

# SAFE SPACE KIT



a guide for faculty and staff



PRIDE  
CENTER

*"I learn the best when I am in an environment that affirms and accepts me for who I am."*

Isaiah Merriweather, Delta College student



### **The original pride flag had 8 colors**

hot pink: sex and sexuality

red: life

orange: healing

yellow: sunlight

green: nature

turquoise: magic/art

indigo: serenity/harmony

violet: spirit

Hot pink and turquoise could not be included in mass production so it's why we now see only 6. The light pink and blue stripes represent trans identified people. The black and brown stripes are for queer and trans people of color

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# QUESTIONS ABOUT SAFE SPACE

## WHAT IS A SAFE SPACE?

A Safe Space is a welcoming and supportive environment for LGBTQ+ students. It's a space that doesn't incite judgement based on identity or experience—where expression of both can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support.

Safety of spaces is always in flux so it is the responsibility of people inhabiting the space to maintain the climate of safety.

Office spaces, classrooms, student centers, and other spaces on campus can be Safe Spaces.

## BUT ISN'T THE WHOLE CAMPUS A SAFE SPACE?

The Delta Pride Center would love for every student to feel safe and welcome. Since LGBTQ+ identities are still culturally marginalized, we need to send clear messaging about making spaces safe for LGBTQ+ students. Unfortunately, this message is not always communicated to students. Without a clear and explicit message to LGBTQ+ students, they are left with the assumption that Delta does not care.

As a team we need to send the message that LGBTQ+ students can be who they are without fear of judgement or ridicule. This is especially important when LGBTQ+ students feel unsafe in other parts of their life. When ostracized by society, family, friends, or other loved ones, LGBTQ+ students should rely on Delta College to stand as a place that accepts them.

## WHAT DOES THE SAFE SPACE SYMBOL MEAN?

Those who have been Safe Space trained by the Delta Pride Center are given a Safe Space sticker or poster.



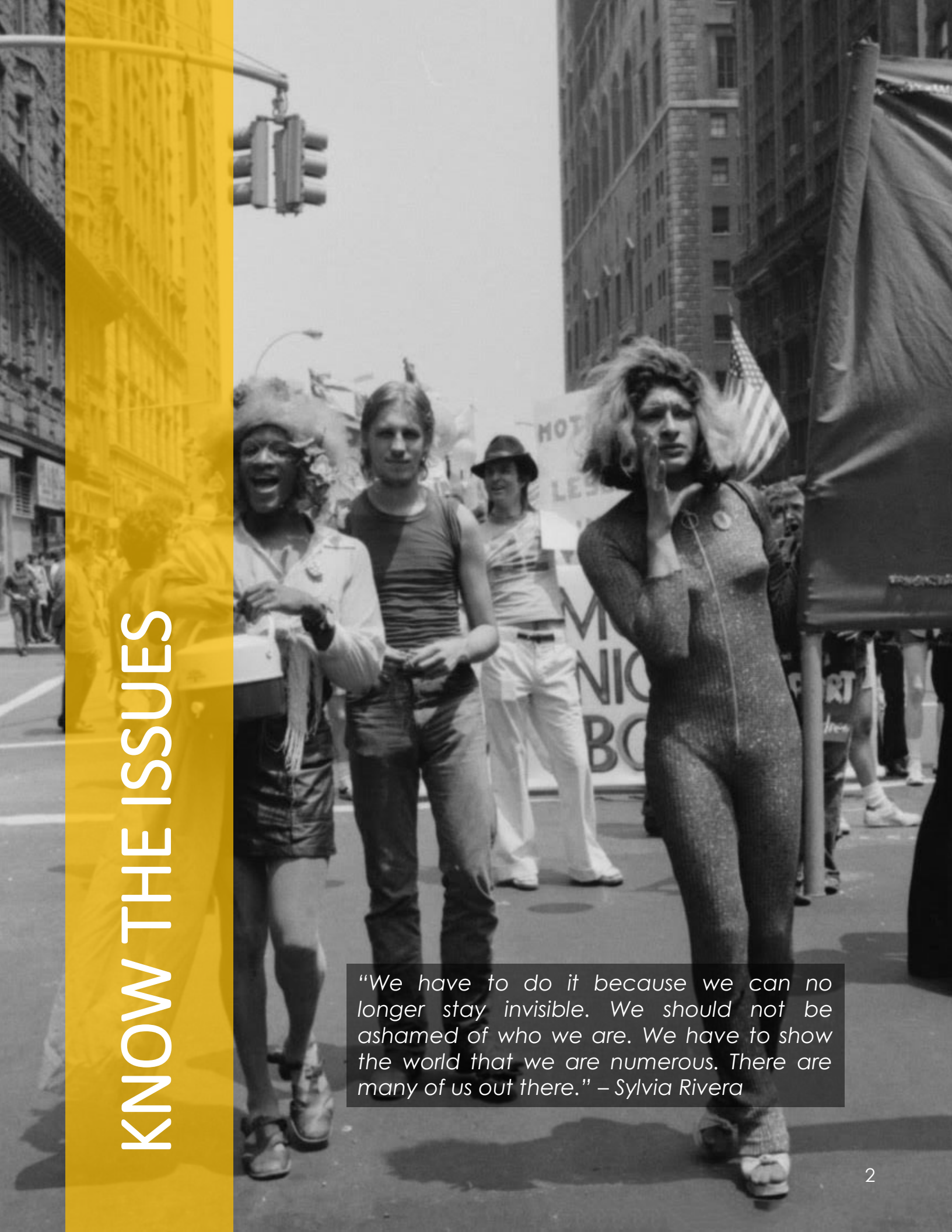
Those displaying the stickers in their classrooms, offices, or other spaces, have agreed to maintain the space as safe for LGBTQ+ students. It communicates their willingness to do the work of supporting LGBTQ+ students.

