Training & Reference Manual
for the
Safe Zone Program
at
UAB

Support

SAFE
ZONE

Accept
Respect

Prepared
By

The Safe Zone Advisory Committee
UAB Department of Student Life
UAB HRM Training and Development
October, 2004
In Germany the Nazis first came for the Homosexuals, and I did not speak up because I was not a Homosexual.

Then they came for the Communists, and I was not a Communist, so I did not speak up.

Then they came for the Jews, and I did not speak up because I was not a Jew.

Then they came for the Trade Unionists, and I did not speak up because I was not a Trade Unionist.

Then they came for the Catholics, and I was a Protestant, so I did not speak up.

Then they came for me, and by that time there was no one to speak up for anyone.

Pastor Martin Niemuller
October, 1945
Manual’s Purpose and Use

This manual is intended to provide volunteers of the Safe Zone Program at UAB with information and material that will be useful in providing assistance to students, faculty and staff regarding issues and concerns related to sexual orientation. It includes material drawn from several programs at other colleges and universities as well as material developed by the advisory committee of the program at UAB. Volunteers may find it useful to transfer the manual to a loose-leaf notebook as additional material will be available periodically to the volunteers via the UAB Safe Zone website. Also, volunteers may choose to copy or download from the Safe Zone website selected material for distribution to students, faculty and staff seeking assistance.

Safe Zone Coordinators

The Safe Zone coordinators are responsible for coordinating training, programming, and activities of the Safe Zone program. Please contact them for additional information.

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Safe Zone Advisory Committee and Training Team

The members of the advisory committee and training team are available for assistance to the volunteers as well as anyone seeking information regarding becoming a volunteer

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The Safe Zone Program

The Safe Zone Program is based essentially on the commitment of UAB to the value of cultural diversity and the needs of gay/lesbian/bisexual/transgender students, faculty and staff.

Mission and Purpose

The University of Alabama at Birmingham is committed to providing an environment in which every student and employee is free to thrive on an academic, professional and personal level within a community that is based on respect and dignity. UAB is proud of its culturally diverse population and supports cultural diversity in every way possible. The Safe Zone Program sends a message that all sexual orientations and gender presentations are part of our culture and are acknowledged and supported. The Safe Zone Program provides a visible network of volunteers for gay, lesbian, bisexual, transgender and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment, and/or discrimination concerns.

Goals

Based on UAB’s commitment to the value of diversity, the following goals have been established for the Safe Zone Program

1. To educate Safe Zone volunteers regarding GLBT needs and concerns to include the following:
   a. Support for GLBT individuals
   b. Increased awareness of the issues facing GLBT individuals
   c. Referral process specific to the needs of GLBT individuals
   d. Increased visibility for GLBT individuals and concerns on campus
2. To foster a university climate where every individual has the right to be treated with dignity, respect, and self worth
   a. Publicity for Safe Zone Program mission and goals
   b. Promotion and advocacy for safe environments respectful of all individuals
   c. Education of students, faculty, administrators and staff members regarding sexual harassment and discrimination policies
3. To provide ongoing support and in-service training to Safe Zone volunteers
4. To work collaboratively with other diversity groups on campus
5. To provide educational materials/programming regarding GLBT needs and concerns

Volunteer Participation

Participation in the Safe Zone program is voluntary. The SZ Program makes no assumptions regarding the reasons people choose not to participate. Publicity about the program clearly describes volunteers as persons who have chosen to be identified and available as resources to offer confidential support, respect, assistance, and accurate information related to GLBT issues and concerns.
Glossary of Terms

Following is a list of terms that are sometimes misunderstood or stereotyped

**Bisexual** – person with emotional and sexual attraction to both men and women, not necessarily at the same time or to the same extent

**Closeted** – refers to hiding one’s sexual orientation

**Coming Out** – process of recognizing and acknowledging non-heterosexual orientation to oneself and then disclosing it to others generally occurring in stages but as a non-linear process

**Family of Choice** – persons forming an individual's close social support network, often fulfilling the function of blood relatives. Many gay persons are rejected when families learn of their sexual orientation, while others may remain closeted to biological relatives. In such cases, it is the families of choice who will be called on in times of illness or personal crisis

**Family of Origin** – biological family or the family in which one was raised; may or may not be apart of a person’s support system

**Gay** – common word for men with emotional and sexual attraction to other men, but often used for both genders

**Gender Identity** – one’s psychological sense of oneself as a male or female

**Gender Roles** – socially constructed and culturally specific behaviors and appearance expectations imposed on men and women

**GLBT** - acronym for Gay, Lesbian, Bisexual and Transgender; sometimes as GLBT

**Heterosexism** – institutionalized assumption that everyone is heterosexual and that heterosexuality is inherently superior to and preferable to homosexuality or bisexuality

**Heterosexual** – person with emotional and sexual attraction to persons of the opposite gender

**Homophobia** – irrational fear or hatred of, aversion to, or discrimination against homosexuals or homosexual behavior

**Homosexual** – person with emotional and sexual attraction to persons of the same gender

**Internalized Homophobia** – experience of shame, aversion, or self-hatred in reaction to one’s own feelings of attraction for a person of the same sex
**Inclusive Language**: use of gender non-specific language to avoid imposing the limiting assumption of heterosexuality and to present an open social climate for non-heterosexuals

**Lesbian**: woman with emotional and sexual attraction to persons of the same gender

**Partner**: primary domestic partner or spousal relationship among same gender couples

**Sexual Orientation** – an enduring emotional, romantic, sexual, or affectional attraction that a person feels toward another person. Sexual orientation falls along a continuum.

**Transsexual** – individual who presents him/herself, and lives as the gender opposite to his/her genetic gender at birth; transsexuals may be heterosexual, bisexual, or homosexual in their erotic orientation

**Transgender** – broad term used to describe the continuum of individuals whose gender identity and expression, to varying degrees, does not correspond with their genetic sex

**Transvestite** – man or woman who enjoys wearing the clothes of and appearing as the other gender. While many transvestites are heterosexual, the use of transvestitism is the gay “drag” culture is well documented

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<thead>
<tr>
<th><strong>Heterosexuals</strong></th>
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<td>Cry</td>
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<td>Dream</td>
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<td>Get disappointed</td>
<td>Get disappointed</td>
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<td>Have family values</td>
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<td>Are spiritual</td>
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<td>Want families</td>
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<td>Don’t want families</td>
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<td>Get sick</td>
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<td>Die</td>
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<td>Succeed</td>
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Findings: A Pervasive Climate of Hate
Anti-Gay Violence, Harassment and Discrimination in Birmingham

Statement to the press by the Gay and Lesbian Alliance of Alabama, June 30, 1999
Community Room, Birmingham Civil Rights Institute

Following the murder of Billy Jack Gaither, the Gay and Lesbian Alliance of Alabama initiated a survey to determine the extent of hate crimes and acts of hate against local gays and lesbians. Charles Collins, a public health researcher at the UAB School of Public Health conducted the survey. Results documented pervasive anti-gay violence, harassment and discrimination in the Birmingham area.

44% of respondents report having been the target of anti-gay physical abuse, discrimination and/or harassment in their family of origin.

49% report having been the target of anti-gay hate acts at school. National studies show that a very high percentage of gay teens attempt suicide and that suicides by gay teens make up 30% to 40% of all teen suicides.

48% or respondents report anti-gay violence, harassment or discrimination in the workplace, including 15% who were fired.

39% report hate acts such as vandalism, threats or assault in their neighborhoods and communities.

Blacks and women report roughly the same level of violence, harassment and discrimination as whites and men, except that boys are three times more likely to be targeted by homophobia in schools.

31% report having been targeted by anti-gay physical abuse in two different settings of their lives: family of origin, school, the community or the workplace. National surveys indicate that one third of anti-gay assaults include use of a weapon.

58% report anti-gay discrimination in more than two settings.

70% report anti-gay harassment, threats and intimidation in more than two settings.

Conservative estimates indicate a total population of more than 25,000 self-identified gays and lesbians, a number that includes over 2,000 local teens.

35% of survey respondents report most forms of anti-gay hate in most settings of their lives. This group reports significantly less confidence that the general community will confront homophobia.

We ask our fellow citizens to consider the individual human implications of these findings.
Out of a Student Body of 16,000

<table>
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<tr>
<th>Percentage</th>
<th>Number of Students</th>
<th>Notes</th>
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<tr>
<td>4 – 10%</td>
<td>640 – 1,600</td>
<td>of these 16,000 students are Gay, Lesbian, Bisexual, or Transgender (GLBT)</td>
</tr>
<tr>
<td>6 – 15%</td>
<td>960 – 2,400</td>
<td>of these 16,000 students have siblings who are GLBT (assuming 1.5 siblings each)</td>
</tr>
<tr>
<td>1 – 2%</td>
<td>160 – 320</td>
<td>of these 16,000 students have a parent who is GLBT</td>
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11 – 27% \( \leftrightarrow \text{TOTAL} \rightarrow \) 1,760 – 4,320

STUDENTS INVOLVED

In a class of 30: 3 – 8 students are this closely involved

National Statistics

Source: Gay, Lesbian and Straight Education Network (GLSEN)
The 2003 National School Climate Survey

84% of GLBT students reported being verbally harassed (name calling, threats, etc.) because of their sexual orientation.

82.9% reported that faculty or staff never intervened or intervened only some of the time when present when homophobic remarks were made.

39.1% of GLBT students reported being physically harassed (being shoved, pushed, etc.) because of their sexual orientation.

44.7% of GLBT youth of color report being verbally harassed because of both their sexual orientation and race/ethnicity.

GLBT students unable to identify supportive teachers or staff were more than twice as likely not to plan to continue their education after secondary school.

GPA for students who cannot identify any supportive faculty or staff was lower than GLBT students who could identify one or more supportive school personnel (2.8 versus 3.1).
Homophobia Hurts Everyone
Source: Diversity Works, Amherst, MA

⇒ Homophobia locks all people into rigid gender-based roles that inhibit creativity and self-expression.
⇒ Homophobic conditioning compromises the integrity of heterosexual people by pressuring them to treat others badly, actions contrary to their basic humanity.
⇒ Homophobia inhibits one’s ability to form close relationships with members of one’s own sex.
⇒ Societal homophobia prevents some GLBT people from developing an authentic self-identity and adds to the pressure to marry, which in turn places undue stress and oftentimes trauma on themselves as well as their heterosexual spouses and their children.
⇒ Homophobia is one cause of premature sexual involvement, which increases the chances of teen pregnancy and the spread of sexually transmitted diseases. Young people, of all sexual identities, are often pressured to become heterosexually active to prove to themselves and others that they are “normal.”
⇒ Homophobia can be used to stigmatize, silence, and on occasion, target people who are perceived or defined by others as gay, lesbian, or bisexual but who are in actuality heterosexual.

