

# ONU



OHIO NORTHERN UNIVERSITY

# Faculty Allies

Official Training Packet and Information  
Handbook

Sponsored by ONU Open Doors

[onuopendoors.org](http://onuopendoors.org)

## Table of Contents

Section	Page
Introduction to Faculty Allies.....	3
Why Do We Need a Faculty Allies Program? .....	4
Expectations of a Faculty Ally.....	5
Coming Out .....	6
Homosexual Identity Formation.....	7
GLBT Glossary.....	8
Issues and Questions for GLBT Students.....	12
GLBT Students of Color.....	13
Issues for Transgender People.....	14
Role of a Faculty Ally.....	15
Things to Know as a Faculty Ally.....	16
Heterosexual Privilege.....	17
Homophobia.....	18
HIV and AIDS Quick Facts.....	20
GLBT Personal Attitudinal Inventory.....	21
Example Harassment Form.....	22
Resources.....	23
ONU Faculty Allies Agreement.....	25
Faculty Allies Program Evaluation.....	26

## An Introduction to the Faculty Allies Program

The “Faculty Allies” symbol is a message to gay, lesbian, bisexual or transgender youth and their allies. The message is that a person displaying this symbol is one who will be understanding, supportive and trustworthy to a gay, lesbian, bisexual or transgender person who needs help, advice or just someone with whom they can talk. The person displaying this symbol is also a person who can give anyone accurate information about sexual orientation issues or can offer suggestions on where to find such information.

### The Meaning of the Symbol:

In order to better recognize Faculty Allies, an optional symbol will be available to display in the person’s personal work space. The polar bear has been the fierce, but pure mascot of Ohio Northern University since 1923. The GLBT culture has assumed the rainbow flag and its colors as a symbol of its own identity. The rainbow flag was designed in 1978 in San Francisco by artist Gilbert Baker signifying the diversity and unity of the GLBT movement. Originally, there were eight colors in the flag; pink for sexuality, red for light, orange for healing, yellow for the sun, green for natural serenity, turquoise for art, indigo for harmony, and violet for spirit. In 1979, the flag was modified to its current six-stripe format (pink was omitted; blue was substituted for turquoise and indigo, and violet became a rich purple). Together the symbol represents a wholeness of the two at our university.

### The Goal of the Faculty Allies Program:

The Faculty Allies has been created to respond to the needs of the Ohio Northern University community. The goal of this program is to provide a welcoming environment for lesbian, gay, bisexual or transgender persons by establishing an identifiable network of supportive persons who can provide support, information and a safe place for GLBT persons within our campus community.

The ONU Faculty Allies is based on a model created by employees at AT&T and currently in place at corporations and institutions of higher education, including Lotus Development Corporation, Disney Inc., Levi Strauss, Pennsylvania State University, University of Maryland Baltimore County, and Emory University. Participation in the program involves attending a 2-hour training session and signing an ally pledge.

### Faculty Allies Training:

Participants in Faculty Allies Training will hear testimonials from GLBT students and faculty from ONU about their experiences. The speakers will share insights on how the ONU campus is both friendly and unfriendly to GLBT persons and what suggestions they would offer to improve the climate of the campus community. Participants will receive information about gay-identity development, a glossary of terminology related to GLBT issues, resource and referral information. During Faculty Allies Training, participants will have the opportunity to self-evaluate their levels of comfort with GLBT issues.

The final training topic centers on the Faculty Allies Ally Pledge – this is a voluntary part of the training. Participants who choose to identify themselves as a Faculty Allies at ONU will sign an ally pledge and will be able to receive buttons or static stickers/signs to display in their work and living spaces. Faculty Allies will also be contacted periodically by the coordinator of the Faculty Allies Program to provide evaluative information regarding the effectiveness and impact of the Faculty Allies Program on them, both personally and professionally.

Many people at Ohio Northern University have contributed to the development of the Faculty Allies Program. While this program is coordinated by Open Doors, it is important to note that it was developed collaboratively with faculty, staff and students who are concerned about cultivating a climate at ONU that is welcoming and appreciative of the gifts and talents of the gay, lesbian, bisexual and transgender members of our community.

## Why Do We Need a Faculty Allies Program?

“Life in the halls can be really tough, because you really can’t be yourself. The other guys on the floor are always saying offensive stuff. I know they don’t know, but it still hurts anyway. I usually end up lying a lot about who I am and what’s really happened in my life. It would be nice to know that someone else out there was going through the same thing as me too, or that there was at least someone I could talk to. I have a few people, but that’s not enough to make up for all the hours of silence.”

