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Safe Zone Training Handbook

*Materials in this training adapted heavily from The Queer Resource Center of The Claremont Colleges, UCR LGBT Resource Center, and the California State University Long Beach Safe Zone Training Manual, *reprinted with permission*

Allyship Training Packet

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Some Useful Terms

The definitions below are not 'dictionary definitions.' They have been defined using multiple sources. It is important to note that people choose their own terms for themselves and may understand the terms differently.

1. **AFAB** and **AMAB**: Acronyms meaning “assigned female/male at birth” (also designated female/male at birth or female/male assigned at birth). No one, whether cis or trans, gets to choose what sex they’re assigned at birth. This term is preferred to “biological male/female”, “male/female bodied”, “natal male/female”, and “born male/female”, which are defamatory and inaccurate.
2. **Agender**: Some agender people would define their identity as being neither a man nor a woman while others would define agender as not having any gender.
3. **Aromantic**: individuals who do not experience romantic attraction toward individuals of any gender(s)
4. **Asexual (Ace)**: Person who does not experience sexual attraction. They may or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation, not a choice.
5. **Bisexual**: A person who is physically, sexually, and/or emotionally attracted to men and women. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.
6. **Cisgender**: A term for individuals whose gender identity aligns with their sex assigned at birth.
7. **Cisgender Privilege**: The privileges cisgender people have because their gender identities match their assigned gender and because they are considered “normal”. For example, cis people don’t have to worry about violence and institutionalized discrimination simply due to the fact they are cis
8. **Cissexism**: Systems of attitudes, assumptions, bias, and discrimination adhering to and enforcing social norms of gender essentialism.
9. **Dysphoria**: Unhappiness or sadness with all or some gendered aspects of one’s body, or in response to social misgendering. Some trans* people experience dysphoria, some don’t
10. **Drag**: Stands for (DR)essed (A)s a (G)irl. When a person performs in clothes or uses the mannerisms usually associated with the opposite sex or gender. Most people that do drag do not consider themselves transgender. Drag is usually done for entertainment purposes. There are Drag Queens (men dressing up as women) and Drag Kings (women dressing up as men).
11. **Gay**: Term used in some cultural settings to describe a person who identifies as a man who is predominantly or exclusively attracted to men emotionally, physically, spiritually and/or sexually. This term can also be used for anyone who is attracted to the same sex. Not all men who engage in “homosexual behavior” identify as gay. Gay is also a term used to refer to the LGBTQ community as a whole, or as an individual identity label for anyone who does not identify as straight.

12. **Gender binary:** Traditional framework for describing gender into two distinct categories - masculine and feminine.
13. **Gender:** The culturally specific presentation of masculinity or femininity. Gender involves:
- Gender Identity: A person's internal sense of masculinity, femininity, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical sex characteristics. Some labels to describe gender identity include man, woman, transgender, genderqueer, AG, stud, etc.
 - Gender assignment: the gender designation of someone at birth that is correlated with their sex assignment
 - Gender roles: expectations imposed on someone based on their gender
 - Gender attribution: how others perceive someone's gender
 - Gender expression: someone's external presentation of their gender
14. **Genderqueer:** A person whose gender identity is neither male nor female, is between or beyond genders, or is some combination. They can see themselves as different genders at different times, both, male, female, or no gender at all.
15. **FTM:** female-to-male. Indicates a transgender individual who was originally assigned the sex of female at birth, who identifies as male.
16. **Heterosexism:** The individual, group, or institutional norms and behaviors that result from the assumption that all people are straight. This system of oppression, which assumes that heterosexuality is inherently normal and superior, negates LGBT peoples' lives and relationships.
17. **Heterosexual Privilege:** The societal assumption and norm that all people are heterosexual. The basic civil rights and social privileges that a heterosexual person automatically receives, that are systematically denied to gay, lesbian, or bisexual persons, simply because of their sexual orientation.
18. **Homophobia:** Irrational fear and hatred of homosexuality and anyone who identifies as anything other than straight. Can often be internalized by someone who is having difficulty with their own gay, lesbian, or bisexual orientation. A direct result of heterosexism.
19. **Intersex:** A person with an intersex condition is born with sex chromosomes, external genitalia, or an internal reproductive system that is not considered "standard" for either male or female.
- Hermaphrodite: A term *only* used for animals or a plant that has both male and female reproductive organs which is considered by most to be an offensive term.
20. **Lesbian:** Someone who identifies as a woman who is predominately or exclusively attracted to women emotionally, physically, spiritually and/or sexually.
21. **LGBTQIAP:** The acronym used to refer to (L)esbian, (G)ay, (B)isexual, (T)ransgender, (Q)ueer/Questioning, (I)ntersex, (A)sexual, and (P)ansexual.
22. **Lifestyle:** A vague, often politically charged term sometimes used to describe the lives of lesbian, gay, bisexual, and transgender people. Sexual orientation may be part of a broader lifestyle but is not one in itself, just as there is no singular "straight" lifestyle. Avoid using this term when talking about sexual orientation.

