



SAFE

**JOHN CARROLL
UNIVERSITY**

ZONE

JCU.EDU/INCLUSION

**SAFE ZONE TRAINING 2014
JOHN CARROLL UNIVERSITY
CENTER FOR STUDENT DIVERSITY AND INCLUSION**

Length: 2 hours

Audience: Faculty and Staff

Facilitators: Danielle Carter, M.A., Center for Student Diversity & Inclusion
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WHAT IS SAFE ZONE?

The Safe Zone is a community of people who will be understanding, supportive, trustworthy and confidential for the LGBTQ community providing assistance, advice, or an open mind and ear to listen. We want to create an environment that is supportive and inclusive. WE will not tolerate homophobic comments and actions and will address these issues from an educational perspective.

PROGRAM GOALS

Safe Zone will:

- Provide a supportive environment for LGBTQ (lesbian, gay, bisexual, transgender and queer/questioning) allies of the campus community.
- Increase the visible presence of LGBTQ allies and places that are 'safe' for LGBTQ students across campus.

LEARNING GOALS

Participants of Safe Zone will:

- Identify resources available to support LGBTQ students.
- Increase knowledge of LGBTQ terminology.
- Assess their attitudes and beliefs related to LGBTQ bias.
- Reflect on the importance of faculty allies to LGBTQ students.
- Learn the impact of anti-LGBTQ bias and its impact on students' academic, social, emotional, and spiritual success.
- Explore strategies and develop skills to respond to anti-LGBTQ bias and harassment situations that may occur in and outside the classroom.

CENTER FOR STUDENT DIVERSITY & INCLUSION
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What is an Ally?¹

In the most general sense, an "Ally" is a person who is a member of the majority who works to end oppression in their personal and professional life through support of, and as an advocate for, the oppressed population.² Allies to racial, religious and ethnic minorities have been remarkably effective in promoting positive change in the dominant culture, only recently has their instrumental position been extended to the area of sexual orientation. The past few years have witnessed the development of heterosexual ally organizations which have attempted to make the culture of a campus or workplace more aware and accepting of gay, lesbian, bisexual, transgender, questioning/queer, and intersex individuals.

An Ally strives to:

- Be a friend.
- Be a listener.
- Be open-minded.
- Have their own opinions.
- Be willing to talk.
- Commit themselves to personal growth in spite of the discomfort it may sometimes cause.
- Recognize their personal boundaries.
- Recognize when to refer an individual to additional resources.
- Confront their own prejudices.
- Join others with a common purpose.
- Believe that all persons regardless of age, sex, gender, religion, ethnicity or sexual orientation should be treated with dignity and respect.
- Engage in the process of developing a culture free of homophobia and heterosexism.
- Recognize their mistakes, but not use them as an excuse for inaction.
- Be responsible for empowering his or her role in a community, particularly as it relates to responding to homophobia.
- Recognize the legal powers and privileges of heterosexuals which LGBTQ individuals are denied
- Support the ally program on campus and in the workplace.

¹ Adapted from the Southern Illinois University at Edwardsville *Safe Zone Training Manual*

² Washington & Evans, *Becoming an Ally*

DO'S and DON'TS of Being an Ally to LGBTQ Students

DO:

- **LISTEN.** One of the simplest yet most important ways to be an ally is to listen. But don't assume the student wants help with anything. After listening ask if they need help with anything before you come up with ideas for them.
- **Use the words "gay" and "lesbian" instead of "homosexual."** The overwhelming majority of gay men and lesbians do not identify with or use the word "homosexual" to describe themselves.
- **Respect Confidentiality.** Effective allies will respect their students' confidentiality and privacy.
- **Be conscious of your biases.** Effective allies acknowledge how homophobia and heterosexism may affect their efforts to be an ally to LGBTQ students. They continuously work to recognize and challenge their own biases.
- **Seek out knowledge.** Effective allies periodically brush up on LGBTQ-related language and current issues facing the LGBT community.
- **Be a resource.** An effective ally will also know when and how to refer students to outside help, or other help within the campus staff. You have been provided with a list of local and national resources for LGBTQ students.

DON'T

- **Think you have all the answers.** Do not feel you must always have the answers. If you are faced with a problem you don't know how to solve, let the student know you will look into the subject to try and find an answer. Sometimes the best thing to do is to refer the student to counseling or to an outside source that may be able to help them.
- **Make unrealistic promises.** Be careful not to promise something you may not be able to deliver. This can damage the relationship you have with the student as an ally. If at all possible, suggest something the student can do for themselves, or a source of help they can use.
- **Make assumptions.** It is important to avoid making assumptions and perpetuating stereotypes. These can be extremely offensive and may turn a student away from you. It is also important to avoid assuming you know what the student needs. Be sure to listen to your student and ask how you can support them. Each person is an individual with their own ideas and needs. A student be perfectly comfortable with their gender identity and sexual orientation and may be coming to you for any help with that subject.