-- Student in Residence Hall

### Why?

Gay, lesbian, bisexual and transgender individuals bring a wide range of life experiences to the college community. Often GLBT individuals, individuals who are questioning their own sexual identities, and/or individuals who have GLBT friends and family members look for an environment to find support, seek answers to questions, and build connections. Students who build support networks and find a sense of connection with a college are much more likely to succeed. For a GLBT student, having a space on campus where he or she can feel comfortable with self-expression is vital to both personal and academic success.

### What is expected of a Faculty Ally:

- ✦ Provide support, information and referral to individuals who approach you;
- ✦ Respect the person’s need for privacy and confidentiality;
- ✦ Develop a more genuine and realistic professional relationship with GLBT students, or friends and family of GLBT individuals, who may not self-censor their speech;
- ✦ Gain a fuller picture of students’ lives and concerns;
- ✦ Make a personal contribution to improving our campus environment and the lives of our students;
- ✦ Provide honest feedback at the close of training to improve this program;
- ✦ Participate in periodic assessments regarding the effectiveness and impact of this program.

### What is NOT expected of a Faculty Ally:

- ✦ Be a counselor or expert regarding sexual orientation;
- ✦ Create a psychological support group;
- ✦ Know the answers to all questions regarding sexual orientation;
- ✦ Be the ONLY contact for the gay, lesbian, bisexual or transgender community;
- ✦ Hear intimate personal details;
- ✦ Participate in political activities involving gay, lesbian, bisexual or transgender issues.

## Coming Out

Coming out is a lifelong process that begins when a gay, lesbian, bisexual or transgender person recognizes his/her own gay feelings and shares those feelings with another person. Since people in this world tend to assume a person is not gay, GLBT persons are put in the position of deciding with whom they would like to share this information.

### What Stages are Involved in Coming Out?

The first step an individual in the coming out process may experience is moving toward recognition and acceptance of one's own "gayness." Gaining support from other gay, lesbian, bisexual and transgender people is another important part of the process. For some, their first same-sex sexual experience represents a profoundly important part of the coming out process. Others have acted upon their gay feelings long before and clearly identified themselves as "gay." Other important parts of coming out include first visits to gay bars, gay organizations and gay religious groups – all of which can serve as important supports for gay, lesbian, bisexual and transgender people. Lastly, coming out may involve telling non-gay people, including friends, family members and co-workers.

### Why Come Out?

Coming out can help serve a number of important functions:

1. It can help a gay, lesbian, bisexual or transgender person feel more positive about himself/herself.
2. It can help a gay, lesbian, bisexual or transgender person gain more support.
3. It can make friendships closer by sharing such an important part of one's life.
4. It can free a gay, lesbian, bisexual or transgender person from the "hiding game." Living a double-life, one gay, and one non-gay, that is draining to physical and emotional energy. Being completely honest with significant others can be a very enriching experience for a gay, lesbian, bisexual or transgender person.

### Homosexual Identity Formation: Stages of Identity Development

There are many different models which attempt to explain the process individuals go through in developing a homosexual identity. The Cass Model, shown here, is one of the most widely referenced psychosocial models. Remember that models are generalizations, and may not completely describe any one individual's experience.

#### Stage 1: Identity Confusion (“Who am I?”)

Individuals realize that their feelings, thoughts, and behaviors can be defined as homosexual. They begin to ask the question, “Who am I?” and to accept the possibility that they may be homosexual. Confusion and turmoil happen as they let go of their heterosexual identity.

#### Stage 2: Identity Comparison (“I’m different”)

Individuals compare their own perceptions of their behavior and self with the perceptions that others have of that behavior and self, becoming aware of differences in perception. They feel alienated from all others and have a sense of not belonging to society at large.

#### Stage 3: Identity Tolerance (“I’m probably gay/lesbian”)

Individuals seek out homosexuals and the homosexual subculture to counter feelings of isolation and alienation from others. They begin to tolerate, but not accept, homosexual identity.

#### Stage 4: Identity Acceptance (“I am gay/lesbian”)

Individuals increase contacts with other homosexuals, which validates and “normalizes” homosexuality as an identity and a way of life. They can now accept rather than tolerate a homosexual self image.

