Resource Manual

Compiled by:
Jody Cofer

Edited by:
Dr. Josh Adair and Dr. Peggy Pittman-Munke

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Material in this manual is, in part, adapted from the respective LGBT Resource Centers and Safe Zone Projects at other institutions as well as LGBT advocacy and education organizations.

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All of the Particulars

"The University Libraries are supporters of the Safe Zone Project. Libraries are meant to be havens for the free and open pursuit of knowledge. Now students can expect to learn and study in an environment that is free from discrimination of any form, in hopes that a welcoming and diverse climate will benefit all."

– Adam Murray, Dean of University Libraries

Mission

The Safe Zone Project, through education, advocacy, visibility, and skill development, supports faculty and staff to become allies for lesbian, gay, bisexual, and transgender students and colleagues. The Project is designed to radically reduce prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at Murray State University by creating a safe and affirming campus. The Safe Zone symbol sends a message that the person or unit displaying it has decided to be an active and visible ally, can be trusted to maintain confidentiality, and will respond to the individual with understanding, support, and empathy. A national program, the "safe zone" project works to spread awareness about the importance of diversity appreciation and tolerance for all people.

Definition of Safe Space

A safe space is one where an individual may be open about who he/she is free of fear. The space is respectful all people, inclusive of the LGBT community. While formalized training does not exist for MSU Safe Zone Project participants at this time, those displaying the Project's emblem designating their work area as a safe space have committed to be an ally and is one who can serve as a resource person and advisor.

Participant Eligibility

MSU faculty and staff members are invited to participate in the Project. One is not required to identify as a member of the LGBT community. Actually, most participants in the Project are allies of the community.

Participant Expectations

Participation comes with various expectations and levels of involvement that the participant can decide. At a minimum, participants agree to display the Safe Zone Project's emblem in a visible location in their office or designated workspace. This communicates to students and fellow colleagues at the institution that above all you will act with compassion, respect, and dignity. As a participant, one will have reviewed this resource manual, agreed to avoid labeling, and agreed to serve as an advocate, advisor, teacher, or mentor to students seeking support, and consult with other allies for feedback on support when needed to advise an LGBT student. Individuals are

encouraged to participate in training opportunities.

Participant Training

Training is an important component of any ally program. Beginning in 2012-2013, training opportunities will be offered. There will be one session each semester. Project participants are encouraged to take part in at least one training session and may be part of additional sessions if needed or desired. Training includes an overview of MSU's Project, remarks from an LGBT expert on the importance of ally programs and real life examples of their effectiveness, and discussion with LGBT and ally students on their perspective of the Project and its impact on their lives.

Fall 2012 Training

September 28, 2012 – 1:30 p.m.
Wells Hall room 111
Featuring Nora Spencer, Vanderbilt University

Spring 2013 Training

March 1, 2013 – 1:30 p.m.
Location TBD
Featuring Brian Buford, University of Louisville

Participant On-Campus Support and Resources

MSU-Specific

Counseling and Testing Center
270-809-6851
http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/CounselingAndTesting.aspx
The Counseling and Testing Center can provide personal and/or group counseling services. The services of the Center are confidential

E*racer* (student organization)
270-809-5040
http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/eracers.aspx
E*racer* is a confidential peer-support group for students dealing with issues involving gender identity and/or expression.

Equal Opportunity

270-809-3155

http://www.murraystate.edu/HeaderMenu/Administration/OfficeOfEqualOpportunity.aspx

The Office of Equality Opportunity works to ensure that the institution makes a good faith effort to ensure everyone is protected against discrimination and/or harassment.

Gender and Diversity Studies

270-809-4540

http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfHumanitiesAndFineArts/EnglishAndPhilosophy/UndergraduatePrograms/GenderandDiversityStudiesMinor.aspx

Offered as an academic minor, this interdisciplinary program offers students the opportunity to prepare for a diverse and competitive world in which we live. Also, graduate students may earn a certificate in Gender and Diversity Studies.

Health Services

270-809-3809

http://www.murraystate.edu/Campus/HealthServices.aspx

Health Services works to maintain, improve and promote optimal wellness of the University community.

Housing Office

270-809-2310

http://www.murraystate.edu/Campus/Housing.aspx

The Housing Office coordinates effort for the institution's on-campus living experience.

Human Resources

270-809-2146

http://www.murraystate.edu/HeaderMenu/Offices/HumanResources.aspx

The Human Resources Office coordinates employment issues, including benefits, for the institution.

LGBT Programming

270-809-5040

www.murraystate.edu/lgbt

LGBT Programming, a program of Student Affairs, works to raise the visibility of the LGBT/allied community and to coordinate programming and campus-based services.

Marvin Mills Multicultural Center

270-809-6836

http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/MulticulturalAffairs.aspx

The Mills Center advocates and encourages a campus environment that embraces diversity and helps each student grow personally and academically.

MSU Alliance (student organization)

270-809-5040

http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/alliance.aspx

MSU Alliance is an inclusive organization that serves the LGBT and straight ally community through education, advocacy, and social programming.

President's Commission on Diversity and Inclusion

270-809-3763

http://www.murraystate.edu/HeaderMenu/Administration/PresidentsOffice/PresidentsCommissions/PresidentsCommissionDiversityInclusion.aspx

The Commission has wide-ranging leadership responsibility for planning, developing, improving and evaluating MSU's overall diversity efforts.

Psychological Center

270-809-2992

http://www.murraystate.edu/academics/CollegesDepartments/CollegeOfHumanitiesAndFineArts/Psychology/PsychologicalCenter.aspx

The Center provides services performed by graduate students in clinical psychology under the supervision of licensed psychologists.

Student Life Handbook

270-809-6831

http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/Handbook.aspx

Coordinated by Student Affairs, the *Student Life Handbook* contains official policy for the MSU student body.

University Libraries

270-809-2053

http://lib.murraystate.edu/

During 2010 and 2011, a book drive was coordinated by MSU Alliance in partnership with the University Libraries resulting in tremendous success. Most of the books collected were ultimately placed into circulation with the University Libraries and designated part of the MSU Alliance Collection, an initiative of the

President's Commission on Diversity and Inclusion. These books may be accessed through the regular circulation process.

Women's Center

270-809-3140

http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/WomensCenter.aspx

The Women's Center offers resources and services to assist women in facing the new challenges, opportunities, and demands which are encountered in today's ever-changing society.

Local and Statewide

City of Murray Human Rights Commission

http://www.murrayky.gov/boards/humanrights.htm

Council on Postsecondary Education (CPE) Committee on Equal Opportunities (CEO)

http://www.cpe.ky.gov/committees/ceo/

Eastern Kentucky University Pride Alliance

http://www.pridealliance.eku.edu/

Heartland Cares, Inc.

http://hcares-org.doodlekit.com/home

Kentucky Commission on Human Rights

http://www.kchr.ky.gov/

Kentucky Fairness Alliance

www.kentuckyfairness.org

University of Kentucky's Gay-Straight Alliance

http://getinvolved.uky.edu/register/Search/Details.aspx?Id=1d340a26-2706-4832-9d11-4ab81293ebc7

University of Louisville's Office of LGBT Services

http://louisville.edu/lgbt/

National

BiNet USA

www.binetusa.org

Campus Pride
http://www.campuspride.org/

Consortium of Higher Education LGBT Resource Professionals
http://www.lgbtcampus.org/

Equality Federation
www.equalityfederation.org

Gay and Lesbian Straight Education Network (GLSEN)
www.glsen.org

Gay and Lesbian Task Force
www.thetaskforce.org

Human Rights Campaign (HRC)
www.hrc.org

National Center for Lesbian Rights
http://www.nclrights.org

National Center for Transgender Equality
http://transequality.org/

Parents, Families and Friends of Lesbians and Gays (PFLAG)
www.pflag.org

Soulforce
http://www.soulforce.org/

Transgender Law and Policy Institute
www.transgenderlaw.org

Sign-Up Instructions

Individuals wishing to participate can sign-up in a few steps. They should do the following:

1) Confirm their eligibility to participate,

2) Review this resource manual,

3) Pose any questions you may have to the contacts listed below, and

4) Complete the online participation form at http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/safe_zone.aspx.