- 23. **MTF:** male-to-female. Indicates a transgender individual who was originally assigned the sex of male at birth, but identifies as female.
- 24. **Monosexual / Multisexual / Non-monosexual:** Umbrella terms for orientations directed towards one gender (monosexual) or multiple genders (multisexual/non-monosexual)
- 25. **Omnisexual:** A person emotionally, physically, and/or sexually attracted to all or many gender expressions.
- 26. **Pansexual:** A person emotionally, physically, and/or sexually attracted to individuals, regardless of sex, gender or gender expression.
- 27. **Pronouns:** A word that takes the place of or refers to a noun. LGBTQ people may or may not use pronouns associated with their sexual assignment and/or gender identity, may use multiple pronouns or none at all, and may ask for confidentiality with pronouns they use.

Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

Design by Landyn Pan

[t transstudent.tumblr.com](https://transstudent.tumblr.com)
[f facebook.com/transstudent](https://facebook.com/transstudent)
twitter.com/transstudent

For more information,
go to transstudent.org/graphics

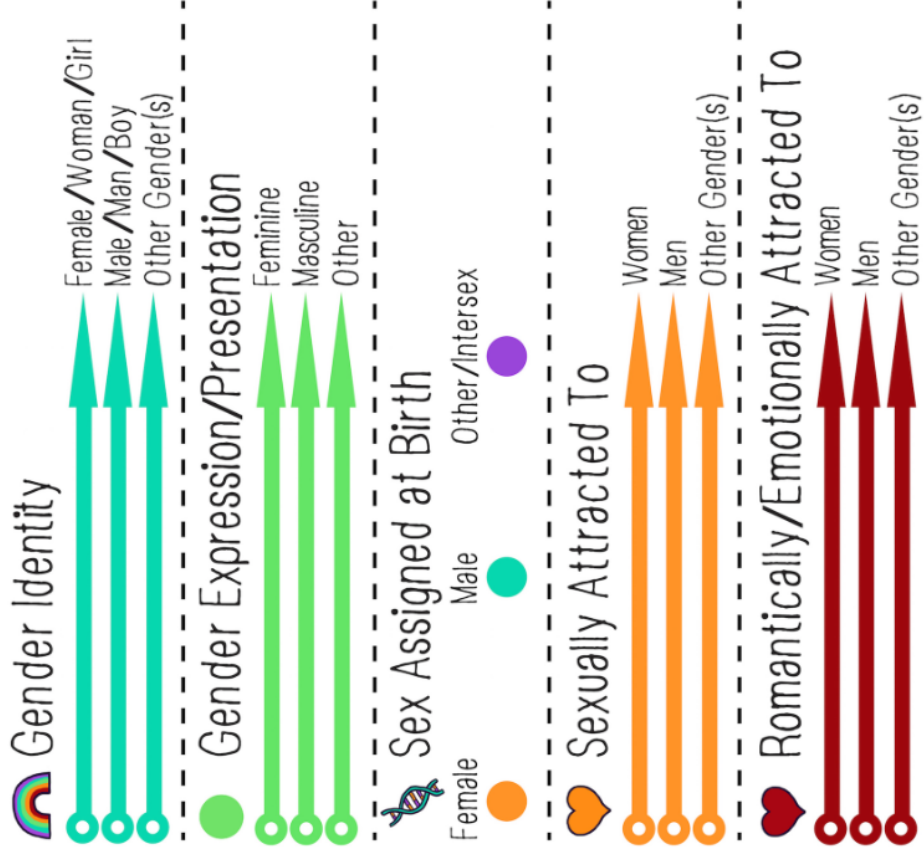
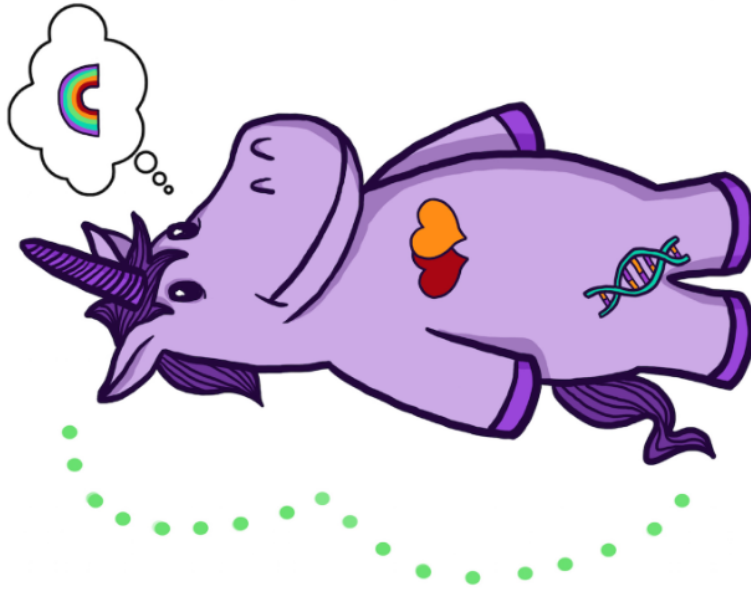
TSER
Trans Student Educational Resources