⇒ For GLBT people in the closet hurt comes from:
  a. Having to lie and pretend.
  b. Thinking they are the only one.
  c. Thinking that something is wrong with them.
  d. Feeling panic about being found out and feeling like a coward or dishonest

⇒ For GLBT people coming out hurt comes from:
  a. Rejection from friends, family, work and other interests.
  b. People refusing to accept their sexual orientation, seeing it as a phase, trying to get the person to change – “see a psychiatrist” or attend “reparative therapies”, such as ex-gay ministries.
  c. Having to deal with fear and anger toward them from nearly everyone, including those who have been their greatest supporters in the past.
  d. Losing their job, living space, and financial support.

⇒ For those already out of the closet hurt comes from:
  a. Dealing with put-downs, jokes and being talked about by others.
  b. Not getting jobs or into groups or organizations.
  c. Being made into a special case - as “good” or “different” gay, lesbian, or bisexual person.
  d. Not having guaranteed civil rights protection to grieve discrimination.
  e. Having outright legalized mistreatment by having children taken away, being denied access to their partner, not getting benefits that are gives to opposite sex partners.
  f. Dealing with people’s misinformation and AIDS fear.
The Voice of Differentness
Angela M. Stowe

CHORUS
WHERE’S THE VOICE OF DIFFERENTNESS
I CAN’T HEAR WHAT SHE’S SAYING
BECAUSE SHE’S SILENCED BY THE IGNORANCE
AND THE GAMES THAT PEOPLE ARE PLAYING
I HAVE TO ASK,
   DO YOU KNOW THE PRICE THAT WE’RE PAYING…
   DO YOU KNOW THE PRICE WE’RE ALL PAYING?

The days and months have gone by
As I’ve tried to write what I’m thinking;
Tried to answer the questions
and resolve the angst that I’m feeling.
   I’ve been trapped, trying to figure out by myself…
   When I finally realized
   I would never finish my song,
       Because my questions belong in dialogue

CHORUS

I have heard some proclaim
To possess a heart that is colorblind.
Looking past skin, they say,
All are same on the inside…
We’re all human on the inside.
   Fooled and deceived,
   We believed the voice of sameness:
   We don’t have to talk about what we don’t see.
       Yet what divides is not always visible,
       But in how we live and what we believe

CHORUS

Bridge:
Open your heart to learning;
   Silence your tongue for listening;
   Cease your pride from denying;
       and open your ears…

I’m asking…. CHORUS
American Psychiatric Association’s Position

In 1973 the American Psychiatric Association removed homosexuality from the official manual that lists mental and emotional disorders. Two years later, the American Psychological Association passed a resolution supporting the removal. Both associations urge all mental health professionals to help dispel the stigma of mental illness that some people still associate with homosexual orientation.

Common Questions


The following are some answers to questions that might be common to people who have misconceptions.

**What is homosexuality?**
Homosexuality is the capacity to feel love and sexual satisfaction with someone of the same gender. Typically people think that is unnatural and not normal. This is not the case. Little research has been done to indicate what reason might be associated with being gay.

**What causes homosexuality?**
The actual facts that determine sexual orientation are not known. Most researchers believe that one’s basic sexual orientation is predisposed at birth or established at a very early age. While these primary affectional inclinations may not be recognized or acknowledged for many years, once established, they tend not to change substantially. Some believe that it might be genetic meaning that it is inherited. Others think it might have something to do with chemistry of the baby in the womb.

**How many gay men and lesbians are there?**
The Kinsey Institute research, conducted in the 1940’s and 1950’s, suggests that approximately, depending on location, that 10% of the population is lesbian or gay. Though some researchers believe this estimate to be too high or too low, it is safe to assume that lesbians and gay men constitute a significant minority group. Consequently, even though we many not be aware of their sexual orientation, most of us know someone who is lesbian or gay. The vast majority of lesbians and gay men remain “in the closet”; that is, they reveal their sexual orientation to only a few trusted friends.

**When do gay men and lesbians first know?**
There is no set age at which a person becomes aware that he or she is lesbian or gay. Some GLBT people become aware of their sexual orientation during adolescence. Because of the strong societal pressure to be heterosexual, however, some people do not realize that a heterosexual lifestyle does not meet their needs or feelings until later in life, perhaps even after they have been married for years.

**Can you tell if people are gay or lesbian by their appearance?**
No. Lesbians and gay men are as varied in their dress, mannerisms, and styles as are heterosexual. Despite this diversity, many stereotypes persist about the effeminate man or the masculine woman. Although some gay people do adopt these styles, the overwhelming majority of lesbians and gay men do not conform to these stereotypes, and their sexual orientation is invisible to the general public. We only “see” those who conform to our stereotypes. People who dress in the clothing of the opposite sex are transvestites. The vast majority of transvestites are heterosexual, not lesbians or gay men.

**Do lesbians and gay men hate the opposite sex?**
No. Lesbians are lesbians because they form loving relationships with women, and gay men are gay men because they form loving relationships with men, and neither forms these relationships because they hate the other gender. Many lesbians have close male friends and many gay men have close women friends.

**Do lesbians and gay men want to be the opposite sex?**
No. Lesbians and gay men do not want to be the opposite sex. Within the gay community, there are many who have challenged and discarded stereotypical sex roles but this does not mean that they want to be the other gender. Gayness involves celebration and affirmation of one’s gender, not a rejection of it.
Is homosexuality healthy?
Studies have shown that people’s sexual orientation has no bearing on their mental and emotional stability. In one landmark research project, mental health professionals were unable to distinguish between homosexuals and heterosexuals in terms of functionality, stability, and creativity. In 1973, the American Psychiatric Association removed homosexuality from the official listing of psychiatric disorders.

Is homosexuality immoral?
Many religious traditions have taught that homosexuality is immoral. These condemnations are based primarily on a few isolated passages from the bible. Historically, biblical passages taken out of context have been used to justify such things as slavery and the inferior status of women. Many theologians and clergy are now looking at sexual relationships in terms of the love, mutual support, commitment, and the responsibility of the partners rather than the gender of the individuals involved. Currently, many GLBT religious groups and congregations are open, accepting, and supportive of the gay community.

Why do gay people need Gay Rights laws – isn’t that asking for special privileges?
Gay rights laws do not give GLBT people special privileges. On the contrary, gay civil rights laws are consistent with the traditional American belief that all people are entitled to such basic necessities as employment or housing without fear of discrimination. Currently no federal protection exists for GLBT individuals who are discriminated against.

Is being gay “natural”?
Each culture defines what is “natural” or “normal” to fit its own context and these definitions differ. Historians tell us that homosexuality has existed since the earliest of human societies. Anthropologists report that lesbians and gay men have been part of every culture, that in many cultures bisexuality is the norm and that in some societies, homosexuality is very common. Lesbians and gay men are represented in every socioeconomic class, educational level, and race. It is often said that homosexual behavior is not natural because the purpose of sex should be reproduction. In addition to the fact that most heterosexual encounters are not intended to produce children, homosexual relationships, like heterosexual relationships, consist of many more than just sexual encounters. A homosexual identity involves both an emotional commitment to people of the same gender and membership in a community.

Should gay men and lesbians be barred from certain jobs?
Sexual orientation does not affect one’s job qualifications. Unfortunately, some people believe that GLBT individuals should not be allowed to hold certain positions such as teacher, foster parent, soldier, counselor, religious leader, or police officer. They fear that GLBT individuals are sexually irresponsible and less trustworthy than heterosexuals. In fact it is well documented that the overwhelming majority of those who molest children are heterosexual men. These beliefs are based on prejudice and ignorance rather than on accurate information.

Won’t gay parents make their kids gay?
Research has shown that children of lesbian or gay parents are no more or less likely to become gay or lesbian. Most gays and lesbians had heterosexual parents. LGBT individuals are as likely to be good parents as heterosexual parents. Of course children growing up in non-traditional families may face a certain amount of social prejudice, but such challenges can be empowering of children if they have love and support. Lesbian and gay families are one of the many diverse family types that exist.

Do gay men and lesbians have long-lasting relationships?
Yes, long-standing relationships are common. The difficulty, when compared to heterosexual relationships, however, is that society (for the most part) disapproves of homosexuality. This disapproval puts an extra strain on gay and lesbian relationships.

Do homosexuals spread AIDS?
No. AIDS is spread by the HIV virus. So far in the US there are certain groups who have been disproportionately affected by AIDS, but anyone who practices unsafe sex or shared needles while using drugs, is putting themselves at risk. Many are misinformed and blame AIDS on different groups – gay men, bisexual men, people of color, IV drug users, and people from Haiti, etc. The gay community has been an inspiration because of the courageous and powerful way it has responded to this human tragedy.
GLBT College Students

Profile of a “Typical” College Student

Many developmental theorists have identified dimensions of college student development...including
- Psychosocial perspective (Chickering)
- Intellectual development (Perry)
- Lifespan development (Erickson)
- Personality and career issues (Holland)

Most college students can be expected to be dealing with the following concerns:
- Establishing identity – both self and in relationship to others
- Understanding where I belong? Where do I fit? How will I contribute to society
- Separating from parents and developing independence
- Developing sense of responsibility and ownership of decisions
- Developing intellectual, physical, and interpersonal competence
- Managing emotions
- Developing mature interpersonal relationships
- Developing a sense of purpose, including vocational goals and lifestyle choices
- Developing integrity by understanding their values, beliefs, and behaviors

Students who see themselves as fundamentally different are AT RISK

Aspects of differentness include those that are
- Visible (gender or race) or
- Invisible (sexual orientation, religious affiliation, political beliefs)

Higher anxiety
(#1 presenting concern for students seeking counseling at UAB)

Higher depression
(#2 presenting concern for students seeking counseling at UAB)

Higher suicide risk
(1/3 of adolescent suicides are related to sexual orientation)

Promiscuity

Alcohol/drug use and abuse

What makes “differentness” an at-risk issue? Basically students...
- May be unable to build meaningful relationships
- May have difficulty in defining self since they identify themselves as “different”...how they see themselves is in direct contrast to what they are expected to be or what is “normal”
- May have difficulty finding a place in society to belong or a way to “fit”

Handout prepared by Angela M. Stowe, PhD, The University of Alabama at Birmingham, Counseling & Wellness Center
So, why are GLBT students “at risk?”

