

<http://involved.unl.edu/out-ally-list>  
 Safe Space and Ally cards and related materials can be obtained at UNL from:  
 LGBTQA Resource Center  
 346 Nebraska Union, 14th & R Streets  
 Lincoln, NE 68588-0446  
 402.472.1652  
 lgbtqa@unl.edu

**Be an ALLY! An ally is an individual who is pro-LGBTQ and actively committed to diversity and inclusion for all individuals of all sexual orientations, gender identities and expression.**



**Displaying a safe space card indicates a commitment to provide equitable access, dignity and safety for all individuals of all sexual orientations, gender identities and expression.**

- What we can do:**
- ▲ Be as inclusive as possible when dealing with everyone.
  - ▲ Treat all individuals and families with respect and try to create interactions and environments that are personally safe for all involved.
  - ▲ Be willing to learn about cultural, religious, and other differences.
  - ▲ Recognize policies that are inequitable and/or result in negative outcomes and advocate for change within the system.
  - ▲ Have visible signs of inclusion.

# Safe Space and Ally Cards and Materials

## SI STUDENT INVOLVEMENT [involved.unl.edu](http://involved.unl.edu) YOUR VIBRANT HUB!

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be the CHANGE  
 LGBTQA Resource Center



LGBTQA Resource Center at  
 the University of Nebraska-Lincoln  
 346 Nebraska Union  
 402.472.1652  
 lgbtqa@unl.edu  
 involved.unl.edu/lgbtqa

**“If you do not intentionally, deliberately and proactively include, you will unintentionally exclude.” – Joe Gerstandt**

## An Inclusive Environment is..

- ▼ One in which everyone feels safe, supported, included, and encouraged to be themselves.
- ▼ Where each person is recognized as a diverse individual connected to a community.
- ▼ Where diversity is recognized and accepted between and among individuals and groups.
- ▼ Where equitable access, dignity and safety for all individuals and groups is normative.

## Why is an inclusive environment necessary?

When LGBTQ students experience a positive campus climate, they “are more likely to persist and flourish at their institution”<sup>1</sup>. In the 2010 National College Climate Survey, 42% of students who responded to the survey indicated that they have been harassed in class and 11% indicated that they feared getting a bad grade due to a hostile classroom environment. (Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). 2010 state of higher education for lesbian, gay, bisexual & transgender people. Charlotte, NC: Campus Pride.

## Signs of Inclusion

- All segments of the population are represented in leadership administration.
- No one group dominates the discussion at meetings.
- Ethnic, racial, gender, sexual, sexual orientation and other slurs or jokes are not welcome.

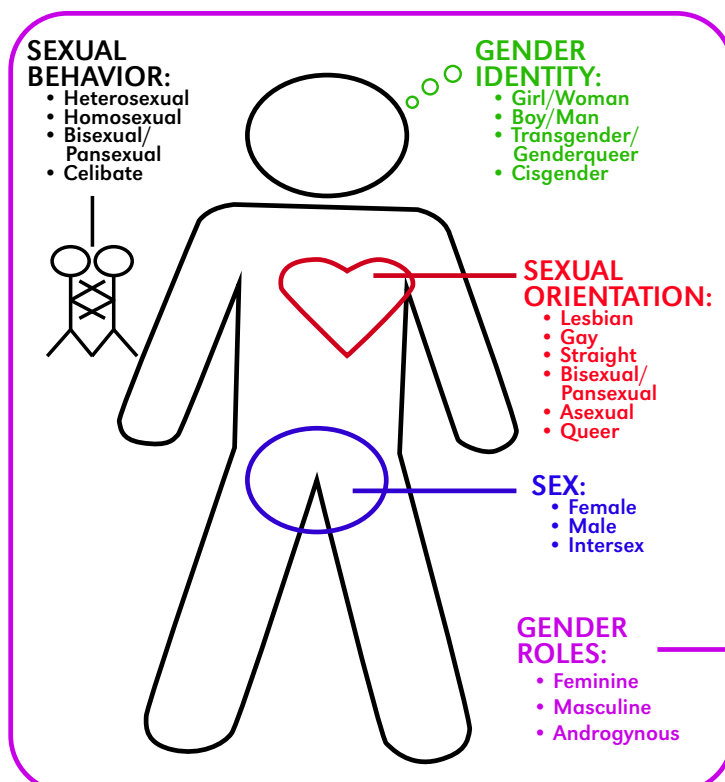
## Developing inclusive spaces and ally development

