Training & Reference Manual
for the
Safe Zone Program
at
UAB

Support
SAFE
ZONE
UAB

Prepared
By
The Safe Zone Advisory Committee
UAB Department of Student Life
UAB HRM Training and Development
October 2011
The Safe Zone Advisory Board and Training Team would like to thank

The UAB Department of Student Life

and

The UAB HRM Department of Training and Development

for their efforts toward making

UAB a safe place for all students and employees.
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
June 22, 2011

Dear Safe Zone Training Participant:

I appreciate your participation in Safe Zone Training. As a previous participant in a Safe Zone Training session and now as a Safe Zone volunteer, I can attest to the value and quality of the training.

The Safe Zone Program is based on UAB's two-fold commitment to the value of diversity and the maintaining of a safe learning and working environment for everyone, free of discrimination, bias, and harassment. Volunteers in the Safe Zone Program contribute to UAB's fulfillment of this commitment by providing confidential support and information to faculty, staff, and students regarding issues related to sexual orientation, gender presentations and gender identity.

Your willingness to give your time by participating in Safe Zone Training is recognized and appreciated by the Office of Student Life and I extend to you my support as we strive to carry out the purposes of this important endeavor.

Sincerely,

[Signature]
Andy Marsh
Assistant Vice President for Student Life
UAB’s Safe Zone program ensures gays have a place on campus

Wednesday, September 31, 2008

HANNAH WOLFSON
News staff writer

Clay Daniels was already out of the closet when he came to the University of Alabama at Birmingham as a freshman.

As he picked his way through his first year as a gay college student, he knew he could let his guard down wherever he saw a sticker on campus from a program called Safe Zone.

“I noticed one of my biology professors had it, and I felt more comfortable talking to her,” said Daniels, who graduated from UAB in 2005 and is working on a Ph.D. in microbiology there. “I noticed them a lot all over the campus, and now I notice them more and more.”

Safe Zone is UAB’s effort to train students, faculty and staff to be more open and understanding about issues related to the university’s gay, lesbian, bisexual and transgender community. It was one of the first such programs to be institutionalized at a public university in Alabama — many others are student-led — and since then, others have followed suit, including the University of Alabama and Auburn University.

“We believe that all learning and working environments should be safe for all people,” said Glenda Elliott, chairwoman of the Safe Zone coordinating committee. “It’s based on a respect for the value of diversity and inclusiveness of people of all backgrounds and all the ways we’re different.”

Officials said there’s no count of how many gay students or employees UAB has, but they base their assumptions on a widely used estimate that 10 percent of any given population may be homosexual, bisexual or transgender. Derogatory comments in a classroom or workplace would also hurt those who count gays and lesbians as family members or friends, Elliott said.

Commitment to diversity:

It was reports of a few such incidents, along with input from a campus forum, that spurred Elliott and others to start Safe Zone in the fall of 2001. Soon after, the administration agreed to make it an official university program with its own staff coordinator.

Safe Zone holds several training sessions a year with the goal of preparing participants to handle any situation that erupts involving gay, lesbian, bisexual or transgender issues.

“It can be roommates who are having a difficult time with a roommate who is gay or lesbian, and they want some help,” said Amy Owens, who is assistant director for residential life and plans sessions for residential advisers in the dorms. “It could be faculty and staff that have a student, and it’s a new area for them. Or it could be somebody who’s discovering their own sexual identity for the first time, and they need some help.”

Program coordinator Debbie Morgetta said about 400 people have gone through the training, and others have done shorter sessions. The program is gearing up for a talk it’s hosting Thursday and for National Coming Out Day on Oct. 11.

“For a lot of them it’s the first time they’ve been exposed to accurate, correct information regarding the gay, lesbian, bisexual and transgender community,” Morgetta said. “We have to be very cognizant in our training that we’re speaking to some people who are hearing this for the first time.”
After the training is complete, participants may opt to become Safe Zone volunteers, pledging to be available for anyone who needs them. Those who do receive one of the triangular rainbow stickers to put up in their offices or dorm rooms.

Volunteers are listed on the program's Web site and include Provost Ett Capilouto, who keeps his framed sticker on a bookshelf in his office.

"I think it's important for several reasons," Capilouto said. "One is a healthy workplace. And you're preparing students to go out and be citizens of the world, and what better way than for them to be versed in the world now?"

E-mail: hwolson@bhamnews.com

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www.uab.edu/safezone
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 Coordinator

*The Safe Zone coordinator is responsible for coordinating training, programming, and activities of the Safe Zone program. For additional information contact the following:*

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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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www.uab.edu/safezone
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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.

Guiding Assumptions

1. All learning and work environments should be safe and free of discrimination, prejudice and harassment.
2. It is possible to adhere to individual moral perspectives and religious beliefs while behaving in ways that are respectful of all people.

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.

www.uab.edu/safezone
History of the Safe Zone Program

In response to the deaths of Matthew Shepard in 1998 in Wyoming and Billy Jack Gaither in Sylacauga, Alabama, in 1999, a forum was held on the UAB campus in April, 1999. Entitled Breaking the Silence on Gay and Lesbian Issues at UAB, it was organized by UAB members of the Birmingham chapter of the National Coalition Building Institute and co-sponsored by several campus related groups. As a result of the forum, two initiatives were identified:

~ Inclusion of sexual orientation in the nondiscrimination policy of UAB
~ Development of designated services for GLBT students

To address the first initiative, then Associate Vice President of HRM Susan McWilliams agreed to establish the HRM Task Force on Diversity with the primary purpose of encouraging the administration to include sexual orientation in the nondiscrimination policies of UAB. The task force included faculty, staff, and students who had participated in the Forum as well as other campus leaders.

Concurrent with the HRM Task Force, a small group of Task Force members met throughout 1999-2000 with the Vice President for Student Affairs, Dr. Virginia Gauld, encouraging her to form designated services for GLBT students. Based on a survey conducted by Dr. Glenda Elliott of similar programs at other universities in the Southeast and particularly at Conference USA schools, Dr. Gauld agreed to explore the possibility of establishing a Safe Zone Program. Following this decision, in January, 2001, she appointed a Safe Zone Advisory Committee, chaired by Glenda Elliott and composed of faculty, staff, and students. The committee was charged with making recommendations for the development of a program.

The recommendations of the committee resulted in the formation of the Safe Zone Program, Fall, 2001, as a program for students, identified as a service project of the G/SSA. Materials for publicity and the training of volunteers were financed though the G/SSA and the UGSA. The training of volunteers and the coordinating of the program were initially carried out by faculty, staff, and student volunteers, several of whom had been members of the original Safe Zone Advisory Committee.

In November, 2001, a training session for RA’s in Residential Student Life occurred, followed by the first campus wide training in February, 2002. Until Fall, 2003, the program was carried out exclusively by volunteers. In September, 2003, the Student Life Division of Student Affairs assumed responsibility for the coordination of the program with HRM assuming the responsibility for the training of volunteers. The program was also extended as a service to the entire university for faculty and staff as well as students.