GLBT students are a **STIGMATIZED** minority
GLBT students are an **INVISIBLE, CLOSETED** minority
GLBT students are victims of **HATE CRIMES**

**HOMOPHOBIA**
Irrational fear or hatred of or discrimination of GLBTs

**HETEROSEXISM**
Institutionalized assumption that everyone is heterosexual and that heterosexuality is inherently superior to and preferable to homosexuality or bisexuality

**INTERNALIZED HOMOPHOBIA AND HETEROSEXISM**
Experience of shame, aversion, or self-hatred in reaction to one’s own feelings of attraction for a person of the same sex

Some of the Struggles of GLBT College Students

**Identity Development**
- Have to lie and pretend, cannot be authentic or “themselves”
- Think that they are the “only ones”
- Think that something is wrong with them
- Panic about being found out – and then feeling like a coward for being dishonest
- Internalized hatred
- Coming out to self
- Struggle with religious beliefs – being taught that gayness is a sin

**Relationships and Belonging**
- Rejection from friends, family, work
- People refusing to accept their sexual orientation and trying to “fix” them
- Dealing with anger and fear from everyone, including people like close friends and family
- Coming out to friends, co-workers, colleagues, professors, advisors, etc.

**Societal Issues**
- Being made into a special case as “good” or “different” GLBT person
- Not having guaranteed civil rights protection
- Legal mistreatment

**Academic and Professional**
- Losing job, living space, financial support
- Not getting jobs or getting into groups/organizations
- Mistreatment from professors (grade slant based on paper topics of perceived GLBT orientation of student)

Handout prepared by Angela M. Stowe, PhD, The University of Alabama at Birmingham, Counseling & Wellness Center
GLBT Developmental Tasks for African American Students

Those who stand outside the circle of this society’s definition of acceptable women, those of us who are poor, who are lesbian, who are Black, who are older – know that survival is not an academic skill. It is learning how to stand alone, unpopular and sometimes reviled, and how to make common cause with those others to define and seek a world in which we can all flourish. It is learning how to take our differences and make them strengths.

Audre Lorde (1984) Sister Outsider

I hate being invisible. Being both Black and gay, I haven’t developed the courage to fight on two battlefields. So I’ve chosen one by default; the obvious one, the easy one, the Black one...

As a gay person, I’ve feared losing the love of family, and facing the wrath of community. I’ve searched through an obscure history. Allies are gay friends also trying to remain invisible and straight friends sworn to keep my secret...

While I openly share the beauty of my Black experience, insight gained from being gay is shared only when it’s safe. Black publications proudly announce their arrival, while gay publications arrive hidden in plain manila envelopes...When I’m hurt as a Black person I have an instant support network. When I’m hurt as a gay person, I’m left to lick my wounds until I find a safe place.

…I fear taking on another label and providing people with yet another reason to view me as a target. It’s difficult enough educating people to see Black people as multi-dimensional and not flat stereotypes. Why take on the added burden? I suffer as a result of this decision...

Just as Black people need distance from the distorted image reflected by Whites, so too do we as gays need an environment in which to affirm ourselves...When people think, “gay” they see, “White.” When they think “Black” they fail to see “gay”...Our success in being invisible robs us of knowing ourselves and each other. It further robs us of being known on our own terms...Yet, the risk of being visible is one that too few of us is willing to take. Someday I’ll marshal the strength to fight on two battlefields. Until then I’ll choose the obvious one, continue to be invisible and hate it.

Chuck (http://blackstripe.com/articles/invisible.html)

These two excepts highlight the challenges gay African Americans must face. They have the task of dealing with the intersection of multiple identities (intertwined states of “otherness”): Sexual orientation, race, and gender (women). This can be a stressful and lonely journey. The challenge is in learning how to negotiate and manage these simultaneous states of social realities.

Handout information compiled by Angela D. Coker, PhD, LPC, NCC, The University of Alabama at Birmingham, School of Education
# The African-American College Student

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<thead>
<tr>
<th>African American Students in General*</th>
<th>GLBT African American Students</th>
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<tr>
<td>1. Developing ethnic and racial identity</td>
<td>An understanding that gayness is not a White phenomenon</td>
</tr>
<tr>
<td>2. Interacting with the dominant culture</td>
<td>Dealing with homophobia from general society; what are the benefits or risks to “coming out?”</td>
</tr>
<tr>
<td>3. Developing cultural aesthetics and awareness</td>
<td>No difference</td>
</tr>
<tr>
<td>4. Developing identity</td>
<td>Who am I as a racialized homosexual being? For men: trying to define Black manhood; For women: learning how to sort through issues of physical attractiveness. Must deal with racism, sexism, and homophobia. Have evolved outside of society’s definition of femininity</td>
</tr>
<tr>
<td>5. Developing Interdependence</td>
<td>What will my family, friends, and community think? Will they disown me? Social isolation and/or secrecy. Fear of being found out. Maintaining ties to family and community</td>
</tr>
<tr>
<td>6. Fulfilling affiliation needs</td>
<td>Much of one’s identity is constructed on the basis of community connection. Managing the coming out process and maintaining strong connection to group.</td>
</tr>
<tr>
<td>7. Surviving intellectually</td>
<td>Learning how to deal with stress of academia while trying to sort out one’s identity. What will my professor think? Will often travel to other cities for social outlets (this is time that could be used to study instead of spending 2 ½ hours on the road to Atlanta)</td>
</tr>
<tr>
<td>8. Developing spiritually</td>
<td>Maintaining connections with religious organizations. Fear of being ousted from their church. Wrestling with relationship with higher power.</td>
</tr>
<tr>
<td>9. Developing social responsibility</td>
<td>Dealing with the “coming out” process and recognizing the need to be role models for other African American GLBTs. Reducing the invisibility</td>
</tr>
</tbody>
</table>


Questions for Educators:

1. In what ways can we make our classrooms/learning communities more inclusive and user-friendly for GLBT students?
2. How often do we engage in self-reflection and an examination of our own values and biases with respect to race, gender, and homosexuality?
3. How might our personal issues, comments, subtle message impede the educational process for students who are members of this group?

Handout prepared by Angela D. Coker, PhD, LPC, NCC, The University of Alabama at Birmingham, School of Education
Coming Out

The term “coming out” refers to the life-long, on-going, never-ending, cyclical process of developing a positive identity as a gay, lesbian, bisexual, transgender person. For some people, the first recognition that one is GLBT comes very early, during the preschool years. For others it comes during early or late adolescence; for others, it might not occur until middle age or older. Whenever the process begins, it is “renewed” every time a GLBT person meets someone new or encounters a new situation, as the question of revealing one’s sexual orientation usually arises. The following are a few examples:

~ Do I tell my new employer my partner is the same sex?
~ Do I remain silent when colleagues are discussing plans for weekends or holidays?
~ What do I (a lesbian) tell my physician when asked about my birth control methods?
~ What do I (gay male) tell my residence hall roommate when he tries to match me up with a girl he knows?

Stages or Phases of Coming Out

The process of “coming out” is cyclical and does not typically occur in a linear fashion.

♦ Awareness: becoming aware of persistent attraction to the same sex
♦ Confusion, questioning: experiencing dissonance between one’s feelings and society’s expectations and norms; experiencing guilt, depression, secrecy, and isolation
♦ Coming out, acceptance: defining oneself as GLBT and beginning to share this identity with at least a few other people, even in the face of possible rejection by family, friends, employees, etc
♦ Integration: committing to one’s identity, increasing the sharing of one’s identity with others, experiencing one’s sexual orientation as only one part, although an important part, of one’s total identity

What might gays/lesbians/bisexuals/transgender individuals be afraid of?

- Rejection – loss of relationships
- Gossip
- Harassment/abuse
- Being thrown out of family
- Being thrown out of house
- Having their lover arrested
- Loss of financial support
- Losing their job
- Physical violence

How might someone feel after a gay/lesbian/bisexual/transgender person comes out to him or her?

- Scared
- Supportive
- Shocked
- Flattered
- Disbelieving
- Honored
- Uncomfortable
- Angry
- Not sure what to say
- Disgusted
- Not sure what to do next
- Wondering why the person came out
- To make statement that “gay is ok”
- End of the “hiding game”
- Feel closer to those people
- Be able to be “whole” around them
- Stop wasting energy by hiding all the time
- Feel like they have integrity
- Not sure what to say
- Wondering how person will react
- Proud

How might GLBT people feel about their coming out?

- Scared
- Vulnerable
- Relieved
- Wondering how person will react
- Proud
Challenges to Developing a Positive GLBT Identity

“Challenges” Adapted from Human Rights Campaign website at http://www.hrcusa.org/

1. Identity Confusion
   - With a background of pervasive institutionalized homophobia and heterosexism can make it difficult
   - Lack of positive role models (society’s false image, schools, mass media, within the heterosexual families of GLBT youth)
   - Lack of support and affirmation for same gender relationships
   - Lack of positive history and shared culture for GLBT youth

2. Rejection
   - Internalized homophobia – this can subtly influence life choices in negative and self-destructive ways
   - Familial and cultural rejection experienced by many GLBT youth
   - Open devaluing, discrimination, and even violence toward gays has often been accepted in our society, including at high-schools and on college campuses

3. Misinformation
   - Distorted images, stereotypes, and inaccurate information perpetuated by the news media, some politicians, some churches, television and films
   - Shortage of responsible research
   - Lack of accurate information available in many schools and libraries

4. Self-acceptance
   - No source for positive self-affirmation and validation during critical developmental years
   - Heterosexuality is pervasively framed as the only acceptable form of sexual expression
   - Stress of passing as straight and living in a non-genuine life
   - Positive same-gender relationships, and gay and lesbian families are rarely seen in our society, because visibility can be dangerous

5. Denial of basic civil rights
   - It is legal in all but twelve states and the District of Columbia to fire someone just because he or she is gay
   - Housing discrimination against lesbians, gays, and bisexuals is legal in most states
   - Mississippi and two other states legally prohibit gay and lesbian persons from adopting

6. Relationship development
   - Missing many of the wonderful, typical, social-developmental milestones and being able to share them with family and friends
   - Lack of normal experience of teen dating and social interaction has long-range significance
   - Lack of socially supported venues for GLBT youth to interact.
   - Dangers of trying to find romantic partners within normal social contexts due to gay bashing, forced outings, and harassment
Symbols of Pride

Source: Safe Zone Guide, Florida State University (Adapted by Vernon Wall, 1992)

Listed below are some symbols that have been adopted by gay, lesbian, and their allies along with the significance of each.