- ▼ Learn about diversity and social justice.
- ▼ Participate in a Creating Inclusive Spaces and ALLY Development activities.
- ▼ Have visible signs of inclusion: Display your SAFE Space and/or ALLY card on your door.
- ▼ Treat everyone with respect and dignity. Provide equitable access to programming, services and resources.
- ▼ Use inclusive language in every day conversation (e.g. “partner” instead of “Boy/girlfriend”), say humans instead of the generic “man”, use the term staffing instead of “manning” a booth or event.
- ▼ Respectfully challenge prejudicial and discriminatory statements when you hear them; interrupt heterosexist and other prejudicial jokes and behavior.
- ▼ Educate yourself about LGBTQ issues – read magazines, attend films or queer-theme events, support and vote for LGBT civil rights. • •

## Diverse Community Foundations:

- Communities are built through relationships of trust and commitment.
- We are all doing the best we can (most of the time).
- We don’t know all there is to know.
- Just because you are, doesn’t mean you understand: Just because you’re not, doesn’t mean you don’t understand.
- Oppression is pervasive and impacts us all.
- It is not our fault, but we must accept responsibility to create change.
- Conflict and discomfort are a part of growth.
- Seek first to understand, then to be understood.
- Practice forgiveness and letting go.
- Self-work, healing and self-love are necessary for acceptance of others
- Acknowledge, appreciate, and celebrate progress.
- There are no quick fixes.
- Individuals and organizations do grow and change. There is hope.

*Developed by Jamie Washington, Social Justice Training Institute*



## Ally Information

**An ALLY is pro-LGBTQA and actively committed to diversity and inclusion, mutual respect and personal safety for all people of all sexual orientations, gender identities and expressions.**

## 10 Powerful Things an Ally Can Do:

- ▼ Be aware of the ways in which you have privilege and use it to advocate for social justice.
- ▼ Learn about social justice issues. Seek to understand the relationship among all forms of prejudice and discrimination, power inequities, and privilege.
- ▼ Do not attack others for having different viewpoints; be kind.
- ▼ Speak up. Silence is often taken as agreement or acceptance.
- ▼ Attend events sponsored by or relevant to LGBTQA and other diversity issues and programming.
- ▼ Be an informed voter and vote for candidates that support social justice issues.
- ▼ Continue learning and develop skills to share what you have learned.
- ▼ Stretch your comfort zone! Learn about the issues and develop your ability to be an effective ally.
- ▼ Listen, learn, care and be involved. Work together and support other allies.
- ▼ Walk the talk and keep hope alive!

Becoming allies means helping each other heal. It is important that we are able to say who we are. Allies have the power to unite together; listen and learn about others similar to and different from ourselves and recognizing our multiple and intersecting identities; to stand up and take action to help someone in need. Allies share in a common purpose to stand with each other for another's well-being, respect and humanity. It is extending to others what we want and deserve for ourselves.

## Where do you stand?

*If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say you are neutral, the mouse will not appreciate your neutrality.*

*Archbishop Desmond Tutu*

For information on Campus Climate at various colleges and universities in the United States, visit <http://www.campusclimateindex.org/>

UNL currently has 4 of 5 stars available.

