a woman, I was horrified.

As a senior, I came out to my faculty adviser, a woman—a very difficult thing for me to do. After I told her, she replied, "Oh!" I had decided to tell her because of her references to my lack of

a male partner. I told her I had a female partner and that we had been together 3 years, that we were a family, myself a co-parent to her son. I had expected that she would then ask how my partner was, how my son was, what we had done for the weekend, if they were coming to the awards ceremony, etc., instead of asking me if I had a boyfriend yet, if I had a date over the weekend, if I planned on having children. Instead, it was never mentioned again. For my entire senior year, she never asked anything about my home life or private life again. Even when I would mention my partner or my son, hoping to get some response like, "Oh, really?" or, "That must have been fun," she virtually and literally ignored every comment. That tells me that as a professor/adviser, she will be caring, supportive, and interested in her heterosexual students, but the lesbians--better seen and not heard. I feel this is discrimination.

I came out to the students in my composition class once; 2/3 of the class ignored my existence, 1/3 of the males would make inappropriate sexual remarks and jokes to me. That quarter I received harassing and hostile mail in my student mailbox (e.g., "Is it true all lesbians have big clits?", "Don't come by me, you smell like tuna," "Watch it, or we'll make you like men," and several others.

I find it absolutely atrocious that of all the family studies courses I took as a family studies major, only one mentioned lesbian and gay "families" (I put quotations around families as that is how it was presented to me). Nowhere in family financial management did we discuss financial and legal issues of gay and lesbian couples and families. Nowhere did daycare and tax issues get addressed for lesbian and gay couples. Nowhere was discrimination in housing addressed. (Source: Written Testimony--Lesbian, Undergraduate Student)

Benefits:

- The University should honor its non-discrimination policy statement by eliminating all policies that discriminate on the basis of sexual orientation. The University should recognize domestic partnership couples as they do married couples. I simply want for my family what a married employee can count on for his/her family. If, as an employee, they receive a benefit, so should I. The solution is to provide similar benefits to domestic partnership couples or remove the benefits from married couples. As employees of the University, we should have the same treatment. Gays and lesbians employed by the University have been systematically excluded from benefits that have been provided to their heterosexual colleagues with whom they work side by side, sometimes performing exactly the same work. That is very wrong and should be corrected!

On a personal level, for the 25 years I have been employed at the University, I have been denied the full employment status and benefits provided to my heterosexual colleagues. This has cost me dearly financially, and has sent me the message that who I love is not valued. This treatment tells me that my family concerns are not important to the University. Although I am also an employee of the University, I am not provided with the same health care security for my family as are my married colleagues.

Finally, as I approach retirement, I am outraged to find out that my partner cannot defer taxes upon receiving my retirement money in the case of my death, as a married spouse is able to do. This amounts to a huge financial loss for my partner and other gay and lesbian employees and their partners. Imagine your spouse having to pay 28% of \$250,000 (\$70,000) or 31% of \$300,000 (\$93,000) right off the top, thus diminishing the amount received by our partners to \$180,000 and \$207,000, respectively. This is a concrete example for two of us currently long-time employees of the University and who are also in long-term domestic partnership relationships. In addition, both couples have registered under the city of Minneapolis domestic partner ordinance.

I am angry, disappointed and frustrated that the Board of Regents, President Hasselmo, and the administrative leadership of the University have not taken action to enforce the University's nondiscrimination policy. The University should be playing a leadership role in righting this wrong--first, for its employees and then in initiating changes for the state of Minnesota and in urging federal tax law changes. (Source: Benefits Survey--Lesbian, P & A Administrator)

- When my partner's mother unexpectedly committed suicide five years ago, I was scheduled to leave that morning for an out-of-state business trip. I'll never forget my struggle over how I would approach my supervisor to request permission to either cancel the trip or send someone in my place. I was up for a promotion and I was afraid that to acknowledge my sexual orientation to this person, who I knew held fundamental religious values, would compromise my work and my livelihood.

I ultimately equivocated and asked if I could send someone else on the trip because my "housemate/best friend" needed my support. As you might guess, this didn't sound sufficiently persuasive and I left on the trip (shortened by two days) with the "blessing" of my partner, who, of course, was in shock. I succumbed to fear and in doing so compromised my own humanity and my bond with my partner. It is still deeply painful for me to remember the coerciveness of the situation, the fear and intimidation that I experienced, and my own personal failing.

It was one of the most demeaning and dehumanizing experiences of my life. I ask those of you who are married to imagine having to make such a choice: imagine having to ask permission to be with your grieving partner. There are no reparations the University can offer me to recast the past; I would, however, like to think that the Board of Regents and central administrators have the compassion and courage to act now so that others will not be confronted with such a choice. (Source: Benefits Survey--Staff)

- The University is discriminating on the basis of sexual orientation. My family doesn't receive the same benefits as families of heterosexuals. I have had the Group Health Plan benefits package for nearly sixteen years. I began family coverage when I married (1978), adding my spouse at a nominal monthly fee to the single coverage I already carried (which was paid in full by the University), and when my children were born (1983, 1986) the cost of family coverage didn't change. In fact, the cost of family coverage is constant no matter how many dependents you have on the policy. I was amazed to learn that the cost of family coverage (including coverage for my ex-husband) remained the same even after getting a divorce. My ex-husband remained on my insurance policy--at no additional cost--even though we were not legally married.

I am now in a committed lesbian relationship. My partner and I have a relationship every bit as stable and committed as a marriage, but we are not entitled to the same benefits I enjoyed when I was married.

My partner had been teaching part-time in a private school for two years before she became eligible for health insurance through her employer. Two weeks before her insurance was to take effect she was stricken with severe abdominal pain. Though we considered "toughing it out" until her insurance kicked in, it became increasingly clear that she needed to be treated immediately. She had a large, twisted ovarian tumor removed in October 1990. By the time of the surgery, her insurance was in place. We breathed a sigh of relief.

Months later we learned that because her pain started (and was briefly treated) before her insurance began, the claim for coverage for the surgery and hospital stay were disallowed because there was a pre-existing condition exclusion in her insurance policy. We are now faced with over \$5,500 (plus 12% interest per year) in medical bills. That may not seem like a lot of money to some people, but it certainly is to us. And it's money that wouldn't have had to be spent at all if she had been on my family coverage all along.

So why is it that my ex-husband (no legal relation) was entitled to continue receiving benefits until he married, but my life partner has had to go without medical insurance? The answer is simple--discrimination. (Source: Benefits Survey--Lesbian, Civil Service)

- During orientation week, sessions were held for incoming graduate students at which we learned about housing, tuition, and health benefits available to married spouses of graduate research and teaching assistants. Such policies are hardly fair to gay or lesbian couples. (Source: Written Testimony--Gay man, Graduate Student)

- One of my colleagues, a male who is heterosexual, received his Ph.D. the same year I did. We have taught the same number of years and were tenured here the same year. However, he has

received health benefits for his wife and two children during this time. I believe that would add up to several thousand dollars more that he has received from this University than I have. My partner is self-employed part time and works at the University only to receive benefits. I feel that I am discriminated against based on my sexual preference and have suffered significant financial loss by having to pay for health benefits for my partner and our child. (Source: Benefits Survey--Lesbian, Faculty)

- I feel discredited in all but the most professional sense since my University will not acknowledge the centrality of my relationship with my partner of 14-plus years. This level of constant and costly discrimination makes any positive response to me from the institution bittersweet at best and hypocritical at worst. My family life is erased and made invisible by an institution of learning which touts acceptance of diversity and pursuit of truth. When I'm not furious, I'm terribly sad. (Source: Benefits Survey--Lesbian, Faculty)

- It is very demoralizing to see the incredible benefits that my married colleagues (heterosexual) get and know that it will be a fight to get the same. My partner is self-employed and health coverage is astronomical for self-employed people. In order to buy a plan similar to that at the U, it would cost us \$5-7,000 a year. Since it's so costly, my partner does not have very good health coverage and as a result I am very concerned about what would happen if a serious health crisis occurred.

So I am not just losing the \$1,500 or so the U would pay out to cover her because of the lack of recognition, I will have to pay \$5-7,000 per year more than most of my colleagues. I view this as if I received that much less salary per year. How can the U have sexual orientation, gender, and marital status in the equal opportunity statement and not consider this discrimination?

At this point, my commitment, dedication, willingness to work hard under increasingly difficult pressure--all are affected by my feeling of not being seen, recognized, and treated equally to my heterosexual colleagues. Right now, it's hard not to feel taken advantage of. (Source: Benefits Survey--Lesbian, Faculty)

- Recognition within the University that gives all employees equal access to all facilities, programs, and services would contribute to better morale within the University system. (Source: Open Mic Testimony--Lesbian, Staff)

- My partner returned to school to pursue a second advanced degree. She attends the University of Minnesota. At the same time, the spouse of one of my married colleagues returned to school. Their health insurance profile did not change at all. Ours changed dramatically. Because I cannot get health insurance for my partner of 10 years (longer than my colleague's marriage), we have paid \$2,500 per year in health insurance and routine health care out-of-pocket. Over three years, the tax on being a lesbian has been \$7,500. I realize, of course, that the cost of my health insurance would have increased during this period, so that net cost to us would have been above my current health insurance, but below \$7,500. This economic burden is a clear example of otherwise similarly situated people being treated differently solely on the basis of sexual orientation.

Let me add that I do not think that the University should require public registration of partnerships to receive partnership benefits unless the state revokes the sodomy law. In addition, if reduced tuition is available for other family members, this benefit should be extended to gay and lesbian families as well. (Source: Benefits Survey--Lesbian, Faculty)

- One of the concerns I have is that, on University [Health] Plans (or perhaps I should say grad. asst. plan, since that's the one I'm familiar with) lesbians, gays, and bisexuals cannot provide health insurance for their partners. This is a practical and economic concern rather than a "subtle social barrier," but it definitely contributes toward a climate of illegitimacy toward lesbian/gay relationships. The University should take the lead in providing "domestic partners"

health insurance to unmarried straight and lesbian/gay couples. (Source: Written Testimony--Lesbian, Graduate Student)

- The University is still to some degree a reflection of the homophobia which is such a negative force in all society and the world. The fact that partners of gay and lesbian staff and faculty are excluded from the same protection and benefits as married couples hurts and keeps us socially and politically repressed. (Source: Written Testimony--Gay Man, Civil Service, Former Student)

Chapter Four

HATE CRIMES AND HARASSMENT

March 1992

Background

The University of Minnesota, in its equal opportunity statement, declares that it is committed to the policy "that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation."

The University also, as part of its Statement of Standards of Student Conduct Enforceable by University Agencies, defines as a disciplinary offense "threats to, physical abuse of, or harassment which threatens to or endangers the health, safety, or welfare of a member of the University community."

The University Residence Hall Regulations, 1992-93, prohibit disorderly conduct, which includes the use of offensive, obscene, or abusive language. It also prohibits engaging in conduct that would reasonably tend to arouse alarm, anger, or resentment in others; or threatening, harassing, sexually harassing, or endangering the health, safety, or welfare of a member of the University community.

While these policies on their face may attempt to address in general terms the issue of harassment, the continuation of harassment and hate-motivated actions directed at lesbians, gay men, bisexual and transgender persons remains a serious and increasing problem in our community.

The State of Minnesota is required by state statute to record bias-motivated crimes. Bias-motivated crimes are defined as crimes which the offender was motivated to commit because of a victim's race, religion, national origin, sex, age, disability, or sexual orientation. From 1990 to 1991, the number of crimes which were committed because of the victims' sexual orientation doubled. The Gay and Lesbian Community Action Council (GLCAC) of Minneapolis, in its 1991 Hate Crimes Report, found that from 1990 to 1991 incidents of verbal harassment have increased 273%; physical threats/intimidation increased 154%; assaults increased 132%. The data for the report comes from incidents reported to the GLCAC. Annually, the GLCAC issues a hate crimes report, usually in the spring, along with the national hate crimes report from the National Gay and Lesbian Task Force (NGLTF).

The University community is not immune from this bias-motivated violence. In fact, on campuses across the country there has been an alarming increase in hate-motivated harassment. Studies at several universities have uncovered pervasive incidents of harassment, violence, and abuse. In a 1985 study at the University of Massachusetts at Amherst, 45% of the gay, lesbian, and bisexual students surveyed reported being verbally harassed. At Yale University, 65% reported being verbally harassed and 57% feared for their safety. In a 1987 survey at Rutgers University, 35% feared for their safety and 86% anticipated future victimization. At Pennsylvania State University, 72% experienced verbal abuse, 25% reported being the target of threats of violence, and 58% feared for their safety. Moreover, a member of a targeted group does not have to be the direct target of harassment or violence in order to suffer harm from a pervasive atmosphere of intimidation and fear.

Reporting and Procedures

At the University of Minnesota four separate mechanisms exist through which to address instances of harassment or bias-motivated crime. Factors such as the nature of the harassing conduct, who perpetrated the offense, and where the incident occurred determine which office at the University is responsible for addressing the harassing conduct.

If the incident rises to the level of violation of the criminal code, the University Police Department may investigate and report. If the alleged harasser is a student and the incident is not appropriately within the jurisdiction of the police department, or if the conduct does not occur within a residence hall, the conduct is addressed by the Office for Student Judicial Affairs, which processes violations of the Student Conduct Code. There are two options for resolution of complaints brought before the Office of Student Judicial Affairs. Informal resolution is the most common and focuses on remedies such as restitution and assisting the perpetrator to change his/her behavior. The formal option includes a hearing before the Campus Committee on Student Behavior, which is composed of both students and faculty. Within the residence halls, incidents of harassment and hate crimes are addressed as infractions of the Residence Hall Regulations. Such offenses are addressed by the Housing Services Judicial Review system, which mirrors the procedures of the Office of Student Judicial Affairs. Incidents can be resolved either through an informal conference with the Housing Rules Coordinator or by a judiciary board hearing.

A wholly separate process is invoked when the harassing conduct is perpetrated by an employee of the University. Faculty, staff, and students who are employees are under the jurisdiction of the Office of Equal Opportunity and Affirmative Action.

All incidents of harassment based on race, religion, color, sex, national origin, handicap, age, or sexual orientation are to be reported to the Office of Equal Opportunity and Affirmative Action, regardless of the point of origin of the report. The Office of Equal Opportunity and Affirmative Action has been designated, since September 1991, as the central repository for information about all such offenses. However, the effectiveness of this attempt at a central reporting office is at best questionable. The Office of Student Judicial Affairs does not compile separate statistics on harassment and hate crimes. The Housing Services do not appear to have a formal mechanism by which they transfer information reported to their office to the Office of Equal Opportunity. Thus two of the four points of origin for reports of harassment and hate crimes do not transfer that information in any meaningful way to the office designated as a central clearinghouse.

University Services to Students

There are three offices that provide assistance to students in negotiating the procedures with regard to harassment and hate crimes: the Student Ombuds Service, the Sexual Violence Program, and the Student Advocacy Service.

The Student Ombuds Service is a general information clearinghouse and advocacy service for students. Inservice training on lesbian, gay, bisexual, and transgender issues is provided to advocates. Cases that have been reported to this office have dealt with graffiti or defacement of posters.

The Sexual Violence Program provides peer counseling and advocacy for victims/survivors of violence in the University community. Training on hate crimes against gay, lesbian, bisexual, and transgender persons is provided within the context of state certification training for sexual assault peer counselors. The staff person responsible for maintaining program statistics does not

recall any instance of students seeking assistance due to harassment or hate crimes based on sexual orientation.

The Student Advocacy Service focuses on advocacy for students who have been charged by the University with an infraction of University rules or regulations. However, the service will assist students who have been the target of harassment or hate crimes. The director of the program does not recall ever assisting students who had been the target of harassment or hate crimes due to sexual orientation.

Counseling Services

- **Boynton Mental Health Clinic/Boynton Crisis Clinic**

In an interview, the director indicated that there are few lesbian, gay, or bisexual identified clients at the Clinic. The director indicated, however, that fear of harassment and hate crimes is very common and often plays a major role in a person's decision not to come out. Injury to self-esteem, fragmentation, social isolation, family estrangement, and fear of ostracism often result. The Clinic does not provide its counselors with formal inservice training with regard to lesbian, gay, and bisexual issues. There has been some informal training. At present there are no openly gay, lesbian, or bisexual counselors employed at the Clinic.

- **University Counseling Services**

One of the counselors interviewed indicated that many people come to UCS frightened that they will be victims of harassment. Attempts by the officers of the Gay, Lesbian, Bi Student Association and their Friends to have the University Counseling Bureau provide support groups for "the community" have been ignored.

Statistics

The University of Minnesota Police bias-crime reports indicate that since the passage of the bias-crime reporting law in 1989, eight cases of bias crimes based on sexual orientation have been reported on campus. Housing Services records for the fall quarter of 1991 include four incidents of harassment based on sexual orientation. The Office of Equal Opportunity and Affirmative Action has reported a range of complaints based on sexual orientation from 1989 to 1992, ranging from the defacement of posters and harassing phone calls and mailings to the burning of a rack containing a lesbian/gay newspaper.

The fragmented nature of the reporting system at the University of Minnesota makes any estimate of the number of harassing incidents impossible. Moreover, the reluctance to report was a theme repeated by many persons who work with victims of harassment and hate crimes. While there was a reluctance to report, the fear of hate crimes and harassment seemed to be very prevalent among lesbian, gay, and bisexual students. This atmosphere of fear has a profound, detrimental effect on the educational environment at the University and should be a concern to us all.

Hate Crimes--Nationally and Regionally: March 1993 Update

Hate Crimes against lesbian, gay, and bisexual people have increased dramatically. Over the past three years, particular attention has been paid, nationally, to Minnesota and the Twin Cities. In 1990, of five metro/regional reporting areas in the United States, Minnesota had the highest increase of reported hate crimes—133%. In 1991, Minnesota again led the nation with an

increase in reported incidents of 202%. In 1992, one out of four anti-gay murders in the United States occurred in the state of Minnesota (source: National Gay and Lesbian Task Force, 1990-1993). Clearly, this kind of hatred, bigotry, and violence directed at the gay, lesbian, and bisexual community at large impacts the same community at the University of Minnesota. The November 1992 murder of a University of Minnesota gay male graduate student had a profound impact on the student organization because the graduate student was well known and liked within the student group. Now everyone felt vulnerable and the effect on the University was like a call to action.

The Gay and Lesbian Community Action Council, a statewide agency based in the Twin Cities, reports that many anti-gay hate crimes also go unreported. Much of this lack of reporting has to do with the community's traditional fears of dealing with the police. The University can do much to take steps in alleviating the violence in our lives by the following means:

- Requiring homophobia training for all University police and other security personnel.
- Requiring same-sex domestic violence training.
- Creating a violence-free standard for all people.
- Making certain that gay, lesbian, bisexual, and transgender people at the University who are victims of a hate crime due to their sexual orientation know that the hate crime should be reported and how to report it.
- Developing anti-violence training for all students, faculty, and staff.

Number of Reported Incidents (data provided by National Gay and Lesbian Task Force)

City/Region	1988	1989	1990	1991	1992	% increase since 1988
Metro Boston	37	84	147	209	238	543%
Metro Chicago	149	179	198	210	252	69%
Metro Mpls/St Paul	24	48	112	338	311	1196%
Metro New York	289	308	507	592	662	129%
Metro San Francisco	198	330	425	473	435	120%
Totals	697	949	1389	1822	1898	172%

City/Region	1991	1992	Percent incr/decr
Metro Boston	209	238	14%
Metro Chicago	210	252	20%
Metro Mpls/St Paul	338	311	-8%
Metro New York	592	662	12%
Metro San Francisco	473	435	-8%
Totals	1822	1898	4%

City/Region	1990	1991	1992	Percent increase since 1990
Metro Boston	147	209	238	62%
Metro Chicago	198	210	252	27%
Metro Mpls/St Paul	112	338	311	178%
Metro New York	507	592	662	31%
Metro San Francisco	425	473	435	2%
Totals	1389	1822	1898	37%

Number of Reported Incidents (data compiled by Gay and Lesbian Community Action Council, Minneapolis and St. Paul)

Type of Offense	1991	1992	% incr/decr
Harassment/threats/menacing	208	272	31%
Harassment	208	159	-24%
Threats/menacing	0	113	-
Bomb threats	2	0	-100%
Physical assaults/objects thrown	72	77	7%
Police verbal or physical abuse	22	23	5%
Vandalism	24	27	12%
Arson	3	0	-100%
Murder (anti-gay)	2	3	50%
Robbery	3	15	400%
Total number of offenses	338	421	26%
Total number of incidents	338	31	-8%
Number of incidents by hate groups	1	0	-
Number of incidents with AIDS bias	10	n/a	-
Total crimes documented by police	22	30	36%

Hate Crimes--September 1993 Update:

By the second day of fall quarter classes in 1993, two known incidents of hate crimes against gay, lesbian, bisexual, and transgender people had occurred on the Twin Cities campus. On the St. Paul campus, a sign was found on the door of the St. Paul Student Center that read, "STOP, NO BLACKS OR GAYS ALLOWED." In the Bio-Medical Library on the Minneapolis East Bank campus, a female student employee's time card was defaced with the phrase "fucking dyke" written across it. Both incidents were reported to the police and to the Equal Opportunity Office at the University.

What to Do

As a model of appropriate action, the response to the incident in the Bio-Medical Library is described here in some detail. The incident occurred on Thursday, September 23, 1993, in a secure area where only a co-worker could have committed the action. When the student showed the time card to her supervisor, the supervisor took the time card and put it in a safe place, called the police, and also reported the incident to the Equal Opportunity Office. Arrangements were made for the student and some of the other lesbian and gay employees of the library to meet with the director of the library on Friday afternoon to express their anger, concern, and pain.

On Monday afternoon, a letter from the director, personalized to each employee, was delivered to all students and staff. (A copy of the letter appears in the Appendix.) The message conveyed to all employees was swift and very strong on the matter of not tolerating discriminating behavior. The director is also in the process of developing an education program for the Bio-Medical Library staff. On Thursday afternoon, September 30, one week after the incident, lesbian and gay employees and their supportive colleagues wore pink triangles and "NO RACISM" symbols while they went about their work, as an expression of pride and solidarity. They were making the statement that prejudice and bigotry will not be tolerated in their workplace.

Chapter Five

COORDINATE CAMPUS REPORTS

Introduction

The Select Committee is grateful to our colleagues who served as coordinate campus contacts during the three years that the committee was evaluating the campus climate for gay men, lesbians, bisexuals, and transgender people. The coordinate campus contacts were kept informed about the progress of the Select Committee and encouraged to conduct evaluation on their campuses as well.

Once the Interim Report was issued, coordinate campus contacts were asked to contribute to the final report by commenting upon the five essential recommendations and their impact at UMC (Crookston), UMD (Duluth), and UMM (Morris). The coordinate campus contacts were also encouraged to provide any information they could about the climate on their campus for lesbian, gay, bisexual, and transgender people. Following are the reports received from each of the coordinate campuses.

UMC--Crookston

There is no organized gay-lesbian-bisexual group on the Crookston campus and there has been little apparent student demand for developing such a group.

During the spring of 1992, posters were displayed and notices were printed in the UMC weekly student information sheet (Trojan shorts) asking for written testimonies from gay/lesbian/bisexual individuals or, for that matter, anyone else. There was no response even though every effort was made to keep the process as anonymous as possible.

It is encouraging to report that those posters which were put up were also taken down, none of them being defaced or ripped off the wall. This seemed to indicate that the general student climate in regards to this issue, at least at that time, was one of apathy or reluctance rather than hostility or hatred.

It is also encouraging to note that there have been no notable incidents of "bashing" or harassment against gay/lesbian/bisexual students, faculty, or staff on this campus. However, it also needs to be stressed that there is no voice for gay/lesbian/bisexual students, staff, or faculty here and organized groups do not exist in the greater Crookston community. The closest organized group is on the University of North Dakota campus which is 25 miles away.

In a continuing effort to address this issue on the Crookston campus, the following policies and procedures are being developed:

- Information for gay/lesbian/bisexual students will be included in the student handbook. This section will essentially indicate where a student can visit with a staff member in the counseling area of the student activities building, which is Bede Hall.
- Our counseling staff is developing a program in which gay/lesbian/bisexual students are volunteering to be a resource for other students who might need advice, guidance, or support.
- It is being recognized that there may be sufficient interest in starting a recognized gay/lesbian/bisexual group on this campus at some time, perhaps in the near future.
- Finally, we are establishing contacts so that we are kept informed about what is happening elsewhere in the University community in regard to this issue--particularly on the Minneapolis, St. Paul, Duluth, and Morris campuses.

UMD--Duluth

CAMPUS CLIMATE AT UMD

Report from the Select Committee on Gay, Lesbian, and Bisexual Concerns

Greta Gaard and Larry Knopp, co-chairs

At the request of the Select Committee, we write to report on the campus climate for gays, lesbians, and bisexuals at UMD. We have each served as co-chair of the Vice Chancellor's Commission of Lesbian, Gay and Bisexual Diversity Issues, a campus-wide organization founded in the fall of 1990, and currently serve as UMD liaisons to the Select Committee.

Though the Select Committee is based in the Twin Cities, we realize that the proposed recommendations will have system-wide implications. For this reason, we would like to stress the differences in campus climate between the Twin Cities and Duluth--differences which make the proposed recommendations even more essential for Duluth.

A quick survey of the print media available on the two campuses offers an indication of their differences. Whereas on the Twin Cities campus, huge newspaper bins have been built to accommodate distribution of a wide variety of papers serving different audiences, the repressive bureaucratic environment at UMD has resulted in news bins accommodating (as a matter of policy) only the weekly student newspaper. (One might contrast the very names of the student papers--the Twin Cities Minnesota Daily vs. the Duluth campus The Statesman--to see that not even the most blatant sexism is discouraged here). Papers serving diverse audiences are few, and they are not publicly located: The Circle is available only inside the Anishinabe club; The Minnesota Women's Press is delivered to the women's center, and sent discreetly through campus mail in brown envelopes; and Equal Times is finally available outside the library, after a two-year battle for its distribution (a second bin, located near the women's Resource and Action Center and MPIRG office in Kirby Student Center, was recently stolen).

Another difference between the two campuses and their relative warmth or hostility towards gays, lesbians, and bisexuals may be found in the relationship between the campus itself and the city wherein it is located. While the political climate of Minneapolis is in many areas as progressive as the University, here in Duluth the "town/gown" split is more severe. It would be ludicrous indeed to describe the Duluth campus as progressive--yet, by comparison with the city of Duluth, the campus indeed seems quite liberal. What this town/gown split means for gay, lesbian, and bisexual UMD students, faculty, and staff is simply that we live and work in a world of conflicting attitudes and standards. You are well aware of the death threats issued to our Vice Chancellor and another faculty member last spring. In the interest of personal safety, this hostility influenced one of us (Gaard) to refuse to be photographed for a CEE brochure advertising her team-taught course on "Cultural Diversity and Academic Freedom," since her name and face would then be associated with her component of the course--Gay and Lesbian Studies.

