



ALLIES PROGRAM

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<http://www.udel.edu/lgbt/allies.html>

TRAINING MANUAL



UNIVERSITY OF DELAWARE
Office of Equity & Inclusion

Table of Contents

WHAT IS THE ALLIES PROGRAM? 1

Guidelines for Allies.....2

ALLY SELF REFLECTION..... 3

Personal Assessment of Homophobia/Heterosexism..... 4

Identifying Heterosexism.....5

How Homophobia Hurts Us All..... 7

UNDERSTANDING THE LGBT COMMUNITY..... 8

Facts about Bisexuality.....9

Facts about Transgenderism..... 10

UNDERSTANDING THE LGBT INDIVIDUAL..... 11

Six Steps for Attentive Listening..... 12

Coming Out and Outing..... 13

The Cass Model of Homosexual Identity Development.....14

Responding to Someone Coming Out.....16

SPECIAL REFERRALS..... 17

Counseling Referrals.....18

Sexual Harassment and Sexual Assault.....19

Glossary..... 22

Appendix A: About Being an Ally..... 25

Appendix B: Extra Resources..... 28

What is the Allies Program?

The Allies Program will establish a campus-wide network of individuals who can act as resources for members of the campus community who have questions or concerns related to LGBT issues. UD Allies will prominently display the Allies Program logo, thereby highlighting their visibility to the University community.

The primary responsibility of an Ally is to support individuals who have questions or concerns about such issues as sexual identity, sexual harassment, community resources, and support systems. Allies are not expected to be trained counselors, but rather good listeners who can direct those who come to them for assistance to professionals and other community resources. Allies will be able to consult with one another, as well as the resources listed in Appendix D.

Allies are expected to convey and support the idea that LGBT individuals have the right to be respected. Thus, being an Ally means that you will not tolerate homophobic and heterosexist comments and actions, but will address them in an educational and informative manner. Colleagues and students have a right to their opinions; however, if someone is stating myths or misinformation about gay, lesbian, bisexual, or transgender individuals, you are expected to respectfully inform them of more accurate information.

Through participate in the Allies Program, you will be able to:

- Define key terms
- Identify heterosexism/homophobia in yourself and others
- Articulate the damages they cause
- Distinguish between basic myths and facts about bisexuality and transgenderism
- Refer individuals for counseling or other special needs
- Listen attentively and actively
- Describe the process of coming out
- Respond appropriately to individual needs

If you have any questions, please contact the LGBT Community Office in person by visiting 305 Hullahen Hall, by phone at 831-8703, or by email at lgbtoffice@udel.edu. If there is a mental health emergency, please contact the Center for Counseling and Student Development at 831-2141 or to reach the on-campus psychologist after hours, call Student Health Services at 831-2226.

Guidelines for Allies

Respect the privacy of individuals who come to you for assistance. We ask that you keep your interactions confidential, except when to do so might threaten the safety of that person or others.

Allow individuals to direct the interaction. The best solutions to problems come from self-discovery. Certainly, we encourage you to suggest, relate, and even empathize, but attempt to refrain from telling the individual what they should do, think, or even be. For example, instead of saying "I think you should call the Counseling Center" you might say "Would you like me to suggest some resources?" or "The Counseling Center could help you evaluate your options."

Consult with the LGBT Community Office whenever you have questions or would like feedback on how to support or advise someone; other resources for this are listed in Appendix B.

Refer individuals for counseling when appropriate (see [page 18](#)). If a person is experiencing psychological distress and is having difficulty coping, suggest that counseling may be helpful to him or her. A good guideline for you to use is that if you are feeling overwhelmed or worried about the individual, referring them to the Center for Counseling and Student Development would be appropriate.

Keep your resource packet and new materials that may be periodically sent to you in a location that is accessible and familiar to you. It is permissible to copy materials from the resource packet. Also, bookmark the Allies Program website – <http://www.udel.edu/lgbt> – so that you can refer to it easily.

Ally Self Reflection

Understanding yourself and how your own attitudes and behaviors indirectly and directly affect the LGBT community and others is the first step toward being a successful Ally. Internalized homophobia and heterosexism is inherent in our society and perpetuated by mass media, various institutions, and our own families. A successful Ally does not necessarily need to be free of this internalized oppression, but it is extremely important to be hyperaware of it and how it affects our interaction with the LGBT community and how we conduct ourselves on a daily basis. The following section provides you with the means to analyze your own homophobia and heterosexism, identify it in the world around you, and to understand how it affects all of us.

Personal Assessment of Homophobia/Heterosexism

Homophobia is an unrealistic fear of homosexuals and/or homosexuality. Heterosexism involves discrimination or prejudice against or exclusion of sexual orientations other than heterosexuality. Heterosexism may also be less noticeable than homophobia. Homophobia and heterosexism may be experienced and expressed by LGBT individuals and by heterosexuals.

- Do you stop yourself from doing/saying certain things because someone might think you're gay or lesbian? Do you intentionally do/say things to prevent people from thinking you're gay? If yes to either, what things?
- Do you believe that gays or lesbians can influence others to become homosexual?
- Do you believe that someone's sexual orientation (including your own) can be changed? Do you believe that LGBT individuals should receive therapy to "cure" them?
- If you are a parent, how would you (or do you) feel about having an LGBT child?
- How do you think you would feel if you discovered that one of your parents, parental figures, a brother, or a sister was LGBT?
- Are there any jobs, positions, or professions that you think LGBT individuals should be barred from holding or entering? If yes, why?
- Would you go to a physician who you knew or believe to be gay or lesbian if that person were of a different gender from you? If that person were of the same gender as you?
- Have you ever been to a gay or lesbian bar, social club, or march? If no, why not?
- Would you wear a button that says, "How dare you presume I'm heterosexual?" If not, why not?
- Do you believe that there is one gay (or heterosexual) lifestyle rather than gay (or heterosexual) individuals' lifestyles?
- Have you ever laughed at a "queer" joke?

From A. Elfin Moses and Robert O. Hawkins, Jr.

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, March 2009

Identifying Heterosexism: Actions and Thoughts that Belie Heterosexist Attitudes

Stereotypes and assumptions are at the root of heterosexist attitudes, simplifying the diverse LGBT community and often categorizing them. The following actions and thoughts are manifestations of these attitudes.

Oversexualization

- Assuming that lesbians, gay men, and bisexuals are only sexual beings rather than complex people who have, among other significant features, a non-heterosexual orientation
- Assuming that every same-sex attraction is sexual or potentially sexual for lesbians, gay men, and bisexuals
- Assuming that an LGBT individual is probably interested in you sexually, regardless of your sexual orientation
- Interpreting everything lesbians, gay men, and bisexuals do in terms of their sexuality
- Avoiding touching them or being too close or being scared of them in general

Denying Personal Significance

- Commenting that “it doesn’t matter to me that you are LGBT” – a basic part of someone’s identity and sense of self *should* matter, but not negatively
- Expecting people to avoid talking about being LGBT, LGBT issues, their partners, or their relationships

Denying Political Significance

- Criticizing LGBT individuals for “making an issue” of their sexuality
- Not understanding that sexuality is already a political issue in our culture
- Not seeing that heterosexuality is politically supported by giving legal, financial, and emotional privilege to heterosexual relationships while allowing same-sex relationships to be a legal basis for denial of housing, jobs, child custody, etc.