## WHO IS THE SAFE SPACE KIT FOR?

The Safe Space Kit is designed to help faculty, staff, and administrators create safe spaces for LGBTQ+ students. We are all here to serve students. This kit helps us understand how to serve a particular population of our student body.

One of the most effective ways for an educator to create a safe space is to be a supportive ally. This kit provides practical ways you can create a safer space on campus. This kits provides tools for allyship, and emphasizes the importance of being a reflective, visible, and vocal ally.

# KNOW THE ISSUES



*"We have to do it because we can no longer stay invisible. We should not be ashamed of who we are. We have to show the world that we are numerous. There are many of us out there." – Sylvia Rivera*

# CHALLENGES FACING LGBTQ+ ACCEPTANCE AND INCLUSION

Cultural biases are all around us. Like fish unaware they're in water, we are completely immersed in cultural biases and mostly live our everyday lives unaware of their existence. And bias, whether working explicitly or implicitly, is a prejudice in favor of one thing, person, or group compared with another.

When understanding cultural bias in relationship to sexuality and gender, we can begin to investigate the unique challenges LGBTQ+ people face when fighting for acceptance and inclusion. Those words, acceptance and inclusion, already tell us a great deal about the culture of exclusion LGBTQ+ people are up against. The exclusion is why there is such a thing as "coming out." If culture was already accepting there wouldn't be a need to "come out" at all. Straight and cisgender people do not have the same cultural pressure to hide their identity or conform to culturally acceptable forms of expression.

This bias sets up straight and cisgender identities as the cultural norm, or the default/standard by which all are lives are measured against. LGBTQ+ people challenge cultural norms and the deeply held beliefs and assumptions about gender and sexuality. Two of these strongly held beliefs are:

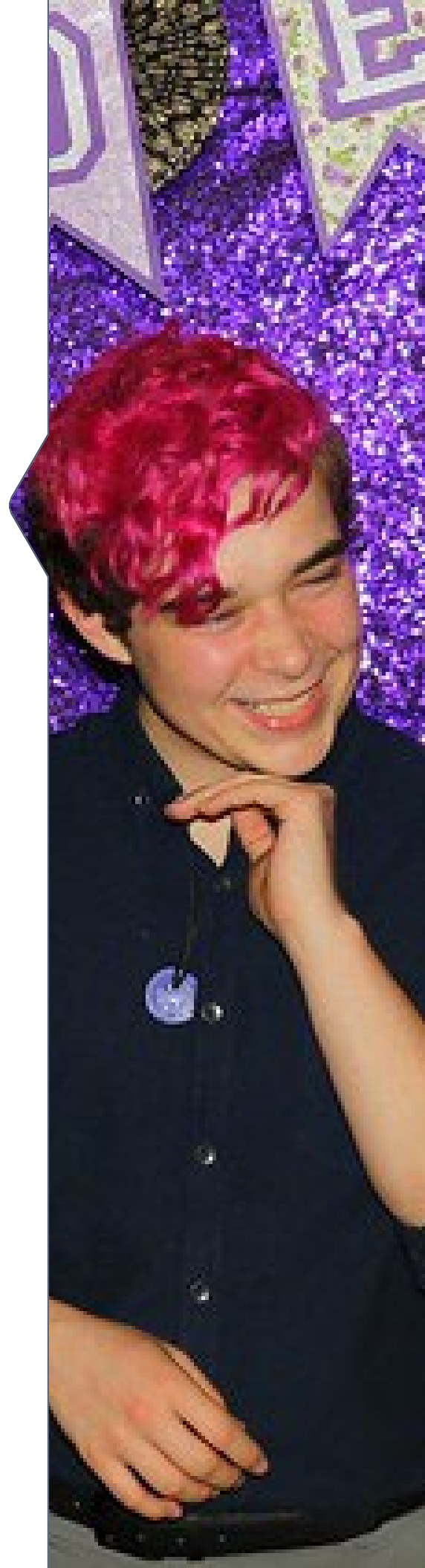
1. The Gender Binary, or the organization of gender into two, and only two, distinct, opposite, and disconnected forms of masculine and feminine.
2. The identity trajectory or understanding that your sex assigned at birth means you'll be a certain gender, perform a certain gender expression, and be sexually attracted to the opposite gender. For example:

male → boy/man → masculine expression → attraction to girls/women

When LGBTQ+ people fall outside these cultural norms, they face being labeled and treated as unnatural and abhorrent. It also makes it very difficult to talk about LGBTQ+ identities and communities, limiting cultural awareness education. As a result, people are unfamiliar with LGBTQ+ identities and cultures and may even feel uncomfortable talking about LGBTQ+ issues. Leaning into this discomfort and understanding these cultural biases is the first step in practicing allyship.

## Did you know?

Terry Kogan, a law professor at the University of Utah, has written about the history and culture of sex-segregation in public restrooms. Separate restrooms came about in the 19th century as a result of social anxieties about women's places in the world. Social norms of the period dictated that the home was a woman's place so there was a reluctance to integrate them fully into public life. Thus, separate facilities were introduced in nearly every aspect of society: women's reading rooms in public libraries; separate train cars; and, with the advent of indoor bathrooms, separate loos soon followed. The suggested layouts of restrooms were designed to mimic the comforts of home—think curtains and chaise lounges.



## BIAS & BEHAVIOR

Once we recognize there is cultural bias, we also need to ask ourselves how we have internalized this bias. This is no easy task, especially as people who work in education. To think we may have biases when we are all here to support students is difficult to accept. But we are all susceptible to biases based on cultural stereotypes that are imbedded in our belief systems from a young age. We have all grown up with negative messaging about LGBTQ+ people, whether from family, church, friends, TV/movies, radio, etc. Ask and check-in with yourself about what biases you have grown up with and are currently immersed in. How does this impact your experiences, knowledge, and behavior with and about LGBTQ+ people and cultures?