Achievement of the first initiative occurred in May, 2004, when UAB President Carol Garrison included sexual orientation in the revision of the UAB nondiscrimination policy.
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.

www.uab.edu/safezone
Out of a Student Body of 16,000

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – 10%</td>
<td>of these 16,000 students are Gay, Lesbian, Bisexual, or Transgender (GLBT)</td>
<td>640 – 1,600</td>
</tr>
<tr>
<td>6 – 15%</td>
<td>of these 16,000 students have siblings who are GLBT (assuming 1.5 siblings each)</td>
<td>960 – 2,400</td>
</tr>
<tr>
<td>1 – 2%</td>
<td>of these 16,000 students have a parent who is GLBT</td>
<td>160 – 320</td>
</tr>
<tr>
<td>11 – 27%</td>
<td>STUDENTS INVOLVED</td>
<td>1,760 – 4,320</td>
</tr>
</tbody>
</table>

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

National Statistics
Source: Gay, Lesbian and Straight Education Network (GLSEN)
The 2009 National School Climate Survey
Based on a sample of 7,261 middle and high school students

- 84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation.
- 63.7% of LGBT students reported being verbally harassed, 27.2% reported being physically harassed and 12.5% reported being physically assaulted at school in the past year because of their gender expression.
- 72.4% heard homophobic remarks.
- 61.1% of students reported that they felt unsafe in school because of their sexual orientation, and 39.9% felt unsafe because of their gender expression.
- 30.0% of LGBT students missed at least one day of school in the past month because of safety concerns.
- The reported grade point average of students who were more frequently harassed because of their sexual orientation or gender expression was almost half a grade lower than for students who were less often harassed (2.7 vs. 3.1).
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!”

www.uab.edu/safezone
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.
Defining Homophobia

**Homophobia:** The fear, hatred, disgust, mistreatment, or intolerance of same-sex intimacy, relationships, “atypical” gender behavior, and/or people who identify as or are perceived as LGBT.

**Heterosexism:** The belief in the inherent superiority of heterosexuality and, thereby, it’s right to dominance. Carries with it the assumption that everyone one meets is heterosexual.

Homophobia refers to the many ways in which people are oppressed on the basis of sexual orientation. Sometimes homophobia is intentional, where there is a clear intent to hurt lesbian, gay, and bisexual people. Homophobia can also be unintentional, where there is no desire to hurt anyone, but where people are unaware of the consequences of their actions.

There are four distinct but interrelated types of homophobia: personal, interpersonal, institutional, and cultural. Institutional and cultural homophobia are often referred to as heterosexism.

<table>
<thead>
<tr>
<th><strong>Personal homophobia</strong> is prejudice. It is the personal belief that lesbian, gay, and bisexual people are sinful, immoral, sick, inferior to heterosexuals, or incomplete women and men. Prejudice towards any group is learned behavior; people have to be taught to be prejudiced. Personal homophobia is sometimes experienced as the fear of being perceived as lesbian, gay, or bisexual. This fear can lead to trying to “prove” one’s heterosexuality. Anyone, regardless of their sexual orientation, can experience personal homophobia. When this happens with lesbians, gay, and bisexual people, it is sometimes called “internalized homophobia.”</th>
</tr>
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<tbody>
<tr>
<td><strong>Interpersonal homophobia</strong> is the fear, dislike, or hatred of people believed to be lesbian, gay, or bisexual. This hatred or dislike may be expressed by name-calling, verbal and physical harassment, and individual acts of discrimination or by the rejection of friends, co-workers, and/or family members. Lesbian, gay, and bisexual people are regularly attacked for no other reason than their assailants’ homophobia. Most people act out their fears of lesbians and gay men in non-violent, more commonplace ways. Relatives often shun their lesbian and gay family members; co-workers are distant and cold to lesbian and gay employees; or people simply never ask about acquaintances’ lives.</td>
</tr>
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**Institutional homophobia** refers to the many ways in which government, business, religious institutions, and other institutions and organizations discriminate against people on the basis of sexual orientation. These organizations and institutions set policies, allocate resources, and maintain both written and unwritten standards for the behavior of their members in ways that discriminate.

For example, many religious organizations have stated policies against lesbian, gay, and bisexual people holding offices; many schools fail or refuse to allocate funds and staff for lesbian, gay, and bisexual support groups; and many businesses have norms for social events which prevent lesbian, gay, and bisexual employees from bringing their same sex partners while heterosexual employees bring their opposite sex partners.

**Cultural homophobia** refers to social standards and norms that dictate that being heterosexual is better or more moral than being lesbian or gay, and that everyone is heterosexual or should be. While these standards are not written down as such, they are spelled out each day in the television shows and print advertisements where virtually every character is heterosexual and every sexual relationship involves a female and a male; or in the assumption made by most adults in social situations that all “normal” children will eventually be attracted to and marry a person of the other sex.

Often, heterosexuals don’t realize that these standards exist, while lesbian, gay, and bisexual people are acutely aware of the standards. The feeling that results is one of being an outsider in the society.
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”
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, Disability Support Services

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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.

Audrey Lordes (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 excerpts 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*

www.uab.edu/safezone
## The African-American College Student

<table>
<thead>
<tr>
<th>African American Students in General*</th>
<th>GLBT African American Students</th>
</tr>
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<tbody>
<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?

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

www.uab.edu/safezone
Fear of Returning to a Less GLB-Friendly Home Country

A Japanese man says that coming out to his parents is the biggest issue he will face when he returns home. He believes that people, including his parents, will accept his sexual orientation better if he "compensates" for being gay by excelling in some other way, such as by getting an additional degree, gaining fluency in English, or becoming famous.

A student from Honduras describes his disappointment in his home country in this way: I came out after I graduated from undergrad and returned to Honduras a couple of months later. Moving back crushed the resulting elation from coming out. I felt dirty and shameful. The culture at large saw me as a diseased, sick, perverted individual. I was crushed. I never want to go back to that. Indeed, I reject my entire cultural identity as a Honduran. I never again want to be a part of it.

Hilda Besner and Charlotte Spungin, authors of Gay and Lesbian Students: Understanding Their Needs, say that "identity disclosure for most gays and lesbians brings with it a tremendous amount of personal freedom and a more complete integration of their sexual identity and their environment." The Honduran student had just recently come out and experienced a sense of personal freedom in the United States. His return home made him feel isolated and ashamed.

A man from Venezuela describes his feelings about being GLB in his home country: Being GLB in Venezuela is something so horrible that I didn't have an idea of what to do. I prayed, exercised, and tried to remain as busy as possible. Nevertheless I constantly would have to hear offensive comments about GLB people in general.... There is some kind of national obsession with trying to find out if a man is gay or not, but if somebody acknowledges that they are gay, then people react with an "I don't want to know about that." Also many men engage ... in active homosexual sex but don't consider themselves homosexuals.... I am glad and thank God that I was able to get out of that country because I feel that I have done nothing wrong and nevertheless I would be treated like a crook in my country.... I will never go back; I think poorly of the people in my country and don't want to go there ever again. I will not be humiliated....

Difficulty Staying in the United States to Be with a Partner

I'm presently involved with someone I met [as an] undergraduate, when I came out. We came out together and we are still together. I'm faced with having to go back to my country because I'm running out of visa options. I wish there were a way to marry or some partnership options to be able to stay together. (Colombian man, graduate student)
The most significant issue for my partner and me...has been and continues to be the fact that our relationship cannot be legally sanctioned and that, therefore, we never know if I will be able to stay in the United States. This continuous "deadline," i.e., visa expiration date, is frequently a topic of discussion and is, at times, a significant stress factor. (Dutch woman, graduate student)

Other Unique Issues Facing International GLB Students
International GLB students face other issues as well. As the world becomes smaller, particularly with the advent of e-mail, the threat of having one's personal life become public knowledge back home can be a source of acute anxiety. A woman from Bermuda, an island of just 60,000 people, fears that if she comes out in the United States, word will get back to her home country, and she will not be able to get a job when she returns. A Danish student also tells of a gay friend from Bangladesh who was afraid that students from his home country would discover he was gay and leak the news to his family. Although some may wonder how realistic such fears are, a poignant case has been documented by an Indian woman in Lotus of Another Color: An Unfolding of the South Asian Gay and Lesbian Experience. The author's first "mature" lesbian love affair occurred while she was studying in the United States, but news traveled from the United States back to her father in India. (Ratti 1993)

International students who identify as gay, lesbian, or bisexual have a number of unique issues that may surface during their time in the United States. Informed faculty and staff are in an excellent position to support these students and help them deal with their concerns. Let students know they are welcome to discuss personal issues with you, and refer them to other resources when appropriate.