#### Stage 5: Identity Pride (“I’m gay/lesbian and proud of it;” ‘Them vs. Us’ attitude)

Individuals tend to de-value the importance of heterosexual others to themselves and re-value homosexual others more positively, to the point of developing a “them vs. us” attitude where all heterosexuals are viewed negatively and all homosexuals are viewed positively. They are proud to be homosexual and no longer conceal their homosexual identity.

#### Stage 6: Identity Synthesis (“I’m more than gay/lesbian; I’m a complex person”)

Individuals abandon the homosexual “us” versus the heterosexual “them” attitude. Supportive heterosexuals are valued while unsupportive heterosexuals are further de-valued. Their personal and public sexual identities become synthesized into one identity, and they are able to integrate homosexual identity with all other aspects of self.

## GLBT Glossary

Language is dynamic; it grows, changes and develops. This is particularly true with the language of diversity and terms (labels) used to identify people. Language must not demean, exclude or offend. People must be allowed to self identify, for definitions of terms vary for everyone. The definitions below are given to provide a starting point for discussion and understanding.

**Ableism:** Systematic behaviors and individual actions that reinforce the belief in the inherent superiority of one group of persons over others based on physical or mental abilities.

**Affectional Orientation:** A recent term used to refer to variations in object of emotional and sexual attraction. The term is preferred by some over “sexual orientation” because it indicates that the feelings and commitments involved are not solely (or even primarily, for some people) sexual. The term stresses the affective emotional component of attractions and relationships, including heterosexual as well as GLBT orientation.

**Ageism:** Systematic behaviors and individual actions that reinforce the belief in the inherent superiority of one group of persons over others based on age.

**Androgyny:** Literally means combining assumed male (andro) and female (gyne) qualities.

**Anti-gay violence:** Bias-related violence and crimes committed against lesbians and gay males; includes physical assault, abuse, rape, vandalism, terrorism, and murder. (Such crimes are now reportable under federal Hate Crimes Statistics Act.)

**Bigenderist:** A person who develops and expresses a distinctly male persona and a distinctly female persona. A bigenderist might, for example, work as a woman and socialize as a man.

**Bisexual:** An individual (male or female) who is attracted sexually/erotically and emotionally to both males and females. The term may be used to refer to a socio-political identity, a sexual behavior, or both. Identification with any particular “label” may be culturally, economically, generationally, geographically, or politically influenced.

**Coming out (of the closet):** Being “closeted” refers to not disclosing one’s sexual orientation. “Coming out” is the process of first recognizing and acknowledging non-heterosexual orientation to oneself and then disclosing it to others. This usually occurs in stages and is a non-linear process. An individual may be “out” in some situations or to certain family members or associates and not others. Some may never “come out” to anyone beside themselves.

**Co-parents:** Refers to parents raising a child together. Sometimes refers to the non-biological or non-adoptive parent raising a child.

**Cross-dressers:** Men and women who enjoy wearing the clothes of and appearing as the other gender. A cross-dresser generally wants to relate, and be accepted, as a person of the gender he/she is presenting. While many are heterosexual, the use of cross-dressing in the gay “drag” culture is well-documented.

**Domestic partners:** Adults who are not legally married, but who share resources and responsibilities for decisions, share values and goals, and have commitments to one another over a period of time. Definitions may vary among city ordinances, corporate policies, and even among those who identify themselves as domestic partners.

**Drag:** Dressing in the clothing of the opposite biological sex of in a manner different than how one usually dresses. Drag is often “theatrical,” and presents a stereotyped image. Individuals who dress in drag may or may not be cross-dressers or bigenderists.

**Erotophobia/sexophobia:** Cultural anxiety about sexuality.

**Family:** “Two or more persons who share resources, share responsibility for decisions, share values and goals, and have commitments to one another over a period of time. The family is that climate that one comes home to; and it is that network of sharing and commitments that most accurately describes the family unit, regardless of blood, or adoption, or marriage.” (American Home Economics Association).

**Female or male impersonator:** A person who cross-dresses as performance art and/or as a stage personality. Female or male impersonators may or may not consider themselves drag performers, cross-dressers, or bigenderists, and may be heterosexual, lesbian, gay or bisexual.

**Gay:** A generic term said to apply to both men and women who are attracted to the same sex, much in the same way that “man,” used generically, is meant to encompass both men and women. Some people object to the use of gay when applied to lesbians as well as gay men, and use the word only to mean a homosexual male.

**Gay man:** A man who is attracted sexually/erotically and emotionally to some other males. Identification with any particular “label” may be culturally, economically, generationally, geographically, or politically influenced.