CORE VALUES OF A SAFE ZONE ALLY

- We assume that learning accurate information, ending the system of oppression, and creating a celebratory and diverse community is a long-term process. Today we are taking a necessary step in learning that process.
- We believe that there are multiple paths toward change. Many different groups and individuals taking small steps together chip away at oppression and build toward a vision of celebrating diversity.
- Heterosexism is a form of oppression just as racism, sexism, anti-Semitism, classism, ableism, etc...
- There may be LGBTQ people who will choose not to come out, while others will elect to do so. This may be also true for others who have family members or loved ones who are LGBTQ.
- Discussing feelings is an important step to understanding the issues of difference and diversity.
- We intend to create a sense of safety so that feelings can be shared.
- We understand that being heterosexual is not a choice and neither is being homosexual. In addition, sexuality is viewed in terms of a “spectrum” instead of conventional “black and white.”
- Because of homophobia, we acknowledge that there is often little opportunity to talk freely and learn about LGBTQ individuals. We believe that this serves to perpetuate heterosexism.
- We may have learned oppressive, homophobic beliefs. We did not ask to be taught them. While we now have the opportunity to take responsibility for them, it is not our fault that we learned them. Change hinges on our ability to separate fault from responsibility.
- As important as it is to define what an ally is in a positive sense, it is also helpful to understand the boundaries of an ally’s role.

An Ally is *NOT*:

- Someone with ready-made answers.
- Necessarily a counselor, nor is he or she necessarily trained to deal with crisis situations.
- Expected to proceed with an interaction if levels of comfort or personal safety have been violated.
- There may be people who will want to debate the value or purpose of the Safe Zone program or who may challenge you about general LGBTQ issues. You are not expected to participate in debates of this nature. You are simply serving as a safe person and a resource. You may refer them to Danielle Carter in the Center for Student Diversity and Inclusion in the Lombardo Student Center Rm. 202 or call x-4185.

Assessing Homophobia

- 1) Do you stop yourself from doing or saying certain things because someone might think you're gay or lesbian? What kind of things?
- 2) Do you ever intentionally do or say things so that people will think you're non-gay?
- 3) Do you believe that gays or lesbians can influence others to become homosexual? Do you think someone could influence you to change your sexual and romantic preference?
- 4) If you are a parent, how would you feel about having a lesbian daughter or gay son?
- 5) How do you think you would feel if you discovered that one of your parents or parental figures, or a brother or sister, were gay or lesbian?
- 6) Are there any jobs, positions, or professions that you think lesbians and gays should be barred from holding or entering? Why or why not?
- 7) Could you go to a physician, whom you know or believed 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? Why or why not?
- 8) If someone you care about were to say to you, "I think I'm gay," how would you respond?
- 9) Have you ever been to a gay or lesbian bar, social club, party or parade? Why or why not?
- 10) Would you wear a button that says, "How dare you presume I'm heterosexual?" Why or why not?
- 11) Can you think of three positive aspects of being gay/lesbian? Can you think of three negative aspects of being a heterosexual?

CLARIFYING BELIEFS³

Purpose: Clarifying our attitudes and beliefs helps us become more conscious of what we feel. The purpose in responding to the following items is not to try and change your attitudes, values and beliefs, but to heighten your awareness of them. There are no “right” or “wrong” answers. The important thing is that you understand what you personally feel, not what you think you should feel.

Answer the following with the number that corresponds to your feelings:

5 – Strongly Agree 4 – Agree 2 – Disagree 1 – Strongly Disagree

- _____ 1. I feel comfortable when I’m with people I know are gay.
- _____ 2. If I found out that a close friend was gay, I think our relationship would be less close in the future.
- _____ 3. I believe the gay lifestyle is a valid alternative for those who live it.
- _____ 4. I don’t mind being around gay people as long as they don’t flaunt their homosexuality.
- _____ 5. I am comfortable around men who act feminine and women who act masculine.
- _____ 6. Gay people should not be school teachers because they make their students gay.
- _____ 7. Gay people are probably going to hell.
- _____ 8. I am against social groups specifically organized to meet the needs of gay people.
- _____ 9. I am able to accept seeing open expression of affection between gay people.
- _____ 10. I would feel comfortable if a member of my sex made a sexual advance toward me.
- _____ 11. I would feel comfortable if I attended a social function where homosexuals were present.
- _____ 12. I would feel comfortable confronting jokes made at the expense of homosexuals.
- _____ 13. I would feel comfortable leaving out books and magazines pertaining to homosexuals in my home or office.
- _____ 14. I would feel comfortable knowing my doctor was a homosexual.
- _____ 15. I would participate in a gay rights parade in my hometown.
- _____ 16. Gays, lesbians, bisexuals, and transgender individuals make a conscious decision to be gay.
- _____ 17. In a gay or lesbian relationship, one partner usually plays the “husband” (butch role) and the other plays the “wife” (femme role).

³ Adapted from Kathy Obear, *Opening Doors to Understanding*

Heterosexual Questionnaire

For the purpose of this activity, please assume that you are heterosexual and answer the following questions as honestly as possible.

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were heterosexual?
3. Is it possible that your heterosexuality is just a phase you may grow out of?
4. Is it possible that your heterosexuality stems from a fear of others of the same sex?
5. If you have never slept with a member of your own sex, is it possible that you might be gay if you tried it?
6. If heterosexuality is normal, why are so many mental patients heterosexual?
7. Why do you heterosexual people try to seduce others into your lifestyle?
8. Why do you flaunt your heterosexuality? Can't you just be who you are and keep it quiet?
9. With all the societal support that marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexual people?
10. Why are heterosexual people so promiscuous?
11. Would you want your children to be heterosexual, knowing the problems they would face, such as heartbreak, disease, and divorce?