- 28. **Queer:** Originally a derogatory label used to refer to lesbians and gays, or to intimidate and offend heterosexuals. More recently, this term has been reclaimed as an inclusive and positive way to identify all people who do not follow prescribed norms of sexuality and gender.

29. **Questioning:** Refers to people who are exploring or questioning their sexual or gender identity. This may involve questioning sexual feelings or orientation, and/or experiencing a disconnect with their gender assigned at birth and expectations for that gender.
30. **Sexual Orientation:** An enduring pattern of attraction –emotional, romantic, sexual, spiritual, erotic, and/or some combination of these – to people of the opposite sex, same sex, both, neither, and to people of various genders.
31. **Sexual Identity:** A term describing how persons identify their own sexuality. This may or may not relate to their actual sexual orientation and sexual behavior.
32. **Sex:** The assignment of “male”, “female”, or “intersex” based upon the genitalia that an individual possesses at birth. One can alter their genitalia or hormonal balances.
33. **Straight:** A common term for heterosexual. A man who is emotionally, physically, and/or sexually attracted to females/women. A woman who is emotionally, physically, and/or sexually attracted to males/men.
34. **Transgender:** Someone whose gender identity or expression differs from conventional expectations for their assigned sex at birth. Trans is sometimes used as an umbrella term for any person who challenges the gender associated with their assigned sex at birth through their behaviors and/or the way they identify
- Transgender people may identify as transsexual, drag queen/king, cross-dresser, genderqueer, two-spirit, butch, transman (FTM), transwoman (MTF), stud, AG, boi, bigender, agender, etc.
 - Transsexual: A generational and regional term for a transgender person who opts to have their body through hormone therapy or surgical reconstruction in order to match their gender identity.
35. **Transition:** A transgender person’s process of developing and assuming their gender identity and expression. Transition may include any or none of the following: Coming out; Adoption of a new name/pronoun; Altering clothes, hair, body movement, voice, etc.; Undertaking medical or surgical processes to alter their body, including gender-confirming surgery, top surgery, breast augmentation, Hormone Replacement Therapy; Changing legal documents; Rethinking sexual identity and/or relationships; and/or Meeting with a therapist.
36. **Transphobia:** Irrational and distorted view of people whose gender identity or expression differs from conventional expectations for their assigned sex at birth. It includes anxiety, disgust, anger, violence, and hatred toward trans people. Transphobic actions may include erasing trans people and their experiences, and/or expressing hatred and bigotry towards trans people.
37. **Transmysogyny:** the assumption that femaleness and femininity are inferior to, and exist primarily for the benefit of, maleness and masculinity** as expressed against trans-feminine individuals.

