Safe Zone Workbook
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About the Safe Zone Program

The Safe Zone program aims to build a visible network of allies who are committed to creating a community of respect and dignity for LGBTQ individuals. The Safe Zone program makes it possible to easily identify individuals who are committed to creating an environment in which all people are free to thrive academically, professionally and personally, and it provides an avenue for University of South Carolina community members to show their support for the LGBTQ community. With many allies across campus, students can find providers of safe spaces and feel reassured that there are many individuals throughout this community committed to supporting them and advocating on their behalf.

The initial Safe Zone workshop is open to all members of the Carolina community and seeks to provide a safe environment for learning and self-reflection. Following the workshop, the Safe Zone program offers a variety of ongoing engagement opportunities that allow allies space to explore their identities, values, and stereotypes in a constructive way in order to better understand how these issues impact our community as a whole.

History of Safe Zone

Safe Zone or Safe Space programs are tremendously popular at educational institutions across the United States. Though it is unclear where the first Safe Zone or Safe Space campaign originated, programs date back to the early 1990s. The University of South Carolina Safe Zone program was established in spring 2004. It was originally housed under Student Health Services and was coordinated by a graduate student until 2010 when LGBT programs moved to the Office of Multicultural Student Affairs. In October 2011, the first LGBT Programs coordinator was hired after a student senate resolution was passed calling for the creation of such a position. Today the Safe Zone program is coordinated by the LGBT Programs coordinator in the Office of Multicultural Student Affairs. The workshop continuously evolves to meet the needs of the campus and present up to date information about the LGBTQ community.

This workbook contains materials developed and compiled by Kayla Lisenby, coordinator for LGBT Programs. Resources and materials derived from others are noted throughout the workbook.
Guidelines for Safe Zone Members

As a Safe Zone ally, we ask that you follow these guidelines:

- Respect each individual's privacy. When discussing issues with other allies, refrain from disclosing personal or identifying details of an individual.

- Consult the LGBT Programs staff whenever you have questions or would like feedback on how to support or advise a student.

- Maintain clear, professional boundaries. You may find yourself being an advocate, advisor, teacher, or mentor to students who seek your support. While it is entirely appropriate for a staff or faculty member to have coffee or lunch with students, it is not appropriate to form romantic or sexual relationships with them.

- Refer students for counseling when appropriate. If a student is experiencing extreme psychological or emotional distress and is having difficulty coping, suggest that counseling may be helpful to them. The following signs can alert you that a referral may be appropriate:
  - When a student is having trouble functioning in their academics or maintaining their grades.
  - When a student can no longer cope with their day-to-day activities and responsibilities. A student may state they are no longer going to classes or they have been late for their job and may be fired soon if it continues.
  - A student expresses depressive symptoms such as: sleep disturbance, sudden weight changes, crying spells, fatigue, loss of interest or pleasure in previously enjoyable activities, and/or inability to concentrate.
  - A student expresses severe anxiety symptoms such as: feelings of panic, shortness of breath, headaches, sweaty palms, dry mouth, or racing thoughts.
  - A student expresses suicidal thoughts or feelings.
  - A student seems to lack a strong support system (friends, family, etc.).

Note: If you are feeling overwhelmed or worried about a student, refer them to the Counseling and Human Development Center at 803.777.5223. You can also call the CHDC to speak with a counselor on how to best handle a challenging issue with a student; these calls can be anonymous and can be made by anyone: faculty, staff, family members, friends, etc. Additionally, you can refer students to the Office of Multicultural Student Affairs staff (803.777.4330).

- Your Safe Zone decal and workbook is considered University property. If it is defaced or torn down, report the incident to the LGBT Programs staff at 803.777.4330 or lgbtusc@mailbox.sc.edu.

- Be aware that a Safe Zone decal posted in an office shared by multiple people does not mean that everyone in the office has gone through Safe Zone training.

- If you are leaving the University, changing to a new office, position, or address, or want to withdraw from the program, please inform the LGBT Programs staff so that we can update your information.

- Keep your workbook and any other Safe Zone materials in a location that is accessible and familiar to you. It is permissible to copy materials from the workbook. If you have suggestions for material you would like to see added to the workbooks that are distributed, please contact LGBT Programs staff.

- If a student reports anything related to a sexual assault or experience with sexual violence, you must refer the student and report this to the appropriate individuals. Call 803.777.8248.

- If a student reports any type of crime to you, or is threatening to harm themselves or others, you must report to the authorities. Call 911 from campus or 803.777.7000.

Adapted from UNC Guidelines for Safe Zone Allies and Vanderbilt University Safe Zone Workbook.
Who Am I?

As we begin to learn about LGBTQ people and their experiences, it is helpful to first think about ourselves: our identities, experiences, attitudes, beliefs, and more. Through examining who we are we can recognize the many components that make us up and how those components intersect to make us uniquely ourselves. Similarly, each LGBTQ person experiences many aspects to their identity, and their experiences, attitudes, beliefs, and more, are shaped by their complex selves.

In the circle below, write your name in the center. In each segment, write down a word that describes an aspect of your identity. Some identity categories to consider include race, gender, ability, religion, family, sexuality, profession, and many more.

Reflection Questions

1. Of which of these identities are you most proud and why?
2. Can you think of a time when it was difficult to be one of these identities? What was difficult about it?
3. Which identity that you wrote down surprised you the most?
4. Which of these identities do you think about every day and which do you think about rarely?
5. Are there particular times or places where one aspect of identity is more salient than others?
6. How does thinking about our identities help frame our thinking when learning about LGBTQ people and experiences?

Adapted from Vanderbilt University Safe Zone Workbook.
Clarifying My Beliefs

Clarifying our attitudes helps us to become more aware of what we feel. Each of us has received messages regarding LGBTQ people throughout our lives, from many sources such as families, communities, the media, and more, and our beliefs and attitudes are complex and deeply rooted. Recognizing your level of support or disagreement concerning LGBTQ issues and people is the first step to becoming a better ally.

The purpose of this exercise is not to change your attitudes or values, but to bring to consciousness what those attitudes and values are. If you identify as LGBTQ, try to focus your answers on the identities you least identify with or you think you still might carry the most biases about within the LGBTQ community.

Please read each of the following statements and rate your level of agreement based on the scale below.

1 – Strongly Disagree  2 – Disagree  3 – Neutral  4 – Agree  5 – Strongly Agree

___ I refrain from making homophobic/biphobic/transphobic remarks or jokes about LGBTQ people.
___ I always confront homophobic/biphobic/transphobic remarks and jokes made by others.
___ I believe that homophobic/biphobic/transphobic harassment and violence are serious issues and it is important to seriously sanction perpetrators.
___ I believe that LGBTQ people are equally entitled to all of the same rights and privileges as everyone else.
___ I believe that LGBTQ people are capable of the same normal, healthy relationships as everyone else.
___ I do not worry about what kind of affect an LGBTQ individual might have on my children or other children.
___ I use language and examples that are inclusive of LGBTQ people and their experiences.
___ I am comfortable publicly expressing my affection for friends of the same gender.
___ I am knowledgeable about the histories, cultures, and needs of LGBTQ people.
___ I value the contributions that “out” LGBTQ students, faculty, and staff make to the University’s culture.
___ I do not make judgments about people based on what I perceive their sexual orientation or gender identity to be.
___ I respect the confidentiality of LGBTQ people by not gossiping about their sexual orientation or gender identity.
___ I actively advocate for, financially support, and/or participate in LGBTQ organizations.
___ I have questioned/reflected on my own sexuality.
___ I have questioned/reflected on my gender identity.
___ I am comfortable seeing open expressions of affection between people of the same gender.
___ It does not bother me if I cannot identify the gender of a person by looking at that person.
___ If a colleague, family member, friend, or other person in my life came out to me as LGBTQ, it would not drastically affect my opinion of them.
___ I believe it is the responsibility of all people, not only LGBTQ people, to create a community that is inclusive and equitable.

Adapted from Vanderbilt University Safe Zone Workbook.
Values Reflection

Our views and beliefs about LGBTQ people and experiences are shaped throughout our lives by many influences. Reflecting on what we learned about LGBTQ people at an early age and how our viewpoints have evolved over time can help us to recognize our individual learning processes and identify biases that we still hold. Use the following questions to guide your reflection on your experiences and how they have shaped you to be an ally today.

Growing up, what were the primary influences in your life as you developed a system of values and beliefs?

What kinds of early messages did you receive about LGBTQ people?

How did those messages shape your perceptions about LGBTQ people as a younger person?

How have those initial perceptions evolved over time?

What influences shape your attitudes and beliefs toward LGBTQ people today?

How will those influences support you as an ally?

Adapted from Vanderbilt University Safe Zone Workbook.
Matchmaker, Matchmaker

Test how well you know LGBTQ terminology through matching the terms on the left with their definitions.

____ Sexual Orientation  A. An umbrella term that encompasses: lesbians, gay men, bisexuals communities, trans* individuals of all types; also a sexual orientation or gender identity label used to denote a non-heterosexual orientation or cisgender identity without having to disclose specifics.

____ Asexual  B. Someone who feels comfortable with the gender identity and gender expression expectations assigned to them based on their physical sex assigned at birth.

____ Bisexual  C. A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Usually subdivided into “male” and “female”.

____ Gay  D. Term used to describe male-identified people attracted romantically, sexually, and/or emotionally to other male-identified people. Can also be used to refer to the LGBTQ community as a whole.

____ Lesbian  E. A socially constructed system of classification that ascribes qualities of masculinity and femininity to people.

____ Pansexual  F. Attraction towards people of all genders, including those who identify as transgender, transsexual, androgynous, genderqueer, agender, and all other gender identifications, as well as those who do not feel that they have a gender.

____ Queer  G. The type of sexual, romantic, physical, and/or spiritual attraction one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to.

____ Questioning  H. A person who does not experience sexual attraction; they may or may not experience emotional, physical, or romantic attraction.

____ Straight  I. Someone who is interested in the opposite sex/gender.

____ Gender  J. Term used to describe female-identified people attracted romantically, sexually, and/or emotionally to other female-identified people.

____ Sex  K. An umbrella term for persons whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth.

____ Intersex  L. A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male.

____ Transgender  M. A person who is emotionally, physically, spiritually, and sexually attracted to members of more than one gender. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

____ Cisgender  N. The process of exploring one’s own sexual orientation.
Symbols of the LGBTQ Community

Over the course of history, different parts of the LGBTQ community have used symbols to represent their identities and to unite together. Symbols have a rich history in the LGBTQ community, and their uses and meanings continue to evolve even today. These pages will briefly describe the history behind many of the most common symbols of the LGBTQ community.

Lambda
The Greek letter lambda was selected as a symbol by the Gay Activists Alliance of New York in 1970. In December 1974, the lambda was officially declared the international symbol for gay and lesbian rights by the International Gay Rights Congress in Edinburgh, Scotland. The lambda signifies unity under oppression. The gay rights organization Lambda Legal and the American Lambda Literary Award derive their names from this symbol.

Labrys
The labrys, or double-bladed battle axe, was a symbol used in the ancient civilization of Minoan Crete (sometimes portrayed as having certain matriarchal tendencies). It represents lesbian and feminist strength and self-sufficiency. It has been in use since the late 1970s.

Inverted Pink Triangle
One of the oldest of these symbols is the pink triangle, which originated from the Nazi concentration camp badges that male homosexuals were required to wear on their clothing. Many of the estimated 5–15,000 gay men and lesbian women imprisoned in concentration camps died alongside the 6,000,000 Jews whom the Nazis killed during The Holocaust. For this reason, the Pink Triangle is used as an identification symbol and as a memento to remind both its wearers and the general public of the atrocities that LGBTQ community suffered under Nazi persecution.

Flags
Flags are common symbols within the LGBTQ community and many subgroups within the community have adopted flags specific to their groups. The most common, the rainbow flag, was designed by Gilbert Baker for the 1978 San Francisco Gay Freedom Celebration. The colors of the rainbow are displayed as horizontal stripes, with red at the top and violet at the bottom. It represents the diversity of the LGBTQ community around the world. In the original eight-color version, pink stood for sexuality, red for life, orange for healing, yellow for the sun, green for nature, turquoise for art, indigo for harmony, and violet for the soul. Pink and turquoise have since been removed, leaving the six color flag we traditionally see today.
Symbols of the LGBTQ Community

Transgender Symbol
This symbol combines and modifies elements of the male and female gender symbols, with a combined symbol jutting from the top left. Denise Leclair, executive director of the International Foundation for Gender Education (IFGE), said the symbol was created by Nancy Nangeroni, Holly Boswell and Wendy Pierce of the IFGE.

Interlocking Gender Symbols
Gender Symbols are common astrological signs handed down from ancient Roman times. The pointed Mars symbol represents the male and the Venus symbol with the cross represents the female. Double interlocking male symbols have been used by gay men and double interlocking female symbols have been used by lesbians since the 1970s.