Specific Sources of Support
Most respondents identify close friends as the most supportive resource. Many also seek GLB communities and resources off campus, such as GLB bookstores, dance clubs, coffeehouses and bars, political action groups, and support groups. Other sources of support include GLB campus organizations, celebrity role models such as Martina Navratilova, movie stars, rock stars, television personalities, poets, authors, clergy, counselors, and gay pride parades. Some have found that a particular class played a pivotal role in their development. A small handful have found support in a professor, the campus women's center, family members, partners, books, or a GLB campus religious group. Four respondents, three of whom are Asian, find that the GLB presence on the Internet "provides a tremendous degree of information to GLB persons in developing and accepting their sexuality."


Obstacles for Transgender Youth

Transgender youth often face enormous hardships when they acknowledge and express their gender identity.

• They may be thrown out of the house when their family discovers that they are transgender, often forcing them to live on the streets.

• They typically face harassment and abuse in school to such an extent that they quit, which makes it hard for them to get decent-paying jobs (for example, a survey of more than 250 transgender people in Washington, D.C. found that forty percent had not finished high school and another 40 percent were unemployed).

• Even if they are able to get an education, they have difficulty finding and keeping almost any kind of job because of discrimination, forcing some to become sex workers.

• If they live on the streets or are a sex worker, they are at a greater risk for abusing drugs, becoming infected with HIV, and being subjected to anti-transgender violence.

• Many lack access to health care, including proper counseling and medical supervision for those who are in the process of transitioning. And when they do get medical treatment, they frequently face discrimination and hostility from health-care workers. Consequently, some transsexuals decide to treat themselves by buying underground hormones, which can contain dangerous if not deadly chemicals.

• Because gender reassignment surgery can cost more than $100,000 and is not covered by most health insurance policies, even most middle-class transsexuals cannot afford the procedures.

• The ultimate result is often high rates of depression, drug and alcohol abuse, and thoughts of suicide among transgender people (thirty-five percent of the respondents to the D.C. survey mentioned above reported that they had seriously considered suicide).

• Many transgender people who can “pass” will choose to remain closeted, so trans youth often do not have visible role models and mentors.

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www.uab.edu/safezone
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

<table>
<thead>
<tr>
<th>What might gays/lesbians/bisexuals/transgender individuals be afraid of?</th>
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<tbody>
<tr>
<td>o Rejection – loss of relationships</td>
</tr>
<tr>
<td>o Gossip</td>
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<tr>
<td>o Harassment/abuse</td>
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<tr>
<td>o Being thrown out of family</td>
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<td>o Being thrown out of house</td>
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<td>o Having their lover arrested</td>
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<tr>
<td>o Loss of financial support</td>
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<td>o Losing their job</td>
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<tr>
<td>o Physical violence</td>
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<thead>
<tr>
<th>How might someone feel after a gay/lesbian/bisexual/transgender person comes out to him or her?</th>
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</thead>
<tbody>
<tr>
<td>☐ Scared</td>
</tr>
<tr>
<td>☐ Shocked</td>
</tr>
<tr>
<td>☐ Disbelieving</td>
</tr>
<tr>
<td>☐ Uncomfortable</td>
</tr>
<tr>
<td>☐ Not sure what to say</td>
</tr>
<tr>
<td>☐ Not sure what to do next</td>
</tr>
<tr>
<td>☐ Wondering why the person came out</td>
</tr>
<tr>
<td>☐ Supportive</td>
</tr>
<tr>
<td>☐ Flattered</td>
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<tr>
<td>☐ Honored</td>
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<tr>
<td>☐ Angry</td>
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<tr>
<td>☐ Disgusted</td>
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<table>
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<tr>
<th>How might GLBT people feel about their coming out to someone?</th>
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<tbody>
<tr>
<td>■ Scared</td>
</tr>
<tr>
<td>■ Vulnerable</td>
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<tr>
<td>■ Relieved</td>
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<tr>
<td>■ Wondering how person will react</td>
</tr>
<tr>
<td>■ Proud</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why might GLBT individuals want to come out to friends/relatives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>➡ End of the “hiding game”</td>
</tr>
<tr>
<td>➡ Feel closer to those people</td>
</tr>
<tr>
<td>➡ Be able to be “whole” around them</td>
</tr>
<tr>
<td>➡ Stop wasting energy by hiding all the time</td>
</tr>
<tr>
<td>➡ Feel like they have integrity</td>
</tr>
<tr>
<td>➡ To make statement that “gay is ok”</td>
</tr>
</tbody>
</table>
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
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.
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 Equal Employment Opportunity Employer Statement

(Published in the UAB Handbook for Faculty and Staff and the Faculty Handbook and Policies)

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.)

Faculty and staff should submit complaints of discrimination or nonsexual harassment to their HR Consultant, HR Employee Relations, Office of the Chief Human Resources Officer, Office of the Provost, or Office of the Vice President for Equity and Diversity.

UAB Sexual Harassment Policy

(Published in UAB Handbook for Faculty and Staff and Faculty Handbook and Policies)

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.

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 Resources Employee Relations Office at 934-4458. The procedure for filing complaints for non-faculty employees is found in the UAB Handbook for Faculty and Staff. Faculty who believe they have been sexually harassed by a supervisor, co-worker or others in the work environment also 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.

Problem Resolution Procedure for Non-faculty Employees

The UAB Problem Resolution 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 complaint with HR Employee Relations 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.

Complaint Procedure 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, 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.
The UAB Inclusive Campus Commitment for Students
(Published in Direction, UAB Student Handbook, 2009-2011, 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!

Complaint Procedure for Students Regarding The Commitment

Procedures for reporting possible student misconduct are found in Direction.

UAB Sexual Harassment Policy
(Published in Direction, UAB Student Handbook, 2009-2011)

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.

Non-academic Misconduct Procedure & Reporting Process for Students

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 Assistant Vice President of Student Life, 934-4175.

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
Safe Zone Training Scenarios

Scenario # 1:

You are a faculty member or staff person and also a Safe Zone volunteer who overhears another colleague or co-worker making derogatory remarks about GLBT people. What should you do?

~ Avoid being judgmental and trying to change the person’s mind, keeping the focus on raising awareness and providing information.
~ Use a personal example; e.g., “I have a friend (or family member) who is gay and he/she has told me that kind of comment is hurtful. Maintain a focus on respectful behavior rather than on personal beliefs and attitudes.
~ Remind the person that UAB’s nondiscrimination policy now includes sexual orientation.

Scenario # 2:

You are a professor or an academic advisor and also a Safe Zone volunteer. A student comes to talk with you about having missed several classes. The student tells you he/she has recently “come out” to his/her parents. The parents now threaten to cut off the student’s finances unless he/she “changes his/her ways” and refuses “to be gay”. The student is feeling hopeless and despondent and is thinking of dropping out of school. What can you say or do?

~ Remembering your role is not to be a counselor, indicate your understanding that this is a very serious and important matter and offer to be a “sounding board” for the student to discuss it with you.
~ Indicate your appreciation to the student for his/her courage and willingness to self-disclose this important concern with you.
~ Be aware of the at-risk factors, including the possibility of suicide. If you believe the student needs more psychological support than you can provide, suggest the student talk with a counselor at the Counseling & Wellness Center. Give the student the address and phone #.
~ If the student does threaten suicide or is in imminent danger, then you can call the Counseling & Wellness Center directly or the UAB Police. You should just tell the counselor or the Police Department that a student has made the threat without giving specifics in order to maintain confidentiality.
Scenario # 3:
You are a Safe Zone volunteer. An untenured, “closeted” GLBT faculty member or recently employed ,“closeted” GLBT staff person confides in you that he/she would like to participate in the Safe Zone training but is reluctant to do so. How do you respond?