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

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Thinking About “Microaggressions” in Understanding Anti-LGBTQ Prejudice and Oppression

What are microaggressions? What do they look like?

Microaggressions are “the subtle ways in which body and verbal language convey oppressive ideology about power or privilege against marginalized identities” (The Microaggressions Project). They are the small moments and instances of everyday oppression that build up over one’s lifetime. They often seem insignificant to those not within the targeted marginalized positions. Microaggressions were first theorized by American psychologist Chester M. Pierce, who described how they occurred for people of color. The term has since been applied to the subtle insults and negative messages directed at other marginalized identities as well. There are also three subcategories of microaggressions, though they are not necessarily exhaustive or mutually exclusive. They are **microassaults**, **microinsults**, and **microinvalidations**.

Microassaults are outright instances of oppression “meant to hurt intended victims through name-calling, avoidant behavior or purposeful discriminatory actions” (Sue & Constantine, 2007). These are different than other types of microaggressions because they are intentional in their aim to discriminate or oppress.

Ex. “**I was walking** down the street hand-in-hand with my girlfriend. An unknown woman stopped in front of us and snapped, ‘You’re excused!’” 06/2011

“I have no idea how to come out to my colleagues as trans after I overheard them using transphobic slurs and **calling another transgender person an ‘it.’** I’m a young teacher in a rural area. I felt invisible, humiliated, and hopeless.” 07/2011

Microinsults are “words and actions that convey rudeness, insensitivity, or demeaning attitudes” towards others based on their perceived identity and/or background. Microinsults can be verbal or non-verbal, and are often unintended in their impact by the perpetrator.

Ex. “‘I don’t understand bisexuals. Why can’t they just pick a side?’ My mother to me. She doesn’t know I’m bi and now I know for certain I can never come out. Made me sad and angry, like there is something wrong with me.” 06/2011

“‘Before you meet your new coworker, I should warn you: she’s lesbian. That’s why she dresses like a man.’ My boss.” 06/2011

Microinvalidations are made up by the dismissal, exclusion, or negation of marginalized thoughts, feelings, and experiences, often with the replacement of privileged experiences as the norm.

Ex. “**Me, about a coworker::** She seems a lot happier lately. I think she got into yoga. **Other coworker::** Oh? Maybe she has a new man in her life.” 07/2011.

“‘I don’t think that’s true. You’re just not the type.’ A friend, when I told her I was queer.” 07/2011

What are some common microaggressive responses and invalidations?

When people point out microaggressions, a common response is to minimize or invalidate those experiences. This response is often microaggressive in itself. Below are some typical reactions.

- “Why do you have to make such a big deal about it?”
- “I don’t think that’s true. I don’t experience that.”
- “I don’t believe that that happens.”
- “But I have a ___ friend and they don’t mind.”
- “If you stop calling it a problem, it won’t be a problem anymore.”
- “Just get over it!”

How can you respond productively to microaggressions?

-Trust someone’s marginalized experience.

- If a queer/trans* person says that something, including something you’ve done/said, is transphobic/biphobic/homophobic, then *listen*. Don’t argue with them about whether the thing that was said/done was *actually* offensive.
- Don’t ask people to prove to you whether some kind of oppression is real or how it happens. You can do that research on your own.
- If someone is offended by something you’ve done or said, it doesn’t matter if you “have a friend” who is okay with it. For example, just because you have a gay friend who’s alright with you saying “that’s gay,” that doesn’t mean that it’s okay around other queer folks as well.

-Speak up! But only if you feel safe doing so.

- Try using the “name it, claim it, stop it” method. Name the offensive moment, make it your own problem, attempt to stop the behavior.
- Question the comment/behavior. Often, people won’t even realize why their actions are oppressive or prejudiced, and asking a couple questions like “why did you use that word?” or “why do you think that’s funny?” can sometimes help them get to the root of what they’re actually communicating.

-Help develop safer spaces

- In a safer space, all are striving to be respectful and people feel comfortable speaking up when that respect is breached.
- This is important in any space; at work, at home, at school, with friends, etc.

-Challenge yourself.

- What are the things you say or do that might be microaggressive?
- How can you stop them?

-Respect yourself and your well-being.