Labeling Homosexuality/Bisexuality as a Problem

- “Diagnosing” homosexuality/bisexuality, talking about cures or causes, which assumes that it’s not normal and acceptable – a bisexual, lesbian, or gay man may need special support and/or counseling around sexual orientation issues, but the problem is cultural homophobia or heterosexism

Making Invisible

- Assuming that everyone is heterosexual
- Always asking women about boyfriends and men about girlfriends
- Assuming that marriage to the other sex is everyone’s goal

- ☑ Not making it safe for people to be “out”
- ☑ Excluding people who are “out” from visible positions
- ☑ Denying that bisexuality exists
- ☑ Assuming that heterosexism doesn’t exist because you can’t see it
- ☑ Considering heterosexism less significant than other oppressions

Generalizing

- ☑ Assuming that one LGBT individual represents all of them
- ☑ Conversely, completely separating one LGBT individual you know personally by saying, “You’re okay. You’re not like the rest of them.”

Over-assertion of Heterosexuality

- ☑ Rushing to talk about your relationship when you meet an LGBT individual to make sure s/he knows you are heterosexual
- ☑ Avoiding behaviors or dress that might cause suspicion that you are not a “real man” or a “real woman”
- ☑ Avoiding touching or close friendships with people of the same sex
- ☑ Excusing other heterosexual people’s heterosexist jokes or comments

Expecting to be Taught

- ☑ Putting the burden of responsibility for educating and working for change on the LGBT individual
- ☑ Forcing LGBT individuals to always take all of the initiative in “coming out”
- ☑ Not making openings for people to “come out” by acknowledging in conversations the possibility of non-heterosexual relations
- ☑ Becoming upset if every LGBT individual is not always patient about educating you.

Misunderstanding Bisexuality/Homosexuality

- ☑ Confusing bisexuality with non-monogamy
- ☑ Assuming that bisexuals are fickle or promiscuous
- ☑ Assuming that lesbians hate men
- ☑ Assuming that LGBT individuals want to “convert” heterosexuals
- ☑ Thinking of bisexuality/homosexuality as a phase
- ☑ Assuming that homosexuality is a reaction to a bad heterosexual experience

From University of South Maine’s “Safe Zone Project”

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, March 2009

How Homophobia Hurts Us All

You do not have to be gay, lesbian, or bisexual or know someone who is in order to be negatively affected by homophobia. Though homophobia actively oppresses gay men, lesbians, and bisexuals, it also hurts heterosexuals.

Homophobia:

- ☑ Inhibits the ability of heterosexuals to form close, intimate relationships with members of their own sex, for fear of being perceived as lesbian, gay, or bisexual
- ☑ Is often used to stigmatize heterosexuals: targeting those perceived or labeled by others to be LGBT
- ☑ Compromises human integrity by pressuring people to treat others badly through actions that are contrary to their basic humanity
- ☑ Combined with discomfort with sex discussions, results in the invisibility or erasure of LGBT lives and sexuality in school-based sex education, keeping vital information from students – such omissions can kill people in the age of AIDS
- ☑ Is one cause of premature sexual involvement, which increases the chances of teen pregnancy and the spread of sexually transmitted infections – young people of all sexual identities are often pressured to become heterosexually active to prove to themselves and others that they are “normal”
- ☑ Locks people into gender roles that may inhibit self-expression
- ☑ Prevents some LGBT people from developing an authentic self identity and adds to the pressure to marry, which in turn places undue stress and often times trauma on them as well as their heterosexual spouses and their children
- ☑ Inhibits appreciation of other types of diversity, making it unsafe for everyone because each person has unique traits not considered mainstream or dominant
- ☑ In addition, the terms transphobia and biphobia have been coined to recognize that transgender and bisexual people are often the targets of prejudice stemming from issues discussed later in this manual

For more information about this topic see Warren J. Blumenfeld, *Homophobia: How We All Pay the Price* (Boston: Beacon Press, 1992).

Understanding the LGBT Community

Now that you have an understanding of your own attitudes and beliefs, how to identify homophobia and heterosexism, and what its effects are, we will shift our focus to an understanding of the LGBT Community as a whole. Here we focus on two of the most-often ignored and misunderstood populations of the LGBT community-the B and the T. Because bisexuality and transgenderism transcend our tendency as a society to place people into opposing categories (gay and straight, male and female), they are the most difficult for both those in the community and those outside of the community to understand. Presented here are some facts about these two communities that will dispel some of the myths that many of us have heard.

Facts about Bisexuality

Bisexuality is the potential to feel attracted to and engage in sensual and/or sexual relationships with people of any sex.

A bisexual person may not be equally attracted to both sexes and the degree of attraction may vary over time. Some bisexuals say they are really attracted to men and women in different ways while others say gender just isn't relevant in determining who interests them.

Bisexuality, like homosexuality or heterosexuality, may either be a transitional step in the process of sexual discovery or a stable, long-term identity. Since we are generally socialized as heterosexuals, bisexuality can be a stage that many people experience as part of the process of acknowledging their homosexuality. An orientation that may not be permanent is still valid for the period of time that it is experienced. Many others come to identify as bisexuals after a considerable period of identification as gay men or lesbians.

In our culture, it is generally assumed that a person is either heterosexual (the default assumption) or homosexual (based on appearance or behavioral clues). Because bisexuality does not fit into either of these standard categories, it is often denied or ignored. When it is recognized, bisexuality is often viewed as being "part heterosexual and part homosexual" rather than being a unique identity.

A common myth is that bisexuals get the best of both worlds—a doubled chance for dating; however, with lesbian and gay hesitance to accept bisexuals into their community in addition to society's heterosexism and homophobia, this is not the case. The ability to create a relationship with either sex depends more upon the individual's personality than it does upon bisexuality, as well as the other person's understanding of differing sexual orientations.

Bisexuals, like all people, have a wide variety of relationship styles. Contrary to common myth, a bisexual person does not need to be sexually involved with a man and a woman simultaneously. In fact, some people who identify as bisexual never engage in sexual activity with more than one sex. As is the case for heterosexuals, gay men, and lesbians, attraction does not involve acting on every desire. Many bisexuals choose to be sexually active with only one partner and have long-term, monogamous relationships.

Facts about Transgenderism

A transgender person is someone whose gender expression runs contrary to what other people in the same culture would normally expect. There includes a variety of expressions:

- ☑ FTM (female to male): born female but see themselves as partly to fully male
- ☑ MTF (male to female): born male but see themselves as partly to fully female
- ☑ Intersexed: born with a combination of male and female physiology (similar to hermaphrodite) – may accept their mixed gender as natural while most are assigned to one sex shortly after birth

Not every trans-identifying person chooses to have complete sex-reassignment surgery; some have partial surgery while others cannot or do not want any at all, choosing to live as the opposite gender or somewhere in between male and female.

Sexual Orientation (the sex(es) to which you find yourself erotically attracted), sexual identity (how you see yourself physically – male, female or in between), and gender identity (how you see yourself socially – male, female, or in between) are independent of each other. A person may express any variation of each of these in any combination. A transgender person's sexual orientation is unrelated to their gender identity or their sexual identity.

The following groups are considered to fall within the transgender category:

- ☑ Transvestite: person who wears clothes identified with the opposite gender for emotional or psychological satisfaction, often but not always straight
- ☑ Drag Queen: female-emulating male, usually campy, often (not always) gay
- ☑ Drag King: male-emulating woman
- ☑ Transgenderist: person living as gender opposite to anatomical sex. Sexual orientation varies.
- ☑ Transsexual: person whose sexual identity is opposite to their assignment at birth. Sexual orientation varies.
- ☑ Androgyne: person appearing and identifying as neither man nor woman, presenting a gender either mixed or neutral

Understanding the LGBT Individual

Now that you have an understanding of some of the less commonly understood parts of the LGBT community, it is important to remember that each individual is going to be quite different. Perhaps the most important skill an Ally has is the ability to listen attentively and actively. Remember, your function as an Ally is not to serve as a counselor, but rather as a resource for those who come to you for help. By gaining a better understanding of the sensitivity of the coming out process for LGBT people in addition to some important listening skills, you will be better equipped to deal with many issues that may arise.