After completing these steps, you will be sent a Safe Zone Project emblem via ground mail to display. You will be added to the Blackboard Module utilized to communicate with Project participants and the participant listing posted online and in this resource manual.

Contacts

Safe Zone Project Administration

Jody Cofer
226b Wells Hall
270-809-5040
jcofer@murraystate.edu

Jody Cofer serves as Lesbian, Gay, Bisexual, and Transgender (LGBT) Program Coordinator and Undergraduate Research and Scholarly Activity (URSA) Program Coordinator at Murray State University (MSU). As LGBT Program Coordinator, Jody coordinates educational programming and services for the LGBT and ally community, develops partnerships to educate the University community on issues that LGBT individuals confront and the contribution these individuals make to a diverse campus community, and represents LGBT issues at Murray State among internal and external professional groups relative to diversity. As URSA Program Coordinator, Jody manages initiatives that engage undergraduate students in high-impact, faculty-mentored experiences better preparing them for graduate study and/or competitive careers.

Also, Jody is a member and former Co-Chair of the MSU President's Commission on Diversity and Inclusion. During the 2009 and 2010 academic years, Jody co-coordinated the creation of the institution's 2011-2015 Diversity Plan. Jody currently serves as Board Co-Chair of the Equality Federation, the organization for state-based LGBT advocacy organizations. In 2011, Mayor Bill Wells of Murray asked Jody to serve on the Murray Human Rights Commission. Today, Jody serves as chairperson of that Commission. Jody is an alumnus of MSU.

Dr. Josh Adair
7B-14 Faculty Hall
270-809-4540
jadair1@murraystate.edu

Joshua Adair is an assistant professor in the Department of English and Philosophy. He also coordinates the MSU Reading Experience and the Gender and Diversity studies program. His recent publications include a chapter in Amy K. Levin's edited collection *Gender and Sexuality in Museums: A Reader* (Routledge 2010) entitled "House Museum or Walk-In Closet? The (Non)Representation of Gay Men in the House Museums They Called Home," and "A Love That Cares Not Speak Its Name: Clive Durham as Narrative Guide in E. M. Forster's *Maurice*," which appeared in the 2010 volume of the *SKASE Journal of Literary Studies*. Adair's current research focuses upon narratives of queer domesticity in the works of Gladys Taber. Adair hosts anti-hate and

gender/sexuality workshops on campus each semester and has been educating students about LGBT history and issues for over a decade.

Emergency Incidents Relating to Physical Harm or Concern

MSU Public Safety and Emergency Management
Public Safety Building
270-809-2222
msu.publicsafety@murraystate.edu

Role of an Ally

"Having attended a college with no "out" students, faculty, or staff, I empathize with the feelings of isolation and alienation that young LGBT people frequently face. I participate in (and advocate for) the Safe Zone Project because I want all students, faculty, and staff to feel included, valued, and above all, safe." - Dr. Josh Adair, Assistant Professor of English and Coordinator of the Gender and Diversity Studies Program

Definition of an Ally

An ally at MSU is any faculty or staff member that approaches issues relative to diversity and inclusion with an open mind. As it relates to issues dealing with sexual orientation and/or gender identity/expression, an ally is someone that has a desire to address inequitable situations even if it means doing so in a public manner. Finally, an ally believes that the LGBT community enriches the diversity of the MSU campus climate and further believes that marginalization of that community has no place at MSU.

A misconception associated with becoming an ally is that one must be an expert on LGBT issues. This is certainly not the case. Further, an ally is not a professionally trained counselor.

Benefits of Being an Ally

The benefits of being an ally are endless and very enriching. As an ally, you expand your own knowledge base on LGBT issues. It has often been said that one of the most fulfilling things we can do in our lives is spend time with people that are different than ourselves. Otherwise, we would all look, act, and think the same. Serving as an ally opens one up to a wider range of people providing the opportunity to learn things you might not otherwise be exposed to. Some estimates indicate the LGBT community makes up 10% of the world's population. Your efforts as an ally may have an impact on someone around you, a friend, colleague, or student, who finds a greater value in their own life and/or comes to understand something about themselves that they have been struggling with.

- Expand your knowledge
- Positively impact those around you

Challenges for an Ally

There are some challenges – some perceived and some real – of being an ally. These issues often arise when someone is trying to decide whether or not to participate as an ally. Sometimes individuals that identify as straight may find others speculating about their sexual orientation or gender identity. The challenge of being labeled "by association" is something some people find uncomfortable. As in any workplace and on a variety of issues, due to the stereotyping and marginalization that still takes places towards the LGBT community, you may become the subject of gossip for your service as an ally. Sadly, this work still has many uphill battles ahead and that requires strong voices from inside and outside the LGBT community. Allies are sometimes criticized by those who oppose or simply do not agree with offering assistance to the LGBT community. This criticism can sometimes be followed with subtle forms of discrimination. An ally's own personal character may be questioned. Finally, there may be some LGBT people that do not accept someone that identifies as straight as an ally at face value. This usually stems from negative past experiences and can usually be overcome through time and positive effort.

Glossary of Terms

"*When I fly the Safe Zone flag, I'm thinking of solidarity and shared identity.*"
- Dr. Ann Beck, Associate Professor of Government

These terms and definitions are always evolving and often mean different things to different people. They are provided below as a starting point for discussion and understanding.

Ableism: The pervasive system of discrimination and exclusion that oppresses people who have mental, emotional and physical disabilities.

Ageism: Any attitude, action, or institutional structure which subordinates a person or group because of age or any assignment of roles in society purely on the basis of age.

BDSM: Bondage and Discipline, Dominance and Submission, Sadism and Masochism. BDSM refers to a wide spectrum of activities and forms of interpersonal relationships. While not always overtly sexual in nature, the activities and relationships within a BDSM context are almost always eroticized by the participants in some fashion. Many of these practices fall outside of commonly held social norms regarding sexuality and human relationships.

Bear Community: a part of the queer community composed of queer men similar in looks and interests, most of them big, hairy, friendly and affectionate. The community aims to provide spaces where one feels, wanted, desired, and liked. It nourishes and values an individual's process of making friends, of learning self-care and self-love through the unity and support of the community. Bears, Cubs, Otters, Wolves, Chasers, Admirers and other wildlife comprise what has come to be known as the Brotherhood of Bears and/or the Bear community.

Biphobia: fear or hatred of people who are bisexual, pansexual, omnisexual, or nonmonosexual. Biphobia is closely linked with transphobia and homophobia.

Bisexual: A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.

Coming Out: "Coming out" describes voluntarily making public one's sexual orientation or gender identity. Terms also used that correlate with this action are: "Being out" which means not concealing one's sexual orientation or gender identity, and "Outing, " a term used for making public the sexual orientation or gender identity of another who would prefer to keep this information secret.

Cisgender: a gender identity, or performance in a gender role, that oneself and/or society deems to match a person's assigned sex at birth. The prefix cis- means "on this side of" or "not across." A term used to call attention to the privilege of people who are not transgendered.

Cross Dresser (CD): A word to describe a person who dresses, at least partially, as a member of a gender other than their assigned sex; carries no implications of 'usual' gender appearance, or sexual orientation. Has replaced “Transvestite”

Drag King: A person (often a woman) who appears as a man on a temporary basis generally in reference to an act or performance.

Drag Queen: A person (often a man) who appears as a woman on a temporary basis generally in reference to an act or performance.

FTM (F2M): Female-to-male transsexual/transgender person.

Gay: A person whose primary sexual and affectional orientation is toward people of the same biological sex; can be as an umbrella term for men and women.