**Gender bending/blending:** Dressing in such a way as to question the traditional feminine or masculine qualities assigned to articles of clothing or adornment. Gender bending may be part of “fashion,” or possibly a political statement. Gender bending often has no correlation to issues of gender identity or sexual orientation.

**Gender dysphoria:** A psychological term used to describe the feelings of pain and anguish that arise from a transgendered person’s conflict between gender identity (internal experience) and biological sex (external experience).

**Gender Identity Disorder (GID):** The psychological classification found in the Diagnostic and Statistical Manual (DSM-IV) which is used to “diagnose” trans people and children. GID is frequently, abusively and inappropriately used with children to “cure” homosexuality and enforce gender conformity. There is a current movement to have this diagnosis removed from the DSM-IV as trans people consider the label of mental illness as an incorrect assessment of their situation.

**Gender identity:** An individual’s basic self-conviction of being male or female. This conviction is not contingent upon the individual’s biological sex.

**Gender roles:** The socially constructed and culturally specific behavior and appearance expectations imposed on women (femininity) and men (masculinity).

**Gender transition:** The period of time in which a trans person chooses to live in the gender expression where identity is congruent—the time in which people alter their bodies through dress, hormones and surgery.

**GLBT:** This acronym for Gay/Lesbian/Bisexual/Transgender is an umbrella term that covers both sexual orientation and gender identification. The letters Q and A may also be added at times; these letters stand for Questioning and Allies.

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

**Heterosexual:** A man or woman who forms sexual and affectionate relationships with members of the other gender; also referred to as “straight.”

**Heterosexual privilege:** The basic civil rights and social privileges that a heterosexual individual automatically receives, but are systematically denied to gay, lesbian, or bisexual persons on the sole basis of their sexual orientation.

**Homophobia:** The irrational fear of, hatred of, aversion to, or discrimination against homosexuals or homosexual behavior. Homophobia consists of three separate components: sexism, xenophobia (fear of difference), and erotophobia (fear of sexual desire). Currently, homophobia is relevant to issues of discrimination in regard to gender identity and sexual orientation. “Biphobia” and “transphobia” are more specific terms when discussing prejudice toward bisexual and transgender persons, respectively.

**Homosexuals:** Men and women who are attracted sexually/erotically and emotionally to persons of the same sex. Most gay, lesbian, and bisexual people today do not like to use this term to define themselves. The word “homosexual” is often used as a descriptor when discussing concrete behaviors (e.g., to describe same-sex sexual behaviors or fantasies).

**Internalized homophobia:** The experience of shame, aversion, or self-hatred in reaction to one’s own feelings of attraction for a person of the same sex.

**Intersexed individual:** People who were born with some combination of both male and female genitalia. Formerly known as hermaphrodites (this term is now considered offensive to intersexual people). Intersexual people were overwhelmingly treated by the medical profession as “medical emergencies” to be fixed firmly into one sex/gender through surgery and hormones administered without regard to the wishes of the intersexual individual. This treatment approach is now considered by the intersexed to have been a grievously harmful malpractice.

**Lesbian:** A woman who is attracted sexually/erotically and emotionally to some other females. Identification with any particular “label” may be culturally, economically, generationally, geographically, or politically influenced.

**Partner or significant other:** Primary domestic partner or spousal relationship(s). May be referred to as “girlfriend/boyfriend,” “lover,” “roommate,” “life partner,” “wife/husband” or other terms.

**Queer:** Used by some within the GLBT community to refer to a person who is gay, lesbian, bisexual, or transgender, or someone who is supportive of GLBT issues. This term is often as much a political statement as a label. Those who use the term feel it is more inclusive, allowing for the variety in race, class, ability, age, and gender that is present in GLBT communities. Many are offended by this word and view it as a pejorative.

**Racism:** Systematic behaviors and individual actions that reinforce the belief in the inherent superiority of one group of persons over others based on ethnic/racial heritage.

**Sex:** An act, or series of acts, that humans engage in as part of the expression of their sexual nature and their desire for love and affection; also, the identification of biological gender.

**Sexual orientation:** The inclination or capacity to develop intimate emotional and sexual relationships with people of the same gender, the other gender, or either gender. One’s sexual orientation therefore may be heterosexual, homosexual, bisexual, or asexual.

**Transition:** The time period when a transgender individual shifts from expressing one gender to another in her/his personal life and workplace. For most individuals, the workplace transition is carefully planned; the planning will often include appropriate levels of management in the discussion, and the transition process may be weeks or months in length. The personal life transition may be more sudden.