### CHECK YOURSELF

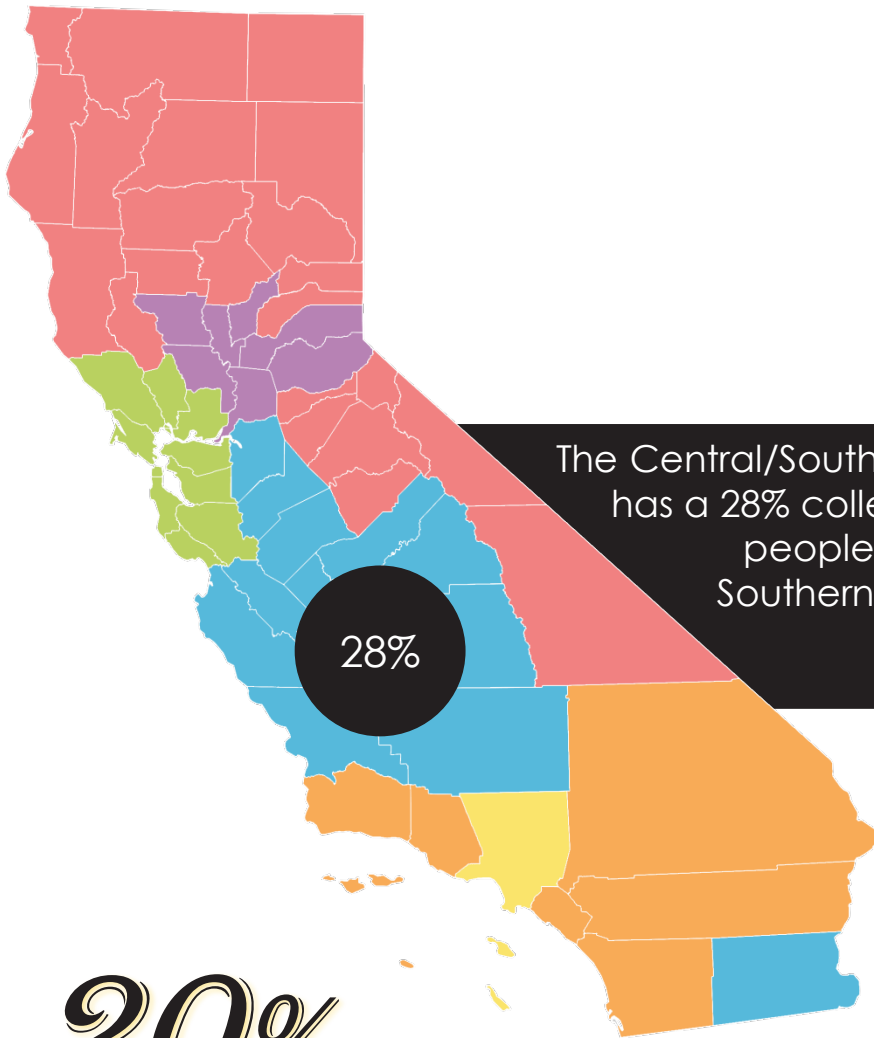
- How would you feel if someone important to you (e.g. child, sibling, parent, best friend) came out to you as LGBTQ+?
- Did you grow up watching or currently watch shows or movies with LGBTQ+ characters? Do you read books with LGBTQ+ characters? How were these characters represented?
- Would you feel comfortable seeing a primary care physician who is openly transgender?
- Have you ever been to an LGBTQ+ social event, march or worship service? Why or why not?
- Can you think of three historical figures who were LGBTQ+?
- Have you ever laughed at or made a joke at the expense of LGBTQ+ people?
- Have you ever stood up for an LGBTQ+ issue either in person or online?
- If you do not identify as LGBTQ+, how would you feel if people thought you were LGBTQ+?

### ASK YOURSELF

*When discomfort, anxiety, or uneasiness arise you may ask yourself the following*

- How do my current beliefs serve me?
- What might I lose if I change my beliefs?
- What are the costs of maintaining my current perspective?
- How might it benefit me to change?
- Do I make an effort to focus about an individual as opposed to categorizing someone based on stereotypes? For example, if I learn a student is a transgender man, would I think about his gender identity and when he transitioned, or would I think about how he is new on campus and just started a new job?
- How can I set my assumptions aside so I can get to know this student as a person?

# DATA SNAP SHOT



The Central/Southern Farm region of California has a 28% college completion rate for LGBT people. A proportion lower than the Southern (33%) and Midwestern (29%) regions of the United States (2016 Williams Institute of UCLA)

# 20%

of millennials (peoples aged 18-34) identify as LGBTQ+ (GLAAD's 2017 Accelerating Acceptance Report)

# 10%

of students identify as LGBTQ+ at Delta College

The majority of LGBTQ+ students are students of color and/or first generation students. They are often the connectors and bridge-builders of our communities.

LGBTQ+ students are more likely to succeed in environments that support the expression of their identities, connect them with their history, recognize their strengths, and nurture their learning.





*Jeanne Manford marches with son Morty Manford at the 1972 Christopher Street Liberation Day March.*

# WHAT YOU CAN DO

# WHAT IS AN ALLY?

An “ally” is a term used to describe someone who is supportive of LGBTQ+ people. It encompasses non-LGBTQ+ allies as well as those within the LGBTQ+ community who support each other, for example, a lesbian who is an ally to the bisexual community. Ally is not an identity and is more of an action word, requiring allies to do the work of allyship. That work must be self-reflective, visible, and vocal. The self-reflective work involves identifying, unpacking, and challenging stereotypes and bias. The visible and vocal aspects are how you communicate your support out to the world. Some examples are listed below.