Six Steps for Attentive Listening

1. Focus on the person who is talking

- a. An attentive body posture precedes and influences mental attending. Think SOLER:

Squarely face the speaker

Open posture (e.g., don't cross your arms)

Lean slightly toward the speaker

Eye contact (but not uncomfortably too much)

Relax

- b. Avoid drifting into your own thoughts. Avoid the temptation to think about what you'll say next. You can't listen well when you're focused on your response.

2. Be aware of the talker's feelings

- a. Pay attention not just to what is being said but to the feelings communication (glad, sad, mad, scared, etc.). Expand your feeling word vocabulary so you can respond more accurately and sensitively.
- b. Be sensitive to differences between the person's spoken words and non-verbal behavior.
- c. Try to see the world through the other person's eyes.

3. **Show that you understand what is being said.** Sometimes you will misunderstand without realizing it. Other times you will understand but the other person will think you don't. Periodically check out what you think you are hearing with the other person, giving them a chance to make any clarifications needed.

4. **Focus on the most important parts of the message.** Sort out the critical aspects of what is being said and what is being implied. Clarify the main issue.

5. **Suspend your own judgments.** Listening must precede evaluation. Be aware of how your own values affect your listening ability.

6. **Listen fully before attempting to come up with a solution.** Many people need to feel that others understand their perspective before they are able to begin exploring possible solutions. One common communication error is to try to solve the problem before the other person is ready.

Coming Out and Outing

Coming Out is the term used to describe the process of and the extent to which one identifies oneself as lesbian, gay, or bisexual. There are two parts to this process: coming out to oneself and coming out to others. Coming out to oneself is perhaps the first step toward a positive understanding of one's orientation. It includes the realization and acceptance that one is not heterosexual and deciding what to do about it.

Coming out to others is an experience unique to LGBTs. The decision to come out to others involves many factors. The person may be reluctant to disclose a side of them which involves their sexuality, which they may feel is a private matter. They may fear rejection or being viewed solely in terms of their sexuality in the future. Negative consequences are not uncommon, but coming out can be a positive experience because it can lead to relief and increased closeness. Other issues are the extent of the revelation (for example, should everyone know or should disclosure be selective?), timing, and anticipation of consequences.

Because our culture assumes heterosexuality, those who do not correct that assumption may be considered "passing" as heterosexual. In an environment like college where many social events are built on heterosexual assumptions, students may prefer to pass. The decision is usually accompanied by conflict over where passing is necessary to them, fear of being found out, and outside hostility from those who are more open and more susceptible to those negative forces which the passing student fears.

"Outing" is when someone reveals that another person is lesbian, gay, or bisexual, usually without permission. When intentional, it is generally viewed as a hostile act because the "outer" has not respected the fears and privacy of the "outee." Always remember that just because a person has come out to you, this does not automatically mean they are prepared to tell others. Allies are expected to maintain confidentiality about a person's sexual orientation unless otherwise specified by that person.

From Western Michigan University's "Safe on Campus" Program
Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel,
July 2001; Brian J. Reece and Erin L. Walder, March 2009

The Cass Model of Homosexual Identity Development

What follows is a model for gay identity development. It can help you to understand how an individual's perspective may be affected by that person's developmental stage. However, as with most developmental models, this model cannot capture the variety of paths different individuals follow. It is important to keep in mind that not all LGBT individuals go through all the stages, that they may not do it in order, and that they may not clearly fit in any one stage at a particular time.

Identity Confusion

"Could I be gay?" Person is beginning to wonder if "homosexuality" is personally relevant. Denial and confusion is experienced.

Task: Who am I? – Accept, Deny, Reject

Possible Responses: Will avoid information about lesbians and gays; inhibit behavior; deny homosexuality ("experimenting," "an accident," "just drunk").

Males: May keep emotional involvement separate from sexual contact;

Females: May have deep relationships that are non-sexual, though strongly emotional.

Possible Needs: May explore internal positive and negative judgments. May be uncertain regarding sexual identity. May find support in knowing that sexual behavior occurs along a spectrum. May benefit from being permitted and encouraged to explore sexual identity as a normal experience (like career identity and social identity).

Identity Comparison

"Maybe this does apply to me." Will accept the possibility that she or he may be gay. Self-alienation becomes isolation.

Task: Deal with social alienation

Possible Responses: May begin to grieve for losses and the things she or he will give up by embracing their sexual orientation. May compartmentalize their sexuality. Accepts lesbian, gay definition of behavior but maintains "heterosexual" identity of self. Tells oneself, "It's only temporary;" "I'm just in love with this particular woman/man."

Possible Needs: Will be very important that the person develops own definitions. Will need information about sexual identity, lesbian and gay community resources, and encouragement to talk about loss of heterosexual life expectations. May feel the need for "permission" to keep some "heterosexual" identity (it is not an all or none issue).

Identity Tolerance

"I'm not the only one." Accepts the probability of being homosexual and recognizes sexual, social, and emotional needs that go with being lesbian and gay. Increased commitment to being lesbian or gay.

Task: Decrease social alienation by seeking out lesbians and gays.

Possible Responses: Beginning to have language to talk about and think about the issue. Recognition that being lesbian or gay does not preclude other options. Accentuates difference between self and heterosexuals. Seeks out lesbian and gay culture (positive contact leads to more positive sense of self – negative contact leads to devaluation of the LGBT culture and stops growth). May try out a variety of stereotypical roles.

Possible Needs: Be supported in exploring own shame feelings derived from internal and external heterosexism. Receive support in finding positive lesbian and gay community connections. It is particularly important for the person to know community resources.

Identity Acceptance

“I will be okay.” Accepts, rather than tolerates, gay or lesbian self-image. There is continuous and increased contact with gay and lesbian culture.

Task: Deal with inner tension of no longer subscribing to society’s norm. Attempt to bring congruence between private and public view of self.

Possible Responses: Accepts gay or lesbian self-identification. May compartmentalize “gay life.” Maintains less and less contact with heterosexual community. Attempts to “fit in” and “not make waves” within the gay and lesbian community. Begins some selective disclosures of sexual identity. More social coming out; more comfortable being seen with groups of men or women that are identified as “gay.” More realistic evaluation of situation.

Possible Needs: Continue exploring grief and loss of heterosexual life expectations. Continue exploring internalized “homophobia” (learned shame from heterosexist society). Find support in making decisions about when, where, and to whom he or she self-discloses.

Identity Pride

“I’ve got to let people know who I am!” Immerses self in gay and lesbian culture. Less and less involvement with the heterosexual community. Us-them quality to political/social viewpoint.

Task: Deal with incongruent views of heterosexuals.

Possible Responses: Splits world into “gay” (good) and “straight” (bad). Experiences disclosure crises with heterosexuals as he or she is less willing to “blend in.” Identifies gay culture as sole source of support: all gay friends, business connections, and social connections.

Possible Needs: Receive support for exploring anger issues. Find support for exploring issues of heterosexism. Develop skills for coping with reactions and responses to disclosure of sexual identity. Resist being defensive!

Identity Synthesis

Develops holistic view of self. Defines self in a more complete fashion, not just in terms of sexual orientation.

Task: Integrate gay and lesbian identity so that instead of being the only identity, it is one aspect of many within the identity.

Possible Responses: Continues to be angry at heterosexism, but with decreased intensity. Allows trust of others to increase and build. Gay and lesbian identity is integrated with all aspects of “self.” Feels all right to move out into the community and not simply define space according to sexual orientation.