**Transgender:** An umbrella term for people whose gender identity is different from the sex and gender role they were assigned at birth. Transgender people do not necessarily want to have sex-reassignment surgery (SRS) and may or may not identify as transsexual. Transgender people can be heterosexual, homosexual, bisexual, and may or may not identify as GLBT.

Transsexual: An individual who presents him/herself and lives as the genetic “opposite” to his/her genetic gender at birth. Most transsexuals alter, or would like to alter, their bodies through hormonal therapy, gender reassignment surgery, or by other means.

Xenophobia: Fear of difference, actual or perceived.

Some definitions adapted from:  
Outfront Minnesota, 310 38<sup>th</sup> Street East, Suite 204, Minneapolis, MN 55409  
and  
Cooper Thompson and the Campaign to End Homophobia: “A Guide to Leading Introductory Workshops on  
Homophobia”

## Issues and Questions of GLBT Students

Young people who are dealing with the issues of coming out as being gay, lesbian, bisexual or transgender have many questions. While you are not expected to have all the answers to these questions, your attentive listening can help them sort through these issues.

Will people still like me?

Am I being dishonest if I am not “out” to everyone?

Should I tell my roommate?

Can I be a student leader if I am gay, lesbian, bisexual or transgender?

Should I make up a boyfriend/girlfriend so no one will suspect?

My professor made a homophobic remark. Will he/she fail me if I confront him/her?

Can I put my involvement in GLBT clubs on my resume?

If I go to the health center, should I “come out” to the doctor or will GAY be written on all of my records? Will he/she treat me the same?

Can I join a sorority or fraternity if I want to?

How do I find supportive administrators at the university?

Can I really choose teaching as my major? People don’t want a gay man/lesbian teaching their children.

What is this university doing to educate others about homophobia or will I have to do it alone?

All my textbooks have heterosexual examples. How can I ask for there to be positive gay examples used in my courses? How can I suggest more inclusive language from my professors?

Source: “Got Closet?: GLBT Issues in OUR Residence Halls”  
Shawn Volesky & Jeremy Leiferman, NDSU  
Presented at Midwest Affiliate of College and University Residence Halls 1999

## Issues for Transgender People

Things Non-Trans Individuals May Take for Granted from a Transgendered Person's Perspective:

- My validity as a man/woman/human is not based upon how much surgery I've had or how well I "pass" as a non-trans person.
- I don't have to hear "So have you had the surgery?" or "Oh, so you're really [an incorrect sex or gender]?" each time I come out to someone.
- Strangers do not ask me what my "real name" (birth name) is and then assume they have a right to call me by that name.
- People do not disrespect me by deliberately using incorrect pronouns even after they've been corrected.
- I do not have to worry about whether I will be able to find a bathroom to use or whether I will be safe changing in a locker room.
- When I go to the gym or a public pool, I can use the showers.
- Strangers don't assume they can ask me what my genitals look like and how I have sex.
- If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment nor will all of my medical issues be seen as a product of my gender. (i.e. "Your nose is running and your throat hurts? Must be due to the hormones.")
- My health insurance provider (or public health system) does not specifically exclude me from receiving benefits or treatments available to others because of my gender.
- When I express the internal identities in my daily life, I am not considered "mentally ill" by the medical establishment.
- I am not required to undergo extensive psychological evaluation in order to receive basic medical care.
- The medical establishment does not serve as a "gatekeeper" which disallows self-determination of what happens to my body.

Apart from speaking out against transphobia and educating our communities about the realities of transgender people and their lives, allies can also make an effort to be respectful and supportive of transpeople and their experience. If you know transgender people in their community be sure to respect their identity and expression. Validate their identity. Simply acknowledging and believing a transperson's gender can be an extreme relief. Respect their privacy. Many transpeople want only a few trusted people to know their history or physical status. Make sure it is okay with the person to discuss with other people that they are transgender or other related specifics. Consider transgender people when announcing community events. At present when a "men's event" or "women's event" is announced, transpeople cannot always assume they are welcome. Specify women or men-identified. Remember also that some people identify as both, neither, or other. Use "all genders welcome". Include protection for transgender people in worker contracts and laws. It is currently legal in most areas to discriminate on the basis of gender expression and/or identity. A big way allies can help is by advocating and implementing explicit protection for Trans workers and citizens.