Stonewall and Pride Celebrations
On June 28, 1969, a routing raid on the Stonewall Bar on Christopher Street in New York City turned into a riot when patrons resisted. The patrons barricaded themselves inside the bar. The riot escalated until reinforcements arrived. The riots continued for several evenings. This rebellion, begun by drag queens and bar patrons, marked the beginning of the modern gay and lesbian movement. Each June, Pride marches, rallies, and celebrations are held throughout the nation commemorating Stonewall.

Double Woman Symbol
Also known as “the mirror of Venus,” this symbol represents the planet Venus, metal copper and femininity. The double woman symbol represents woman loving woman.

Double Man Symbol
This symbol is derived from the astrological symbol of Mars. Mars was the Greek God of War and patron of warriors. The arrow is a phallic symbol. The double man symbol represents man loving man.

The Pink and Black Triangles
When the Allied forces liberated the Nazi concentration camps, the horrors they discovered shocked a disbelieving world. Millions had been systematically tortured and murdered seemed beyond human capacity for violence and hate. The Holocaust forever changed our understanding of the potential of evil.

Concentration camp prisoners were identified by patches they were forced to wear, many of which were colored triangles, and pink was reserved for male homosexuals. Lesbians who were prisoners of the concentration camps wore black triangles. When liberation came in the mid-1940s, most of the survivors were set free. Homosexuals, however, were taken by the U.S. Army personnel from concentration camps to allied prisons.

Since the 1940’s, the pink triangle has become one of the most recognizable and powerful symbols for gay people and the oppression they have faced throughout Western History. The pink triangle was a commonly used insignia throughout the early gay liberation movements. It appears in photographs and film footage of the early marches and demonstrations. Today, the pink triangle, sometimes displayed with a black triangle, is a reminder of the statement, “Never Again!”
The Rainbow Flag

The Rainbow Flag has been adopted by the gay and lesbian community as its own design. It depicts not the shape of the rainbow but its colors in horizontal stripes.

Created in 1978 for San Francisco’s Gay Freedom Celebration by local artist, Gilbert Baker, it was inspired by the “Flag of the Races”, which had five stripes – one each for the colors of humankind’s skin – flown at the 1960 college campus demonstrations.

Major gay and lesbian parades in New York, Houston, Vancouver and Toronto began to fly the six-stripe Rainbow Flag. It is prominently displayed at all homosexual events. In New York, the Rainbow Flag drapes coffins of people who have died of AIDS and is frequently displayed on hospital doors. The AIDS ward of Sydney, Australia hospital flies the Rainbow Flag as a symbol of hope. A gay yacht club in the Netherlands uses a burgee based on the Rainbow Flag. In a few short years, the flag has spread worldwide to represent a movement. Its success is not due to any official recognition but to the widespread spontaneous adoption by members of the community it represents.

The Labrys

The double-bladed ax comes from mythology as the scepter of the goddess Demeter (Artemis). It may have originally been used in battle by female Scythian warriors. The labrys appears in ancient Cretan art and has become the symbol of lesbianism.

The Lambda

Chosen by the Gay Activist Alliance in 1970 as the symbol of the gay movement, the lambda is the Greek letter “L”. A battle flag with the lambda was carried by a regiment of ancient Greek warriors who were accompanied in battle by their young male lovers and noted for their fierceness and willingness to fight to the death.

Freedom Rings

Designed by David Spada with the Rainbow Flag in mind, these six colored aluminum rings have come to symbolize independence and tolerance of others. They were quickly adopted by the Gay community and at a recent march in New York, onlookers waited five deep to purchase them. The rings are frequently displayed or worn as jewelry - necklaces, bracelets, rings, and key chains.
The University of Alabama at Birmingham is expressly committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals at all levels throughout the university. Specifically, it is the intent of the university to recruit, hire, and promote all faculty and staff without regard to race, color, religion, sex, sexual orientation, national origin, disability unrelated to job performance, disabled veterans status, or Vietnam era veteran status. The university will not tolerate any conduct by an administrator, supervisor, faculty, or staff member which constitutes sexual harassment or any form of prohibited discrimination. (For complete statement see appropriate handbook.)

**Role of Safe Zone Volunteers Regarding Reporting Incidents**

Volunteers are resources to offer support, understanding and information but are not part of the reporting process for complaints related to the academic or work environment. Volunteers can provide individuals information regarding the steps to be followed to file an official complaint. The appropriate procedures for reporting are clearly noted in the following information. Specific contact information is included in a reproducible handout in the back of the training manual.

**UAB Sexual Harassment Policy**

(Published in Faculty Handbook and Policies and Handbook for Administrative Professional and Support Personnel)

It is a violation of UAB policy for any employee, including faculty, to engage in sexual harassment in the workplace or in work-related situations. The sexual harassment policy seeks to encourage students, staff and faculty to express freely and responsibly through established procedure, complaints of sexual harassment. All such complaints shall be treated as confidential information and shall be disclosed only to those with a need to know as part of the investigatory and resolution process.

**Complaint Procedures for Non-Faculty Staff Regarding Sexual Harassment**

The UAB Grievance Procedure is an internal mechanism designed to assure prompt and impartial consideration of complaints which UAB employees may have within the course of their work. Employees may file a grievance for the following reasons: discharged from employment, involuntary resignation, suspension, probation, written warning, denied promotion, denied payment of approved benefit time, and/or illegal discrimination for which the employee must state specific acts or circumstances supporting the discrimination allegation.

Employees, including faculty and staff, who believe that they have been sexually harassed by a supervisor, co-worker, or others in the work environment should report the incident promptly to the Human Resource Management Employee Relations Office at 934-4458. The procedure for filing grievances for non-faculty employees is found in the Handbook for Administrative Professional and Support Personnel, pp. 52-54.

**Grievance Procedure for Faculty Employees Regarding Employment Issues**

Faculty who believe they have been sexually harassed by a supervisor, co-worker or others in the work environment have resources available through the Vice President for Equity and Diversity and Faculty Affirmative Action Officer at 934-8762. The procedure for filing grievances is found in the Faculty Handbook and Policies.

**Grievance Procedures for Faculty Regarding Tenure and Promotion, and Possible Termination**

If a faculty member believes he or she has been discriminated against in consideration for tenure and promotion or possible termination based on sexual orientation, the faculty member may initiate formal grievance procedures by filing a written grievance with the Office of the Provost at 934-0622. The procedure for filing grievances is found in the Faculty Handbook and Policies, pp. 50-53.
The UAB Inclusive Campus Commitment for Students
(Published in Direction, UAB Student Handbook, 2003-2005, inside front cover)

I will strive to build an inclusive community at UAB.

I believe that every student, faculty member & staff has the right to be treated with
dignity, respect and self-worth.

I will work to ensure that my behavior and my actions do not harass or make fun of
anyone due to their race, gender, culture, faith, class, sexual orientation, disability or
any other difference.

Although I know I am not perfect and I will make mistakes, I believe that it is my
responsibility to act in a manner free of bias, exclusion, and discrimination.
I believe I have the power to build an inclusive UAB!

Grievance Procedure for Students Regarding The Commitment

Procedures for reporting possible student misconduct related to the Commitment are
found in Direction, pp.43-45.

UAB Sexual Harassment Policy
(Published in Direction, UAB Student Handbook, 2003-2005, p. 41)

UAB prohibits sexual harassment of students by the teaching staff or other employees
of UAB. For purposes of this policy, the term “teaching staff” means all those who teach
at UAB and includes, but is not limited to, full-time faculty, part-time faculty, students
functioning in teaching roles (such as graduate assistants), and academic
administrators.

Grievance Procedure for Students Regarding Sexual Harassment

A student who believes that he or she has been sexually harassed by the teaching staff
or other employee should report the incident promptly to the Vice President of Student
Affairs.

A student who believes that he or she has been sexually harassed by another student
should report the incident promptly to the Assistant Vice President of Student Life at
934-4175.

I do not have to be a woman to believe in women’s rights. I do not have to be an Asian, an African
American, a Latino, or Native-American to believe in civil rights. I do not have to be gay to believe in gay,
lesbian and bisexual rights. But I do have to be a human being to believe in human rights.

Source Unknown
Responding as a Safe Zone Volunteer
Awareness ♦ Agreement ♦ Action

AWARENESS
Through the Safe Zone (SZ) training and continuing education programs, SZ volunteers become aware of the issues that gay, lesbian, bisexual, and transgender (GLBT) individuals encounter.

Some important aspects of GLBT awareness include:
- Understanding the continual process of coming out to self and others
- Social and political challenges GLBT people face at work, school, home, and in society
- Understanding of circumstances which contribute to GLBT students being “at risk”
- Risks and problems of being a GLBT faculty or staff member
- Policies & procedures related to GLBT issues concerning discrimination and/or sexual harassment

AGREEMENT
As a SZ volunteer, you agree to provide a safe place for GLBT individuals to feel free to be themselves. SZ volunteers are individuals who are understanding and supportive of GLBT and other students, faculty or staff seeking information and assistance regarding sexual orientation.

ACTION
Responding as a SZ volunteer includes many avenues for possible action. Several pages of information are provided in the training manual which inform the SZ volunteer about respectful behavior toward GLBT individuals, ways to create a campus that is accepting and supportive of GLBT individuals, and responding as an ally of GLBT individuals.

There are many ways you, as a SZ volunteer can put your agreement into action:

SUPPORT
Display your SZ sticker, attend GLBT events, encourage colleagues to participate in SZ training

UNDERSTANDING
Empathic listening and care, actively seek to understand GLBT concerns

OPENNESS REGARDING TOLERANCE
Be open about where you stand regarding GLBT issues

RESOURCES
Provide appropriate referrals and resources to students, faculty, and staff

LISTENING
Many GLBT individuals may feel lost, confused, frustrated, angry, or alone. These individuals need someone who can listen with understanding.