For all these reasons, the Duluth campus would benefit tremendously from the implementation of the Select Committee's recommendations. Specifically, we would like to request the following:

- an office of the Vice Chancellor's Commission on Gay, Lesbian, and Bisexual Diversity Issues, and for the student organization, University Lesbian, Gay, and Bisexual Alliance;
- a benefits package for gay and lesbian couples identical to the one enjoyed by heterosexual couples (the presence of a faculty bargaining unit on the UMD campus is not a factor here; our contract simply accepts the benefits package provided to Twin Cities faculty);
- a Gay, Lesbian, and Bisexual Studies program component (perhaps a minor) to be composed of courses from various departments or programs (e.g., Art, Art History, Child and Family Development, International Studies, Philosophy, Political Science, Psychology, Sociology, Urban and Regional Studies, Women's Studies) and available as an emphasis in UMD's new Master of Liberal Studies degree program);
- training programs on gay, lesbian, and bisexual concerns; and
- an update on the inclusiveness of all printed publications and materials.

The implementation of these recommendations is critical to the well-being of gays, lesbians, and bisexuals on the Duluth campus. We are pleased that you have indicated your support for the Select Committee's Interim Report, and look forward to hearing your reactions to our specific concerns regarding the UMD campus.

Survey Results

1. Do you consider bi/homosexuality to be a normal lifestyle?
yes 61% no 39%
2. Should bi/homosexuals have equal rights on the job and in school?
yes 97% no 3%
3. Are bi/gay/lesbian rights a threat to American family values?
yes 20% no 77%
4. Is bi/homosexuality a sin?
yes 20% no 77%
5. Should homosexuals be allowed to legally marry?
yes 77% no 21%
6. Should gays and lesbians be allowed to adopt?
yes 74% no 23%
7. Which apply to you:
 - a. have bi/gay/lesbian friends?
yes 59% no 40%
 - b. have bi/gay/lesbian classmate?
yes 39% no 54%
 - c. have bi/gay/lesbian roommate?
yes 9% no 87%
 - d. have bi/gay/lesbian family member?
yes 16% no 80%
8. Should discrimination against bi/homosexuals be allowed in the following jobs?
 - a. grade school teacher?
yes 15% no 83%
 - b. high school teacher?
yes 13% no 85%
 - c. college professor?
yes 11% no 87%
 - d. armed forces?
yes 17% no 82%
 - e. doctor/nurse?
yes 15% no 83%
 - f. clergy?
yes 19% no 79%

g. presidential staff?
yes 13% no 86%

9. How do you feel about each of the following?

a. health insurance for gay/lesbian spouse?
yes 87% no 10%

b. social security for gay/lesbian spouse?
yes 87% no 10%

c. hospital visitation rights for gay/lesbian spouse?
yes 91% no 6%

d. inheritance rights for gay/lesbian spouse?
yes 91% no 7%

COMMENTS:

As long as I don't have to watch kissing, touching, etc., I don't mind. But I strongly feel that marriage between them is wrong both morally and legally. I admit that I don't know as much about it as I should, but the whole issue makes me feel uncomfortable.

Love is love.

Open your mind.

I believe that homosexual practices are wrong in the eyes of God and have contributed to the breakdown in society as a whole. How I feel about what a person does, however, does not change that person's place as a human being.

The word "gay" used to refer to happiness! The use of the word "gay" as referred to by homosexuals is a pretty word used to cover up a disgusting act.

Why can't we all just get along? I am heterosexual but think that I am no different than anyone in your organization. Congrats on your courage and keep up the good work.

Do gay/lesbian/bi students have any suggestions about how faculty can be more inclusive in the classrooms?

I have a real problem with people that think bi/gay/lesbians are only interested in sex. I was taught it had something to do with love.

Live and let live.

I think it would be wonderful and very healthy for gays to come out.

More government money for AIDS research.

I don't agree with the lifestyle, however that does not give me or anyone else the right to discriminate against these people.

Who are we to say what's right and what's wrong? Some people who are very close to me are gay/lesbian, and I love and accept them for who they are and not their sexual preference.

I think that bisexuals, gays and lesbians need to have the same rights as every other heterosexual person in America. I think the state of our nation is denying a great percentage of the population their rights, and we are missing out on what these people can offer us and our children.

I don't mind them. I just don't want their views pushed into my own or children's face.

I don't understand it and personally think it's absolutely disgusting!

Everyone has the right to live as they want to so long as they don't interfere with the pursuits/dreams/goals of others.

Discrimination in any form has no place in a free society.

UMD Statesman, November 12, 1992

STATEMENT OF UNIVERSITY LESBIAN/GAY/BISEXUAL ALLIANCE

Regarding Informational Survey found on page 10

ULGBA Members--Staff Writers

According to the results of the University Lesbian, Gay, Bisexual Alliance (ULGBA) Coming Out Week poll, 97 percent of respondents say that lesbian/gay/bisexual people should have equal rights on the job and in school. Does this mean there is no discrimination at UMD? Unfortunately, no.

The poll yielded both encouraging and not-so-encouraging results. We are grateful to all those who took the time to answer. The vast majority of these people indicated that they were supportive of us in general. At the same time, we know from the taunts and jeers that we got from several passers-by that many of our most hostile opponents did not participate. Furthermore, among those who did, a closer look at the results shows some ambivalence toward us and certain issues surrounding our full enfranchisement both politically and socially.

First, a very large minority (39 percent) still see us as "abnormal." Granted, question number one left unanswered just what "normal" than whites and Christians simply because they are in the minority in the U. S.? Obviously not. We may be a minority, but this does not make us "abnormal"!

Second, although an overwhelming majority of respondents said that they supported our having equal rights generally, when it came to enumerating these, the numbers dropped off significantly. Almost one quarter felt that we should not be able to exercise the basic human rights of marrying each other or adopting children; between 10 and 20 percent felt that it is acceptable to discriminate against us in certain professions, such as teaching, religious ministry, health care, and the armed forces. This suggests that it is easy for people to be for equal rights in the abstract, but when it comes to putting equal rights into practice, they are much more reluctant.

Third, a lot of people remain terribly ignorant about the fact that we are everywhere--in families, churches, schools, dorms, and indeed, every situation imaginable. Statistically, it is virtually impossible not to have lesbian, gay, or bisexual friends, family, or acquaintances. Yet as many as 87 percent responded that we are not a part of their lives in these ways! This is a function of both their perception that we don't exist and ours that it isn't safe to come out. These are interrelated problems. What needs to happen simultaneously is for more lesbian, gay, and bisexual people to come out and for straights to start acknowledging our existence.

Finally, these results indicate that lesbians, gays, and bisexuals are the last remaining group against whom institutionalized discrimination is seen by large numbers of people as acceptable. If these same questions were asked about women, non-white Americans, religious minorities, or differently abled people, would as many respondents have been willing to say that they approve of discrimination in specific circumstances? We doubt it.

The poll was ULGBA's first attempt to gauge the climate at UMD with respect to lesbian/gay/bisexual people and the issues surrounding our lives. It was modeled after a Newsweek poll and administered in an unscientific way. In retrospect, the dichotomous nature of the questions (one had to answer "yes" or "no"), combined with the ambiguous language in some of them (what is "normal"?; what are "American family values"?), forced respondents into taking absolutist positions without any opportunity to qualify or clarify their answers. Still, we believe that these results provide valuable information about attitudes in the UMD community. They suggest that the

challenge before all of us is to increase lesbian/gay/bisexual visibility and the full and equal participation of everyone in the UMD community. Toward this end, ULGBA continues to increase educational outreach efforts on campus through political and social events and classroom speaking. We welcome and appreciate the support we have received from our many allies in the campus community.

FOCUS
ULGBA SURVEYS UMD
TO RAISE AWARENESS

Jennifer Sheda, Staff Writer

The University Lesbian, Gay, Bisexual Alliance conducted an informal, unscientific survey recently to both gauge UMD community attitudes and raise awareness about issues.

About 750 participated in the survey, which was done for three days in Kirby Student Center. As students passed, they were asked if they wanted to fill out the survey. Students who agreed and were able to stop could personally talk to members of ULGBA, said co-chair Shawn Burich.

"The survey had a twofold purpose. One was to give us information and the other was to increase our visibility," said Rob Drake, co-chair of ULGBA.

Burich said the survey gave people a chance to take a second look at themselves and assess whether the opinions they had were valid or based on popular myths and stereotypes.

Drake said they have received some criticism in that the survey was "vaguely worded" and a participant could only answer yes or no.

While recognizing the unscientific quality of the survey and the fact that most people filling the survey out were supportive, Burich and Drake said it served a valuable purpose.

"The survey pointed out two things: one, there are a lot of heterosexual allies on campus. Two, through the results of the survey we realize there is much more education to be done to debunk stereotypes and myths that exist," said Burich.

Larry Knopp, ULGBA adviser, said the survey was successful in that it got people to "think about issues and make them aware that there is a community of gay, lesbian and bisexual people here.

"Any time you get that many people that respond to issues surrounding gay, lesbian and bisexual people's lives then you've got a success. There's a lot of people on this campus who believe we don't exist. This should make clear that we do," said Knopp.

Barry Fanning, treasurer of the organization, said he didn't have a lot of expectations before the survey was done. Fanning also acknowledged the survey wasn't a scientific poll, but "These kind of responses are better than not having any feedback at all," he said.

Knopp said that even though the people most likely to fill out the survey were supportive of bisexuals, lesbians, and gays in the first place, their answers showed even they have mixed feelings. He said they still had a long way to go.

Fanning said it was important to be talking to people outside of the gay, lesbian, bisexual community.

Burich said there were many people who said they weren't interested and kept walking by. "These are the people we really need to reach out to."

ULGBA Plans for Future

Jennifer Sheda--Staff Writer

The University Lesbian, Gay, Bisexual Alliance is an organization that provides for both social and political activities for its members and others in both the UMD and area communities.

The purpose of the organization is two-fold, said Shawn Burich, co-chair of ULGBA. "The first is to provide a safe, comfortable space, and second, for those comfortable enough, to be political activists on campus."

Rob Drake, co-chair, said the organization's future plans will always "entail a certain amount of political activities and a certain amount of social activities."

Shawn Burich emphasized that no one is pushed into anything. Both chairs stressed that the meetings are confidential and can provide a safe place for people to meet other lesbians, bisexuals, and gays--or just a place to talk.

But by no means are supportive heterosexuals excluded from meetings or activities.

Drake said ULGBA tries to provide for some "amount of security, personal growth, outreach and stability."

Burich said some members of the group "are very out" while others are not. She said no one is pushed into doing anything s/he doesn't want to.

Burich expressed understanding about the sometimes very homophobic climate on campus. She mentioned the graffiti in the bathrooms at school. "It's very intimidating."

"I'm really excited about the growing positive changes I've seen on campus, yet I do realize there is a lot of education to be done," said Burich.

ULGBA has worked to fill that educational gap. The organization is making itself available to give classroom presentations and faculty workshops to educate people about the facts of homosexuals and bisexuals. In doing these workshops, Burich said, "We give a person's face and a personal story to the label."

Hopefully, faculty will take us up on this. "We can model our presentation to fit the class," said Burich. She added that by reaching out to students and educating them enough, some of them may change their negative attitudes.

Burich said they don't expect to change years of learned attitudes and beliefs. ULGBA's goal is to give them "truthful information and debunk some stereotypes and myths."

Drake said people haven't moved beyond the sexual aspect of homo/bisexuals. "They look at sexual aspects rather than the person."

Burich said that ULGBA is working closely with the Human Diversity Task Force (of which it is also a member) to move toward more equal representation on campus. Some of their plans include trying to get a center of their own for a place to relax and have information available.

Barry Fanning, treasurer of ULGBA, said it's great to be in a group where you know everyone is supportive. "It's nice to connect with other people."

Burich said the organization had its beginnings about 11 years ago in a gay men's association. In past years the membership has gone up and down. This year there are about 15 members who, Burich said, are dedicated.

ULGBA does a variety of things on campus and in the community. Their future plans include sponsoring performances, speakers, a dance, and a filmfest. They are organizing a book club in which participants will be reading and discussing bisexual, lesbian, and gay topics. The is open to anyone and will meet Monday, Nov. 16, at 4 p.m. in K333.

Larry Knopp, faculty adviser, said, "I am excited that the organization is so vibrant right now and very optimistic about the organization and the community at UMD. I am mindful of the sometimes really intense homophobia that remains out there."

Fanning said, "I very strongly believe that the political is personal. To me, it seems that people are more the same than different; we have to stand up for others. If people in the mainstream could start hearing that message, that's when change will happen. People in the mainstream may not always be in the mainstream. We have to make sure there are safeguards for everyone to protect everyone's rights."

UMM--Morris

The Morris Campus is a safe place for the most part. There have been no reports of physical violence, although verbal abuse is a frequent occurrence on the campus and in the local area. Homophobia on and off campus is a great cause of concern. There are many instances of homophobia on campus--notably in the dorms and in the workplace.

The Residential Life staff works overtime to make a better atmosphere for our gay students, but they also work against a balking campus structure--such as the idea that we do not need a Gay Studies program, or even classes that pertain to the gay culture; nor that it is important to recruit gay faculty or staff. Their reasoning and justification are that there are not enough gay students to warrant any action.

This campus is such a small community that many feel the repercussions of homophobia on a daily basis. By describing any incident that has happened through personal testimony, a person would be putting oneself in jeopardy and subject to further homophobic attacks. For example, a gay employee was charged with sexual harassment on the basis of his discussion with a co-worker about a man he was dating at the time. This is just one incident that has happened to this employee in the last six months. The last incident finally brought out the reason for all the harassment: homophobia.

This issue is the same in the dorms, where a student keeps being harassed by his fellow dorm mates. And because of this abuse, I know many gays who will not return to this campus or come out while living in the residence halls, as a result of the treatment that one person has received.

Much needs to be done on this campus. Workshops and training on gay issues need to be mandatory for the staff and faculty. This needs to be done by the administration to let people know the University will not tolerate any form of gay bashing at our University. There is a need for separate "gay positive" classes, or at least inclusion of the topic in ongoing classes, and these posted in the Bulletin as such.

Through these examples by the University to the faculty/staff/students, a better understanding of gay issues would prevail.

Chapter Six

"WHAT ARE YOU AFTER?": A HISTORY OF LESBIANS, GAY MEN, BISEXUALS, AND TRANSGENDER PEOPLE AT THE TWIN CITIES CAMPUS OF THE UNIVERSITY OF MINNESOTA 1969-1993*

JOHN D. WRATHALL

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Revised for Final Report of the Select Committee

Introduction and Overview

A 1970s pamphlet published by FREE, the first gay rights organization in the Upper Midwest, asked its readers, "What are you after?" The question was meant to suggest that there was something more for gays, lesbians, bisexuals, and transgender people than the oppression, the fear, and the pain of the closet. One could find what one was after by "coming out," by joining a community. The history of the lesbian, bi, transgender, and gay community at the University of Minnesota from 1969 to the present is a story of radical transition. It was University activists who, through courageous effort, developed the first self-conscious, politically active gay movement in the region. Sexual minority communities had existed in Minnesota before that time. But now for the first time activists challenged the silence which stifled the gay, lesbian, bi, and transgender community, developed support networks for each other, and sought to persuade the "straight" majority that it was in the interest of all to accept and celebrate sexual diversity rather than to punish it.

The history of transgender people, bisexuals, lesbians, and gay men at the University of Minnesota since the late 1960s can be divided into three stages: 1) a period of student activism (1969-1974), 2) a period of quiescence and consolidation (1975-1988), and 3) a period of joint faculty and student activism and community building (1987-present). During the first period, there was only one organization to represent the needs and interests of gay, bi, transgender, and lesbian people: FREE. During the second period, gay, lesbian, and bi faculty networks began to develop, a faculty initiative resulted in the revision of the Equal Opportunity Policy to include sexual orientation, and some faculty began to incorporate issues of sexual diversity into the curriculum. Toward the end of the second period, the student community fragmented into several different interest groups: men, women, bisexuals, people of color, graduate students, and undergrads. The

* My sources for this project have consisted of newspaper articles from the Minneapolis Star, the Minneapolis Tribune, the St. Paul Dispatch, and the Minnesota Daily; the constitution and fliers of FREE; records of the Student Organization and Development Center; articles by Lyn Miller ("The Dawn of Gay Liberation in Minnesota") and Robert Halfhill ("FREE: The First Gay Liberation Group in Minnesota") in the 1989 Official Pride Guide; and interviews with Eli Coleman, Patricia Mullen, Jacqueline Zita, Ray Myers, Gary Thomas, Jim Berg, Gary Schiff, Robert Jacobsen, Eva Shirts, Joe Duca, George Holdgrafer, Tim Blade, Elise Mattheson, and others whom I cannot acknowledge. I was also an actor and observer in many of the events described from 1988 to the present. Many of the documents describing the early activities of FREE were collected by the FBI, to which I had access thanks to the Freedom of Information Act. Toni McNaron has published a book, I Dwell in Possibility (1992), which discusses her life and work at the University of Minnesota as a lesbian faculty member.

Some people might argue with my attempt to include transgender people in this history (particularly in the section describing the Program in Human Sexuality), since gender identity is a different category from sexual orientation. I have included them because transgender people are and always have been a part of "gay" communities and subcultures, and because transgender people are often directly affected by discriminatory policies and attitudes directed against gays, lesbians, and bisexuals.

last period has seen an impulse toward unified community while accommodating diversity. It has also seen a growing productive relationship between "out-of-the-closet" faculty and students who look to them as role models. For the purposes of this history, it is also important to acknowledge the Select Committee's role in developing the lesbian, bi, transgender, and gay community. The Select Committee required enormous input and cooperation from all sectors of the University of Minnesota. The recruitment of volunteers to staff committees has created a diverse network of people and unified us in working toward a common goal.

Early History: FREE

Fight Repression of Erotic Expression (FREE) was one of the first gay liberation organizations in the country, and the first to organize in the Upper Midwest. Student activists from the University of Minnesota created change, not only within the University, but in the Twin Cities and throughout the Midwest. Later community-based activism grew from the seed of University-based activism. So a history of gay, bi, lesbian, and transgender people at the University of Minnesota is also a history of the development and maturation of the transgender, bi, gay, and lesbian community in Minnesota as a whole.

Koreen Phelps and Steven Ihrig organized FREE shortly after the Stonewall riots sent shockwaves through lesbian, bi, gay, and transgender communities throughout the world. FREE received official approval as a student organization from the Twin Cities Assembly on October 24, 1969.¹ FREE sponsored social events and acted as a support group from the beginning, but its founders considered it primarily a political activist and educational organization. While most gay, lesbian, and bi student groups on campus today grant membership in return for simple attendance at meetings, FREE required its voting members to contribute "six hours of non-public work or two hours of public work"—"public" meaning in settings where it would be necessary to come out of the closet to the University and perhaps the broader community.² As expressed in many of their fliers, FREE members believed that the most revolutionary aim of FREE was quite simply to "prove the existence of gay people." One of their first actions, in February of 1970, was to "integrate" a dance at the University by descending on it with about fifty members of FREE to dance in same-sex pairs. Stephen Ihrig told the Minneapolis Star, "One of our main functions as a group is to acclimatize the straight public to our existence—to our reality."³ Phelps and Ihrig led a Free University course on "The Homosexual Revolution" in 1969, organized the first gay rights protest on February 11, 1970, and initiated the Gay Pride March in Minnesota. They also helped start gay student groups at other universities like the University of Maryland. Koreen Phelps and Jack Baker, another early member of the group, appeared on television several times and spoke in churches, at schools, and on the radio to raise awareness of gay and lesbian issues. In May 1970, Jack Baker and Mike McConnell⁴ shocked the University community by applying for a marriage license. Jack Baker eventually became the first openly gay student body president in 1971, having run a colorful campaign where he appeared in one memorable poster wearing pumps.

FREE organized the first gay rights protest in Minnesota on February 11, 1970, when Thom Higgins, one of their officers, was fired from his job with the State Services for the Blind. Higgins, himself partially blind, worked on the Talking Book Radio Network. He was fired after he informed his supervisor that he would be appearing in a press conference on behalf of FREE. Higgins and FREE filed a complaint with the State Commission for Human Rights. The Human

¹"Homosexuals' Group is Given Sanction at 'U,'" Minneapolis Tribune, Nov. 9, 1969.

²Constitution of FREE.

³"Homosexuals Intend to Integrate 'U' Dance," Minneapolis Star, Feb. 5, 1970.

⁴McConnell was known to most of his friends as "Mike," though his full name was James Michael McConnell. Newspaper accounts and official correspondence of the time refer to him as "James McConnell."

Rights Commission eventually dropped the case, claiming that they had no jurisdiction since sexual orientation was not mentioned in the state's anti-discrimination statutes. Higgins and FREE, with the aid of the Minnesota Civil Liberties Union, filed a lawsuit against the Human Rights Commission for failing to handle the case. But this instance of state-sponsored discrimination set a damaging precedent. A few months later, the University Regents voted to deny another FREE member, Mike McConnell, a job within the University Library system. As when Higgins was fired, FREE fought the discrimination through protests and a lawsuit. In the fall of 1970, the University denied FREE the right to organize a conference on campus, and FREE brought yet another lawsuit against the University.⁵

The most concrete example of how FREE's campus-based activism spilled into the broader community was the foundation of "Gay House, Inc." FREE was supported in this project by members of the United Methodist Voluntary Service, Y.E.S., the Joint Urban Mission Project, and the People's Center. Gay House provided a non-exploitative environment for people to meet, socialize, and receive emotional support. It maintained a mailing list, provided educational materials, and remained open twenty-four hours a day so individuals could "drop in" whenever they needed to. Gay House was the first community service organization in Minnesota specifically for transgender, lesbian, gay, and bi people, and could be seen as a predecessor of today's Gay and Lesbian Community Action Council.⁶

Like its present-day successor, the Association of Gay/Lesbian/Bi Student Organizations and Their Friends, FREE represented a very diverse constituency and concerned itself with a wide range of justice issues. Its constitution stated that one purpose of FREE was to oppose "all discrimination on the basis of race, sex, creed, nationality, political persuasion, or sexual preference.... FREE is willing to support the efforts of any groups fighting against such discrimination if said group is in turn willing to defend the rights of gay people."⁷ There even appears to have been a transgender presence in the organization. One account of an early FREE meeting reports that an "elaborately dressed" individual complained of police harassment for coming to the meeting as a "drag queen."⁸ The diversity of FREE appears to have created tensions similar to those experienced by the Association today, since an account of FREE's first convention in October 1970 reports that "The polarization between moderate and radical gay people, lack of communication and 'racism,' 'sexism,' and 'chauvinism' within gay groups were major problems discussed."⁹ FREE's constitution, for all the anti-sexist rhetoric in its preamble, still referred to job holders as "Job Men." Women of the 1970 convention found it necessary to ask for a resolution guaranteeing equal representation of women and people of color. "The Women of FREE" formed their own caucus in order to make sure that the needs of lesbians would be addressed. Tensions between men and women eventually led the University Lesbians to form their own group and affiliate with the University Young Women in 1982.

Until about 1974, Jack Baker and FREE—in 1972 it was rechristened "Minnesota Gay Activists"—continued to be militant and visible in the University community. But as time went on,

⁵"Homosexual's Bias Complaint to Be Investigated," Minneapolis Tribune, Feb. 5, 1970; "Rights unit won't probe homosexual bias charge," Minneapolis Star, Jan. 11, 1970; "In Court, on the dance floor, Group to fight for FREEdom," Minnesota Daily, Feb. 10, 1970; "FREE officer fired from job with state-owned radio station; group may take legal action," Minnesota Daily, Feb. 5, 1970; "Pickets protest firing of FREE officer," Minnesota Daily, Feb. 11, 1970; "Human rights commissioner backs homosexual movement," Minnesota Daily, Feb. 27, 1970; "Disorganization marks gay lib convention," Minnesota Daily, Oct. 13, 1970.

⁶FREE flier on "Gay House, Inc."

⁷Constitution of FREE.

⁸"Human rights commissioner backs homosexual movement," Minnesota Daily, Feb. 27, 1970.

⁹"Disorganization marks gay lib convention," Minnesota Daily, Oct. 13, 1970.

the initial enthusiasm began to decline. The dynamic pioneers of FREE moved on, and the Minnesota Daily records little gay or lesbian political action on campus between 1974 and 1986. In 1975, a proposal to institute a gay studies program at the University was rejected. In February 1978, University students organized to oppose Anita Bryant's campaign against the St. Paul ordinance banning discrimination against gays and lesbians, but the ordinance fell anyway. After a couple of name changes, the group was dubbed "The University Lesbian Gay Community" in 1977. The organization existed primarily as a social organization and support group, and the number of participants dwindled. In 1982, the organization split in two, succeeded by the University Gay Community and the University Lesbians, which affiliated with the University Young Women. Elise Mattheson recalls the emergence in the mid- to late-1970s of a bisexual organization on campus, though it appears to have been short-lived.

Recent Activism and Community Building

In the mid-1980s, bi, transgender, lesbian, and gay student activism and visibility began to increase, and a number of new student organizations came into being. Student activists organized a midwestern conference for bi, lesbian, and gay students in Coffman Union. Student organizations proliferated, partly reflecting the diversity of the gay, transgender, lesbian, and bi communities, and demonstrating that the needs of these different constituencies were not all met by the University Gay Community and the University Lesbians. Around 1985, Elise Mattheson and three other women formed Bi Wimmin Welcome. In 1987, gay men at the University of Minnesota organized the fourth chapter nationwide of Delta Lambda Phi, "a social fraternity by gay men for all men." Around this same period, bi, gay, and lesbian law students formed a caucus. Early in 1989, Jim Berg, a graduate student in English, approached Professor Jacquelyn Zita with the object of forming a group to discuss research and work in the area of lesbian and gay studies. The result was the formation of the University Gay and Lesbian Network and a short-lived newsletter called the "Minnesota Queerie." Even as these new groups were forming, UGC experienced a dramatic influx of members, and UGC president Dave McPartlin began to play a more visible role in the campus community. Another student activist, Robert Jacobsen, successfully ran for Student Senate and eloquently raised awareness of gay and lesbian issues at the University.

Nineteen-ninety was a critical year for lesbian, transgender, gay, and bi activism at the University. Student activists began to draw attention to the discrepancy between the University's anti-discrimination policy (revised in 1986 to include sexual orientation), and the fact that the Reserve Officers Training Corps (ROTC) was expelling bi, lesbian, transgender, and gay students and forcing them to pay back money they had received from the program. Transgender, gay, bi, and lesbian students organized protests on campus against the ROTC, but were also visibly present in later campus protests against the formation of the "White Student Union" and the Persian Gulf War. Like FREE, they sought ways to "prove the existence of gay people" by organizing "pink picnics" on Northrop Mall and Valentine's dances in Coffman Union. Suzanne Denevan became the first openly lesbian student body president, and ran on a platform which challenged the ROTC's discriminatory policy. UGC acquired a small office space and a telephone, which were shared with the University Lesbians.