**CONSORTIUM**  
OF HIGHER EDUCATION  
LGBT RESOURCE PROFESSIONALS



- Warm, collegial relationships exist between people of diverse backgrounds.
- There is a strong commitment to treat all people equitably and with respect.
- There is sensitivity and awareness of different religious and ethnic holidays & customs.
- Selection of food & refreshments takes religious & personal preferences or needs into account.
- Language is inclusive. It is appropriately gender neutral. Preferred names are used.
- Non-discrimination policies include sexual orientation and gender identity. LGBTQ information is included in all leadership, multicultural and diversity education and workshops.
- Sexual, gender and other minorities find the organization a comfortable place to work.
- LGBTQA issues, how they relate to the organization, and how policies and activities can be developed that meet the needs of individuals and groups are discussed. Inequity is addressed.
- Attempts to create and maintain an inclusive and welcoming environment are evaluated and updated regularly. Resource allocation is equitable.
- LGBTQA people would say that the organization is visibly supportive; it is safe for sexual and gender minorities to be visible and open. Support for other minority, underrepresented and underserved groups is visible and available.
- Publications, fliers, posters, and other written materials are monitored to make sure they do not exclude historically underrepresented groups including LGBTQ people.
- Group cliques are absent.
- Variety in appearance is the norm. Multiple identities are acknowledged.
- ▼ Don't assume you know what someone's sexual orientation or gender identity is; rely on self-identification rather than assuming someone is LGBTQA or not.
- ▼ Visit The LGBTQA Resource Center in 346 Nebraska Union and learn about campus and community programs, services and resources.
- ▼ Connect with the LGBTQA community: Visit the Spectrum office in 234 Nebraska Union or attend meetings; visit with the LGBTQA Resource Center Director; attend a UNL Committee on GLBT Concerns meeting.

## The Four stages of ally development:


- ▼ Awareness
- ▼ Education/Knowledge
- ▼ Skills Development
- ▼ Taking Action!

**ThinkB4YouSpeak.com**

# Inclusive Environments


**Ally:** An individual who is pro-LGBTQ and actively committed to diversity and inclusion for people of all sexual orientations, gender identities and expression; some define allies as non-members of the target group they support (e.g., straight allies).

**Androgyne:** A person who does not fit neatly into the masculine and feminine gender roles in their society and may identify as intergender, agender, or gender fluid. See gender identity.


 **Asexual:** Someone who experiences no sexual attraction to others although it may not be an indicator of sexual behavior.

**Bias:** A pre-formed negative opinion or attitude toward a group of persons based on their sex, sexual orientation, gender identity/expression, religion, ethnicity/national origin, or other characteristic.


**Bias Incident:** An event that has the effect of demeaning or degrading an individual or a group and is motivated in whole or in part by the perpetrator's bias against a particular group. Experiencing prejudice, stigma, or discriminatory attitudes and/or behavior.

 **Bi- Pan-sexual:** An individual who is physically, romantically and/or emotionally attracted to persons of more than one sex or gender. This attraction does not have to be split equally among sexes/genders.

**Cisgender:** Individuals whose sexual and gender identity and expression are consistent (masculine heterosexual men, feminine women).

 **Pink Triangle:** The Nazis required male homosexuals to wear an inverted pink triangle in the concentration camps. In the 1970's, gay activists began using this symbol as a way of identifying themselves, and at the same time calling attention to this long-forgotten chapter in gay history, and reclaiming it for future progress.

**Privilege:** A special right, advantage, or immunity granted or available only to a particular group or person.

 **Queer:** A term reclaimed by activists and sometimes used as an umbrella term for all LGBT individuals. Some individuals also identify as queer. Not all members of the LGBTQ community embrace it because it has been used as derogatory term in the past. Context is important when using this term.

 **Rainbow Flag:** Since at least 1979, a flag with six stripes representing six colors of the rainbow has been used as a symbol of LGBT community pride, and of the diversity within this community.