ADVOCACY
Adopt the attitude of “How can I help you?” when individuals come to you seeking assistance & support. Often, they will be able to best tell you what they need. Remember…not all GLBT individuals are the same and will likely need different things at different times. You don’t have to be a mind-reader, you just have to be willing to ask and listen.

Handout prepared by Angela M. Stowe, PhD, The University of Alabama at Birmingham, Counseling & Wellness Center
An Ally's Promise

by Anthony J. D'Angelo
from Inspiration for LGBT Students & Their Allies

I believe
I believe success is the freedom to be yourself.
I believe nobody is wrong they are only different.
I believe your circumstances don’t define you,
rather they reveal you.
I believe without a sense of caring,
there can be no sense of community.
I believe our minds are like parachutes.
They only work if they are open.
I believe we only live life once,
but if we live it right, one time is all we’ll need.
I believe we must first get along with ourselves
before we can get along with others.

I will
I will seek to understand you.
I will label bottles, not people.
I will grow antennas not horns.
I will see the diversity of our commonality.
I will see the commonality of our diversity.
I will get to know who you are rather than what you are.
I will transcend political correctness
and strive for human righteousness.

I challenge you
I challenge you to honor who you are.
I challenge you to enjoy your life rather then endure it.
I challenge you to create the status quo rather than accept it.
I challenge you to live in your imagination
more than your memory.
I challenge you to live your life as a revolution
and not just a process of evolution.
I challenge you to ignore other people’s ignorance
so that you may discover your own wisdom.

I promise you
I promise to do my part.
I promise to stand beside you.
I promise to interrupt the world
when its thinking becomes ignorant.
I promise to believe in you,
even when you have lost faith in yourself.
I am here for you.
Actively participating. This stage of response includes actions that directly support lesbian/gay and gender presentation oppression. These actions include laughing at or telling jokes that put down GLBT people, making fun of people who don’t fit the traditional stereotypes of what is masculine or feminine, discouraging others and avoiding personal behavior that is not sex-stereotyped, and engaging in verbal or physical harassment of lesbians, gays, or heterosexuals who do not conform to traditional sex-role behavior. It also includes working for anti-gay legislation.

Denying or ignoring. This stage of response includes inaction that supports lesbian, gay, or bisexual, or gender presentation oppression coupled with an unwillingness or inability to understand the effects of homophobic and heterosexist actions. This stage is characterized by a “business as usual” attitude. Though responses in this stage are not actively and directly homophobic or heterosexist, the passive acceptance of these actions by others serves to support the system of oppression.

Recognizing, but no action. This stage of response is characterized by a recognition of homophobic or heterosexist actions and the harmful effects of these actions. However, this recognition does not result in the action to interrupt the homophobic or heterosexist situation. Taking action is prevented by homophobia or a lack of knowledge about specific actions to take. This stage of response is accompanied by discomfort due to the lack of congruence between recognizing homophobia or heterosexism yet failing to act on this recognition. An example of this stage of response is a person hearing a friend tell a “queer joke”, recognizing that is homophobic, not laughing at the joke, but saying nothing to the friend about the joke.

Recognizing and interrupting. This stage of response includes not only recognizing homophobic and heterosexist actions, but also taking action to stop them. Though the response goes no further than stopping, this stage is often an important transition from passively accepting homophobic or heterosexist actions to actively choosing antihomophobic and anti-heterosexist actions. In this stage a person hearing a “queer joke” would not laugh and would tell the joke teller that jokes that put down any minority, including gays, are not funny. Another example would be a person who realized that s/he is avoiding an activity because others might think s/he is lesbian, gay, bisexual or transgender if s/he participates in it, and then decides to participate.

“People fail to get along with each other because they fear each other. They fear each other because they don’t know each other. They don’t know each other because they have not properly communicated with each other.”

Martin Luther King, Jr.
**Educating self.** This stage of response includes taking action to learn more about GLBT people, heterosexism and homophobia. These actions can include reading books attending workshops, talking to others, joining organizations, and listening to lesbian or gay music, or any other actions that can increase awareness and knowledge. This stage is also a prerequisite for the last three stages. All three involve interactions with others about homophobia and heterosexism. In order to do this confidently and comfortably, people need to first learn more.

**Questioning and Dialoguing.** This stage of response is an attempt to begin educating others about homophobia and heterosexism. These stages go beyond interrupting homophobic and heterosexist interactions to engage people in dialogue about these issues. Through the use of questions, and dialogue, this response attempts to help others increase their awareness of and knowledge about homophobia and heterosexism.

**Supporting and Encouraging.** This stage of response includes actions that support and encourage the anti-homophobic and anti-heterosexist actions of others. Overcoming the homophobia that keeps people from interrupting this form of oppression even when they are offended by it is difficult. Supporting and encouraging others who are able to take this risk is an important part of reinforcing anti-homophobic and anti-heterosexist behavior.

**Initiating and Preventing.** This stage of response includes actions that actively anticipate and identify homophobic institutionalized practices or individual actions and work to change them. Examples include teachers changing a “Family Life” curriculum that is homophobic or heterosexist, or counselors’ inviting a speaker to come and discuss how homophobia can affect counselor-client interactions.

Source: Safe Zone Resource Guide, Florida State University. (Model originally developed by James Washington, 1991)

**What do you think GLBT people want from the people they come out to?**

Acceptance  
Support  
UNDERSTANDING  
Comfort  
Closer friendship  
Knowing won’t negatively affect their friendship  
A hug and a smile  
An acknowledgement of their feelings
51 Fabulous Ways to Support Lesbian, Gay, Bisexual and Transgender Students, Faculty and Staff


http://www.students.vcu.edu/counsel/safezone/51ways.html

Across the campus

1. Have a non-discrimination policy that includes sexual orientation
2. Value their perspectives and opinions in residence halls, classrooms, and committees
3. Don't tokenize them
4. Assure their safety
5. Acknowledge their presence on campus and in society publicly, at high levels, and often
6. Attend their events once in a while
7. Don't agree with everything they say; challenge them, too
8. Help non-gay students understand that GLBT people are a presence on campus and in society whether they like it or not. Non-gay students do not have to accept GLBT students, but they must learn to live peaceably with them
9. Support GLBT students – they add to the vibrancy of thought, activity and life on campus. Take the time to examine your own personal feelings about GLBT people

At the Career Center

11. Display information about local career resources, such as gay-affirmative employers
12. Provide staff training about the social and political impact of GLBT workplace issues
13. Be open to discussing GLBT issues with students as related to career choice, resumes, interviews, determining the policies of a company, and coming out at work issues.
14. Maintain a list of people who can be used as resources for GLBT students.
15. Know which employers interviewing on your campus have non-discrimination and domestic partner policies for GLBT people and offer that information to students.
16. Employers should be required to affirm in writing that they do not discriminate against any classes protected against discrimination by university policy....

At the Financial Aid Office

17. Ensure staff is trained to understand how the impact of a student's "coming out" at home can affect parents' financial support.

In the Residence Halls

18. If their assigned roommates refuse to live with them, give the GLBT students options
19. Ensure that handbooks and contracts have a statement regarding non-discrimination as it relates to sexual orientation. Indicate where students should report if they feel harassed.
20. Orientation programs should address GLBT issues and make new students understand that GLBT students are a welcomed part of campus life.

At the Health Center

21. Make sure your professional and paraprofessional health educators are comfortable with phrases and concepts such as "continual condom usage" and "anal intercourse."
22. Make sure your gynecological physicians understand that "sexually active" does not necessarily mean "needs birth control."
At the Counseling Center

23. Include sexual orientation and coming out issues in the paperwork as options for discussion.
24. Include a variety of partner status options in the paperwork.
25. Display gay-affirming materials in the center and waiting area, including GLBT magazines
26. Include GLBT material in publicity for the center.
27. Don't automatically assume your clients are heterosexual.
28. Use inclusive language.
29. Insist there be a "coming out" support or discussion group at least once per school year.
30. Identify a counselor who has some understanding of GLBT issues to serve as a referral.

At the Activities Office

31. Make sure the GLBT student organization has professional staff support and an advisor.
32. Know their organization's name, acronym or letter in the proper order
33. Insist that the student government allot the GLBT student organization some reasonable funding.
34. Insist fraternal organizations have discussions on how to deal with a member "coming out."

At the Athletic Department

35. Ask the director of Athletics to have a discussion with coaches about how heterosexism and homophobia affect athletes.

In the Classroom

36. Include information about GLBT people who made significant contributions in the past.
37. When discussing current events, include GLBT issues.
38. Use examples of GLBT people in lectures and discussions so they are not marginalized.
39. Be clear with your students that homophobic and heterosexist comments and actions are not acceptable and will be addressed in an educational, informative, and non-threatening manner.

In all Student Affairs Departments

40. Include GLBT people in examples in classes, workshops and presentations.
41. Ensure that publications are written such that GLBT students will feel included in the audiences
42. When possible, include openly GLBT students as members of the student work force.
43. All student service departments should participate in structured dialogues with GLBT students.

Make Official Statements Condemning Assault

44. When GLBT students complain, take them seriously.
45. When they are verbally assaulted, make loud, personal statements in public venues condemning such action. Empower others to do the same.
46. When their belongings are vandalized, make loud, personal statements in public venues condemning such action. Empower others to do the same.
47. When they are beaten up, make loud, official statements condemning such action. If you know who the aggressors are, punish them judicially.

Support GLBT Faculty and Staff

48. Give equal benefits to their partners.
49. Assure their safety.
50. Value their perspectives and opinions on your staffs and committees.
51. Endorse an association for GLBT faculty and staff.
Guidelines for Respectful Behavior

• Don’t laugh at or tell offensive, anti-homosexual jokes
• Don’t make fun of people who don’t fit traditional gender stereotypes
• Don’t verbally or physically harass people perceived as homosexual
• Don’t be indifferent by passively accepting acts by others that demean people
• Don’t ignore the topic of homosexuality
• Don’t refer to GLBT individuals as less than human, mentally ill, or as a danger to society by using such terms as “deviant,” “disordered,” “dysfunctional,” “diseased,” “perverted,” or “destructive”

Avoid oppression through lack of action by recognizing homophobia in others and being uncomfortable but refusing to say anything – condoning with silence

Avoid oppression by not participating in activities or programs because people might think you are gay or lesbian

Avoid defamatory language such as “fag,” “faggot,” “dyke,” “homo,” “queen,” “she-male,” “he-she,” “tranny,” and similar epithets

Avoid associating homosexuality with pedophilia, child sexual abuse, bestiality, or incest

Assume that in any group GLBT individuals may be present – or may have family members and friends who are gay, lesbian, bisexual, or transgender

Confront politely when approached with racially offensive or anti-homosexual jokes, slurs, use of demeaning terms and labels

Mediate between people with differing opinions

Use the term “sexual orientation” rather than “alternative lifestyle” or “sexual preference”

Use terms such as “significant other” or “partner” rather than “girlfriend” or “boyfriend”

Use “committed relationship” rather than “marriage”

Be proactive to educate yourself about cultural diversity and GLBT issues.