~ Express appreciation to the person for confiding in you and ask how you can be helpful. Offer empathy and willingness to be a “sounding board”.
~ Remind the person that the UAB nondiscrimination policy now includes sexual orientation. Suggest the person contact Jason Turner, HRM, for guidance in the matter.
~ Offer your support regardless of the person’s decision.

Scenario # 4:
You are a faculty member who is also a Safe Zone volunteer. A student comes to you, tells you he/she is gay and reports that derogatory remarks related to homosexuality have been made in small group discussions in your class. You very much want students to feel free to express their views and opinions. You also believe all students, including GLBT students, should be treated with respect and dignity. What is your response to the student and what action would be appropriate for you to take in the class?

~ Express appreciation to the student for confiding in you and offer to be a “sounding board” for the student to discuss his feelings about the situation.
~ Indicate you will seek to find a way to have class discussions that are respectful and not hurtful.
~ Consider the “Guidelines for Respectful Classroom Discussion” in the Safe Zone Manual for suggestions in directing classroom discussion.

Scenario # 5:
You are a faculty member and a Safe Zone volunteer working in the clinic and you observe that an employee shows noticeable shock when taking intake information from a patient who reveals that she is a lesbian with a life partner when asked about marital status. As the observer of this incident, what would you do?

~ Talk face to face with this person in a private, non-threatening environment. Express concern about observing shock in this person’s face in response to the patient coming out as a lesbian. You may want to remind the employee that in the School of Health Professions and at UAB, diversity is valued and that it is important not to show shock when a patient shares personal information with you.
~ Consider working with the clinic to provide training for employees about how to work with GLBT individuals
~ Consider altering the intake process so that value-loaded language is avoided…using inclusive language and including options for a “life partner” in addition to “spouse,” for example.

Prepared by: Glenda Elliott, Ph.D., Coordinator, Safe Zone Training, UAB and the SZ training team

www.uab.edu/safezone
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, Disability Support Services

www.uab.edu/safezone
Responding as an Ally

*Beyond tolerance: Moving toward understanding, appreciation, and celebration*

**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 anti-homophobic 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.

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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

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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 than 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.
Tips for Responding to Homophobia

**Inform.** People making homophobic comments are often times working with inaccurate information. Recognize that some people will not want to hear something different than what they’ve known, but if you educate yourself in the issues you can at least be confident in being able to offer accurate information.

**Acknowledge them.** Don’t dismiss what the other person says. If your goal is to have a dialogue, you need to acknowledge what the other person says. You don’t have to agree, and can say that you don’t, but recognize that he or she is speaking from his or her own beliefs and experiences.

**Acknowledge others.** Make a point of acknowledging other opinions. Point out that there are multiple beliefs on the issues and speak from personal experience.

**Ask questions.** Make sure you understand where the other person is coming from so you can approach the issue in the appropriate way.

**Be charming.** Getting angry or smug will not help anything. It is hard to fault someone for being polite and gracious.

**Find common ground.** Look for something you can both agree on. This offers a great starting point for discussion and forms a connection.

**Don’t be a fixer.** You just aren’t going to change some people’s minds. Sometimes it’s better to make your point and leave it at that. If nothing else, you can give the person something to think about and perhaps hit home for someone else in the group or nearby.
When Someone Comes Out to You

Don’t judge. Regardless of your own personal or moral belief about LGBT people, keep in mind that the person has made himself or herself vulnerable. Simply listen to the person.

Acknowledge them. Let them know that you heard what they said and ask open-ended questions to show that you are interested and care.

Recognize the trust. If someone voluntarily comes out to you he or she is putting a lot of trust in you and has used a lot of courage. It can be good to acknowledge that courage and trust.

Match their words. Remember that this is about how they identify. It is important to use the same language that they use. If the person self-identifies as gay, then use the word “gay.” If he or she uses queer, then use the word “queer.”

Mirror emotions. You should be mindful of their emotions concerning coming out. If the person is happy, don’t talk about how difficult it must be.

Don’t let sex be your guide. Don’t assume, just because someone has had a same-sex sexual encounter that the person identifies as gay. Also don’t assume, just because someone identifies as gay, that the person has had a same-sex sexual encounter.

Maintain contact. Let the person know that they are still important to you. You don’t need to change the way you interact or how often you see the person in the future.

Keep confidentiality. LGBT people face many forms of discrimination and harassment in society. It is important to make sure to never share a person’s identity unless it is with someone he or she has told you knows. A good rule of thumb is, “if you’re not sure, don’t share.”

Give resources. When someone comes out to you, it is possible that he or she is already very knowledgeable about resources, but he or she also might not know of any. Share what resources you have and make an active effort to learn about new useful resources.

Just listen. The most important thing you can do is to listen. Being LGBT isn’t a problem that needs solving or something that becomes easy to deal with given just the right resource. LGBT identities are part of who people are. When you listen to people tell you about their identities, you learn more about who that person is.
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."

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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.

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Offensive Terminology to Avoid

OFFENSIVE: "homosexual" (as a n. or adj.)
PREFERRED: "gay" (adj.); "gay man" or "lesbian" (n.)
Please use "lesbian" or "gay man" to describe people attracted to members of the same sex. Because of the clinical history of the word "homosexual," it has been adopted by anti-gay extremists to suggest that lesbians and gay men are somehow diseased or psychologically/emotionally disordered - notions discredited by both the American Psychological Association and the American Psychiatric Association in the 1970s. Please avoid using "homosexual" except in direct quotes. Please also avoid using "homosexual" as a style variation simply to avoid repeated use of the word "gay."

OFFENSIVE: "homosexual relations/relationship," "homosexual couple," "homosexual sex," etc.
PREFERRED: "relationship" (or "sexual relationship"), "couple" (or, if necessary, "gay couple"), "sex," etc.
Identifying a same-sex couple as "a homosexual couple," characterizing their relationship as "a homosexual relationship," or identifying their intimacy as "homosexual sex" is offensive and should be avoided. These constructions are frequently used by anti-gay extremists to denigrate gay and lesbian people, couples and relationships. As a rule, try to avoid labeling an activity, emotion or relationship "gay" or "lesbian" unless you would call the same activity, emotion or relationship "straight" if engaged in by someone of another sexual orientation. In most cases, your readers, viewers or listeners will be able to discern people’s genders and/or sexual orientations through the names of the parties involved your depictions of their relationships, and your use of pronouns.

OFFENSIVE: "sexual preference"
PREFERRED: "sexual orientation"
The phrase "sexual preference" is generally used to suggest that being lesbian or gay is a choice and therefore "curable." The term "sexual orientation" is the accurate description of an individual's enduring physical, romantic, emotional and/or spiritual attraction to members of the same and/or opposite sex and is inclusive of lesbians, gay men, bisexuals and heterosexual men and women.

OFFENSIVE: "gay lifestyle" or "homosexual lifestyle"
PREFERRED: "lesbian" or "gay"
There is no single lesbian or gay lifestyle. Lesbians and gay men are diverse in the ways they lead their lives. The phrase "gay lifestyle" is used to denigrate lesbians and gay men, suggesting that their sexual orientation is a choice and therefore "curable."

OFFENSIVE: "admitted homosexual" or "avowed homosexual"
PREFERRED: "openly lesbian" or "openly gay"
Dated term used to describe those who are openly lesbian or gay or who have recently come out of the closet. The words "admitted" or "avowed" suggest that being a lesbian or gay man is somehow shameful or inherently secretive. Avoid the use of the word "homosexual" in either case.
OFFENSIVE: "gay agenda" or "homosexual agenda"
PREFERRED: "lesbian and gay civil rights movement" or "lesbian and gay movement"
Lesbians and gay men are as diverse in our political beliefs as other communities. Our commitment to equal rights is one we share with civil rights advocates who are not necessarily lesbian or gay. "Lesbian and gay movement" accurately describes the historical effort to achieve understanding and equal treatment for gays and lesbians. Notions of a "homosexual agenda" are rhetorical inventions of anti-gay extremists seeking to portray as sinister the lesbian and gay civil rights movement.

