



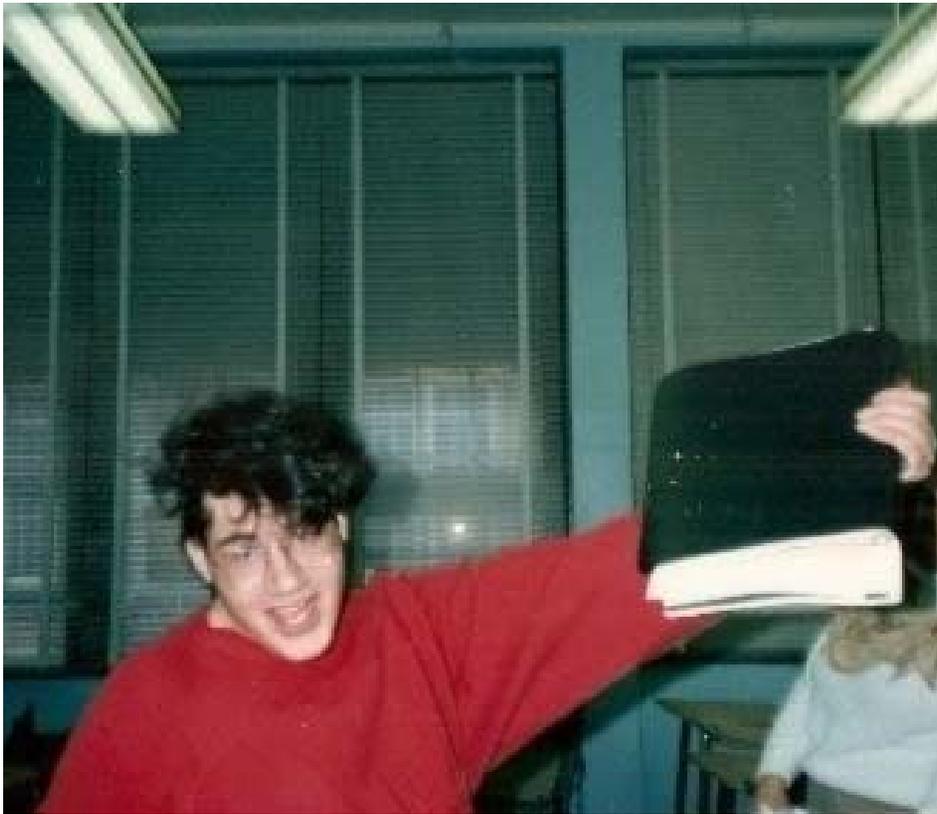
# SAFE ZONE

## TRAINING

Presenters: Casey M. Halcro  
Todd K. Herriott

*Safe Zone is a project of the Office for Diversity and Equity*

# Todd Herriott and Casey Halcro



## *DUOC Safe Zone Training 102*

### AGENDA

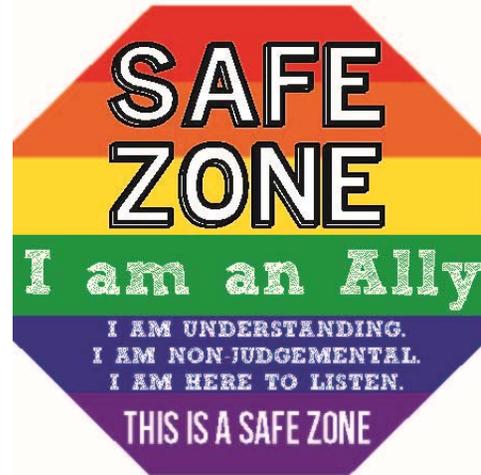
Thursday, February 5, 2015

12:00 – 1:30 p.m.

**Creekside, Dominican University**

<b>12:00 – 12:05 pm</b>	<b>Welcome</b>	<i>Suresh Appavoo</i>
<b>12:05 – 12:15 pm</b>	<b>Introductions &amp; Review</b>	<i>Todd and Casey</i>
<b>12:15 – 12:20 pm</b>	<b>Case study Introduction</b> Explain how we will work on 10 case studies	<i>Casey Halcro</i>
<b>12:20 – 12:30 pm</b>	<b>Case Study 1</b>	<i>Small Groups</i>
<b>12:30 – 12:40 pm</b>	<b>Case Study 2</b>	<i>Small Groups</i>
<b>12:40 – 12:50 pm</b>	<b>Case Study 3</b>	<i>Small Groups</i>
<b>12:50 – 1:00 pm</b>	<b>Case Study 4</b>	<i>Small Groups</i>
<b>1:00 – 1:10 pm</b>	<b>Case Study 5, 6, 7, 8, 9, 10</b>	<i>Small Groups</i>
<b>1:10 – 1:15 pm</b>	<b>Bathroom battles</b>	<i>Todd and Casey</i>
<b>1:15 – 1:30pm</b>	<b>Questions and Evaluations</b>	<i>Audience</i>

# What is a Safe Zone at DUOC?



...a person who provides a safe space that is highly visible and easily identifiable to lesbian, gay, bisexual, transgender, transsexual, intersex, queer, questioning, and straight individuals. It is where support and understanding are key and bigotry and discrimination are not tolerated.



# Goals of Safe Zone Project

- To increase the overall campus community's understanding and awareness of lesbian, gay, bisexual, and transgender issues
- To provide a greater sense of safety for the gay, lesbian, bisexual, and transgender student community
- To offer information to straight allies in positions where they may be in contact with lesbian, gay, bisexual, and transgender people (as classmates, roommates, friends, residents, students, staff, faculty, etc.)
- To act as a resource of information regarding homophobia, heterosexism, transphobia and LGBTQ issues on the DUOC campus.