Gender: The expression or behavior of a person qualified by society as masculine, feminine, androgynous or any mix thereof. Fundamentally different than biological sex or, in the case of intersex people, the sex assigned at birth.

Gender Nonconforming(GNC): people who do not subscribe to gender expressions or roles expected of them by society.

Gender Queer: A person whose gender identity and/or gender expression falls outside of the cultural norm for their assigned sex.

Gender Variant: A person who varies from the expected characteristics of his/her biological sex.

Heterosexism: The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay and bisexual people while it gives advantages to heterosexual people. It is often a subtle form of oppression which reinforces realities of silence and invisibility.

Heterosexuality: A sexual orientation in which a person feels physically and emotionally attracted to people of a biological sex other than their own.

Homophobia: The irrational hatred and fear of LGBT people. In a broader sense, any disapproval of LGBT people at all, regardless of motive. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred. It occurs on personal, institutional, and societal levels. Homophobia is closely linked with transphobia and biphobia.

Homosexuality: An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender. Historically, it was a term used to pathologize gay and lesbian people.

Internalized homophobia: The fear and self-hate of one's own lesbian, gay or bisexual identity, that occurs for many individuals who have learned negative ideas about LGBT people throughout childhood. One form of internalized oppression is the acceptance of the myths and stereotypes applied to the oppressed group.

Intersex: People who naturally (that is, without any medical intervention) develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. Many visibly Intersex people are mutilated in infancy and early childhood by doctors to make their sex characteristics conform to their idea of what normal bodies should look like. Intersex people are relatively common, although the society's denial of their existence has allowed very little room for intersex issues to be discussed publicly.

Leather community: A community, which encompasses those who are into leather, sado-masochism, bondage and domination, uniform, cowboys, rubber, and other fetishes. Although the leather community is often associated with the queer community, it is not a "gay-only" community.

Lesbian: A woman whose primary sexual and affectional orientation is toward people of the same gender.

LGBT: Abbreviation for Lesbian, Gay, Bisexual, and Transgender. An umbrella term that is used to refer to the community as a whole.

MSM: an abbreviation for men who have sex with men; they may or may not identify as gay.

MTF (M2F): Male-to-Female transsexual/transgendered person.

Nonmonosexual: people who are attracted to more than one gender.

Pansexual, Omnisexual: Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.

Queer: This term has different meanings to different people. Some still find it offensive, while others reclaim it to encompass a broader range of non- or anti-heterosexual identities, politics, and histories.

Oppression: exists when one social group, whether knowingly or unconsciously, exploits another social group for its own benefit.

> Individual Level: beliefs or behaviors of an individual person; conscious or unconscious actions or attitudes that maintain oppression.

Institutional Level: institutions such as family, government, industry, education, and religion are shapers of, as well as shaped by, the other two levels. The application of institutional policies and procedures in an oppressive society run by individuals or groups who advocate or collude with social oppression produces oppressive consequences.

Societal/Cultural Level: society's cultural norms perpetuate implicit and explicit values that bind institutions and individuals; cultural guidelines, such as philosophies of life, definitions of good, normal, health, deviance, and sickness, often serve the primary function of providing individuals and institutions with the justification for social oppression.

Racism: The systematic subordination of targeted racial groups (Blacks, Latinos, Native Americans, Chicanos, API, etc.) who have relatively little social power in the United States, by members of the agent racial group who have relatively more social power (Whites).

Same Gender Loving: a term used by some African American folks who love, date, have attraction to people of the same gender.

Sex: a categorization based on the appearance of the genitalia at birth.

Sexism: The cultural, institutional, and individual set of beliefs and practices that privilege men, subordinate women, and denigrate values and practices associated with women.

Sexuality: The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, etc.

Sexual Orientation: Sexual Orientation is an enduring emotional, romantic, sexual or affectional attraction to another person. Sexual orientation is fluid and people use a variety of labels to describe their sexual orientation.

Transphobia: the fear or hatred of transgender people or people who do not meet society's gender role expectations. Transphobia is closely linked with homophobia and biphobia.

Transgender: used most often as an umbrella term, some commonly held definitions 1. Someone whose behavior or expression does not match their assigned sex. 2. A gender outside of the man/woman binary. 3. The condition of having no gender or multiple genders. 4. Some definitions include people who perform gender or play with it.

Transsexual: A person who lives full-time in a gender different than their assigned birth sex with a desire or having already completed surgery to become that gender.

Transvestite: This is an outdated and problematic term due to its historical use as a diagnosis for medical/mental health disorders. Literally means cross-dresser.

Two Spirit: Many Native American Tribes have three, five or even seven genders. These dual-gendered people, or "two-spirited" are viewed differently in different Native communities. Sometimes they are seen without stigma and considered emissaries from the creator, treated with the deference and respect, or even considered sacred – but this is not always the case. "Two-Spirit" is the closest thing to an appropriate umbrella term of referring to these gender traditions among Native peoples. However, there are a variety of definitions and feelings about the term "two spirit."

Womyn: some womyn spell the word with a "y" as a form of empowerment to move away from the "men" in the "traditional" spelling of women.

(Courtesy of the LGBT Resource Center at the University of California at Davis)

Best Practices

"*If we create hateful environments, if we do not believe in others' rights to feel accepted, if we deny other people the rights we expect for ourselves then what kind of human beings are we? Creating areas, Safe Zones, where people know that they are welcome to express their minds, fears, emotions without being judged is one of the much needed constructive steps to arrive at a better place in our society. I wish we did not need them.*" - Fügen Muscio, Coordinator of Institutional Research

What To Do When Someone Comes Out to You

When someone comes out to you, it can be a difficult time and your initial response can be very important. It is common for people to debate for some length of time whether or not to discuss the matter with you, often times playing out various scenarios in their head about how the conversation is likely to go.

Below are things to keep in mind when this happens:

- Listen. Coming out is often the result of years of coming to terms with one's self, and the fact that they have decided to tell you means that they want to include you in their life.
- Remain neutral and non-judgmental. They've come to you because they trust you, this should not be seen as the time to advocate a particular way of life or discuss the moral ramifications of being LGBT.
- Ask sensitive questions and be willing to learn. Avoid questions that imply that there is something wrong with being LGBT, such as "Have you seen somebody about this issue?" Also, avoid questions that would have been considered rude within the relationship before this disclosure.
- Be supportive. Let them know that you are there to talk with, or listen. For those just coming out, they may need resources that you will find in the back of this resource manual. Being supportive means being open-minded.
- Don't ignore it. Make an effort to take an interest in this part of their lives; they came to you because they are tired of living in secrecy.
- Don't make their sexuality the extent of your interactions. It is important to remember that this person has not changed, you may be shocked by their revelation, but they're the same person as before.
- Be honest and open. It's okay to admit that you don't know everything about this subject, or even anything. It is also okay to be uncomfortable with this subject, just be honest! Your discomfort with the subject may come across as discomfort with the person or their sexuality. If you feel uncomfortable you can suggest that they speak to someone more educated on the subject.
- Keep it confidential: This is not yours to reveal to others. Show the person you are trustworthy, and let that person decide if and when to tell certain people.

Though he or she has not changed, the information now confronts you and your own feelings about LGBT people. Make that your issue and take responsibility for educating yourself, rather than putting it on the LGBT person.

<u>Referring someone should be done in a constructive, positive way.</u>

- It took a lot of courage for them to come to you, don't desert them!
- If they are struggling beyond your skills to help them, encourage them to speak to a counselor with the understanding that their problem is not being LGBT but the pressures put on LGBT people because of homophobia. Be sure to convey

to them that counseling is a tool for their use and not that there is something wrong with them.
- Communicate that you are not abandoning them, invite them to return anytime.

Because of societal pressures to be straight, some LGBT people experience isolation and depression.