Self-Reflective	Visible	Vocal
Be aware of and question your own emotional responses	Attend LGBTQ+ events	Openly discuss LGBTQ+ issues
Be vigilant about your own biases and fears	Display LGBTQ+ affirming images (including our Safe Space sticker)	Work on eliminating biased language from your vocabulary
Understand intent vs. impact (our good intentions can still cause harm)	Have LGBTQ+ themes books and movies	Use gender neutral language
Be ready to get challenged and feel discomfort	Follow LGBTQ+ pages on social media	Respect gender pronouns
Practice continuous education and learn some LGBTQ+ history	Confront hateful behavior and biased language in front of others	Openly state support (i.e. “I support...” or “I am committed to...”)

*When you are not the default,  
to not be explicitly included is to be implicitly excluded.*

# EVERYDAY PRACTICES

Just as much we make an effort to learn about our students and their experiences, students also pay attention to our actions, behaviors, and stories. Small changes to your everyday routine and practices can communicate to students that you welcome them their various identities.

- Learn some LGBTQ+ history. Streaming services have done a lot of work to include LGBTQ+ media including history documentaries
- Learn and use correct and respectful language, including preferred pronouns and names
- Include your own gender pronouns in email signatures, business cards, and/or syllabi
- Put up LGBTQ+ affirming posters or images in your office and/or classroom
- Attend LGBTQ+ events such as the Delta Pride Center's meet-n-greets every semester

- Use a gender inclusive greetings when addressing students such as:
  - "Hello, how can I help you?"
  - "I can help the next person!"
  - "Good morning, everyone!"
- Include a statement in your syllabus (some examples are provided on the next page)
- Include LGBTQ+ people, experiences, and matters in your curriculum
- Invite LGBTQ+ guest speakers to your classes
- Listen and learn from the stories of LGBTQ+ people

*These small practices help eliminate obstacles for LGBTQ+ students so they can show their intelligence, creativity, ingenuity, and passion that is fruitful for the entire campus community.*

***The work is beyond just making students feel safe.***

***It's about making spaces where students can flourish.***

# SYLLABUS STATEMENT EXAMPLES

Including concrete language in your syllabus is a simple way to communicate to your students that your classroom welcomes, respects, and affirms LGBTQ+ identities. Below are a few examples. Feel free to copy and paste or use them as templates to create your own statement.

## General Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## Name and Pronoun Statement

I will gladly honor your request to address you by an alternate/preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding communication about your preferred name or pronoun, please contact the Pride Center in Shima 108 or at 209-954-5260.

## Student Services Statement

In an effort to ensure students feel welcomed and supported at Delta, I want you to know about important resources on campus. A variety of programs and support services are offered for students. These student services are here to ensure you are meeting your goals, offer social-emotional support, and are opportunities to create community and get involved. For a list of programs please visit [DeltaCollege.edu/student-services](http://DeltaCollege.edu/student-services).



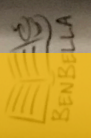
GIOVANNI'S ROOM

A QUEER LITTLE HISTORY OF ART

TATE

SEX OUTSIDE THE LINES

CHRIS DONAGHUE, PHD



CONTINUED EDUCATION

reconstructing gender a multicultural anthology

fifth edition



ALISON BECHDEL

THE ESSENTIAL *Dykes to Watch Out For*



Driver

Queer Youth Cultures

SUNY

Moraga & Anzaldúa

This Bridge Called My Back

Fourth Edition

SUNY

No Tea, NO SHADE

JOHNSON, EDITOR

DUKE



REVISED EDITION

TRANSGENDER HISTORY

THE ROOTS OF TODAY'S REVOLUTION

SUSAN STRYKER



NICOLAZZO

TRANS\* IN COLLEGE

sty/us

REDEFINING REALNESS

NEW YORK TIMES BESTSELLER

JANET MOCK

STONE BUTCH BLUES

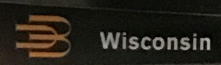
LESLIE FEINBERG



González

Butterfly Boy

Memories of a Chicano Mariposa



Foucault



The History of Sexuality

An Introduction

10



# Delta College Resources

## All-Gender Restrooms

There are 4 all gender restrooms accessible by students.

- Two located under the forums
- Two in Shima (1st and 4th floors)

All gender restrooms are not just for transgender students. Rather, they are open for everyone. Each restroom has a lock to ensure privacy.