Recognize the efforts of others to confront inappropriate behaviors and effect change

Encourage, reward, and support colleagues, students, and employees who are inclusive and respectful of differences among people

Appreciate differences among individuals within groups

HOW YOU CAN MAKE A DIFFERENCE

• Educate oneself regarding cultural diversity issues
• Support GLBT events, programs, and services
• Encourage non-discrimination departmental and institutional policies
• Assist in developing and publicizing GLBT and cultural diversity resources
• Inform students what they need to do if they feel harassed
• Avoid heterosexist language and assumptions
• Listen non-judgmentally, with respect
• Offer assistance, make appropriate referrals, and provide accurate information
• Provide confidentiality (within the limits of reported sexual harassment)
Local Campus and Community Resources

Counseling Services

UAB Counseling and Wellness Center
Holley-Mears Building
924 19th Street, So., Birmingham
(205) 934-5816

Campus Counseling
1055 11th Street So., Suite 221,
Birmingham
(205) 934-3779

UAB Women’s Center
Holley-Mears Building
924 19th Street So., Birmingham
(205) 934-6946

The Resource Center
UAB Employee Assistance/Counseling Service
521 Medical Towers
1717 11th Avenue, So., Birmingham
(205) 934-2281

Community Resources

Gay/Straight Student Alliance at UAB
Karen Placke, Advisor, 934-4317
e-mail: uab_gssa@hotmail.com

Stepping Out at UAB
Karen Placke, 934-4317
E-mail: UABSteppingOut@hotmail.com
List serve providing information about GLBT issues and events at UAB, Birmingham, Alabama, and beyond. Participation is confidential!

Equality Alabama
Organization to advance full equality and civil rights for all the people of Alabama through education and action
http://www.equalityalabama.com

UAB Alliance for GLBT Equality
Organization for all GLBT employees and their allies
Karen Placke, 934-4317
E-mail: Alliance@uab.edu

PFLAG
(Parents and Friends of Lesbians and Gays)
Meets at Unitarian Universalist Church 2nd Tuesday of each Month, 7:00pm.
4300 Hampton Heights Drive,
Birmingham, AL
(205) 945-8109

Gay Birmingham Web Site
http://www.gaybham.com

Queer Voice
Alabama’s GLBT Online News Source
http://www.queer-voice.com/

BAGSLY
(Birmingham Area Gay Straight Lesbian Youth) – Ages 14-20
Meets at Unitarian Universalist Church 2nd & 4th Sundays 2:30 PM – 4:30 PM
4300 Hampton Heights Drive
Birmingham, AL
(205) 945-8109
http://www.bagsly.org
Churches and Religious Organizations

Covenant Metropolitan Community Church
Rev. J. R. Finney
5117 First Avenue North
Birmingham, AL 35212
(205) 599-3363

Baptist Church of the Covenant
2117 University Boulevard
Birmingham, AL
(205) 320-7475

Pilgrim Congregational Church, UCC
3801 Montclair Road
Birmingham, AL
(205) 879-1624

Church of the Reconciler
(United Methodist)
4th Avenue, No. and 18th St.
Birmingham, AL
(205) 324-6402

Bethel
1830-B Montclair Road
Birmingham, AL 35210
(205) 592-7124

Grace Episcopal Church
5712 1st Avenue, North
Birmingham, AL
(205) 595-4636

Unitarian Universalist Church
4300 Hampton Heights Drive
Birmingham, AL 35209
(205) 879-5150

Unity of Birmingham
2803 Highland Avenue
Birmingham, AL
(205) 251-3713

St. Andrew’s Episcopal Church
1024 12th Street South
Birmingham, AL
(205) 251-7898

Related religious organizations

Integrity of Alabama
GLBT Episcopalians and Friends
Meet every 4th Sunday, 5:00 PM
St. Joseph’s House at St. Andrew’s Episcopal Church
1024 12th Street South
Birmingham, AL
Contact: Marshall Johnson
(205) 836-4260
UAB Campus Ministries

*B'ham Episcopal Campus Ministries*
St. Andrew’s Episcopal Church
1024 12th Street South
Birmingham, AL
Bill Blackerby, Campus Minister
(205) 320-1500

*Presbyterian (USA)*
Campus Counseling Center
1055 11th Street, South, Suite 221
Birmingham, AL
Phil Collins, Campus Minister
(205) 934-3779

*Unitarian Universalist Campus Ministry at UAB*
2365 Cahaba Road
Birmingham, AL
Contact: Karen Matteson, Minister
(205) 879-5150

*United Methodist*
Wesley Foundation
Birmingham, AL
Contact: Debra Welsh, Campus Minister
(205) 595-6452

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Newspaper and Social Groups

**Southern Voice**
Weekly GLBT newspaper - found in the literature rack next to the Information Desk in the HUC lobby, Joe Muggs, and other area book stores.
http://www.sovo.com

**QV: Alabama’s LGBT News Source**
Found in HUC Lobby, Joe Muggs, and other area book stores.
http://www.queer-voice.com

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**Social Groups**

**Freedom League Bowling**
Riverview Lanes
Thursday, 8:30 PM
E-Mail: butnhole@bham.mindspring.com

**Birmingham Croquet Club**
Second Sundays
For more info, call David Gary
(205) 595-3159

**Central Alabama Pride Board Meeting**
Covenant MCC, 5117 1st Ave., N., Birmingham
2nd Wednesday of each month, 7PM

**Magic City Diamonds Square Dancing**
Thursdays, 7:00 – 9:00pm
Lessons available
For more information call Frank or BJ
(205) 595-4414
Faculty Resources on Gay, Lesbian, Bisexual, and Transgendered Issues

From the American Association of University Professors:
http://www.aaup.org/Issues/glbt/glbtres.htm

The following web sites offer a lot of relevant and relatively current information about gays, lesbian, bisexual and transgendered people in the academy, including students, staff, and faculty. While the AAUP cannot ensure the accuracy or reliability of the information offered by these independent sites, we offer these links for your convenience.

Overviews

One of the most comprehensive sites is: http://www.indiana.edu/~glbtpol/home.html. The page includes a link for “Academic” resources. Also worth checking out is the Queer Resource Directory: http://qrd.tcp.com/qrd/.

The Lambda Defense and Legal Education Fund can be found at http://www.lambdalegal.org. The links for “Issues,” “State by State,” and “Library” contain a wealth of current information on the laws in effect at state and municipal levels on issues such as discrimination, domestic partnerships, legal briefs, and a variety of helpful on-line publications.

The American Civil Liberties Union launched the "Get Equal" project. A step by step guide on how to argue for an end to discrimination, e.g., regarding benefits, and contains a lot of common-sense. http://www.aclu.org/getequal/disc/towns.html

Directories

The E-Directory of Lesbigay Scholars is currently maintained by Louie Crew at Rutgers University. Currently, the directory contains 1,100 “entries”—the names, publications, scholarly interests, institutional affiliation, and contact information for other scholars in the area of gay and lesbian studies, and queer studies. While approximately 700 entries are “public,” you must be a member of the list to view others. http://www.glbtstudies.umn.edu/

Legislative Resources

Current federal legislation of interest to the Gay, Lesbian, Bisexual, and Transgendered Community as reflected in the agenda of the Human Rights Campaign.

Employment and Benefits

The Worknet Page on the Human Rights Campaign website http://www.hrc.org/ contains information on a variety of work-related issues, e.g., lists of employers (including colleges and universities) with nondiscrimination policies, a data base on state and municipal laws regarding nondiscrimination in the workplace.

The Institute for Gay and Lesbian Strategic Studies has a spreadsheet calculator for estimating the costs of domestic partner benefits at: http://www.iglss.org/

Organizing


Educational Programs

John Younger’s page listing l/g/b/t and queer studies programs in the US and Canada contains information and a great deal more relevant to higher education: http://www.people.ku.edu/~jyounger/lgbtqprogs.html.

Academe Articles

July/August 2003
Working Toward Equality
By Doug Steward

(Updated 11/03)
Interesting Reading on Gay, Lesbian, Bisexual, & Transgender Topics

*Alyson Almanac: The fact book of the lesbian and gay community.*
Alyson Publications (1994-95)
The 1994-95 edition of the highly informative and entertaining book containing a treasury of information for the lesbian and gay community. Historical, cultural, political, and social information included.

*The Big Gay Book*
Edited by John Preston
New York: Plume
Both a resource to the highly varied gay community, and a record of its pulse. Liberally illustrated, complete with reading lists, names and addresses of self-help organizations, and featuring interviews with community leaders across the United States.

*The Gayellow Pages: The National Edition*
This resource guide is updated annually and lists gay/lesbian owned and gay/lesbian affirmative resources: businesses, publications, restaurants and inns, therapists, health care providers, AIDS services, legal services, religious groups, recreation & social groups, gay/lesbian bookstores, bars, etc. Helpful in determining how to access the GLBT community for those who plan to move to a new location.

*Is It a Choice? Answers to 300 of the Most Frequently Asked Questions about Gays and Lesbians*
Eric Marcus
Harper San Francisco
At a time when lesbian and gay culture is being covered daily by the mainstream print and electronic media, many people still don’t know the first thing about their gay and lesbian children, parents, friends, colleagues, and neighbors. They don’t know what to ask or where to turn for the answers they need. Marcus dispels myths, misunderstandings, and stereotypes with clear, concise, common sense answers.

*The Rights of Lesbians and Gay Men: The Basic ACLU Guide to a Gay Person’s Rights*
Nan Hunter, E. Machaelson, & B. Stoddard
This is a careful survey of the rights of lesbians and gay men. It covers freedom of speech and association, employment, housing, the military, family relationships, protest activities, criminal matters, security clearances, and HIV infection.