Warning signs to watch out for:
- Has the student stopped going to class?
- How are his/her grades?
- Are they working? How is that going?
- Are there changes in daily functions such as:
    - sleeping more or less than usual
    - crying
    - weight gain or loss
    - stopped participating in activities they used to enjoy
    - talk about excessive partying or substance use
- Refer to counseling anyone who voices suicidal thoughts or feelings

(Courtesy of the LGBT Resource Center at the University of California at Davis)

Make Your Curriculum Inclusive

There are numerous opportunities to make your curriculum more LGBT-inclusive. Below are things to consider to do this:

- Include LGBT history. Raise the visibility of LGBT people and communities by providing students with concrete examples of LGBT people in history and LGBt-related historical events. For example, when teaching about the Holocaust or about civil rights movements, be sure to include the persecution, struggles and successes of the LGBT community. You can show documentary films to teach about important leaders and events in LGBT history.
- Include diverse families. Whenever possible, include examples of diverse families, including same-sex couples and LGBT parents, whenever referencing families in the classroom.
- Use LGBT-inclusive literature. It is important for students to see themselves reflected in curriculum. Using LGBT inclusive literature will help create a welcoming space for LGBT students, as well as promote respect and acceptance among students.
- Celebrate LGBT events. Celebrating LGBT events can help LGBT students feel included.

(Adapted from *The Safe Space Kit: Guide to Being an Ally to LGBT Students* produced by the Gay, Lesbian, Straight Education Network)

Support Student Organizations

Student Organizations

For many LGBT students, student organizations offer important support. These organizations are student-led and work to address the needs and priorities of the LGBT/allied student community. These organizations can take different forms spanning from providing services, coordinating advocacy efforts, and providing peer-support. Sometimes the services offered by these organizations:

- Workshops and panels-type discussions
- Film showings
- Peer counseling
- Social events
- Awareness weeks
- Policy and practice advocacy

At MSU, two student organizations exist specifically for the LGBT and allied student community. They are:

E*racer*

http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/eracers.aspx

E*racer* is a confidential peer-support group for students dealing with issues involving gender identity and/or expression.

MSU Alliance

http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/alliance.aspx

MSU Alliance is a gay-straight organization that serves the LGBT and allied student community through education, advocacy, and social programming.

Hybrid Student/University Programming

In 2009, a collaborative program was launched to serve as a LGBT and allied community book club. Support for this program was provided by the Office of Multicultural Affairs and the Office of the Provost. While it is not a true student organization, many of its participants are and its discussions on related-topics resemble a type of service often found in student organizations.

Stonewall Scholars

http://murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/stonewallScholars.aspx

Stonewall Scholars provides participants access to various publications and films on LGBT and related topics. The group meets bi-weekly to discuss these topics and explore the issues.

Greek Life

Another type of student organization is those that are part of Greek life. These organizations have long played a visible and engaged role in campus life at MSU. These organizations promote service, leadership, and bonding with fellow students in ways that create lifelong networking opportunities. Unfortunately, Greek life has historically not been the most accepting aspect of campus life for the LGBT community. This is true worldwide. Certain types of programmatic work done by these organizations can be mutually beneficial for all student participants, inclusive of LGBT individuals. That said… much of Greek life programming is built on the building of interpersonal relationships. As it relates to Greek social events often place an emphasis on opposite gender dating relationships (Hughes, 1991). This can place members of the LGBT community in a position where they do not feel included or that they must mask themselves from their Greek brothers and sisters.

Much progress has been made on educating Greek organizations on diversity-related issues in recent years. Yet, much work remains undone. This work remains somewhat sluggish due various reasons, one being outside interests mainly being alumni. According to Hughes, “For many alumni, such contemporary issues as diversity and tolerance were not part of their undergraduate experience… The alumni is put in the position of responding to his or her own personal biases and prejudices concerning homosexuality for the first time, in a very public forum…” (p. 103).

Greek organizations have proven they can tackle issues and create proud traditions over the decades worldwide. Diversity training that is inclusive of the LGBT community should be developed for Greek organizations at MSU and beyond.

Today, there are some Greek organizations forming specifically for LGBT students, but none currently operate at MSU.

Ongoing Actions

1. Confronting Oppression

   a. Politely confronting anti-homosexual joke tellers, but not pushing it
   b. Deciding to participate in activities regardless of what others will think
   c. Mediating between people with differing opinions.

2. Growing as an Ally

   a. Reading books on LGBTI issues
   b. Being aware of issues that minorities face
   c. Joining organizations that support LGBTI people
   d. Educating yourself instead of waiting for LGBTI people to teach you
   e. Making yourself aware of individuals, organizations, agencies, staff, faculty, and courses that deal with issues of oppression.

3. Challenging Oppression

   a. Educating others
   b. Engaging people in dialogue about sexual minority issues (or presenting programs, incorporating material into a class presentation, making handouts or posters, inviting LGBTI speakers to your group)
   c. Confronting not just obviously homophobic comments but also comments of the nature of "I am not prejudiced, but...."

4. Joining an Ally Support Network

5. Challenging Heterosexist Systems

   a. Working to change heterosexist institutional practices, such as
   i. Teachers working for an inclusive family life curriculum
   ii. Administrators allowing live-in domestic partners for those with on-campus jobs.
   iii. Employers extending benefits to domestic partners
   b. Opposing candidates who oppose LGBTI civil rights
   c. Training staff to be sensitive to LGBTI people and issues.
   d. Refusing to buy products and support corporations that do not have inclusive non-discrimination and domestic partnership policies.

6. Explore limitations of being an ally.

   An important part of being an ally is knowing and understanding our limitations. Explore areas in which you have privilege (heterosexual privilege, white privilege etc.) and how that plays into being an effective ally.

Source: Dr. Ladelle McWhorter, 1996
(Courtesy of the LGBT Resource Center at the University of California at Davis)

Bisexual Community

Within the LGBT community, less scholarship has existed on the bisexual and transgender community. Sexuality runs along a continuum and can change over a person's lifetime. Because of this, in part, the bisexual community is open to many myths and criticisms.

Myths about the Bisexual Community:

- Bisexuals are either gay or straight because bisexuality really does not exist. While it is true that some people pass through a period in their life when they are becoming comfortable with their sexuality, bisexuality is a legitimate sexual orientation.
- Bisexuals are hypersexual swingers and are not monogamous. Promiscuity is no more prevalent in the bisexual population than in other groups of people.
- Bisexuals get the best of both worlds. Actually, the combined effort of homophobia and heterosexism can deliver extreme marginalization for bisexuals.

(Adapted, in part, from the *Safe Zone Training Manual* at San Diego State University. Originally adapted from: Wall, Vernon A. and Nancy J. Evans (eds.) "Using Psychological development theories to understand and work with gay and lesbian persons" *Beyond Tolerance: Gays,Lesbians and Bisexuals on Campus*. American College Personal Association. 1991.)

Transgender Community

Transgender is an umbrella term. This often describes someone whose behavior or expression does not match their assigned sex or someone that's gender is outside the man/woman binary.

How might I best support transgender people?

- Be supportive of transgender people utilizing their preferred pronoun and name.
- Remember the transgender community when announcing and/or planning events. Often times, events that are targeted towards "men" or "women" might cause a transgender person to feel they do not belong. "All genders welcome" is a support statement to use.
- Be sensitive to gendered spaces. Bathrooms and locker rooms can be places where transgender people can have a heightened potential for embarrassment or violence.
- People make mistakes and that is no different when an ally is working with the transgender community. If you make a mistake, apologize and move on.

Myths about the Transgender Community:

- All of the transgender community is gay. The simple truth is that gender identity has very little to do with sexual orientation.
- All of the transgender community wants to change their sex. Some people do and some people do not. Whether an individual proceeds with procedures to modify their bodies is totally up to them.
- Transgender people are mentally disturbed. While many transgender people face harsh marginalization for being who they are causing high levels of anxiety and stress, many live meaningful and purpose-driven lives.