Be aware of gendered spaces. Be sensitive to the fact that bathrooms, locker rooms, and gender-specific events can be a place of potential embarrassments or violence for transpeople.

Just ask! If you are not sure what pronoun a person prefers or how they identify, just ask. If for some reason asking doesn't feel comfortable, try to speak without using gender-specific pronouns.

If you make a mistake, apologize and move on. Occasionally you might accidentally use a wrong pronoun or say a wrong name when addressing someone transgender. Apologize and correct yourself, but not too profusely.

Acknowledge their experience. If a transperson does talk about their body, identity and experience you at times might be surprised to hear that their lives do not match up to your expectations. For instance, a male you know might have given birth at some point. This is simply part of the Trans experience. Accept it and learn!

Above all it is important to send the message out to transgender people in our communities that they are welcome, appreciated, and that transphobia will not be tolerated. By holding people accountable for transphobic actions and by including transpeople in our events we can all benefit from living in safer communities.

(Adapted from a publication by Gender Queer (GQ), a subgroup of the University of Oregon Lesbian, Gay, Bisexual, Transgender, and Queer Alliance)

## Things You Should Know as a Faculty Ally

### Four Basic Levels of Becoming an Ally

1. **Awareness:** Explore how you are different from and similar to gay, lesbian, bisexual and transgender people. Gain this awareness through talking with GLBT people, attending workshops and self-examination.
2. **Knowledge/Education:** Begin to understand policies, laws and practices and how they affect GLBT people. Educate yourself on the many communities and cultures of GLBT people.
3. **Skills:** This is an area that is difficult for many people. You must learn to take your awareness and knowledge and communicate it to others. You can acquire these skills by attending workshops, role playing with friends or peers, and developing support connections.
4. **Action:** This is the most important and frightening step. Despite the fears, action is the only way to effect change in the society as a whole.

### Five Important Points to Keep in Mind

1. Have a good understanding of sexual orientation and be comfortable with your own.
2. Be aware of the coming out process and realize that it is not a one-time event. The coming out process is unique to GLBT people and brings challenges that are not often understood.
3. Understand that GLBT people receive the same messages about homosexuality and bisexuality as everyone else. Thus, GLBT people suffer from internalized homophobia and heterosexism. It is important to recognize the risks of coming out and to challenge the internal oppression.
4. Remember that GLBT people are a diverse group. Each community within the larger GLBT community has unique needs and goals.
5. Know at least basic information about HIV/AIDS in order to address myths and misinformation and to be supportive of those affected by this disease whether in themselves or in partners and friends. While HIV/AIDS is a health issue for all, those who live in the most fear and have lost the most members of their community are GLBT persons.

## What is Heterosexual Privilege?

Heterosexual privilege: the basic civil rights and social privileges that a heterosexual individual automatically receives, which are systematically denied to gay, lesbian, bisexual or transgender persons on the sole basis of their sexual orientation.

The problem with privilege is being unaware that you have it and believing that everyone has equal opportunities and advantages. Many don't realize the ways in which people, systems, and institutions are set up to advantage some and disadvantage others.

### Heterosexual Privilege is...

1. Living without ever having to contemplate, face, confront, engage, or cope with anything on this page. Heterosexuals can address these phenomena but social/political forces do not require them to do so.
2. Marrying...which includes the following privileges:
  - a) Public recognition and support for an intimate relationship (e.g., receiving cards or phone calls celebrating a commitment to another person), supporting activities, and social expectations of longevity and stability for the committed relationship.
  - b) Paid leave from employment and condolences when grieving the death of the partner/lover (i.e., legal matters defined by marriage and descendants from marriage).
  - c) Inheriting from the partner automatically under probate laws.
  - d) Sharing health, auto and homeowners insurance at reduced rates.
  - e) Immediate access to the loved one in cases of accident or emergency.
  - f) Family of origin support for a life partner/lover/companion.
3. Increased possibilities for getting a job, receiving on-the-job training and promotion.
4. Talking about the relationship or what projects, vacations, and family planning.
5. Not questioning the person's normalcy, either sexually or culturally.
6. Expressing pain when a relationship ends and having other people notice and attend to that pain.
7. Adopting children or foster-parenting children.
8. Being employed as a teacher in pre-school through high school without fear of being fired any day because it is assumed the person would corrupt children.
9. Raising children without threats of state intervention and without the children having to be worried which of their friends might reject them because of their parents' sexuality and culture.
10. Dating the person one is attracted to in his/her teen years.
11. Living with the partner and doing so openly.
12. Receiving validation from the religious community.
13. Not having to hide and lie about women-only or men-only social events.
14. Working without always being identified by one's sexuality/culture (e.g., a straight person gets to be a teacher, artist, athlete, etc., without being labeled the heterosexual teacher, the heterosexual lawyer, etc.).