John Wrathall and Deb Quist became co-chairs of the Network, and radically transformed its mission. They called a University-wide meeting of students interested in agitating for a committee on lesbian, gay, and bisexual concerns and pushing for expansion of University curriculums to better reflect the experience of gay, transgender, bi, and lesbian people. The Network formed a committee, led by Lisa Jones and Dave Ward, to lobby the University to provide benefits for domestic partners (an agenda which lesbian faculty member Toni McNaron was also pursuing). It also formed a committee, led by John Wrathall, to survey existing course offerings; to compile a list of courses which included material on lesbian, transgender, bi, and gay experience; and to identify courses where it should be covered but was not. The Network applied

for and received a \$500 grant from the Philanthrofund, a gay philanthropic organization, to conduct a thorough curriculum survey. It simultaneously wrote to Nils Hasselmo in spring 1990, asking for a meeting to discuss the appointment of a committee for lesbian, gay, and bi concerns. Hasselmo met with the group early in the fall of 1990; the result of this lobbying was the appointment of the President's Select Committee for Lesbian, Gay, and Bisexual Concerns in the fall of 1990.

The Network also cooperated with UGC to help more new student groups get started: the University Bi Community; Gay, Lesbian, and Bi Students of Color; and Gay, Lesbian, and Bi International Students. For a brief period, the Network served as an umbrella organization, facilitating cooperation and communication among all of the different University gay, lesbian, and bisexual groups. But in the spring of 1991, students formed a new group to play this role, and the Network began to focus its energies on gay, lesbian, transgender, and bi studies. (In 1992, the Network reorganized as the University Gay, Lesbian, and Bisexual Graduate Students' Academic Association.)

The rambunctious career of the University Bi Community illustrates how student activists creatively negotiated the tensions inherent in affirming difference while seeking unified community. U Bi Community was initially formed under the title "Bisexual Concerns" as the result of an initiative of Dave McPartlin, President of UGC. The Network agreed to reserve rooms in Coffman Union for the group and later paid the fees necessary for it to register with SODC. Eva Shirts and Joe Duca both jokingly recalled, "The first thing we did at our first meeting was change the name of the group. We didn't feel like very 'concerned bisexuals.'" Members of U Bi Community organized discussion groups and lectures, self-defense courses, and educational forums on bi-phobia. They also made their presence felt by sponsoring University events like "National Condom Week." For a time, tensions between men and women in the group resulted in the creation of a UBC women's caucus called "Women Loving Women." The very existence of U Bi Community was indicative of friction between bisexuals and gays and lesbians; Eva Shirts recalls, "It had never occurred to me that I might have a place in the gay community." Yet, members of U Bi Community have always provided crucial leadership in efforts to create a unified gay, lesbian, transgender, and bi community on campus, and played an instrumental role in the creation of the Association.

For some time, student leaders had envisioned receiving University funding and acquiring an office which could serve as a resource center and focal point for student activities. Early in 1991, representatives of UGC, UL, U Bi Community, Delta Lambda Phi, the Network, Gay, Lesbian, and Bi Students of Color, the International Students, the Law Students, the Medical Students, HUGS (Heterosexuals Unafraid of Gays), and the Lesbian and Gay Caucus of the PSO (Progressive Student Organization) met to discuss forming an association which would lobby for student services funding, an office, and perhaps a bi, lesbian, gay, and transgender cultural center. Eventually these students formed the Association of Gay/Lesbian/Bi Student Organizations and Their Friends. The Association received funding, and moved from the small office UGC had acquired in 1990 to a much larger space on the second floor of Coffman Union. It eventually hired a half-time staff person, and published a resource guide for transgender, lesbian, bi, and gay students. The resource guide was called the "Lesbian, Gay, Bisexual, and Transgender Student Resource Guide" and was distributed to all incoming freshmen during fall 1992 orientation of new students. The Association sent representatives to the Select Committee and worked closely with the University on the "Emergency Response Team," which was convened in fall of 1992 to deal with a series of homophobic attacks on campus.

Faculty and Curricular Change

The increasing presence of visible gay, lesbian, and bi faculty and the growing willingness of a few faculty to incorporate issues related to sexual diversity into the curriculum have been

among the most significant developments of the last decade and a half. There have undoubtedly always been transgender, lesbian, bi, and gay faculty at the University of Minnesota. Many "came out" over the years to small circles of friends, and to select co-workers or department heads. As gay male and lesbian faculty gradually became aware of each other, informal groups and networks, like the "Lesbian Faculty and Staff Potluck" (started in the fall of 1991), or the Faculty and Staff Forum, developed for the purpose of support. Many of these faculty provided support for bi, gay, transgender, and lesbian students or co-workers. But closeted or semi-closeted faculty were often less able to provide intellectual guidance to students wishing to pursue transgender, gay, lesbian, or bi studies than were their straight colleagues, because they were more fearful of having their sexual orientation exposed. Lesbian Professor Toni McNaron recalled the fear of "a question that will force me to lie quickly in order to avoid some devastating revelation that will cost me my job."¹⁰

Professor McNaron was the first lesbian faculty member to come out publicly, when in 1979 she informed the chair of the English Department that from that point on she would present syllabi and articles from "a lesbian-feminist perspective."¹¹ At least two gay male faculty had publicly come out quite a bit earlier. Gary Thomas, a Humanities professor, came out in 1971, during the heady days of FREE. Allan Spear, a professor in the History Department, made newspaper headlines when he came out in December 1974, becoming the first openly gay state senator in Minnesota. Jacquelyn Zita was out of the closet when she applied for a job in the Women's Studies Department in 1980. Until the late 1980s, Thomas, Spear, McNaron, and Zita were the only teaching faculty who were generally known by students to be lesbian or gay. Ray Myers in the Student Orientation Office was also publicly out of the closet. Other faculty like Lisa Albrecht (General College), Mary Jo Kane (Kinesiology and Leisure Studies), Anna Lee Stewart (School of Social Work), and Tim Blade (Design and Apparel) were also out in their departments and to their students. Early in 1990, Zita and Myers were instrumental in forming what became known as the "Faculty Forum," a group of gay, lesbian, and bisexual faculty, civil servants, and administrators. But this group also kept its distance from student organizations, since it wanted to have a group to support faculty needs and issues. Shortly after it formed, the Faculty Forum attempted to get a select committee for lesbian and gay concerns appointed by the University.

Toni McNaron and a few other professors in Women's Studies were the first to deal openly with issues related to sexual difference in their curriculums in the early 1980s. McNaron taught the first lesbian studies course at the University, "Lesbian Cultures." Gary Thomas' topics courses on gay male culture and the social construction of homosexuality (taught in 1988 and 1989) were followed by the first regular gay studies course in the CLA bulletin, "Gay Men and Homophobia in the Modern West," a course which fulfilled two CLA distribution requirements ("historical perspective" and "cultural pluralism"). Jacquelyn Zita's "Heterosexism and Homophobia" (1990) and her "Introduction to Lesbian, Gay, Bisexual, and Transgender Studies" (1991), for which she organized a "Queer Studies" group with graduate and some advanced undergraduate students, represent continuing efforts to embody the burgeoning scholarship in the field in the University curriculum. In 1990-91 Thomas organized the "Gay and Lesbian Studies Research Project Colloquium Series" that featured lectures by eight scholars from the Twin Cities and Duluth campuses.¹² Both Zita and Thomas have scheduled graduate seminars in Queer Theory for the spring quarters of 1993 and 1994. In recent years, a number of graduate students who were doing dissertation research on lesbian, gay, transgender, or bisexual topics designed and taught their own courses, contributing to the growing academic discourse around issues of sexuality. In 1992-93

¹⁰Toni McNaron, *I Dwell in Possibility* (1992), p. 182.

¹¹*Ibid.*, p. 181.

¹²McNaron, Zita, Thomas, Lydia Hammesley, Marty Roth, John Mowitt (Twin Cities), and David Mayo and Larry Knopp (Duluth).

graduate students at the University of Minnesota organized the Third National Gay, Lesbian, and Bi Grad Students' Conference on Queer Studies.

Responses of the University Community

The University of Minnesota's official response to gay, lesbian, bisexual, and transgender students, faculty, and staff has varied over the years. Furthermore, some parts of the University community have been more hospitable to or tolerant of lesbian, bi, gay, and transgender people than others, depending on the political vagaries of particular departments or administrative structures at the University. For example, it is widely recognized that it has usually been easier for students, faculty, and staff to come out in departments in the Liberal Arts than in the Institute of Technology, the Carlson School of Management, or the Medical School. Also, the Regents have generally been more hesitant to affirm the rights and the equality of transgender, bisexual, lesbian, and gay people than have faculty and student forums.

In fall of 1969, when FREE sought official status as a student group, the Committee on Student Affairs of the Twin Cities Assembly granted it by a unanimous vote.¹³ Despite the show of support by this body of faculty and students, the Board of Regents expressed hostility and suspicion. The Regents had received complaints about the approval of the student organization, and asked the University administration to review the rules by which it approved student groups--implying that there was something wrong with the system if a group like FREE could receive approval.¹⁴ Perhaps one of those who had complained to the Regents was the Rev. Joseph B. Head, a retired Baptist minister who formed a group called "Citizens for the Preservation of the University of Minnesota (CPUM)." In June 1970, largely in response to the existence of FREE, the CPUM filed suit against the University for allowing the existence of FREE, claiming that the University was granting official sanction to "illegal activities" (presumably sodomy) and that FREE was using "the campus as a base to fan out into the high schools advocating their philosophy."¹⁵

That same month, FREE clashed dramatically with the Regents when they voted to deny Mike McConnell a job in the University Library system on the grounds that he was openly gay. The University Library system had offered McConnell a job as the Head of the Cataloging Division in the St. Paul Campus Library in April 1970. In May, McConnell and his partner, Jack Baker, filed for a marriage license. In June, the Regents instructed Dr. Ralph H. Hopp, the man who had hired McConnell, to inform him that the job offer had been withdrawn. Although the Regents gave no reasons, in statements in court and to the press, as to why McConnell was denied the job, representatives of the Regents openly stated that they did not feel a homosexual could appropriately serve the University as faculty. During the court hearings, University attorneys and witnesses attempted to intimidate and humiliate McConnell by stating he was unfit for the job since his application for a marriage license indicated intent to commit the crime of sodomy. Regents also tried to discredit McConnell by telling the press that he didn't really want employment, just publicity. Furthermore, they claimed that his hiring would enrage the citizens of Minnesota. The Regents' brief for the hearing asserted that "no case has been found which holds that a refusal to hire or even a discharge because of homosexual activities constitutes a denial or deprivation of constitutional rights." "No court in the land will rule against us," Regent Daniel Gainey told the Minnesota Daily. In fact, U.S. District Judge Philip Neville did rule against them. As the Minnesota Daily reported the case, Neville ruled that "the University of Minnesota may not refuse

¹³"Homosexuals' Group is Given Sanction at 'U,'" Minneapolis Tribune, Nov. 9, 1969.

¹⁴David Kuhn, "Regents Query Acceptance of Homosexual Unit," Minneapolis Tribune, November 23, 1969.

¹⁵"U' files answer to suit," Minneapolis Star, June 9, 1970.

to hire a person merely because he is an avowed homosexual.... [Employment] cannot be denied ...on arbitrary or discriminatory grounds."¹⁶

History of the Equal Opportunity Policy

While the Regents expressed overt contempt for transgender, lesbian, bisexual, and gay people, the University's Office of Equal Opportunity extended unofficial support. Patricia Mullen, current director of the Office, recalls that Lillian Williams, director in the early 1970s, told Jack Baker to get the word out that even though the Regents would not support an anti-discrimination policy on the basis of sexual orientation, she would still take complaints from the lesbian, bi, gay, and transgender community. The type of support which Williams gave was parallel to that offered by her state counterpart, Conrad Balfour, the State Human Rights Commissioner. Even though the Human Rights Department was forced to drop FREE activist Thom Higgins' discrimination complaint in 1970, Balfour made public statements supporting the rights of gay people, and appeared at meetings of FREE.

Given the Regents' reaction to the hiring of Mike McConnell, one would assume that adding sexual orientation to the University's equal opportunity statement would have been a major battle. In fact, it was accomplished in a rather unspectacular manner, on the initiative of a handful of individuals about a decade and a half after the dust had settled from McConnell's discrimination suit. In the mid-1980s, Toni McNaron, one of the few openly lesbian faculty members at the University at that time, wrote to University President Ken Keller to ask that the Equal Opportunity Policy be revised to include sexual orientation. Keller, who prided himself on being a civil libertarian, approached Pat Mullen, who at that time served as acting director of the Office of Equal Opportunity. Mullen, the University Attorney's Office, and the Office of Student Affairs researched the proposal, and Mullen eventually brought it to the Faculty and Student Affairs Committee. The Committee voted on and approved the proposal without comment or discussion. On May 9, 1986, the policy was approved by the Regents. By the time the Regents approved a University-wide anti-discrimination policy, University civil service rules and the policy of the University Hospital had for some time already been revised, banning discrimination on the basis of sexual orientation. In approving the policy, the Regents merely affirmed for the entire University community what had already been the rule for many of its employees anyway.

The Program in Human Sexuality

The development of the Program in Human Sexuality (PHS) at the University of Minnesota Medical School also improved the environment for transgender, lesbian, bi, and gay people. PHS was founded about the same time as FREE, in 1970. It was created in response to needs expressed by physicians and health-care providers who felt ill-prepared to deal with a wide range of issues related to human sexuality, including homosexuality. The PHS also worked with community leaders and with theological seminaries to educate and conduct research on human sexuality. Faculty support for and interest in the Program resulted in the development in 1971 of

¹⁶"Homosexual marriage license denial urged," Minneapolis Star, May 23, 1970; FREE fliers: "Students To Save McConnell," "Schedule of Events for FREE's campaign to SAVE MCCONNELL," "SAVE MCCONNELL: Employment Discrimination Fact Sheet"; letter R. Joel Tierney to Ralph H. Hopp, June 24, 1970; "Homosexual sues to get job 'U' library offered, refused," Minneapolis Star, Aug. 3, 1970; "Regent calls McConnell unfit for U because of intent to commit sodomy," Minnesota Daily, August 7, 1970; "Hearing in McConnell suit set for tomorrow," Minnesota Daily, Aug. 4, 1970; "U attorneys: McConnell wanted views publicized, not employment," Minnesota Daily, Aug. 18, 1970; "Homosexual wins suit on 'U' job bias," Minneapolis Star, Sept. 9, 1970; "Judge stays injunction in U sex case," St. Paul Dispatch, Sept. 24, 1970; "Judge Stays Order to Hire Homosexual," Minneapolis Tribune, Sept. 25, 1970; "Librarians ask review in case of homosexual," Minneapolis Star, Oct. 17, 1970.

the curriculum for the Sexual Attitude Reassessment Seminars (SAR). PHS developed a new required Medical School curriculum in human sexuality, which was one of the first comprehensive curriculums in the country. Eli Coleman, current director of the PHS, studied sexual orientation when he did his dissertation in the PHS in the early 1970s. He has made important scholarly contributions to the study of homosexuality, and has been on the board of the Journal of Homosexuality since 1979.

The treatment of transsexuals at the University of Minnesota Hospital began in the Department of Psychiatry under Donald Hastings, and continued there until his death in 1977. At that time, the Department provided counseling and referral; urologists at the University Hospital also performed some gender reassignment surgery. After Hastings' death, key surgeons left the hospital and the program floundered for a year or two. In 1979, the PHS hired Sharon Satterfield as its new director. Satterfield had had background working with gender dysphoric patients and brought gender assessment counseling to the PHS. Since the early 1970s, in making such counseling and treatment available, the University has provided a vital service to transgender people in the Upper Midwest. In 1992, Eli Coleman became director of PHS. At that time, a number of transsexual patients followed Satterfield to the Family Practice Clinic, leaving the Program in Human Sexuality. Some controversy has ensued since, as PHS criticized Satterfield for continuing to see patients. Transsexual activists have criticized PHS and the University for trying to keep a monopoly on these services, for using patients for research without their permission and sometimes without their knowledge, and for making it difficult for them to transfer to other programs.

The Select Committee for Gay, Lesbian, and Bisexual Concerns

Symbolically, at least, the appointment of the Select Committee represented the University's most significant commitment yet to combat homophobia and heterosexism. In the fall of 1990, in response to lobbying by faculty and student groups, Nils Hasselmo requested of Professor Warren Ibele, chair of the Faculty Consultative Committee, that the campus climate for GLBT people be evaluated. A subcommittee of the University Senate's Social Concerns Committee was established with the name "Select Committee on Lesbian, Gay, and Bisexual Concerns." It was significant that the committee had official University status, and a specific mandate to carry out a University-wide study and make recommendations; it was also significant that the committee drew heavily on openly gay, lesbian, and bi students, faculty, and staff for its membership. The first chair of the Select Committee was Professor John Beatty from the Department of Ecology. The Select Committee struggled through its first year under severe constraints. It was given an enormous task with no funding, expected to function on volunteer power alone. During the academic year 1991-92, Professor Jacquelyn Zita served as chair of the committee, and persuaded the University Senate to provide research assistance support. Eventually adequate funding was granted to create a half-time staff position. The Select Committee, with this limited support, conducted a faculty curriculum survey and gathered testimonials from a wide array of students, faculty, and staff. It also appointed subcommittees to study particular issues like the extension of spousal benefits to same-sex couples and the resources available for students pursuing gay, lesbian, bi, and transgender studies. In the spring of 1992, Dr. Marjorie Cowmeadow, Associate Dean of General College, was elected chair of the Select Committee.

In the fall of 1992, gay, lesbian, bi, and transgender students were subjected to vehement homophobic attacks and harassment which shocked the administration and many within the University community as a whole. The administration appointed an Emergency Response Team to investigate the incidents and to formulate a response in cooperation with the Association of Gay/Lesbian/Bi Student Organizations. Nils Hasselmo asked the Select Committee to cut short a vast, University-wide survey it intended to conduct, on the grounds that there was no need to "prove" the existence of homophobia. He asked instead that the Select Committee publish a report

by March 1, 1993, with concrete recommendations that could be considered during the 1993-94 budget planning deliberations. The Select Committee was at first suspicious of this request, believing that it might be an attempt to avoid having to fund the surveys. They also feared that without empirical evidence to demonstrate the existence of homophobia, the implementation of their recommendations would be more easily opposed. But President Hasselmo did not want to spend money on surveys to find out that the University's climate was homophobic. Given recent events on campus, the president already knew that the climate was not safe or secure for GLBT people. The president requested that the Select Committee work with the recently convened Emergency Response Team for Gay, Lesbian, Bisexual, and Transgender Issues. On January 14, 1993, the Select Committee and the Emergency Response Team issued their Interim Report.

The focus of the Select Committee from January 21, 1991, through September 10, 1993, was on presenting the five essential recommendations to various constituent committees and the appropriate University Senate governance committees.

Critical meetings were held on May 4, 1993, when approval of both the Senate Consultative Committee and the Faculty and Staff Affairs Committee was needed to put the benefits resolution on the agenda for the University Senate meeting to be held on May 19, 1993. Fortunately, after some maneuvering, both committees unanimously approved the resolution. On May 19, 1993, the University Senate approved, by an 83-27 vote, the extension of benefits to gay and lesbian employees and their families.

In June 1993, central administration approved the establishment of a GLBT Program Office. The Board of Regents voted on September 10, 1993, to approve extending benefits to gay and lesbian employees and their families. The Select Committee completed its charge with the publication of its final report, Breaking the Silence, issued November 1, 1993.

Conclusion: Old Battles, New Battles

Recent discrimination controversies highlight the enormous change which has occurred since the 1970s, as well as the difficulty of eradicating entrenched institutional homophobia. The debate over the ROTC began in 1989, when student activists drew attention to the fact that in hosting ROTC, the University was violating its own anti-discrimination policy (since ROTC does not accept openly gay, lesbian, or bisexual students). This posed a dilemma, since many feared that the expulsion of ROTC would result in the loss of valuable Defense Department contracts. Nevertheless, in 1991, the University Senate passed a resolution, by a vote of 151 to 12, calling for the expulsion of ROTC if it did not begin to change its policy by 1993. In spite of the virtual unanimity of this faculty and student forum, the Regents voted to table the resolution. The Regents' decision was complex: some felt it was a national, not a local issue; some felt the University should await the outcome of the national election, since Presidential candidate Bill Clinton had promised to end the military's discrimination by executive order. None expressed the type of overt homophobia shown by Regents in the 1970s; but a good number of Regents were unsympathetic to the concerns raised by bi, lesbian, transgender, and gay students. The Regents' unwillingness to act on the Senate resolution highlighted the difficulty of bringing about social change when doing so requires confronting entrenched resistance and possible financial sacrifice. Many questioned whether the University took its anti-discrimination policy seriously, or whether it would comply only when doing so was convenient. In October 1992, seven student activists disrupted a Regents' meeting by handcuffing themselves to Regents' chairs to protest the tabling of the resolution.

Another critical battle was over domestic partner benefits. In 1990, when the City of Minneapolis was considering an ordinance to register domestic partners, some faculty, staff, and students began the discussion at the University of extending benefits to lesbian and gay men who

were employees of the University and were in committed relationships. A presentation was made in January 1990 to the Faculty and Staff Affairs Committee of the University Senate.

Another discrimination case came up shortly after the ROTC debate began in earnest, raising similar concerns. Ray Myers, an openly gay man, lost his job in the Student Orientation Office after complaining to the Office of Equal Opportunity that he had been discriminated against in a promotion. His superiors claimed that they fired him because of job performance, although Myers presented considerable evidence to the contrary. The timing of his firing--literally within days of Myers' lodging a discrimination complaint--certainly raised suspicions. Nevertheless, in spite of a student petition and letters, and a long, drawn-out grievance process, Myers eventually found it easier to drop the case and simply seek employment elsewhere.

In the discrimination case of Mike McConnell, the Regents did not hesitate to say that they were denying him employment because of his homosexuality, so confident were they that such bigotry would be sanctioned by the courts and condoned by the public. Myers' superiors could not be so brazen. But McConnell had another advantage; he had not actually gone to work yet, and it was impossible for his employers to claim "poor job performance." Myers' situation was much more comparable to what most employees facing discrimination must deal with. It highlights the difficulty of enforcing anti-discrimination policies when homophobia goes underground, and when it is only the word of the employee against the word of the employer. It also raises the question of how fair the current grievance process is, when individuals who have to use it to get justice from an institution as vast as the "U" have limited energy and resources to "fight the system."

If the gay, lesbian, bi, and transgender community on campus has made enormous progress in the last thirty years, the suspicion and hostility it continues to face in the 1990s do not warrant optimism. The history of gay, lesbian, transgender, and bisexual people at the University of Minnesota gains coherence only in the broader perspective of activism and social change which have made gay rights a prominent issue in the 1990s and promise to keep it in public discourse for the foreseeable future. The work and recommendations of the Select Committee have emerged from the activism and experience of at least two generations of gay, lesbian, bi, and transgender students, faculty, and staff who have struggled to carve out a more hospitable space for themselves. Regardless of the outcome of the Select Committee's proposals, they will continue to challenge the University and shape its existence as an intellectual community.

A. Definitions

DEFINITIONS

Sexual orientation: The orientation within human beings which leads them to be emotionally and physically attracted to persons of one gender or the other or both. One's sexual orientation may be heterosexual, homosexual, bisexual, or asexual.

Sex: An act, or series of acts, that humans do as part of the expression of their sexual nature and their desire for love and affection.

Gay Man: A man who experiences the human need for warmth, affection, and love from persons of the same gender. Sometimes this includes sexual contact.

Lesbian: A woman who experiences the human need for warmth, affection, and love from persons of the same gender. Sometimes this includes sexual contact.

Heterosexual: A person who experiences the human need for warmth, affection, and love from persons of the opposite gender. Sometimes this includes sexual contact.

Bisexual: A person who experiences the human need for warmth, affection, and love from persons of either gender. Sometimes this includes sexual contact.

Homosexual: A term coined in 1869 by an early psychiatrist named Kertbery to describe a person who has "an other than normal sexual urge which renders them physically and psychically incapable." Since the word was originally used to describe a pathology, most gay, lesbian, and bisexual people today do not like to use this term to define themselves. Homosexuality per se is no longer considered to be pathological by the American Psychiatric Association, the American Psychological Association, the American Medical Association, and many other professional organizations. The word "homosexual" is often used as a descriptor when discussing concrete behaviors (e.g., to describe same-sex sexual behaviors or fantasies.)

Gender: An individual's basic self-conviction of being male or female. This conviction is not entirely contingent upon the individual's biological sex. The exact process by which boys and girls come to see themselves as male or female is not known. However, research indicates that gender identity develops some time between birth and 3 years of age.

Transgender: Persons who feel that their gender identity is different than their biological sex. Some transgender persons wish to change their anatomy to be more congruent with their self-perception. Others do not have such a desire. There is no correlation between sexual orientation and transgender issues. Transgender persons can be heterosexual, gay, lesbian, or bisexual.

Homophobia: Negative feelings, attitudes, actions, or behaviors against lesbians, gay men, and bisexuals. It is likewise a fear of one's own same-sex sexual or affectional feelings as well as a fear of being perceived as gay or lesbian.

Heterosexism: The system of oppression that reinforces the belief in the inherent superiority of heterosexuality and heterosexual relationships and negates gays', lesbians', and bisexuals' lives and relationships.

Heterosexual Privilege: The basic civil rights that a heterosexual person automatically receives that are denied to gay, lesbian, bisexual, or transgender persons simply because of who they are.

Definitions--2

"Coming Out": Means that one states openly that one is lesbian, bisexual, or gay, in contrast to "staying in the closet" by hiding one's sexuality either from oneself or from others.

GLBT: Gay, Lesbian, Bisexual, and Transgender; term includes both sexual orientation and gender identification.

Queer: Used by some to refer to themselves or the community or a person who is gay, lesbian, bisexual, or transgender. Some people feel it is a more inclusive term for issues of race, class, and gender, while others detest it and view it as a pejorative term.

SYMBOLS OF PRIDE FOR THE GLBT COMMUNITY

Pink Triangle: The symbolism of the pink triangle dates back to World War II, when Jews were forced by the Nazis to wear a yellow Star of David on their coats. Homosexuals, many of whom were also put to death in the concentration camps, were forced to wear pink triangles. The pink triangle has since been adopted by the GLBT community as a symbol of the fight against oppression and for total acceptance. Today the pink triangle is worn as a symbol of pride, thus redefining a symbol once used for persecution.

Black Triangle: Once emblazoned on the uniform of prostitutes and lesbians by Nazis in the concentration camps. Now the black triangle is worn to honor the women previously persecuted.

Lambda sign: The 11th letter in the Greek alphabet, Lambda is a universal gay icon.

Rainbow Flag: In 1978, when San Francisco was grieving the assassinations of Harvey Milk, the city's first openly gay Supervisor, and Mayor George Moscone, the organizing committee for "Speak Out for Justice" called for the development of a permanent symbol which could be used by gay men and lesbians celebrating and saluting their community. San Francisco artist Gilbert Baker, inspired by the five-striped "Flag of the Races" (red, black, brown, yellow, and white), designed a Rainbow Flag. A crew of artists hand-made and dyed the first eight-striped Rainbow Flags, which made their debut at the 1978 Gay and Lesbian Freedom Day March in San Francisco. The eight-colored flag was affectionately called "New Glory," and was enthusiastically cheered by thousands of people who lined the streets.