From V. Cass, *Homosexual Identity Development*, 1979; As adopted by Susan Young, SIUC, 1995; and Western Michigan University’s “Safe on Campus” Program

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office March 2000; Brian J. Reece and Erin L. Walder, March 2009

Responding to Someone Coming Out

Try to be aware and/or remember that:

- ☑ The person is apt to have spent many hours in thoughtful preparation and shares the information with keen awareness of the possible risk. The person may be completely ready to take this step, OR may surprise themselves by telling you, as they are just beginning to come out of denial themselves. It would be unwise for you to jump to conclusions about where they are in their process without additional information. Using the listening skills presented previously in this document will be extremely helpful.
- ☑ There is no way for the person to predict your reaction accurately. You have spent your entire life in a society that teaches you to despise gay people. The person has no way of knowing in advance how able you will feel to throw off those years of training and respond spontaneously and gratefully to such an intimate offering of self.
- ☑ It is important to understand that the person has not changed. You may be shocked by their revelation, but remember this is still the same person as before. Don't let the shock lead you to view the person as suddenly different or bad. You now know that this person can love someone of the same gender completely-you have no reason to believe suddenly that this person is morally depraved or emotionally unbalanced.
- ☑ Don't ask questions that would have been considered rude within the relationship before this disclosure. This person has the same sensibilities as before. However, you may well need to do some "catching up." Some common questions are:
 - ✓ How long have you known you were gay?
 - ✓ Is there someone special?
 - ✓ Has it been hard for you carrying this secret?
 - ✓ Is there some way I can help?
 - ✓ Have I ever offended you unknowingly?

Be honest and open about your feelings. It makes the sharing more complete and makes change possible. If you find it hard to believe, say so. If you find you are reacting with emotional repugnance but want to learn more so you can throw off your prejudice, say so. If your feelings are totally negative, you can say that too. It is a possibility that the person has certainly considered and risked. However, in fairness to yourself, admit aloud that negative feelings may change, so the person will leave the door open for you to return.

If you know or suspect that someone you know is gay and have not yet been told, appreciate the fear and anxiety that inhabits the disclosure. All you can do, usually, is to make it openly known that you appreciate and support LGBT people. Actions speak louder than words, however. LGBT friends and LGBT-oriented reading materials in your home do more than announcements of pro-LGBT feelings, which can sound phony.

From Don Clark's *Loving Someone Gay*.

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, March 2009

Special Referrals

This section details some important information regarding special referrals that you as an Ally may need to make. Equipped with more attentive listening skills and understanding the coming out process and how sensitive it can be, you may come into a situation in which your listening skills will help you make decisions regarding referring students either for counseling or counsel. The following sections give you some advice on warning signs to listen for that may lead to the suggestion of counseling. Additionally, it provides you with referral information in the case that a student or another employee comes to you about being sexually harassed or sexually assaulted. Remember that except in the case that the person is likely to inflict physical harm on himself/herself or another person, all referrals are suggestions only. The information that follows details how to go about making those suggestions as well as in which cases it is appropriate to do so.

Mental Health Referrals

Most of the students you will encounter will be seeking support, advice, or information. Occasionally, you may advise a student who is experiencing a good deal of psychological distress. This may be evident in the following ways:

- ☑ When a student states they are no longer able to function in their normal capacity within their classes. When grades or academic performance drops.
- ☑ When a student can no longer cope with their day-to-day activities and responsibilities. A student may state they are no longer going to classes or they have been late for their job and may be fired soon if this continues.
- ☑ A student expresses depressive symptoms such as: sleep disturbance, sudden weight loss or weight gain, crying spells, fatigue, loss of interest or pleasure in previous enjoyable activities, and/or inability to concentrate or complete tasks.
- ☑ A student expresses severe anxiety symptoms such as: feelings of panic, shortness of breath, headaches, sweaty palms, dry mouth, or racing thoughts.
- ☑ A student expresses thoughts or feelings about harming him/herself or others.
- ☑ A student has no support. They have no friends or have no friends they can talk to about their sexual orientation. This person may benefit from group or individual counseling to help them become more connected socially.
- ☑ A good guideline to use if all else fails: If you are feeling overwhelmed or worried about a student, referring them to a mental health professional would probably be appropriate.

Much of what is stated above for students applies to faculty and staff who may come to you for assistance. Their needs may in fact be more complex than those of students--for instance, they may be not just worried about peers' reactions, but about their job security. Nevertheless, they require the same response from you: concern, caring, and assistance.

For students who may require Mental Health assistance, call the Center for Counseling and Student Development at 831-2141.

For faculty and staff who may require Mental Health assistance, call the Faculty and Staff Assistance Program at 831-2414.

From Western Michigan University's "Safe on Campus" Program
Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Brian J. Reece and Erin L. Walder, March 2009

Sexual Harassment and Sexual Assault

LGBT individuals are just as likely to be sexually harassed or assaulted as heterosexuals, but are less likely to report such offenses, or receive the support necessary to adequately respond to the offense. UD is committed to eliminating such offenses, including those offenses perpetrated against LGBT individuals, and to providing ample support for victims.

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement,
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Violations of the Sexual Harassment policy may include but are not limited to:

- demand for sexual favors accompanied by threats or promises
- persistent, unwelcome flirtation, requests for dates, advances or propositions of a sexual nature
- unwanted touching such as patting, pinching, hugging or repeated brushing against an individual's body
- repeated degrading or insulting comments that demean an individual's sexuality or sex
- unwarranted displays of sexually suggestive objects or pictures
- sexual assault

A victim's self-confidence and self-esteem may be undermined by sexual harassment. Common reactions include feeling uncomfortable, annoyed, embarrassed, degraded, disgusted, angry, or helpless. Many victims blame themselves and feel guilty instead of blaming the one responsible for the harassment. Victims -- especially LGBT victims of harassment -- often fear retaliation and loss of privacy if they report an incident. UD absolutely prohibits retaliation against anyone raising allegations of sexual harassment. Furthermore, such retaliation is against the law.

To begin informal or formal actions against someone who has sexually harassed an individual, contact the Office of Equity and Inclusion in 305 Hullihen Hall at 831-8063 or by email at owa@udel.edu. You may also contact the LGBT Community Office at 831-8703 for more information.

Any physical contact of a sexual nature that is unwanted or is not consented to is sexual assault. (see <http://www.udel.edu/stuguide/09-10/code.html#assault> for more detailed information). If someone who has been sexually assaulted comes to you as an Ally,

- Listen – be supportive and non-judgmental.

- ☑ Make it clear that the sexual assault was not the victim/survivor's fault.
- ☑ Let the victim/survivor choose which details to relate.
- ☑ Let the victim/survivor decide what actions to take to help her/him regain control. If you are uncertain what the victim/survivor wants from you, ask.
- ☑ Offer options. Suggest (but do not insist) calling the police; seeking medical attention; calling Sexual Offense Support (SOS) to speak with a victim advocate 24 hours/day, ContactLifeline, and/or the Center for Counseling and Student Development for emotional support
- ☑ Don't let your own emotions color your response. For example, demonstrating the anger you feel toward the perpetrator in front of the victim may not be helpful, especially if it is unclear to the victim at whom your anger is directed. The victim may think you are angry at, or blaming, them.
- ☑ A sexual assault often has an impact on people who assist the victim/survivor. Don't be afraid to call one of the organizations below to get support for yourself.
- ☑ Don't assume you are knowledgeable enough and equipped to assist the victim because you have gone through Ally Training. Encourage the victim to seek the assistance of a Victim Advocate, whether that be through S.O.S. (on campus) or ContactLifeline. Victim Advocates can answer questions and provide detailed information about common responses to sexual assault & trauma, crisis & counseling resources, what to expect of a sexual assault examination, what to expect when reporting to police, financial assistance available to victims. Further, on-campus victim advocates can assist victims with seeking a room change in the residence halls, pursuing an on-campus student conduct case against the perpetrator, getting excused by professors from an exam or missed class, and more.