Safe Space
An inverted pink triangle surrounded by a green circle is commonly used to symbolize alliance with the LGBTQ community and advocacy for LGBTQ rights, as well as a space free from homophobia and a safe space for LGBTQ people.

Human Rights Campaign Equal Sign
A yellow equal sign on a blue background is the symbol of the Human Rights Campaign, a national organization working to achieve equality for lesbian, gay, bisexual and transgender Americans. Beginning in March 2013 when the Supreme Court was hearing important cases to LGBTQ rights, the symbol has also been presented with a pink equal sign on a red background to signify love and equality.
How Many?

One challenge when it comes to serving as a Safe Zone ally is understanding just how many Carolina community members we are supporting in our role as an ally. The easy answer though is we are supporting EVERYONE by building a more inclusive community for all people; a community where people can be who they are without fear, and all can learn and grow to reach their full potential. However, this page shares some national data about the LGBTQ community and extrapolates that data to apply to the Carolina community based on fall 2013 enrollment data (31,964 students).

3.5% of adults in the United States identify as lesbian, gay, or bisexual
1,119 USC students

0.3% of adults in the United States identify as transgender
96 USC students

11% of adults in the United States report having some same-sex attraction or behaviors but may not identify as LGB
3,517 USC students

1.8% of adults in the United States identify as bisexual
576 USC students

49% of people in the United States report having a family member or very close friend who is LGBTQ
15,663 USC students

1 in 100 individuals have bodies that differ from standard male or female (intersex individuals)
319 USC students

Statistics derived from Williams Institute 2011 study and the Intersex Society of North America.
Myths and Facts about Sexual Orientation

**You can tell if someone is LGB by looking at them.**
Lesbian, gay and bisexual people cannot be identified by certain mannerisms or physical characteristics. People who are lesbian, gay or bisexual come in as many different shapes, colors and sizes as do people who are heterosexual.

**Sexuality is fixed throughout one's life.**
Sexual experiences as a child are not necessarily indicative of one's sexual orientation as an adult. Many lesbian, gay and bisexual people have early heterosexual experiences, but are still lesbian, gay or bisexual; many avowed heterosexuals have had sexual contact with members of their own gender, but are still heterosexual.

**Being LGB is a choice.**
What exactly determines a person’s sexuality remains unknown, but it is generally accepted today that it is not a choice. Many lesbian, gay and bisexual people know that they are attracted to people of the same gender at an early age, sometimes as young as 6 or 7 years old. Others learn much later in life, in their 30's, 40's or 50's. Sexuality evolves throughout our lifetimes, just like any other aspect of identity.

**LGB people are constantly flaunting their sexuality.**
Many people accuse lesbian, gay and bisexual people of "flaunting" their sexuality when they talk about their partner, hold hands, or kiss one another in public. These are activities that heterosexual couples do all the time. Due to homophobic reactions, some lesbian, gay and bisexual people are actually forced to hide their sexuality in public, not flaunt it.

**Gay men want to be women and lesbians want to be men.**
Most lesbian, gay and bisexual people are comfortable with their own biological sex; they don't regard themselves as members of the opposite sex. Being lesbian, gay or bisexual is not the same as being transgender.

**Gay men are child molesters.**
The majority of child molesters are heterosexual men, not lesbian, gay or bisexual people. Almost all studies show that over 90% of child molestation is committed by heterosexual men.

**Being LGB can be cured.**
Being LGB is not a type of mental illness and cannot be "cured" by psychotherapy. Although homosexuality was once thought to be a mental illness, the American Psychiatric and Psychological Associations no longer consider it to be one. Psychiatric and psychological attempts to "cure" lesbians and gay men have failed to change the sexual orientation of the patient. These "treatments" may help change sexual behavior temporarily but also can create emotional trauma.

**The gay lifestyle will ruin American society.**
There is no definable gay “lifestyle”. Similarly, there is no standard heterosexual lifestyle. Some people might like to think that a "normal" adult lifestyle is a heterosexual marriage with two children. Less than 7% of all family units in the U.S. consist of a mother, a father and two children living together. The most accurate generalization might be this: lesbian, gay and bisexual people are different from one another in the same ways that heterosexual people are different from one another.

Adapted from Case Western University online Safe Zone materials.
Myths and Facts about Bisexuality

Many believe that sexuality runs along a continuum, rather than being a fixed, static point. Sexuality has the potential to change and evolve throughout one’s lifetime and there are as many variations of sexual identity and attraction as there are people in the world. However, bisexuality and other fluid identities are still highly misunderstood within both the straight and gay communities. This section will address some of the misconceptions that are held about bisexuality and other nonmonosexual* identities.

*Nonmonosexual identities include identities that are experience attraction to people of more than one gender, including but not limited to bisexual, pansexual, queer, fluid, and omnisexual.

<table>
<thead>
<tr>
<th>Myth</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who identify as bisexual are just confused or going through a phase. They will eventually realize they are actually heterosexual or homosexual.</td>
<td>Some people go through a transitional period of identifying as bisexual before coming out as lesbian or gay. Others may explore same-gender attraction and relationships and then assume a heterosexual identity. For many though, <strong>bisexuality remains a long-term orientation</strong>.</td>
</tr>
<tr>
<td>People who consider themselves bisexual are really heterosexual, but are just experimenting.</td>
<td>Whether an individual is an “experimenting heterosexual” or a bisexual (or other identity) depends on how they define their own identity.</td>
</tr>
<tr>
<td>Bisexuals are shallow and narcissistic and are likely to be promiscuous people who are attracted to every person they meet.</td>
<td>The “sex” in bisexuality gets overemphasized. Bisexual people have a range of sexual behaviors, just like all other sexualities. Our culture projects its fascination with and condemnation of sex and pleasure onto bisexuals, when in reality, bisexuals’ sexual behaviors cannot be lumped into one group.</td>
</tr>
<tr>
<td>Bisexuals get the best of both worlds and a doubled chance for a date every weekend.</td>
<td>Our culture’s heterosexism, combined with hesitance by many gay and lesbian people to accept bisexuals into their communities, mean that bisexual people are more likely to feel marginalized or rejected by both communities.</td>
</tr>
<tr>
<td>A person cannot be bisexual if they are married or in a long-term monogamous relationship.</td>
<td>Bisexual people in relationships remain bisexual; their identity is based on feelings and attractions rather than actions. Bisexuals do not “become” heterosexual or gay/lesbian based on the gender of their partner.</td>
</tr>
<tr>
<td>A person who has never been sexually involved with a person of the same gender cannot really be bisexual.</td>
<td>Again, bisexuality is based on feeling and attractions rather than actions.</td>
</tr>
<tr>
<td>Bisexual people are attracted to men and women equally and at the same time.</td>
<td>Identifying as bisexual does not set a limit as to how attracted one must feel towards any gender. There is no defined cut off point at which one must cease to identify as bisexual and must identify as gay/lesbian or straight because of a shift in attractions. Most bisexuals do not feel equally attracted to all genders on a sexual and emotional level and experience shifts in attraction levels. Additionally, some bisexuals are not attracted to a gender per se, but are instead attracted to the person’s personality or other attributes.</td>
</tr>
</tbody>
</table>

Adopted from Vanderbilt University Safe Zone Workbook.
The Genderbread Person v2.0

Identity

Attraction

Sex

Expression

Gender isn’t binary. It’s not either/or. In many cases, it’s both, and a lot of this stuff is okay if you’re hungry for more.

This handy little guide is meant to be an appetizer for understanding. It’s okay if you’re hungry for more.
Transgender 101

There are many misconceptions about the transgender community, and with much violence and discrimination directed at this community, it is important to correct these misconceptions and educate ourselves. This introduction is just that—it is not comprehensive, to learn more use the resources provided at the end of the workbook.

Gender Identity

Our gender identity is how we see ourselves. Some of us see ourselves as women, some as men, some as a combination of both, some as neither. Some of us have complex identities that may even be fluid and change over time.

Everyone has a gender identity, and everyone expresses their gender identity. We all make choices about how to cut our hair, what clothes to wear, whether or not and what type of make-up to wear, what body parts to accentuate or not, etc. We all make hundreds of conscious decisions every day about how we are going to express our gender. We all have a gender.

Gender Identity and Sexual Orientation

Transgender people have all sexual orientations. Gender identity is about who one is. Sexual orientation is about who one is attracted to. Some transgender people are straight, some are gay, some are bi, and some are queer.

Transgender Bodies

There is no prototypical transgender experience. There is an endless variety of transgender bodies, an endless variety of transgender identities, and an endless combination of the two. Some transgender people are assigned female at birth, know from day one they are male, describe their experience as being a man trapped in a woman's body, and live their life as a heterosexual man. This narrative is perpetuated, reinforced, and rewarded by the medical and psychological establishment. Many transgender people share only some part or no part of this narrative. Many transgender people live happy lives prior to transition. Not all transgender people feel uncomfortable in their bodies and want to alter bodies. Not all transgender people have the same identification throughout their lives. Endless narratives exist.

Transgender People

Transgender people are those whose gender identity and/or expression does not or is perceived to not match gender norms associated with their assigned sex at birth. There are many ways to be transgender or to experience gender - the key is that everyone has the right to SELF-IDENTIFY. When in doubt about how a person identifies or what pronouns a person prefers – ask nicely and politely. It is very important to respect each person's self-identification.

The Bottom Line

There are many different ways to be in this world. There are many different ways to be transgender or gender non-conforming in this world. And, in the end, what counts is a person’s self-identification.

Adapted from “Trans 101” prepared by Jody Marksamer and Dylan Vade for the Sylvia Rivera Law Project.
At the Intersections: Being a Queer Person of Color (QPOC)

Historically, education and awareness programs focused on sexual orientation and gender identity have been primarily framed from the perspective of white individuals. Queer people of color (QPOC) frequently feel as if they must choose between their ethnic community and the LGBTQ community because they experience discrimination within both. For both religious and cultural reasons, ethnic minorities can be less accepting of sexual orientations other than heterosexual and the coming out process of QPOC often differs greatly from most LGBT people. The families of QPOC face unique challenges as well, with language and cultural barriers keeping many from the support and resources they might need. Even within the LGBTQ community, which should be most accepting based on shared sexual orientation, QPOC often feel marginalized. It is not uncommon for QPOC to report feeling invisible within the one community they wish to be a part of. In fact, for many who identify as QPOC in a racist society, ostracism from the LGBTQ community can contribute to risk-taking behaviors, lowered self-esteem and feelings of being alone.

Issues for LGBTQ Students of Color

When an individual is both a person of color and LGBTQ, they may feel that only one part of their identity can be important. As a result, sexual orientation, and especially gender identity, are often underemphasized. For many, it’s difficult to strike a balance that allows them to be empowered and liberated in both of their oppressed identities. Multiple oppressions affect their lives because:

1. They feel that they do not know who they are.
2. They do not know which part of them is more important.
3. They do not know how to deal with one part of themselves oppressing another part of themselves.
4. They do not have anyone to talk to about the split in personality that they feel.
5. They feel radical and, more often, misunderstood by each group if and when they say that both parts are of equal importance.

Queer people of color often face issues such as:

- Specific cultural reactions to their identity
- Racial prejudice
- Limited economic resources
- Limited acceptance within community/culture
- Limited acceptance or understanding within the LGBTQ community
- Lack of role models (at large and in the racial/ethnic community)

Information adapted from Advocates for Youth Queer People of Color resource and NDSU Safe Zone Training Packet.
Religion and the LGBTQ Community

The relationship between religious beliefs and traditions and LGBTQ identities is deeply rooted, complex, and extremely individualized for each person. With so many religions and denominations, it is impossible to provide a complete summary of how an individual denomination or congregation may respond to LGBTQ people or issues.

The Human Rights Campaign Faith Positions page states:

“Religion has been a source of both solace and suffering for many lesbian, gay, bisexual and transgender Americans. For while most LGBT Americans have been raised in an organized religion — and many continue to cherish their faith community — too many have been forced to leave those communities behind because of condemnation of lesbian, gay and bisexual people.

And yet in recent years, a growing number of organized religious groups in the United States have issued statements officially welcoming lesbian, gay and bisexual people as members. (With the exception of the Unitarian Universalist Association, the Metropolitan Community Church, the United Church of Christ and the Reconstructionist movement of Judaism, most have been silent on transgender people.)

Many religious organizations also have taken supportive stands on the issues that affect LGB people in America, such as the fight for freedom from discrimination, the solemnizing of same-sex marriage and the ordination of openly gay clergy.

For example, the United Church of Christ ran a national television commercial that showed same-sex couples being welcomed into its congregations. The Presbyterian Church (USA) blesses same-sex unions. The Episcopal Church has issued an apology for past discrimination. And Reform Judaism ordains openly lesbian, gay and bisexual people as clergy.”

The HRC Faith Positions page also contains links to summaries on the positions of different religious organizations concerning LGBTQ issues, including: African Methodist Episcopal Church, Buddhism, Church of God in Christ, Church of Jesus Christ of Latter-day Saints (Mormons), Episcopal Church, Hinduism, Islam, Judaism, Metropolitan Community Churches, Presbyterian Church (USA), Religious Society of Friends (Quakers), Roman Catholic Church, Southern Baptist Convention, Unitarian Universalist Association, United Church of Christ, United Methodist Church, and others.