These questions may be ridiculous, but people who are LGBT are often asked similar questions pertaining to their sexual orientation.

Girl's Best Friend Foundation & Advocates for Youth (2005). Creating safe space for LGBT youth: A toolkit. Girl's Best Friend Foundation and Advocates for Youth.

Guided Imagery - An Average Day

(Facilitator will read aloud while participants follow).

It was an average day. Carrie grabbed a newspaper on the way to breakfast. The headline read: "Presidential hopeful unmarried; who will be the First Lady?"

As Carrie headed to class on her bike, she passed several couples holding hands and discussing their weekend plans. She was looking forward to the weekend as well.

In Psychology 201 the discussion topic was Dating and Marriage. Surveys were distributed and students were asked to rank and discuss characteristics they found attractive in members of the opposite sex.

In Law 101, the topic was discrimination. Carrie reported on Title VII, protective legislation on hiring based on color, national origin, sex, and religion.

Carrie passed through the student center. It was always interesting to overhear bits and pieces of conversation. A couple of guys were talking and laughing. "That's so gay!" "Don't be such a fag." "Hey, are you coming over with Alexa tonight?"

With all the racism on campus, Carrie decided to get involved with an advocacy group. Members of the various cultural centers on campus were present, as well as several white allies. "Marginalized No More!" was the theme of the ethnic dance they were planning. The group wanted a large turnout so girlfriends and boyfriends were encouraged to attend. As an incentive, dates of advocacy group members would be admitted to the dance free of charge.

As Carrie biked home she noted a sheet hanging from a third story apartment window proclaiming, "Briana, I love you! Will you marry me? Love, Luke."

Carrie returned to her residence hall just in time to meet her floor mates for dinner. They were all excited about the blind date party on Saturday night. They were curious about which guy Carrie's roommate, Kendra, had chosen for Carrie to go with. Carrie broke the news that she'd be gone for the weekend, much to the disappointment of the other women.

As Carrie walked back to her room she noticed a big sign in the lobby announcing the deadline for the Cougar Hall cutest couple competition and a reminder for the “Bachelor Auction” fundraiser that night. “Hey, your Mom wants you to call her,” Kendra informed Carrie as she walked in the door. “She asked if you've met any nice guys yet.” When you're done, a bunch of us are going out clubbing tonight. “Do you want to come?”

“No thanks, Ken,” Carrie replied, “I have to study. Have fun.” After studying, Carrie thought she'd watch a little TV before going to bed. She turned on the set to find reruns of *Pretty Woman* and *While You Were Sleeping*.

As Carrie crawled into bed she was feeling a little down but wasn't sure why. After all, it had just been an average day. Carrie was glad tomorrow was Friday. Only one more day before she could go spend the weekend with Rachel, her girlfriend.

The goal of this exercise is two-fold: identify the subtle heterosexism faced by lesbians and increase your awareness of the feelings of oppression a lesbian may experience when others assume she is heterosexual.

Discussion Prompts:

- **What do you think of the story?**
- **What are some of the heterosexist ideas in the story? What did you highlight?**
- **Have you ever thought about any of the issues brought up by the student's average day?**
- **What impact may the heterosexist ideas have on a student wanting to come out?**

This exercise was found in “Working with Groups in the Workplace: Celebrating Diversity” (Cheryl Hetherington, Whole Persons Associates) and was adapted from an activity created by Donna Haner, University of Minnesota and updated by Nicole Aydt Klein, Southern Illinois University Edwardsville.

Terminology

Purpose: to provide participants with a common language for discussing LGBTQ issues and clarify any misunderstanding of various terms and concepts regarding gender and sexuality.

We can view language as ever changing in our political and social world. However, it's good to have a basis for understanding words and the changes that they may go through, especially with marginalized groups who often take ownership of negative words to give them less power to hurt those belonging to a specific group. In these packets are a group of words used in reference to the LGBTQ individuals and community. You will take the words and match them to the definitions are on the second color paper. You will have 10 minutes to match the words with the correct definition.

Essential terminology:

Sexual Orientation – The inner feelings of who we are attracted to sexually and emotionally.

Lesbian – a sexual orientation and/or identity of a person who is female-identified and who is sexually and emotionally attracted to other females.

Gender Identity – How we define ourselves in terms of our gender (male or female).

Gender expression – An individual's physical characteristics, behaviors and presentation that are linked, traditionally to either masculinity or femininity, such as: appearance, dress, mannerism, speech patterns and social interactions.

Transgender – An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming.

Gay – A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of the same sex.

Gender Non-Conforming – An identity of a person who has gender characteristics and/or behaviors that do not conform to traditional or societal gender expectations.

Androgynous – Having the characteristics or nature of both male and female; neither specifically feminine or masculine.

Bisexual – A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some males and females.

Transphobia – the irrational fear or aversion to transgender people of those who are perceived to break or blur society norms regarding gender identity or gender expression.

Homophobia – Refers to an irrational fear or aversion to homosexuality or lesbian, gay, and bisexual people.

Heterosexism – Applies to attitudes, bias, and discrimination in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is heterosexual or that male/female attractions and relationships are the norm and therefore superior. It is the belief that everyone is or should be straight.

Queer – An umbrella term used to describe sexual orientation, gender identity or gender expression that does not conform to heteronormative society.

Intersex – An umbrella term used for individuals who are outside the boundaries of biological sex and culturally determined gender expression.