- When somebody is being microaggressive towards you or someone else, does it feel unsafe to intervene? Are you not emotionally able to engage with the situation in the moment? If so, there are other avenues for support and community. These include the Microaggressions Project at microaggressions.com, Hollaback SoCal (specifically for street harassment), other online communities, friends and family, and school resources like the Queer Resource Center, The Claremont Colleges Deans of Students, and Monsour Counseling and Psychological Services.

Examples of microaggressions reprinted with permission from “The Microaggressions Project” at microaggressions.com
-- By Troy Gilbert, Stanford University. Adapted by Adriana di Bartolo January 5, 2010

How Homophobia and Transphobia Hurt Us All

At the same time the victims (or targets) of prejudice are oppressed, the perpetrators (or agents) and other members of the dominant group are hurt in some way as well. Although the effects of oppression differ for specific target and agent groups, in the end everyone loses.

1. Homo/transphobia locks all people into rigid gender roles that inhibit creativity and self-expression.
2. Homophobia limits our ability to form close, intimate relationships with members of one's own sex.
3. Internal homo/transphobia is one cause of premature sexual activity, which increases the chances of pregnancy and the spread of sexually transmitted diseases (STDs). Young people, of all sexual identities, are often pressured to become heterosexually active to prove that they are "normal."
4. They result in the elimination of any discussion of the lives and sexualities of LGBTQ people in curriculum, keeping important information from students.
5. Homophobia can be used to stigmatize, silence, and, on occasion, target people who are perceived or defined by others as lesbian or gay, but who are, in actuality, heterosexual.
6. Homophobia and transphobia prevents heterosexual people from accepting the services, benefits, and gifts offered by LGBTQ people: theoretical insights, medical care, social and spiritual visions, contributions in the arts and culture, to religion, to family life, indeed, to all parts of society.
7. These 'phobias' (along with racism, cis/sexism, classism, etc.) inhibits a unified and effective governmental and societal response to HIV/AIDS.
8. They take energy away from more positive activities.
9. Trans/homophobia inhibits appreciation of other types of diversity, making it unsafe for everyone because each person has unique traits not considered mainstream, dominant, or normative. Therefore, we are all hurt when any one of us is disrespected.

Techniques for Confronting Homophobia

1. Identify the other person's biased actions as the issue. Question the behavior, not the person.
2. Point out the harm that can be done to innocent people by unquestioned prejudices and discriminatory acts.
3. Give specific examples of the other person's homo/transphobic remarks or actions so that they cannot deny the connection between their behavior and what you are identifying as discrimination
4. Challenge the other person to take personal responsibility for their discriminatory attitudes or acts.
5. Counter distorted and derogatory myths about LGBTQ people with the truth.
6. Establish that people making homo/transphobic remarks cannot take it for granted that anyone listening will agree with them.
7. Clarify that being LGBTQ is established early in the life cycle and is a natural and normal way for people to be. It is not a sickness or anything to recover from.
8. Provide a perspective on how devastating it is for the mental health of LGBTQ individuals to be silent and invisible while experiencing biased/hate-related behaviors, and how important it is to challenge these.
9. Correct the notion that more people are "turning gay" and explain that more LGBTQ individuals are living open and honest lives.
10. Challenge statements that define LGBTQ identities exclusively in terms of sex.
11. Confront assumptions that group LGBTQ people with things like pedophilia or bestiality.
12. Provide accurate, objective information about HIV/AIDS – what it is and what it isn't.
13. Point out that an LGBTQ person making homophobic remarks is reflecting their own internalized homophobia.
14. Shift the focus from how acceptable homosexuality should be to how unacceptable bigotry and discrimination are.

Fifteen Qualities of an Ally to LGBTQ People

An Ally...

1. listens openly, is willing to risk discomfort, and is clear about personal motives in becoming an ally
2. expects to make some mistakes but does not use mistakes or fear as an excuse for inaction
3. is able to acknowledge and articulate how patterns of oppression have operated in their lives
4. is committed to providing support, maintaining confidentiality, and respecting privacy when called upon to do so
5. personally acknowledges and takes responsibility for their own prejudices
6. is willing to examine and relinquish privileges accorded to them by society based on their identity
7. is motivated to educate others without being self righteous, and with the goal of creating understanding and building bridges across difference
8. can refer someone to another ally if they feel they can't assist them with their particular concern
9. does not make sexual orientation or gender identity the only aspect of the ally relationship
10. promotes a sense of campus community that respects and includes the LGBTQ community
11. believes in the equality and dignity of people who are LGBTQ and their right to live and pursue their goals free from intolerance, discrimination, and harassment
12. believes our society is enriched by the acceptance and inclusion of the diversity of people who are LGBTQ
13. Works to develop an understanding of how prejudice and discrimination against people who are LGBTQ oppresses those individuals and provides societal privileges to people who are heterosexual
14. Refuses to ignore or accept discrimination, homophobia, transphobia and other oppressions that exist in their environment
15. Notices the numerous intersections between different forms of oppression