If the victim/survivor is willing, s/he may report the assault to the police, by calling 911. The victim/survivor may also need medical attention for treatment of injuries and forensic evidence collection. Time is a factor in evidence collection so it is recommended that victims go to Christiana Hospital (the only hospital in New Castle County providing forensic exams) for examination as soon as possible after the sexual assault. If the victim is interested in reporting to police and plans to go to the hospital for evidence collection, then it is strongly recommended that the victim/survivor not wash or shower or change clothing. The clothing worn during the assault will be kept by the hospital for forensic testing, so it is recommended that the victim bring a change of clothes to wear. If the victim is unable to bring a change of clothing, clean clothes will be provided at the hospital.

Victims/survivors can choose to prosecute and report their case through the Office of Student Conduct at UD and/or the criminal justice system in Delaware.

University and Community Resources

- ☑ Sexual Offense Support Services (SOS) – To reach a victim advocate on campus 24 hours/day, call 831-2226. The Student Health staff will take a first name and phone number and call the person back within 10 minutes. In addition to crisis support and victim advocacy, S.O.S. provides follow-up care at Wellspring: Student Wellness, a Support Group for survivors of sexual violence, and education/awareness programs. To reach the S.O.S.

coordinator for follow-up care or any of these services, call Wellspring at 831-3457 or see our website at <http://www.udel.edu/sos>

- ☑ Student Health Services -- 831-2226
- ☑ Center for Student Counseling and Development -- 831-2141
- ☑ Women's Affairs -- 831-8063
- ☑ Department of Public Safety -- 831-2222
- ☑ Newark Police - 911
- ☑ Dean of Students Office -- 831-8939
- ☑ ContactLifeline -- 761-9100: this group of volunteers from New Castle County staff a 24-hour hotline to provide free and confidential information and support for victims/survivors, their families, and their friends.

From the UD "Sexual + Harassment = Legal" and "Sexual Offense Support" brochures.
Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, March 2009

Glossary

Asexual: Someone who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic of sexual identity. There is considerable diversity among the asexual community; each asexual person experiences things like relationships, attraction, and arousal somewhat differently.

Advocate: A person who actively works to end intolerance, educate others, and support LGBT issues, concerns, equal rights legislation, etc.

Ally: A person who supports LGBT people.

Androgyne: A person appearing and identifying as neither man nor woman, presenting a gender either mixed or neutral.

Bisexual: A person who is emotionally, physically, spiritually, and sexually attracted to members of more than one gender. Also can be referred to as omnisexual and pansexual.

Closeted: One who has not "come out of the closet" or who has come out to only a few people. One who may not be comfortable enough with their own sexuality to share it with others.

Coming Out: The life-long process of discovering, defining, and proclaiming ones (non-heterosexual) sexuality.

Cross Dressing: The act of wearing the clothing of the "opposite" sex for performance, sexual encounters, or comfort. Generally, the term cross dresser is preferred to transvestite. See Transvestite.

Drag: Queen, a person who consciously performs femininity, sometimes in an exaggerated/theatrical manner, usually in a show or theater setting; King, a person who consciously performs masculinity, sometimes in an exaggerated/theatrical manner, usually in a show or theater setting.

Dyke: Derogatory slang term used to identify lesbians. This term has been embraced and reinvented as a positive, proud, political identifier when used by lesbians among and about themselves. See: faggot, queer.

Faggot: Derogatory slang used to identify gay men. See dyke: queer.

Gay: Usually, but not always, refers to homosexual men. Also used as an umbrella term for the LGBT community.

Gender Identity: How a person perceives and what they call themselves; may or may not agree with societal gender roles outlined for their sex; typically masculine/feminine. Coincides with what doctors and/or society have prescribed for that person or can also refer to a multitude of expressions like femme, boy, faggot, leather, androgynous, etc.

Genderqueer: Any LGBT person whose gender presentation is an intentional mixture of gender signifiers, usually a political identity in support of transgender persons and against the binary gender system.

Gender Role: The societal and cultural expectations of people based upon their biological sex.

Hate Motivated Offenses: Assault, rape, arson, and murder are crimes under any circumstance, but when a victim of such a crime was targeted simply because of their affiliation (or perceived affiliation) with a minority group, the FBI considers the crime a 'hate crime.' In some states, hate crimes carry an additional penalty beyond the standard penalty for assault, murder, etc. Also known as "gay-bashing", acts of intolerance, or hate crimes.

Heterosexual: A person who has emotional, physical, spiritual, and sexual attractions to persons of the "opposite sex". The sexuality that dominant discourse prescribes.

Heterosexual Privilege: Advantages that come with heterosexuality in this society and culture; i.e.: Marriage and all the benefits that go along with it, acceptance from family, safety, and acceptance in their chosen career field.

Heterosexism: The belief that all people are heterosexual, the assumption and/or belief that heterosexual relationships and behavior are superior, and the actions based on this assumption.

Homosexual: A person who has emotional, physical, spiritual, and sexual attraction to persons of the "same sex". More of a medical term, it is considered an outdated term when referring to gay people or communities.

Homophobia: Fear, anger, discomfort, intolerance, or lack of acceptance toward LGBT people, or experiencing these feelings about one's own non-heterosexual preference.

Human Sexual Response: Behaviors, thoughts, dreams, fantasies; not just behavior.

Intersexed: People born with "unexpected" genitals. Formerly referred to as hermaphrodites, intersexed people are not easily categorized as male or female because of ambiguous genitals. Most intersexed people do not possess "both" sets of genitals, rather a blending or a different appearance that is medically unacceptable to most doctors. Intersexuality is fairly common. Many who identify as intersexed believe that early childhood surgical intervention is not only unnecessary but cruel and advocate counseling and support for children and families.

Lesbian: A woman who has emotional, physical, spiritual, and sexual attractions to other women.

LGBTQQIAA: An acronym for Lesbian, Gay, Bisexual, Transgender, Queer, Question, Intersexed, Asexual, and Ally. Often shortened as LGBT.

Lifestyle: How a person chooses to live and behave. Being LGBT is not a choice, and therefore is not considered a lifestyle (ie: yuppie, vegan, hobbies, rural/urban, etc.).

Outing: To declare a person's identity publicly; people can out themselves, or someone can out them either with or without their permission.

Pride: Not being ashamed of oneself and/or showing your pride to others by coming out, marching, etc. Being honest and comfortable.

Rainbow Flag: In 1978, San Francisco artist Gilbert Baker designed a flag for the city's Gay Freedom celebration and LGBT movements worldwide have since adopted it as a symbol of gay identity and pride. It has six stripes in the traditional form, but can be seen as streamers, etc, which run in the order of red, orange, yellow, green, blue, purple. The flag also symbolizes diversity within unity.

Questioning: The process of exploring one's own sexual identity, including but not limited to one's upbringing, expectations from others (family, friends, religion, etc.), and inner motivation.

Queer: Derogatory slang terms used to identify LGBT people. This term has been embraced and reinvented as a positive, proud, political identifier when used by LGBT people among and about themselves. See dyke, faggot.

Sex/sexual identity: A binary system (male/female), usually based on reproductive organs. See Intersexed.