LGBTQ – Acronym for Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning.

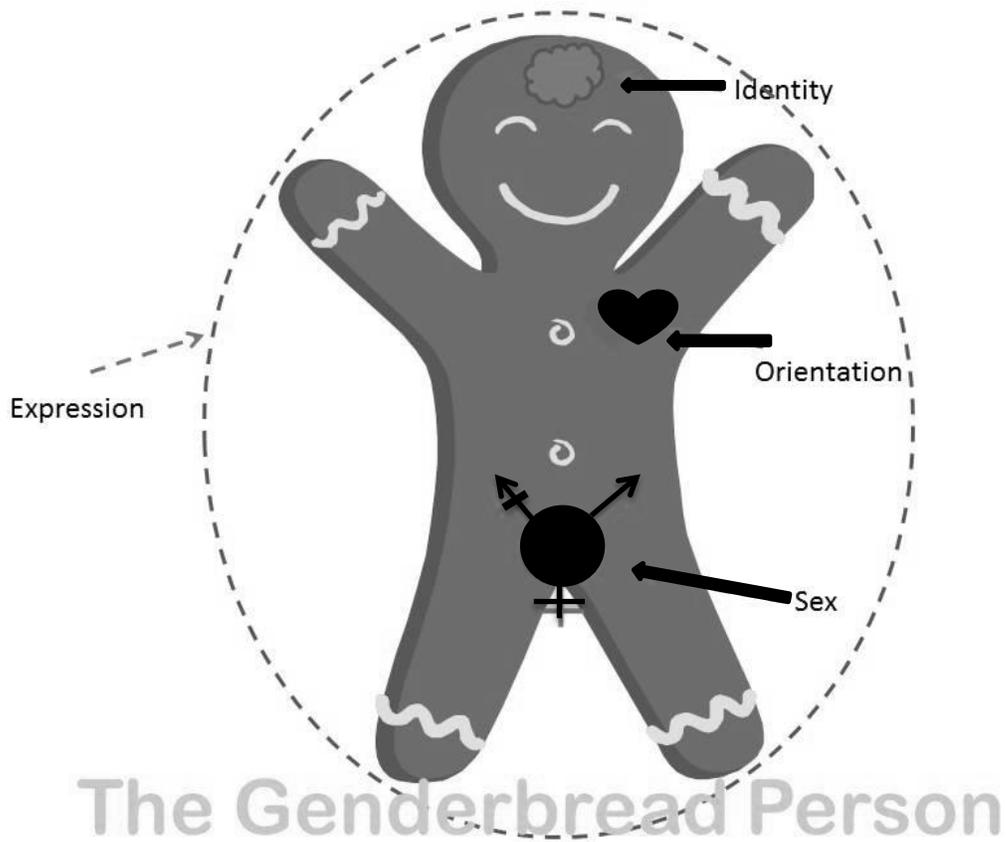
Straight – A common acceptable adjective for heterosexuals.

Questioning – Being unsure of one's sexual orientation and/or gender identity or feeling uncomfortable with the available categories (i. e. gay, straight, male, female, etc...).

Ally – A straight person who works to end discrimination against the LGBTQ community.

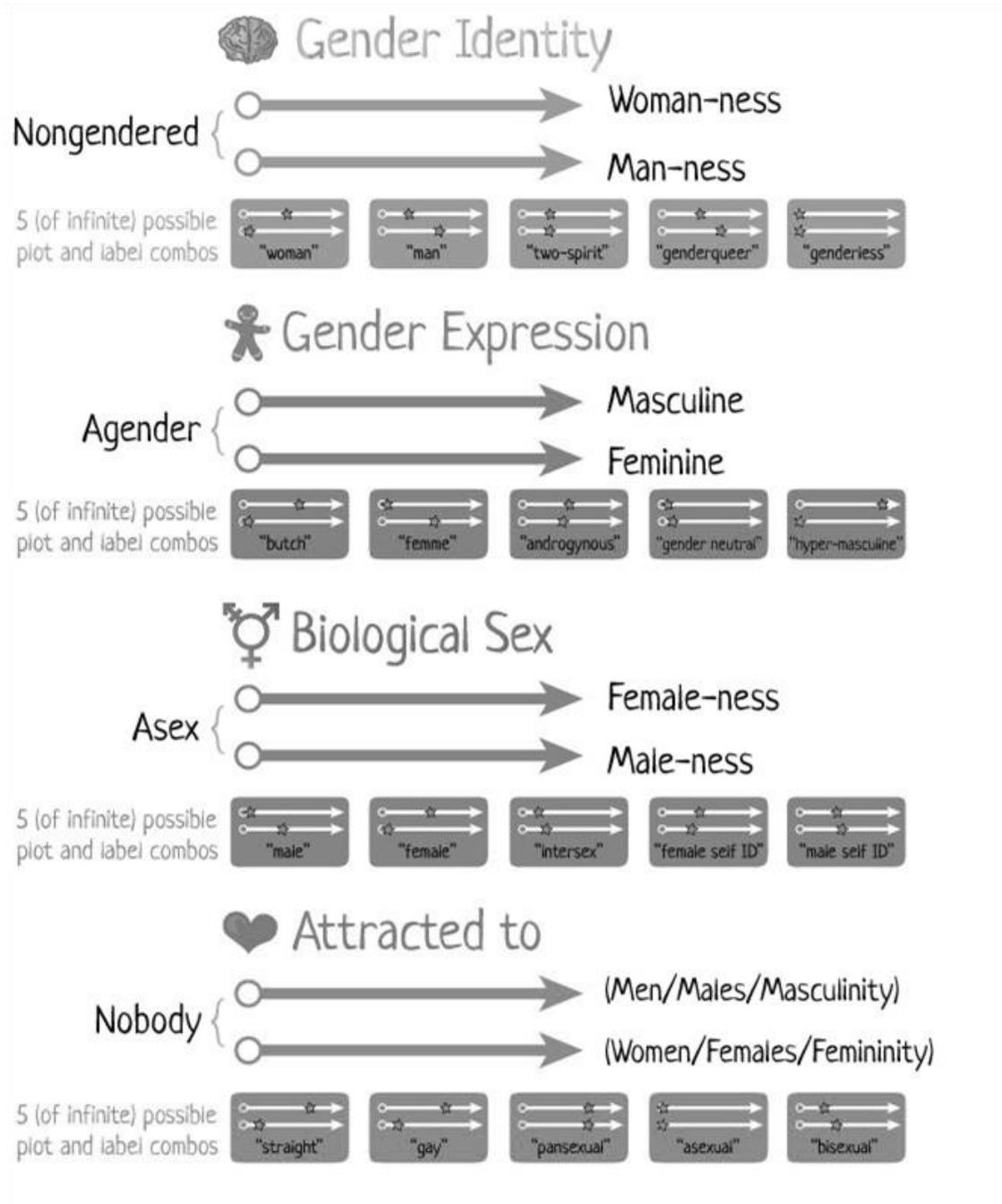
Discussion Questions:

1. Are you confused by any of the terms? If so, which ones? Explain.
2. Are there any terms you have heard or used that you would like to discuss?
3. Why is it important to have clarity of terminology and language?



Reference:

by its pronounced METROsexual.com



Reference:

by its pronounced METROsexual.com

Case Study #1

Peter was excited about visiting John Carroll University, his first choice school. While visiting, Peter attended every information session and student panel discussion. Peter shared at one of the discussion session that diversity was a key factor when choosing a school. He asked about diversity on the JCU campus. The facilitator gave several examples: "We have students from at least 30 countries and all 50 states." She also mentioned the Center for Student Diversity & Inclusion where students of color can go for guidance and listed several cultural student organizations. Peter wanted to ask questions to better understand how the LGBTQ students on campus were supported but felt uncomfortable asking in front of his parents.

The student tour guide, Roger, informed Peter about social activities on campus. Roger spoke about the night life and the various places in the area where students tend to hang out. Roger told Peter, "Stay away from Bounce, that's where all of the gays hang out."

When Peter went home, he searched all the admissions literature, the website and googled information about JCU only to find that there was no reference to sexual orientation anywhere in the promotional materials. He saw photos of students in wheelchairs, students of color, but none that indicated a gay or lesbian presence on campus. There was no anti-harassment or antidiscrimination policy listed anywhere. Feeling isolated and afraid that college would be the same as high school Peter tossed the application in the trash.

You are an Enrollment Counselor. What do you do?

Case Study #2

Brandon and Jonathan (along with approximately 20 student members of Allies*) are coordinating various activities for National Coming Out Week on campus. Activities include an open house for the Center for Student Diversity, guest speakers, a fundraiser dance for the AIDS Task Force of Cleveland, and a massive poster campaign to show support for all students, regardless of sexual orientation.

Three different posters have been designed, approved, and distributed throughout campus. The first poster displays two males kissing; the second shows two females kissing; and in the third poster a male and a female are kissing. The pictures on the poster were posed by students who attended other universities, so as not to “out” anyone on campus. All of the posters read: “Everyone has the right to love.” Posters were circulated in every classroom building and posted on every bulletin board.

Shortly after posting the 500 fliers, Brandon received threatening phone calls demanding that he remove all of the fliers. Brandon was afraid and very angry. The next day Brandon and Jonathan met up for breakfast and Brandon told Jonathan about the phone calls. Jonathan suggested they go to Campus Safety. Brandon felt there was nothing they could do since the calls were anonymous. After this discussion they went to see their advisor, Sam, about the situation. As they walked to Sam’s office they noticed several of the posters had been vandalized. Upon meeting with Sam, they showed him the posters and explained to him what was happening.

*Gay/straight alliance at JCU

You are Sam. What do you do?

Case Study #3

In September of each year, the Office of Student Activities sponsors a Student Activities Fair in the IM Gym. As in past years, Allies has participated in the Fair. Approximately halfway through the fair, Michelle & Luke were sitting at the Allies table when a student walked by and tossed several copies of the comic book, *Righteous Fury*, onto the table without comment. Michelle and Luke became very upset when they began to look through the comic book. The main character in the book attacked and killed hundreds of people, many of whom are gay, lesbian, and African-American.

The following week a cover story appeared in the campus newspaper about the incident. James, another student, accepted responsibility for creating the comic for his independent study art class. James was quoted as saying, "I threw copies of my comic book, *Righteous Fury*, on the table because those homosexuals keep throwing away the copies I circulated around campus." The article also stated that James believed that homosexuality is clearly prohibited in the Bible and is a sin against God and nature.