Five Important Points to Keep in Mind

1. Have a good understanding of sexual orientation and gender identity and spend some time thinking about your own.
2. Be aware of the coming out process and realize that it is not a one-time event. The coming out process brings challenges that are not often understood.
3. Understand that LGBTQ people receive the same messages about homosexuality, bisexuality, and gender identity as everyone else. Thus, LGBTQ people suffer from internalized homophobia, transphobia, and heterosexism. It is important to recognize the risks of coming out and to challenge the internal oppression.
4. Remember that LGBTQ people are a diverse group. Each community within the larger LGBTQ 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.

Riddle Scale - Developed by Dorothy Riddle (1974)

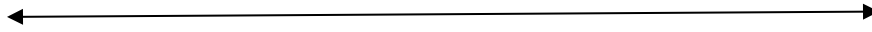
Actively Participating in Oppression

Working Against Oppression

Repulsion	Homosexuality is seen as a “crime against nature.” Transgender, lesbian, gay and bisexual people (in same-sex relationships) are sick, crazy, immoral, sinful, wicked, etc., and anything is justified to change them (e.g. prison, hospitalization, negative behavior therapy including electroshock).
Pity	Heterosexual chauvinism. Heterosexuality is more mature and certainly to be preferred. Any possibility of becoming straight should be reinforced and those who seem to be born “that way” should be pitied, “the poor dears.”
Tolerance	Homosexuality / exploring non-heterosexual behavior is just a phase of adolescent development that many people go through and most people “grow out of.” Thus, LGBTQ people are less mature than straight people and should be treated with the protectiveness and indulgence one uses with a child. LGBTQ people should not be given positions of authority (because they are still working through adolescent behaviors.)
Acceptance	Still implies that there is something to accept, characterized by such statements as “You’re not gay to me, you’re a person.” “What you do in bed is your business.” “That’s fine as long as you don’t flaunt it.” Denies social and legal realities. Ignores the pain of invisibility and stress of being closeted. “Flaunt” usually means say or do anything that makes people aware.
Support	Work to safeguard the rights of LGBTQ people. Such people may be uncomfortable themselves, but they are aware of the climate and irrational unfairness.
Admiration	Acknowledges that being LGBTQ in our society takes strength. Such people are willing to truly look at themselves and work on their own homophobic attitudes
Appreciation	Value the diversity of people and sees LGBTQ people as a valid part of that diversity. These people are willing to combat homophobia in themselves and in others.
Nurturance	Know that LGBTQ people are indispensable in our society. They view LGBTQ people with genuine affection and delight and are willing to be LGBTQ advocates.

Ally Action Continuum

Actively Participating Denying, Ignoring Recognizing (No Action) Recognizing (Action) Educating Self Educating Others Supporting, Encouraging Initiating, Preventing



Actively Participating: Telling oppressive jokes, putting down people from target groups, intentionally avoiding target group members, discriminating against target group members, verbally or physically harassing target group members

Denying, Ignoring: Enabling oppression by denying that target group members are oppressed. Does not actively oppress, but by denying that oppression exists, colludes with oppression.

Recognizing (No Action): Aware of oppressive actions by self and/or others as well as their harmful effects; but takes no action to stop this behavior. This inaction is the result of fear, lack of information, or confusion about what to do. Experience discomfort at the contradiction between awareness and action.

