

Ways to Support LGBTQ Students on Campus

In the Classroom

- Include information about LGBTQ people who made significant contributions in the past.
- When discussing current events, include LGBTQ issues.
- Use examples of LGBTQ people in lectures and discussions so they are not marginalized.
- Be clear with your students that homophobic/transphobic and heterosexist/cissexist comments and actions are not acceptable and will be addressed in an educational, informative, and non-threatening manner.
- Syllabus statements (see attached)
- Pronoun/name usage – on the first day, give all students the opportunity to identify the name and pronouns they use.

At the Athletic Department

- Ask the director of Athletics to have a discussion with coaches about how heterosexism/cissexism and homophobia/transphobia affect athletes.

At the Student Union

- Make sure the LGBTQ student organization has adequate professional staff support and an advisor. If there is no one on the staff or faculty to take on this role, assist the group in identifying a local alum or local community member for the task.
- Know names of local and national LGBTQ organizations, their associated acronyms and/or letters in the proper order (even if they change it once in a while).
- Insist that the student government allot the LGBTQ student organization some reasonable funding. If they refuse, assist the group in finding alternative sources of funding.
- Insist that fraternal organizations have a discussion on how they would deal with one of their members "coming out."

At the Health Center

- Make sure your professional and paraprofessional health educators are comfortable with phrases and concepts such as continual condom usage, anal intercourse, dental dams and are comfortable talking about sexuality that is not exclusively heterosexual.
- Make sure your gynecological physicians understand that sexually active does not necessarily mean needs birth control.
- Have an understanding of basic transgender health needs and appropriate ways of interacting with transgender students.

Inside the Residence Halls

- If assigned roommates refuse to live with them, inform the LGBTQ student of the available options and allow them freedom to choose which option is best.
- Ensure that handbooks and contracts have a statement regarding non-discrimination as it relates to sexual orientation & gender identity/express and indicate where students should report if they feel harassed.

- New student orientation programs should address LGBTQ issues and make new students understand that LGBTQ students are a welcomed part of campus life.

At the Financial Aid Office

- Ensure that staff has training on how the impact of a student's "coming out" at home can affect parents' financial support.
- Include information about LGBTQ specific scholarship opportunities that exist.

At the Career Center

- Display information about local career resources, such as LGBTQ-affirmative employers, for LGBTQ clients.
- Provide staff with training about the social and political impact of LGBTQ issues in the workplace.
- Be open to discussing LGBTQ issues with students as these relate to career choice, resumes, interviews, determining the policies of a company, and coming out at work issues.
- Seek education or resources to provide transgender students regarding resumes, interviews, and the job search process.
- Maintain a list of people who can be used as resources for LGBTQ students.
- Know which employers interviewing on your campus have non-discrimination and domestic partner policies for LGBTQ people and offer that information to students.

Across the UCM Campus

- Take the time to examine your own personal feelings about LGBTQ people.
- Have a non-discrimination policy that includes sexual orientation & gender identity/expression. (We do!)
- Utilize gender neutral language as much as possible.
- Practice pronoun usage!
- Value their perspectives and opinions in your residence halls, your classrooms, and your committees.
- Don't tokenize.
- Make your environment a safe place.
- Publicly acknowledge LGBTQs presence on campus and in society. Do so at high levels and often.
- Help heterosexual students understand that LGBTQ people are a presence on campus and in society—whether they like it or not.
- Support LGBTQ students because they add to the vibrancy of thought, activity and life on your campus; not because it's politically correct.

Support LGBTQ Faculty and Staff

- Give equal benefits to their partners.
- Assure their safety.
- Value their perspectives and opinions on your staffs and committees.
- Endorse an association for LGBTQ faculty and staff.
- Invite their partners and families to university functions.

The Role of a Safe Zone Ally

What is expected of a Safe Zone Ally

- Provide support, information and referral to individuals who approach you;
- Respect the person's need for privacy and confidentiality – inform students of your reporting duties based on your role on campus;
- Develop a more genuine and realistic professional relationship with LGBTQ students, or friends and family of LGBTQ individuals;
- Gain a fuller picture of students' lives and concerns;
- Make a personal contribution to improving our campus environment and the lives of our students;
- Provide honest feedback at the close of this workshop to improve this program;
- Participate in periodic assessments regarding the effectiveness and impact of this program.

What is not expected of a Safe Zone Ally

- Be a counselor or expert regarding sexual orientation
 - You can refer people to the UCM Counseling Center (660-543-4060), Humphreys 131;
- Create a psychological support group
 - The UCM Counseling Center runs an LGBTQ therapy group you can refer students to by having them contact the Counseling Center.
- Know the answers to all questions regarding sexual orientation;
- Be the ONLY contact for the LGBTQ students on campus;
- Hear intimate self-disclosures – please remember your reporting requirements on campus;
- Participate in political activities LGBTQ issues.

What is your role as a Safe Zone Ally

Visibility is the most important role you have as a member of the program. Allies will be expected to display Safe Zone materials in a location that is visible to others. Once self-identified as a Safe Zone Ally, please do the following:

- Don't assume! Be aware that the individual to whom you are talking could identify in any number of ways.
- Avoid using terms such as "boyfriend" and "girlfriend;" instead, try using gender neutral language, such as "partner" or "spouse."
- Review your office's publications. Suggest changes to remove non-inclusive language.
- Acquaint yourself with people who are LGBTQ. Learn about the culture that is unique to the LGBTQ communities. Read books, make a friend, or attend a lecture or celebrations.

- Avoid homophobic, biphobic, and transphobic remarks, jokes and statements. As you feel comfortable, confront these actions of hatred.
- Create an atmosphere of acceptance in your surrounding environment through education. Share your experiences with others.
- Provide informed referrals by learning the resources to LGBT students in the UCM community and share this information
 - Visit the Safe Zone website (www.ucmo.edu/safezone) for links to lists of national, local, and regional resources.
- Learn the developmental process of coming out that is unique to the LGBTQ experience.
- Join with LGBTQ persons to protect their civil rights and constitutional freedoms.

Adapted from Weber State University Safe Zone Resource Manual 09/10.
<http://programs.weber.edu/safezone/training/Safe%20Zone%20manual.09.pdf>

The following chart is a quick reference guide to traditional and gender neutral pronouns. Four versions of gender neutral pronouns are included. Many others exist, but this chart should help you conjugate any type of pronoun. When in doubt, ask.

Subjective	She	He	Ze	Sie/Zie	Zie	Ey	Per	They
Objective	Her	Him	Zim	Hir	Zir	Em	Per	Them
Possessive Adjective	Her	His	Zir	Hir	Zir	Eir	Pers	Their
Possessive Pronoun	Hers	His	Zirs	Hirs	Zirs	Eirs	Pers	Theirs
Reflexive	Herself	Himself	Zirself	Hirself	Zirself	Eirself	Persself	Themself
Pronunciation	as it looks	as it looks	as it looks	zee, here, heres, hereself	zee, zere, zeres, zereself	a, m, ear, ears, earself	as it looks	as it looks

From University of Oklahoma LGBTQ Ally Program (<http://www.ou.edu/content/dam/gec/docs/lgbtq-ally-resource-guide-2017.pdf>)