After reading the article Michelle & Luke went to the Office of Student Activities to talk to Ted (coordinator of programming) about the incident and the article in the newspaper. Michelle & Luke were concerned for their safety and were not sure what they wanted to happen. At this same time, James entered the office. He informed Ted he wanted to make a formal complaint against Michelle & Luke for throwing out the campus copies of *Righteous Fury*.

You are Ted. What do you do?

Case Study #4

Karen is one of the area coordinators on campus and she believed she had created an open and welcoming atmosphere in her living areas in the residence halls. Over the weekend an incident involving two students (Tim and Alice) who held leadership positions occurred. Karen was confused by the incident.

Tim is the President of Allies and Alice Brown is the President of College Conservatives. They are both proud of the work they have done in their respective organizations. Tim has led his organization in creating a supportive environment for the LGBTQ students and their allies. At the same time Alice has done great work to move the College Conservatives forward in the last three years.

Tim was researching a paper for his psychology class and came across the website of the College Conservatives. The website had a link to a page that posted photographs of all members of Allies and pictures of other students (they suspected were LGBTQ). Tim was very upset. The next day as he walked to class he noticed there were numerous messages on the sidewalk, one of which read, "Homosexuality = AIDS." In response to the messages, Allies members called a meeting. At the meeting they constructed a course of action for addressing their concerns with the website and the chalking. The decision was made that the Allies executive board would attend the next College Conservatives meeting.

At the College Conservatives meeting emotions flared. Tim and Alice got into a heated altercation. Alice said she felt threatened. Tim insisted he was just disagreeing and debating. The Dean has called to express her concerns.

You are Karen, Alice's advisor. What do you do?

Case Study #5

The Allies student organization, led by Kathryn, is seeking more student support on campus. Specifically, Allies is demanding the university establish an office within the Student Affairs Division that is staffed with professionals who would meet the academic, personal, and social needs of the Allies members and others on campus. Allies has drafted a report describing their experience at the University. The report stated there are other comparable universities that have an office for this purpose they described. They felt overlooked because there were offices established to meet the needs of African American students, Asian American students, Hispanic students and even international students.

The Vice President wanted to support this proposal but knew the political climate and history of the university was hostile to such action. The President of the University privately supported the proposal but has not spoken publicly about his opinion. The Board is opposed to such action. This is a volatile issue that needs to be handled delicately. However, the Allies, have stated that they will make their recommendations public in the next couple of days taking it to the media.

You are the VP. What do you do?

CASE STUDY WORKHEET

What would your perspective or feelings be confronted with this scenario?	What are the perspectives and feelings of the students in this scenario?
What outcomes are you hoping for in addressing this scenario?	What are some effective responses to address this scenario? Short and long-term actions?
What barriers might there be in addressing this situation? And how can you solve some or all of the issue(s)?	What other resource(s) do you need to help you address this situation or educate around this situation?

Listening and hearing LGBTQ experiences....

Concerns of an Ally: How can I...?

- How do I listen to someone about gay, lesbian, bisexual or transgender issues so they feel heard?
- How can I check whether I have understood what the sharer means? I may not “get it!”
- How can I help clarify if there is a problem (it may be complex and I haven’t done much of this kind of thing...).

Wishes of a concerned Ally: I wish I could...

- Communicate that I accept the sharer where they are.
- Let the person feel my genuine concern.
- Encourage the sharer to explore their ideas and feelings.

Active Listening: What is Reflective Listening?

Reflective Listening- the skill of listening carefully to another person and repeating back to the speaker the heard message to correct any inaccuracies or misunderstandings.

GLBT person: “My parents hate me and will never speak to me again.”

Response A: “Oh, I’m sure they really don’t mean that.”

Response B: “So, I hear you say that your parents hate you and have said they will never speak to you again.”

Getting Depth with Four Levels of Verbal Response

1. Affirm Contact

"You cannot truly listen to anyone and do anything else at the same time." - M. Scott Peck

- Make eye contact.
- Exhibit affirmative head nods and appropriate facial expressions.
- Focus on the speaker, avoid distracting actions or gestures.

2. Paraphrase the Expressed

- Give full attention to the speaker.
- Frequently check you have heard them, and they know you are with them by paraphrasing what you have heard using their words and/or yours:
- "I hear you say..."

3. Clarify the Implicit

- Ask questions to clarify meanings for yourself and for the speaker.
- Don't assume you get it, or "nods" will do it!

4. Reflect "core" Feelings

- Try to "hear" what the speaker is feeling.
- Name this feeling to them to check it out.
- "And you feel angry about that."

LGBTQ INCLUSIVE CAMPUS CHECKLIST

Purpose: to provide a framework for assessing schools with regard to LGBTQ safety and inclusion. Understanding to what degree our campus is inclusive of LGBTQ students, staff, and issues is key to ensuring that our campus is safe and welcoming for all students. To begin this process, review each item below and indicate where you feel our campus falls with respect to the following campus practices and policies.