OFFENSIVE: "special rights"
PREFERRED: "equal rights" or "equal protection"
Anti-gay extremists frequently characterize civil rights and equal protection of the law for lesbian, gay, bisexual and transgender Americans as "special rights" in an attempt to energize opposition to anti-discrimination and equal opportunity laws.


The criteria for using these derogatory terms should be the same as those applied to hate words for other groups: they should not be used except in a direct quote which reveals the bias of the person quoted. So that such words are not given credibility in the media, it is preferred that reporters say, "The person used a derogatory word for a lesbian, gay man or transgender person."

"deviant," "disordered," "dysfunctional," "diseased," "perverted," "destructive" and similar descriptions
The notion that being gay or lesbian is a psychological disorder was discredited by the American Psychological Association and the American Psychiatric Association in the 1970s. Today, words such as "deviant," "diseased" and "disordered" often are used to portray lesbians and gay men as less than human, mentally ill, or as a danger to society. Words such as these should be avoided in stories about the lesbian and gay community. If they must be used, they should be quoted directly in a way that reveals the bias of the person being quoted.

Associating gay men, lesbians, same-sex relationships or homosexuality with pedophilia, child sexual abuse, bestiality, bigamy, polygamy, adultery and incest. Homosexuality and/or being gay is not synonymous with pedophilia, child sexual abuse, bestiality, bigamy, polygamy, adultery and/or incest. These associations often are used to suggest that lesbians and gay men pose a threat to society, to families, and to children in particular. Such suggestions are defamatory and should be avoided, except in a direct quote which reveals the bias of the person quoted.

http://www.glaad.org/media/guide/offensive.php
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)
Guidelines for Respectful Classroom Discussion

Preparing the class:
Include in the course syllabus a statement of class policy indicating students are to show respect for all individuals in class discussion and interaction. Consider also including the UAB “Inclusive Campus Commitment for Students” statement (Reprinted in the Safe Zone Manual.) Include expectations and guidelines for respectful class discussion. In reviewing the course syllabus at the beginning of the course, emphasize and discuss the expectations and guidelines, giving examples.

Suggested Guidelines:
- In stating one’s opinion or belief, declare it as one’s own personal opinion or belief rather than making a judgmental statement about another student or another student’s opinion or belief.
- Students are encouraged to make “I” statements rather than “You” statements. For example: “I believe adults of the same sex should not be allowed to marry.” rather than saying: “You are wrong about same sex marriage…You don’t know what you are talking about.”
- Students are encouraged to acknowledge another student’s point of view or position before stating one’s own. This practice fosters understanding of different points of views and ensures clear communication. A suggested response: “Your position on this issue is…That is what is true for you. I have a different position. Here is what I believe…”
- Distinguish between personal opinion, reflecting personal values, and facts, documented by research and evidence, supported by scholarly and appropriate references. Making this distinction is very important in classes where students are asked to take and present a certain position on a class topic.
- In discussing positions and making presentations that relate to race, ethnicity, religion, gender, as well as sexual orientation, students are expected to be respectful of other students who might be different from the speaker in any of these characteristics.

Curriculum Considerations: (see the Safe Zone Training & Reference Manual)
- Where appropriate, include information about GLBT people who have made contributions to the subject of the course and use examples of GLBT people in lectures and discussion, where appropriate to the subject matter.
- Expand library holdings to ensure GLBT people who have contributed to the field of study are included.

Professor Behavior and Modeling: (see the SZ Training & Reference Manual and the Diversity UAB “Responding to Culturally Insensitive Remarks”)
- Take seriously one’s responsibility to create a respectful learning environment, one that is supportive of and safe for all students regardless of the differences represented in the class.
- Avoid heterosexist assumptions and language, using inclusive, respectful language in all interactions with students, formal and informal.
- Be informed about GLBT issues and support GLBT events, programs, and services.
- Be aware of services for GLBT students and make appropriate referrals for students who need the assistance of services (Counseling & Wellness Center; procedures for reporting bias and harassment incidents, etc.)
What’s Your Attitude?
PERSONAL REFLECTION

These statements are designed to help you reflect on your thoughts, feelings, and behaviors regarding homosexuality.

Respond to each item by circling the number after each statement according to this scale:

1 Strongly Agree  2 Agree  3 Neither Agree Nor Disagree  4 Disagree  5 Strongly Disagree

(For the purposes of this survey, the term “gay” is used to refer to gay/lesbian/bisexual/transgender people.)

1. I feel awkward when I’m around people who are gay. 1 2 3 4 5
2. I believe that gay people deserve the negative treatment they receive. 1 2 3 4 5
3. I believe gay people should not work with children. 1 2 3 4 5
4. I openly object to derogatory remarks about gay people. 1 2 3 4 5
5. I can enjoy the company of gay people. 1 2 3 4 5
6. Marriage between gay individuals is okay with me. 1 2 3 4 5
7. It does not matter to me whether my friends are gay or straight. 1 2 3 4 5
8. I am concerned that a gay person may ‘come on’ to me. 1 2 3 4 5
9. I laugh at jokes about gay people. 1 2 3 4 5
10. Organizations that promote gay rights are not necessary. 1 2 3 4 5
11. Gay people should not have “special protection” under the law. 1 2 3 4 5
12. It bothers me to see gay people display affection in public. 1 2 3 4 5
13. I would be uncomfortable rooming with a gay person at a conference. 1 2 3 4 5
14. Gay people “suffer” from distorted images and stereotypes. 1 2 3 4 5
15. It would “disturb” me to learn that a close friend is gay. 1 2 3 4 5
UAB Scavenger Hunt

Gay, lesbian, bisexual, and transgender individuals are all but invisible. This is an opportunity to observe what you see and what you don't see at UAB everyday. Check the situations you have observed at UAB.

2 pts  20 pts

___   ___  Opposite-sex couple holding hands
       ___  Same-sex couple holding hands

___   ___  An application or intake form that asks about marital status
       ___  An application or intake form which asks about committed relationship status

___   ___  A colleague who has vacationed in Gulf Shores
       ___  A colleague who has vacationed in Provincetown

___   ___  Desktop photo of a partner of the opposite sex
       ___  Desktop photo of a partner of the same sex

___   ___  A publication in the bookstore about African-American civil rights movement
       ___  A publication in the bookstore about the GLBT civil rights movement

___   ___  A vehicle in a UAB parking lot with a Roll Tide or War Eagle decal
       ___  A vehicle in a UAB parking lot with a rainbow decal

___   ___  Anyone who has brought his or her husband or wife to an office social function
       ___  Anyone who has brought his or her same-sex partner to an office social function

___   ___  Any class which includes a discussion of the killing of Dr. Martin Luther King, Jr.
       ___  Any class which includes a discussion of the killing of Harvey Milk

___   ___  Any store around campus that carries “Modern Bride”
       ___  Any store around campus that carries “The Advocate”

___   ___  A UAB office that describes serving racial, ethnic, or cultural minority students
       ___  A UAB office that describes serving GLBT students

___   ___  A student social function where opposite-sex couples are welcome
       ___  A student social function where same-sex couples are welcome

___   ___  Coworkers who discuss “American Idol” during office hours
       ___  Coworkers who discuss “Will & Grace” during office hours

___   ___  Any other state-supported university of comparable sizeUAB, anywhere in the U.S. which has few or fewer documents on its website which contain the word “lesbian.” (UAB has three. NOTE: visit the university’s website and do a keyword search. A search for the word ‘gay’ will return people’s names.)

