SAFE ZONE

University of Hawai‘i

Commission on the Status of LGBTI Equality

Presenter:

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University of Hawaii at Mānoa
Training

Learning Outcomes

- Participants will:
  - Be able to differentiate between issues of “sexual orientation” and “gender identity” or “gender expression”.
  - Have a greater understanding of oppression.
  - Be able to identify ways they can be an ally to others.
  - Feel confident and well-informed about making the resources available to LGBT students.
Defining a Safe Space... in our Safe Zone Training

- Take risks
- Honor all questions.
- Respect each others opinions and privacy
- Have fun!

Make it like Vegas: “What’s said here stays here!” ...but what we learn here, we will take out of the room.
LGBT Student Services strives to maintain a safe and inclusive campus environment for all students of the University of Hawai‘i at Mānoa regardless of their gender identity or sexual orientation. Our office offers a WiFi wireless hotspot; lounge to relax or bring your lunch, read or study.

**DESCRIPTION:**

LGBT Student Services also offers a range of educational, information and advocacy programs:

- **Crisis response and professional referral services** relating to harassment and bias-related incidents, and other specialized needs.

- **Resources and individualized support** on issues such as “coming out”, positive identity development, healthy relationships and academic/career planning.

- **The Safe Zone Training Program for allies of LGBT people** raises awareness of LGBT issues on campus and sharpens skills of allies to help end harassment. Ally participants receive a poster to display to indicate that they are part of a university network of student support.

- **Student support via weekly drop-in groups** for LGBT and ally students and support for student run programs, events and clubs, including our weekly LGBT and Ally Coffee Hour (Wed, 4-5pm) and Women’s Pau Hana (Fri, 1-2pm).

- **Educational programs and events**, including National Coming Out Day in October and Rainbow Graduation, which celebrates the achievements of our graduating LGBT and ally students.

LGBT Student Services
QLC 211

To register for a Safe Zone training, please contact: 
lgbtq@hawaii.edu
956-9250
Why have a Safe Zone Program?

VISIBILITY

TOGETHER, WE WILL CONFRONT FEELINGS OF HARASSMENT AND ISOLATION.
Why have a Safe Zone Program?

ADVOCACY

TOGETHER, WE WILL CHALLENGE STEREOTYPES, HOMOPHOBIA, GENDER BIAS AND OTHER FORMS OF OPPRESSION.
Why have a Safe Zone Program?

STUDENT SUCCESS

TOGETHER, WE WILL CELEBRATE THE DIVERSITY OF OUR CAMPUS COMMUNITY AND CREATE OPPORTUNITIES FOR EVERYONE TO THRIVE.
Board of Regents Policy E1-202
(April 21, 2011)

- It is the policy of the University to provide equity of opportunity in higher education, both in the educational mission and as an employer. The University is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination.

_The University is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran._

http://hawaii.edu/offices/eeo/policies.php?policy=antidisc
The Genderbread Person

Gender Identity

- Woman
- Genderqueer
- Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Gender Expression

- Feminine
- Androgynous
- Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex

- Female
- Intersex
- Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes; Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation

- Heterosexual
- Bisexual
- Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.
Gender Identity
Gender Expression

- Male + Masculine = gender-normative (cisgender) man
- Female + Feminine = gender-normative (cisgender) woman
- Challenges Gender (Roles + Expressions) = Transgender

Transgender -- Encompasses any individual who crosses over or challenges their society’s traditional gender roles and/or expressions; it is a broad umbrella term.

Intersex -- Individuals born with characteristics that cannot be defined as male or female due to anatomy, chromosomes, hormones, or other other biological criteria.
Reclaiming “Māhū”

- Looking at gender identity:
  
  KUMU HINA: Lucky I Live Hawai‘i
  http://www.youtube.com/watch?v=TULjZCi_I9M

- Looking at gender expression:
  
  KUMU HINA: A Place in the Middle
  http://www.youtube.com/watch?v=EXr3EapPVwo
Sexual Orientation

- **Lesbian** -- A term given to females who are attracted sexually/erotically and emotionally to some other females.

- **Gay** -- A term given to males who are attracted sexually/erotically and emotionally to some other males.

- **Bisexual** -- A term given to people who are attracted sexually/erotically and emotionally to some people of any gender.

- **Heterosexual** -- A term given to people who are attracted sexually/erotically and emotionally to some people of a gender other than their own.

- **Pansexual/Fluid** = A term given to people who are attracted sexually/erotically and emotionally to some people while rejecting the limits of binary gender constructs.

- **Asexual** = A term given to people who don’t base their relationships on sexual/erotic and emotion attraction or affinity.
Simple Eye-Opening Quiz

- What do you think caused your heterosexuality?
- When and how did you decide you were heterosexual?
- Isn't it possible that your heterosexuality is just a phase and that you will grow out of it?
- To whom have you disclosed your heterosexual tendencies? How did they react?
- Is it possible that your heterosexuality stems from a neurotic fear of others of the same sex?
- If you've never slept with someone of the same sex, isn't it possible that all you need is a good gay/lesbian lover?
- Why do you insist on flaunting your heterosexuality? So you are straight... can't you quietly be who you are, keep it all in your bedroom, and out of my workplace and classroom?
To be put down or made small
Oppression: What are some forms of discrimination and harassment?