The original eight colors were pink for sexuality, red for light, orange for healing, yellow for the sun, green for natural serenity, turquoise for art, indigo for harmony, and violet for spirit. In 1979 the Paramount Flag Company introduced the six-striped flag through its outlet, The Flag Store. Over the years, the Rainbow Flag has gone through many permutations. Popular sentiment, however, has kept the current six-color flag in prominence: red, orange, yellow, green, blue, and purple. The brilliant six-stripe flag represents the diversity of the lesbian/gay community and the hope for unification encompassing all its diversity.

The Rainbow Flag has been an internationally accepted lesbian and gay symbol since it was first accepted by the International Association of Lesbian and Gay Pride Coordinators in 1985. Today one can see "lesbian and gay rainbows" in cities throughout the United States and abroad, a unique and beautiful banner displaying rightful pride in its heritage and its legacy.

Freedom Rings or Freedom Triangles: Rings or triangles in the colors of the freedom flag, worn as a necklace or bracelet as a symbol of pride.

B. Letter Responding to Harassment

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UNIVERSITY OF MINNESOTA

Twin Cities Campus

Bio-Medical Library
University Libraries

Diehl Hall
505 Essex Street S.E.
Minneapolis, MN 55455

September 24, 1993

MEMORANDUM

TO: All Staff
Bio-Medical Library

FROM: Ellen Nagle *Ellen Nagle*
Director, Bio-Medical Library

SUBJECT: Harassment

It has come to my attention that a member of our staff was treated in a disrespectful manner last Thursday. Specifically, the staff member's time card contained derogatory comments regarding sexual orientation. I consider this harassment to be reprehensible.

By way of this memorandum I am informing you that harassment of co-workers is unacceptable and will not be tolerated in the Bio-Medical Library. I want to further notify you that harassment based on race, religion, color, sex, national origin, handicap, age, veteran status or sexual orientation is a violation of University policy. Sexual harassment, specifically, is also a violation of State and Federal law. Persons engaging in harassment are subject to disciplinary action.

I have been asked by the University's Office of Equal Employment Opportunity and Affirmative Action to investigate Thursday's incident. To assist me in this effort, I am requesting that if you have any knowledge about the incident you report it immediately to your supervisor or to me.

In closing, I want to reiterate that I expect every Bio-Medical Library staff member to be able to work in an environment of respect, free from intimidation.

cc: Thomas W. Shaughnessy
University Librarian

Linda DeBeau-Melting
Libraries Human Resources and Organizational
Development Officer, University Libraries

Ernestine Bailey
Office of Equal Opportunity and Affirmative Action

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C. Methodology

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METHODOLOGY

A. Open Mic Testimonial Sessions

During spring quarter 1992, the Select Committee on Lesbian, Gay, and Bisexual Concerns solicited verbal testimonies from the University of Minnesota community. Three sessions were held during the day to give students, faculty, and staff maximum exposure to this opportunity. Each scheduled hearing lasted a minimum of four hours. Two hearings were held on the Minneapolis Campus and one on the St. Paul Campus. The Select Committee at one time considered conducting hearings on the University's coordinate campuses--Duluth, Crookston, and Morris; however, it was decided that the coordinate campus contacts would decide how best to assess the climate on their respective campuses.

Flyers and advertisements in the Minnesota Daily and in the local gay/lesbian press (which includes Equal Times and Gaze) invited interested students, faculty, and staff to participate in the open mic sessions. These flyers and advertisements also encouraged individuals to submit written testimonies or to participate in structured focus groups to be held on campus.

Individuals at the open mic sessions could either identify themselves or ask to remain anonymous. As participants entered the hearing room, they were asked to sign in (using an alias if they chose) and identify their role in the University: student, faculty, or staff. Each participant was directed to the hearing table, where a microphone and tape recorder were located. Snacks and refreshments were made available to all participants.

The sessions were conducted in an unstructured way, permitting individuals to speak on subjects of their choosing related to gay, lesbian, bisexual, and transgender concerns. Although members of the Select Committee were present during the hearings, no facilitation was provided by these individuals. Twenty-six individuals participated in the hearings, providing insight and information regarding the individual experiences of gays, lesbians, and bisexuals on the University-Twin Cities campus. Because of the small sample size, generalizing these experiences across the entire University population of gays, lesbians, and bisexuals is not recommended. However, the oral testimonies shared by this group of people were very informative about the everyday experiences encountered by members of the gay, lesbian, bisexual, and transgender community as they attempt to obtain an education or do their jobs.

Special considerations need to be extended when attempting to assess the personal and professional experiences of marginalized members of society because of the fear of reprisals. Although participants were allowed to maintain their anonymity, reluctance to participate in these sessions prevailed. Recent events in the Twin Cities community may have negatively impacted the participation in these sessions. Hate crimes against gays, lesbians, and bisexuals have increased exponentially in the larger community during the past three years (see Hate Crimes and Harassment, Chapter Four.) This escalation of violence in the metropolitan area may have discouraged individuals from speaking out at these open sessions.

Individuals who did speak represented a wide cross-section of the University of Minnesota community, including undergraduate students, graduate students, faculty, civil service, and academic professionals. The anecdotal experiences described by these 26 brave individuals provides valuable personal testimony on the climate and environment for GLBT people at the University of Minnesota.

B. Written Testimony

Written testimony was solicited by posters distributed throughout the campus (including gay- and lesbian-friendly classrooms); advertisements in the Minnesota Daily, Equal Time, and Gaze; and word of mouth. Participants were given the option of maintaining confidentiality or identifying themselves. They were advised that if they chose to identify themselves, their names would be preserved on a confidential mailing list. Individuals were instructed to describe their personal and professional experience as a gay, lesbian, or bisexual individual on the campus. Other than those brief instructions, participants were able to discuss whatever they chose relating to this issue.

Fifty individuals responded to the written testimonial section of this project, resulting in ninety pages of written material. Common themes emerged from this written material. The information gathered from the open mic sessions and the written testimonials provided a rich description of the University community that would be difficult to ascertain from a random survey. Chapter Three, "Climate Assessment and Personal Testimonies," includes both an executive summary of the testimony and selected comments. In future assessments it would be important to supplement the personal testimony with random and non-random surveys or questionnaires.

C. Faculty and Staff Benefits Audit and Survey

Three members of the Subcommittee on Employee Benefits met with the Vice President for Finance and Operations, Robert Erickson, and the Director of the Employee Benefits Department, Diane Mulvihill. The purpose of the meeting was to determine which University benefits were driven by University policy and which benefits were tied to Minnesota state policy. During the meeting subcommittee members chose to discuss their personal family situations and to emphasize the importance of receiving full benefits for both their own families and the families of colleagues whom they represented. Vice President Erickson recommended that the subcommittee present information on domestic partner benefits at an upcoming President's Cabinet meeting.

In preparation for the report to the President's Cabinet, an audit of benefits and privileges provided to University employees was conducted by the subcommittee. First, the subcommittee identified all the benefits and privileges available to employees. Second, administrators were interviewed by subcommittee members who had the responsibility of implementing current policy and procedures. Finally, in preparing the final report, subcommittee members worked closely with each of the administrators they had interviewed to make sure that the current policy was stated correctly, that each policy was accurately identified as University- or state-driven, and that recipients of benefits (spouses, gay or lesbian partners) were accurately specified. The intent of the audit was to ascertain the benefits currently available to married faculty, staff, and students and ask whether the same benefits were made available to domestic partners. This internal audit of the current status of benefits, combined with the C.I.C. survey and national profile data, provided the University administrators and governance committees with comprehensive information on domestic partner benefits. (Examples of the audit, documentation, and survey appear in the Appendix.)

When it was known that in May 1992 there would be a presentation to the President's Cabinet on domestic partner benefits, it was decided to include the personal stories about benefit needs of the families of lesbian and gay employees. A survey was sent to approximately 40 individuals who were on the current membership rosters of both a lesbian faculty and staff potluck group (which had begun in fall quarter 1991) and the Faculty and Staff Forum. Recipients of the survey were asked to respond to the following:

- Name (optional), rank or title (optional), and appointment type (academic staff, faculty, or civil service)
- Total number of years employed by the University of Minnesota

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- Number of years in current domestic partnership
- Describe your present attitude toward the University about handling of your domestic partner's benefits.
- What benefits are of immediate interest to you?

Individuals were asked to return the survey within ten days if they wanted their information included in the report to the President's Cabinet. Twenty-three individuals responded: nine faculty, ten academic staff, and four civil service persons. The average length of employment at the University was ten years, with a range from two to 28 years. The average number of years in the current domestic partnership was nine. One of the purposes of this survey was to break down stereotypes and present the gay and lesbian family's perspective. It was demonstrated through the survey responses that many gay and lesbian employees are in long-term, committed relationships with a partner and also have children, wanting for their families only what married employees can count on for their families.

D. Consortium for Institutional Cooperation (C.I.C.) Survey and National Profile Data

The C.I.C. consists of all of the Big Ten schools, in addition to the University of Chicago, providing a total sample size of twelve schools. Two studies were developed: first a survey on the availability of domestic partner benefits for domestic partners and campus climate, and second, a survey to gather information from other institutions as to the status on their campus of the five essential recommendations proposed in the Interim Report of the Select Committee.

The benefits and climate survey was a written questionnaire developed by the Subcommittee on Employee Benefits of the Select Committee that sought to discover what supportive services other C.I.C. institutions were providing for lesbian, gay, and bisexual people. The survey also wanted to ascertain the level of benefits coverage that other C.I.C. institutions were providing to lesbian and gay couples and their children. The instrument was distributed to C.I.C. institutions in the spring of 1992.

The questionnaire requested information on the inclusion of sexual orientation in their equal opportunity statement, supportive services provided to gay and lesbian employees, names of health care providers, and other related information. Following the distribution of the survey to C.I.C. representatives, follow-up phone calls were conducted to solicit further information from those who responded.

In December 1992, after the Select Committee and the Emergency Response Team had identified the five essential recommendations that would be proposed in the Interim Report, a second C.I.C. survey was conducted. In the second survey, conducted by phone, each of the C.I.C. institutions was polled as to the status of each of the essential recommendations on its campus.

At this time, the Select Committee became aware of non-C.I.C. colleges and universities nationwide that were providing same-sex domestic partner benefits, already had a Gay and Lesbian Studies program office, or were active in establishing such a program. Phone contact was made with these institutions to obtain information that could be included in the Interim Report. Thus the Interim Report included both C.I.C. and national profile information, data, and experiences related to the five essential recommendations. The national profile information was presented to President Nils Hasselmo and the various governance committees during the discussions of the essential recommendations. C.I.C. representatives and national contacts provided not only important information on the availability of these services, but also advice and guidance about implementation considerations. Representatives from the University of Michigan and Ohio State University were particularly helpful in advising the Select Committee on the establishment of a GLBT Program

Office. Representatives in the benefits departments of Stanford University, the University of Chicago, Massachusetts Institute of Technology, Harvard University, and the University of Iowa were particularly helpful concerning domestic partner benefits issues.

E. Focus Groups

Ten structured focus group discussions were conducted during the spring quarter and first summer session of the 1991-92 academic year. An additional focus group discussion for transgender people was held in August 1993. In an attempt to elicit a wide representation of experience on the Twin Cities campus, focus groups were established for many of the diverse subgroups represented in the gay, lesbian, bisexual, and transgender community on this campus. Groups were held for students, civil service and academic professionals, and faculty. Some groups included both genders and some were separated by gender.

Three individuals facilitated the focus groups. The facilitators were assigned to groups based on the Select Committee's view of comfort between the groups and the facilitators. A total of 86 individuals participated in these focus groups. Using the same kinds of flyers and advertisements developed for written testimonials and open mic sessions, participants were publicly solicited. However, the initial response was minimal.

It must be stressed that there are many stories that the committee did not have an opportunity to hear or read. As a result, Select Committee members contacted individuals they knew personally in the constituent groups and asked for their participation. In this way, the committee was able to secure a sizable number of participants. Therefore, it should be noted that the participants were not all obtained as a result of their choosing to respond to advertisements. Select Committee members discovered that even personal friends did not feel safe providing testimony in confidential focus group discussions. Much of the data obtained echoed conversations committee members had had with individuals prior to their participation in the focus groups. The responses to the set list of questions (which appear elsewhere in the Appendix) were very supportive of the information gathered through open mic sessions and written testimony, and included suggestions for improving the campus climate. Two focus groups (lesbian faculty and gay faculty) were facilitated by individuals well known in the University gay, lesbian, and bisexual community, whose presence may have elicited biased results. However, the other nine focus groups were conducted by less well-known but experienced facilitators. Still, many individuals were reluctant to participate through any of the offered avenues because of either real or perceived threats to their employment or student status, particularly during a time of resource reallocations. Furthermore, the recent activities of various anti-gay groups operating on campus have produced fear of violent retribution directed at members of the gay, lesbian, bisexual, and transgender community.

To complement the personal testimony that was being collected, the Select Committee designed surveys that would be randomly administered across faculty, staff, and student populations (gay, lesbian, bisexual, transgender, and heterosexual) throughout the University of Minnesota-Twin Cities campus.

When the facilitators were asked to comment on the group sessions, they stated that the groups were a valid measure of people's thoughts and feelings about the climate at the University for gays, lesbians, bisexuals, and transgender people. People wanted their stories and concerns to be heard; they wanted recognition as individuals, but many were cynical about whether or not the University would respond to their concerns. One facilitator commented that all the groups had a certain energy, an energy from people who came because they had something to say and were only waiting for the chance to be able to say it. At times an anger and weariness was expressed, from working on GLBT issues both within personal lives (e.g., when and where to be out, dealing with homophobia, etc.) and within the structure of the University.

F. Curriculum Survey

A curriculum survey instrument (which appears elsewhere in the Appendix) was designed to elicit data on the climate for gays, lesbians, and bisexuals in University of Minnesota classrooms. In late spring quarter 1992, the survey was distributed through campus mail to 3,600 faculty members, both tenured and non-tenured, on the Twin Cities campus. Nine hundred and three individuals responded to the survey. Answers were sought anonymously and there was no follow-up contact to solicit returns.

Of the 903 completed and returned surveys, 68% of the respondents identified themselves as male, 89% as white, and 88% as heterosexual. The colleges with the largest percentage of respondents were the College of Liberal Arts (19%), the Medical School (20%), and the College of Agriculture (11%).

The survey included two parts. Part one focused on departmental climate for gay, lesbian, and bisexual students. The second part of the survey looked at gay, lesbian, and bisexual issues and curriculum. When faculty members were asked if they were aware of any resources in their disciplinary areas about gay, lesbian, or bisexual concerns, 66% said they were not aware. Forty-eight percent of the faculty said they thought gay, lesbian, and bisexual issues should be included in diversity initiatives on campus, while 28% were unsure. Seventy nine percent of the respondents said that their departments did not offer any courses where gay, lesbian, and bisexual issues were central, and 60% said gay, lesbian, and bisexual experiences were not relevant to the subject matter of the discipline.

When faculty were asked if they had ever witnessed any anti-gay incidents or remarks, 9% said they had witnessed such incidents from students in their department before classes, 13% said they had witnessed such incidents from other faculty members in their department, and 50% said they had witnessed them in campus graffiti. It is interesting to note that 24% of the faculty who did witness such incidents did not take any action, and only 15% did take action.

The timing of the distribution of this survey may have been mandated, since it was conducted during the end of spring quarter, with completed surveys due to the Select Committee by final exam week. However, in order for the survey to influence the Final Report, its distribution had to occur at the same time as the focus groups, open mic sessions, and written testimonies.

G. Student Survey

In addition to the curriculum survey, the Select Committee worked with Roger Harold, Research Administrator for the Office of Student Affairs, and Darwin Hendel in Academic Affairs, in designing an instrument to assess students' views of the climate. This survey was to be randomly distributed to approximately 1,500 students during fall quarter 1992. Follow-up phone calls would further encourage individuals to respond to this survey. Essentially, the committee sought data from the entire University student population: heterosexual, gay, lesbian, and bisexual populations. The questions were designed to measure homophobic attitudes by heterosexuals on campus; heterosexual support for gay, lesbian, or bisexual individuals; and the fears of being and openly gay, lesbian, or bisexual person on the University of Minnesota-Twin Cities campus. This student survey was in the early stages of development when the committee decided to seek \$28,000 in funding from University administration for all of the proposed surveys.

The student survey was never completed, but questions developed for it were used in a Campus Diversity Survey distributed to undergraduate students during spring quarter 1993. Seventy-four students who responded to the Campus Diversity Survey identified themselves as lesbians, gay men, or bisexuals; their responses are being analyzed, along with the responses of

the other students (copies of both surveys appear elsewhere in the Appendix). Campus Diversity Survey results should be available from Roger Harold in Student Affairs in December 1993.

H. Interim Report

During early fall quarter 1992, numerous prejudicial events occurred on the campus directed at gay, lesbian, and bisexual individuals. These included verbal and physical threats directed towards student leaders in the Association for Gay, Lesbian, and Bisexual Students and Their Friends. These threats resulted in the establishment of an Emergency Task Force charged to develop a short-term strategy for addressing safety and security needs of GLBT students. Physical changes were made to the offices housing the student association, as well as phone adjustments, in order to protect the students.

With this as a backdrop, the President was presented with a request to fund the random and non-random surveys to assess the campus climate for gay, lesbian, bisexual, and transgender people. The funding request, even with substantial in-kind contributions, was approximately \$28,000 to evaluate the climate for GLBT people as charged by the President. The Select Committee was convinced that it would need a sound research instrument to convince the University community of the existing oppressive climate. President Hasselmo displayed bold leadership when, instead of funding surveys, he requested that an interim report be prepared utilizing information collected to date. The President wanted a report by March 1, 1993, that would include steps the University could take to improve the climate. Furthermore, the President requested that the Select Committee work with the Emergency Response Team in developing the report. The President did not want to spend money on surveys to determine whether the campus environment was homophobic when there was already enough documented evidence that it was. The March 1 deadline also meant that the recommendations could be part of the 1993-94 budget discussions. The two committees diligently embarked on their task. Given the short deadline, the focus of their discussion was on "What are the essential improvements we need in order to make this campus safe and secure for GLBT's?" By the middle of December the committees had identified five essential recommendations. The deadlines forced the group to prioritize its tasks and to keep them simple.

The Interim Report provided an opportunity for the Select Committee to present its essential recommendations to the GLBT community, the University community, and the University governance structure before the final report would be written. Therefore, subsequent discussions could still influence the Final Report. By guiding the Interim Report through the governance structure of the University, beginning in January 1993, the Select Committee was able to educate both individuals and the community about the necessity and importance of its recommendations. When the proposal to extend benefits to same-sex domestic partners was to be voted on in the University Senate in mid-May 1993, it culminated four months of discussion on the five essential recommendations.

The discussions of the Interim Report's recommendations within the governance structure of the University of Minnesota occurred simultaneously with the discussion in the Minnesota legislature of including "sexual orientation" as a protected classification in the State of Minnesota Human Rights Act. The "It's Time, Minnesota" campaign would make it illegal in the state of Minnesota to discriminate against gay, lesbian, bisexual, or transgender people in employment, housing, access to credit, education, or public accommodation. The bill was passed on March 25, 1993, and signed into law on April 1, 1993.

I. Conclusion

Some would argue that the methodology used by the Select Committee was flawed: no scientifically sound survey instruments were included; the number of returns from the surveys

Methodology--7

used did not provide an appropriate sample size; data was subjective and perhaps biased; personal testimonies guided the creation of the five essential recommendations; success was very much tied to the continued support of President Hasselmo and his cabinet officers; there was no scientific baseline data for future comparisons; and national profile information was limited to the C.I.C. and other selected institutions. On the other hand, there are universities that have conducted extensive climate assessments on gay, lesbian, bisexual, and transgender people--including scientifically sound survey instruments--where there has been little or no resulting institutional change.

What the Select Committee has perhaps learned is that sometimes the personal voice, determination, and the right people in the right place at the right time can change an institution. It may be that because the gay, lesbian, bisexual, and transgender community has been historically invisible, in order to effect change for this community it is necessary that their personal stories be heard and personal relationships with heterosexuals be forged. It is also critical to have a group of spokespersons who are both straight and GLBT to serve as public voices.

Sincere gratitude and praise are extended to the brave GLBT people who broke the silence and told their life stories, because without their voices, institutional change would not have been possible.

D. Climate Evaluation Materials

UNIVERSITY OF MINNESOTA

University Senate

427 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110
612-625-9369
Fax: 612-626-1609

THE UNIVERSITY OF MINNESOTA SELECT COMMITTEE FOR LESBIAN, GAY, AND BISEXUAL CONCERNS WANTS TO HEAR FROM YOU

To all members of the University community:

We need your help!

The University of Minnesota Select Committee for Lesbian, Gay and Bisexual Concerns has been charged by the University Senate to investigate the campus climate and concerns of lesbian, gay and bisexual students, faculty, and staff. At this time, we would like to invite you to **share written personal testimonials about your experience of the campus climate** for lesbian, gay, and bisexual people. Please refer to the enclosed flyer for details about the testimonials. We have enclosed extra flyers and hope that you can give them to your lesbian, gay, and bisexual friends at the University to help us find people willing to write their stories. Please feel free to duplicate and distribute the flyer.

This is an important opportunity for the committee to gather first-hand information about the experiences of gay men, lesbians, and bisexuals on the University of Minnesota campuses. The information gathered from the testimonials, along with that from open mic meetings and surveys, will be used to formulate recommendations to improve the campus atmosphere for lesbian, gay and bisexual members of the university community. We are especially seeking descriptions of harassment and discrimination based on sexual orientation, as well as reports of positive experiences.

We also welcome specific suggestions on how the University of Minnesota can reduce discrimination on the basis of sexual orientation and create a campus atmosphere where diversity and pluralism are valued. Students, faculty, and staff from all of the University of Minnesota campuses are encouraged to respond.

Thanks in advance for your participation in this effort and for helping us to get the word out regarding this project.

If you would like to speak directly with a member of the Select Committee, or have any questions about this project, call Barney Dews at 624-9326.


Jacquelyn N. Zita
Chair, Senate Select Committee


Barney Dews
Research Assistant to Select Committee

ATTENTION LESBIAN, GAY AND BISEXUAL STUDENTS, FACULTY AND STAFF

As part of its year-long study of the campus climate for gay, lesbian and bisexual students, faculty and staff, the University Select Committee on Gay, Lesbian and Bisexual Concerns is soliciting testimony during Spring quarter. You may express your experiences as a gay, lesbian or bi person in the following ways:

1. Written testimony: (MARCH 31- MAY 31) Concerning any aspect of campus life for gay, lesbian and bi (GLB) students, faculty and staff, the Select Committee is particularly interested in testimonials reflecting the experiences of GLB people in the classroom, workplace, residence halls, campus organizations, fraternities, sororities, etc. You may submit anonymously, but if you provide your name and mailing address, your name will be kept confidential and you will receive a follow-up survey next fall. Send to: Senate Select Committee, University Senate Office, 427 Morrill Hall, 100 Church Street, University of Minnesota, Mpls, MN 55455-0110.

2. Open Mic Hearings: Verbal testimony with optional accompanying written statements can be given during three sessions:

East Bank: Tuesday, May 12.

353 Coffman Memorial Union, noon-4:00 p.m.

West Bank: Wednesday, May 13, noon-4:00 p.m.

West Bank Union, fireplace room, east end, lower
concourse of Willey Hall.

St. Paul Campus: Thursday, May 14, noon-4:00 p.m.

Room 110, St. Paul Student Center.

To sign up ahead of time (optional), please contact: Lindsay Biddle: 331-3658.

3. Focus groups: Students, faculty and staff are needed for participation in closed focus groups (ten people each) to talk more in-depth with a facilitator about their experiences at the University of Minnesota. One-hour focus groups are being organized in the following areas: gay undergraduate students, lesbian undergraduate students, bisexual undergraduate students, GLB people of color, graduate students, civil service and P&A staff, and faculty.

For more information about the Select Committee, please contact: Lindsay Biddle: 331-3658; Jacquelyn Zita: 624-9326, Beth Emshoff: 625-2742; or Gary Schiff: 626-2344.

Who we are: The Select Committee has been given the task of investigating the campus climate and the concerns of GLB students, faculty, and staff. The Select Committee is comprised of GLB and heterosexual students, faculty, staff and university community members who are looking to improve the campus climate for GLB people. The Select Committee's report will be delivered to the Board of Regents in January 1993.

LET YOUR VOICE BE HEARD!

Please write your testimonial in the box below; add additional pages if needed. Fold, staple, and return. Thank you.

Name (optional) _____

Address (optional) _____

fold

**Senate Select Committee
c/o Barney Dews
109 Appleby Hall
128 Pleasant St. SE
University of Minnesota
Minneapolis, MN 55455**

(staple)

ATTENTION LESBIAN, GAY AND BISEXUAL STUDENTS, FACULTY AND STAFF

The University of Minnesota Select Committee for Lesbian, Gay and Bisexual Concerns has been given the task of investigating the campus climate and the concerns of lesbian, gay and bisexual students, faculty, and staff.

WHO WE ARE: The Select Committee is made up of gay, lesbian, bisexual and heterosexual students, faculty, staff and university community members who are looking to improve the campus climate for lesbians, gays and bisexuals.

We are especially interested in testimonials reflecting the experiences of lesbians, gays, and bisexuals in the classroom, workplace, residence halls, campus organizations (athletics, fraternities, sororities, etc.) and all other areas of campus life. This information will be compiled for the Committee's final report to be completed in January 1993.

In your written statement, please indicate your sexual identity and which campus you're from. Submitting your name and mailing address is optional, but this information would help the Committee construct a confidential mailing list for a survey on lesbian, gay, and bisexual concerns. This mailing list will not be distributed for purposes outside the work of the Committee. Alumni/ae are welcome to submit materials.

Please send your statements to:

Senate Select Committee, University Senate Office,
427 Morrill Hall, 100 Church Street, U of M, Mpls, MN 55455-0110

LET YOUR VOICE BE HEARD!

Testimonial Collection Period: March 31- May 31, 1992

Please write your testimonial in the box below; add additional pages if needed. Fold, staple, and return. Thank you.

Name (optional) _____

Address (optional) _____

ATTENTION LESBIAN, GAY AND BISEXUAL STUDENTS, FACULTY AND STAFF

BREAK THE SILENCE!

The University of Minnesota Select Committee on Gay, Lesbian and Bisexual Concerns has been given the task of investigating the campus climate and the concerns of lesbian, gay, and bisexual, students, faculty and staff. *Now is the time to give your input!*

WRITE!

The Select Committee is particularly interested in testimonials reflecting the experiences of GLB people in the classroom, workplace, residence halls, campus organizations, fraternities, sororities, etc.

You may submit anonymously, but if you provide your name and mailing address, your name will be kept confidential and you will receive a follow-up survey next fall.

Send to: Senate Select Committee, University Senate Office, 427 Morrill Hall, 100 Church Street, University of Minnesota, Mpls, MN 55455-0110.