There are many valuable resources to assist those coming out in various faith traditions, and there are many welcoming congregations of different denominations in the Columbia area. Unfortunately, there are also “resources” that attempt to “correct” LGBTQ people and congregations that attempt to “change” their LGBTQ members or force them to denounced their identities. For more information or to get connected to welcoming congregations, contact the LGBT Programs staff, or visit Openingssc.org. Openings SC is “supportive and welcoming network of gay, lesbian, bisexual and transgender persons and straight allies coming from diverse spiritual traditions to open hearts, minds, and doors.”
What is Homo-Bi-Transphobia?

**Homophobia:** The fear, hatred, or intolerance of people who identify or are perceived as lesbians or gay men, including the fear of being seen as lesbian or gay yourself.

**Biphobia:** The fear of, discrimination against, or hatred of bisexuals, which is often times related to the current binary standard. Biphobia can be seen within the LGBTQ community, as well as in general society.

**Transphobia:** The fear, hatred, or intolerance of those who are gender variant and/or the inability to deal with gender ambiguity. Transphobic attitudes lead to massive discrimination, violence and oppression against the trans*, drag, and intersex communities.

Homophobia/biphobia/transphobia take many different forms, including physical acts of hate, violence, verbal assault, vandalism, or blatant discrimination such as firing an employee, evicting someone from their housing, or denying them access to public accommodations. There are many other kinds of homophobia/biphobia/transphobia and heterosexism that happen every day. We often overlook these more subtle actions and exclusions because they seem so insignificant by comparison. They are not. The following are examples of homophobia/biphobia/transphobia.

- Looking at an LGBTQ person and automatically thinking of them as their sexuality or gender, rather than recognizing them as a complex, whole person
- Failing to be supportive when your LGBTQ friend is sad about a relationship problem or breakup
- Changing your seat in a meeting because an LGBTQ person sat in the chair next to yours
- Thinking you can “spot” an LGBTQ person
- Not asking LGBTQ people about their partners even though you regularly ask heterosexual friends about theirs
- Thinking that a member of the LGBTQ community is making sexual advances if they touch you
- Feeling repulsed by public displays of affection between gays and lesbians but accepting the same affectionate displays between heterosexuals
- Feeling that LGBTQ people are too outspoken about civil rights
- Assuming all LGBTQ people are sexually active
- Feeling that discussions about homo-bi-transphobia and heterosexism/cissexism are not necessary since you are “okay” on these issues
- Feeling that a lesbian is just a woman who couldn't find a man or who was sexually abused by a man in the past
- Assuming that everyone you meet is heterosexual and/or cisgender
- Not confronting a homophobic remark for fear of being labeled as LGBTQ
- Worrying about the effect an LGBTQ colleague might have on students or clients
- Asking your LGBTQ friends to speak on LGBTQ issues, but not on other issues about which they may be knowledgeable
- Assuming that an LGBTQ person would be heterosexual or cisgender if given an opportunity
- Focusing exclusively on someone’s sexual orientation or gender identity and not on other areas of concern
- Proclaiming your heterosexuality when being outspoken about LGBTQ rights to ensure you are not labeled as LGBTQ

Adopted from Vanderbilt University Safe Zone Workbook.
Coming Out

Coming out is one of the most talked about topics when learning about the LGBTQ community, and it is usually one of the most anxiety-producing topics for allies. What exactly is coming out? What do I do if someone comes out to me? These pages provide more information on the coming out process and how you can support someone who is coming out or thinking about it.

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<tr>
<th>Coming Out – 1. The process of accepting one's own sexuality, gender identity, or status as an intersex person (to “come out” to oneself). 2. The process of sharing one's sexuality, gender identity, or intersex status with others (to “come out” to friends, etc.). 3. A life-long process for individuals in the LGBTQ community.</th>
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Why Come Out? Risks & Benefits

Coming out is a constant internal and external process that can sometimes be met with pain, misunderstanding, and hardship. Members of the LGBTQ population “come out” in many different ways to many different groups. In addition the coming out process can look different for each individual and sometimes an individual can come out without even noticing. Not to mention the coming out process is continual, because the LGBTQ population is an “invisible minority,” meaning that you cannot recognize LGBTQ individuals by the way they look. Because they are an “invisible minority,” this population may find themselves coming out every time they make a new friend, start a new job, or take a class. In any situation it is important to know the risks and benefits to coming out to others. Below are just a few risks and benefits commonly experienced by the LGBTQ community.

Some Risks of Coming Out

- Not everyone will be understanding or accepting.
- Some relationships with friends, family members, or co-workers may be permanently changed in negative ways, and you could end up losing some of this support system.
- Individuals may be thrown out of their homes or lose financial support.
- Students may lose their financial support for school from their parent/guardian.
- An individual may experience harassment or discrimination based on their sexual orientation or gender identity. In many cases this harassment or discrimination has no legal protection, therefore an LGBTQ individual may be terminated from their job, denied housing, or denied insurance.

Some Benefits of Coming Out

- Individuals will have the ability to live their lives openly.
- Individuals may build up their self-esteem by being honest with themselves.
- Individuals may develop closer, more genuine relationships with new friends and family.
- Some relationships may be changed permanently in positive ways.
- Individuals may be able to connect more with individuals who identify as part of the LGBTQ population and become a part of the community.
- Individuals may alleviate the stress associated with “hiding” their identity or living their life “in the closet.”
- After coming out an individual may be able to change the common misconceptions about the LGBTQ population simply by speaking out and being open with others. The best way to change an individual’s mind is through a personal relationship.
Coming Out Issues & Concerns
The previous section of this workbook discussed the risks and benefits associated with disclosing one’s sexual orientation or gender identity with others or coming out, this section breaks down some further reasons an individual may choose to or not choose to come out.

What might people who are a member of the LGBTQ population be afraid of when coming out?
- Rejection – loss of relationships with friends and/or family
- Gossip – rumors spread about their sexual orientation or gender identity
- Loss of spiritual foundation – rejection from their church, mosque, temple, etc.
- Being thrown out of the house or of the family
- Loss of financial support
- Harassment or abuse
- Threat of physical violence
- Discrimination including loss of employment or discrimination by their employer
- Questions surrounding their personal or professional integrity
- Questions surrounding their intimate relationships and their health (both mental and physical)
- Being seen by others as sick, immoral, perverted, anti-family, or sinful

How might people who are members of the LGBTQ population feel about coming out to someone?
- Scared
- Vulnerable
- Unsure of how others will react
- Relieved
- Proud

What might people who are members of the LGBTQ population want from others when they come out?
- Acceptance
- Support
- Understanding
- Comfort
- Reassurance that their relationships have not changed in a negative manner
- Closer relationships to friends and/or family
- Acknowledgement of their feelings
- Understanding and compassion for their coming out process
- Love

When Someone Comes Out To You
If an individual chooses to disclose their sexual orientation or gender identity to you it is important that you take some time to review your own feelings and attitudes. Below are some things to keep in mind when an individual chooses to come out to you:

How might someone feel after someone else comes out to them?
- Scared
- Shocked
- Disbelief
- Uncomfortable
- Not sure what to say/do
- Concern for them
- Supportive feelings
- Flattered
- Honored
- Angry
- Disgusted
- Feeling that they are coming on to you
How to Respond When Someone Comes Out

Before you respond, take a moment to collect your thoughts, rather than responding with the first thing that comes to mind. Responding with affirmation and thanking them for their courage is always a good way to start.

A few things NOT to say:
- You’re just going through a phase.
- It’s just because you have never had a relationship with someone of the opposite sex.
- You can’t be gay- you’ve had relationships with individuals of the opposite sex.
- You can’t be a lesbian you’re too pretty/you’re too manly to be gay.
- You’re just depressed/confused/doing it for attention.
- You need some therapy/church and it will all be better.
- Do you really want to be gay?
- When did you choose to be gay?
- It’s not normal to want to be the other gender/sex.
- Do you like to wear women’s/men’s clothing all the time?
- How do you know you’re gay? Are you sure?
- Have you had sex with someone of the same sex yet?
- It’s about time you came out; I always knew you were gay!
- I love gay people! Some of my best friends are gay!

Tips of how you can help someone who comes out to you:
- Remember that the person has not changed. They are still the same person who you knew before; you just have more information about them than you previously had.
- Don’t ask questions that would have been considered rude within the relationship you had before they disclosed their sexual orientation or gender identity.
- Recognize that everyone’s experience is unique and don’t assume you know what an LGBTQ individual is going through.
- Remember that they may not want or need you to do anything. Often it is simply affirming for the individual to disclose this personal information.
- Consider it an honor that they have trusted you with this very personal information. Thank them.
- Clarify with them what level of confidentiality they expect from you. You never want to share this personal information with others without their consent.
- If you don’t understand something or have questions, remember that people who are LGBTQ are often willing to help you understand more. But remember they are not experts of ALL LGBTQ people. If you want to learn more utilize your resources not these students.
- If you find yourself reacting negatively, remember that your feelings may change. Try to leave the door open for further communication.
- Remember that you too are never alone and that there is a network of Safe Zone allies here to support both you and your students.
- If you would like more information, ask in an honest and respectful way. If you show genuine and respectful interest in their life, they will most likely appreciate it. Some good questions are:
  - How long have you been aware that you were LGBTQ?
  - Are you seeing someone special?
  - Has it been difficult for you?
  - Is there some way I can help you?

Adapted from UNC Charlotte Safe Zone Resources.
Common Issues Facing LGBTQ Students

Identity Development
Like many other underrepresented groups, LGBTQ students are often looking for a space that supports them and reflects their identity. LGBTQ students often show up as the “only one,” whether in class, in their family, with their friends, in organizations, or in their living situation. LGBTQ students often seek out opportunities to connect with other LGBTQ students, friends, organizations, history, etc.

Who Can Help? Office of Multicultural Student Affairs, Counseling and Human Development Center

Mental Health Concerns
- Isolation- LGBTQ individuals may feel isolated from their peers. This can be magnified if individuals do not have a support system in place.
- Low Self-Esteem- Because of the large amount of misinformation in society about LGBTQ individuals, sometimes LGBTQ individuals internalize negative myths and stereotypes. This internalization can lead to shame and a negative self-image.
- Depression- Compacting the low self-esteem with the feelings of isolation make LGBTQ individuals more likely than heterosexual/cisgender individuals to have issues with depression.
- Anxiety- Because the LGBTQ population is an invisible minority, LGBTQ individuals may experience a lot of anxiety about who knows their sexual orientation or gender identity and who they can safely share that information with.
- Suicidal Ideations- The combination of all these previously mentioned mental health issues in addition to the lack of a positive support system, can lead to suicidal ideation and ultimately suicide. It is well documented that individuals who identify as LGBTQ are often at higher risk for suicide.

Who Can Help? Counseling and Human Development Center

Substance Abuse
- Tobacco Use- LGBTQ communities have higher numbers of individuals that use tobacco products, like cigarettes, than their heterosexual peers. This may be tied to the stress associated with being LGBTQ.
- Alcohol Use- Due to the increased depression and anxiety rates in LGBTQ individuals, it should be no surprise that they are often more susceptible to alcohol abuse. LGBTQ individuals may use alcohol as a coping mechanism. In addition alcohol is very readily available in the LGBTQ community in bars and clubs.
- Drug Use- Just as with alcohol, drug use (including prescription drug use) may be used by LGBTQ individuals as a coping mechanism. Like alcohol, drugs are also very readily available in the LGBTQ community in bars and clubs.

Who Can Help? Counseling and Human Development Center, Substance Abuse Prevention and Education office, Thomson Student Health Center
**Relationship Differences**

- **Friends** - An LGBTQ person’s social network may ebb and flow drastically as they come out to individuals they consider “friends.” In other words LGBTQ individuals may lose some friends and gain other friends as they come out, which could drastically change their social network.

- **Family Problems** - LGBTQ individuals often face rejection from their family unit. Sometimes this can be manifested in a loss of financial assistance, being “kicked-out” of the home, or completely cutting off all communications and ties to an individual.

- **Intimate Relationships** - The LGBTQ community has a very interesting dynamic in regards to intimate relationships. A relationship track ending in marriage has not historically been the pervasive narrative in the LGBTQ community. That means individuals may engage in sexual relationships earlier, or may be less likely to commit to another individual. In addition intimate relationships for same-sex couples are complicated when your “ex-partner” could be the “ex-partner” of your “future partner”. In other words the community is very small and relationships are affected by this intimacy.

- **Sexual Relationships** - Because sexual education to LGBTQ individuals is almost non-existent LGBTQ individuals often experiment with sex without protection. This can lead to increased cases of sexually transmitted infections and diseases, including HIV/AIDS. In addition HIV/AIDS disproportionately affects the gay male community, while HPV (a leading case for cervical cancer) disproportionally affects the lesbian community.