**Sexual Orientation:** The desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes.

**Transsexual:** An individual whose gender identity is different than the sex or gender assigned at birth.

#### **Counseling and Psychological Services at the University Health Center** <http://health.unl.edu/caps>

University Health Center  
1500 U Street  
Lincoln, NE 68588-0618  
Voice: 402-472-5000 Fax: 402-472-8010 E-mail: [uhc@unl.edu](mailto:uhc@unl.edu)

#### **Housing/Residence Life** <http://housing.unl.edu/> <http://housing.unl.edu/reslife/index.shtml>

1115 N. 16th Street  
Lincoln NE 68588-0622  
402-472-3561, 800-742-8800

#### **LGBTQA Resource Center** <http://involved.unl.edu/lgbtqa/resources/center.php>

Director: Pat Tetreault, Ph.D., Assistant Director, Student Involvement  
346 Nebraska Union  
Lincoln, NE, 68588-0451  
Director: 402-472-1752 Center: 402-472-1652 E-mail: [lgbtqa@unl.edu](mailto:lgbtqa@unl.edu)

#### **OASIS: Office of Academic Success and Intercultural Services**

Director: Andre' Fortune  
Jackie Gaughan Multicultural Center  
1505 S Street  
Lincoln, NE 68588-0450  
402-472-5500

#### **UNL Police Department** <http://police.unl.edu/reportingcrime>

Dial 2 for Blue, 402-472-2222 or on campus, 2-2222.  
University Police  
300 N. 17th St  
Lincoln, NE 68588-0634  
Voice: 402-472-2222  
E-mail: [unl.police@unl.edu](mailto:unl.police@unl.edu)  
In an emergency, dial 911. If you are using a campus phone, dial 9-911.

#### **Committee on GLBT Concerns** <http://www.unl.edu/cglbtc/>

The purpose of UNL's Committee on Gay, Lesbian, Bisexual, and Transgender Concerns is to ensure a university environment that empowers LGBTQA people.

**Office of Equity, Access & Diversity Programs** <http://www.unl.edu/equity/home>

Linda Crump, Director  
128 Canfield Administration Building  
Lincoln, NE 68588-0437  
Voice: 402-472-3417 Fax: 402-472-9440 Equity2@unl.edu

**Division of Student Affairs: Student Services** [http://stuafs.unl.edu/sa\\_services.shtml](http://stuafs.unl.edu/sa_services.shtml)

Juan Franco, Vice Chancellor  
106 Canfield Administration Building  
P.O. Box 880423  
Lincoln, NE 68588-0423 Voice: 402-472-3755 Fax: 402-472-8189

**Office for Student Assistance** <http://stuafs.unl.edu/osa/>

Tim Alvarez, Assistant to the Vice Chancellor  
106 Canfield Administration Building

**Services for Students with Disabilities** <http://www.unl.edu/ssd/>

Director: Veva L. Cheney  
Assistant Director and Interpreter/Captioning Coordinator: Barbara J. Woodhead 402-472-0054  
128 Canfield Administration Building  
Lincoln, NE 68588-0401 USA  
Voice: 402-472-3787 Fax: 402-472-0080 TDD 402-472-0053

**Women's Center** [http://involved.unl.edu/gender/womens\\_center.php](http://involved.unl.edu/gender/womens_center.php)

Director: Jan Deeds, Ph.D., Associate Director, Gender Programs  
340 Nebraska Union  
Lincoln, NE, 68588-0451  
Voice: 402-472-2598  
E-mail: jdeeds1@unl.edu

**Victim Advocate** (at the Women's Center on Tuesday afternoons) <http://involved.unl.edu/gender/advocate.php>

Voices of Hope Crisis Line: 402-475-7273  
Voice: 402-472-0203  
Office: 402-476-2110

**Equity:** The quality of being fair and impartial.

**Gay:** Term used in some cultural settings to represent males who are attracted to males in a romantic, erotic, and/or emotional sense; sometimes used to refer to the LGBTQ community as a whole; or as a label for anyone who does not identify as heterosexual. Used inappropriately as an insult as in "that's so gay".