For more information about the Select Committee, please contact: Marjorie Cowanewow, chair, 625-6663; Richard Melton, vice-chair, 625-6174; Gary Schiff, vice-chair, 626-2344.

Please send your statements to:
Senate Select Committee, University Senate Office,
427 Morrill Hall, 100 Church Street, U of M, Mpls, MN 55455-0110

LET YOUR VOICE BE HEARD!

WELCOME, and thanks for coming to the focus group on _____ concerns. My name is Martha Osterberg, and I'll be the discussion facilitator. Tonight you are being asked to discuss your experiences at the University of Minnesota with regard to issues of sexual orientation. The group is scheduled to go until _____ tonight, and I'm sure we'll be able to finish by that time. We won't be taking any breaks, but feel free to get up to get something to eat or drink at any time.

These focus groups are part of a research study on the campus climate for lesbians, gays, and bisexuals at the University of Minnesota. They are being held by the Select Committee on Lesbian, Gay and Bisexual Concerns, which is a special project committee under the Senate Social Concerns Committee of the University Senate. The Committee expects to produce a report, with recommendations, by January 1993.

The audiotape to which you have consented will be used later on for the purpose of analysis, but will eventually be destroyed. No names will be used in any written reports, and when anecdotes or quotes are used, care will be taken not to use any information that could lead to identification of individuals.

As group members, please remember that these discussions are confidential. I ask you not to discuss the particulars of this focus group, or who was at the discussion, with anyone outside of this group, even your friends, housemate, or partner. Please remember that people are out to different extents, and someone may be out in one setting but not another, and some individuals in the group may not be out at all.

Confidentiality is important because we want you to be able to speak freely about your experiences, thoughts, and opinions. Each of you will probably have different views about the same issues and certainly different experiences, but you may have some experiences in common as well. The important thing to remember is that everything you say will be interesting to us and a contribution to the research project.

We are doing quite a few different focus groups, so remember that we are interested in your own unique experience as a lesbian, gay, or bisexual _____, as opposed to a lesbian _____ or gay _____, for example.

Any questions?

Let's start by going around the room and saying your first name, if you want to, and something very brief about yourself. I'll start.

I have a series of questions which I'd like you to address, which should help get the discussion going. It's important that I hear from every one of you, so please respect each others' right to talk and try to speak one person at a time -- so all of us can hear everyone's comments, and so we can make out what people are saying on the tape later.

1. How do you think life is different, if at all, for lesbian, gay, or bisexual _____ at the University of Minnesota than for heterosexual _____?
2. How comfortable are you letting people know about your sexual orientation at the U of M? Are there places where it is more comfortable to be out than others? Do you know of other lesbian, gay, or bisexual _____ who are not at all comfortable and may not be here tonight because they are afraid?
3. Have you heard people make derogatory remarks, tell jokes about, seen graffiti, or heard slighting comments about lesbians, gays, or bisexuals? Can you give specific examples? [Restroom graffiti?]
4. Have you seen or heard specific comments or harassment directed at a specific individual, such as pranks, notes, physical contact, defacing a dorm room or office door? Have you had such harassment directed toward you?
5. Have you experienced or do you know of specific instances where University policy treats lesbian, gay, and bisexual _____s differently than heterosexuals? [Example: policy on health care benefits for l/g/b families. Focus on differential treatment as opposed to harassment.]
6. In what situations has the University responded appropriately or positively to support lesbians, gays and bisexuals or accepted diversity in sexual orientation? In what situations has the University not responded appropriately or responded in a homophobic way?
7. Are there ways that you feel excluded or invisible as a lesbian, gay, or bisexual _____?
8. Where do you find your support?
9. In an ideal world what would you like to see the University doing to support lesbians, gays and bisexuals and to promote the acceptance of diverse sexual orientation?

1. **How do you think life is different, if at all, for transgender people at the University of Minnesota than for non-transgender people?**
2. **How comfortable are you letting people know that you are transgender at the U of M? Are there places where it is more comfortable to be out than others? Do you know of other transgender people who are not at all comfortable and may not be here tonight because they are afraid?**
3. **Have you heard people make derogatory remarks, tell jokes about, seen graffiti, or heard slighting comments about transgender people? Can you give specific examples? [Restroom graffiti?]**
4. **Have you seen or heard specific comments or harassment directed at a specific individual, such as pranks, notes, physical contact, defacing a dorm room or office door? Have you had such harassment directed toward you?**
5. **Have you experienced or do you know of specific instances where University policy treats transgender people differently than non-transgender people? [Example: policy on health care benefits for l/g/b/t families. Focus on differential treatment as opposed to harassment.]**
6. **In what situations has the University responded appropriately or positively to support transgender people or accepted diversity in gender identity? In what situations has the University not responded appropriately or responded in a negative way?**
7. **Are there ways that you feel excluded or invisible as a transgender person?**
8. **Where do you find your support?**
9. **In an ideal world what would you like to see the University doing to support lesbians, gays, bisexuals, and transgender people and to promote the acceptance of diversity?**

CONSENT FORM
for Focus Groups
University of Minnesota
Select Committee on Gay, Lesbian and Bisexual Concerns

I, the undersigned, agree to participate in this focus group designed to document my observations and experiences at the University of Minnesota.

I understand that the entire focus group discussion will be audiotaped and that my answers to focus group questions or other statements that I make may be transcribed and used, without attribution, in reports (including the final report) of the Select Committee.

I further understand that all records, including audiotapes and transcriptions, will be kept private in a locked file accessible only to Select Committee personnel.

Finally, I acknowledge the above conditions and agree to hold the University of Minnesota and its agents harmless from any adverse consequences of my participation in this focus group. I understand that if I decide not to participate in this focus group, the decision will not in any way affect my relationship to the University of Minnesota.

Signature of Participant:

Date:

Name (Optional):

Telephone (Optional):

Address (Optional):

PROFILE OF INDIVIDUAL CASES OF BENEFITS NEED

Name (optional) _____

Rank or Title (optional) _____

Appointment Type

• Academic Staff:

Professional _____

Administrative _____

• Faculty _____

• Civil Service _____

Total Number of Years Employed by the University _____

Number of years in present domestic partnership _____

What benefits are of immediate interest to you?

My present attitude towards the University about the handling of my domestic partners benefits are the following:

PLEASE RETURN IN ENCLOSED SELF ADDRESSED ENVELOPE BY MAY 1,1992

TO:

Marjorie Cowmeadow
Associate Dean
General College
109 Appleby Hall

**CIC SURVEY ON BENEFITS FOR LESBIAN AND GAY COUPLES AND
THE CAMPUS CLIMATE FOR LESBIAN, GAY AND BISEXUAL PEOPLE
AT
CIC INSTITUTIONS**

1. Does your University's EEO policy include "sexual orientation"? If not, how is sexual orientation addressed at your institution? Please enclose a copy of your institutions' EEO statement.

2. Does your institution have a statement on hate crimes which covers lesbian, gays and bisexuals? circle Yes No If yes, would you please send a copy of your policy

3. Does your sexual harassment policy cover harassment based on sexual orientation? circle Yes No Please explain.

4. Does your sexual violence program provide counseling and programs for violence against lesbians, gays, and bisexuals? circle Yes No Please explain.

5. Does the student health service have an established protocol for treatment and medical records of lesbians, gays and bisexuals? circle Yes No Please explain.

6. Is sexual orientation included in your state's human rights statement or EEO policy? circle Yes No If yes, please enclose a copy.

7. Are your medical and dental benefits self insured or are they covered by a state sponsored plan? Please explain.

8. Who are your health care insurance underwriters or providers?

9. If you do provide benefit coverage to lesbian and gay couples and their dependents, what "couple verification" procedures do you require? Is there comparable verification required of "married" couples?

10. On your campus do you have any of the following ? Please circle your answer.

- | | | |
|--|-----|----|
| a. Lesbian and gay studies department or program | Yes | No |
| b. Lesbian and gay student association | Yes | No |
| c. Lesbian and gay curriculum | Yes | No |
| d. Lesbian and gay committee or task force | Yes | No |
| e. Sexual orientation in your new student orientation program. | Yes | No |

If you answered yes to any of the above statements, please list the name, address and phone number of a contact person for each yes that you circled.

11. Do you have housing specifically for lesbian and gay couples and their dependents?

- | | | |
|-------------------|-----|----|
| Students | Yes | No |
| Graduate Students | Yes | No |

Faculty and Staff

Yes No

12. Do you have a lesbian and gay dormitory or or dormitory floors or sections?
circle Yes No Please explain.

13. If you have a spousal hiring policy, are you currently interpreting it to include
lesbian and gay couples? circle Yes No Please Explain.

14. In which of the following ways is homosexually discussed on your campus?

- class discussion Yes No
- forums Yes No
- gay pride week Yes No
- coming out week Yes No
- social clubs and organizations Yes No
- sensitivity training Yes No
- new student or faculty orientation programs Yes No
- staff and professional development activities Yes No

Comments:

15. Are you currently providing any benefit coverage to lesbian and gay couples and
their children for any of the following: Please check under the appropriate
response.

	Yes	No	Proposed	Discussing	Rejected
Medical Benefits					
Dental Benefits					
Life Insurance					

Disability Insurance					
Health care and dependent care reimbursement accounts					
Mortgage program, reduced rates					
Retirement Plan Benefits					
Alumni Benefits					
Recreation Sports Benefits					
Sick Leave Benefits					
Bereavement Leave Benefits					
Other:					

Comments:

16. If you are offering any of the above benefits to lesbian and gay couples and their dependents or have proposals for any of the above benefits would you please provide us with a copy of your policy statement.

17. Has your institution surveyed the climate for the Lesbian, Gay and Bisexual population on your campus? If yes, and if the information can be shared, please send us a copy.

The person who facilitated the completion of this survey is:

Name:

Institution:

Address:

Phone:

Fax Number:

Any comments you would like to forward to us are welcome.

Please check here if you would like a copy of the findings of the survey. _____

Return in the self addressed envelope to:

University of Minnesota
Office of Equal Opportunity
and Affirmative Action
419 Morrill Hall
100 Church Street S. E.
Minneapolis, MN 55455
Attention John Felipe

c.c. Select Committee on Gay, Lesbian and Bisexual Concerns, Professor Jaqueline
Zita, Chair

UNIVERSITY OF MINNESOTA

University Senate

427 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110
612-625-9369
Fax: 612-626-1609

University of Minnesota Senate Select Committee for Lesbian, Gay and Bisexual Concerns

1992 Faculty Survey

May 22, 1992

TO: All teaching faculty of the University of Minnesota and selected teaching assistants

FROM: University Senate Select Committee for Lesbian, Gay, and Bisexual Concerns

The Select Committee for Lesbian, Gay, and Bisexual Concerns, a subcommittee of the Senate Social Concerns Committee, has been asked by President Hasselmo to investigate campus climate issues for lesbian, gay and bisexual students, faculty, and staff.

Attached you will find a questionnaire that has been sent to all University of Minnesota faculty and randomly selected graduate teaching assistants. We would appreciate your time and effort in responding to these questions. The results from this first faculty survey, prepared by the Curriculum Subcommittee of the Select Committee, will be used to evaluate faculty interests and departmental climates for the final report of the Select Committee (forthcoming 1993). You may also receive a second research instrument during fall quarter when the Select Committee will be conducting a random survey of students, faculty, and staff.

Return the completed survey to: Senate Select Committee, University Senate Office, 427 Morrill Hall, 100 Church Street, University of Minnesota, Minneapolis, MN 55455-0110. We have enclosed a campus address label to make this return process easier for you.

RETURN NO LATER THAN JUNE 8, 1992.

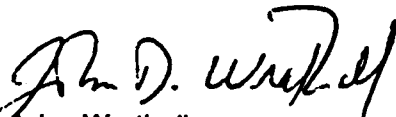
Thank you for your help on this important project.



Professor Jacquelyn N. Zita
Chair, Select Committee



Professor Lisa Albrecht
Co-Chair, Select Curriculum Committee



John Wrathall
Co-Chair, Select Curriculum Committee



Barney Dews
Graduate Assistant to the Select Committee

PART ONE: Departmental Climate

Faculty work with all kinds of students in many settings, not just in the classroom. Faculty supervise TAs and RAs, serve as both undergrad and graduate student advisors and sit on departmental committees with students. The Select Committee wants to measure faculty awareness and sensitivity to lesbian/gay/bisexual students beyond the content of one's syllabus.

1. If lesbian/gay/bisexual students, TAs, faculty, administrators or staff in your department were open about their sexual orientation, do you think that they would experience harassment or discrimination in any of these forms? (Circle your answers)

a. from students in dept. &/or classes	Y	N	not sure
b. from TAs in dept. &/or classes	Y	N	not sure
c. from faculty in dept. &/or classes	Y	N	not sure
d. from administrators	Y	N	not sure
e. in your profession (at professional mtgs.)	Y	N	not sure
f. from dept. staff	Y	N	not sure

2. Have you ever witnessed any anti-gay incidents or remarks?

a. in your classrooms	Y	N	not sure
b. from TAs in dept. &/or classes	Y	N	not sure
c. from faculty in dept. &/or classes	Y	N	not sure
d. from administrators	Y	N	not sure
e. in your profession (at professional mtgs.)	Y	N	not sure
f. from dept. staff	Y	N	not sure
g. campus graffiti/defacement of posters	Y	N	not sure

3. If you answered yes to any part of question 2, how did you respond to the incident(s)?

4. Does your department offer any courses which have lesbian, gay, bisexual issues as the central topic?

(1) yes (2) no (3) unsure

5. Do you consider lesbian, gay, bisexual experience and history at all relevant to the subject matter of your discipline?

(1) yes (2) no

6. Do your research interests involve sexual orientation or lesbian, gay, bisexual issues?

(1) yes (2) no

7. Do you think there are any obstacles that might prohibit such research interests?

(1) yes (2) no Comments (optional):

8. Does your department provide necessary resources and/or faculty dissertation advisors for lesbian, gay or bisexual undergraduate/graduate students who want to write on homosexual issues?

(1) yes (2) no (3) unsure

9. In any of your classes, have students initiated discussions about lesbian/gay/bisexual topics?

(1) yes (2) no

3. If you answered yes on #2, please list below any articles, films, books, etc. about the lesbian, gay and/or bisexual experience that you have found helpful in addressing these issues in your teaching:

4. Do you think lesbian, gay and bisexual issues should be included in diversity initiatives at the University of Minnesota?

(1) yes (2) no (3) not sure

5. Do you think that courses which focus on lesbian/gay/bisexual issues should count toward fulfillment of the Cultural Pluralism Requirement for undergraduates?

(1) yes (2) no (3) not sure Comments (optional):

6. A growing number of universities offer gay and lesbian studies programs. Some offer undergraduate minors; others offer a graduate concentration; most coordinate their campus' gay and lesbian activities; most serve to link faculty interested in pursuing gay/lesbian studies in their research. Do you think that the U of M should have a program in lesbian/gay/bisexual studies?

(1) yes (2) no (3) not sure Comments (optional):

PART THREE: Demographic Information - This information will be kept confidential and used solely for aggregate statistical purposes.

1. Are you female or male? (1) Female (2) Male

2. What is your race?

<input type="checkbox"/> (1) American Indian	<input type="checkbox"/> (2) Asian/Pacific Islander
<input type="checkbox"/> (3) Black/African American	<input type="checkbox"/> (4) Caucasian
<input type="checkbox"/> (5) Hispanic (Chicano/Latino)	<input type="checkbox"/> (6) Other

3. What is your sexual orientation?

<input type="checkbox"/> (1) Bisexual	<input type="checkbox"/> (2) Heterosexual
<input type="checkbox"/> (3) Homosexual	<input type="checkbox"/> (4) Other _____

4. In which unit do you work?

<input type="checkbox"/> (1) College of Agriculture	<input type="checkbox"/> (2) College of Human Ecology
<input type="checkbox"/> (3) College of Natural Resources	<input type="checkbox"/> (4) College of Architecture/Landscape Architecture
<input type="checkbox"/> (4) College of Biological Sciences	<input type="checkbox"/> (5) General College
<input type="checkbox"/> (6) College of Liberal Arts	<input type="checkbox"/> (7) Institute of Technology
<input type="checkbox"/> (8) University College	<input type="checkbox"/> (9) Medical School
<input type="checkbox"/> (10) School of Dentistry	<input type="checkbox"/> (11) School of Nursing
<input type="checkbox"/> (12) College of Pharmacy	<input type="checkbox"/> (13) School of Public Health
<input type="checkbox"/> (14) College of Veterinary Med.	<input type="checkbox"/> (15) Law School

5. In which department do you work? _____

6. What is your faculty rank?

<input type="checkbox"/> (1) tenured	<input type="checkbox"/> (2) tenure-track
<input type="checkbox"/> (3) non-reg.	<input type="checkbox"/> (4) TA

7. How many years have you been employed at the University of Minnesota? _____

8. Do you have an administrative position? (1) yes (2) no

THANK YOU. Please return this survey to: Senate Select Committee, University Senate Office, 427 Morrill Hall, 100 Church Street, University of Minnesota, Minneapolis, MN 55455-0110

RESOURCES REQUEST FORM

Please use this form to request assistance, to offer assistance to the Select Committee or to provide additional course information. Since this form will include your name and address, it should be returned to the Select Committee separately, to preserve the anonymity of the faculty survey (fold, seal, and mail).

Name:

Address:

Position:

Phone:

1. Would you like assistance in any of the following areas as they relate to the lesbian/gay/bisexual experience? Check all that apply:

- campus/community resources
- counseling resources
- sensitivity training for the workplace
- info about student rights, compliance enforcement & how to report homophobic incidents
- resources for integrating the lesbian/gay/bisexual experience into curriculum
- listing for U. liaisons for lesbian/gay/bisexual concerns
- other (please specify)

2. The Select Committee would like to identify faculty who would be interested in working on future activities with lesbian/gay/bisexual students. One possible project is a mentoring program. Other projects would depend on student needs and recommendations made by the Select Committee. If you would like to be contacted about the mentoring program or other projects, please respond below:

Please contact me about: mentoring; other programs.

3. If you teach a course which deals with aspects of lesbian/gay/bisexual experience, please enter the title below, and if possible, send us a syllabus. If you need more room, use additional sheets of paper:

Course title:

fold

**Senate Select Committee
University Senate Office
427 Morrill Hall
100 Church Street
University of Minnesota
Minneapolis, MN 55455-0110**

(staple)

Survey on Sexual Diversity

This survey concerns your views and experiences relative to sexual diversity on the Twin Cities campus of the University of Minnesota.

Part I. Background Information

1. Year in college:

- 1st-year undergraduate
- 2nd-year undergraduate
- 3rd-year undergraduate
- 4th-year undergraduate
- 5th-year or more undergraduate
- Graduate or professional school student
- Adult special or other

2. Marital status:

- Not married
- Domestic partner
- Married

3. Race/ethnic group:

- African-American
- American Indian
- Asian-American/Pacific Islander
- Chicano/Hispanic/Latino
- White/Caucasian
- Other

4. Gender:

- Female
- Male

5. Do you have a disability that substantially limits a major life activity? (*seeing, hearing, walking, etc.*)

- Yes
- No

6. What is your current living arrangement?

- I live with parents or relatives
- I own a house
- I live in a University residence hall
- I live in a fraternity or sorority house
- I rent my own apartment
- I share rent on an apartment
- I rent a room in a house
- I rent or share rent in a house
- Other

7. Do you consider yourself to be a commuter student?

- Yes
- No

8. Age:

(2-digit numeric)

9. For how many quarters have you been a student on the Twin Cities campus?
(2-digit numeric)
10. At what point in your college experience did you first enroll on the Twin Cities campus of the University?
While I was still in high school
As a first-quarter undergraduate
As an undergraduate transfer student
As a graduate or professional student
Other
11. In which college are you enrolled?
Graduate School
College of Agriculture
College of Architecture and Landscape Architecture (CALA)
College of Biological Sciences (CBS)
Dental Hygiene
Dentistry
College of Education
General College (GC)
College of Human Ecology
Law School
College of Liberal Arts (CLA)
Carlson School of Management
Medical Technology
School of Medicine
Mortuary Science
College of Natural Resources
School of Nursing
Occupational Therapy
Pharmacy
Public Health
Institute of Technology (IT)
University College (UC)
Veterinary Medicine
12. To what extent is it important to you personally to experience "community" at the University?
(we may need to add a definition of community here)

Not at all important
Slightly important
Moderately important
Important
Very important
13. To what extent do you experience "community" at the University?
Not at all
To a small extent
To some extent
To a great extent
To a very great extent

14. In general, how satisfied are you with your overall experience as a student at the University?

- Very dissatisfied
- Dissatisfied
- Slightly dissatisfied
- Slightly satisfied
- Satisfied
- Very satisfied

Part II. Definition and Sexual Orientation

When we say sexual orientation, we mean the following:

Having to do with the gender of the people to whom one is romantically or sexually attracted. Current social descriptions of sexual orientation include lesbian women, gay men, bisexual men and women (i.e. attracted to members of both sexes), and heterosexual men and women.

When you respond to questions about sexual orientation in the remainder of this survey, please use the above definition.

15. How closely have your thought about matters of your own sexual orientation? (*Mark the one response which best answers the question.*)

- Very deeply
- Much
- Somewhat
- Very little
- Not at all

16. Which of the following comes closest to describing your sexual orientation? (*Mark only one.*)

- I am mostly romantically or sexually attracted to members of my own sex.
- I am romantically or sexually attracted to people of both sexes.
- I am mostly romantically or sexually attracted to people of the opposite sex.
- I am not romantically or sexually attracted to other people.
- I am uncertain about my romantic or sexual attractions.

17. How comfortable do you feel in openly expressing your own sexuality (e.g. holding hands with or kissing another person)? (*Mark one for each line.*)

- Very uncomfortable*
- Somewhat uncomfortable*
- Neutral*
- Somewhat comfortable*
- Very comfortable*

- a. On-campus
- b. Off-campus

Part III. Campus Climate and Policies

18. Students differ in their experiences on the Twin Cities campus of the University of Minnesota. Since coming to the Twin Cities campus, which of the following experiences have you had? (Circle one answer for each line.)

Yes

No

- a. Was verbally harassed on campus because of my perceived sexual orientation
 - b. Had a professor or TA create an uncomfortable situation through inappropriate remarks about sexual orientation
 - c. Was physically harassed on campus because of my perceived sexual orientation
 - d. Have been in classes where the professor or TA has made anti-gay, anti-lesbian, or anti-bisexual remarks
 - e. Have been treated inappropriately by non-teaching staff (e.g. administrative, college, library, health, or maintenance staff) because of my perceived sexual orientation
 - f. Have found it difficult to work with a gay, lesbian, or bisexual non-teaching staff member because of his or her sexual orientation
 - g. Have avoided or changed an academic project having to do with issues of sexual orientation because a faculty member or TA discouraged such a project
 - h. Felt uncomfortable in on-campus housing because of the sexual orientation of my roommates
 - i. Felt uncomfortable in off-campus housing because of the sexual orientation of my roommates
 - j. Have been refused on-campus housing because of my perceived sexual orientation
 - k. Have been refused off-campus housing because of my perceived sexual orientation
 - l. Have found it difficult to find on-campus housing that comfortably accepts my sexual orientation
 - m. Have found it difficult to find off-campus housing that comfortably accepts my sexual orientation
 - n. Have taken classes where it seemed that the instructor omitted or did not discuss alternatives to heterosexuality even when it would have been appropriate to do so
 - o. Have feared being labeled as lesbian, gay, or bisexual
 - p. Have feared for my physical safety because of my perceived sexual orientation
 - q. Have concealed my sexual orientation to avoid intimidation
 - r. Discussed my sexual orientation with a close friend or faculty member
19. How much do you know about the University's policy on non-discrimination based on sexual orientation?
- Nothing
 - Very little
 - A little
 - Some
 - Much
 - Very much
20. How satisfied are you with counseling provided by campus services on issues related to sexual orientation?
- Never have used
 - Very dissatisfied
 - Dissatisfied
 - Slightly dissatisfied
 - Slightly satisfied
 - Satisfied
 - Very satisfied

21. How many times have you avoided faculty members or TAs because you were afraid of unwanted sexual attention? (*Mark only one answer.*)
- Never
 - Once
 - Several times
 - Frequently
 - Very frequently
22. How often have you been subject to any of the following during your time on the Twin Cities campus of the University of Minnesota?
- Never*
 - Once*
 - A few times (i.e. 2-3 times)*
 - Several times (i.e. 4-10 times)*
 - Frequently (more than 10 times)*
- a. Unwanted teasing, jokes, remarks, or questions of a sexual nature
 - b. Unwanted pressure for dates
 - c. Unwanted letters or phone calls of a sexual nature
 - d. Unwanted sexually suggestive looks or questions
 - e. Unwanted deliberate touching, leaning over, cornering, or pinching
 - f. Unwanted pressure for sexual favors
 - g. Actual or attempted rape or sexual assault
23. How often have you experienced stereotyped references, depictions, or jokes that refer to sexual orientation in a University of Minnesota classroom or work situation?
- Never
 - Once
 - Several times
 - Frequently
 - Very frequently
24. If you have experienced stereotyped references, depictions, or jokes about sexual orientation in a University of Minnesota classroom or work situation, to what extent were you bothered by them?
- Not at all bothered
 - Slightly bothered
 - Somewhat bothered
 - Very bothered
 - Extremely bothered
25. How often have you felt uncomfortable or intimidated anywhere on the Twin Cities campus because of your sexual orientation?
- Never
 - Seldom
 - Sometimes
 - Often
 - Very often

26. In general how are matters of homosexuality discussed on campus?

In class

- Not discussed
- Very positive/supportive manner
- Positive manner
- Neutral and non-judgemental
- Negative manner
- Very negative/derogatory manner

Outside of class with friends

- Not discussed
- Very positive/supportive manner
- Positive manner
- Neutral and non-judgemental
- Negative manner
- Very negative/derogatory manner

27. What do you think is the likelihood that a gay, lesbian, or bisexual person in the following categories will be harassed on the Twin Cities campus of the University of Minnesota because of his or her sexual orientation? (Circle one response for each line.)

- Very unlikely
- Unlikely
- Uncertain
- Likely
- Very likely

Undergraduate student

- a. Gay
- b. Lesbian
- c. Bisexual

Graduate or professional school student

- a. Gay
- b. Lesbian
- c. Bisexual

Staff member

- a. Gay
- b. Lesbian
- c. Bisexual

Faculty member

- a. Gay
- b. Lesbian
- c. Bisexual

Part IV. Knowledge Questions

Please answer each of the following questions concerning your knowledge about aspects of sexual orientation.