- **Interpersonal Violence** - Same-sex couples are just as prone to interpersonal violence as heterosexual couples. However, in same-sex couples the impact of the coming out process can greatly add to a perpetrator’s control and power over a victim. In other words a victim may be less likely to report violence from a same-sex partner, because they may be fearful of the response and may not wish to disclose their sexual orientation to others. In addition same-sex couples are often ignored by police and are often met with hostility from interpersonal violence support groups.

**Who Can Help? Office of Multicultural Student Affairs, Counseling and Human Development Center**

**Harassment & Discrimination**

- **Intimidation/Bullying** - LGBTQ individuals may encounter more negative attitudes, jokes, verbal taunting, or bullying because of their sexual orientation or gender identity. In addition LGBTQ individuals may be intimidated by individuals who threaten to “out” them if they do not do something.

- **Harassment** - LGBTQ individuals may face harassment in many different forms. They may hear verbal threats, may have their property damaged, or may be sexually harassed because of their sexual orientation or gender identity. LGBTQ individuals may also be less likely to report harassing behavior because they do not wish to disclose their own sexual orientation or gender identity to authorities.

- **Social Avoidance** - LGBTQ individuals may be left out of other events, groups, or activities by their heterosexual or cisgender peers. LGBTQ individuals are sometimes discouraged from joining organizations, study groups, or participating in activities.
• Discrimination- LGBTQ individuals do not share the same protections as other minority groups in the US. While it is no longer legal to discriminate on the basis of race, skin color, ethnicity, ability, age, sex, or veteran’s status, it is still legal to discriminate on the basis of sexual orientation and/or gender identity in many places.

• Violence- LGBTQ individuals may be targets of violence because of their sexual orientation or gender identity. In addition they may be targeted because they are seen as “weaker” or less likely to either fight back or report the crime/incident.

Who Can Help? Office of Equal Opportunity Programs, Student Conduct, Office of Multicultural Student Affairs, Counseling and Human Development Center

Academic Support
Due to some of the factors we have already discussed, including mental health issues, harassment, and discrimination, LGBTQ students often find that they need assistance with their academics. This can include seeking approval to miss classes or drop classes to tutoring and supplemental instruction.

Who Can Help? Student Success Center

Financial Support
LGBTQ students will sometimes face financial difficulties after coming out. Sometimes they are disowned and disconnected from their family support system, which may have been providing financial support. LGBTQ students often have to find financial resources quickly and on their own. This may include the need to find new housing options, employment opportunities, or new ways to pay for tuition.

Who Can Help? Student Success Center Financial Literacy Programs

Adapted from UNC Charlotte Safe Zone Resources.
LGBTQ Identity Development

Many researchers have sought to provide a comprehensive model of how the identities of LGBTQ people develop over the course of their lifetimes. While there is no “perfect” model, these pages discuss some of the most studied and utilized theories. Reviewing these models can give allies an idea of the processes LGBTQ people may go through in their identity development so that they can better support the LGBTQ people in their lives. When thinking about these theories, though, it is important to remember that there is great variation in individuals’ experiences, and no person is likely to fit perfectly into these models.

Vivienne Cass “Cass Identity Model”

In 1979 the “Cass identity Model” by Vivienne Cass was released based on her empirical research of gays and lesbians in Australia. Her model has been used in higher education as the standard for discussing the identity development for gay and lesbian college students. It is important to note that this is a stage model, meaning, according to Cass, the individual progresses along this path. An individual may take several years to get through a particular stage and may never make it to stage 6. Finally “foreclosure” (when an individual denies their identity or hides it from others) can occur in any stage and halt the process.

1. Identity Awareness
The individual is aware of being "different"

2. Identity Comparison
The individual compares their feelings and emotions to those they identify as heterosexual

3. Identity Tolerance
The individual tolerates but does not embrace their non-heterosexual identity

4. Identity Acceptance
The individual accepts their identity and begins to engage in the larger LGBTQ community

5. Identity Acceptance
The individual accepts their identity and begins to engage in the larger LGBTQ community

6. Identity Synthesis
The individual further accepts their identity and synthesizes this with other aspects of identity

Anthony D’Augelli “Homosexual Lifespan Development Model”

In 1994 D’Augelli released his “Homosexual Lifespan Development Model.” This model is not a stage model, meaning an individual may experience these different processes at different times and they can occur multiple times. His model rests on a set of assumptions in addition to the processes. They are:

- Identity is shaped by interactions with environment—“social construction”
- Development of sexual orientation is a lifelong process
- No two people have the same developmental journey; differences are based on individual personalities and experiences
- Individuals will work on multiple processes at once time, unlike a stage model where one process needs to end before the next may begin.
The processes are:

- **Exiting a Heterosexual Identity**: Realization of an identity other than what society has deemed “normal.”
- **Developing a Personal LGB Identity Status**: The process of coming out to one’s self and identifying to one's self as gay, lesbian, or bisexual.
- **Developing a LGB Social Identity**: The process of sharing a gay, lesbian, or bisexual identity, or coming out, to friends.
- **Claiming an Identity as a LGB Offspring**: The process of coming out to parents or guardians.
- **Developing a LGB Intimacy Status**: The process of forming intimate relationships with people of the same gender.
- **Entering a LGB Community**: Coming out in multiple areas of one’s life and being active within the community, including going to events, bars, clubs, organizations, etc.

**McCarn-Fassinger “Gay and Lesbian Identity Development”**

In 1996 McCarn-Fassinger developed the “Gay and Lesbian Identity Development” Model, which looks at both identity development from a personal perspective and a group perspective.

**Awareness**
- Individual Awareness of feeling or being different
  - “I wonder if there is something strange about me?”
- Group Awareness of different sexual orientations in people
  - “I had no idea there were LGBTQ people out there.”

**Exploration**
- Individual Exploration of strong, sexual feelings for people of the same sex (or a particular person of the same sex)
  - “The way I feel makes me think I’d like to be sexual with another woman.”
- Group Exploration of one’s position regarding lesbians/gays as a group (both attitudes and membership)
  - “I think a lot about fitting in as a gay man and developing my own gay style.”

**Deepening/Commitment**
- Individual Commitment to self-knowledge, self-fulfillment, and crystallization of choices about sexuality.
  - “I clearly feel more intimate sexually and emotionally with women than with men.”
- Group Commitment to personal involvement with referenced groups, with awareness of oppression and consequences of choices.
  - “I get angry at the way heterosexuals talk about and treat lesbians and gays.”

**Internalization/Synthesis**
- Individual Synthesis of love for women or men, sexual choices, into overall identity
  - “I feel deep commitment about my love for other men.”
- Group Synthesis of identity as a member of a minority group, across contexts
  - “I feel comfortable with my identity as a lesbian no matter where I am or who I am with.”
Arlene Istar Lev "Transgender Emergence Model"
In 2004 Lev released their “Transgender Emergence Model.” This model is a stage model that looks at how trans* people come to understand their identity. Lev writes from a counseling/therapeutic point of view and this model talks about not only what the individual is going through, but the responsibility of the counselor.

• **Awareness** – In this first stage of awareness, gender-variant people are often in great distress; the therapeutic task is the normalization of the experiences involved in emerging as transgender.

• **Seeking Information/Reaching Out** – In the second stage, gender-variant people seek to gain education and support about transgender identities; the therapeutic task is to facilitate linkages and encourage outreach.

• **Disclosure to Significant Others** – The third stage involves the disclosure of one’s transgender identity to significant others (spouses, partners, family members, and friends); the therapeutic task involves supporting the transgender person’s integration in the family system.

• **Exploration (Identity & Self-Labeling)** – The fourth stage involves the exploration of various (transgender) identities; and the therapeutic task is to support the articulation and comfort with one’s gender identity.

• **Exploration (Transition Issues & Possible Body Modification)** – The fifth stage involves exploring options for transition regarding identity, presentation, and body modification; the therapeutic task is the resolution of the decision and advocacy toward their manifestation.

• **Integration (Acceptance & Post-Transition Issues)** – In the sixth stage the gender-variant person is able to integrate and synthesis (transgender) identity; the therapeutic task is to support adaptation to transition-related issues.

Adapted from UNC Charlotte Safe Zone resources.
Active Listening

When thinking about serving as an ally, you may feel overwhelmed about the type of conversations you might have with students or colleagues. It is normal to feel anxious about particular situations that may arise, and it is important to know there is no “right” way to have a conversation or to communicate with someone. Keep in mind these active listening strategies to help guide conversations.

Nonverbal Communication
Use your body language to communicate focus and interest. Smile and make eye contact when speaking.

Positive Affirmations
Reassure the individual that their issues will be handled with respect and care. Validate the concerns they express.

Appropriate Closure
Help the individual identify any relevant resources and provide contact information for them. Ensure the individual’s needs have been addressed before closing.

Clarification and Questions
Ask the individual to clarify anything that you do not understand and ask open-ended questions to further engage in the conversation.

Crafted Responses
Provide honest, sincere feedback, but ensure feedback is carefully spoken. Use I statements, avoid generalizations, and focus on the individual.
Ten Steps to Making a Referral

As a Safe Zone ally, you may need to connect students with resources that can support them and help them to achieve success. The University of South Carolina is a large institution with a multitude of resources available to students; these steps will help you to make successful connections between students and the resources in place to support them.

1. Listen to the Student
   When dealing with any student, it is always important to listen. Listening without judgment, without bias, yet with compassion and understanding is the cornerstone of being a Safe Zone ally. This step may take a long time and may not all occur in one sitting. Be sure to listen for clues and realize it may take some time for a student to come forward with troubling information.

2. Identify the Issue/Concern
   Once you and the student feel you can see the root cause of an issue/concern, then be sure to identify it. Identifying an issue or concern can be an arduous conversation, but is essential in assisting the student. It may be helpful to make a written list of all issues/concerns to assist the student in prioritizing their needs/wants.

3. Identify Resources Available
   After identifying the issue/concern now you must identify what resources are available to assist the student. Please remember that the purpose of being an ally is not to be an expert in everything and to “save” a student; the purpose is to guide the student to the experts that are available. Please feel free to utilize the resources listed in your workbook.

4. Discuss Resources with Student
   After identifying the resource it will be important to explain the role of the resource. Students are often oblivious to the opportunities around them and are unsure about what campus resources actually offer. For example they may have heard of “tutoring programs” but are unsure of where those programs are housed. Remember you do not have to refer students to other Safe Zone allies, and there may be occasions when there are no Safe Zone allies in the desired offices.

5. Give a “How To” for Contacting the Resource/s
   Often students are unsure of how to approach different resources. It may be helpful to give the student information beyond simple phone number, website, or campus location. Whenever possible refer a student directly to an individual and not just a department or an office. As stated above you may be referring a student to a non-Safe Zone ally. In those cases it may be beneficial to discuss what information is “necessary” to share and what information can be kept from the resource. Remember the ultimate goal is to assist the student.

6. Outline an Action Plan
   It is important that the student creates an action plan, with your assistance, which will serve as their guide to working through their issue/concern. This action plan should be as specific as possible. Dates and deadlines can often be helpful to students because it provides accountability. In fact the entire purpose of an action plan is to hold the student accountable for taking the necessary steps to help themselves.
7. **Discuss Potential Outcomes of Plan**
   Once the Action Plan is developed, it is important to clarify what are the potential outcomes with utilizing the campus resource you are referring them to. This discussion should focus on reviewing the issue/concern and how the student wants to “fix” that issue/concern. This is basically a discussion of “what could happen” and it can provide “buy in” for the student to appreciate the resource. Ultimately this is a “check” to ensure the student is receiving the appropriate help.

8. **Review Action Plan**
   Reviewing an Action Plan is important and it really provides a good opportunity to “sum up” the conversation you have had with the student. This is also a way to review the responsibilities now placed on the student within the Action Plan.

9. **Contact the Resource**
   It is sometimes helpful to lay the groundwork for a student by personally making contact with the resource you are referring them to. Never disclose information about a student that the student is not comfortable sharing. In addition always tell a student your intentions to contact a resource. It is important to keep the student in the “loop” about your contact so they feel you can be trusted with their private information.

10. **Follow Up with Student**
   Follow up is often the piece the majority of people forget. We have a great conversation with a student, provide them with resources, even develop an action plan, but we rarely check back in with the student. Follow up can take on many different forms: an email, a phone call, another meeting, etc. But the most important piece of any referral is following up with the student to ensure they have gotten the assistance they need. Following up often takes more than one contact, but is an integral part of the referral process.

   Adapted from UNC Charlotte Safe Zone resources.
Campus and Local Resources for LGBTQ Students

Office of Multicultural Student Affairs: LGBT Programs in the Office of Multicultural Student Affairs offers many forms of services and support to LGBTQ and ally students, including drop-in visits, 1:1 consultations, an LGBTQ resource library, and more. OMSA presents educational workshops and programs focused on diversity and social justice across campus.

To learn more visit them online at sa.sc.edu/omsa, email lgbtusc@mailbox.sc.edu, or call 803.777.4330.