*Being Homosexual*
Richard Isay, MD
Avon Books
Dr. Isay looks at the development of homosexuality as a normal process – not as a mental disease. A clinical psychologist who has devoted years to counseling gay men, Isay dispels the myths about homosexuality.
Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus
Edited by Nancy Evans and Vernon Wall
American College Personnel Association
Written especially for student affairs professionals, this pioneering book combines theory and practical applications for initiating programs.

Homophobia: How We All Pay the Price
Edited by Warren Blumfeld
Boston: Beacon Press, 1998
Explores the cost of homophobia in family relationships, religious institutions, and social policy.

In Search of Gay America: Women and Men in a Time of Change
Neil Miller
A unique look at a wide variety of gay men and lesbians from across the country – a gay police officer with AIDS in San Francisco; a lesbian couple expecting a baby in Newton, MA; an openly gay major in Morgantown, WV; two gay dairy farmers in Wolverton, MN; an AIDS activist in North Dakota; and a gay American Indian in Rapid City, SD. For the most part, the focus is outside big city enclaves of gay men and lesbians.

The New Loving Someone Gay
Don Clark
Berkeley, CA: Celestial Arts, 1987
A gay clinical psychologist offers an introductory look at gay and lesbian life. He includes a discussion of oppression and prejudice, love, growing up gay, conformity, pleasures of being gay, coming out issues (both on the telling and learning ends), and guidelines for helping someone gay. Excellent for gay men; the predominant use of male examples makes it less useful for lesbians.

Positively Gay: New approaches to Gay and Lesbian Life
Edited by Betty Berzon
Celestial Arts
A new updated edition of the class anthology includes: “Achieving success as a gay couple,” “telling the family you’re gay,” “Gay issues in financial planning,” “Becoming a gay professional.” Also: The Positively Gay Discussion Guide, A curriculum for use with small groups.

Coming Out to Parents: A Two-Way Survival Guide for Lesbians and Gay Men and Their Parents
May Borhek
New York: Pilgrim Press, 1983
The mother of a gay son draws on her experience to offer valuable and heartfelt advice for gay men, lesbians, and their parents. A new, updated and expanded edition of the classical self-help coming out book.

Mom, Dad. I’m Gay: How Families Negotiate Coming Out
Ritch C. Savin-Williams
American Psychological Association, 2001
As mainstream America becomes more aware of the nonheterosexual community, gay, lesbian, transgendered, and bisexual teenagers are revealing their sexual identities to their parents at a younger age than ever before. Often this happens while they are still living at home. How common are the coming out “horror stories” published in the popular press. Readers will find tips on how parents can be helped to negotiate the coming out process and learn to support their child’s emerging sexual identity.
Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences
C.W. Griffin, M.J. Wirth, & A.J. Wirth
New York: St. Martin’s Press, 1986
Addresses anxieties of parents of gay men and lesbians and provides useful information to dispel myths that may cause many parents to reject their children. Examines self blame/fear and uses research to address misconceptions about homosexuality. The book is filled with stories of 23 parents who found help through Parents & Friends of Lesbians and Gays. It is a valuable tool for parents dealing with the shock of learning that their children are gay, and for gay and lesbian people trying to understand their parents’ lack of understanding.

Now That You Know: What Every Parent Should Know About Homosexuality (new edition)
Betty Fairchild and Nancy Hayward
New York: Harcourt, Brace, Javonovich
Authored by the mother of a gay son and a mother of a lesbian daughter, this book draws on dozens of interviews with gay men and lesbians and their parents. A resource for parents, this book is often a useful book for someone to share with parents after coming out as gay or lesbian to them. It normalizes a variety of reactions as a parent and moves toward acceptance and offers answers to the myriad of questions a parent may have about the gay/lesbian world. This book can also be useful for someone considering coming out to his/her family as preparatory material. Highly recommended

Bi Any Other Name: Bisexual People Speak Out
Edited by L. Hutching & L. Kaahumanu
The second collection of writing by bisexual people, this volume offers a variety of essays and poems which explore psychological issues, spiritual concerns, politics, and the creation of a bisexual community. The quality of writing is uneven, but the power of the authors’ emotions are clearly expressed. Useful as a source of affirmation for bisexual readers and can help in understanding the bisexual point of view.

The Final Closet – The gay Parent Guide for Coming Out to Their Children
Rip Corley
Miami, FL: Editech Press, 1990
A comforting guide for lesbian and gay parents who are hesitant or confused about whether or not to come out to their children. Corley is able to help parents make this decision with confidence and dignity.

The Lesbian and Gay Parenting Handbook
April Martin
Provides answers to the many questions and issues of lesbian and gay parenting.

Families We Choose: Lesbians, Gays, Kinship
Kath Weston
Columbia University Press.
Weston draws upon fieldwork in the San Francisco area to explore the ways gay men and lesbians are redefining kinship al discusses changes in gay communities that have shaped the gay family.

Conduct Unbecoming: Lesbians and Gays in the U.S. Military – Vietnam to the Persian Gulf
Randy Shilts
New York: St. Martin’s Press
An easy-reading history of the reality of the U.S. Military’s attitudes toward lesbians and gay men and a good collection of first-hand experiences.
A Legal Guide for Lesbian and Gay Couples
H. Curry & D. Clifford
Berkeley, CA: Nolo Press
Updated regularly. Gay and lesbian couples can protect themselves in a variety of legal situations. Contracts, renting, financial arrangements, insurance, buying a home, marriage/divorce, parenting and custody, adoption and artificial insemination, wills, medical emergencies, and durable power of attorney are discussed.

But Lord, They’re Gay
Sylvia Pennington
Originally a born again evangelist who set out to “save and change” homosexuals, Pennington has become the pastor of a predominantly gay congregation.

The Church and the Homosexual
John J. McNeill
FSG
This book, originally published in 1976, convincingly establishes that the Bible does not condemn homosexuality and thus Father McNeill (Taking a Chance on God) brings comfort to thousands of gay and lesbian Christians.

Good News for Modern Gays
Sylvia Pennington
Pennington does not believe God is anti-gay. She wants to help Christians see more clearly what God has to say about gayness. Contains refutations to common scriptural references.

Straight Jobs, Gay Lives
Annette Friskopp & Sharon Silverstein
Simon & Shuster, 1994
Based on a series of interviews with more than 100 gay and lesbian alumni of the Harvard Business School. Examines issues such as coming out versus being closeted in the workplace, harassment, discrimination, health and other insurance benefits, resources and support groups.

Toward Acceptance: Sexual Orientation Issues on Campus
Edited by Vernon A. Wall & Nancy J. Evans
University Press of America, 2000
An examination of the complex issues facing GLBT students on college campuses. Offers proactive strategies for student affairs professionals, as they strive to increase sexual orientation awareness and support.

Out & About Campus
Edited by Kim Howard & Annie Stevens
Alyson Books, 2000
28 first-person accounts from lesbian, gay, bisexual, and transgendered students from colleges and universities across the country. A good mix of ethnic and college settings marks these essays, which are all tied together by the theme of coming out to oneself and to the community. Some essays are heartbreaking and other triumphant; all are engagingly written. A “must-read” for anyone providing services to university students.
**Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators**
Ronni L. Sanlo
Greenwood Press, 1998
This handbook is intended for faculty and administrators who wish to create a welcoming and safe environment for all lesbian, gay, bisexual, and transgender students on our campuses. It will help readers, even those who may struggle personally with understanding non-heterosexual identities, gain a clearer understanding of the important issues facing these students. This book is available in Sterne Library.

**Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity**
Edited by Shane L. Windmeyer
Alyson Books, 1998
What is it like to be gay and Greek? Are fraternities safe places for gay brothers? What kind of environment do fraternity houses provide homosexual members? First-hand accounts of 30 gay men. Each tale in this anthology gives a glimpse of the Greeks’ most invisible minority.

**Poisoned Ivy: Lesbian and Gay Academics Confronting Homophobia**
Toni A. H. McNaron
Temple University Press, 1997
The author, who taught English, tells her own story and reports on the experiences of some 300 lesbian and gay academics. Recalling her own terror of being identified as a lesbian, she describes how she awkwardly attempted to befriend other (probably closeted) faculty members, and stifled class discussions that veered too close to the topic of sexuality.

**Completely Queer, The Gay and Lesbian Encyclopedia**
Steve Hogan and Lee Hudson
Henry Holt and Company, 1998
A one-volume reference work. Here can be found much of the gay history, people, places, art, and ideas which are missing from most classrooms. For those faculty members looking to create a more inclusive curriculum, this may be the place to start.

**100 Best Companies for Gay Men and Lesbians**
Ed Mickens
Pocket Books
A steadily growing number of companies seek to attract and cultivate talented employees regardless of their sexual orientation. This guide includes strategies for companies and gay and lesbian employees in seeking productive and creative work environments. Includes large, small, non-profit, publicly held, privately owned, and public agencies in a wide variety of industries.

**Gay Issues in the Workplace**
Brian McNaught
New York: St. Martin’s Press
A concise and thoughtful book corporate consultant and educator McNaught shows business people and corporate managers how anti-gay bias impacts the entire work force and harms corporate productivity. He presents a field-tested approach to coping with prejudice and eliminating destructive behaviors from the workplace.
The Gay, Lesbian, and Bisexual Students’ Guide to Colleges, Universities, and Graduate Schools
Jan Mitchell Sherrill and Craig Hardesty
Presents results of surveys of current students relative to the campus environment, support systems, organizations, activities and dating, and many other topics of interest.

Gay Men and Women Who Enriched the World
Thomas Cowan
New Canaan, CT: William Mulvey, 1988
Forty biographies of gifted men and women whose creativity has offered lasting benefits to humanity. Subjects include: Sappho, Plato, Bacon, Tchaikovsky, Willa Cather, Bessie Smith, and Yukio Mishima. An Excellent source of role models; white males predominate among the subjects.