___   ___  TOTAL SCORE

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GLBT History Quiz

1. Event marking the beginning of the gay, lesbian, bisexual and transgender rights movement in the United States
   - A. T.E. Lawrence “of Arabia”

2. Symbol for gay pride originating in Nazi concentration camps
   - B. Jane Addams

3. Pulitzer Prize winning author of The Color Purple who discussed her bisexuality in a later work
   - C. Peter Tchaikovsky

4. Prolific gay American playwright who won two Pulitzer prizes and four New York Drama Critics Circle Awards for best play
   - D. Oscar Wilde

5. Greek philosopher who authored the first extensive writings on love between men
   - E. Bayard Rustin

6. British archaeologist and military strategist who carved a statue of his Turkish partner and placed it on top of their home
   - F. Sappho

7. Author who first used the word “gay”, meaning homosexual, in print
   - G. Stonewall

8. Nineteenth century writer who boldly proclaimed his pride in being gay
   - H. Alexander the Great

9. First professional athlete to come out of the closet while still actively competing
   - I. Plato

10. Who said, “If a bullet should enter my brain, let that bullet destroy every closet door.”?
    - J. Michelangelo

11. Openly gay advisor and speechwriter for Martin Luther King, Jr. who was the chief organizer of the 1963 March on Washington, in which Dr. King proclaimed, “I have a dream.”
    - K. Pink Triangle

12. Russian composer who started his professional life working as a civil servant for the St. Petersburg Department of Justice.
    - L. Tennessee Williams

13. Sculptor and painter who wrote poetry inspired by the love of men
    - M. Martina Navratilova

14. Greek poet whose home gave rise to the modern use of the word “lesbian”
    - N. Harvey Milk

15. Macedonian king who, in his grief over his male lover’s death, visited the oracles to learn if his lover was a god
    - O. Gertrude Stein

16. Nobel Peace Prize winning suffragette and founder of the Hull House who shared her life for 40 years with Mary Rozet Smith, her “spouse-surrogate”
    - P. Alice Walker

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

www.uab.edu/safezone
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 in the gay “drag” culture is well documented

<table>
<thead>
<tr>
<th>Heterosexuals</th>
<th>Homosexuals</th>
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<tbody>
<tr>
<td>Love</td>
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<tr>
<td>Cry</td>
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<tr>
<td>Dream</td>
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<td>Set goals</td>
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<td>Get disappointed</td>
<td>Get disappointed</td>
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<td>Have family values</td>
<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>
<td>Don’t want families</td>
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<tr>
<td>Get sick</td>
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<tr>
<td>Die</td>
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<tr>
<td>Fail</td>
<td>Fail</td>
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<tr>
<td>Succeed</td>
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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.
Bisexuality: Myths and Reality

As the Kinsey and Klein scales demonstrate, sexuality runs along a continuum. It is not static but rather has the potential to change throughout one’s lifetime, and it varies infinitely among people. We cannot fit our sexuality into nice neat categories, which determine who and what we are. Bisexuality exists at many points along the sexual continuum. The following addressed many common myths about bisexuality.

**Myth**
- People who consider themselves bisexual are just confused or going through a phase. They’ll settle down and realize they’re actually homosexual or heterosexual.
- People who consider themselves bisexual are really heterosexual, but are experimenting.
- People who consider themselves bisexual are actually lesbian/gay, but haven’t fully accepted themselves and finished coming out of the closet.
- Bisexuals are shallow and narcissistic and are promiscuous swingers who are attracted to every woman and man they meet.
- Bisexuals get the best of both worlds and a doubled chance for a date on Saturday night.
- Bisexuals are desperately unhappy, endlessly seeking some kind of peace which they cannot ever find.
- Bisexuals are responsible for spreading AIDS into the heterosexual community.

**Reality**
- Some people go through a transitional period of identifying as bisexual before coming out as lesbian or gay. Others may explore same-sex attraction and relationships and then assume a heterosexual identity. For others, bisexuality remains a long-term orientation. For some bisexual people, same-sex attractions were a transitional phase to coming out as bisexual.
- Whether an individual is an “experimenting heterosexual” or a bisexual depends on how one defines him or herself.
- Bisexuality is a legitimate sexual orientation. Many bisexuals are completely out of the closet as bisexuals, while others continue to hide their identity.
- The “sex” in bisexuality gets overemphasized. Bisexual people have a range of sexual behaviors like all other sexualities. Our culture projects onto bisexuals its fascination with and condemnation of sex and pleasure. In reality, bisexuals are just like everyone else.
- Combine our society’s extreme heterosexism and homophobia with lesbian and gay hesitance to accept bisexuals into their community, and it might be more accurate to say that bisexuals get the worst of both worlds.
- Like lesbians and gays who have been told that they will live awful lives, bisexuals often respond that much of the pain they experience comes from oppression.
- AIDS can be spread by anyone, to anyone if safe sex is not practiced. Bisexuality is not the problem behind the spread of AIDS, unsafe sex is.
**Transgender Umbrella: Useful Terms**

**Transsexual**
A term referring to a person whose gender identity differs from what is culturally associated with their biological sex at birth. Some, but not all, transsexuals wish to change their bodies to be congruent with their gender identity through sex reassignment surgery. This term is considered outdated. Most transsexual people refer to themselves as transgendered.

**Androgyny**
1. The mixing of masculine and feminine characteristics. 
2. Something that is neither masculine nor feminine.

**Drag**
The act of dressing in gendered clothing as part of a performance. Drag may be performed as a political comment on gender, as parody, or simply as entertainment. Drag performance does not indicate sexuality, gender identity, or sex identity.

**Intersex**
Intersexuality is a naturally occurring condition that affects the reproductive and sexual system. Intersex people are born with sex chromosomes, external genitalia, or internal reproductive systems that are not considered "standard" for either male or female. The existence of intersex shows that there are not just two sexes and that our ways of thinking about sex (trying to force everyone to fit into either male box or female) is socially constructed.

**Cross-dresser**
A person who enjoys dressing in clothes typically associated with the other gender. Preferred over the term "transvestite." Cross-dressers may be of any sexual orientation.

**Two-Spirited**
A term for third-gender people that are among many Native American and Canadian First Nations tribes. It usually implies a masculine spirit and a feminine spirit living in the same body. It is also used by gay, lesbian, bisexual, transgender, and intersex Native Americans to describe themselves. Two-Spirited people have distinct gender and social roles in their tribes. Some are counselors while others are medicine persons or spiritual functionaries. They study skills including storytelling, theater, magic, hypnotism, healing, herbal medicine, ventriloquism, singing, music and dance.

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**In’s and Out’s of Gender**

- **Gender**: A socially constructed collection of traits, behaviors, and meanings that we use as a standard for how biological differences should be represented.

- **Gender Conformity**: When your gender identity and sex "match" (i.e. fit social norms). For example, a male who identifies and behaves in traditionally masculine ways and identifies as a man.

- **Gender Expression**: Outward behaviors and appearances (e.g. hair, clothing, voice, body language) by which people manifest their gender identity or gender choices.

- **Gender Identity**: A person’s fundamental sense of their own gender. This can include identifying as a combination of genders or refusing to label oneself with a gender. Gender identity is often confused with or considered tied to sexual orientation, but this is inaccurate. Gender identity and sexual orientation are exclusive off each other.

- **Gender Roles**: Are the socially constructed and culturally specific norms of behavior and appearance expectations imposed based on biological sex (i.e. femininity and masculinity).

- **Sex Identity**: The sex that a person sees him- or herself as. This can include refusing to label oneself.

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* Adapted from design by Kerry John Poynter (TGNet Arizona, Goodrum, A.J., no date)
** Adapted from the online encyclopedia Wikipedia at http://en.wikipedia.org/wiki.