Safe Zone Ally Network: With over 700 allies on campus, the Safe Zone Ally Network is a large and valuable resource for students. Often you may need to refer a student to a campus partner or resource for an issue outside of their sexual orientation or gender identity, but they may prefer to work with another Safe Zone ally. Our interactive ally map and directory allow you to refer students directly to Safe Zone allies in other parts of campus.

To view the map and directory, visit sa.sc.edu/omsa and click on “Safe Zone”.

Bisexual, Gay, Lesbian, Straight Alliance: BGLSA is a student-led social, service, and advocacy network for the lesbian, gay, bisexual, transgender, and questioning communities at the University of South Carolina. The student organization meets weekly during the academic year and is a source of community for many LGBTQ and ally students.

For more information, visit sa.sc.edu/omsa and click on “Our Student Organizations”.

Counseling and Human Development Center: The CHDC provides USC students a safe place to speak privately with a trained counselor about a variety of concerns. These may include stress, anxiety, loneliness, depression, relationship difficulties, questions about identity, eating concerns, substance use concerns, sexuality concerns, managing an existing mental health condition, or any other issue. They offer a range of mental health counseling and psychological services. All counselors are LGBTQ culturally competent.

To learn more visit them online at http://www.sa.sc.edu/shs/chdc/ or to make an appointment call 803-777-5223.

Equal Opportunity Programs: The mission of EOP is to ensure that applicants for employment, employees, and prospective and enrolled students of the University of South Carolina are protected against discrimination. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. If a student feels they have been discriminated against or is experiencing harassment, they can fill out an online complaint form and a staff member will follow up with them.

For more information or to file a complaint visit sc.edu/eop or call 803.777.3854.

Sexual Assault and Violence Intervention and Prevention: SAVIP Advocates offer support and services to students, faculty, and staff who are survivors of sexual assault, attempted sexual assault, relationship difficulties, dating issues, domestic issues and/or any forms of interpersonal violence. Their staff has been trained to work with LGBTQ survivors.

The SAVIP office is located in the Thomson Student Health Center. They can be contacted at 803.777.8248 or visit them online at http://www.sa.sc.edu/shs/savip/.
Harriet Hancock LGBT Resource Center: The HHC provides a safe and welcoming space for South Carolina’s LGBTQ community and its allies. Their facility offers a variety of resources including a free lending library, meeting spaces for LGBTQ-supportive groups, and a directory of LGBTQ-friendly businesses, organizations, and counselors while also serving as the headquarters for the South Carolina Pride Movement. The resources provided at the Harriet Hancock LGBT Center are free and available to everyone during operating hours. These times may vary depending on the availability of center staff and volunteers.

They are located at 1108 Woodrow Street, Columbia SC 29205 and can be contacted at 803.771.7713 and info@lgbtcentersc.org. For more information visit lgbtcentersc.org.

SC Equality: The South Carolina Equality Coalition was established in 2002 as a statewide non-partisan coalition of local and state social, religious and political LGBTQ organizations and allies with a mission to secure civil and human rights for gay, lesbian, bisexual and transgender South Carolinians. While originally organized as a coalition of LGBTQ and progressive organizations, SC Equality now provides leadership as an independent educational and political advocacy organization working for LGBTQ inclusive policies at the local and state level. They also maintain an up to date resource guide for LGBTQ resources across the state.

For more information visit scequality.org.

For general questions or to view a guide to many resources across campus, go to sc.edu and search “Campus Resource Guide” or search for the topic you need.

For additional LGBTQ resources and national organizations, look at the Where to Learn More pages (53-54) of this workbook or visit us online at sa.sc.edu/omsa.
Practice Scenarios (Faculty and Staff)

#1: Questions about Safe Zone A student stops by and asks to talk to you. She has seen the Safe Zone decal outside your door. She is new to campus and is wondering if there are any LGBTQ student groups or other places where she might be able to meet people. What is your response?

#2: Allegations about a professor's comments A student stops by and asks to talk to you. He has seen the Safe Zone decal outside your door. He tells you that he was offended by a comment one of his professors made during class, an off-the-cuff remark intended to be funny but that perpetuates stereotypes about gay men. He likes the class and believes the professor didn't mean to offend anyone. He also thinks the professor wouldn't hold it against him if he explained how he feels, but he isn't sure if it would be appropriate to do so. What is your response?

#3: A student feels marginalized by overheard comments A student from one of your classes comes by to talk to you during office hours. She tells you that she is a lesbian and that she has overheard several of the students in your class using the phrase “that’s so gay” during their conversations with each other before class. She knows that everyone says it these days, but it makes her feel very uncomfortable. What is your response?

#4: Colleague making derogatory remarks You overhear one of your colleagues or co-workers making derogatory remarks about LGBTQ people. What is your response?

#5: Student reports problem with parents and her sexual identity A student who you work with noticed your Safe Zone decal. She has recently come out to her parents and they have threatened to stop paying for school unless she “changes her ways” and “refuses to be gay.” She is feeling hopeless and is thinking about dropping out of school. What is your response?

#6: Student reports comments made in small group discussion A student from one of your classes comes by to talk to you during office hours. She tells you that during a recent small-group discussion of an article about gay marriage, she overheard students in the group next to hers making comments such as “it’s not natural” and “it makes me sick to even think about it.” She confides in you that her brother recently came out; she also tells you that hearing these comments made her very angry but she didn’t feel it was her place to say anything to those students since they were in a different group. What is your response?

#7: Student complains of harassment A student stops by and asks to talk to you. He has seen the Safe Zone decal on your door. He lives on campus and has recently come out. Several of the guys on his hall have been verbally harassing him since then, and he has come back from class on several occasions to find obscene drawings on the message board outside his door. He wants very much to report this harassment but isn’t sure how to go about it. What is your response?

#8: Student with allegation of gender discrimination by professor A student stops by and says he believes that one of his professors gave him a low grade on his research paper because he argued that gays should be allowed to adopt. He doesn’t feel the grade is fair but isn’t sure what he can do about it. What is your response?
#9: Dealing with room assignments and openly gay students A first year student comes to you to tell you that he is uncomfortable with his room assignment because his roommate is gay. What is your response?

**Practice Scenarios (Students)**

#1: Confronting “That's so gay” You are a resident mentor in Patterson Hall. You are walking down the hall behind two of your residents who are having a conversation. During the course of the conversation, one of the residents uses the expression “that's so gay.” What is your response?

#2: Dealing with harassment &/or vandalism You are walking down the hall in your residence hall and you notice that someone has taped a piece of paper with the word “fag” on it to someone’s door. What do you do?

#3: Dealing with harassment &/or vandalism II You are walking through the Russell House and you notice that someone has vandalized a flyer for SDS (Students for a Democratic Society) that is hanging on a bulletin board. The flyer features the image of Barack Obama, and someone has written the phrase “fag lover” in capital letters across Obama’s forehead. What is your response?

#4: Dealing with targeted harassment and vandalism You live in Capstone hall with your roommate who is an out gay man. There is a small whiteboard on your residence hall room door, and you wake up one morning to discover that someone has drawn obscene sexual graphics on the board and written derogatory remarks about your roommate. What do you do?

#5: Dealing with targeted harassment and vandalism II You are a resident mentor in Green Quad. Joe and Brian are first-year students who have been friends since the beginning of fall semester. They live two doors down from each other on your hall. Just before Thanksgiving break, Joe came out to Brian. Brian was surprised and didn’t really know what to say. When he returned from break, Brian felt uncomfortable around Joe and now makes harassing comments whenever he passes Joe in the hall. Joe comes to you to report this. How do you respond?

**Interactive Scenarios: What would you do?**

#1: Working with someone who is questioning their sexual identity

Chris is a 19 year-old student living in a suite. Chris is involved with a LGBTQ student group and has recently begun to question his gender identity. Chris has heard some of his suitemates make fun of transgender people. Chris is out to his suitemates as gay, but he is nervous approaching them about his gender identity.

You and Chris have met several times, and you are a person he trusts well. Chris has seen your Safe zone decal and has approached you to talk about his concerns. Role-play or discuss the interaction and then discuss the questions below.

- What are some strengths in your approach to Chris’s coming out? What else would you add? How can you make Chris feel comfortable when he comes out?
- What would be ineffective responses to Chris? What should you not do?
- What advice would you give Chris? What other resources would you give to Chris?
#2: Working with someone who is in the process of “coming out”
Tiffany is a black lesbian who has come out to a small group of individuals on campus (a couple friends, her academic advisor and her RA), but is still struggling with her dual identities. Her previously strong ties with the Black Student Association (BSA) have become strained because some group members were making jokes about gay people. As strong as her feelings are about being a lesbian, she feels like she can’t be part of the BSA and out. Additionally, the only magazines at the campus bookstore feature lesbians who are mostly white with short, straight hair. She feels as if she can’t be a member of the lesbian community as well.

You and Tiffany are friends, and you have noticed that she has not been herself lately. You approach Tiffany and ask her what’s wrong. Role-play or discuss the interaction and then discuss the questions below.

- How do you approach Tiffany? What are some good questions to ask? What would you do differently?
- What advice would you give Tiffany?
- What are some ways you can help her make connections between the two groups? How can you help give her some tools to interact with her BSA friends and the LGBTQ community?

#3: Working with someone who has “come out” as bisexual
Mark just came out as bisexual to his queer best friend Jesse and was told, “That’s cool, you’ll soon be gay just like me”. “You’re just at the half-way point.” “You’re a baby gay.” After hearing Jesse say that, Mark went back to his room not knowing what to think.

You are Mark’s RA. Mark approaches you to tell you about his conversation with Jesse. Role-play or discuss the interaction and then discuss the questions below.

- What are some specific challenges to coming out as bisexual?
- What are some tools available on campus to help Mark get more educated about bisexuality and resources in and out of the classroom?
- How would you respond to a comment like Jesse’s, whose response trivialized bisexuality and reduced sexual orientation to a binary model?
Transgender Scenarios

#1: Lucy, a female student at your college who identifies as genderqueer and often dresses in a traditionally masculine manner, was assaulted but not seriously injured by three unidentified men in an anti-transgender hate crime the previous evening. The attack occurs on campus and the perpetrators are thought to be other students. Seeing that you have a Safe Zone decal on your office door, ze (Lucy's preferred pronoun to “she”) comes to you first for support. What steps might you take to help hir (Lucy's preferred pronoun to “her”)? How might Lucy’s needs be different from a nontransgender student who has been assaulted?

#2: Charlie, a cross-dressing male student who lives in one of the residence halls at your college, has experienced constant harassment ever since his roommate discovered him in traditionally female clothing and told others. Now it seems that everyone on campus knows that he cross-dresses in private. He has heard others in his building make negative comments about “that faggot” and, at one point, anti-gay epithets were scrawled on the dry erase board of his door. His roommate has been so hostile that Charlie does not feel safe in the room. Charlie would like to continue to live on campus, but cannot afford a single room. How do you serve his needs? How might you advocate on Charlie’s behalf if he asks for your support?

#3: Your university’s health plan has a clause specifically excluding “transsexual surgery or any treatment leading to or in connection with transsexual surgery.” The campus health center is using this clause to deny hormones to transsexual students, some of whom are protesting the policy as an act of anti-transgender discrimination. How would you address their complaint? How would you make a case to administrators on behalf of the students?

#4: Linus, a male-presenting transsexual student, wants to change the female name and gender status on his records. However, he is told by the school’s registrar’s office that they won’t alter his records unless he receives a court-ordered name change and brings in a letter from his doctor indicating that he has completed gender reassignment surgery. Linus states that he cannot afford these procedures and hasn’t decided for sure that he even wants surgery. Thinking that you might be supportive, Linus comes to you. How do you intervene in this situation?

#5: A female staff member in Student Affairs is upset that a transsexual woman who also works in the department is using the women’s restrooms in their building. She complains to you about being made uncomfortable by “that man in the bathroom.” How do you respond to her and address this conflict?

Case studies adapted from Coastal Carolina University Safe Zone Training Manual and Genny Beemyn’s Transgender Case Studies written for Campus Pride.
Looking at Privilege

Heterosexuality Questionnaire

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were a heterosexual?
3. Is it possible your heterosexuality is just a phase and you may grow out of it?
4. Is it possible your heterosexuality stems from a neurotic fear of others of the same sex?
5. Isn’t it possible that all you need is a good gay lover?
6. If you’ve never slept with a person of the same sex, how do you know you wouldn’t prefer that?
7. The great majority of child molesters are heterosexuals. Do you really consider it safe to expose your children to heterosexual teachers?
8. With all the societal support marriage receives, the divorce rating is spiraling. Why are there so few stable relationships among heterosexuals?

How did these questions make you feel? Were they easy to answer? These are the reverse of questions that are often asked of gay, lesbian, bisexual, and queer people; how does knowing that demonstrate some of the privileges of being heterosexual in our society?