**Gender Cues:** What human beings use to attempt to tell the gender/sex of another person and/or to express one's sex/gender. Examples include hairstyle, gait, vocal inflection, body shape, facial hair, etc. Cues vary by culture. Gender expression may or may not be congruent with or influenced by a person's sex assigned at birth.

**Gender Identity:** A person's psychological sense of being masculine, feminine or another gender (e.g., genderqueer, androgynous, transmasculine, transfeminine).

**Heterosexism:** The societal assumption that everyone is heterosexual and that heterosexuality is inherently superior to LGBTQ persons.

**Λ Lambda:** The Greek letter adopted by the Gay Activist Alliance of NY, to represent Gay and Lesbian Liberation. In December of 1974, the lambda was officially declared the international symbol for gay and lesbian rights by the International Gay Rights Congress in Edinburgh, Scotland.

**Lesbian:** A woman whose enduring physical, romantic and/or emotional attraction is to other women.



**Transgender:** An umbrella term for individuals who blur the boundaries between traditional masculinity and femininity and/or whose gender expression is considered nontraditional for their sex or gender. Also used as a term for transsexuals.

**Transsexual:** An individual whose gender identity is different than the sex or gender assigned at birth.

**Gender neutral pronouns:** S/he, they them; Hir and Ze

**Suggested terminology:**

- ▼ Human (vs. generic use of man)
- ▼ Staffing (vs. manning)
- ▼ Chair or chairperson (vs. chairman)
- ▼ Workers/staff/employees (workmen)
- ▼ A person with or who...(vs. a label)
- ▼ Sexual orientation (vs. preference)

be the **CHANCE**  
LGBTQA Resource Center

# Definitions, Terminology & Symbols

**The difference between diversity education and social justice education is that social justice education recognizes and addresses the power and privilege that exist in our society and addresses it. Diversity education raises awareness about differences and encourages acceptance of differences without necessarily addressing inequity.**

"We believe that social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we live....The process for attaining the goals of social justice, we believe, should also be democratic and participatory, inclusive and affirming of human agency and human capabilities for working collaboratively to create change. We do not believe that domination can be ended through coercive tactics...developing social justice in a society and world steeped in oppression is no simple feat..." Lee Ann Bell, "Theoretical Foundations for Social Justice Education" (p. 1-2), Adams, Bell & Griffin (2007). Teaching for Diversity and Social Justice, 2nd Edition.

### Being a Social Justice Educator Means...

- ▼ Being aware of our own social identities and areas of privilege and power;
- ▼ Assessing our own values and beliefs;
- ▼ Recognizing and addressing our internal biases and recognizing personal limits;
- ▼ Interacting with others in an open, honest, & respectful manner;
- ▼ Responding to biased comments in and outside of the classroom;
- ▼ Knowing when and where to seek help;
- ▼ Getting to know students and others as unique individuals and not making assumptions about their interests, attitudes, background, knowledge, or abilities;
- ▼ Being aware of the importance of language; using inclusive language and honoring individuals identities; and
- ▼ Dealing with emotional intensity and related issues appropriately.

### Inclusive Classroom Assessment

#### In my classroom:

- ▼ The syllabus includes a policy for effective and respectful class discussions, as well as the University's non-discrimination policy. Including additional categories, such as gender identity and expression, as well as other personal characteristics can be helpful.
- ▼ Inappropriate or biased student-to-student comments are addressed.
- ▼ LGBTQ research is encouraged or included.
- ▼ Expectations of students are appropriate.
- ▼ LGBTQ-related course content is included when relevant.
- ▼ Assumptions about students' and faculty's sexual orientation or gender identity are not made.
- ▼ Aggressive students are not allowed to dominate classroom dialogue.
- ▼ Inclusive language is used/modeled.
- ▼ Use last names or preferred names when taking attendance. Ask what pronouns individuals prefer.
- ▼ Discussion and dialogue are encouraged; all voices are welcome.
- ▼ Everyone is treated with dignity and respect.