28. Approximately what proportion of the adult U.S. population has had at least one homosexual experience?

- 5% or less
- 15%
- 25%
- 35%
- 45% or more

29. Approximately what share of sexual assaults on children are committed by gay men, lesbians, and bisexuals?
- Much less than heterosexual people
 - Less than heterosexual people
 - The same proportion as heterosexual people
 - A greater proportion than heterosexual people
 - A much greater proportion than heterosexual people
30. Worldwide, which one of the following is most responsible for the spread of the AIDS virus?
- Gay men engaging in sexual intercourse
 - Men and women engaging in sexual intercourse
 - Intravenous drug use
 - Blood transfusions
 - Medical injections
31. Which of the following determines homosexuality? (Mark all that apply.)
- Personal choice
 - Genetic tendencies
 - Social and environmental factors
 - Family experiences, especially during childhood
 - Early sexual experience
 - Weak personal morality
 - Not sure
32. Since when has there been an organized gay rights movement in America?
- 1880s
 - 1920s
 - 1950s
 - 1970s
 - 1980s
33. When was the word "homosexuality" coined (i.e. first used)?
- About 300 BC
 - About 200 AD
 - 1500s
 - 1800s
 - 1960s
34. From where have you obtained knowledge on issues related to homosexuality? (Mark all that apply.)
- Personal contact with gay, lesbian, and bisexual people
 - Newspapers and magazines
 - Books and journals
 - Television, movies, and radio
 - Church-related activities
 - Courses and workshops
 - Word of mouth
 - Personal experiences as a gay, lesbian, or bisexual person

Part V. Contact with Gay, Lesbian, and Bisexual People

35. How many people do you know who you describe themselves in the following ways? (*Please mark one answer for each line.*)

None
1-3
4-6
7-9
10-14
15 or more

- a. Gay
- b. Lesbian
- c. Bisexual

36. Which of the following statements describe your relationships to the lesbian, gay, or bisexual persons you know? (*Mark as many as apply.*)

Don't know any
Never spoke to him/her, but have seen him/her
Casual acquaintance
Close friend
Lover
Family member
Professional acquaintance (e.g. physician)
Religious leader
Faculty member or University staff
Teaching assistant
Other

37. How comfortable would you feel in each of the following situations? (*Mark one for each line.*)

Very uncomfortable
Uncomfortable
Neutral
Comfortable
Very comfortable

- a. Learning that my roommate was lesbian, gay, or bisexual
- b. Knowing my TA was lesbian, gay, or bisexual
- c. Learning that my best same-sex friend desired sexual relationships with people of his/her own sex
- d. Knowing that I was attractive to members of my sex
- e. Knowing that my professor was lesbian, gay, or bisexual
- f. Disclosing my sexual orientation to other students on this campus
- g. Being alone with a person who is openly lesbian, gay, or bisexual
- h. Taking a class where I know that most students were lesbian, gay, or bisexual

38. If someone of my own sex indicated that he or she might be interested in a romantic or sexual relationship with me, I would feel... (Mark as many as apply.)

- Awkward
- Afraid
- Confused
- Angry
- Embarrassed
- Guilty
- Excited
- Disgusted
- Interested
- Flattered
- Threatened
- Indifferent
- Nervous
- Attractive
- Pleased
- Ambivalent
- Curious
- Supportive

39. Which of the following experiences have you had since coming to the Twin Cities campus? (Mark one answer for each line.)

Yes
No

- a. Attended one or more events during Coming Out Week in October
- b. Attending one or more films in the Gay, Lesbian, and Bisexual series
- c. Took a course that primarily dealt with sexual orientation
- d. Participated in political activity on the topic of sexual orientation

Part VI. Behaviors and Openness

40. How likely are you to act in the following ways? (Please mark the response which most closely describes your behavior in each situation.)
- Never
Very unlikely
Unlikely
Uncertain
Likely
Very likely
- a. Repeat a derogatory gay, lesbian, or bisexual joke
 - b. Tell someone that I disapprove of anti-gay, anti-lesbian, and/or anti-bisexual remarks
 - c. Avoid taking a particular class because I heard that the professor was gay, lesbian, or bisexual
 - d. After discovering that someone else is gay, lesbian, or bisexual, making sure friends and acquaintances knew too – *try to separate "outing" from supportive discussion*
 - e. Avoid becoming friends with a person who is openly gay, lesbian, or bisexual
 - f. Feel disapproval for a display of public affection by a gay or lesbian couple
 - g. Show disapproval for a display of public affection by a gay or lesbian couple
 - h. Avoid taking a class or major (e.g. Women's Studies) because I fear other people might think I am gay, lesbian, or bisexual
 - i. Fear that my friends would see me socializing (e.g., eating lunch, having coffee) with a person who is openly lesbian, gay, or bisexual
 - j. Avoid spending time with friends of my own sex because I fear others might think I am gay, lesbian, or bisexual
 - k. Avoid playing a certain sport because others might think I am gay, lesbian, or bisexual
 - l. Avoid participating in certain other activities (e.g., artistic and musical activities) because of others might think I am gay, lesbian, or bisexual
41. For each item in this section, mark the response which most closely describes your opinion:
- Strongly disagree
Disagree
Uncertain
Agree
Strongly agree
- a. I would never accept a gay, lesbian, or bisexual individual as a roommate
 - b. I think that whatever consenting adults do sexually with each other is their own business
 - c. If I had a gay roommate/housemate, I would fear that I might get AIDS
 - d. Sexual orientation is a personal matter that should not be a concern of the University
 - e. All gay and bisexual people should be tested for the AIDS virus
 - f. Unmarried, *heterosexual* couples should have the same University benefits (e.g. housing, health care) as married, heterosexual couples
 - g. Unmarried, *gay or lesbian* couples should have the same University benefits (e.g. housing, health care) as married, heterosexual couples
 - h. The University should offer more courses, workshops, or lectures on gay, lesbian, and bisexual issues
 - i. My beliefs about sexual orientation are strongly influenced by my religion
 - j. It is important to have laws prohibiting homosexual relationships
 - k. The best way to control AIDS is through widespread, mandatory testing
 - l. Realistically, an individual can do little to bring about changes in our society

42. How have your attitudes toward gay, lesbian, and bisexual people changed (if at all) since you came to the Twin Cities campus of the University of Minnesota? *(Please mark one response for each line.)*

- Much less accepting*
- Less accepting*
- No change*
- More accepting*
- Much more accepting*

- a. Gay people
- b. Lesbian people
- c. Bisexual people

43. Please use this space to comment about issues or experiences addressed in this survey.
(space for write-in comments)

Thank you for your time and cooperation!

Please return your completed survey to ...

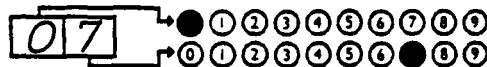
Campus Diversity Survey

Instructions:

Use a number 2 pencil only (enclosed). Do not use ink. Make heavy black marks that fill in the circle completely. Erase cleanly any answer that you wish to change. Please take the time to answer all questions. We would deeply appreciate your participation.

These kinds of marks will NOT work:
 These kinds of marks will work:

Some questions ask for a specific number, such as a number of hours per week. Please write the number in the box provided and fill in the scan circles to the right of the box. If the number is smaller than 10, please use a zero in the first box. For example to write the number seven, write "07" and fill in the circles 0 and 7 as shown in the example below.



We have devised a system to guarantee that your name and identity cannot be associated with your answers. The enclosed survey has no identifying information. When you have completed the survey, insert it in the white envelope and drop in the nearest US mail or campus mail box.

When you have mailed the survey, also sign and mail separately the postcard below, acknowledging that you have completed and returned the survey. On surveys of this sort, it is essential that we get a high return rate in order to obtain an accurate representation of the student body. We will conduct phone-call follow-ups with those who have not returned the postcards.

The other numbers printed on the survey are used to ensure that pages from different survey booklets are not mixed after page separation. These numbers have no special meaning, and are not linked to you in any way.

If you feel uncomfortable answering a question, you can leave it blank. If you have questions about the survey or confidentiality, please call Eric Scouten (626-0746). If you have a disability, call Disability Services (624-4037) for accommodations to complete the survey.

Part 1. Background Information

- What is your age?
 → 0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
- What is your year in college?
 First year
 Second year
 Third year
 Fourth year
 Fifth year or more
- Do you have a disability which substantially limits a major life activity (such as seeing, hearing, learning, walking)?
 Yes No
 If yes, what is your disability? (Mark all that apply.)
 Visual impairment
 Hearing impairment
 Mobility impairment
 Coordination impairment
 Learning disability
 Speech impairment
 Other

- With which racial/ethnic group do you identify?
 (If you are of a multi-racial/multi-ethnic background, mark all that apply.)
 African American/Black
 American Indian/Alaskan Native/Aleut
 Asian/Pacific Islander
 Chicano/Latino/Hispanic
 White/Caucasian
 Middle Eastern
 Other: please specify
- What is your citizenship status?
 US citizen - born in the U.S.
 US citizen - naturalized
 Permanent resident (immigrant)
 International (F-1 or J-1 visa)
 Refugee
 Other: please specify
- On which part of the Twin Cities campus do you spend most of your time?
 Minneapolis Campus - East Bank
 Minneapolis Campus - West Bank
 St. Paul Campus

7. What is your sex?
 Female Male
8. What is your sexual orientation?
 Gay Heterosexual
 Lesbian Transgender
 Bisexual
9. In what setting did you spend most of your life before you first came to the University? (Mark only one choice. If several apply, use the most recent.)
 Rural area or town
 Small city
 Large city or metropolitan area
10. Which of the following apply to you?
- | | Yes | No |
|--|-----------------------|-----------------------|
| • Live in the residence halls | <input type="radio"/> | <input type="radio"/> |
| • Hold a job on campus | <input type="radio"/> | <input type="radio"/> |
| • Hold a job off campus | <input type="radio"/> | <input type="radio"/> |
| • Member of a fraternity or sorority | <input type="radio"/> | <input type="radio"/> |
| • Live in a fraternity or sorority | <input type="radio"/> | <input type="radio"/> |

11. For how many quarters, including the present quarter, have you been registered for classes on the Twin Cities campus? (Include fall, winter, and spring quarters only.)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

12. In which college are you enrolled?
- | | |
|--|--|
| <input type="radio"/> Agriculture | <input type="radio"/> Liberal Arts (CLA) |
| <input type="radio"/> Education | <input type="radio"/> Management |
| <input type="radio"/> General College (GC) | <input type="radio"/> Natural Resources |
| <input type="radio"/> Human Ecology | <input type="radio"/> Technology (IT) |
| <input type="radio"/> Health Sciences-related college (e.g., Nursing, Dentistry) | |
| <input type="radio"/> Other: please specify | <input style="width: 150px; height: 20px;" type="text"/> |

Part 2. Campus experiences with diversity

13. Since coming to the University, how often have you experienced the following? (Mark one for each line.)

Heard a fellow student make insensitive or disparaging remarks about...

	Never	Once or twice	3-5 times	6-9 times	10 or more times
• women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• racial/ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• gay, lesbian, bisexual, or transgender persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• disabled persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• persons of particular religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Heard a University staff, faculty member, administrator, or teaching assistant make insensitive or disparaging remarks about...

• women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• racial/ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• gay, lesbian, bisexual, or transgender persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• disabled persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• persons of particular religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Been present at University-affiliated events where the following groups would not feel welcome...

• women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• racial/ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• gay, lesbian, bisexual, or transgender persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• disabled persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• persons of particular religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Been present at University-affiliated events where the following groups were portrayed in a positive manner...

• women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• racial/ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• gay, lesbian, bisexual, or transgender persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• disabled persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• persons of particular religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Have you felt discriminated against or harassed (even subtly) on this campus?

- Yes
No (If no, skip to question 19.)

15. Do you feel this discrimination or harassment was due to... (Mark all that apply.)

- Your race or ethnicity
Your sex
Your sexual orientation
Your age
Your disability
Your religious beliefs
Other: please specify

Empty box for specifying other reasons for discrimination.

16. In what form was this discrimination or harassment? (Mark all that apply.)

- Verbal comments
Written comments
Glances
Ignored
Graffiti
Publications on campus
Threats of physical violence
Actual physical assault or injury
Anonymous phone calls
Subtle forms: please specify

Empty box for specifying subtle forms of harassment.

17. Where did this discrimination or harassment occur? (Mark all that apply.)

- A University classroom
A residence hall
A University office
While working at a University job
Other location on campus: please specify where

Empty box for specifying other location on campus.

18. What was the source of this discrimination or harassment? (Mark all that apply.)

- Students
Professors
Teaching assistants
Resident assistants
University staff/administrator
People in the areas near campus
Security staff or campus police
Other: please specify

Empty box for specifying other source of harassment.

19. Which of the following experiences have you had since coming to the University?

- Had an appointment to talk with a faculty member
Traveled to another country (other than Canada)
Studied at a college or university outside the U.S.
Participated in a student exchange to another college or university in the U.S.
Completed classes in cultural pluralism, ethnic studies, women's studies, or oppression
Studied a language other than my own.

20. Have you ever been employed by the University?

- Yes
No (If no, skip to next page.)

21. While employed by the University, did you encounter any of the following? (Mark one for each line.)

- I observed or experienced discriminatory hiring, firing, or promotion based on...
sex
race/ethnic group
sexual orientation
disability
religious background

- I observed or experienced harassment or inappropriate behavior based on...
sex
race/ethnic group
sexual orientation
disability
religious background

- The people in the offices where I worked were accepting of...
people of all races/ethnic groups
people of all sexual orientations
people with disabilities
people of all religious backgrounds

Part 3. Attitudes and actions relative to diversity

22. Generally speaking, how much contact would you say that you had with people of the following backgrounds *before you came to the University?*
(Mark one for each line.)

	None	Slight	Occasional	Frequent	Very frequent
• African Americans/Blacks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• American Indians/Alaskan Natives/Aleuts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Asians/Pacific Islanders	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Chicanos/Latinos/Hispanics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Whites/Caucasians	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Openly gay, lesbian, bisexual, or transgender persons	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Disabled persons	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Non-native English speakers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Persons of religious backgrounds other than your own	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you be comfortable being close friends, being roommates, or dating a person who is... (Please mark one response for each category.)

	Close friends		Roommates		Dating*	
	Yes	No	Yes	No	Yes	No
• African American/Black	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• American Indian/Alaskan Native/Aleut	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• Asian/Pacific Islander	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• Chicano/Latino/Hispanic	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• White/Caucasian	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• An international student	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• A heterosexual woman	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• A heterosexual man	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• An openly lesbian or bisexual woman	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• An openly gay or bisexual man	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• A transgender man or woman	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• A disabled person	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• A person of religious beliefs different from your own	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• An individual with HIV or AIDS	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Assume that you are single

24. Please indicate your agreement or disagreement with the following statements.

	Not sure/don't know	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• The University thoroughly addresses campus issues related to...						
- race or racism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- sex/gender or sexism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- sexual orientation or homophobia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- age or ageism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- disability or ableism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- religious beliefs or religious harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The University has visible leadership from the president and other administrators to foster diversity on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I feel awkward around students from groups I've not encountered before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Students with disabilities have more financial aid opportunities available to them than other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The curriculum adequately represents the contributions of a variety of groups or peoples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The climate of the classes I have taken are accepting of "who I am"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• My views about sexual orientation are strongly influenced by my religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The University has visible leadership to foster accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How likely are you, as an individual, to...
(Please mark one for each line.)

- Challenge others on racial/ethnic/sexually derogatory comments
- Repeat a derogatory comment or joke about gays, lesbians, or bisexuals
- Get to know people from different cultures and groups as individuals
- Repeat a comment or joke about a religion other than yours
- Feel disapproval for a display of public affection by a heterosexual couple
- Feel disapproval for a display of public affection by a gay or lesbian couple
- Refuse to participate in comments or jokes that are derogatory to any group or culture or sex
- Take action to have offensive graffiti removed
- Repeat a derogatory statement or joke about people with disabilities

Very unlikely Somewhat unlikely Uncertain Somewhat likely Very likely

26. How have your attitudes about the following groups of people changed since you came to the Twin Cities campus of the University of Minnesota?
(Mark one for each line.)

- Men
- Women
- African Americans/Blacks
- American Indians/Alaskan Natives/Aleuts
- Asians/Pacific Islanders
- Chicanos/Latinos/Hispanics
- Whites/Caucasians
- Gay men
- Lesbians
- Bisexual men or women
- Disabled persons
- Persons of religious backgrounds different from your own

Much less accepting Less accepting No change More accepting Much more accepting

Part 4. The University as a welcoming environment

27. To what extent is it important to you to experience a sense of belonging or community at the University?

- Not at all important
- Slightly important
- Moderately important
- Very important

28. To what extent do you experience a sense of belonging or community at the University?

- Not at all
- To a small extent
- To some extent
- To a great extent

29. How satisfied are you with your experience as a student at the University?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

30. How welcome would you feel approaching a faculty member about coursework?

- Very unwelcome
- Somewhat unwelcome
- Neither unwelcome nor welcome
- Somewhat welcome
- Very welcome

31. How welcome would you feel becoming a member of a fraternity or sorority?

- Very unwelcome
- Somewhat unwelcome
- Neither unwelcome nor welcome
- Somewhat welcome
- Very welcome

32. How welcome would you feel visiting one of the student cultural centers (ethnic, disability, gay/lesbian/bisexual)?

- Very unwelcome
- Somewhat unwelcome
- Neither unwelcome nor welcome
- Somewhat welcome
- Very welcome

Part 5. Experiences as a member of a subgroup

Students of color

The next few questions are specifically for students of color.

If you are a white/Caucasian student, please skip to the next section.

33. Which of the following experiences have you had since coming to the Twin Cities campus? (Mark one for each line.)

- | | Yes | No |
|---|----------------------------------|----------------------------------|
| • Have feared for my physical safety because of my race or ethnicity | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Have been denied University employment or promotion due to my race or ethnicity | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Had someone assume that I was admitted to the U solely because I was a student of color | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Was a victim of a hate crime | <input checked="" type="radio"/> | <input checked="" type="radio"/> |

34. Have you experienced the following situations in the classroom?

- | | Yes | No |
|--|----------------------------------|----------------------------------|
| • When issues of race or ethnicity arose in class, I was singled out as the "resident authority" for my particular ethnic group. | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • I felt isolated or left out when work was required in groups | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • I was expected to speak on behalf of all members of my race. | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • I was expected to present a viewpoint that must always be different from the majority | <input checked="" type="radio"/> | <input checked="" type="radio"/> |

35. Do you use the services of the African American, American Indian, Asian American, or Chicano/Latino Learning Resource Center?

- Yes (If yes, skip to next section.)
 No

If no, which of the following reasons explain why you don't use the Learning Resource Center? (Mark all that apply.)

- I am not an Office of Minority and Special Student Affairs (OMSSA) certified student
 I am not aware of the Learning Resource Center
 I am not in financial need
 I am not an "at risk" student
 I don't want to be identified or considered as an "at risk" student
 I don't consider myself to be of a racial minority

Gay, lesbian, bisexual students

The next few questions are specifically for gay, lesbian, bisexual, and transgender persons.

If you are not part of one of these groups, please skip to the next section.

36. Which of the following experiences have you had since coming to the Twin Cities campus? (Mark one for each line.)

- | | Yes | No |
|--|----------------------------------|----------------------------------|
| • Have feared for my physical safety because of my sexual orientation | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Have concealed my sexual orientation to avoid intimidation | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Have avoided disclosing my sexual orientation to an instructor or TA due to a fear of negative consequences or discrimination. | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Discussed my sexual orientation with a close friend | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Discussed my sexual orientation with a faculty member | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Have been denied University employment or promotion due to my sexual orientation | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| • Was a victim of a hate crime | <input checked="" type="radio"/> | <input checked="" type="radio"/> |

37. How important is it that you feel comfortable disclosing your sexual orientation to the people around you?

- Not at all important
- Slightly important
- Moderately important
- Very important

38. How comfortable do you actually feel disclosing your sexual orientation to the following groups of people?

- Close friends
- Acquaintances
- Faculty
- Family members
- Supervisors at your place of work at the University
- Fellow employees at your place of work at the University
- Student groups you are involved in

Not applicable
 Not at all comfortable
 Slightly comfortable
 Moderately comfortable
 Very comfortable

Students with disabilities

The next few questions are specifically for students with disabilities.
 If you do not have a disability, please skip to the next page.

39. Which of the following experiences have you had since coming to the Twin Cities campus?
 (Mark one for each line.)

- Have feared for my physical safety because of my disability Yes No
- Have been denied University employment or promotion due to my disability
- Have been in a class where an instructor or TA has refused to make accommodations for my disability
- Have avoided disclosing a disability to an instructor or TA due to a fear of negative consequences or discrimination
- Was a victim of a hate crime

40. How would you rate the accessibility of the University in the following areas?
 (Mark one for each line.)

- Information in alternate formats (Braille, etc.) Don't use Very poor Poor Fair Good Very good
- Classrooms
- Buildings
- Restrooms
- Transportation
- Grounds (i.e., snow, construction)
- Parking
- Student services (i.e., registration, bursar's)
- Libraries
- Athletic facilities (e.g., Mariucci or Williams Arena)
- Recreational sports facilities
- Residence halls
- Public transportation

41. Would you say the University makes a sincere effort to make facilities, programs, classes, and services accessible to people with disabilities?

- Yes
- No

Part 6. How to improve the campus environment towards diversity

42. In your opinion, how would each of the following affect the climate for diversity at the University? (Mark one for each line.)

- | | Worsen considerably | Worsen somewhat | No change | Improve somewhat | Improve considerably |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| • Provide more awareness/sensitivity workshops or programs to help students become more aware of the needs of... | | | | | |
| • racial/ethnic minorities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • women..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • people with disabilities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • gay, lesbian, bisexual, and transgender persons..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • persons with HIV or AIDS..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Require all University students to take at least one general education course that focuses on issues, research, and perspectives on... | | | | | |
| • racial/ethnic minorities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • women..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • people with disabilities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • gay, lesbian, bisexual, and transgender persons..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • persons with HIV or AIDS..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Have more art, music, and cultural events which recognize distinctive cultures..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Have more art, music, and cultural events which recognize distinctive sexual orientations..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Have more art, music, and cultural events which recognize people with disabilities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Include service that enhances the University climate for diversity as one of the criteria for staff and faculty evaluation..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. This survey has raised a large number of issues. If you would like to offer your own suggestions on how the campus may move forward to improve the campus environment for your people (i.e., your sex, ethnic group, sexual orientation, disability), please use the space below or write your comments on an additional sheet of paper.

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**F. Gay, Lesbian, Bisexual, and Transgender (GLBT)
Program Office Materials**

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Commission on Women
Office of the Senior Vice President
for Academic Affairs and Provost*

*410 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110
612-625-2385
Fax: 612-624-3814*

April 16, 1993

TO: Nils Hasselmo, President
E.F. Infante, Senior Vice President for Academic Affairs
Marvalene Hughes, Vice President for Student Affairs

FR: Janet Spector, Assistant Provost, Academic Affairs
Barney Dews, Select Committee on Gay, Lesbian, and Bisexual Concerns
June Nobbe, Director, Student Activities

RE: Proposal for the Gay, Lesbian, Bisexual, and Transgender (GLBT) Programs Office

We are pleased to forward the attached proposal for a GLBT Programs Office. The proposal outlines specific functions, activities, funding, and space recommendations that we believe are necessary to implement the Select Committee's recommendation to establish such an office.

We have not made any recommendation concerning the administrative unit for housing the Office. However, since it will serve all University faculty, students, and staff, we recommend that reporting lines appropriately reflect these multiple constituencies. A joint reporting situation might work well.

We intend that the proposed office be the point of contact on campus for gay, lesbian, bisexual, and transgender information and referral. The Association for Gay/Lesbian/Bi Student Organizations and Their Friends has served this function since they were established. This function could be undertaken more appropriately by the Programs Office. We expect there to be a close relationship between "The Association" and the GLBT Programs Office to ensure that services and programs, while complementary, do not overlap.

We hope that you will act on this recommendation in the very near future. Assuming that the proposal is approved, we would recommend that staff hiring be completed by July 1, 1993.

Please contact us if you need additional information or clarification. We appreciate your consideration of this proposal and your commitments to improving the campus climate for gay, lesbian, bisexual, and transgender members of the University community.

Proposal for the University of Minnesota
*GLBT PROGRAMS OFFICE

(*) Throughout this proposal *GLBT* is used as an abbreviation for *Gay(s), Lesbian(s), Bisexual(s), Transgender(s)*.

BACKGROUND: In January 1993, President Hasselmo asked the Select Committee on Gay, Lesbian, and Bisexual Concerns to forward an Interim Report to him. The report identified five essential recommendations including the establishment of an Office for Gay, Lesbian, and Bisexual Concerns.

President Hasselmo referred this recommendation to Vice President Marvalene Hughes for her review and action. A three member working group was established in March to develop specific details for the recommendation to establish an office. The working group included Barney Dews, graduate student member of the Select Committee; June Nobbe, Director of Student Activities; and Janet Spector, Assistant Provost for Academic Affairs.

This proposal was drafted by the working group after reviewing materials about already established offices at the Ohio State University and the University of Michigan. The proposal also is informed by the work of the Senate Select Committee and the Emergency Response Team established in the fall of 1992 to address issues of harassment of and campus safety for members of the University's *GLBT* communities. A preliminary draft of the proposal was circulated to members of those groups for their information and input.

STATEMENT OF PURPOSE: The purpose of this office is to provide services and programming for all members of the University community. More specifically the purposes of the office are:

- >to assist *GLBT* members of the University to foster a supportive community
- >to educate and provide resources for all members of the University of Minnesota about the issues that impact the experience of *GLBT* faculty, staff, and students
- >to support efforts to foster the curriculum and research development in the area of gay/lesbian studies

COMMITMENT TO EQUITY AND DIVERSITY: The office will be committed to promoting diversity and equity in its operation, programming, and outreach. We recognize differences within the *GLBT* community along lines of race and ethnicity, age, religion, national origin, gender, and disability.

SERVICES PROVIDED:

A. To assist *GLBT* members of the University to foster a supportive community:

- >work in concert with the Association of Gay/Lesbian/Bi Students and their Friends on programming and advocacy
- >serve in an advisory capacity to the Association
- >provide an initial point of contact for information about University benefits and services for *GLBT*
- >provide a referral service to organizations, services, and agencies in the broader communities that provide support to *GLBT* people
- >provide community space for meetings, events, and programs
- >provide assistance and advocacy for victims of harassment
- >develop resource materials (speakers, library and printed material, databases, films, resource guides)
- >develop a crisis response approach to safety and harassment emergencies
- >establish an effective mentoring program for *GLBT* students and staff

B. To educate and provide resources for all members of the University of Minnesota about the issues that impact the experience of *GLBT* faculty, staff, and students

- >work in tandem with other University units focused on issues of diversity and campus climate
- >offer educational outreach programming (e.g. speakers bureau, workshop materials, and leaders)
- >work to increase University community awareness about the harmful effects of homophobia and heterosexism
- >work with University units to improve their outreach and effectiveness with members of the U *GLBT* community

C. To support efforts to foster curriculum and research development in the area of Gay/Lesbian studies

- >develop a grant program to provide seed money for course development and research
- >encourage and help support academic conferences and other programs
- >develop a database on teaching and research source materials
- >organize *GLBT*-sensitive academic advising networks
- >publicize course offerings each quarter
- >provide information and referrals about independent studies and degree opportunities
- >work with U libraries to expand collections in this area

SPACE NEEDS AND RECOMMENDATIONS: The Programs Office space must be safe, accessible, and comfortable for all constituencies of the *GLBT* community including faculty, students, and staff (e.g. Walter Library, Nicholson Hall).