# Case Studies

- Group yourselves into groups of 5
- Appoint one group member to report out to the larger group
- Read and discuss case study for 5 minutes.
- Work as a group to come up with suggestions about what to do in this situation.
- We'll come back as a whole group to discuss different ideas/suggestions.



# Case Study Considerations

- What may be the issues involved?
- How can the situation be addressed that best supports the student(s)?
- What educational opportunities does the situation present?
- What are the ethical issues, if any, involved?
- What other resources could you rely on to better address the situation presented.



# Case Study 1

- Paul is a graduate assistant in Laker Village. Dana comes to Paul in tears. Dana is rooming with the same roommate she had last year because they got along so well last year, which is why they signed up to live together again. This fall though, when they arrived to their housing unit, Dana's roommate told her that she is a lesbian. Dana didn't think that this would be a problem or change anything about their friendship, but now her roommate has been having her partner stay over on the weekends. Dana feels like their whole relationship has changed and doesn't understand why her roommate has to throw her sexuality in my face. Dana is extremely uncomfortable with the situation and even talks about always making sure to change clothes in a locked bathroom so that her roommate won't hit on her. Dana wants Paul to move her into a new housing unit.



# Case Study 2

- Tammy is a well-liked faculty member on campus; she often builds strong relationships with her students. One day, during Tammy's office hours, a student she is close to comes to visit, Alex. Alex comes to tell Tammy goodbye because he has withdrawn from his classes. When Tammy asks why, Alex tells her that he came out to his parents over the weekend and now they are refusing to pay his tuition. Alex plans on leaving school and getting a job in the area since his parents also refuse to let him move back home.



# Case Study 3

- Amy and Megan are sitting in the Lower Commons eating lunch during the busiest time of the day. Ben comes in after his class to eat lunch and sits at the opposite end of the same table as Amy and Megan. Ben is very quiet, thinking to himself about a new relationship that he recently started but is nervous because he hasn't come out to anyone yet and is very scared to talk to anyone about it. Meanwhile, Amy and Megan are talking loudly about a gay male that lives on their floor. They say things like, "that queer fag...don't touch him, you might catch something!" Or "gay boys are disgusting but what's worse are those dykes...that makes me want to vomit!" Although Ben isn't trying to listen to their conversation, it's hard not to overhear. Amy and Megan then go on to talk about what it would be like if they found out someone close to them was gay; they decide that they would tell that person that he or she is going to hell and that they need therapy. Ben gets up, distraught, and walks home while he holds back tears. You see Ben as he is walking home and notice he is very upset. When asked, he blurts out the entire story.



# Case Study 4

- A LGBT student comes to your office and asks to talk. He is clearly upset and at first has trouble telling you what's wrong. Eventually, he reveals that he hasn't been sleeping or eating much and has been skipping classes. Finally, he admits that he came out recently and is feeling awful about it. He calls himself a "bad person" and a "sinner" and says he doesn't know what to do.



# Case Study 5

- A LGBT student comes to your office and asks to talk. She is angry and tells you that she's going to drop out of DUOC. She won't tell you why but just goes on and on about how awful DUOC is and how mean the people are etc. Finally, she tells you that people in her dorm found out that she's bisexual and have been harassing her. She has had the word "fag" written on her door and people have called her "lezzy" and laughed at her. She doesn't know what to do.



# Case Study 6

- A LGBT student (freshman) comes to your office and asks to talk. He seems nervous and uptight and at first makes vague statements about being lonely and not knowing anyone on campus. Eventually, he tells you that he's gay and doesn't know any other gay people. He had gay friends at home but now that he's living on campus, he hasn't made any friends. He doesn't know what to do.



# Case Study 7

- A student who has been one of your advisees for the last two years, Jacquelyn, comes back in the fall semester and their look has changed fairly drastically. The student comes to meet with you to talk about their courses for the coming spring semester. You initially greet the student by their name, and they say “Actually, I would prefer to be called ‘Jac’.” You know that the student has dated women previously, but this change seems to be something that ‘Jac’ is still getting comfortable with. How do you handle the exchange? How do you refer to the student?



# Case Study 8

- While in a western religions course, while discussing issue of relationships, a young woman in the course comments on the subject and in doing so comes out to the class as bisexual and currently in a relationship with another woman. A male student in the class raises his hand and says that he was brought up with “good Christian values” and that he believes that God condemns homosexuality as a sin and is uncomfortable being in the class with an unrepentant sinner. The entire class goes quiet and the young woman looks to you, the faculty member, to respond.



# Case Study 9

- A student who openly identifies as transgender (male to female) is very interested in athletics. The student asks about intramural and team sports, particularly the women's softball team and basketball teams. The student asks about the locker rooms and how the teams may feel about her participation.



# Case Study 10

- A student in your class has privately disclosed that they are gay. The same student, however, does not discuss very much of his personal life in the class and always uses gender neutral pronouns when talking about dates or romantic interests. A student that you have known for three years casually mentions that he just came out as gay and is feeling a bit like an “odd man out” because he doesn’t really know any out gay men. You try to reassure the student that there are plenty of people on campus who are out who he could talk to about his coming out process. The student asks “Really? Like who?” Your student from your class walks by your office and you say “Well, take David for example” pointing to your student.



# Bathroom Battles



- For people who present or identify with a non-normative gender (not conforming with social standards about what is appropriate feminine or masculine behavior/presentation), one of the consistent struggles reported is: which bathroom do I use?!
  - Generally speaking, people know which bathroom is consistent with their gender identity and it's usually the discomfort (real or perceived) of normatively gendered folks that creates anxiety. What can we, as allies, do to help students, faculty, and staff feel comfortable with bathroom battles?



# Questions?