(Adapted, in part, from the *Safe Zone Training Manual* produced by BiLaGa at Worchester Polytechnic Institute)

Safer Sex and Other Health-Related Items

The promotion of safer sex practices is important on university campuses. Providing sexually active people with appropriate information about Sexual Transmitted Infections (STI's) and protection (condoms, dental dams, etc.) is vitally important. At MSU, many campus-based entities play a role in this work spanning university departments and student organizations. It is common to see safer sex projects and campaigns engaging the community in high-traffic areas on campus such as in the Curris Center and Faculty Hall.

Specifically, MSU's Health Services is available to enrolled students and fulltime faculty and staff members. More information about Health Services can be found online at http://www.murraystate.edu/Campus/HealthServices.aspx.

HIV and AIDS

One area frequently discussed regarding health-related issues in the LGBT community is Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS).

HIV can be transmitted through certain body fluids: blood, semen, vaginal secretions and breast milk. There is no evidence that the virus is transmitted through saliva, tears or sweat. HIV enters the body through mucous membranes (the lining of the rectum, the walls of the vagina, or the inside of the mouth and throat) or through direct contact with the bloodstream. The virus cannot enter through the skin, unless the skin is broken or cut and another person's infected body fluids enter the bloodstream. The virus cannot be transmitted through the air by sneezing or coughing. This is why there is absolutely no danger in casual contact with people with HIV.

AIDS is a condition believed to be caused by a virus called HIV. This virus attacks the immune system, the body's "security force" that fights off infections. When the immune system breaks down, you lose this protection and can develop many serious, often deadly infections and cancers. These are called opportunistic infections because they take advantage of the body's weakened defenses. You may have heard it said that someone "died of AIDS." This is not entirely accurate, since it is the opportunistic infections that cause death. AIDS is the condition that lets the other bad stuff inside.

(Adapted, in part, from the *Safe Zone Training Manual* produced by BiLaGa at Worchester Polytechnic Institute. Originally Modified from: *Gay Men's Health Crisis. http://www.gmhc.org/basics*)

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Gay, Lesbian, Straight Education Network. (2009). The Safe Space Kit: Guide to Being an Ally to LGBT Students. Retrieved from http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1511-4.pdf

Hughes, M.J. (1991). Addressing gay, lesbian, and bisexual issues in fraternities and sororities. In N. Evans & V. Wall (Eds.), *Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus* (pp. 195-204). Lanham: University Press of America.

San Diego State University. (2009). Safe Zone Training Manual. Retrieved from http://newscenter.sdsu.edu/lgbtq/files/00378-szmanual.pdf

University of California-Davis. (2011). Safe Zone Resource Manual. Retrieved from http://lgbcenter.ucdavis.edu/lgbt-education/Safe%20Zone%20Packet4website.doc

Worchester Polytechnic Institute. (2003). Safe Zone Resource Manual. Retrieved form http://users.wpi.edu/~alliance/safezone-manual-2003.pdf

Resource Manual Appendix

Current Participants

The most up-to-date version of the Project's participation list can be found online at: http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/lgbt/safe_zone.aspx. The list enclosed is date 9/20/2012.

Unit Participants (all offices/individuals are participants - individuals in these units are not named in the list that follows)

- English and Philosophy, Chair Staci Stone
- Psychology, Chair Patricia Long
- Study Abroad Office, Associate Director for Education Abroad Melanie McCallon
- University Counseling Services (Includes: the Women's Center, the Counseling Center, and the Testing Center), Director Angie Trzepacz
- University Libraries, Dean Adam Murray

Individual Participants

Last Name	First Name	Department/Office
Alexander	Constance	Teacher Quality Institute
Allen	Charley	University Communications
Allen	David	Early Childhood and Elementary Education
Amundson	Kara	Women's Tennis Coach
Avery	William	Regents RD
Baker	Sonya	Music and Dean's Office, Humanities and Fine Arts
Balthrop	David	Theatre
Barnett	Cindy	Modern Languages
Basile	Michael	Educational Studies, Leadership, and Counseling
Battle	Martin	Gov't., Law, and Int'l. Affairs
Beahan	Charlotte	History
Beaver	Jeanne	Art and Design
Beck	Ann	Gov't., Law, and Int'l. Affairs
Bloomdahl	Susana	Educational Studies, Leadership, and Counseling
Bodevin	Leon	Modern Languages
Bolin	Duane	History
Brookhiser	Judy	Wellness and Theraputic Sciences
Brown	Barry	Economics and Finance
Brown	Meg	Modern Languages
Brown	Ted	Dean's Office, Humanities and Fine Arts
Byrd	Scott	Sociology
Callahan	Kathy	History
Campoy	Renee	Dean's Office, Education
Chavis	Llena	Health Sciences and Human Services

Chen	Si	Computer Science
Choate	Gloria	Institutional Research
Cofer	Jody	Undergraduate Research
Crofton	John	Physics and Engineering
Crosier	Amy	Purchase Area Health Education Center
D'Ambrosio	Mike	Music
Derting	Terry	Biology
Doering	Natalie	Health and Physical Education
Dougherty	Dick	Art and Design
Duncan	Renae	Provost's Office
Dunham	Marty	Educational Studies, Leadership, and Counseling
Dunn	Randy	President's Office
Ebert	Reika	Modern Languages
Elliott	Cynthia	Counseling
Evans	Misty	Basic Ed.
Ferreira	Bertus	Criminal Justice
Field	Tana	Music
Fuller	Claire	Biological Sciences
Galloway	Mark	Institute for International Studies
Garfinkel	Sandra	Development
Gierhart	Greg	Early Childhood and Elementary Education
Glover	Tom	Gov't., Law, and Int'l. Affairs
Graham-Schneider	Lissa	Theatre
Greer	Bobbie	Continuing Ed
Grieves	Justin	Mathematics and Statistics
Gutwirth	Sarah	Art and Design
Karim	Tracy	English as a Second Language
Jones	Matt	Bursar’s Office
Lyle	Judy	Health Services
Martin	Robert	Biological Sciences
McCallon	Melanie	Institute for International Studies
McCutchen	Pat	Sociology
McNeely	Bonnie	MGT/MKT/Business Admin
McNeely	Sam	MGT/MKT/Business Admin
Messer	Neal	Modern Languages
Miller	Fred	MGT/MKT/Business Admin, Global Studies Program
Montgomery	Rev. David	Ministry Open To All and Youth and Nonprofit Leadership
Morgan	Janice	Modern Languages
Mulligan	Bill	History
Munke	Peggy	Social Work

Murray	Lilia	Center for Teaching, Learning, & Technology
Muscio	Fugen	Institutional Research
Ortega	Heidi	Theatre
Patel	Samir	Educational Studies, Leadership, and Counseling
Patterson	Lynn	Early Childhood and Elementary Education
Pearson	Kelly Jeanne	Mathematics and Statistics
Perlow	Michael	Nursing
Phillipy	Darryl	Theater
Pizzo	David	History
Pizzo	Robyn	Study Abroad
Rashid	Taufiq	History
Rea	Stephanie	Music
Reed	Mary Tripp	Economics and Finance
Richerson	Ginny	Adolescent, Career, and Special Education
Robertson	Don	Student Affairs
Robinson	Julie	University Libraries
Roe	Lori	Geosciences / Institutional Effectiveness
Saint Paul	Therese	Modern Languages
Schrock	Peggy	Art and Design
Smith	Ramona	Comp. Science and Information Systems
Spinda	John	Organizational Communication
Steffa	John	Music
Strieter	Terry	History
Swisher	Eric	Music
Taylor	Jennifer	Counseling
Thomas	Elizabeth	PR, Advertising, and Social Media
Thome	Edward	Mathematics and Statistics
Thompson	Linda	Modern Languages
Tillson	Lou	Organizational Communication
Toering	Kayla	RD, Springer College
Totty	Stephanie	Center for Undergraduate Business Advising
Trzepacz	Angie	University Counseling Services
Trzepacz	Chris	Biological Sciences
Utgaard	Bentley	Office of Regional Outreach
Utgaard	John	Art and Design
Waag	Mike	Modern Languages
Weber	Carolyn	Adolescent, Career, and Special Education
Watters	Amy	Bursar’s Office
Williams	Jenilee	Organizational Communication
Williams	Pat	Agriculture
Wylie	Jeffrey	Social Work
Young	Jennifer	Recruitment

Young Mike Student Affairs

Additional Literature and Resources

Safe Zone Specific

Ballard, S., Bartle, E., & Masequesmay, G. (2008). *Finding queer allies: The impact of ally training and safe zone stickers on campus climate*. Retrieved October 3, 2011 from http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED517219

This research report is from a 2002-2007 study on the impact of ally training and safe zone stickers at a large public university in California. Surveys were conducted and qualitative and quantitative results were analyzed. The study found that students did not necessarily feel safer from seeing a safe zone sticker displayed and that the overall campus climate was generally not supportive for LGBT students. The program was found beneficial in increasing knowledge about the community among the school, but beyond a basic understanding it did not move hearts and minds. Additional training and programs are recommended to take the community to the next level at the institution studied.