What is Privilege?
Privilege is a term that gets thrown around a lot when talking about diversity and social justice, but what is it? In simple terms, privilege is a right, advantage, or benefit granted or available only to a particular person or group of people. Peggy McIntosh writes “Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do. Access to privilege doesn’t determine one’s outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them.” Talking about privilege can be challenging because we must confront benefits or advantages that we have even without wanting or asking for them, simply due to how our society is structured. Having privilege is NOT a bad thing. Recognizing your privilege allows you to see how people without that privilege may experience the world, builds your empathy, and helps you to be a better ally. Because we live in a heterosexist and cissexist society, heterosexual and cisgender people receive privileges related to those aspects of their identity.

What are heterosexism and cissexism? Heterosexism and cissexism are the systems of oppression of persons who are LGBTQ based on homophobia and transphobia. They include three key components: the assumption that all people are heterosexual and cisgender; prejudice and discrimination against people who are LGBTQ based on the assumption that being heterosexual and/or cisgender is “normal” and preferable; and systemic displays of homophobia and transphobia in societal institutions, laws, and policies by excluding the needs, concerns, and life experiences of LGBTQ people.

Adapted from Advocates for Youth online resources.
Example Statements of Heterosexual Privilege

1. I can be pretty sure that my roommate, classmates, etc. will be comfortable with my sexual orientation.
2. When I talk about my heterosexuality (such as in a joke or talking about my relationships), I will not be accused of pushing my sexual orientation onto others.
3. I do not have to fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
4. I am never asked to speak for everyone who is heterosexual.
5. People don't ask why I made my choice of sexual orientation.
6. I do not have to fear revealing my sexual orientation to friends or family. It's assumed.
7. People of my gender do not try to convince me to change my sexual orientation.
8. I can easily find a religious community that will not exclude me for being heterosexual.
9. I can count on finding a therapist or doctor willing and able to talk about my sexuality.
10. I am guaranteed to find sex education literature for couples with my sexual orientation.
11. I have no need to qualify my straight identity.
12. My masculinity/femininity is not challenged because of my sexual orientation.
13. Whether I rent a movie or go to a theater, I can be sure I will not have trouble finding my sexual orientation represented.
14. I can walk in public with my significant other and not have people double-take or stare.
15. I can choose to not think politically about my sexual orientation.
16. I can remain oblivious of the language and culture of LGBTQ folk without feeling any penalty for such oblivion.
17. My individual behavior does not reflect on people who identity as heterosexual.
18. People do not assume I am experienced in sex (or that I even have it!) merely because of my sexual orientation.
19. Nobody calls me straight with maliciousness.
20. People can use terms that describe my sexual orientation and mean positive things (i.e. "straight as an arrow", "standing up straight" or "straightened out") instead of demeaning terms (i.e. "ewww, that's gay" or being "queer").
21. I have immediate access to my loved ones in case of accident or emergency.
22. I receive public recognition and support for an intimate relationship (ex: engagement party).
23. I can live openly with my partner.
24. I can easily find role models of your gender and sexual orientation.
25. I expect to be around others of my sexuality most of the time.
26. I can easily find a neighborhood in which residents will accept how I have constituted my household.
27. I am able to share health, auto and homeowners' insurance policies at reduced rates with my partner.
28. I can go wherever I wish and know that I will not be harassed, beaten, or killed because of my sexuality.
29. I do not worry about being mistreated by the police or victimized by the criminal justice system because of my sexuality.
30. I know that my basic civil rights will not be denied or outlawed because some people disapprove of my sexuality.
31. I expect that my children will be given texts in school that support our kind of family unit and they will not be taught that my sexuality is a “perversion.”
32. My sexuality is not and has never been considered a mental health issue.

Adapted from It's Pronounced Metrosexual online resources.
Example Statements of Cisgender Privilege

1. I can use public restrooms without fear of verbal abuse, physical intimidation, or arrest.
2. Strangers don’t assume they can ask me what my genitals look like and how I have sex.
3. My validity as a man/woman/human is not based on how much surgery I’ve had or how well I “pass”.
4. I have the ability to walk through the world and generally blend-in, not being constantly stared or gawked at, whispered about, pointed at, or laughed at because of my gender expression.
5. I can access gender exclusive spaces such as the Michigan Womyn’s Music Festival, Fraternity and Sorority Life, or Take Back the Night and not be excluded due to my trans* status.
6. Strangers call me by the name I provide, and don’t ask what my “real name” [birth name] is and then assume that they have a right to call me by that name.
7. I can reasonably assume that my ability to acquire a job, rent an apartment, or secure a loan will not be denied on the basis of my gender identity/expression.
8. I have the ability to flirt, engage in courtship, or form a relationship and not fear that my biological status may be cause for rejection or attack, nor will it cause my partner to question their sexual orientation.
9. If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment, or that all of my medical issues will be seen as a result of my gender.
10. I have the ability to not worry about being placed in a sex-segregated detention center, holding facility, jail or prison that is incongruent with my identity.
11. I have the ability to not be profiled on the street as a sex worker because of my gender expression.
12. I am not required to undergo an extensive psychological evaluation in order to receive basic medical care.
13. If I am murdered (or have any crime committed against me), my gender expression will not be used as a justification for my murder (“gay panic”) nor as a reason to coddle the perpetrators.
14. I can easily find role models and mentors to emulate who share my identity.
15. I see my gender accurately depicted in films and television and identities like mine are not included only for the telling of a dramatic storyline or as the punchline for a joke.
16. I can assume that everyone I encounter will understand my identity, and not think I’m confused, misled, or hell-bound when I reveal it to them.
17. I can purchase clothes that match my gender identity without being refused service/mocked by staff or questioned on my genitals.
18. I can purchase shoes that fit my gender expression without having to order them in special sizes or asking someone to custom-make them.
19. I can reasonably assume that I will not be denied services at a hospital, bank, or other institution because the staff does not believe the gender marker on my iD card to match my gender identity.
20. I have my gender as an option on a form.
21. I am able to tick a box on a form without someone disagreeing or telling me that I am lying.
22. I do not fear interactions with police officers due to my gender identity.
23. I am able to go to places with friends on a whim knowing there will be bathrooms there I can use.
24. I don’t have to remind my extended family over and over to use proper gender pronouns (e.g., after transitioning).
25. I don’t have to deal with old photographs that do not reflect who I truly am.
26. Knowing that if I’m dating someone they aren’t just looking to satisfy a curiosity or kink pertaining to my gender identity (e.g., the “novelty” of having sex with a trans* person).

Adapted from It’s Pronounced Metrosexual online resources.
Responding to Anti-LGBTQ Bias

Homophobia, transphobia, and heterosexism manifest themselves in many different ways, from physical violence and verbal harassment to assumptions of heterosexuality and exclamations of “that's so gay!” Different situations call for different responses, but all situations call for a calm, non-inflammatory response. Bullying back is never a good idea. Your role as an ally is to diffuse situations of anti-LGBTQ bias, educate others about why it’s harmful and unacceptable, and provide support to the person who has been targeted. Below are some ideas for dealing with anti-LGBTQ bias.

Name It, Claim It, and Stop It!
This technique is great in most situations where someone is being teased, name called, or verbally bullied. It gives you an opportunity to spotlight the behavior, take a personal stand on it, and attempt to keep it from happening again.

- **Name it:** When you witness bias, call the offending party on it by saying, "That term is not cool," or "Using words like that is hurtful and offensive."
- **Claim it:** Make it your issue. Say, “I have people I care about who are LGBTQ, and I don't like to hear those words.”
- **Stop it:** Make a request for the behavior to stop by saying, "Please don't use those words," or "Cut it out, please.”

Get Help
In situations where talking to the bully hasn't stopped the harassment, or where you have a feeling the trouble will continue to escalate despite your intervention, get help immediately. Trust your instincts. Being an ally does not mean you should compromise your safety at any time. Similarly, if you know repeated incidents of harassment are occurring despite intervention, report it to the appropriate office, such as the Office of Equal Opportunity Programs. Reporting harassment is not "tattling". It's taking a mature and proactive stance for the right of every student to feel safe.

Give Emotional First Aid
Don't get so caught up in addressing the bias that you forget the person who was being picked on. If you've diffused a situation, always be sure to ask the person if they're all right, if there's anything you can do to help, and if they'd like to talk further or take a short walk to cool off. Remind them that the behavior was not their fault by saying something like, "That person was being a jerk. They obviously have a problem, and it's not you. You're all right just the way you are."

Easy Does It
Some situations call for a lighter hand. If nobody is being bullied or harassed, and the comments being made seem to be the result of ignorance and not a desire to hurt, try to keep these tips in mind:

- **Use humor.** Some teasing is misguided, not vicious. Sometimes a little humor can help diffuse a situation that's becoming tense. For example, if someone says something like, "That shirt she's wearing is so gay", you might respond by saying, "I didn't realize shirts had sexual orientations." This gives you a chance to point out the senselessness of homophobic language while keeping the mood light.
- **Don't personalize.** Homophobia, transphobia, and heterosexism are the products of beliefs, so don't take it personally when someone makes a misguided conversational remark or asks a question that
makes you want to bristle. Instead, take a step back, and remember that there is a belief behind that comment or question. It's up to you to challenge that belief without losing your cool.

• Ask. Many people use anti-LGBTQ slurs without giving thought to how hurtful they are. Sometimes a well-placed query can stop them in their tracks and make them consider the language they use. Ask, "What do you think an LGBTQ person would think of that comment?" to open up a dialogue.

**Remember Everyone's Rights**
There is a difference between free speech that is the expression of a value or belief, and using words as weapons. Every student should be allowed to be who they are, and express opinions that speak to that end, so long as that speech is not depriving other students of their rights to obtain an equal education. For example, if a student respectfully states a belief ("I believe homosexuality is a sin"), you can certainly challenge that belief by opening up a debate, but you cannot tell them that they cannot hold that belief. Of course, beliefs can be used as fodder for harassment, (e.g., saying, "God hates you because you're queer.") in which case you can request that the behavior stop. It's sometimes a subtle distinction, but an important one, as we must guard everybody's First Amendment rights, whether or not we agree with how they use them.

Adapted from Vanderbilt University's Safe Zone Workbook
A-Z Strategies for Being an Effective Ally

**Avoid assumptions.** Don’t assume the sexual orientation or gender identity of others or that all people are heterosexual and cisgender.

**Blinders off.** After taking the time to consciously reflect on our attitudes and biases, learn about the experiences of LGBTQ people, and identify where and how heterosexism and cissexism permeate our communities, you may feel overwhelmed by the things you begin to notice, as if the blinders have been torn away. Recognize this feeling is completely normal and seek the support of other allies.

**Confront when needed.** Confront homophobic, biphobic, transphobic, heterosexist, and cissexist comments, jokes, and slurs. Through staying silent you are passively agreeing with what is being said. When confronting, educate others on how what they are saying is hurtful and suggest a way to reframe or restate.

**Display your support.** Display positive materials in support of the LGBTQ community such as your Safe Zone decal, fliers for upcoming LGBTQ themed events, posters featuring LGBTQ people, statements affirming all identities, or other supportive items.

**Educate others appropriately.** Next time you hear someone make a biased or prejudiced comment it can be tempting to go into attack mode, but instead take a breath and identify the best way to go about educating this person. Rarely does attacking someone personally work. Instead, make it clear you are addressing a particular comment, not the person as a whole, and use I statements to let them know how the comment was hurtful for you as an ally or an LGBTQ person.

**Full time commitment.** Being an ally means being an ally all the time, not just when it is easy or convenient. While we all make slip ups or realize later that we could have handled a situation better, making the effort to act as an ally at all times shows authenticity and true commitment.

**Give yourself a break.** Assume that making mistakes is part of the learning process of being an effective ally. Acknowledge and apologize mistakes and learn from them, but don’t dwell on them or give up on being an ally.

**Homosexual is an outdated term.** Use “gay,” “lesbian,” “queer,” or another word that is appropriate in the setting. The majority of LGBTQ people do not identify with the term homosexual, and many find it to be a slightly offensive term with connotations of the pathologization of LGBTQ identities.

**Identities are complex.** An LGBTQ person may be open about their sexual orientation or gender identity, but those are likely not the only aspects of their identity they want to discuss or that are important to them. Everyone is a multifaceted individual with complex experiences.

**Justice for all.** Recognize that multiple forms of prejudice, bias, and discrimination exist in our society, and being an Ally to the LGBTQ community is just one aspect of being a social justice advocate. While we will never know everything about supporting every group or identity, through believing in the inherent worth of all people, we can help build a society where all people are valued.
**Keep learning.** You’ve taken an important first step in your education through attending the Safe Zone Ally Workshop, but there is always more to learn. Attend campus programs, view films and television shows that feature LGBTQ people and issues, visit LGBTQ bookstores, read articles, and learn from your interactions with other LGBTQ people.

**Listen.** The most important thing you can do as an ally is to listen without judgment and with compassion.

**Marriage is not the only issue.** We hear a lot about marriage equality in the news, but it is not the only issue facing LGBTQ communities. Things like access to healthcare, employment protection, and avoiding harassment and violence are important issues in the LGBTQ community. Also, don’t assume every LGBTQ person wants to get married.