POLICIES AND PROCEDURES	Do this well	Needs work	Never thought about it
Does the campus have a fairly enforced non-discrimination and anti-bias/harassment policies that explicitly protect LGBTQ individuals?			
Does your campus include sexual orientation in public written statements about diversity and multiculturalism?			
Does your campus include gender identity/expression in public written statements about diversity and multiculturalism?			
Does the campus have forms and applications that are inclusive of all identities and family structures?			
Does your campus have an accessible, simple process for students to change their name and gender identity on university records and documents?			
Does your campus have a standing advisory committee that deals with LGBTQ issues similar to other standing committees on ethnic minority/multicultural issues that advise the administration on constituent group issues and concerns?			
Does your campus include sexual orientation issues in new faculty/staff programs and training opportunities?			
Does your campus include gender identity/expression issues in new faculty/staff programs and training opportunities?			
Does your campus have a clear and visible procedure for reporting LGBTQ-related bias incidents and hate crimes?			
ACADEMICS			
Does your campus have a significant number of LGBTQ-inclusive books and periodicals on sexual orientation topics in the campus library/libraries?			
Does your campus have a significant number of transgender-inclusive books and periodicals on gender identity/expression topics in the campus library/libraries?			
Does your campus have LGBTQ-specific courses offered through various academic departments and programs?			
Does your campus integrate LGBTQ issues into existing courses when appropriate?			
Does your campus have any academically-focused LGBTQ student organizations (e.g. LGBTQ Medical Association, LGBTQ Public Relations Organization, Out Lawyers Association)?			
EVENTS AND CELEBRATIONS			
Does your campus regularly offer activities and events to increase awareness of the experiences and concerns of lesbians, gay men, and bisexuals?			
Does your campus regularly offer activities and events to increase awareness of the experiences and concerns of transgender people?			
Are observations of Mother's Day and Father's Day affirming of all family structures.			
CO-CURRICULAR ACTIVITIES			
Does your campus have a college/university-recognized organization for LGBTQ students and allies?			
Does your campus have a LGBTQ alumni group within the existing alumni organization?			
Does your campus have any student organizations that primarily serve the religious/spiritual needs of LGBT students (e.g. Unity Fellowship for Students, Gays for Christ, LGBTQ Muslims)?			
CAMPUS			

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JOHN CARROLL UNIVERSITY
CENTER FOR STUDENT DIVERSITY AND INCLUSION**

Does the campus have gender-neutral and/or private bathrooms and changing areas?	YES	NO	UNSURE
Please answer the following:			
Sexual, orientation and gender expression is included in the campus non-discrimination policy.			
LGBTQ issues and policy are covered in new faculty orientation/handbook.			
Forms for student/parent completion take into account diversity of households, including partners of the same gender.			
Administrators and staff use the terms 'partner' or 'significant other,' rather than 'spouse, husband, wife.'			
Campus has held programs for faculty/staff/administrators on LGBTQ related issues.			
Campus has held programs for students on LGBTQ related issues.			
Articles about LGBTQ related issues have appeared in the student newspaper.			
The campus has an anti-harassment/anti-bullying policy that specifically forbids harassment based on sexual orientation, gender identity and gender expression.			
The campus library has a collection of books in the library dealing with LGBTQ people and related issues.			
The campus community service and outreach programs include LGBTQ causes or organizations.			
Faculty/staff/administrators regularly use the words lesbian, gay, bisexual, and transgender where appropriate in public forums and situations.			
The campus has had openly, and fairly safe, LGBTQ identified students.			
The campus has had openly, and fairly safe, LGBTQ identified faculty, staff, and administrators.			
The campus has had openly, and fairly safe, LGBTQ identified parents.			
The campus has had openly, and fairly safe, LGBTQ identified alumni.			
ACADEMIC CURRICULUM INCORPORATES LGBT PEOPLE AND RELATED ISSUES IN:			
Accountancy			
Art History and Humanities			
Biology			
Boler School of Business			
Chemistry			
Classical Languages			
Communication and Theater Arts			
Economics			
Education			
English			
Finance			
History			
Management, Marketing, and Logistics			
Mathematics and Computer Science			
Military Science			
Modern Languages			
Philosophy			
Physics			
Political Science			
Pre-Health Professions Program			
Psychology			
Sociology and Criminology			

LOCAL LGBTQ RESOURCES

Allies

216.397.4185 <http://lobolink.jcu.edu/groups/allies/>

Allies is a group of LGBTQ persons and their supporters. They believe in the freedom and equality of all individuals and work to promote this at John Carroll University.

AIDS Task Force – Cleveland

216-621-0766 www.aidstaskforce.org

The AIDS Taskforce of Greater Cleveland provides a compassionate and collaborative response to the needs of people infected, affected and at risk of HIV/AIDS. This is accomplished through leadership in prevention, education, supportive services and advocacy.

John Carroll University- *Center for Student Diversity and Inclusion*

216.397.4185 www.jcu.edu/inclusion

Guided by John Carroll University's mission, vision, and core values, the Center for Student Diversity and Inclusion focuses on supporting historically underrepresented students to become successful and fully engaged in their education experiences at the University.

Cleveland Pride Parade and Festival

216.226.0004 www.clevelandpride.org

Each year, Cleveland Pride hosts an annual event to celebrate diversity in the community. The largest LGBTQI &SA festival representing Northeast Ohio (Greater Cleveland and Greater Akron/Canton), occurs every June at Voinovich Park with food, beverages, dancing and entertainment.

Equality Ohio

614.224.0400 www.equalityohio.org

Equality Ohio advocates and educates to achieve fair treatment and equal opportunity for all Ohioans regardless of their sexual orientation or gender identity or expression.

LGBT Pride Clinic

216.957.4905 www.metrohealth.org/body.cfm?id=2410

MetroHealth's Pride Clinic at the McCafferty Health Center is the first clinic in the region and one of only 12 health centers in the country devoted to serving the health needs of the lesbian, gay, bisexual, and transgender community.