Conoley, J. (2008). Sticks and stones can break my bones and words can really hurt me. *School Psychology Review*, 37 (2). Retrieved October 3, 2011 from http://www.nasponline.org/membership/..%5Cpublications/spr/pdf/spr372conoley.pdf

This article discusses homophobic bullying in elementary, secondary, and higher education school environments. The author opens with telling a horrific story that resulted in the death of a student for having an openly gay appearance. Educators can engage in fairly simple responses to curb homophobic bullying if there is willingness and support from administrators.

Draughn, T., Elkins, B., & Roy, R. (2002) Allies in the struggle: Eradicating homophobia and heterosexism on campus. *Addressing Homophobia and Heterosexism on Campus.* Retrieved October 24, 2011 from http://books.google.com/books?id=8iQRk_wam1EC&pg=PA12&dq=lgbt+safe+zone&hl=en&ei=NH3JTqKGLtDBgAfJttE2&sa=X&oi=book_result&ct=result&resnum=7&ved=0CFIQ6AEwBg#v=onepage&q=lgbt%20safe%20zone&f=false

The authors of this piece believe that launching a safe zone program is one of the first steps an organization should consider to make their campuses more inclusive. A foundation of experiences faced by LGBT students is offered ranging from social prejudices up to the most extreme cases; hate crimes. Universities have a wide-variety of opportunities to make their campuses more inclusive. Safe zone programs are one way to implement an institution-wide program.

Gay, Lesbian, and Straight Education Network, (2009). *Safe space kit*. Retrieved October 3, 2011 from http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED512337

From GLSEN, this publication is a guide for educators to create safe spaces for LGBT students. It sets the stage with challenging readers to first question their own beliefs and to understand the prejudices they may bring to the conversation without even realizing it. The importance of "visible" support is discussed and anti-bullying policies.

Goody, A.E. & de Vries, J. (2002). Straight talk about queer issues. *Research and Development in Higher Education, 25* (274 – 281). Retrieved November 6, 2011, from http://www.equity.uwa.edu.au/equity/__data/page/59306/Straight_Talk_Goody_deVries.doc

This article from two faculty members at the University of Western Australia discusses the role of higher education in addressing diversity issues. It discusses the traditional framework of diversity work around gender, race, and disabilities. It further discusses the role that institutions of higher education can sometimes have in oppressing the LGBT community. One way of responding to this practice and create a more welcoming environment is to create a support system of allies called The Ally Network promote awareness and best practices.

Scher, L. (2008) Beyond acceptance: An evaluation of the safe zone project in a clinical psychology doctoral program. Retrieved October 3, 2011 from http://gradworks.umi.com/3333987.pdf

A study was conducted of the effectiveness of the Safe Zone Project in the Long Island University's doctoral program in clinical psychology. The study found the project a success in increasing the knowledge of future clinicians, but it also found that much discrimination still takes place even in the field of psychology where many would assume it is very minimal. Ultimately, the study found that more work needs to be done in this particular academic program at the Long Island University.

Ally Specific

Biegel, S. & Kuehl, S. (2010). Safe at school: Addressing the school environment and LGBT safety through policy and legislation. Retrieved October 24, 2011 from http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED513906

LGBT students tend to be harassed at rates 3-4 times higher than their heterosexual peers. In recent times great progress has been made in public policy for these students, but much work remains. This report offers policy recommendations for improvement such as implementing LGBT-specific programs like safe zone projects and student organizations and implementing LGBT professional development for educators.

Fisher, E., et al. (2008). Promoting school success for lesbian, gay, bisexual, and transgendered, and questioning students: Primary, secondary, and tertiary prevention and intervention strategies. *The California School Psychologist*, 13. Retrieved October 15, 2011 from http://www.caspsurveys.org/NEW/pdfs/journal08.pdf#page=79

This article discusses that LGBTQ students are at a higher risk of depression, suicide, and academic trouble than the greater population. Directing support resources to this group of students can make a positive difference. This article specifically speaks to the role of school psychologists in assisting with this effort and using their skills in consultation and collaboration to advance the knowledge-base of school administrators on LGBTQ issues.

Griffin, P. (1991). From hiding out to coming out: Empowering lesbian and gay educators. In *Coming Out of the Classroom Closet.* Retrieved October 3, 2011 from http://books.google.com/books?hl=en&lr=&id=A0xJHxrwLi4C&oi=fnd&pg=PA167&dq=coming+out&ots=fzge-Ke6bL&sig=fTspmKmBbuAcpwNcz6G5lTRKBL4

The experiences of thirteen lesbian and gay educators as they participated in a research project on empowerment. Many times the hardest workplace environment for a lesbian and gay person to come out of the closet in is the educational setting. Fear from being labeled a child molester is one of the many scares these individuals face from discriminatory societal practices.

Hoemann, G. (2009) We cannot escape history: The state of the campus from an LGBT perspective June 2009. Retrieved November 7, 2011 from http://trace.tennessee.edu/utk_lgbtrepo/2

This annual report by the chair of the University of Tennessee's Commission for LGBT People details the slow, but steady movement for LGBT equality at the institution. The report paints a picture of a not so welcoming campus for LGBT people, but light is on the horizon. A review of previously recommended corrective actions are included along with new recommendations.

Human Rights Campaign (n.d.) Issue: Youth and campus. Retrieved November 14, 2011 from http://www.hrc.org/issues/youth-campus

The Human Rights Campaign is one of the largest LGBT nonprofit organization's in the country. A portion of their work is dedicated to youth and campus life. This website includes information targeted towards traditional student age populations that they have labeled "generation equality." The site includes a variety of links to blog posts and public policy issues related to school anti-bullying efforts.

Jeltova, I. & Fish, M. (2005). Creating school environments responsive to gay, lesbian, bisexual, and transgender families: Traditional and systemic approaches for consultation. *Journal of Educational and Psychological Consultation*, 16(1 & 2). Retrieved November 7, 2011 from http://isites.harvard.edu/fs/docs/icb.topic47789.files/Creating_School_Environments_Responsive_to_GLBT_Youth.pdf

This article discusses the factors that hinder LGBT fairness in schools. Discussion on organizational strategies that hinder and those that can change the face of LGBT fairness is included, as well as how one might create change and resources for this type of work. Also included is a discussion of the consultant's role when brought in to study this issue and making recommendations for improvement in the school setting.

King, M.C. (2002). Community college advising. Retrieved November 14, 2011 from http://www.nacada.ksu.edu/clearinghouse/advisingissues/comcollege.htm

This article discusses various models of advising college students. The nature of the student population – underprepared and diverse – is indicated as the primary difference in advising. Some people confuse advising and counseling, but sometimes they do overlap and with limited resources it is bound to happen.