Sexual Orientation: To whom a person is erotically attracted. Not to be confused with sexual preference: What a person likes to do sexually.

Transgender: An umbrella term for people who transgress society's view of gender and biological sex as necessarily fixed, unmoving, and following from one's biological sex. A perspective of gender as a spectrum, rather than a polarized, either/or construct. This can range from identification to cross dressing, to undergoing hormone therapy, to sex reassignment surgery and/or to other forms of dress/presentation. Transgender people can include transsexuals, cross-dressers, drag kings/queens, masculine women, feminine men, and all those who defy what society tells them is appropriate for their "gender". Political trans activists seek to create more space around gender, and to create a space and a society where the choice of gender expression/presentation is safe, sane, and consensual.

Transsexual: A person whose core gender identity is "opposite" their assigned sex. Transsexuals may live as the opposite sex, undergo hormone therapy, and/or have sex reassignment surgery to "match" their bodies with their gender identity.

Transvestite: A person who cross-dresses for erotic pleasure or relaxation.

Appendix A: About Being an Ally

Qualities of an Ally

An Ally:

- Has worked to develop an understanding of sexual identity (including their own), the needs of LGBT individuals, and the needs of those unfamiliar with LGBT issues or individuals.
- Chooses to align with the LGBT community and respond to its needs.
- Believes that it is in her/his self-interest to be an Ally.
- Takes personal pride in responding to heterosexism and overcoming fears.
- Expects support from other Allies.
- Expects to make some mistakes but does not use it as an excuse for inaction.
- Knows that he/she is responsible for humanizing or empowering their role in society, particularly as their role relates to responding to homophobia.
- Promotes a sense of community with LGBT individuals and teaches others about the importance of outreach.
- Recognizes that the LGBT community is a diverse group. Each community within the larger community has unique needs and goals.
- Has a good sense of humor.

From Western Michigan University's "Safe on Campus" Program
Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, October 2009

Benefits of Being an Ally:

- You can help make a difference in someone's life.
- You can develop healthy relationships with people from the gay community.
- With the addition of those new friends, you learn more about the world around you.
- You create an inclusive community where everyone can feel safe and valued.
- You give visibility to an invisible population.
- You can support someone when her/his life seems difficult and isolated.

- ☑ You will be making a personal contribution to improving the campus climate and the lives of students, faculty, and staff.
- ☑ Staff, faculty, and students may be more at ease when sharing issues pertaining to your job.

Challenges of Being an Ally:

- ☑ It may make you unpopular among some individuals.
- ☑ People may assume you're gay because you support gay issues.
- ☑ You may be criticized for being involved in a cause that is thought to be unimportant by some people.
- ☑ Your friends or colleagues who are uncomfortable with the topic may become distant or disagree with your involvement
- ☑ Sometimes, because of past negative interactions with heterosexuals, LGBT individuals may question your motivations for becoming an Ally if you identify as heterosexual
- ☑ It can be very difficult to stay away from being a counselor to those who approach you for help

From the University of Southern Maine's "Safe Zone Project."

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, October 2009

Creating a Safer Environment

Becoming an Ally means making a safe environment for LGBT individuals on campus. Here is how you can go about achieving that goal:

- ☑ **Don't assume everyone is heterosexual**
- ☑ **Don't rely on anyone's ability to "pick out" LGBT individuals** – There is no certain look for LGBT individuals.
- ☑ **Avoid anti-gay jokes and conversations** – Such talk serves only to perpetuate discrimination. Violence starts with language. It also makes it more difficult for people to come to terms with their true identity.
- ☑ **Confront homophobic remarks, statements, and stereotypical comments** – The use of words like "fag" or "dyke" should not be tolerated any more than racist or sexist words. The expression of an anti-gay/lesbian sentiment should not go unchallenged. Support acceptance and denounce homophobia, sexism, racism, and all forms of bigotry. Stereotypes hurt people: discourage others from using them.

- ☑ **Create an atmosphere of acceptance** – Use inclusive language. Are you seeing someone? Are you in a relationship with someone? Do you have a partner or a significant other?
- ☑ **Integrate LGBT culture into your curriculum and programming** – Refer to LGBT issues in lessons or programs when the occasion arises. Make it known that same-sex couples are welcomed at all functions. Use local organizations to speak at programs.
- ☑ **Provide role models** – Make it clear that there is nothing wrong with having a friend who is LGBT. Openly participate in LGBT programs and invite others to join in. Also, be familiar with at least some of the positive aspects of being LGBT.

From the University of Southern Maine’s “Safe Zone Project.”

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, October 2009

Do’s and Don’ts of Interacting with LGBT Individuals

Don’t: Assume that everyone is either homosexual or heterosexual.

Do: Assume that attraction falls along a continuum for everyone, which can vary over time.

Don’t: Assume that a lesbian, gay, or bisexual person’s sexuality is the most important aspect of that person.

Do: Assume that everyone is a multi-faceted individual for whom sexuality is one aspect of his/her life among many.

Don’t: Assume that being gay, lesbian, or bisexual is the cause of a problem in the person’s life: “He’s depressed all the time because he is gay.”

Do: Assume that gay, lesbian, and bisexual people have the same problems as everyone else. They are just as likely to be well adjusted, and just as likely to have difficulty coping with stress in their lives. Because of discrimination, however, they may have to deal with particular stresses.

Don’t: Assume that being gay in our society is so hard and presents so many problems that you should feel sorry for lesbian, gay, and bisexual people and/or assume that they would all prefer to be heterosexual.

Do: Assume that a same-sex erotic and romantic orientation is as legitimate as an opposite-sex attraction.

Don’t: Assume that being gay, lesbian, or bisexual “doesn’t matter”: “They are the same as everyone else, and I treat everyone the same.”

Do: Assume the experience of being gay, lesbian, or bisexual in a homophobic and heterosexist society has a profound effect on how that person views him/herself and how she/he experiences the world.

From Western Michigan University’s “Safe on Campus” Program

Adapted by Gregory M. Weight, UD Lesbian Gay Bisexual Transgender Community Office, March 2000; Kim Siegel, July 2001; Brian J. Reece and Erin L. Walder, October 2009

Appendix B: Resources

UD Resources

Lesbian Gay Bisexual Transgender Community Office

Advocacy, programming, referral, and service for the UD gay, lesbian, bisexual, and transgender community.

307 Hulliher Hall
302-831-8703
e-mail: lgbtoffice@UDel.edu
<http://www.udel.edu/lgbt/>

Allies Program

Information on the program that provides resources and support to students, faculty and staff who are lesbian, gay, bisexual or transgendered and which recognizes the important role allies can play in the LGBT community and the UD community as a whole. The site also provides a list of Allies at the University of Delaware.

<http://www.udel.edu/lgbt>

Haven

This student organization meets weekly and promotes education, support, and social activities for the UD LGBT student community.

226 Trabant University Center
302-831-8066
<http://www.udhaven.com>

Center for Counseling and Student Development

Provides professional short-term personal and career counseling for UD students. Individual and group counseling available. Service is free and confidential.

261 Perkins Student Center (above University Bookstore)
302-831-2141
<http://www.udel.edu/Counseling/>

Faculty and Staff Assistance Program

Provides professional short-term counseling, assessment, and referrals to UD faculty and staff. Service is free and confidential.

412 Academy Street
Newark DE 19711
302-831-2414
<http://www.udel.edu/fsap>

WVUD - 91.3 FM

Perkins Student Center
Newark, DE 19716
<http://www.wvud.org/>

“Out Radio”
Weekly gay news program
Fridays at 8:30am

Delaware Resources

AIDS Delaware

The main AIDS service and educational organization for the state of Delaware. Provides sexuality counseling and free HIV testing along with various social and support groups available.