Recognizing (Action): Is aware of oppression, recognizes oppressive actions of self and other and takes action to stop it

Education Self: Taking actions to learn more about oppression and the experiences and heritage of target group members by reading. Attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose oppression, attending social action and change events

Educating Others: Moving beyond only educating self to question and dialogue with others, too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action

Supporting, Encouraging: Supporting others who speak out against oppression or who are working to be more inclusive of target group members by backing up others who speak out, forming an allies group, joining a coalition group

Initiating, Preventing: Working to change individual and institutional actions and policies that discriminate against target group members, planning education programs or other events, working for passage of legislation that protects target group members from discrimination, being explicit about making sure target group members are full participants in organizations or groups

Options for Visibility as an Ally

1. Display your Ally placard in a visible location that is clearly associated with you
2. Attend events with LGBTQ people and topics (movies, speakers, etc.)
3. Support LGBTQ groups through attending events, promoting the groups, encouraging involvement
4. Challenge the “norm”
5. Lobby for LGBTQ rights
6. Confront homophobic/transphobic/biphobic language in everyday life
7. Interrupt offensive jokes
8. Speak up for those voices not present
9. Counter and report hate crimes activity
10. Speak in inclusive, encompassing, and supportive terms – use words like partner, gay, lesbian, bisexual, transgender, sexual orientation, and gender identity
11. Acknowledge LGBTQ family members and partners
12. Oppose censorship of LGBTQ messages
13. Use examples that don't exclude a particular group's experience
14. Encourage other allies by recognizing and acknowledging their efforts
15. Campaign for candidates who promote social justice issues
16. Read and display LGBTQ positive books
17. Join and/or advise LGBTQ positive groups
18. Educate others
19. Celebrate LGBTQ positive holidays: National Coming Out Day (Oct. 11th), Pride Week, Day of Silence, Transgender Day of Remembrance, Intersex Awareness Day, etc.
20. Keep current of LGBTQ related news
21. Wear and/or display your support (“I support gay rights” “Straight, but not narrow” stickers/buttons)
22. Write letters of support to institutional decision makers & state and federal legislators
23. Initiate or participate in protests, rallies, marches, and boycotts.
24. Speak up about LGBTQ issues with family, friends, colleagues, supervisors, and supervisees
25. Join committees or groups working to address the climate for LGBTQ people
26. Research the issues and candidates who promote social justice issues
27. Talk with your religious leaders about how to support the LGBTQ members of your congregation

**KNOW THAT THE PAST IS NOT YOUR FAULT,
BUT THE PRESENT AND FUTURE ARE YOUR RESPONSIBILITY.**

17 Fabulous Ways to Support LGBTQ Students on Your Campus

Across your campus

1. Have a non-discrimination policy that includes gender identity, gender expression, and sexual orientation.
2. Value LGBTQ perspectives and opinions in residence halls, classrooms, and committees.
3. Don't tokenize LGBTQ people.
4. Assure their safety.
5. Acknowledge their presence on campus and in society publicly, at high levels, and often.
6. Attend their events.
7. Don't agree with everything they say; challenge them, too.
8. Help non-queer students understand that LGBTQ people are a presence on campus and in society whether they like it or not. Non-queer students do not have to accept LGBTQ students, but they must learn to live peacefully with them.
9. Support LGBTQ students because they add to the vibrancy of thought, activity and life on your campus; not because it's "politically correct."
10. Take the time to examine your own personal feelings about LGBTQ people.

In the Residence Halls

11. If their assigned roommates refuse to live with them, give the LGBTQ student the options and give them freedom to choose.
12. Ensure that handbooks and contracts have a statement regarding non-discrimination as it relates to sexual orientation and gender identity and expression. Indicate where students should report if they feel harassed.
13. Orientation programs should address LGBTQ issues and make new students understand that LGBTQ students are a welcomed part of campus life.

Make official statements condemning assault

14. When LGBTQ students complain, take them seriously.
15. When they are verbally assaulted, make loud, personal statements in public venues condemning such action. Empower others to do the same.
16. When their belongings are vandalized, make loud, personal statements in public venues condemning such action. Empower others to do the same.
17. When they are beaten up, make loud, official statements condemning such action. If you know who the aggressors are, punish them judicially.

Ally Action Plan

Step 1: Identify areas in which you can improve or enhance your level of support about LGBTQ issues.

Step 2: Determine appropriate resource of events that can assist you in creating sustainable improvements to those areas.

Step 3: Write three goals that are specific, measurable, and attainable.

- 1.
- 2.
- 3.

Step 4: Specify the timeline for accomplishing each goal in the space below. This is your personal timeline.

Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Step 5: Follow up – How are you doing? Can you set new goals?