Kirby, V. (2011). The black closet: The need for LGBT resource and research centers on historically black campuses. *LGBTQ Policy Journal at the Harvard Kennedy School*, 1. Retrieved November 14, 2011 from http://isites.harvard.edu/icb/icb.do?keyword=k78405&pageid=icb.page414497

There are 105 historically black colleges and universities in operation across the country today. Many of these have made progress in supporting an LGBT student organization, but not a single on operates an LGBT resource center with staffing. In today's multicultural society, these types of schools must better institutionalize their support of LGBT students.

Lark, J. (1998). Lesbian, gay, and bisexual concerns in student affairs: Themes and transitions in the development of the professional literature. *NASPA Journal: The Journal of Student Affairs Administration, Research, and Practice.* Retrieved February 23, 2012 from http://journals.naspa.org/jsarp/vol35/iss2/art8/

Student affairs professionals have played a transformative role for the lesbian, gay, and bisexual (LGB) community. Lark, a then-doctoral student at Western Michigan

University, studied professional literature directed toward student affairs professionals and content-specific to the LGB community over a period of 1970 till 1995.

Movement Advancement Project (2012). *An ally's guide to issues facing LGBT Americans*. Retrieved September 19, 2012 from http://www.lgbtmap.org/file/allys-guide-issues-facing-lgbt-americans.pdf

This report summarizes key issues facing LGBT Americans. It was produced in partnership with the Human Rights Campaign, the Log Cabin Republicans, the National Stonewall Democrats, and the Gay & Lesbian Victory Fund and Institute. It covers, in part, workplace, health and wellbeing, and relationship recognition issues.

Oland, B. & Ingstrup, M. (n.d.) *Advising LGBT students at the community college: A multicultural perspective*. Retrieved November 14, 2011 from http://www.nacada.ksu.edu/AnnualConf/2011/handouts/C067-H01.pdf

This presentation outlines differences in advising LGBT students at a community college verses a four year institution. The characteristics gave for community college students include: commuter, transient, and diverse populations, as well as the underprepared state of many community college students upon entry.

Pettett, C. (2007). Homophobia and harassment in school-age populations. *21st Century Sexualities*. Retrieved November 7, 2011 from http://books.google.com/books?hl=en&lr=&id=xhlLPM42hk0C&oi=fnd&pg=PA29&dq=LGBT+Safe+Zone&ots=SZnHquOk7L&sig=Cl8UhxtyU5JMhrpRsySb_ubrTkY

The author discusses teasing and harassment of school-age students citing several research studies inclusive of one conducted by the National Mental Health Association. The Human Rights Watch study of 2001 is included discusses their estimation that two million students are harassed every year because of their sexual orientation. Overall, a lack of training is found to be the primary reason educators do not respond more adequately to curd this practice.

Renn, K. (2007). LGBT student leaders and queer activists: Identities of lesbian, gay, bisexual, transgender, and queer identified college student leaders and activists. *Journal of College Student Development*, 48(3). Retrieved October 24, 2011 from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCQQFjAB&url=http%3A%2F%2Fwww.gvsu.edu%2Fcms3%2Fassets%2F3B8FF455-E590-0E6C-3ED0F895A6FBB287%2F48.3renn.pdf&ei=rwbITvePFOOg2gXcnfzYDw&usg=AFQjCNHTASOYO7IlqzaZgvz2mYLQskX1Dw

Fifteen students leading LGBT campus groups were studied on their patters of involvement and leadership, alongside their levels of public visibility around their sexuality. The results found groupings in three categories: LGBT leader, LGBT activist, and queer activist.

Rye, B.J., Elmslie, P. & Chalmers, A. (2007). Meeting a transsexual person: Experience within a classroom setting. *Canadian On-Line Journal of Queer Studies in Education*, 3(1). Retrieved October 24, 2011 from http://jqstudies.library.utoronto.ca/index.php/jqstudies/article/view/3269/1444

Sometimes simply meeting someone that is different can change one's perception or stereotypes of a group that individual may fall in. This article explores this happening as it relates to transgender people. The simple task of exposure and interaction with a transgender person laid a foundation for understanding and empathy of hardships frequently faced.

Sanlo, R. (2002). Scholarship in student affairs: Thinking outside the triangle, or Tabasco on cantaloupe. *Journal of Student Affairs Research and Practice,* 39(2). Retrieved October 3, 2011 from http://journals.naspa.org/jsarp/vol39/iss2/art3/

This article was written by Dr. Ronni Sanlo while serving as director of the LGBT Resource Center at the University of California at Los Angeles. He examines the language we use in talking about the LGBT community and concerns he has around that. Looking at the role of student affairs professionals as allies, how does one let go of pre-conceived baggage to take risks to advance the work in this area. He lays groundwork with the telling of a hard personal story of losing his own children to discriminatory laws against gay people raising children. Sanlo weaves his personal stories throughout the telling of how marginalized groups must draw attention to themselves or the system will make them invisible.

Sanlo, R. (2000). The LGBT campus resource center director: The new profession in student affairs. *Journal of Student Affairs Research and Practice*, 37(3). Retrieved November 5, 2011 from http://journals.naspa.org/jsarp/vol37/iss3/art5/

Sanlo explores the development of the LGBT resource center director. He shares demographics and various statistics on center directors at the time of the article. The qualifications of a center director are discussed as well as common issues raised by institutions pushing back to the development of such on their campuses.

Texas A&M University, GLBT Resource Center. (2011). *Aggie allie advanced workshop facilitator manual*. Retrieved October 15, 2011 from the LGBTQArchietect Web site: http://architect.lgbtcampus.org/support_networks_and_safe_zones/facilitator-manual-for-aggie-allies-workshop/download

This resource walks an individual through an ally training program from the beginning discussion on what materials and resources are needed through the actual training components. The manual also discussed the use of silence, listening, and successful transitions to work through what might be difficult discussions for some participants.

Texas A&M University, GLBT Resource Center. (2011). *Aggies allies advanced*. Retrieved October 15, 2011 from the LGBTQArchietect Web site: http://architect.lgbtcampus.org/support_networks_and_safe_zones/aggie-allies-powerpoint/download

This resource is a presentation used by the GLBT Resource Center at Texas A&M in training allies for their Safe Zone Program. This presentation includes a variety of items including best practices on being a supportive ally.

University of California at Irvine, LGBT Resource Center. (2009). *Ally development*. Retrieved October 15, 2011 from the LGBTQArchietect Web site: http://architect.lgbtcampus.org/support_networks_and_safe_zones/ally-development-worksheet/download

This document is a worksheet used to work with individuals on why they should be an ally and the responsibilities of doing so. It goes further to provide examples of ways that allies can demonstrate they are an ally in a practical way.

Vaccaro, A. (2006). Gay, lesbian, bisexual, & transgender students. *Understanding College Student Subpopulations*. Retrieved October 3, 2011 from http://www.naspa.org/membership/mem/pubs/ebooks/UCCS.pdf#page=357

This article explores LGBT research applicable to individuals in the student affairs profession. It presents a variety of aspects impacting LGBT students from the perspective of a first-year student. A general understanding of terminology is discussed with the community's prevalence. Further, sexual identity is discussed and the coming out process. Unique challenges of faced by LGBT students on the college campus are discussed and the impact of campus climate on their collegiate success.

Weiler, E. (2003). Make school safe for sexual minority students. *Principal Leadership*, 10. Retrieved November 14, 2011 from http://www.nassp.org/Portals/0/Content/48927.pdf

This article is written to a school administrator-type audience. It discusses creating a safe school environment for LGBT students. Weiler details the legal and ethic obligations of educators to provide equal access to all students, inclusive of sexual minorities. Several school-based programs are discussed such as safety, student-to-student networking, and training staff.

Young, A. (2011). Gay students: The latest outreach target at many colleges. *Journal of College Admissions*, 210. Retrieved October 14, 2011 from http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ918460

True diversity reaches beyond what schools have historically focused on. The LGBT community is now beginning to receive attention and it is going beyond admissions. Students that indicate their orientation during admissions processes via their admissions essays may not receive follow-up information on services offered to LGBT students.