True Selves: Understanding Transsexualism
Mildred Brown and Chloe Ann Rounsley

Confessions of a Gender Defender: A Psychologist’s Reflections on Life among the Transgendered
Randi Ettner

Transgender Warriors from Joan of Arc to Dennis Rodman
Leslie Feinberg
Boston Becon Press, 1996

Gender Outlaw: On Men, Women, and the Rest of Us
Kate Bornstein
New York: Routledge, 1994

Read my Lips. Sexual Subversion and the End of Gender
Riki Ann Wilchins

Overcoming Heterosexism and Homophobia: Strategies that Work
James T. Sears and Walter L. Williams (Editors)

Gay & Healthy in a Sick Society
Robert N. Minor, Ph.D.
St. Louis, MO: HumanityWorks!, 2003

Growing Up Gay/Growing Up Lesbian: A Literary Anthology
Bennett L. Singer (Editor)

Revolutionary Voices: A Multicultural Queer Youth Anthology
Amy Sonnie (Editor)
### Electronic Resources

#### National Organizations
- **National Civil Liberties Union (ACLU)**
  - [www.aclu.org](http://www.aclu.org)
- **BiNet USA**
  - [www.binetusa.org](http://www.binetusa.org)
- **Gay & Lesbian National Hotline**
  - [www.glnh.org/home.htm](http://www.glnh.org/home.htm)
- **Gender PAC**
  - [www.gpac.org/](http://www.gpac.org/)
- **Gay & Lesbian Alliance Against Defamation**
  - [www.glaad.org/org/index.html](http://www.glaad.org/org/index.html)
- **Gay, Lesbian, and Straight Education Network**
  - [www.glsen.org/](http://www.glsen.org/)
- **Human Rights Campaign**
  - [www.hrcusa.org/index.asp](http://www.hrcusa.org/index.asp)
- **Institute for Gay & Lesbian Strategic Studies**
  - [www.iglss.org](http://www.iglss.org)
- **Lambda Legal Defense and Education Fund**
  - [www.lambdalegal.org/cgi-bin/pages/about/nhg](http://www.lambdalegal.org/cgi-bin/pages/about/nhg)
- **National Center for Lesbian Rights**
  - [www.nclrights.org](http://www.nclrights.org)
- **National Consortium or Directors of LGBT Resources in Higher Education**
  - [www.uic.edu/orgs/lgbt/index.html](http://www.uic.edu/orgs/lgbt/index.html)
- **National Gay & Lesbian Task Force**
  - [www.ngltf.org/](http://www.ngltf.org/)
- **Scouting for ALL**
  - [www.scoutingforall.org/](http://www.scoutingforall.org/)
- **United Against Hate**
  - [www.unitedagainsthate.org/main/cfm](http://www.unitedagainsthate.org/main/cfm)

#### Faith & Religion
- **Gay Anglicans**
  - [www.changinguk.freeuk.com](http://www.changinguk.freeuk.com)
- **Cathedral of Hope**
  - [www.cathedralofhope.com](http://www.cathedralofhope.com)
- **Gay Catholics**
  - [www.dignityusa.org/](http://www.dignityusa.org/)
- **Gay Baptists**
  - [www.rainbowbaptists.org/](http://www.rainbowbaptists.org/)
- **Gay Buddhists**
  - [http://members.aol.com/wabaptists/](http://members.aol.com/wabaptists/)
- **Gay Buddhists**
  - [www.gaybuddhist.org/](http://www.gaybuddhist.org/)
- **Gay Jews**
  - [www.wcjoi.org/index.html](http://www.wcjoi.org/index.html)
- **Gay Lutherans**
  - [www.lca.org/](http://www.lca.org/)
- **Gay Muslims**
  - [www.teleport.com/~affadmin/aboutus.htm](http://www.teleport.com/~affadmin/aboutus.htm)
- **Gay Pentecostals**
- **Gay Presbyterians**
  - [www.ameritech.net/users/lighthse84/ngpa.html](http://www.ameritech.net/users/lighthse84/ngpa.html)
- **Gay United Methodists**
  - [www.mlp.org/about.html](http://www.mlp.org/about.html)
- **Soulforce – Mel White**
  - [www.umaffirm.org/](http://www.umaffirm.org/)
- **United Church of Christ**
  - [www.soulforce.org](http://www.soulforce.org)
- **Unity Fellowship (emphasis on African-Americans)**
  - [www.coalition.simplenet.com/](http://www.coalition.simplenet.com/)
- **Universal Fellowship of Metropolitan Community Churches**
  - [http://hometown.aol.com/UnityLA](http://hometown.aol.com/UnityLA)
- **Link to large number of faith traditions**
  - [www.ucusa.org](http://www.ucusa.org)
- **Marsha Stevens-contemporary Christian music**
  - [www.ufmcc.com/](http://www.ufmcc.com/)

#### Transgender
- **Transgender law and policy institute**
  - [http://transgenderlaw.org/](http://transgenderlaw.org/)
- **Transgender Family and Friends Support Network**
  - [www.Youth-Guard.org/pflag-t-net](http://www.Youth-Guard.org/pflag-t-net)
- **National Transgender Advocacy Coalition**
  - [http://www.ntac.org/](http://www.ntac.org/)
- **Chrysalis**
- **The International Foundation for Gender Education**
  - [http://www.ifge.org/](http://www.ifge.org/)

#### Intersex
- **Intersex Society of North America**
  - [http://www.isna.org/](http://www.isna.org/)
- **Sex: Unknown (Nova Online)**
Bisexual Resources
http://www.biresource.org/  Bisexual Resource Center
http://www.binetusa.org/  BiNetUSA

Local
www.queer-voice.com  Alabama’s LGBT news source
www.gaybham.com  Source for B’ham news & resources
http://www.equalityalabama.org/  Equality Alabama

Family Resources
http://altfammmmag.com  Alternative Family Magazine
www.colage.org  Children of Lesbian and Gays Everywhere
www.familypridecoalition.org  Family Pride Coalition
www.gayparentmag.com  Gay Parent Magazine
www.pflag.org  Parents, Family, & Friends of Lesbians & Gays

Youth Resources
http://nyacyouth.org  National Youth Advocacy Organization
www.outproud.org  National Coalition for Gay, Lesbian, Bisexual and Transgendered Youth
www.youthresource.com  Virtual Safezone
www.youthresource.com/  Youth Resource

Magazines Online
www.advocate.com  The Advocate
www.gayscribe.com  Extensive listing of Gay/Lesbian Publications
www.lesbiannews.com  The Lesbian News
www.planetout.com/pno  Planet Out

Special Outreach
www.lambda10.org  GLB Greek Issues
www.deafqueer.org  Deaf Lesbian, Gay, Bisexual, and Transgendered
www.ruralgay.com  Rural Gays
www.glpci.org/~ssn  Straight Spouse Network

Communities of Color
www.glas.org/lazeeza.html  Arab Lesbians
www.blackstripe.com/about.html  Blackstripe – GLBT People of African Descent
www.gapa.org/x  Gay Asian pacific Alliance
www.youthresource.com/feat/poc  LGBT Youth of Color
www.indiana.edu/~arenal/pflag.html  Spanish PFLAG Material
www.trikone.org  Trikone – GLBT South Asians
http://spiritgatherings.org/pages/two-spirit  Two Spirit Page
www.llego.org  National Latina/o Lesbian, Gay, Bisexual and Transgendered Organization
www.blacklightonline.com  Black members of GLBT community

Miscellaneous
www.fordham.edu/halsall/pwh/index.html  GLBT History
GLBT Movie List

Looking for some interesting or entertaining films on GLBT topics? Here for your consideration is a list of motion pictures (and other visual media) that feature GLBT subject matter or address GLBT issues and concerns.

FILMS / MOVIES

Boys Don't Cry / Hilary Swank
Philadelphia / Tom Hanks & Denzel Washington
Not Love Just Frenzy
Wilde / Stephen Fry
Longtime Companion
Rites of Passage
Finding North / John Benjamin Hickey & Wendy Mekkena
Total Eclipse / Leonardo DiCaprio
Beautiful Thing
Victor Victoria / Julie Andrews
Hit And Runway / Michael Parducci
I'm The One That I Want
La Cage Aux Folles / Ugo Tognazzi
The Birdcage / Robin Williams & Nathan Lane
Fried Green Tomatoes
As Good As It Gets / Jack Nicholson, Greg Kinear & Helen Hunt
Chasing Amy
Jeffrey / Steven Weber & Patrick Stewart
The Broken Hearts Club
The Adventures of Priscilla Queen of the Desert / Hugo Weaving & Guy Pearce
The Sum of Us
Four Weddings and a Funeral
Gods and Monsters

TELEVISION SERIES

Tales of the City / Olympia Dukakis
Queer as Folk / Hal Sparks
If These Wall Could Talk

SPECIAL FEATURES

The Laramie Project by Moises Kaufman
And The Band Played On by Randy Shilts
Common Threads

PLAYS / DRAMA

Angels in America by Tony Kushner
Telling Moments by Robert C. Reinhart
Reference List for Campus Resources and Reporting Procedures

Faculty & Staff

Office for reporting bias incidents related to GLBT issues and concerns:
Pamela Gray Burks, Director of Cultural Diversity and Career Development and Staff Affirmative Action Officer ........................................ 934-8988

Office for reporting incidents of sexual harassment:
Office of Human Resource Management Relations ................................... 934-4458

Office for filing grievances regarding faculty tenure, promotion and termination:
UAB Office of the Provost ........................................................................ 934-0622

Office for filing grievances regarding faculty employment issues:
Vice President for Equity and Diversity and Faculty Affirmative Action Officer ............................................................................................................. 934-8762

Counseling: Provides free, confidential counseling for all UAB employees and families, including dependent family members and partners of GLBT employees:
The Resource Center .............................................................................. 934-2281

Additional Sources of Support
UAB Alliance for GLBT Equality, Contact Karen Placke ......................... 934-4317
Safe Zone Training, Register through Training & Development www.hrm.uab.edu

Students

Offices for reporting grievances regarding student misconduct, including sexual harassment by another student:
Office of the Assistant Vice President of Student Life .............................. 934-4175
Debbie Morgette ...................................................................................... 975-4412

Offices for reporting bias incidents, including sexual harassment related to GLBT issues and concerns (harassment by teaching staff or other employees):
Office of the Vice President of Student Affairs ............................... 934-6290

Counseling: Provides free, confidential counseling for all UAB students
UAB Counseling & Wellness Center ....................................................... 934-5816
UAB Women’s Center ............................................................................ 934-6946

Additional Sources of Support
Gay/Straight Student Alliance at UAB, Karen Placke, Advisor ................ 934-4317