Proposal: 2 private office spaces for the Directors; 1 meeting/community/library space to accommodate 20 people.

**PROPOSED BUDGET
GLBT Office**

PAYROLL EXPENSES

<i>Co-Director (P/A: Outreach and Programming) @ 1.0 FTE</i>	\$40,000	
<i>(minimal qualifications = MA or MSW; 5 years relevant experience including training, educational outreach, teaching, and/or academic administration)</i>		
<i>Fringe Benefits (24.4% of base salary)</i>	<u>\$9,760</u>	\$49,760
<i>Co-Director (U.M. Faculty; Academic Planning) @ 0.5 FTE</i>		\$30,000
<i>(qualifications =PHD, tenure, research and teaching expertise in relevant areas)</i>		
<i>Administrative Fellows (2 @ 0.5 FTE)</i>	\$22,056	
<i>Fringe Benefits (38.0% of base salary)</i>	<u>\$8,381</u>	\$30,437
<i>Clerical Staff (Principal Secretary @ 0.5 FTE @ \$10.00/hr)</i>		\$10,400
<i>(to be shared with Academic or Student Affairs offices)</i>		
<i>Student Support Staff (@ 0.5 FTE @ \$7.00/hr)</i>		\$3,620
TOTAL PAYROLL EXPENSES		<u>\$124,217</u>

OPERATING EXPENSES

General operating		\$2,400
Postage		\$400
Printing and duplicating		\$4,500
Telephone		\$2,200
Travel (for directors)		\$3,000
Publications, books, video/computer programs, and subscriptions		\$2,500
Special Projects:		
Small grants program	\$10,000	
Events and programs	<u>\$4,000</u>	
Total Special Projects		\$14,000
TOTAL OPERATING EXPENSES		<u>\$29,000</u>
TOTAL ANNUAL EXPENSES		<u>\$153,217</u>

Start-Up Expenses:		
Computers		\$10,000
Office furniture and equipment		\$2,000
Initial publicity materials		<u>\$3,500</u>
Total Start-Up Expenses		\$15,500

TOTAL EXPENSES		<u>\$168,717</u>
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POSITION DESCRIPTION

COORDINATOR, GAY, LESBIAN, BISEXUAL, TRANSGENDER PROGRAMS OFFICE

This is a new position at the University of Minnesota. The coordinator will be responsible for the initial development of the newly created Gay, Lesbian, Bisexual, Transgender Programs' Office. The priority for 1993-94 is to establish the foundation for the future of the office, including building credibility for the office.

This is a coordinator title (class number 9354) within the academic professional and administrative staff series. The appointment will be annual renewable on an A-base contract (11 months paid out over 12 months). A 100% time appointment is available but a 75% appointment could be negotiated if mutually agreeable.

Typical duties and responsibilities include the following:

- Establish networks internal and external to the University which include:
 1. The Association of Gay/Lesbian/Bi/Transgender Student Organizations and Their Friends.
 2. The gay, lesbian, bisexual, and transgender community including existing support networks.
 3. Existing minority offices and organizations on campus such as the Learning Resource Centers and Student Cultural Centers.
 4. University offices and departments such as the Counseling and Consulting Services, Boynton Health Service, University Police, etc.
 5. Community agencies.
- Work in a collaborative effort with University departments and community agencies to enhance educational and training initiatives on gay, lesbian, bisexual, transgender issues.
- Advocate within the University structure for gay, lesbian, bisexual, and transgender issues and concerns.
- Assess and identify programmatic priorities for the 1993-94 academic year.
- Prepare and monitor a budget using allocated resources.
- Identify and pursue additional sources of funding for the office.
- Serve as a resource and referral office for gay, lesbian, bisexual, and transgender issues and concerns.
- Supervise any future volunteers, interns, or employees.

Essential Qualifications

A masters or other terminal advanced degree in hand at the time of application. Experience in conducting/facilitating workshops, forums, and/or seminars specifically focused on gay, lesbian, bisexual, transgender issues. Demonstrated involvement with the gay, lesbian, bisexual, transgender communities. Strong communication and interpersonal skills.

Desired Knowledge and Skills:

Master's/terminal degree area preferred in counseling psychology or social work or related fields. Demonstrated evidence of contributions to the gay, lesbian, bisexual, transgender communities. Program administration, including supervision of others. Experience in working for or with large, complex organizations. Evidence of grant writing skills. Competence in using personal computers to generate correspondence and informational materials.

Salary

Negotiable.

Application Process:

Send a letter of application which addresses the qualifications, along with a one-page narrative which describes the initial steps you would take to establish the new gay, lesbian, bisexual, transgender office at the University of Minnesota, a complete resume, and the names, addresses and phone numbers of three people willing to serve as references. Submit **NINE** sets of all materials to David Johnson, Search Committee Chair, Coordinator, GLBT Programs Office, Ofc. of Human Resources, U of M, 100 Church St. S.E., 232 Morrill Hall, Mpls., MN 55455 by 4:30 p.m. on October 1, 1993.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

G. Benefits and Privileges Materials

**UNIVERSITY OF MINNESOTA ACADEMIC AND CIVIL SERVICE
EMPLOYEE BENEFITS AND PRIVILEGES AUDIT**

Employees CURRENT BENEFITS	Policy Control		Availability to	
	Univ Driven	State Driven	Spouse Benefits	Gay & Lesbian Partner Benefits
1. Health Plan: all employees (including Vision Care) spouse and dependent coverage	x	x		
2. Dental Care: all employees spouse and dependent coverage		x	x	
3. State Plan (7166-G) Life Insurance: all employees spouse and dependent coverage	x	x		
4. Life insurance (G1130-2), \$20,000 Group Term academic personnel only	x		same	treatment
5. Long term disability: • academic personnel x • civil service		x	same	treatment
6. Retirement: All employees, x Spouse has preferential treatment	x	from IRS	x	
7. Optional retirement plan: All employees, Spouse has preferential treatment	x	from IRS	x	
8. Mortgage Program: for qualified academic personnel	x	ve	same	treatment
9. Spousal Hire: for academic personnel	x		same	treatment
10. Leaves of Absence: Academic • sick and disability leaves x • parental leave x • family and personal leaves x without pay			x x	unsure unsure unsure

Employees	Policy	Control	Availability to	
BENEFITS CONTINUED	Univ Driven	State Driven	Spouse Benefits	Gay & Lesbian Partner Benefits
11. Leaves of Absence: Civil Service • sick leave • parental leave	x	x	x	x
			x	unsure
12. Bereavement leave: Academic Personnel: The University does not have a written bereavement policy. Civil Service:	x		x	x
13. Access to credit union spouse can immediately get card	x		x	
14. Athletic events: all employees	x		same treatment	
15. Cultural events: all employees	x		same treatment	
16. University library: all employees	x		same treatment	
17. Recreational facilities: all employees spousal membership	x		x	
18. Campus club membership: all employees	x		same treatment	
19. Housing: Married undergraduates and graduates students have housing		x	x	
20. Child Care: all employees parent or legal guardian		x	x	
21. Alumni relations: all employees	x		same treatment	
22. Residency tuition benefit: ? available to spouse of employee		x	x	

Same treatment: means that currently there is no difference in treatment between the spouse of a married employee and the partner of a gay and lesbian employee.

University driven policy: means that the policy was developed by the University of Minnesota.

BENEFITS DESCRIPTIVE INFORMATION

The subcommittee has attempted to document the most accurate information possible concerning benefits for all University employees. This was no small task, given academic personnel includes faculty, professional and administrative, and graduate assistants. For civil services employees, they are divided into bargaining unit and non-bargaining unit employees, some of which are governed by the "civil services rules" (which are currently under revision), and some are governed by negotiated contracts. The University also has active contracts with several different unions.

Under some benefit categories our documentation is more complete for academic personnel than civil service, this is a result of time constraints. Additional work needs to be done to complete a benefit audit that is more comprehensive than this one. The focus of this benefit audit was to identify benefits available for the spouse and children of married University employees and not available to the partner and children of gay and lesbian employees in domestic partnership relationships. The purpose was not to compare academic personnel benefits with civil service benefits.

Faculty will be used in this document to represent academic personnel.

HEALTH PLAN BENEFITS, INCLUDING DENTAL AND VISION CARE: Similar plans are available to academic personnel and civil service personnel.

Spousal and dependent coverage is available to all married University employees (academic personnel and civil service), but gay and lesbian University employees can not include their partner on their University health care plan. Gay and lesbian University employees can include their children on their health care plans but not the children of their partner. Obviously, one of the issues here is how do we define "family" and if our definition includes such terms like biological parent, adoptive parent, legal guardian, cohabitor, or household become very important if we want to be inclusive of all employees.

LIFE INSURANCE:

Academic Personnel:

There are two life insurance policies on academic personnel; first the faculty policy at the \$20,000 level and the state policy which is at the next whole \$5000 of salary up to \$55,000. An example for the state policy would be that if your salary is between \$26,000 and \$29,000 then your life insurance is at the \$30,000 level. This would make your total life insurance coverage at the \$50,000 level, \$20,000 faculty plan, \$30,000 state plan.

Faculty must complete a beneficiary designation form for each of the policies; one for the state and one with Minnesota Mutual Life for the faculty policy. (see attached) Both of these forms can be obtained from the Employee Benefits Department. Once you have filed a beneficiary designation form for both of your life insurance policies, faculty can be assured that the insurance money will go directly to the individual you have named as your beneficiary. Life insurance funds are not taxed as income, so your beneficiary will not pay income taxes on this money. Depending upon other circumstances, estate taxes maybe due.

If unmarried and you do not name a beneficiary, the money will go to your estate. If you are married and do not name a beneficiary the State of Minnesota mandates that the money goes to your spouse and then to your children. The advantage of filing the beneficiary form is that the money goes directly to the beneficiary and does not go to probate. **Income taxes are not paid on life insurance.**

Under the state life insurance plan (7166-G), faculty can purchase additional life insurance for themselves, their spouse and their children. The insurance for the children is at a \$5000 dollar maximum. The faculty can purchase additional insurance for themselves up to \$250,000. Faculty are able to purchase insurance for their spouse up to the same level as they have purchased for themselves. Gay and lesbian faculty can not purchase additional life insurance for their partners or their partner's children.

Civil Service:

Civil service personnel have one insurance policy coverage, they participate in the State Life Insurance Plan (7166-G). The beneficiary and tax rules and regulations are the same for both faculty and civil service

RETIREMENT:

- **Academic Personnel:** Academic personnel participate in a defined contribution plan.
- **Civil Service Personnel:** Civil Service personnel participate in a defined benefit plan.

Academic personnel:

In case of death: When a faculty member dies, all of the money in the retirement account will go to their designated beneficiary. If they are not married, the money will go to their designated beneficiary in a total lump sum. In the case of a domestic partner, taxes would need to be paid on the total retirement sum in the tax year that the faculty member's partner received the money. Under current tax levels this would mean paying 15%, 28% or 31% of the retirement account off the top in taxes. That amounts to a sizeable amount of money for those who have been at the University for a long time. If faculty members are married, and their spouse is their beneficiary, then their spouse could leave the funds where they are or could roll the money over into an IRA. Either way the spouse would only pay income tax

on the money as she/he withdraws the money. The major difference between married couples and domestic partners is that under the current tax laws, the spouse can defer paying taxes for both the regular retirement program and the optional retirement plan, until the calendar year in which they reach age 70 1/2 and a faculty members surviving domestic partner can not.

This begins to become very complicated as we are now attempting to explain the options under the current tax laws. There are two options that are available to the surviving domestic partner. They are first a "five year rule" which permits the surviving domestic partner, if named as the beneficiary, to delay removing the funds until December 31st of the fifth full calendar year following death. A second option for the surviving domestic partner, if they are named the beneficiary is to waive the five year rule and have distributions made over the life expectancy of the beneficiary. Once again, a spouse has the option of leaving the funds where they are. In this situation, the spouse would pay taxes on the money as he/she withdrew the funds. He/she also has the option of delaying use of the funds until age 70 1/2. The third option is to receive the funds in one lump sum and pay the tax up front.

Because tax law is very complicated and each "families" financial situation is unique, it is very important that surviving spouses and surviving domestic partners seek advise from trained financial planners when having to decide which option is to their financial benefit.

Health and dental coverage after retirement: Faculty have to be eligible and receiving a "retirement annuity" to participate in health and dental coverage when they retire. The state mandates that the annuity be at the \$10,000 level. Married faculty can obtain health and dental coverage for their spouse but faculty in domestic partnership can not obtain coverage for their partner.

The sources for information on health plan coverage, insurance policies, and the University retirement programs were Robert V. Fahnhorst, Operations Manager and William Monberg, Senior Employee Benefits Counselor, of the University's Employee Benefits Department.

MORTGAGE PROGRAM:

All faculty members regardless of sexual orientation can participate in the University mortgage program, as long as they meet the appointment type qualifications and the financial qualifications set by the financial institution. Faculty eligibility is limited to tenure/tenure track faculty or professional staff who are probationary/continuous appointment.

LEAVES:

ACADEMIC PERSONNEL:

Source: Academic Personnel Policies and Procedures Manual

SICK LEAVE AND DISABILITY LEAVE:

- **Informal Sick Leave:**

All academic employees can be absent for up to two weeks, for injury to the employee or the employee's child by informally notifying the appointing authority. For gay and lesbian parents, the issue is whether their family configuration is covered by this statement and if they will encounter harassment by making such a request.

- **Formal Medical Leave:** no difference

- **Disability Leave:** no difference

PARENTAL LEAVES: available to qualified academic employees who are biological or adoptive parents. The leave is for the purpose of child rearing and recovery associated with the birth of a child.

A female academic employee may, upon request, take up to six weeks' leave with pay related to the birth of her child. A male academic employee may, upon request, take up to two weeks' leave with pay and four weeks' leave without pay related to the birth or adoption of a child. A female academic employee may, upon request, take up to two weeks' leave with pay and four weeks leave without pay related to the adoption of a child.

The policy is silent on how this applies to gay and lesbian employees in domestic partnership relationships.

The sources for information on University policies regarding the mortgage program, spousal hire, and leaves of absence, including the various leaves were Carol Carrier, Associate Vice President of Academic Affairs and Ann Bailey, Assistant to the Associate Vice President of Academic Affairs.

FAMILY AND PERSONAL LEAVES WITHOUT PAY

- **Family Leave:** Available to qualified academic personnel. Maternity, paternity, and adoptive leave may be extended up to a total of twelve months of paid and unpaid leave combined. The policy is silent on how this applies to gay and lesbian employees in domestic partnership relationships.

- **Bereavement Leave:** Academic personnel do not have a written bereavement policy.

CIVIL SERVICE:

Source: Final Draft of the Amended Civil Service Rules.

SICK LEAVE: Approved sick-leave allowance may be used by an employee who is unable to perform duties because of illness, injury, or pregnancy; or who would expose other employees to diseases. Approved sick leave of up to five days per incident may also be used by an employee to care for or make arrangements for the care of an ill member of the employee's immediate family. **Immediate family as used in this portion of the Rule shall mean spouse or cohabitor, //children//wards, or parents of the employee. Approved sick leave to care for an employee's sick child is not limited.**

BEREAVEMENT LEAVE: Sick leave may be //granted// used with appropriate notification when a death occurs in the employee's family. The time shall be limited to what is reasonably necessary to make funeral arrangements and/or to attend funeral services. Employee's family in this instance shall mean spouse or cohabitor; parents of spouse or cohabitor; and the employee's parents, grandparents, guardian, children, brother, sisters, wards.

PARENTAL LEAVES: A //two-week// 10 work day paid parental leave of absence shall be granted to male and female employees who are biological or adoptive parents, when requested in conjunction with the birth or adoption of their child. A female biological parent may also use up to 20 work days //of accumulated sick leave immediately following the parental leave//additional leave of absence with pay within six weeks of the birth of a child. Eligibility for parental leave under Section 5 (parental leave) shall be determined on the same basis as parental leave for academic employees.

The policy is silent on how parental leaves apply to gay and lesbian employees in domestic partnership relationships.

UNIVERSITY LIBRARIES:

All University employees are treated the same, there are no spousal benefits in the library system.

The source for information on the University library policy was Barbara Doyle, Director of Library Personnel.

ATHLETIC EVENTS:

All University employees are treated the same. Any faculty member may purchase two tickets for a major sports event (football, basketball, hockey) at a discount rate. Any faculty member may purchase tickets for Women's Athletics.

The source for information on the University athletic ticket policy was the athletic ticket office.

HOUSING: Student Family Housing

At Commonwealth Terrace and Como Co-Op, married student housing is available for both graduate students and undergraduate students, but domestic partners are not included. Currently the University definition of "family" does not include domestic partners. However, the University is working on this.

As to couples with children, if both parents have custody of a child but are unmarried, they can qualify for "married" student housing. If only one of the partners has custody and the other does not, they cannot qualify the other partner for housing. Only the partner with custody can qualify.

The source for information on the University housing policy was Dan Barbosa, Office Administrator, at Commonwealth Terrace Cooperative

RESIDENCY TUITION BENEFIT:

The families of faculty and staff do not receive tuition waivers or reduction, except in the case of individuals who have not established Minnesota residency. Residency status allows a person to pay the in-state tuition rate and is granted to individuals who are members of the immediate family of a faculty or staff member. The University defines immediate family as spouse, children (biological or adopted), and parents. Partners and children of gay and lesbian employees do not have this benefit.

The source for information on the University residency tuition benefit was Kay Anderson, Residency Office, Williamson Hall.

CULTURAL EVENTS:

Any University employees can purchase discounted tickets for events at Northrup Auditorium and Rarig Center.

CREDIT UNIONS:

All University employees can be members of the University of Minnesota Federal Credit Union or the State Capitol Credit Union. Immediate family members qualify for membership. "Immediate family" is defined by the National Credit Union Association as spouse, parents, siblings and children living at the same address. Domestic partners are eligible to hold joint accounts with members. Once they have established a joint account or loan, they are eligible for membership on their own.

The source for information on credit union eligibility was Sandy Decker, Credit Union Supervisor.

CHILD CARE:

The University's child care center is available to students, staff and faculty members. The only qualification is that the student, staff, or faculty member must be the parent or legal guardian of the child. Couples do not have to be married.

The source for information on child care eligibility was Mary Berg, Principal Secretary at the Child Care Center.

RECREATIONAL FACILITIES:

All facilities including the aquatic program, sports clubs, intramural, fitness, open recreation, St Paul campus program, and facility use. Partners of gay and lesbian employees can not obtain a membership.

Membership is available to students, staff, and faculty members and their spouses. Guest passes are available to guests of students, staff and faculty with memberships.

The source of information on recreation facilities membership were Dan Allen, an Associate Director in Recreational Sports Department and Kathy Lovro who is an Associate Administrator in the Recreational Sports Department.

ALUMNI RELATIONS MEMBERSHIP:

Both single and dual memberships are available to alumni, alumnae, and friends of the University. Therefore a spouse or a partner or another person in the same household as a member who was an alumni, alumnae or friend of the University could have a membership. The benefits include the following: (1) discounts on theater, University Press, etc.; (2) credit union; (3) library use; (4) athletic events discounts; (5) insurance program, not sure domestic partners are covered; (6) alumni club; and (7) travel programs, no discounts for non-members or spouses.

The source of information on alumni relations membership was Jane Whiteside, Associate Executive Director in the Department of Alumni Relations.

CAMPUS CLUB MEMBERSHIP:

All member of the University community-faculty, staff and students are welcome to join. In addition, all emeriti, retired University employees, and surviving partners are eligibility for membership.

The source of this information is the Campus Club brochure and by-laws.

Answers to Commonly Asked Questions About Domestic Partners Benefits

Question 1: Why should registered domestic partners who are employees of the University receive the same benefit package as married couples?

Answer: It is the right thing to do, in support of fairness and equitable treatment of all employees. This is an employment equity issue. It is about employees who serve the same roles, job functions, or have the same job responsibilities receiving the same benefits. Lesbian and gay employees want for their families the same benefits that married employees receive for their families. Perhaps the question we should ask ourselves is "Why are the families of lesbians and gay men excluded from receiving the same benefits as the families of married employees?"

This is a matter of policy and employee equity. The University is not in compliance with its' nondiscrimination policy statement. For example, instead of health care being an employee benefit, it is currently administrated as a privilege for married employees.

Question 2: What is the equal opportunity statement of the University of Minnesota?

Answer: The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. The term "sexual orientation" was added May 9, 1986, by action of the Board of Regents.

Question 3: What benefits are currently denied to domestic partners?

Answer: Many benefits currently available to the spouses and children of married University employees are denied to the domestic partners and children of lesbian and gay employees. These benefits include health plan coverage for medical, vision, and dental care. The spouses of married employees attending classes at the University of Minnesota are charged resident tuition rates but the partners of lesbian and gay employees are charged nonresident rates. Married undergraduate and graduate students have access to University housing and partnered lesbian and gay students do not. The spouses of married employees can purchase a recreational sports membership pass and the partners of lesbian and gay employees may not. Eligibility for use of the Child Care Center for an employee or student is contingent on being the child's parent (mother or father) or guardian. Leaves of absence for sick, bereavement or parental matters are defined in traditional family terms except for civil service rules, which uses the term cohabitor in its policy. As the designated beneficiary, the partners of lesbian and gay employees do not have the same options with the retirement account as the surviving spouse in case of death.

Question 4: Why is domestic partnership an issue at the U of M?

Answer: Domestic partnership registration is the cornerstone to extending the same employee benefit package to the families of lesbian and gay employees as is currently provided to the families of married employees.

Question 5: What is a domestic partnership?

Answer: Domestic partnership has been defined in a variety of ways by different organizations, but a certain common thread runs through all of the definitions. Generally speaking, a domestic partnership is defined as two individuals of the same gender who are in a committed relationship of indefinite duration with an exclusive mutual commitment similar to that of marriage. The partners share the necessities of life and agree to be financially responsible for each other's well-being, including living expenses. It should be noted that domestic partners are not married to anyone else, and do not have another domestic partner. Domestic partners may not be related by blood.

Question 6: How would a domestic partnership be recognized?

Answer: Each organization has generally developed its own registration form and procedures for registering a domestic partnership. The proposal for the University of Minnesota is a signed and notarized "Affidavit of Domestic Partnership" to be filed with the Employee Benefits Department. See the attached Proposed Affidavit of Domestic Partner registration form.

Question 7: What is to stop same sex people who live together as roommates from signing up for benefits?

Answer: Couples submitting the "Affidavit of Domestic Partnership" to the Employee Benefits Office would be stating that their relationship fits the definition of domestic partnership stated in the answer to question four. A notarized affidavit is a legal document. To provide false information under oath is a crime.

Question 8: Would the University of Minnesota be the first to recognize domestic partners in its benefits policy?

Answer: No! Among comparable colleges and universities, currently Stanford University, University of Chicago, and the University of Iowa provide benefits to domestic partners. There are proposals in various stages of approval at many other universities. Many corporations and municipalities also provide domestic partnership or spousal equivalency coverage.

Question 9: Why is the University of Minnesota proposing to extend benefits to same sex domestic partners and not to opposite sex domestic partners? Aren't we inviting law suits?

Answer: Under current state of Minnesota law, same sex domestic partners can not marry, but heterosexual domestic partners have the option of marriage. Stanford University, University of Chicago, and the University of Iowa have extended benefits to same sex domestic partners only and as of this date have not received any legal challenges.

The opinion of the University of Minnesota Office of the General Counsel is that since heterosexual couples have the option of marriage and same sex couples do not, the university is on very solid ground on this matter.

The University of Minnesota is not in compliance with its current nondiscrimination policy. In the current benefits literature the university states that it is concerned about and supportive of the families of its employees. Therefore, the University provides a comprehensive benefits package to its employees, including dependent coverage for the families of employees. It is very likely that if comparable benefits are not extended to lesbian and gay families, legal action will be taken against the University. During the Fall 1993 open enrollment period, five employees filed applications to include their domestic partner on their University health care policy. Those individuals are awaiting the outcome of current discussions before deciding their next step.

Question 10: In a time of declining resources, wouldn't extending benefits to domestic partners significantly increase the cost of the University's benefits package and simply be too costly?

Answer: Every study that has been done on this issue (Stanford University, Lotus, and Levi Strauss) indicates that the costs are negligible. Coverage for domestic partners are no more costly that coverage for spouses. This is the right thing to do - it brings the University of Minnesota in line with its own policy. Compared to the overall budget of the University, or to the cost currently spent to cover the families of married employees, the cost to cover same sex couples would be insignificant.

Of the 17,545 eligible University of Minnesota employees currently participating in the State Health Care Plan option, it is predicted that between 30 and 60 employees will choose to file an "Affidavit of Domestic Partnership". The experience at both Stanford University and the University of Chicago is that the predictions were much higher than actual registrations.

Only a very small number of the eligible couples actually register as domestic partners even when the option is provided. Several reasons seem to account for this:

- some partners are reluctant to formalize their relationship, just as some couples take their time before getting married, in recognition of the seriousness of a long-term commitment, especially when pledging mutual financial responsibility;
- some partners are concerned that while they presently live and work in a community which is supportive enough to recognize domestic partners, becoming formally registered may act to their detriment if they make career moves to less supportive locations and

- some partners simply do not trust that this information will remain private and confidential and not be used in a punitive way against them and
- some partners both hold jobs which provide full benefits, and there is no advantage to registering for domestic partner insurance within the other's group.

Question 11: What about AIDS?

Answer: Every study to date has indicated that AIDS is not a significant factor when it comes to domestic partner benefits. The experience at Lotus Corporation and other corporations clearly shows that health coverage for gay and lesbian couples is not more costly than coverage for heterosexual couples. An issue often raised is "adverse selection" or an assumption of higher cost because of providing coverage to gay men, thus assuming higher cost due to AIDS. High costs due to "adverse selection", have not come true. In studies done by both the Lotus Corporation and Stanford University, they found that there is a greater cost risk from heterosexual domestic partners because of the potential coronaries of males in the 48-54 age bracket and from anticipated complications from pregnancies and births. As the City of Minneapolis recently discovered, health care providers are more resistant to extending coverage to opposite sex domestic partners than same sex domestic partners. Another factor often mentioned by health care providers is the anticipated high number of heterosexual domestic partners that would choose to register.

Question 12: Currently the "eligible definition" of dependent in the State Health Care Plan does not include domestic partner. What should the U of M do?

Answer: The University of Minnesota should work with the person in charge of the State Health Care Plan for the state of Minnesota and the union leadership to change the definition to include domestic partners. In the interim, the U of M should seek coverage through another health care provider or provide registered domestic partners appropriate reimbursement or relief. It currently costs gay and lesbian employees approximately \$5000 per year to purchase comparable health care coverage on the open market.