## HIV and AIDS Quick Facts

HIV (Human Immunodeficiency Virus) is a virus that attacks and breaks down the body's immune system - the "internal defense force" that fights off infections and disease. When the immune system becomes weak, we lose our protection against illness and can develop serious, often life-threatening, infections and cancers.

AIDS (Acquired Immune Deficiency Syndrome) is the name for the condition that people with HIV have if they develop one of the serious infections connected with HIV, or if blood tests show that their immune system has been very badly damaged by the virus.

It usually takes many years before HIV breaks down a person's immune system and causes AIDS. Most people have few, if any, symptoms for several years after they are infected. But once HIV gets into the body, it can do serious damage to the immune system. People who appear perfectly healthy may have the virus, without knowing it, and pass it on to others.

### HIV transmission

People who have HIV can give it to others when certain of their body fluids (blood, semen ["cum"], vaginal fluids, or breast milk [for infants only]) pass into another person's body. There are three main ways that our body fluids can get into another person's body:

- by having unprotected sex (sex without a condom), that involves anal, vaginal or oral penetration;
- by sharing "works" (needles and syringes, cookers, cottons and water) when injecting drugs or other substances;
- from a mother to her child before birth, during birth, or while breast-feeding. (The chance of having a healthy baby can be greatly increased with proper medical care, so talking about this with a health care provider can be very helpful.)

Kissing, mutual masturbation, and getting another person's semen/cum or vaginal fluids on your skin do not spread HIV. The HIV virus cannot enter through the skin unless there is a fresh break in the skin. There is no scientific evidence that HIV is passed through saliva, tears, or sweat.

There is absolutely no danger from casual contact with people with HIV. HIV cannot live outside of the human body, so you cannot be infected from toilet seats, phones, or water fountains. The virus cannot be transmitted in the air through sneezing or coughing. You cannot get it from mosquitoes or other insect or animal bites. Living with an HIV-infected person does not put you at risk, unless you have unprotected sex or share needles with him or her.

Blood transfusions and medical procedures in the U.S. are safe. Giving blood is completely risk-free. And although there have been some cases of HIV through blood transfusions in the past, tests have been in place for several years to make sure that the blood you get in the hospital has no HIV.

### Who's at risk?

Anyone can get HIV - young and old, men and women, straight, gay and bisexual, rich and poor, and all racial and ethnic groups - but not everyone faces the same risk. Your risk comes from what you do, and who you do it with - that is, how likely it is that the person you have sex or share needles with is infected. But even if you are part of a community with a high infection rate, you can avoid getting HIV. Staying uninfected takes thinking, planning and follow-through. Often it means talking about things that may make you uncomfortable. It can help to "practice" talking with people you can trust or who are going through the same thing.

## Example Harassment Form

\*This form is to document any form of harassment acted upon Open Doors members for being who they are. Harassment covers anything from name calling to beating. Please fill out every time something happens to you in order to ensure the protection of others in the future! This is completely voluntary and you can fill out as much as you can or want to. This is not a sheet used by Open Doors, but is used by ONU to respond more effectively to an incident. Please return to Student Affairs Office located in McIntosh Center.

Today's Date:

Name:

Date of Incident:

Give a brief, generalized description of perpetrators (male, female, old, young, etc. – its okay to stereotype if you must):

Person(s) involved (if known), include if they are an ONU student or faculty/staff member:

Where incident took place:

Was it in association with an Open Doors event?  
If so what event?

Was the incident filed with or reported to the police or campus security?  
If not, why?

Would you be willing to report it anonymously?

Describe in detail what occurred (You may use the back of this form):

## Resources

### Resources for GLBT students on the web and in the West Central Ohio area:

#### Campus Activism: Student Activist Resources

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

#### Campus Pridenet

Campus PrideNet is a national online community and resource network committed to student leaders and campus organizations who work to create a safer campus environment free of homophobia, biphobia, transphobia, heterosexism and genderism at colleges and universities.

<http://www.campuspride.net>

#### GLSEN

The Gay, Lesbian and Straight Education Network, or GLSEN, is working to ensure safe and effective schools for all students.