**Notice and act.** Actively being an ally happens on a large scale, but it also happens on a small scale every day. Next time you are filling out a form that asks you to choose your gender from a list of “Man, Woman” point out that this is not inclusive for transgender identities and ask that an edit be considered. If you notice someone actively incorporating inclusive language into their daily use, let them know you notice and appreciate their efforts.

**Outing – please don’t.** Outing, or revealing someone’s sexual orientation or gender identity without their express permission, can be dangerous to an individual’s safety and invalidating to their identity. If an LGBTQ person comes out to you, respect their agency by allowing them to come out to others on their own terms.

**Pronouns are important.** Asking individuals for the pronouns they use is an easy way to being inclusive for people of all genders. Actually USE those pronouns when referring to the individual, and correct others if they misgender an individual.

**Questions are good.** Sometimes allies feel like they shouldn’t ask questions or they should already have the answers they need, but asking questions is important. If you don’t know exactly what a word or label someone uses means, ask. If you aren’t sure how your LGBTQ friend would prefer you to refer to their partner, ask. Questions that are appropriate and come from a place of respect will help everyone to be on the same page.

**Refer to resources.** You do not have to be an expert or a professional counselor to be an effective ally. Familiarize yourself with necessary resources and refer students to them when they need them.

**Support LGBTQ organizations, advocacy efforts, and causes.** Donate money or volunteer time to LGBTQ organizations; write letters to your political representatives asking them to support legislation that positively affects LGBTQ people; and support local LGBTQ businesses and LGBTQ-friendly national chain stores.

**Tokenism – don't do it.** Tokenism is the policy or practice of making a perfunctory gesture toward the inclusion of members of minority groups. Inviting LGBTQ people to be a part of an organization or team simply because of their sexual orientation or gender identity or asking an LGBTQ person to speak up on an issue because of their belonging in the LGBTQ community are common examples of tokenism. To be truly inclusive, we must do more than superficially include LGBTQ people.
**Use humor and facts.** When confronting people about their use of non-inclusive language, sometimes humor can help the message come across as less threatening and more well-intentioned. For example, you could open with “Not to be a Debbie Downer but…” when calling out a biased statement. Similarly, using facts to confront biases and prejudices can prevent arguments and help educate.

**Verify before sharing.** As an ally, people may share things with you that they would not want widely shared outside of that connection. Before sharing any information that is revealed to you, verify that it’s okay to share beforehand. For example, if a transgender student shares their preferred name and pronouns with you, verify with them whether or not they would want you to use that name if you see them publicly.

**Watch your words.** Use inclusive terms such as “partner,” “significant other,” or “date” instead of “spouse,” “wife,” “husband,” “boyfriend,” or “girlfriend” and “committed relationship” instead of “marriage.” When generally referring to people or referring to an individual whose gender identity you do not know for sure, use gender neutral terms like “person,” “someone,” and “anyone.”

**eXamine your bias or privilege.** We all have deeply held and complex attitudes and beliefs about the world around us. Examining our biases helps us to be honest and authentic in our work as allies.

**Yes, LGBTQ people can be homophobic/biphobic/transphobic too.** LGBTQ people can suffer from internalized homophobia and heterosexism due to the negative messages they may have received about the LGBTQ community throughout their lives. LGBTQ people can also have tunnel-vision when it comes to their identity and aren’t always allies to other parts of the community.

**Zealously come out as an ally.** Tell others that you are an ally and let them know why it is important to you. Educate them and show them how they can be allies too.
My Ally Action Plan

You have the power to make positive change in the USC community. How will you take what you have learned and act as an ally to the LGBTQ community over the next six months?

1.

2.

3.

4.

5.

Don't forget to regularly review your action plan and check on your progress. Contact the LGBT Programs coordinator if you have questions about implementing your action plan, or if you would like to have a 1:1 consultation.
Glossary of LGBTQ Terminology

A note about these definitions: Each of these definitions has been carefully researched and closely analyzed from theoretical and practical perspectives for cultural sensitivity, common usage, and general appropriateness. We have done our best to represent the most popular uses of the terms listed; however there may be some variation in definitions depending on location.

Please note that each person who uses any or all of these terms does so in a unique way (especially terms that are used in the context of an identity label). If you do not understand the context in which a person is using one of these terms, it is always appropriate to ask. This is especially recommended when using terms that we have noted that can have a derogatory connotation.

When you see this symbol, stop and think about the identity or concept you are looking at before using it. The terms next to this sign require an understanding of the LGBTQ community and of privilege.

Note: While the use (or misuse) of these terms and enforcement of these concepts can be perceived as derogatory, outdated, or denoting a heterosexist and cissexist standard, some members of the LGBTQ community may use this terminology as an affirmative identity label. Please respect how others identity and use caution when using these terms or enforcing these concepts.

Agender – A person without gender. An agender individual’s body does not necessarily correspond with their lack of gender identity. Often, agender individuals are not concerned with their physical sex, but some may seek to look androgynous. [Related terms: neutrois, genderless, gender neutral]

Ally – Someone who: 1. Confronts heterosexism, anti-LGBTQ biases, heterosexual and cisgender privilege in themselves and others 2. Has concern for the well-being of lesbian, gay, bisexual, trans*, intersex and other similarly identified people 3. Believes that heterosexism, homophobia, biphobia, cissexism, and transphobia are social justice issues.

Androgyne – Person appearing and/or identifying as neither man nor woman. Some androgyne individuals may present in a gender neutral or androgynous way.

Asexual – A person who does not experience sexual attraction. May or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation, not a choice.

Assigned At Birth – Commonly utilized by trans* individuals, the term illustrates that the individual’s sex (and subsequently gender in early life) was assigned without involving the person whose sex was being assigned. Commonly seen as “Female Assigned At Birth” (FAAB or AFAB) and “Male Assigned At Birth” (MAAB or AMAB).

Bear – 1. A gay or bisexual man who has facial/body hair and a cuddly body. 2. An umbrella term that is often defined as more of an attitude and a sense of comfort with natural masculinity and bodies.
**Bicurious** – An individual who identifies as gay or straight while showing some curiosity for a relationship or sexual activity with a person of the gender they are not primarily attracted to. [Related terms: heteroflexible, homoflexible]

**Bigender** – A person who consciously or unconsciously changes their gender-role behavior from primarily masculine to primarily feminine, or vice versa.

**Biphobia** - The fear of, discrimination against, or hatred of bisexuals, which is often times related to the current binary standard. Biphobia can be seen within the LGBTQ community, as well as in general society. [Related terms: homophobia, transphobia]

**Bisexual** – A person who is emotionally, physically, spiritually, and sexually attracted to members of more than one gender. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

**Boi** (pronounced “boy”) – 1. A female-bodied person who expresses or presents themselves in a culturally/stereotypically masculine, particularly boyish, way. 2. One who enjoys being perceived as a young male and intentionally identifies with being a "boy" rather than a "man."

**Butch** – 1. A person who identifies as masculine, whether it be physically, mentally or emotionally. 2. Sometimes used as a derogatory term for lesbians, but it can also be claimed as an affirmative identity label.

**Cisgender** – Someone who feels comfortable with the gender identity and gender expression expectations assigned to them based on their physical sex assigned at birth. [Also known as: cissexual]

**Cisgender Privilege** – The set of privileges conferred to people who are believed to be cisgender. (Examples: having one's preferred pronouns used, no harassment in public restrooms, no denial of expected access to health care, etc.)

**Cis-man** – A person who identifies as a man, presents himself masculinely, and has male biological sex, often referred to as simply “man”.

**Cissexism** – A pervasive and institutionalized system that others transgender people and treats their needs and identities as less important than those of cisgender people.

**Cis-woman** – A person who identifies as a woman, presents herself femininely, and has female biological sex, often referred to as simply “woman”.

**Closeted** – A person who is keeping their sexuality or gender identity a secret from many (or all) people, and has yet to “come out of the closet”. Closeted individuals may face scrutiny from the LGBTQ community, but it is important to remember that coming out of the closet has many potential consequences that may be compounded by various aspects of one’s identity.

**Coming Out** – 1. The process of accepting one’s own sexuality, gender identity, or status as an intersex person (to “come out” to oneself). 2. The process of sharing one’s sexuality, gender identity, or intersex status with others (to “come out” to friends, etc.). 3. A life-long process for individuals in the LGBTQ community.
**Cross-dressing** – To occasionally wear clothes traditionally associated with people of the other sex. Cross-dressing is a form of gender expression, is not necessarily tied to erotic activity, and is not indicative of sexual orientation.

**Discrimination** – When members of a more powerful social group behave unjustly or cruelly to members of a less powerful social group. Can be manifested as individual acts of hatred or injustice and institutional denials of privileges normally accorded to other groups.

**Down Low** – Typically used by Black and Latino men, this term refers to a subculture of men who identify as heterosexual, but who have sex with men. Some avoid sharing this information even if they have female sexual partners. [Related terms: men who sleep with men (MSM)]

**Drag King** – A female-bodied individual who dresses in masculine or male-designated clothing. A Drag King’s cross-dressing is usually on a part-time basis and many work as entertainers at LGBTQ or straight nightclubs. [Related terms: male impersonator]

**Drag Queen** – A male-bodied individual who wears female-designated or feminine clothing. Drag Queens usually cross-dress on a part-time basis and often perform in nightclubs by singing, dancing or lip-synching. [Related terms: female impersonator]

**Dyke** – 1. Sometimes used affirmatively by lesbians to refer to themselves. 2. Derogatory term referring to (often masculine) lesbians.

**Fag** – 1. Derogatory term for a gay or effeminate man. 2. Derogatory term for any individual who does not match their assigned gender role. 3. Sometimes adopted affirmatively by gay men as a self-identifier.

**Femme** – Feminine identified person of any gender/sex.

**Fluid** – A sexual or gender identity that that exists beyond a binary system of either gay or straight, man or woman. People with a fluid identity may resist using labels or choosing boxes to define themselves. Also used by people whose sexual orientation or gender identity is not fixed on one point of a continuum.

**FTM** – An acronym which stands for Female-to-Male. This term reflects the direction of gender transition. [Related terms: transgender man, trans* man]

**Gay** – 1. Term used to describe male-identified people attracted romantically, sexually, and/or emotionally to other male-identified people. Not all men who engage in “homosexual behavior” identify as gay, and as such this label should be used with caution. [See: Down Low] 2. The LGBTQ community as a whole.

**Gender** – A socially constructed system of classification that ascribes qualities of masculinity and femininity to people. Gender characteristics can change over time and vary between cultures.

**Gender Binary** – The division of gender into two distinct and opposite categories (man and woman). The gender binary is recognized as a social construct, as there are many identities in-between and outside of these categories.
Gender Expression – How one presents oneself and one’s gender to the world via dress, mannerisms, hairstyle, facial hair etc. This may or may not coincide with or indicate one’s gender identity. Many utilize gender expression in an attempt to determine the gender/sex of another individual.

Gender Identity – Separate from sex in that sex refers to physical characteristics and gender refers to one's sense of self as masculine, feminine, both, or neither regardless of biological factors.

Gender Non-conforming – A person who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, genderqueer, cross-dresser, etc.). [Also known as: gender variant]

Gender Normative – A person who by nature or by choice conforms to gender based expectations of society.

Gender Oppression - The societal, institutional, and individual beliefs and practices that privilege cisgender people and subordinate and disparage transgender or gender variant people.

Gender Roles - Societal norms regarding how males and females should behave, expecting people to have personality characteristics and/or act a certain way based on their biological sex.

Genderqueer – A term which refers to individuals or groups who “queer” or problematize the hegemonic notions of sex, gender and desire in a given society. Genderqueer individuals possess identities, which fall outside of the widely accepted sexual binary Genderqueer individuals may or may not pursue any physical changes, such as hormonal or surgical intervention, and may or may not identify as trans*.

Hermaphrodite—An out-of-date and offensive term for an intersex person. [See Intersex.]

Heterosexism – The societal/cultural, institutional, and individual beliefs and practices that privilege heterosexuals and disparage LGBQ people. The critical element that differentiates heterosexism (or any other “ism”) from prejudice and discrimination is the use of institutional power and authority to support prejudices and enforce discriminatory behaviors in systematic ways with far-reaching outcomes and effects.

Heterosexual Privilege – The benefits and advantages that heterosexuals receive in a heterosexist culture. Also, the benefits that lesbians, gay men, and bisexuals receive as a result of claiming a heterosexual identity and denying a lesbian, gay, or bisexual identity.

Homophobia – The fear, hatred, or intolerance of people who identify or are perceived as lesbians or gay men, including the fear of being seen as lesbian or gay yourself. Homophobic behavior can range from telling jokes about lesbians and gay men, to verbal abuse, to acts of physical violence.

Homosexual – An out-of-date term for a person primarily emotionally, physically, and/or sexually attracted to members of the same sex. Many view this term as offensive in that it is excessively clinical and sexualizes members of the LGBQ community.