#### Dealing with Bias/Harassment or Unintentional Exclusion:

##### DO:

- ▼ Deal with the situation immediately.
- ▼ Confirm the behavior is harmful/hurtful and is not to be accepted.
- ▼ Value the feelings of others by active listening.
- ▼ Take steps to support the victim. Provide appropriate resource information & use resources available.
- ▼ Report illegal or threatening behavior.
- ▼ Explain why incidents occur & use programming and resources to reduce stereotyping & prejudice towards differences.

##### DON'T:

- ▼ Ignore the behavior.
- ▼ Impose consequences before finding out what happened from those involved.
- ▼ Overreact with a put-down of the offender or humiliate the offender when imposing consequences.
- ▼ Focus on consequences for the offender while ignoring the feelings of the victim.
- ▼ Embarrass either party publicly.
- ▼ Assume the incident is an isolated occurrence divorced from the overall context in which it occurred.

An individual who witnesses or experiences bias on campus can confidentially report it to the LGBTQA Resource Center Director. For more information call 402.472.1752 or email [lgbtqa@unl.edu](mailto:lgbtqa@unl.edu). More information will be available online at [involved.unl.edu/lgbtqa](http://involved.unl.edu/lgbtqa). We are in the process of developing an online bias report website and bias response team.

#### Coming Out

There are a number of LGBT Identity Development Models. One of the processes involved is Coming Out, first to oneself and then to others. For more information, contact the LGBTQA Resource Center.

- Test the waters; try to gauge which people are most likely to be supportive and be patient, especially with people who have known you a long time. It will take time for them to process, understand, and accept this new information. It is best not to come out at holidays or other major events.
- There is no set way to be LGBTQ; feel free to try different ways of expressing your identity; you're not required to act differently just because you're out.
- Coming out is your decision and a lifelong process; don't let anyone pressure you into coming out before you are ready. If you have a choice on timing, try to come out to important people in your life when they're not already stressed out or distracted (by job loss, bereavement, or major holidays).
- Inform yourself and get support before making major coming out moves (e.g. parents); use local or campus LGBTQA resources or check out [www.pflag.org](http://www.pflag.org). Parents, Families and Friends of Lesbian and Gays. PFLAG-Cornhusker, is the local chapter of PFLAG and meets on the 4th Tuesday of each month at the Unitarian Church in Lincoln. Visit [Pflagcornhusker.org](http://Pflagcornhusker.org) for more information.

#### When someone comes out...

- Coming out is a process of revealing. People come out in lots of ways; sometimes it's a special announcement, sometimes it's a piece of information mentioned in passing. Sometimes a good friend will come out to you and shock you; sometimes a new acquaintance will come out. Decisions about coming out and/or living openly are made every day.
- Don't expect someone to represent their entire group or to make it their sole job to educate you; take responsibility for educating yourself.
- Remember that person is the same as s/he always was; you just know another detail about him or her.
- Don't make a bigger deal over someone's sexual orientation or gender identity than they do.
- Treat people's same sex partners the same way you'd treat a mixed sex couple. If you ask how a heterosexual friend's current date, love interest, or partner is doing, ask how a friend's same sex date, love interest, or partner is doing.
- Let people self-disclose at their own pace; don't push people for more information than they're willing to give; don't ask questions you'd consider out of line for a straight person.
- Don't "out" people; just because someone has come out to you doesn't mean they're okay with you telling others. Respect confidentiality.
- Be aware that coming out is a process for LGBTQ people and it is a process for their friends, family and other people in their lives.

#### LGBTQA Culture

Culture is the learned and shared behavior of a certain people and their artifacts: learned in the sense that it is socially transmitted and shared in the sense that it is practiced by all or some part of the population. LGBTQ people must actively seek out a secondary culture after their orientation emerges into consciousness.

# Social Justice Education