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How the Needs of T Might Differ from LGB*

• They may identify as heterosexual, so they may not be dealing with issues of sexuality. However, depending on how they sexually identify, transgender people may face discrimination from both heterosexuals and LGB people.

• They may experience more verbal and physical attacks than most LGB people if they cross-dress or otherwise “look gender variant.”

• They are generally less accepted in society than LGB people, in large part due to ignorance. There is little understanding of transgender lives; they are not visible in popular culture beyond stereotypes and almost no research has been done on their experiences.

• They sometimes experience a lack of acceptance and support from the LGB community.

• As a result of the lack of acceptance and support in the dominant culture and in the LGB community, they often lack a strong community and positive role models or images. Consequently, transpeople, especially trans youth, may feel isolated and marginalized.

• Transpeople may want to remain closeted because of the legitimate fear of how they will be treated by their professors, employers, co-workers, friends, and others in their field.

• Transpeople often have a hard time finding medical help that is knowledgeable and understanding concerning transgender issues.

• If transitioning, they will need to change their identification as well as other records and documents. Keep in mind that different states and institutions have different rules about when and if these changes are possible.

• They are especially vulnerable to attack, harassment, and/or embarrassment when trying to use the gender appropriate bathroom.

• Transpeople often have others refer to them as a gender different than the one with which they wish to identify or insist on calling them by their given name even though they have changed it.

Health Care, Social Services, and Transgender People: Helpful Tips

Outing: Remember that revealing the transgender status of any transgender person without his or her expressed permission has the same potential for harm as outing a gay man, lesbian, or bisexual man or woman. Outing is an invasion of privacy.

Appearance: Do not assume that someone who appears to be cross-dressed is a "transvestite." That Person may or may not be living full-time in their presenting gender, or they may intend to do so in the future.

Usage Tips: Instead of the stigmatizing "transvestite", use Male Cross-dresser or Female Cross-dresser if it's clear that they are not living full-time nor intend to do so.

Living Status: If a transgender person is living full-time in a gender not associated with their birth sex, that person should be referred to at all times with terms appropriate to their presenting gender, regardless of their surgical status or body state (see below).

Usage Tips: Transgender Woman is appropriate for Male-To-Female persons.
Transgender Man is appropriate for Female-to-Male persons.
Transgender Person is appropriate for someone of either above types.
Transgender People is appropriate for mixed groups.

Surgical Status: Almost all transsexuals – pre-operative, post-operative or non-operative – and many transgender people are extremely sensitive about their surgical status and/or their body's physical state. Questions about this should be avoided or, if medically necessary, asked very sensitively. Moreover, this information should be considered confidential and should not be shared with others unless it is medically necessary.

Usage Tips: Regardless of their surgical status, the appropriate term for a Male-To-Female transsexual is Transsexual Woman, and for a Female-to-Male transsexual, Transsexual Man.

Avoid Aspersion by Using Quotation Marks: Never put pronouns or possessive adjectives of transgender persons in quotes. Never put their sexual orientations or genitalia in quotes.

Pronouns and Possessive Adjectives: It is extremely offensive to refer to transgender persons using pronouns and possessive adjectives that refer to their birth sex.

Usage Tips: Use pronouns and adjectives appropriate to the transgender person gender expression. If you are uncertain, ask what they prefer. Some people prefer the new pronoun ze (pronounced “zee”) in lieu of she/he, and the new possessive adjective hir (pronounced “here”) in lieu of his/her.

Self-Identification: Not all transgender people use the same terminology to describe themselves. When in doubt, just ask an individual transgender person how they wish to be identified.

Usage Tips: If you’re not sure how to address someone, just ask. Or simply use their first name or last name. It's sometimes customary for patients or clients in clinical situations to be asked by their last name when it's time to see their providers.

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Local Campus and Community Resources

Counseling Services

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

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

Campus Counseling
PO Box 550104
Birmingham, AL 35205
Education building of Southside Baptist Church, 11 Ave South at 19th Street
(205) 934-3779

UAB Resource Center
Employee Assistance/Counseling
21 Office Plaza South
2112 11th Ave South
Birmingham AL 35294-2184
(205) 934-2281

Community Resources

Gay/Straight Student Alliance at UAB
Rosie O’Beirne, advisor
e-mail: gssa@uab.edu
http://www.uabgssa.org/

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

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

Alliance for LGBT Equality at UAB
Organization for all LGBT employees and their allies
Jim Raper, 975-7732
E-mail: Alliance@uab.edu
http://www.uab.edu/alliance/

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) 871-5317;
pflag_bham@yahoo.com

BAGSLY
(Birmingham Area Gay Straight Lesbian Youth) – Ages 14-20
Meets at Unitarian Universalist Church
1st & 3rd Thursdays at 6:30
4300 Hampton Heights Drive
Birmingham, AL
(205) 945-8109
http://www.bagsly.org
Churches and Religious Organizations

*Covenant Community Church*
Rev. J. R. Finney
2205 3rd Street, NE
Center Point, AL
205-599-3363
www.covenantbirmingham.org

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

*Pilgrim Church, UCC*
2817 6th Avenue South
Birmingham, AL
205-731-0999

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

*Southside Baptist Church*
11th Ave South at 19th Street
Birmingham, AL 35205
(205) 933-8381
www.southsidebaptistbham.org

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

*Edgewood Presbyterian Church (U.S.A.)*
850 Oxmoor Road
Homewood, AL
205-871-4302
www.edgewoodpc.org

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

*Unitarian Universalist Church*
4300 Hampton Heights Drive
Birmingham, AL 35209
(205) 945-8109

*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

*Birmingham Friends Meeting (Quaker)*
4413 5th Avenue, South
Birmingham, AL 35222
205-592-0570
email: birmingham@sayma.org
www.birmingham.quaker.org

**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: David Gary
(205) 595-3159

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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
4300 Hampton Heights Drive
Birmingham, AL 35209
Contact: David Johnson, Minister
(205) 945-8109

United Methodist
Wesley Foundation
Birmingham, AL
Contact: Bobby Riggs, Campus Minister
(205) 933-8751

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

Social Groups

Freedom League Bowling
Riverview Lanes
Thursday, 8:00 PM
E-Mail: skittle1860@windstream.net

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
Lessons available
For more information call Frank or BJ
(205) 595-4414
Faculty Resources on Gay, Lesbian, Bisexual, and Transgender 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


www.uab.edu/safezone

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

http://www.ngltf.org/library/index.cfm

Educational Programs

John Younger’s page listing l/g/b/t and queer studies programs in the US and Canada contains that 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.

  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, transgerndered, 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, Javanovich
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 and 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.

www.uab.edu/safezone
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

www.aclu.org
American Civil Liberties Union (ACLU)

www.binetusa.org
BiNet USA

www.glnh.org/home.htm.
Gay & Lesbian National Hotline

www.gpac.org/
Gender PAC

www.glaad.org/index.html
Gay & Lesbian Alliance Against Defamation

www.glsen.org/
Gay, Lesbian, and Straight Education Network

www.hrcusa.org/index.asp
Human Rights Campaign

www.iglss.org
Institute for Gay & Lesbian Strategic Studies

www.lambdalegal.org/cgi-bin/pages/about/nhg
Lambda Legal Defense and Education Fund

www.nclrights.org
National Center for Lesbian Rights

www.uic.edu/orgs/lgbt/index.html
National Consortium or Directors of LGBT Resources in Higher Education