In the Closet – Refers to a LGBTQ or similarly identified person who will not or cannot disclose their sex, sexuality, sexual orientation or gender identity to their friends, family, co-workers, or society. There are varying
degrees of being “in the closet” (e.g. a person can be out in their social life, but in the closet at work or with their family).

**Institutional Oppression** – Arrangements of a society used to benefit one group at the expense of another through the use of language, media, education, religion, economics, etc.

**Internalized Oppression** – The process by which a member of an oppressed group comes to accept and live out the inaccurate stereotypes applied to the oppressed group.

**Intersex** – A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. Approximately 1.7% of all births are intersex infants.

**Lesbian** – Term used to describe female-identified people attracted romantically, sexually, and/or emotionally to other female-identified people.

**LGBTQ** – 1. A common abbreviation for the lesbian, gay, bisexual, transgender, queer and questioning community. The acronym is used as an umbrella term when talking about non-heterosexual and non-cisgender identities, and does not always reflect members of the community. The acronym may be expanded to LGBTQIA to include intersex individuals and allies/asexes, or shortened to LGBQ when discussing only sexual orientation. 2. A descriptive adjective (i.e. “I am an LGBTQ individual”).

**Lifestyle** – Term often used to disparage the lives of LGBQ individuals. Avoid using this term, as there is not one heterosexual or LGBQ lifestyle.

**Lipstick Lesbian** – Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way, depending on who is using it. Is sometimes also used to refer to a lesbian who is seen as automatically passing for heterosexual.

**MTF** – An acronym which stands for Male-to-Female. This term reflects the direction of gender transition. [Related terms: transgender woman, trans* woman]

**Neutrois** – A person who is not internally gendered. [Similar terms: genderless, agender, or non-gendered]

**Oppression** – The systematic exploitation of one social group by another for its own benefit. It involves institutional control, ideological domination, and the promulgation of the dominant group’s culture on the oppressed.

**Outing** – When someone discloses information about another’s sexual orientation or gender identity without their knowledge and/or consent.

**Pansexual** – 1. Attraction towards members of all genders, including those who identify as transgender, transsexual, androgynous, genderqueer, agender, and all other gender identifications, as well as those who do not feel that they have a gender. 2. A form of sexuality often confused or intermeshed in definition with bisexuality.
Polyamory – Having more than one sexual loving non-monogamous relationship at the same time, with the full knowledge and consent of all partners involved. Polyamorous relationships can be open or closed.

Prejudice – A set of negative beliefs or feelings that are generalized to apply to a whole group of people and any member of that group. Anyone can be prejudiced toward another individual or group.

Queer – 1. An umbrella term that encompasses: lesbians, gay men, bisexuals communities, trans* individuals of all types, radical sex communities, and other sexually transgressive communities. 2. A sexual orientation or gender identity label used to denote a non-heterosexual orientation or cisgender identity without having to disclose specifics. 3. A historically derogatory word that has been reclaimed by many in the LGBTQ community. It is important to note that many LGBTQ people continue to view this as a derogatory term.

Questioning – The process of exploring one's own sexual orientation, investigating influences that may come from their family, religious upbringing, and internal motivations.

Same Gender Loving (SGL) – 1. A term used by members of the Black community to express same-sex/gender attractions. 2. An alternative to Eurocentric LGBQ identities that do not culturally affirm the history of all queer communities.

Sex - A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Usually subdivided into “male” and “female”, this category does not recognize the existence of intersex bodies.

Sex Identity – How a person identifies physically: female, male, intersex, in between, or neither.

Sexual Orientation – The type of sexual, romantic, physical, and/or spiritual attraction one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to; often mistakenly referred to as “sexual preference”.

Sexual Preference – 1. Generally when this term is used, it is being mistakenly interchanged with “sexual orientation,” creating an illusion that one has a choice (or “preference”) in who they are attracted to. 2. The types of sexual intercourse, stimulation, and gratification one likes to receive and participate in

Sexuality – An imprecise word that is often used in tandem with other social categories, as in: race, gender and sexuality. Typically refers to a cluster of behaviors, practices and identities in the social world.

Shemale – A derogatory term used to describe transgender/transsexual, intersex, or gender non-conforming people that refuses to acknowledge the person's gender. [Similar terms: He-she, S/he, It]

Skoliosexual – Term used to describe people who are attracted to genderqueer and transgender people and expressions (people who aren’t identified as cisgender)

Stealth – This term refers to when a person chooses to be secretive in the public sphere about their gender history, either after transitioning or while successful passing. [Also referred to as: going stealth]
**Stereotype** – An oversimplified generalization about a group of people without regard for their individual differences. Some stereotypes can be positive, however, they can have a negative impact, simply because they involve broad generalizations that ignore individual realities.

**Straight** – 1. Slang term for heterosexual. 2. Someone who is interested in the opposite sex/gender.

**Third Gender** – 1. A term used to describe a person who does not identify with the traditional genders of “man” or “woman,” but identifies with another gender. 2. The gender category available in societies that recognize three or more genders.

**Tranny** – A derogatory term used to describe transgender/transsexual intersex, or gender non-conforming people.

**Trans* -** An umbrella term which includes a vast array of differing identity categories such as transsexuals, drag queens, drag kings, cross-dressers, transgender individuals, and others who permanently or periodically dis-identify with the sex they were assigned at birth. This use allows a person to state a gender variant identity without having to disclose hormonal or surgical status/intentions.

**Trans Man** – An identity label sometimes adopted by female-to-male trans people to signify that they are men while still affirming their transgender history.

**Trans Woman** – An identity label sometimes adopted by male-to-female trans people to signify that they are women while still affirming their transgender history.

**Transgender** – An umbrella term for persons whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth. Sexual orientation varies and is not dependent on gender identity.

**Transitioning** – A term used to describe the process of moving from one sex to another, sometimes this is done by hormone or surgical treatments.

**Transphobia** – The fear, hatred, or intolerance of those who are gender variant and/or the inability to deal with gender ambiguity. Transphobic attitudes lead to massive discrimination, violence and oppression against the trans, drag, and intersex communities.

**Transsexual** – A person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform or have transformed their bodies hormonally and surgically to match their inner sense of gender/sex. [Related terms: FTM, MTF]

**Transvestite** – A dated term referring to someone who dresses in clothing generally identified with the opposite gender/sex. [For a preferred term see: Cross-dressing]

**Two-Spirit** – A Native American term for people who blend the masculine and the feminine. It is commonly used to describe individuals who historically crossed gender. It is also often used by contemporary LGBTQ Native American people to describe themselves.
Ze / Hir – Alternate pronouns that are gender neutral and preferred by some gender variant persons. Pronounced [zee] and [here] they replace he/she and his/hers respectively. See table below for usage:

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
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<tbody>
<tr>
<td><strong>Female</strong></td>
<td>She</td>
<td>Her</td>
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<td>Hers</td>
<td>Herself</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>His</td>
<td>Himself</td>
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This glossary was originally created by Eli R. Green and Erica N. Peterson at the LGBT Resource Center at the University of California Riverside and has been revised utilizing resources from the following organizations: University of California Riverside, MIT, University of California Berkley, George Washington University, California State University San Marcos, University of California San Diego, Bowling Green State University, and the Asexuality Visibility and Education Network (AVEN), and itspronouncedmetrosexual.com.
Where to Learn More

As a member of the Safe Zone Ally Network, there are many ways to continue your education outside of this workbook. Some of these include:

- Safe Zone Blackboard community: contains resources, links, news articles, and discussion boards where you can connect with other allies
- Trans* Advocacy Workshop: a 2 hour workshop focused specifically on gender and trans* identities
- Ally Development Lunches: monthly lunches where allies join to share a meal and learn more about a specific topic or subpopulation within the LGBTQ community
- In the Zone Newsletter: monthly newsletter designed for Safe Zone allies with recent news, upcoming events, and ally tips

Visit us online at sa.sc.edu/omsa for more information about these opportunities and more.

Additional Resources

BiNet USA (binetusa.org): A national non-profit advocating for bisexual communities in the U.S.

Bisexual Resource Center (biresource.net): The oldest national bi organization in the U.S. that advocates for bisexual visibility and raises awareness about bisexuality throughout the LGBT and straight communities.

Campus Pride (campuspride.org): Serves LGBT and ally student leaders and campus organizations in the areas of leadership development, support programs and services to create safer, more inclusive LGBT-friendly colleges and universities.

Center for Lesbian and Gay Studies (CLAGS) (clags.org): The first university-based LGBT research center in the United States and committed to nurturing cutting-edge scholarship, organizing events for examining and affirming LGBTQ lives, fostering network-building among academics, artists, activists, policy makers, and community members, and providing fellowships that promote reflection on queer pasts, presents, and futures.

Children of Lesbian and Gays Everywhere (colage.org): Unites people with lesbian, gay, bisexual, transgender, and/or queer parents into a network of peers and supports them as they nurture and empower each other to be skilled, self-confident, and just leaders in our collective communities.

Gay & Lesbian Alliance Against Defamation (GLAAD) (glaad.org): Rewrites the script for LGBT equality as a dynamic media force, they tackle tough issues to shape the narrative and provoke dialogue that leads to positive change.

Gay, Lesbian, Straight Education Network (GLSEN) (glsen.org): The leading national education organization focused on ensuring safe schools for all students.
**Human Rights Campaign (hr.org):** America's largest civil rights organization working to achieve lesbian, gay, bisexual and transgender equality.

**Lambda Legal (lamdalegal.org):** 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.

**National Center for Transgender Equality (transexuality.org):** A social justice organization dedicated to advancing the equality of transgender people through advocacy, collaboration and empowerment.

**National Gay and Lesbian Task Force (thetaskforce.org):** National organization with the mission of building the power of the lesbian, gay, bisexual and transgender (LGBT) community from the ground up. They do this by training activists, organizing broad-based campaigns to defeat anti-LGBT referenda and advance pro-LGBT legislation, and by building the organizational capacity of the movement.

**Out & Equal (outandequal.org):** The world’s largest nonprofit organization specifically dedicated to creating safe and equitable workplaces for lesbian, gay, bisexual and transgender people.

**Parents, Friends, Family of Lesbian and Gays (PFLAG) (pflag.org):** The nation's largest family and ally organization, made up of parents, families, friends, and allies united with people who are lesbian, gay, bisexual, and transgender (LGBT). PFLAG is committed to advancing equality and full societal affirmation of LGBT people through its threefold mission of support, education, and advocacy.

**SAGE (sageusa.org):** America's oldest and largest non-profit organization dedicated to improving the lives of lesbian, gay, bisexual and transgender (LGBT) older adults through pioneering programs and services for the aging LGBT community, providing technical assistance and training to expand opportunities for LGBT older people across the country and providing a national voice on LGBT aging issues.

**Southern Poverty Law Center (spclcenter.org):** Dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society using litigation, education, and other forms of advocacy.

**Transgender Law and Policy Institute (transgenderlaw.org):** A non-profit organization dedicated to engaging in effective advocacy for transgender people in our society. The TLPI brings experts and advocates together to work on law and policy initiatives designed to advance transgender equality.
Ally Commitment Pledge

As you are reflecting on your training experience, please take a few minutes to carefully review this commitment pledge. If you are joining the Safe Zone Ally Network, please sign the pledge. Keep this page in your workbook so that you can remember this commitment as you serve and grow as a Safe Zone ally.

I, ____________________________________, hereby have permission to be imperfect with regards to people who are different from me. I understand that I do not know all of the answers to LGBTQ issues. I recognize that I have the right to ask questions, to struggle with issues, and to be honest about my feelings.

However, I am nonetheless committed to educating myself and others about violence, oppression, heterosexism, and homophobia and to combating them all on a personal level.

As an ally, I pledge to:

✓ Display my Safe Zone decal as a visible representation of my allyship.
✓ Continue to educate myself on LGBTQ concerns.
✓ Work to change my false and inaccurate beliefs or oppressive attitudes.
✓ Allow students to make their own decisions about their lives by offering resources and support.
✓ Be supportive and accepting of sexual and gender diversity and committed to combating homophobia and transphobia.
✓ Be non-judgmental when discussing issues impacting LGBTQ individuals’ lives.
✓ Support the building of a safe, supportive and welcoming environment for LGBTQ people at USC.
✓ Respect the ways in which LGBTQ people enrich and contribute to the campus community.
✓ Advocate for the right of students to grow, learn and develop in a healthy and supportive environment, free of prejudice, intolerance, bias, and discrimination.
✓ Maintain a high level of confidentiality for those who seek support through the Safe Zone program.

I am committed to working toward providing a safe, confidential support network for members of the lesbian, gay, bisexual, transgender, questioning, and queer community both at the University of South Carolina and elsewhere while seeking to uphold the Carolinian Creed through these actions.

I am committed to treating everyone with the dignity and respect they deserve and are entitled to as human beings. I will make a difference in this community.

Signature: __________________________________________ Date: ________________

Note: Your Safe Zone ally training is valid for three years from this date, unless otherwise stated by the LGBT Programs staff. You can renew your allyship through attending a future Safe Zone workshop or completing online renewal modules.