LGBT At-Large

Bailey, R. (1999). *Gay politics, urban politics: Identity and economics in the urban setting*. Retrieved November 19, 2011 from http://books.google.com/books?id=TNJlSPK4croC&printsec=frontcover&dq=gay+politics&hl=en&ei=eC3JTvyvKIjYgQeiwelE&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDoQ6AEwAQ#v=onepage&q=gay%20politics&f=false

The political struggle of LGBT people in America is alive and well and one that will forever be written into political history books. This book assesses the impact LGBT people have had on urban politics, the uniqueness of the LGBT identity on politics, and the cross section of the impact on economics. Bailey draws comparisons between multiple urban areas from Birmingham, Alabama to New York City, New York. This is especially good because LGBT life and politics varies greatly across regions, especially when comparing against the south.

Russell, G. (2000). *Voted out: The psychological consequences of anti-gay politics*. Retrieved November 14, 2011 from http://books.google.com/books?id=TVTJfqDKZkYC&pg=PA1&dq=gay+politics&hl=en&ei=eC3JTvyvKIjYgQeiwelE&sa=X&oi=book_result&ct=result&resnum=9&ved=0CF0Q6AEwCA#v=onepage&q=gay%20politics&f=false

This book reports on a research study conducted following the happening of Amendment 2 in Colorado. In 1992, Colorado voters passed Amendment 2 which legalized discrimination against gay, lesbian, and bisexual people. The research study focused on the psychological results of this action. At the time of the book's writing, over sixty state and local ballot measures had been voted on regarding the rights of LGB people. The psychological consequences of putting one's rights to a vote by the general public anywhere can be reach into the soul of a person, play with their mind, and cause undue damage.

Russell, G. and Bohan, J. (2005). The gay generation gap: Communicating across the LGBT generational divide. *Angles*, 8(1). Retrieved November 19, 2011 from http://lgbtcare.org/Portals/0/Article_The_Gay_Generation_Gap.pdf

This article focuses on cross-generational discussion within the LGBT movement. Often times, LGBT youth make the assumption that older generation members of the community are a risk. 1960's and 70s social research Margaret Mead proposed a model to describe how relationships change as broader cultural shifts take place across society. Aside from the many assumptions across the generational divides, younger LGBT youth rely on older generations as mentors and often older generation LGBT sometimes rely on youth to live out the dreams they were unable to experience do to constraints placed on them by society. The truth be told there are so many ways for the LGBT community – younger and older – share and grow with each other. The LGBT community is still navigating through a broader human rights agenda and needs everyone.

Shepard, C., Yeskel, F., & Outcalt, C. (1995). Lesbian, gay, bisexual, and transgender campus organizing: A comprehensive manual. Retrieved October 24, 2011 from http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED449723

This publication is a resource manual for campus-based organizing for LGBT students. It includes information for student organizations, faculty/staff organizing, and guidance towards opening a resource center.

Suicide Prevention Resource Center. (2008). *Suicide risk and prevention for lesbian, gay, bisexual, and transgender youth.* Retrieved November 5, 2011 from http://www.sprc.org/library/SPRC_LGBT_Youth.pdf

LGBT youth compared to the majority are at a greater risk of suicide. The report builds on known scholarship on services provided to LGBT youth and responses to the stigmas faced by the community. Isolation, family rejection, and lack of culturally competent care are cited as primary reasons that may lead LGBT youth to consider suicide.

Sexual Identity Development

Almeida, J., Johnson R., Corliss, H., Molnar, B., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth and Adolescence*, 38(1001-1014). Retrieved November 14, 2011 from http://www.springerlink.com/content/m11w228p8342207t/fulltext.pdf

This article follows a research study of 9th-12th grade students that examined their sexual orientation and gender identity status and their possible emotional distress. The study found that when an LGBT student perceived to be discriminated against, their likelihood of emotional distress climbs.

Desurra, C. J. (1994). *Unlocking the classroom closet: Privileging the marginalized voices of gay/lesbian college students*. Paper presented at the 80th Annual Meeting of the Speech Communication Association, New Orleans. Retrieved November 19, 2011 from http://www.wiu.edu/users/mitfeh/ptf_desu.htm

A student's sexual development can either be supported or hindered through their experience in the classroom. Often times gay and lesbian students are "at-risk" and are marginalized hindering their personal development. This article discusses the findings of researcher in 1992 that found significantly higher levels of harassment of gay and lesbian students at universities than their heterosexual counterparts.

Elia, J. (2010). Bisexuality and school culture: School as a primer site for bi-intervention. *Journal of Bisexuality*, 10 (4). Retrieved October 24, 1011 from http://www.tandfonline.com/doi/pdf/10.1080/15299716.2010.521060

This article discusses an often neglected area of the LGBT community – the B. The scholarly literature on bisexuality has existed for over a century, yet binegativity is alive and well. Even within the lesbian and gay community, bisexuality is an unsettled issue. Those identifying as such are often left to develop and grown their knowledge on their own. Schools, however, are well positioned to teach about sexual identity development, which includes the concept of bisexuality.

Osmundson, J. (2011). "I was born this way": Is sexuality innate, and should it matter? *LGBTQ Policy Journal at the Harvard Kennedy School*, 1. Retrieved October 3, 2011 from http://isites.harvard.edu/icb/icb.do?keyword=k78405&pageid=icb.page414413

Are sexual orientation and/or gender identity and expression innate traits? Are they biologically based? There are examples of this discussion bleeding over into legal matters forcing courts to issue rulings based on scientific findings or the lack thereof. This article discusses whether or not an underrepresented LGBT person should be forced to rely on biological-proven matters.

Ryan, C. (2003). LGBT youth: Health concerns, services and care. *Clinical Research and Regulatory Affairs*, 20(2). Retrieved November 7, 2011 from http://calswec.berkeley.edu/CalSWEC/FE2005_03_Ryan_LGBTYouthHealth.pdf

Until the 1990s, relatively fewer LGBT youth came-out due to social stigmas. Since then, however, much progress has been made. The infrastructure to provide and organize support crossing educational entities, nonprofit organizations, and gay straight alliances (GSA's) have grown in numbers and capacity tremendously. Psychosexual milestones have moved-up earlier in individual's lives with studies suggesting an individual's first awareness of same-sex attraction being as early as 9 for males and 10 for females. Self-identification as a member of the community is happening as early as 14-16 years of age.

Project Feedback: Participant Form

This form is to be completed when participants wish to provide feedback and/or make suggestions or requests for the Project.

Participant Name (optional): _____

As a participant, I would like to see additional resources and/or training made available in the following area:

Diversity – Broadly _____

Sexual Orientation – Broadly _____

Gender Identity / Expression – Broadly _____

Coming Out Process _____

Working with Transgender People _____

Intersex Issues _____

Heterosexual Privilege _____

Heterosexism _____

Racism _____

Intersection of Faith and the LGBT Community _____

Role of an Ally _____

Other feedback, suggestions, and/or requests:

_____
_____
_____
_____

Please return this form to Jody Cofer, 226b Wells Hall

Project Feedback: Student Form

As a student, if you have observed something working extremely well with the Safe Zone Project and/or would like to provide feedback or suggestion for improvement, please complete this form.

Student Name (optional): _____

As a student, I would like to see additional resources and/or training made available to participants in the following area:

Diversity – Broadly _____

Sexual Orientation – Broadly _____

Gender Identity / Expression – Broadly _____

Coming Out Process _____

Working with Transgender People _____

Intersex Issues _____

Heterosexual Privilege _____

Heterosexism _____

Racism _____

Intersection of Faith and the LGBT Community _____

Role of an Ally _____

I observed the following situation with a participant and would like to make a suggestion for improvement:

_____
_____
_____
_____

Please return this form to Jody Cofer, 226b Wells Hall