The Gay People's Chronicle

440.986.0051 www.gaypeopleschronicle.com editor@chronohio.com

This is Ohio's weekly newspaper for the lesbian, gay, bisexual, and transgender community. Copies of the newspaper are available at the D.J. Lombardo Student Center (near the student mailboxes) and at the Center for Student Diversity and Inclusion.

GLSEN – Northeast Ohio Chapter

216-556-0960 <http://chapters.glsen.org/cgi-bin/iowa/northeastoh/home.html>

The Gay, Lesbian and Straight Education Network strives to assure that each member of every school is valued and respected regardless of sexual orientation or gender identity/expression. For more information, please contact Salo Rodezno from the Center for Student Diversity and Inclusion.

LGBT Community Center of Greater Cleveland

216-651-5428 www.lgbtcleveland.org

The Lesbian Gay Bisexual Transgender Community Center of Greater Cleveland works to advance the rights, respect and diversity of the LGBTQ community.

PFLAG Cleveland

216-556-1701 www.pflagcleveland.org

Parents, Families, and Friends of Lesbians and Gays (PFLAG) is an all-volunteer, non-profit self-help organization founded nationally in 1981. PFLAG is an inclusive group composed of family members, friends, and individuals who are straight, gay, lesbian, bisexual, or transgender.

TransFamily

www.transfamily.org

TransFamily is a transgender support group in the Cleveland, Ohio metropolitan area. They hold regular support group meetings in Cleveland and Akron that are open to everyone.

NATIONAL LGBT RESOURCES

ACLU Get Equal Campaign

www.aclu.org/getequal

The mission of the ACLU LGBTQ Project is the creation of a society in which lesbian, gay, bisexual and transgender, queer/questioning (LGBTQ) people enjoy the constitutional rights of equality, privacy and personal autonomy, and freedom of expression and association. The ACLU carries out this work in five priority areas: Basic Rights and Liberties, Parenting, Relationships and Marriage, Youth and Schools, and Transgender Discrimination.

Campus Pride

www.campuspride.org

Network, learn, and lead with LGBTQ students and allies.

Children of Lesbians and Gays Everywhere (COLAGE)

www.colage.org

COLAGE's mission is to engage, connect, and empower people to make the world a better place for children of LGBTQ parents.

Gay and Lesbian Alliance Against Defamation (GLAAD)

www.glaad.org

For over 25 years, GLAAD has worked with news, entertainment and social media to bring culture-changing stories of LGBTQ people into millions of homes and workplaces every day.

Gay, Lesbian, and Straight Education Network (GLSEN)

www.glsen.org

GLSEN strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. Check their website for great resources for safe schools and Gay-Straight Alliance organizing tools.

Gay Men's Health Crisis

www.gmhc.org

GMHC is the world's first and leading provider of HIV/AIDS prevention, care and advocacy. Building on decades of dedication and expertise, they understand the reality of HIV/AIDS and empower a healthy life for all.

Gay-Straight-Alliance Network (GSA Network)

www.gsanetwork.org

GSA Network is a youth leadership organization that connects school-based GSAs to each other and community resources through peer support, leadership development, and training.

Human Rights Campaign (HRC)

www.hrc.org

The Human Rights Campaign is America's largest civil rights organization working to achieve LGBTQ equality.

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CENTER FOR STUDENT DIVERSITY AND INCLUSION**

Human Rights Watch (HRW)

www.hrw.org

Human Rights Watch is one of the world's leading independent organizations dedicated to defending and protecting human rights. By focusing international attention where human rights are violated, they give voice to the oppressed and hold oppressors accountable for their crimes.

LAMBDA Legal

www.lambdalegal.org

LAMBDA Legal is the oldest national organization pursuing high-impact litigation, public education and advocacy on behalf of equality and civil rights for LGBTQ people, and people with HIV.

CenterLink

www.lgbtcenters.org

CenterLink exists to support the development of strong, sustainable LGBTQ community centers and to build a unified center movement.

National Center for Lesbian Rights (NCLR)

www.nclrights.org

The NCLR is a national legal organization committed to advancing the civil and human rights of lesbian, gay, bisexual, and transgender people and their families through litigation, public policy advocacy, and public education.

National Center for Transgender Equality

<http://transequality.org/>

The National Center for Transgender Equality works to end discrimination and violence against transgender people.

National Gay and Lesbian Task Force (NGLTF)

www.thetaskforce.org

The mission of NGLTF is to build the grassroots power of the LGBTQ community. We do this by training activists, equipping local and state organizations with the skills needed to organize broad-based campaigns to defeat anti-LGBTQ referenda and advance pro-LGBTQ legislation, and building the organizational capacity of our movement.

National Youth Advocacy Coalition (NYAC)

<http://www.nyacyouth.org/category/education>

NYAC is a social justice organization that advocates for and with young people who are LGBTQ in an effort to end discrimination against these youth and to ensure their physical and emotional well-being.

Parents, Families, and Friends of Lesbians and Gays (PFLAG)

www.pflag.org

PFLAG promotes the health and well-being of LGBTQ persons, their families, and friends through: support, to cope with an adverse society; education, to enlighten an ill-informed public; and advocacy, to end discrimination and to secure equal civil rights.