Suit 315
Community Services Building
100 W. 10th St.,
Wilmington DE, 19801
302-652-6776
Delaware Hotline: 1.800.422.0429
contact@aidsdelaware.org
<http://www.aidsdelaware.org>

CAMP Rehoboth

This LGBT group and publication serves the Southern Delaware region.

CAMP Rehoboth, Inc.
37 Baltimore Avenue
Rehoboth Beach, Delaware 19971
302-227-5620
editor@camprehoboth.com
<http://www.camprehoboth.com>

Delaware Pride

Delaware Pride hosts the annual Delaware Pride Festival in Wilmington.

Delaware Pride

PO Box 9834
Newark, DE 19714-4934
302-378-6524
<http://www.delawarepride.org/>

Gay and Lesbian Hotline

Information on coming-out issues, local resources, and events sponsored by AIDS Delaware.

800-292-0429
<http://www.glnh.org/midatlan.htm>

AIDS Hotline

Information and referrals on AIDS-related issues, Sponsored by AIDS Delaware.

800-422-0492
<http://www.contactdelaware.org/comminfo/y20zr7k4.htm>

Youth Support Hotline

For ages 13-18, Sponsored by AIDS Delaware.

800-810-6776
<http://www.youthresource.com/support.htm#DE>

Youth Drop-In Group

From ages 19 and under; available from 1-4 PM at AIDS Delaware.

302-652-6776

Men's Coming Out & Support Group

Meets at 6 PM, the second & fourth Wednesday of the month at AIDS Delaware.

302-652-6776
<http://www.avenueblue.com/delaware/socialwilm.htm>

Gay Delaware

Get information on local and national Qscene, personals, legislative watch, legal rights, bar guide, beach guide, business directory and more.

<http://www.gaydelaware.com/>

New Ark United Church of Christ

Open and Affirming to gays and lesbians.

300 E. Main St.;
Newark DE, 19715
302-737-4711

Newark United Methodist Church

Gay friendly.

69 E. Main St.
PO Box 595,
Newark DE, 19715
302-368-8744

Unitarian Universalist Fellowship of Newark

An open congregation specifically welcoming to people of diversity.

420 Willa Rd.
Newark, DE
304-368-2984

Parents and Friends of Lesbians and Gays (P-Flag)

Promotes health and well-being of LGBT persons, their families and friends through support, to cope with an adverse society, to enlighten an ill-informed public, to end discrimination and secure equal civil rights. Meets the second Sunday of each month.

302-654-2995
<http://www.pflag.org/chapters/delaware.html>

Lesbian and Gay Civil Rights Project

Part of the American Civil Liberties Union of Delaware.

302-654-3966
<http://www.aclu.org/lgbt/index.html>

Renaissance (Transgender Support)

Meets the second Saturday of each month.

PO Box 5656,
Wilmington DE, 19808
302-376-1990
<http://www.ren.org/rende.html>

Philadelphia Resources

William Way Community Center

A nonprofit organization in Philadelphia that strives to promote a positive self-acceptance of LGBT individuals, provide health, social, cultural and educational services to the community and to educate the general public about issues of importance to those in our community. Provides a variety of services for the LGBT community and houses the largest LGBT library on the East Coast.

1315 Spruce St.,
Philadelphia, PA
215-732-2220
<http://www.waygay.org/>

Gay and Lesbian National Hotline

888-843-4544
<http://www.glnh.org/home.htm>

Lavender Line

215-564-5712

Colors Organization

Services for lesbian and gay, bisexual, and transgender people of color.

215-496-0330

Pride Association

A support and social group for lesbian, gay, bisexual, and transgendered Asians and Asian Americans.

215-629-1945

BiUnity

BiUnity is Philadelphia's social and support network for bisexual people, their family and friends. They welcome people of all races, classes, ages, religions, genders, sexual orientations and abilities. They have a monthly discussion group as well as monthly events, including movie nights and our annual fundraiser Death Bi Chocolate.

215-7BI-PHONE
biunity@biunity.org
<http://www.biunity.org/>

Passages (Transgender Support Group)

Meet from 6-8 PM, Thursday

1201 Locust St.
Philadelphia. PA
215-981-3351

Gay, Lesbian and Straight Education Network (GLSEN) Philadelphia

The largest national organization of teachers, parents, students and citizens working to end homophobia in school.

215-564-7030
glsenphi@critpath.org

Philadelphia Lesbian and Gay Task Force

215-772-2000
<http://www.plgtf.org/>

Philadelphia Gay News

Get area and national LGBT community news, information on area events and classifieds.
Published weekly

The Philadelphia Gay News
505 S. Fourth St.
Philadelphia, PA 19147
215-625-8501
<http://www.epgn.com/>

WXPN 88.5 FM

<http://www.xpn.org/>

"Amazon Country"
Weekly lesbian program
Sundays at 9 PM

<http://xpn.org/xpn-programs/amazon-country>

"Q'Zine"
Weekly gay and lesbian program
Sundays at 10 PM

<http://xpn.org/xpn-programs/qzine>

National Resources

Gay.com

A commercial site that provides news and other LGBT information.

<http://www.gay.com/>

Gay and Lesbian Alliance Against Defamation

A media watchdog group dedicated to fair representations of LGBT individuals.

<http://www.glaad.org/>

Gay Lesbian Straight Education Network

Primarily a group centered on education at the elementary and secondary levels, GLSEN still provides a lot of resources pertinent to educating people on how to combat homophobia and how to support LGBT students.

GLSEN National Headquarters
90 Broad Street, 2nd Floor
New York, NY 10004
212-727-0135
glsen@glSEN.org
<http://www.glsen.org>

Human Rights Campaign

A main political lobby group, the HRC has good information on legislation affecting the LGBT community

membership@hrc.org
<http://www.hrc.org>

NAMES Project

This group is known for maintaining, publicizing, and showing the AIDS quilt to commemorate those who have died from the disease.

The NAMES Project Foundation
AIDS Memorial Quilt
637 Hoke Street NW
Atlanta, GA 30318-4315
404- 688-5500
info@aidsquilt.org
<http://www.aidsquilt.org>

National Gay and Lesbian Task Force

Primarily a political lobbying group, the NGLTF also presents "Creating Change," a national

conference which brings together people from all walks of life to change the treatment and status of LGBT individuals.

<http://thetaskforce.org/>

Parents, Families and Friends of Lesbians and Gays

PFLAG has great information pertaining to how allies can assist those who are close to them who are LGBT.