**H. University of Minnesota Board of Regents
Resolution on Benefits**

September 10, 1993

BOARD OF REGENTS RESOLUTION

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO BENEFIT ELIGIBILITY FOR SAME SEX DOMESTIC PARTNERS AND THEIR CHILDREN

WHEREAS, the Board of Regents' existing policy "Equal Opportunity in Employment" was amended on May 9, 1986 to expressly forbid discrimination in programs, facilities, and employment policies and practices related to an employee's sexual orientation

WHEREAS, benefits, including health care, are now extended to the spouses of married employees/students and to the children of these spouses but not to same sex domestic partners nor to the children of these domestic partners

WHEREAS, same sex domestic partners do not have the opportunity to "marry" under current state of Minnesota law

WHEREAS, the University desires to maintain a workplace that is equitable for all employees

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents support the extension of eligibility for benefits coverage, including health care, to same sex domestic partners and their children consistent with the eligibility for spouses of married employees/students and the children of these spouses.

BE IT FURTHER RESOLVED, that the Board of Regents authorize the Administration to pursue coverage under the Minnesota State Employee Group Insurance Program as the first choice but, failing to secure this option, pursue other options for this group of employees.

I. Domestic Partner Registration Materials


UNIVERSITY OF MINNESOTA

*Employee Benefits Department
Office of Human Resources*

*Suite 210
1313 Fifth Street S.E.
Minneapolis, MN 55414-4504
612-624-9090
Fax: 612-627-1039*

October 6, 1993

To: Employees Applying To Register a Domestic Partner

From: Dianne Mulvihill, Director - Employee Benefits 

Re: Domestic Partner Registration

Enclosed is an affidavit which must be completed by all individuals seeking to register their same-sex domestic partners. If you are interested in registering your domestic partner, please return the affidavit in the enclosed envelope. Within 3 weeks of receiving the completed affidavit, we will send additional information on the benefits, detailed information on how to file a claim and a temporary identification card for your domestic partner. Permanent identification cards will be issued in January.

To be eligible for reimbursement, the incurred medical insurance premium must be more than the employee cost for dependent medical coverage. For the first quarter, (October thru December 1993), the maximum reimbursement will be \$525. In 1994, the maximum reimbursement will be \$2,252, paid in quarterly installments. The enclosed explanation sheet provides additional information on reimbursement for medical expenses.

We have arranged through Delta Dental to provide a separate dental plan for domestic partners (and their dependent children), with the same Delta benefits available for spouses and children of employees. The coverage will go into effect on January 1, 1994. You may enroll your partner under this policy even if your employee coverage is with a different dental plan. Delta Dental benefits are described in the Open Enrollment materials and provider directories have been sent to each department. The employee cost for this coverage will be \$21.12 per month. Additional information will be sent to you along with your domestic partner ID card.

If you have any questions, please feel free to call Employee Benefits at 624-9090 (press #3).

DLM/cs

September 20, 1993

AFFIDAVIT

**University of Minnesota
DECLARATION OF DOMESTIC PARTNERSHIP**

Employee/Student _____ Social Security Number _____
last, first, m.i.

I. D. Number: _____

Partner: _____
last, first, m.i.

Partner's dependent children:

Names	Birthdates
_____	_____
_____	_____
_____	_____

We the undersigned, declare that we are domestic partners, as established by the following criteria:

1. We are engaged in a long-term committed relationship and intend to remain together indefinitely;
2. We are not married and neither of us has any other domestic partners;
3. We are the same sex and for this reason are unable to marry each other under Minnesota law;
4. We are at least 18 years of age and have the capacity to enter into a contract;
5. We share a residence;
6. We are jointly responsible to each other for the necessities of life. If asked we could produce documentation of at least three of the following items as evidence of our joint responsibility:

- a. joint mortgage or joint tenancy on a residential lease;
 - b. joint bank account;
 - c. joint liabilities; e.g., credit cards or car loans;
 - d. joint ownership of significant property; e.g., cars;
 - e. durable property or health care powers of attorney;
 - f. naming each other as primary beneficiary in wills, life insurance policies or retirement annuities;
 - g. written agreements or contracts regarding our relationship showing mutual support obligations or joint ownership of assets acquired during the relationship;
7. We are not related by blood closer than permitted under Minnesota marriage laws;
8. The children identified above qualify as dependents under IRS regulations.

We agree to notify the University of Minnesota within thirty (30) days of the termination of our domestic partnership under the above criteria by filing a Notice of Termination of Domestic Partnership with _____.

We understand that a student cannot register another domestic partner for six months following the filing of a Notice of Termination of a Domestic Partnership.

We understand that a false declaration of a domestic partnership, or failure to timely inform the University of Minnesota of the termination of a domestic partnership, may result in disciplinary action of an employee or student up to and including termination or dismissal. We agree that in the event of a false declaration, the University of Minnesota may recover damages for all losses and reasonable attorneys' fees incurred by the University to recover such damages.

We acknowledge and understand that the University of Minnesota has advised us to consult with an attorney regarding the legal consequences of signing this declaration.

We provide this information for the sole use of the University of Minnesota and for the sole purpose of determining our eligibility for domestic partner benefits provided by the University of Minnesota. If we do not provide this information, we understand we will not be eligible for domestic partner benefits. We understand that this affidavit constitutes private information under the Minnesota Government Data Practices Act, Ch. 13, and will not be disclosed to anyone outside of the University of Minnesota except as authorized under the terms of that Act.

Signature of Employee/Student

Signature of Partner

Date: _____

Date: _____

September 20, 1993

TERMINATION NOTICE

NOTICE OF TERMINATION OF DOMESTIC PARTNERSHIP

I, the undersigned, declare under oath that _____
(the name of the individual shown on the declaration) and I are no longer domestic
partners; and either:

1. I mailed my former domestic partner a copy of this notice at
_____, on _____.

or

2. My domestic partner died on _____.

Dated: _____

Signature

Subscribed and sworn to before me this
_____ day of _____, 19 ____.

Notary Public

**EXPLANATION SHEET FOR DETERMINING SAME SEX
DOMESTIC PARTNER REIMBURSEMENT**

E L I G I B I L I T Y (for Reimbursement)

- 1) As an employee, you must be eligible for an employer contribution for medical and dental coverage (salaried appointment of 75% to 100% time, at least 3 months in duration, etc.).
- 2) You must register your domestic partner with Employee Benefits.
- 3) Your domestic partner and his/her children must meet the eligibility requirements for the University medical and/or dental plan (with the exception of marital status).
- 4) You complete the Spousal Benefit Eligibility Verification section of the enrollment application. You will not be eligible for reimbursement for medical benefits if:
 - a) your domestic partner is eligible to receive insurance benefits through an organization participating in the State of Minnesota Employee Group Insurance Program, or
 - b) your domestic partner is employed full time by an employer with 100 or more employees and receives cash or some type of credit instead of medical insurance or in exchange for medical insurance with a deductible of \$750 or more.

R E I M B U R S E M E N T B E N E F I T

The amount available for reimbursement will be determined by:

- a) Your domestic partner's premium for medical coverage.
- b) The contribution that you would have paid for dependent medical coverage under your University plan (the dependent contribution is equal to family contribution minus single contribution; and
- c) The University contribution for dependent medical coverage (maximum of \$2252).

The reimbursement will be determined by subtracting (b) from (a); the reimbursement cannot exceed (c).

For example:

- 1) Your domestic partner's medical premium is \$5,000 per year.

The employee dependent Medica-Premier contribution is \$1,123.32 for plan year 1994.

The maximum University contribution for dependent medical coverage is \$2,252.

You would be eligible for the full \$2,252 reimbursement, paid in quarterly installments. ($\$5,000 - \$1,123.32 = \$3,876.68$)

- 2) Your domestic partner's medical premium is \$2,000 per year.

The employee dependent Medica - Premier contribution is \$1,123.32 for plan year 1994.

The maximum University contribution for dependent medical coverage is \$2,252.

You would be eligible for \$876.68, paid in quarterly installments.
($\$2,000 - \$1,123.32 = \$876.68$)

- 3) Your domestic partner's medical premium is \$2,000 per year.

The employee dependent Group Health, Inc. contribution is \$250.20 for plan year 1994.

The maximum University contribution for medical dependent coverage is \$2,252.

You would be eligible for \$1,749.80, paid in quarterly installments.
($\$2,000 - \$250.20 = \$1,749.80$)

- 4) Your domestic partner's medical premium is \$600 per year.

The employee dependent Medica - Premier contribution is \$1,123.32 for plan year 1994.

The maximum University contribution for dependent medical coverage is \$2,252.

There would be no reimbursement in this case. ($\$600 - \$1,123 = 0$)

- 5) Your domestic partner's medical premium is \$1,600 per year. You are already insuring your dependent children under the University plan.

You are currently paying \$1,123.32 annually for Medica - Premier for your children.

The maximum University contribution for dependent medical coverage is \$2,252.

You would be eligible for \$1,600, paid in quarterly installments. You have already paid the dependent premium for your dependents, and the \$1,600 partner premium is less than the maximum University contribution of \$2,252.

All reimbursements will be made quarterly. The first reimbursement will be paid in January, 1994 for the period October 1 through December 31, 1993. You and your registered domestic partner must meet all the eligibility requirements of the health plans except for marriage.

OTHER BENEFITS

Registered domestic partners are also eligible for residential tuition and use of University of Minnesota recreational sports facilities, child care, and library borrowing privileges. Sick leave may be used to care for your domestic partner and bereavement leave will be available in the event of your partner's death.

**J. Gay and Lesbian Studies Courses and
Courses with Significant Gay and Lesbian Content**

UNIVERSITY OF MINNESOTA
GAY AND LESBIAN STUDIES COURSES

Hist 3910 (Ext) Topics: "Homosexuality in American History,"
G-Wrathall. Last offered F '93. *

WoSt 3300 (Ext) Topics: "Survey of Lesbian and Gay Theater,"
G-Wallen. W '93.

WoSt 3400 (Ext) Topics: "Introduction to Gay, Lesbian, Bisexual, Transgender
Studies," Zita and Thomas. Spr '92.

WoSt 3400 (Day) Topics: "Heterosexism and Homophobia," Zita and Myers. Spr '90.

WoSt 3400 (Ext) Topics: "Out in the World: International and Multicultural
Perspectives on Gay and Lesbian Studies," G-Olano. W '94.

WoSt 3404 (Ext) "Lesbian Cultures," McNaron. F'93.

WoSt 5106 (Day) "The Cultural construction of Sex, Gender and Sexuality," Zita. F
91.

Engl 3920 (Day) "Introduction to Gay and Lesbian Literature," Medieros. Spr '91.

Engl 5620 (Day) "Contemporary American Lesbian Writers," McNaron. S II '86.

Engl 5620 (Ext) Topics: "Folklore in Lesbian Literature," Steckert. W '93.

Engl 8720 (Day) Topics: "Lesbian and Feminist Literary Theory," McNaron. W '88.

Hum 3472 (Ext & Day) "Gay Men and Homophobia in the Modern West," Thomas.
W '92.

Hum 5910 (Day) Topics: "Contemporary Issues in Gay Male culture," Thomas.
Spr 88.

Hum 5910 (Ext) Topics: "The Social Construction of Homosexuality," Thomas.
Spr '89.

CSDS 5910 (Ext) Topics: "contemporary Developments in Theory: Queer Theory,"
Zita. Spr '94.

CSDS 8910 (Day) "Queer Theory," Thomas. Spr 93.

SW 5010 (Ext) Topics: "Social Work Practice and Gays, Lesbians and Bisexuals,"
Jones. S II '93. 3 cr.

* All courses are four (4) credit courses unless otherwise noted.

If there is a "G" before an instructors name, the instructor was a Graduate Student at
the time of course offering.

COURSES WITH SIGNIFICANT GAY AND LESBIAN CONTENT**

Boil 1101 (Day) "Hereditry and Human Society." Woodward. Spr '93.

GC 1366 (Day) "Images of Women in Literature," Albrecht.

GC 1422 (Day) "College Writing: Human Relations." Albrecht.

Soc 3524 (Day) "America's Sexual Crises," Reiss. F'92.

Soc 5524 (Day) "The Social Construction of Human Sexuality," Reiss. Spr '93.

SW 5010 (Day) Topics: "AIDS: Biopsychosocial and Policy Aspects," Graham. S II '93,
3 cr.

Anth 5920 (Day & Ext) "Anthropology of AIDS," Rowe. F '92.

ID 3201 (Day & Ext) "AIDS/HIV: Cultural Perspectives," G-Berg, G-Brandt, G-Brady.
Spr '93.

Hum 3456 (Day) "Sexualities: From Perversity to Diversity," Messer-Davidow.
F '91.

CSCL 1303 (Day) "Knowledge, Persuasion and Power," G-Carl. Spr '93.

WoSt 1001 (Day) "Introduction to Women's Studies," Zita F'91.

WoSt 1002 (Day) "Introduction to Women's Studies," G-Pagenheart and G-Dietzel.
W '93.

WoSt 3204 (Day) "Sexuality and Self-Image," G-Phibbs. S I '92.

WoSt 3301 (Ext) "Feminists Theorize the Family," G-Phibbs. F '93.

* "Significant" content includes courses that deal with homosexuality, bisexuality or transgenderism or include the contribution of gay, lesbian bi or transgender people as an important aspect of the course's content. Such courses should not be considered Gay and Lesbian Studies courses, but could be used as supporting course work for a Gay and Lesbian Studies major or minor.

K. Resources

University of Minnesota Resources

Twin Cities

- Gay, Lesbian, Bisexual and Transgender (GLBT) Program Office
419 Walter Library
- The Association of Gay, Lesbian, Bi, Transgender Student Organizations and Their Friends
230 Coffman Memorial Union
626-2344
- Lesbian, Gay, Bisexual Forum for Faculty and Staff
Faculty Contacts:
 - Lisa Albrecht 626-7130
 - Toni McNaron 624-8574
 - Gary Thomas 624-5527
 - Jacqueline Zita 624-9326Academic Professionals Contacts:
 - Marjorie Cowmeadow 625-7528
 - George Jackson 625-5596
 - David Johnson 624-9817Civil Service Contact:
 - Betsy Handlson 625-2888AFSCME Contact
 - Dianne Star 624-5789
- GLBT Graduate Student Association
Phone: 626-2344
- University Film and Video, request the Gay, Lesbian, Bisexual, and Transgender Issues material by calling 627-4270 or Minnesota 1-800-542-0013 or Out of State 1-800-847-8251 or Fax: 612-627-4280
- Contact your local community and campus library.

UMD

- The University Lesbian, Gay and Bisexual Alliance (ULGBA)
Larry Knopp, Faculty Advisor

Selected Twin Cities Community Resources

AIDS

AIDS Clinical Trials Unit and HIV Clinic
BOX 437
University of Minnesota Hospital and Clinic
Minneapolis, MN 55455
625-1462

AIDS/STD Prevention Services Section
Minnesota Health Department
717 Delaware St. SE
Minneapolis
623-5698

The Aliveness Project
730 E. 38th St.
Minneapolis
822-7946

Minnesota AIDS Project
2025 Nicollet Ave.
Minneapolis
870-7773

Bookstores

A Brother's Touch
2327 Hennepin Ave.
Minneapolis
377-6279

Amazon Bookstore
1612 Harmon Place
Minneapolis
338-6560

Campus Organizations

Minnesota

Association of Gay/Lesbian/Bi Student Organizations and Friends
230 Coffman Union
U of M
Minneapolis, MN 55455
(612) 626-2344

Alternative Lifestyles
(Office for G/L/Bi Concerns)
Box 4
MSU
Mankato, MN 56002
(507) 389-1455

Augsburg Bi/G/& L Services
Augsburg College
731 21st Ave. S.
Minneapolis, MN 55454
(612) 330-7160 330-1187

Carleton L/G/Bi Community
Carleton College
Northfield, MN 55057
(507) 663-1813

College of St. Catherine
Lesbian Alumnae Group
1492 Portland Ave.
St. Paul, MN 55104
(612) 641-1642

Delta Lambda Phi Fraternity
PO Box 13122
Dinkytown Station
Minneapolis, MN 55414
(612) 879-4340

G/L/B Graduate Students
230 Coffman Union
U of M
Minneapolis, MN 55455
(612) 626-2344

Gay & Lesbian Activists & Students (GLASS)
MCC Counseling Office
1501 Hennepin Ave. S.
Minneapolis, MN 55403
(612) 341-7109 341-7097

Hamline Gay & Lesbian Coalition
Residential Life
1536 Hewitt Ave.
St. Paul, MN 55104
(612) 641-2061

Hamline University Student Center
1536 Hewitt Ave.
St. Paul, MN 55104
(612) 641-2420

Heterosexuals United With G/L/B Students
230 Coffman Union
U of M
Minneapolis, MN 55455
(612) 626-2344

Lambda
St. Cloud State University
St. Cloud, MN 56301
(612) 654-5166 259-1909

Lesbian & Gay AA On Campus
402 Boynton Health Services
U of M
Minneapolis, MN 55455

Lesbian, Gay, Bisexual Medical Students
1-425 Malcolm Moos Tower
515 Delaware St. SE
Minneapolis, MN 55455
(612) 625-7100

Lesbian/Gay/ Bisexual Resource Center
St. Cloud State University
St. Cloud, MN 56301
(612) 654-5166

Macalester Student Union
1600 Grand Ave.
St. Paul, MN 55105
(612) 696-6000

Minnesota State Univ. System L&G Faculty Caucus
Box 64
MSU
Mankato, MN 56001
(507) 389-2077
(218) 233-4621

Olaf Lesbian/Bisexual/Gay Alliance (OLGA)
1500 St. Olaf Ave.
Northfield, MN 55057-1001
(507) 646-3999 646-2632

SCSU L/G/Bi Res. Ctr./Lambda L & G Comm.
Women's Center
Colbert House N.
SCSU
St. Cloud, MN 56301
9612) 654-5166

The Ten Percent Group
PO Box 5855
St. John's University
Collegeville, MN 56321
(612) 363-3791

Ten Percent Society at U of M Morris
Box 439
U of M, Morris
Morris, MN 56267
(612) 626-2344

U of M G/L/Bi/Transgender Alumni
235 Coffman Memorial Union
Minneapolis, MN 55455
(612) 626-2344

U of M Program in Human Sexuality
1300 S. Second St., Suite 180
Minneapolis, MN 55454
(612) 625-1500 626-8311 (FAX)

United Theological Seminary
Lesbian & Gay Caucus
3000 Fifth St. NW
New Brighton, MN 55112
(612) 633-4311

University Bi Community
230 Coffman Union
U of M
Minneapolis, MN 55455
(612) 626-2344

University Gay Community (UGC)
230 Coffman Union
U of M
Minneapolis, MN 55455
(612) 2344

University L, G, & B Alliance
Kirby Student Center UMD
Duluth, MN 55812
(218) 726-6246 726-7529

University Lesbians
244 Coffman Union
U of M
Minneapolis, MN 55455
(612) 625-0607

University of Minnesota
L & G Law Students Assoc.
U of M Law Center
229 19th Ave. S.
Minneapolis, MN 55454
(612) 625-1000

University of St. Thomas Gay Alumni Association
PO Box 8663
Minneapolis, MN 55408

University YW
244 Coffman Union
300 Washington Ave. SE
Minneapolis, MN 55455
(612) 625-0607

Vice-Chancellor's Commission on L, G & B Diversity Issues
Kirby Student Center, UMD
Duluth, MN 55812
(218) 726-6504 726-7529

William Mitchell College of Law G & L Association
875 Summit Ave.
St. Paul, MN 55105
(612) 646-3966

Wisconsin

Bisexual, Gay & Lesbian Awareness
PO Box 599
Lawrence University
Appleton, WI 54912

Campus Women's Center
710 University Ave.
#202
Madison, WI 53715
(608) 262-8093 262-5731

G/L/B Community at UWM
Box 251
Milwaukee, WI 53201
(414) 229-6555

Gay, Bisexual & Lesbian Association (GLBA)
Box 247A
Northland College
Ashland, WI 54806
(715) 682-1595

Gay, Lesbian, Bisexual Student Union, UM-Whitewater
309 McCutchen Hall
Whitewater, WI 53190
(414) 472-5738

Lesbian & Gay Support Group
126 N. 17th St.
UCMC
La Crosse, WI 54601
(608) 784-7600

MATC Gay & Lesbian Student Org. & Staff Network
MATC
2550 Anderson St.
Madison, WI 53704
(608) 246-6176

Ten Percent Society
Box 614 Memorial Union
UWM
Madison, WI 53706
(608) 262-7365

Ten Percent Society At UWRF
PO Box 536
River Falls, WI 54022
(715) 425-3124 273-3006

UW-LC Student Health Services
Student Health Center
La Crosse, WI 54601
(608) 785-8559

UW-RF Student Health Services
687 E. Division St.
River Falls, WI 54022
(715) 425-3292

UW/Stevens Point Ten Percent Society
Campus Activities Box 30
Stevens Point, WI 54481-3897
(715) 346-4366

Yikes Dykes/Lesbian Alliance
Box 614 Memorial Union
UWM
Madison, WI 53706
(608) 262-7365

Iowa

Aware
FPO 45 Luther College
Decorah, IA 52101
(319) 387-1277

Drake University Alternative Lifestyles
25th & University
Des Moines, IA 50311
(515) 288-1484

Gay People's Union- U of I
Memorial Union Student Activity Union
Iowa City, IA 52242
(319) 335-3251

Gay Resource Center
Box U-5
Grinnell College
Grinnell, IA 50112
(515) 269-3327

Iowa State Univ. L/G/Bi Alliance
38 ISU Memorial Union]
Ames, IA 50011
(515) 294-2104

University of N. Iowa G & L Outreach (UNIGLOW)
Counseling Center
SSC 213
Cedar Falls, IA 50613
(319) 273-2676 273-5622

Women's Resource & Action Center (WRAC)
130 N. Madison St.
Iowa City, IA 52242
(319) 335-1486

South Dakota

USD G/L/Bi's
USD
Student Activity Center
CSC
414 E. Clark St.
Vermillion, SD 57069

North Dakota

Tri-College Ten Percent Society
PO Box 5432
Fargo, ND 58105
(218) 236-2227 236-7376

University Gay & Lesbian Community
PO Box 8055
University Station
Grand Forks, ND 58202
(701) 772-8419

University of North Dakota G/L Community
Box 8055
Univ. Station
Grand Forks, ND 58202
(701) 772-8419 777-3650 (FAX)

Nebraska

UN-L Gay & Lesbian Alumni/ae Association
PO Box 30681
Lincoln, NE 68503-0681
(402) 472-5644

UN-L Gay & Lesbian Student Association
342 Nebraska Union
Lincoln, NE 68588-0455
(402) 472-5644

Elders

G.L.E.A.M. (Gay & Lesbian Elders Active in Minnesota)
PO Box 6515
Minneapolis, MN 55406-6515
(218) 721-8913

Legal Services

Lambda Justice Center
332 Minnesota St. Suite E 1324
St. Paul, MN 55101-1314
(612) 293-1440

GLCAC Legal Information and Referral
310 E. 38th St. Suite 204
Minneapolis, MN 55409

Library Services

Quatrefoil Library
1619 Dayton Ave.
St. Paul
(218) 641-0969

Newspapers

Equal Time Newspaper
310 E. 38th St.
No. 207
Minneapolis, MN 55409
823-3836

Gaze Magazine
2344 Nicollet Ave.
No. 130
Minneapolis, MN 55404
871-7472

People of Color

Gay and Lesbian American Indians
Sabathani Community Center
No. 303
310 E. 38th St.
Minneapolis, MN 55409
(218) 825-9149

IRUWA
(Black Gays and Lesbians)
POB 19146
Minneapolis, MN 55419

Women of Color Stirfry
POB 3874
Minneapolis, MN 55403
(218) 729-7280

Political

ACT UP/Minnesota
PO Box 50201
Minneapolis, MN 55405
(612) 374-9349 870-8026

AFSCME Council 14
267 Lafayette Rd. S.
St. Paul, MN 55107
(612) 291-0333

Brian Coyle Minneapolis DFL Caucus
(612) 379-0578 869-4841

Clean Water Action Alliance
326 E. Hennepin Ave.
Minneapolis, MN 55414
(612) 623-3666

DFL Feminist Caucus
The Carriage House
212 Franklin Ave. W.
Minneapolis, MN 55404
(612) 871-8887

Emma Anarchist Center
3451 Bloomington Ave. S.
Minneapolis, MN 55407
(612) 729-5498

The Grassroots Party
PO Box 8011
St. Paul, MN 55108
(612) 822 3396 773-9683 (GRASSNET)

Int'l Lesbian/Gay Association (ILGA)
310 E. 38th St.
Suite 204 (c/o GLAC)
Minneapolis, MN 55409
(612) 377-4282 822-0127

Lesbians for Political Empowerment (LPE)
(612) 870-1658

Minnesota DFL
525 Park St.
Suite 100
St. Paul, MN 55103
(612) 293-1200

Minnesota DFL Lesbian & Gay Caucus
PO Box 3700
Minneapolis, MN 55403
(612) 824-1399

Minnesota DFL/S. Minnesota Chapter
2015 41st St. NW
#B12
Rochester, MN 55901
(507) 288-0576 221-3476

Minnesota NOW: MN Affiliate of the National Organization for Women
550 Rice St.,
#106A
St. Paul, MN 55103
(612) 222-1605 (612) 292-9417 (FAX)

Minnesota Peace & Justice Coalition
1929 S. Fifth St.
Minneapolis, MN 55454
(612) 338-8111

Nature Conservancy
1313 Fifth St. SE
Suite 314
Minneapolis, MN 55414
(612) 331-0700

NORML
PO Box 80522
Minneapolis, MN
(612) 822-3396

Northland DFL G/L Caucus
PO Box 435
Duluth, MN 55801
(218) 723-1769

Take Back the Night
PO Box 8974
Minneapolis, MN 55408
(612) 824-3085

Radio/Television

Green and Yellow TV
PO Box 40
Eagle Lake, MN 56024
800-821-5456

KFAI Fresh Air Radio
90.3 FM
1808 Riverside Ave.
Minneapolis, MN 55454
(218) 341-3144

Religion

All God's Children
Metropolitan Community Church
3100 Park Ave.
Minneapolis
824-2673

Dignity/Twin Cities (Catholic)
PO Box 3565
Minneapolis, MN 55403
827-3103

Lutherans Concerned/Twin Cities
100 N. Oxford St.
St. Paul
866-8941

Spirit of the Lakes (United Church of Christ)
2930 13th Ave. S.
Minneapolis
724-2313

Support Services

Aurora
8 N. 2nd Ave. E
No. 210
Duluth, MN
(218) 722-4903

Gay and Lesbian Community Action Council
310 E. 38th St.
No. 204
Minneapolis
822-0127

Northland Gay Men's Center
8 N. 2nd Ave. E.
No. 309
Duluth, MN
(218) 722-8585

PFLAG of Minnesota (Parents and Friends of Gays and Lesbians)
PO Box 8588
Minneapolis, MN 55408-0588
458-3240

Youth

District 202
2524 Nicollet Ave.
Minneapolis
871-5559

Young Lesbians & Friends
PO Box 80067
Minneapolis, MN 55404
698-4272

Youth and AIDS Project
428 Oak Grove St.
Minneapolis
627-6820

• For a more complete listing, pick up the 1993-94 Equal Time Directory or call 823-3836 to see where to can pick one up.