1. Ally Work Conceptualized
   a. Inspiring & Educating Dominant Groups
   b. Creating institutional and cultural change
   c. Supporting Target Group Members

2. Self Understanding
   a. Effective and sustainable ally behavior requires a solid foundation of self-understanding
   b. Provides the foundation on which sustainable ally identity and actions are built
   c. Ally work requires confidence and clarity of purpose
   d. “You can’t teach what you don’t know"
   e. Justice-Cognizant identity

3. Inspiring and Educating Dominant Group Members
   a. Most people do not want to be agents of oppression, but that they lack the awareness that they are being oppressive, or information about how to act differently.
   b. Gaining and sharing information is a critical
   c. We cannot be self-righteous and “mind changers”

4. Creating Institutional and Culture Change
   a. Social justice is everyone’s job, but student affairs professionals, especially upper administrators, have a level of influence, which means we can make change on campus.

5. Supporting Target Group Members
   a. Important to provide one-on-one support, witness and advocacy.
   b. Use your dominant to call attention to injustice.
   c. Accurately witnessing and listening can be a powerful mechanism of support

6. Difficulties & Obstacles
   a. Allies must negotiate and balance multiple social group memberships, sometimes in isolation and segregation
   b. Find like minded peers for support
   c. Stay motivated!
   d. Be gentle and forgiving with yourself

7. Find Your Place at the Table
   a. Allies must find a precarious balance between knowing when to take a seat at the table of social justice advocacy, joining those who are oppressed at combating oppression; when to speak up; when to be silent in order to listen to the experiences of others; and when to leave the table altogether, so as not to infringe on or usurp the role of target group members in advocating for their own liberation.

1. Self Understanding
   - Continue to read about and study issues of social justice, building an intellectual understanding of power, privilege, and oppression.
   - Identify the multiple identities you possess, recognizing their interaction, the ways in which those identities may shift over your lifetime, and how their meaning may shift depending on context.
   - Critically examine the role of your power, privilege, and oppression in your daily life, moving these three abstractions into concrete understandings.
   - Take time to struggle through the inevitable cognitive and affective dissonance created when good people recognize the realities of living within societal structures that reinforce inequality.
   - Recognize and weigh the consequences (positive and negative) you may encounter in assuming a social justice ally identity. Are the possible positive outcomes worth the difficulties you may face?
   - Be able to articulate why you do this work. What motivates you? How does this work fit with your own values, spiritual beliefs, and life purposes?
   - Identify your own benefit in doing this work. Having a clear understanding of how your life would be better in the absence of oppression will help you withstand challenges to the work.
   - Know your own strengths and limits; knowing our talents will maximize our ability to create social change.

2. Inspiring and Educating Dominant Group Members
   - Engage with dominant group members in discussions about power, privilege, and oppressions of all types, even when such discussion may make others less comfortable.
   - Incorporate those discussions into all facets of your work; social justice issues arise as much in talking about budget priorities as in programs focused specifically on oppression.
   - Recognize and point out instances of power and privilege differentials during interactions with others. Do so to raise awareness.
   - Study the history of social justice movements and the roles of dominant group members in those histories. Talk with other dominant group members about what you learn.
   - Challenge the myth that dominant group members cannot effect change.
   - Confront inappropriate comments and behaviors in ways that educate rather than demean or embarrass.
   - Develop confrontation skills that alleviate defensive reactions from other dominant group members.
   - Create environments where ally behavior is expected. Incorporate expectations of ally behavior into guidelines for resident assistants, peer educators, orientation leaders, and other student leadership roles. Explicitly invite students into ally behavior by asking them to join you and other student in ally actions.
   - Persevere. Overcome initial defensiveness of dominant group members through prolonged engagement.
3. Institutional Change

- Support the recruitment and retention of diverse students, faculty, and staff. While most researchers have concluded that structural diversity is insufficient to enhance learning, it is necessary to create the diverse interpersonal interactions necessary for learning.
- Study and improve campus climates. One must feel safe in order to learn and grow.
- Work to change unjust policies, practices, and laws. Identify where groups are treated unjustly (for example, lack of partner benefits for lesbian and gay employees), and lobby for change. Expand your influence beyond campus to local, state, and federal governments.
- Know and use institutional decision-making structures strategically. Student and faculty groups often have considerable power to enact change and can serve as partners in change.
- Frequent institutions that support justice; boycott institutions that do not. Educate others about both types of institutions.
- Persevere. Institutional change occurs slowly, but that must not dissuade action.

4. Supporting Target Group Members

- Listen. Do not assume you are an expert. No matter how long you have been an ally, you have much to learn from members of target groups.
- Diversify your friendship group. Make a point to develop relationships with people who are visibly (and invisibly) different from you. Then be a friend.
- Be visible in your support, being careful that your visibility does not take attention away from target group members. Be visible to and with target group members, not in lieu of them.
- Educate yourself so that you can effectively provide support to target group members.
- Know the history of target group members, as well as institutional, local, and national resources available to assist and support them.
- Do not expect praise. Target group members may be ambivalent about your support at first.
- Apologize when necessary. Allies make mistakes; effective allies recognize their mistakes, apologize, and learn from them.
- Persevere. Giving up when the situation becomes difficult sends a message to target group members and reinforces a sense of distrust between groups.

"Social Justice is not a single act but a way of life. It is the conscious decision to challenge oneself and others to refrain from participating in systems of oppression that help to maintain inequity and the status quo." - Annice Fisher