<http://www.glsen.org/cgi-bin/iowa/home.html>

#### Human Rights Campaign

As America's largest gay and lesbian organization, the Human Rights Campaign provides a national voice on gay and lesbian issues. The Human Rights Campaign effectively lobbies Congress; mobilizes grassroots action in diverse communities; invests strategically to elect a fair-minded Congress; and increases public understanding through innovative education and communication strategies.

<http://www.hrc.org>

#### International Gay and Lesbian Association

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

#### Lambda Legal

Lambda Legal is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and those with HIV through impact litigation, education, and public policy work.

<http://www.lambdalegal.org>

#### Ohio Northern University Counseling Center

Helping students deal with personal problems and emotional crisis.

315 S. Union  
Ada, OH 45810  
419.772.2190

#### Ohio Northern University Open Doors

Student group focused on personal growth and development of GLBT people on campus.

<http://groups.yahoo.com/group/onuopendoors/>

<http://www.onu.edu/org/opendoors/>

#### PFLAG Lima

Provides support, education, and advocacy to GLBT people, their family, and friends.

P.O. Box 5571  
Lima, OH 45802-5571  
419.222.4954

[http://www.geocities.com/pflag\\_lima](http://www.geocities.com/pflag_lima)

#### The National Gay and Lesbian Task Force

Building grassroots LGBT political power

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

## Suggested readings :

My Son Eric, by Mary V. Borhak  
Coming Out to Parents, by Mary V. Borhak  
Dirt, Greed & Sex, by William Countryman  
Now That You Know, by Betty Fairchild and Nancy Howard  
Beyond Acceptance, by Carolyn Welch Giffen, Marion J. Wirth, and Arthur G. Wirth  
On Being Gay – Thoughts on Family, Faith and Love, by Brian McNaught  
Is the Homosexual my Neighbor ? by Letha Scanzoni & Virginia Mollenkott  
The New Testament and Homosexuality, by Scrogs  
Uncommon Heroes, by Phillip Sherman  
Those People at that Church – The St. Francis Lutheran Cookbook, by Wayne A. Strei, published by St. Francis Lutheran Church  
Stranger at the Gate – To Be Gay and Christian in America, by Rev. Mel White  
We Were Baptised, Too – Claiming God’s Grace for Lesbians and Gays, by Marilyn Bennett Alexander & James Preston  
Straight Parents, Gay Children, by Bob Bernstein  
Homophobia – How We All Pay the Price, edited by Warren T. Blumenfeld  
When Someone You Know is Gay, by Cohen, S. & D., published by M. Evans & Co., NY  
Jesus Acted Up – A Gay and Lesbian Manifesto, by Robert Goss  
Breaking the Surface, by Greg Liganis  
Parents Matter, by Ann Muller  
Honor Bound, by Joe Steffan  
One Teen Ager in Ten – writings by gay and lesbian youth. Allyson Publications, Boston  
The Church and the Homosexual, by John J. McNeill

## Resources utilized for Faculty Allies Training:

Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus by Nancy J. Evans and Vernon A. Wall  
Toward Acceptance: Sexual Orientation Issues on Campus by Vernon A. Wall and Nancy J. Evans  
“Using Collaboration to Create a Safe Climate for LGBT Students,” presented by Michigan State University at 2001 ACPA Conference in Boston  
“Faculty Allies Training: Resident Assistant Inservice,” Albion College  
Faculty Allies Training Manual. BiLaGA c/o SAO 100 Institute Road Worcester, MA 01609.  
Faculty Allies Training Manual and Power Point. North Dakota State University. 2001.

Special Thanks to Kara Stack of the North Dakota State University Safe Zone Staff and the president of The 10% Society at NDSU for allowing ONU to use their Safe Zone training program as a foundation for our Faculty Allies training.



## Faculty Allies Program Evaluation

Please take a few minutes to complete this evaluation and leave it with one of the training program facilitators. Your feedback will be utilized to further develop the Faculty Allies Program and the training program.

Please rate the following items, with 1 being poorest and 5 being the best:

1	2	3	4	5	Facilitator's knowledge of the subject
1	2	3	4	5	Quality and usefulness of the handouts
1	2	3	4	5	Clarity and delivery of content
1	2	3	4	5	Assessment of audience needs
1	2	3	4	5	Use of time
1	2	3	4	5	Practical application of content
1	2	3	4	5	Overall quality of program

The things I enjoyed most about the Faculty Allies Training Program....

The things I would change about the program.....

I leave this workshop feeling.....

Things I want the presenters to know.....