www.ngltf.org/
National Gay & Lesbian Task Force

www.scoutingforall.org/
Scouting for ALL

www.unitedagainsthate.org/main/cfm
United Against Hate

Faith & Religion

www.integrityusa.org
Gay Episcopalians

www.changinguk.freeuk.com
Gay Anglicans

www.cathedralofhope.com
Cathedral of Hope

www.dignityusa.org/
Gay Catholics

www.rainbowbaptists.org/
Gay Baptists

http://members.aol.com/wabaptists/
Gay Baptists

www.gaybuddhist.org/followindex.html
Gay Buddhists

www.wcgljo.org/index.html
Gay Jews

www.icna.org/
Gay Lutherans

www.teleport.com/~affadmin/aboutus.htm
Gay Mormons

www.al-fatih.org//
Gay Muslims

http://huriyahmag.com
Gay Pentecostals

www.ameritech.net/users/lighthse84/ngpa.html
Gay Presbyterians

www.mlpi.org/about.html
Gay United Methodists

www.umaffirm.org/
Soulsforce – Mel White

www.soulforce.org
United Church of Christ

www.coalition.simplenet.com/
Unity Fellowship (emphasis on African-Americans)

http://hometown.aol.com/UnityLA
Universal Fellowship of Metropolitan Community Churches

www.ufmcc.com/
Links to large number of faith traditions

www.gaychristians.org
Marsha Stevens-contemporary Christian music

www.BalmMinistries.com

Transgender

http://transgenderlaw.org/college/index.htm
Transgender law and policy institute

www.Youth-Guard.org/pflag-t-net
Transgender Family and Friends Support Network

http://www.ntac.org/
National Transgender Advocacy Coalition

http://www.tghrysals.com/
Chrysalis

http://http://www.ifge.org/
The International Foundation for Gender Education

Intersex

http://www.isna.org/
Intersex Society of North America

Sex: Unknown (Nova Online)
<table>
<thead>
<tr>
<th>Bisexual Resources</th>
<th>Bisexual Resource Center</th>
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<tr>
<td><a href="http://www.biresource.org/">http://www.biresource.org/</a></td>
<td>BiNetUSA</td>
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<td><a href="http://www.binetusa.org/">http://www.binetusa.org/</a></td>
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<td>Local</td>
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<td><a href="http://www.uab.edu/safezone">www.uab.edu/safezone</a></td>
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<td><a href="http://www.aglibical.org">www.aglibical.org</a></td>
<td>Association for Gay, Lesbian, and Bisexual Issues in Counseling of Alabama</td>
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<td><a href="http://www.gaybham.com">www.gaybham.com</a></td>
<td>Source for B’ham news &amp; resources</td>
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<td><a href="http://www.equalityalabama.org/">http://www.equalityalabama.org/</a></td>
<td>Equality Alabama</td>
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<td>Family Resources</td>
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<td><a href="http://altfammmmag.com">http://altfammmmag.com</a></td>
<td>Alternative Family Magazine</td>
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<td><a href="http://www.colage.org">www.colage.org</a></td>
<td>Children of Lesbian and Gays Everywhere</td>
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<td><a href="http://www.familypridecoalition.org">www.familypridecoalition.org</a></td>
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<td><a href="http://www.gayparentmag.com">www.gayparentmag.com</a></td>
<td>Gay Parent Magazine</td>
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<td><a href="http://www.pflag.org">www.pflag.org</a></td>
<td>Parents, Family, &amp; Friends of Lesbians &amp; Gays</td>
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<td>Youth Resources</td>
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<td><a href="http://nyacyouth.org">http://nyacyouth.org</a></td>
<td>National Youth Advocacy Organization</td>
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<td><a href="http://www.outproud.org">www.outproud.org</a></td>
<td>National Coalition for Gay, Lesbian, Bisexual and Transgendered Youth</td>
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<td><a href="http://www.youthresource.com">www.youthresource.com</a></td>
<td>Virtual Safezone</td>
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<td><a href="http://www.advocate.com">www.advocate.com</a></td>
<td>The Advocate</td>
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<td><a href="http://www.gayscribe.com">www.gayscribe.com</a></td>
<td>Extensive listing of Gay/Lesbian Publications</td>
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<tr>
<td><a href="http://www.lesbiannews.com">www.lesbiannews.com</a></td>
<td>The Lesbian News</td>
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<td><a href="http://www.planetout.com/pno">www.planetout.com/pno</a></td>
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<td>Special Outreach</td>
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<td><a href="http://www.lambda10.org">www.lambda10.org</a></td>
<td>GLB Greek Issues</td>
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<td><a href="http://www.deafqueer.org">www.deafqueer.org</a></td>
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<td><a href="http://www.ruralgay.com">www.ruralgay.com</a></td>
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<td><a href="http://www.glpci.org/~ssn">www.glpci.org/~ssn</a></td>
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<td>Communities of Color</td>
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<td><a href="http://www.blackstripe.com/about.html">www.blackstripe.com/about.html</a></td>
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<td><a href="http://www.youthresource.com/feat/poc">www.youthresource.com/feat/poc</a></td>
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<td><a href="http://www.indiana.edu/~arenal/pflag.html">www.indiana.edu/~arenal/pflag.html</a></td>
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<td><a href="http://spiritgatherings.org/pages/two-spirit">http://spiritgatherings.org/pages/two-spirit</a></td>
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<td><a href="http://www.llego.org">www.llego.org</a></td>
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<td><a href="http://www.blacklightonline.com">www.blacklightonline.com</a></td>
<td>Arab Lesbians</td>
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<td><a href="http://www.iglhrc.org">www.iglhrc.org</a></td>
<td>Blackstripe – GLBT People of African Descent</td>
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<td><a href="http://www.ilga.org">www.ilga.org</a></td>
<td>Gay Asian pacific Alliance</td>
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<td><a href="http://www.illi.org">www.illi.org</a></td>
<td>LGBT Youth of Color</td>
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<td><a href="http://www.planetout.com/pno">www.planetout.com/pno</a></td>
<td>Spanish PFLAG Material</td>
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<td>Miscellaneous</td>
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<td><a href="http://www.fordham.edu/halsall/pwh/index.html">www.fordham.edu/halsall/pwh/index.html</a></td>
<td>GLBT History</td>
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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

The Kids are All Right / Julianne Moore, Annette Benning, Mark Ruffalo
Milk / Sean Penn, Josh Brolin, James Franco
Brokeback Mountain / Jake Gyllenhaal and Heath Ledger
TransAmerica / Felicity Huffman
Boys Don't Cry / Hilary Swank
Philadelphia / Tom Hanks & Denzel Washington
Not Love Just Frenzy
Wilde / Stephen Fry
Boys on the Side / Whoopie Goldberg, Drew Barrymore, Mary-Louise Parker
Rites of Passage
Finding North / John Benjamin Hickey & Wendy Mekkena
Total Eclipse / Leonardo DiCaprio
Victor Victoria / Julie Andrews
Hit And Runway / Michael Parducci
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

Modern Family
Brothers and Sisters
Grey's Anatomy
True Blood
Glee
Nurse Jackie

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
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
Reference List for Campus Resources and Reporting Procedures

Faculty & Staff

Office for reporting staff work-related complaints, sexual harassment, general harassment, including bias incidents related to GLBT issues and concerns:
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

Other Resources

Chief Human Resources Offices and Staff Affirmative Action Officer –
Alesia M. Jones ........................................................................................ 934-5321

Vice President for Equity and Diversity and Faculty Affirmative Action Officer –
Dr. Louis Dale .............................................................................................. 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
Alliance for LGBT Equality at UAB, Contact Jim Raper ......................... 975-7732
Safe Zone Training, Register through Training & Development www.hrm.uab.edu

Students

Offices for reporting grievances regarding student misconduct, including sexual harassment and general harassment by another student:
Andy Marsch, Assistant VP of Student Life .............................................. 934-4175
Debbie Morgette ....................................................................................... 975-4412

Offices for reporting bias incidents, including sexual harassment and general harassment related to GLBT issues and concerns (harassment by teaching staff or other employees):
Andy Marsch, Assistant VP of Student Life .............................................. 934-4175

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, Rosie O’Beirne, Advisor ......................... 935-7805