- Sexual Orientation:
  - Homophobia, biphobia and heterosexism

- Biological Sex:
  - Sexism and misogyny

- Gender Identity:
  - Transphobia and the policing of gender

- Gender Expression:
  - Gender bias and enforcing stereotypes/gender norms
To be lifted up or to feel empowered

- **Internal:** Love and respect oneself
- **External:** Live with integrity and compassion to others.
- **Institutional:** Be allies for each other when someone is made to feel small, “put down”, unimportant, isolated, or pushed aside because of who they are.
VIDEO: “Sticks and Stones”

- What do we learn from the students experiences?
- What are some barriers to a safe and inclusive education?
- How have teachers, staff and administrators made in a positive impact in these students’ lives?

http://www.youtube.com/watch?v=2IS0W1D2EwU
**Sticks and Stones**

**Lessons Learned**

- Regardless of your personal, political or religious beliefs, you can have a positive impact on shaping the lives of LGBTI students.

- Work to ensure that all students feel safe on campus, regardless of gender identity/expression and sexual orientation.

- Don’t police gender in restrooms and other settings, such as changing areas.

- As a role model, be mindful of your interactions with your students, both *in* and *out* of the classroom.

- You can be a huge help and might even save lives by acting with compassion and respect.

- Uphold our University policy of nondiscrimination, celebrate diversity and respect all individuals’ identities.
Scenario ONE

You have a student who has been doing well in your class: engaged, on-time with assignments, and excellent with his critical thinking skills. Over the past month, this student has seemed withdrawn and tired and now has been absent from class for the past week. In fact, he has not turned in a major assignment that was due last week. You hear from other students in the class that he has been “having a rough time.” The next day, the student discloses that his parents don't accept his “gay lifestyle” and have thrown him out of the house. He has been living in his car for the past two weeks. How do you proceed?
Safe Zone is about SHARING RESOURCES

You do not have to solve *every* problem! That is what your resources are for. However, there are times when direct action is a sound approach.
MAINTAIN SUPPORT

- **When a Student “Comes Out”**
  - **CONGRATULATIONS!**
  - Many hours of thoughtful preparation most have gone into gauging your chance of a positive interaction and affirmation.
  - There is no way for the LGBTI individual to predict your reaction accurately; however, their choice to share this information with you shows their trust and respect for your professional integrity and sense of empathy.
When a Student “Comes Out”

- **(1) Affirm your support:**
  - I am so honored you feel comfortable sharing that part of yourself with me!
  - Congratulations!
  - That must be exciting news!

- **(2) Be open to listening without judgment:** help the student share his or her feelings and thoughts—Use open-ended, non-directive questions:
  - Tell me more…
  - How does that make you feel?
  - Have you shared this good news with other people? (This question is an effort to assess the student’s support system and possibly make an appropriate referral).
You are a faculty member observing a class for instructor feedback and evaluation. The professor you are observing is leading a lively class discussion on whether or not parents should be allowed to spank their children. One student shares that both her dads have different opinions on the matter even though she herself was never spanked. The class giggles and the instructor clears his/her throat and suggests, “Well, let's not get off topic. We were discussing spanking not alternative lifestyles.” The student adds, “But my family isn’t ‘alternative’…” The professor cuts her off and calls on another student. What would you do?
Create a teachable moment.

(1) intervene, (2) diffuse conflict, (3) educate.

Discourage jokes about LGBTI people by saying:

- That sort of joke is offensive and will not be tolerated in this classroom.
- Jokes that mock one’s religion, race, or sexual orientation are unacceptable in this classroom.
- Jokes that make fun of people are unacceptable in this classroom.
- Please don’t make insensitive statements about groups that you are not part of.
- …in fact, why make insensitive statements, PERIOD!
A student comes to you and blurts, “I am sick and tired of being called by my birth name. Is there anyway you can help me? Sorry to bother you, but you are the only person I trust on this campus. Most people don't respect me for being transgender. Is there any way you can make my other professors change what they call me or force whatever office to change all of my documents, so I just don't have to deal with this anymore?” How do you proceed?
Thank the student and validate: Create mutual respect.

Honor individual identity.

Ask a student if there is a particular name that she or he prefers to use. Often students consistently use a Hawaiian name, a nickname or a name of the gender with which they identify, with their friends, family and relations. Encourage other staff to do the same!

Pronouns are important. A transgender person may be very offended by the use of the wrong pronoun, as may be someone who is questioning or androgynous. If unsure, observe cues in language, dress etc. as best you can… and just respectfully ask!

State your commitment to the individual (e.g. provide resources, will support and not be a bystander)
I am an LGBT Ally

Because I seek to:
- Love and respect myself
- Challenge myself to live with integrity
- Express compassion to all other people
  ...regardless of background, sex, gender identity, expression, sexual orientation, race, ability, class or status.

ALLY PRINCIPLES

- I will be imperfect
- I will be good enough
- I will make mistakes
What is the Fabric of Our Institution?
What is the Fabric of Our Institution?... NO H8 in the 808!
Safe Zone Pledge:

I believe that everyone deserves a campus and workplace environment free from isolation, harassment, discrimination, oppression, and other forms of violence.

I am proud to be an LGBT Ally on and off campus, in the diverse communities of Hawai‘i.

I will strive to make our work and living environments safer for everyone.

I want everyone to feel safe on campus, so they can achieve their personal and academic goals!
Contact Information:

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