PFLAG National Office
1726 M Street, NW
Suite 400
Washington, D.C. 20036
202-467-8180
info@pflag.org
<http://www.pflag.org>

Planet Out

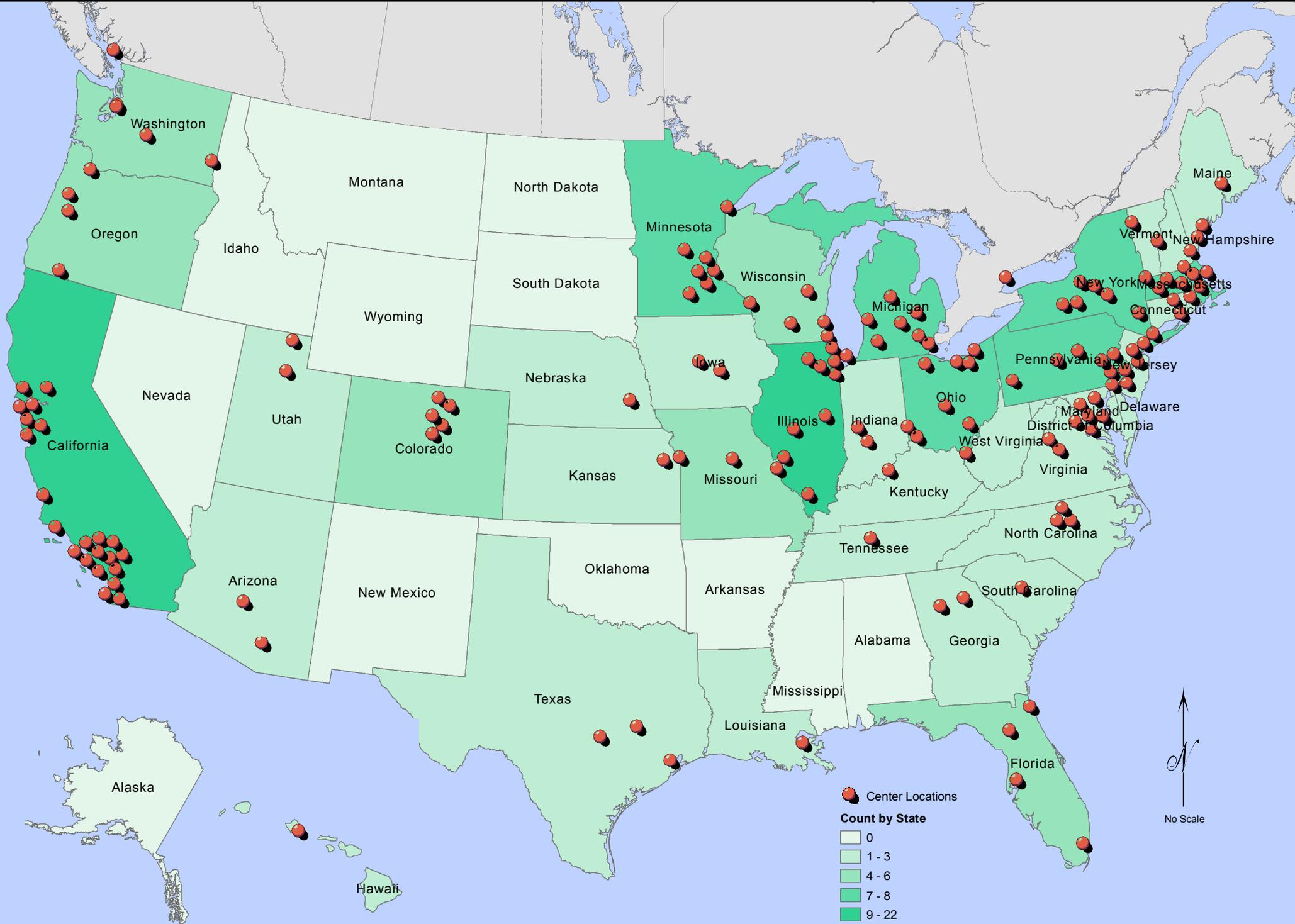
Online news source with a wealth of information and news. Sections include entertainment, travel, "hot topics," and lifestyle.

<http://www.planetout.com/>

Rainbow Query

An LGBT-specific search engine.

<http://www.rainbowquery.com/>



Campus LGBT Resource Centers

Consortium of Higher Education
LGBT Resource Professionals

www.lgbtcampus.org

December 2008

Directory of Campus LGBT Resource Centers

Consortium of Higher Education LGBT Resource Professionals

The listed campus centers are professionally staffed with at least a 50% time graduate assistant. Visit the online directory at <www.lgbtcampus.org> for contact and staffing information. Please Note: U of Iowa and Grand Valley State U, Montclair State U, and the U of Iowa are not shown on Map, and Sonoma State U has eliminated their staffed center. February 2009.

Arizona Arizona State U * U of Arizona **California** California State Polytechnic U, Pomona * California State Polytechnic U, San Luis Obispo * California State U, Los Angeles * California State U, Long Beach * California State U, San Bernardino * California State U, San Marcos * Pomona College * San Diego State U * San Jose State U * Sonoma State U * Stanford U * U of California, Berkeley * U of California, Davis * U of California, Irvine * U of California, Los Angeles * U of California, Riverside * U of California, San Diego * U of California, San Francisco * U of California, Santa Barbara * U of California, Santa Cruz * U of Redlands * U of Southern California **Canada** U of British Columbia * U of Toronto **Colorado** Colorado State U * Community College of Denver (with U of Colorado at Denver and Metropolitan State College of Denver on the Auraria Campus) * U of Colorado, Boulder * U of Denver * U of Northern Colorado **Connecticut** Connecticut College * U of Connecticut **D.C.** American U * Georgetown U * The George Washington U **Delaware** U of Delaware **Florida** Florida International U * U of Florida * U of North Florida * U of South Florida **Georgia** Emory U * U of Georgia **Hawai'i** U of Hawai'i, Manoa **Illinois** Columbia College Chicago * DePaul U * Northern Illinois U * Northwestern U * Southern Illinois U * U of Chicago * U of Illinois, Chicago * U of Illinois, Springfield * U of Illinois, Urbana-Champaign **Indiana** DePauw U * Indiana U **Iowa** Grinnell College * Iowa State U * University of Iowa **Kansas** U of Kansas **Kentucky** U of Louisville **Louisiana** Tulane U **Maine** Bowdoin College * U of Maine * U of New England * U of Southern Maine **Maryland** Towson U * U of Maryland, College Park **Massachusetts** Bridgewater State College * Emerson College * Hampshire College * Massachusetts Institute of Technology * Suffolk U * Tufts U * U of Massachusetts, Amherst * Williams College **Michigan** Central Michigan U * Eastern Michigan U * Grand Valley State U * Michigan State U * U of Michigan, Ann Arbor * U of Michigan, Flint * Western Michigan U **Minnesota** Augsburg College * Carleton College * Metropolitan State U, St. Paul * Minnesota State U, Mankato * St. Cloud State U * U of Minnesota, Duluth * U of Minnesota, Twin Cities **Missouri** U of Missouri, Columbia * U of Missouri, Kansas City * U of Missouri, St. Louis * Washington U in St. Louis **Nebraska** U of Nebraska, Lincoln **New Hampshire** Dartmouth College * U of New Hampshire **New Jersey** Montclair State U * Princeton U * Rutgers, The State U **New York** Colgate U * Columbia U * Cornell U * Ithaca College * New York U * Syracuse U * SUNY Oneonta * Vassar College **North Carolina** Duke U * North Carolina State U * U of North Carolina, Chapel Hill **Ohio** Baldwin-Wallace College * Bowling Green State U * Miami U * Oberlin College * The Ohio State U * Ohio U * U of Cincinnati **Oregon** Oregon State U * Southern Oregon U * U of Oregon **Pennsylvania** Bryn Mawr College * Bucknell U * Carnegie Mellon U * Kutztown U * Lehigh U * The Pennsylvania State U * U of Pennsylvania * West Chester U **Rhode Island** Brown U **South Carolina** U of South Carolina **Tennessee** U of Vanderbilt **Texas** Texas A&M U * U of Texas, Austin * U of Houston, Clear Lake **Utah** U of Utah * Utah State U **Vermont** U of Vermont **Virginia** George Mason U * James Madison U * U of Virginia **Washington** Central Washington U * Seattle U * U of Washington * Washington State U **Washington, DC** American U * Georgetown U **West Virginia** Marshall U **Wisconsin** U of Wisconsin, La Crosse * U of Wisconsin, Madison * U of Wisconsin, Milwaukee * U of Wisconsin, Oshkosh * U of Wisconsin, Parkside