## Athletics & Locker Room Facilities

Students participating in physical education courses (i.e. PEACTION courses), may participate in accordance with their gender identity, should that be relevant, regardless of any medical treatment. Private changing and shower areas may be available for all students, depending on space and facility limitations. For information regarding athletics please contact our Athletic Department at (209) 954-5176.

## Preferred Name Change

With MyDelta, students have the ability to change their preferred name. A preferred name is a name a student wishes to be known by at San Joaquin Delta College that is different from the student's legal name (i.e. the name that appears on your birth certificate, passport, U.S. Social Security Card or driver's license). Students can change their preferred name in MyDelta. Preferred names appears on unofficial account settings, such as their Instructors' class list and grade rosters, as well in Canvas and other campus systems.

## Safe Space Seminar

The Pride Center can be invited to offer a one or two hour Safe Space Seminar (previously referred to as Safe Zone Training) for your department or office. These seminars provide an opportunity for faculty and staff to learn some LGBTQ+ history and terminology. Most importantly, the seminars hold space to share stories, connect, and learn about some common experiences from LGBTQ+ students.

## Pride Center Classroom Workshops & Presentations

The Pride Center can be invited to offer a workshop to your students. Workshops or presentations can include topics such as how to be an ally, social constructions of gender and sexuality, everyday homophobia and transphobia (i.e. microaggressions), Pride Center resources, and/or LGBTQ+ student panels.

# Law & Policy Check

## **CALIFORNIA ASSEMBLY BILL 620 (2011)**

AB 620 revised the definition of gender to include “gender expression” in state policy to afford all persons, regardless of disability, gender, nationality, race or ethnicity, religion, sexual orientation equal rights and opportunities in postsecondary institutions.

The bill also requested the governing boards of each Community College district to designate an employee at each of their respective campuses as a point of contact to address the needs of LGBT faculty, staff, and students.

Additionally, AB 620 requests the governing boards of California Community Colleges to collect aggregate demographic information regarding sexual orientation and gender identity of staff and students within other aggregate demographic data collected

## **CALIFORNIA ASSEMBLY BILL 1018 (2017)**

AB 1018, added LGBT students to the categories of disproportionality impacted students within student equity plans.

## **DELTA COLLEGE ADMINISTRATIVE PROCEDURE 3140 – NONDISCRIMINATION**

“The District shall provide access to its services, classes, and programs without regard to national origin, religion, age, *gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or any other legally protected class...*”

These protections are for *actual or perceived* association with any of the above protected classes

“‘Gender’” means sex, and includes a person’s gender identity and gender expression. ‘Gender expression’ means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.”

***Laws and policy typically state the minimum of what Delta has to do. They do not explain best practices or measures we can take to ensure LGBTQ+ feel welcome on campus.***

# KEY TERMS AND CONCEPTS

**Sexual Orientation:** The inner feelings of who a person is attracted to emotionally and/or physically, in relation to their own gender identity. Some people may identify as “asexual,” “bisexual,” “gay,” “lesbian,” “pansexual,” “queer,” “straight,” and many more.

**Sex:** Designates a certain combination of chromosomes, gonads, external organs, secondary sex characteristics, and hormonal balances.

**Gender:** A set of cultural identities, expressions and roles – codified as feminine or masculine – that are assigned to people, based upon the interpretation of their bodies, and more specifically, their sexual and reproductive anatomy. Since gender is a social construction, it is possible to reject or modify the assignment made, and develop something that feels truer and just to oneself.

**Gender Binary:** A socially constructed system of viewing gender as consisting solely of two categories, “male” and “female”, in which no other possibilities for gender are believed to exist. These 2 genders are heavily separated into expectations of what one or the other should do or how they should behave. The gender binary is inaccurate because it does not take into account the diversity of gender identities and gender expressions among all people. The gender binary is oppressive to anyone that does not conform to dominant societal gender norms.

**Gender Identity:** How an individual identifies in terms of their gender. Gender identities may include, “male,” “female,” “nonbinary,” “transgender,” “genderqueer” and many others, or a combination thereof.

**Gender Expression:** The multiple ways (e.g., behaviors, dress) in which a person may choose to communicate gender to oneself and/or to others.

**Preferred Gender Pronouns (PGPs):** The pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used. Traditional examples include “she/her/hers” or “he/him/his”. Some people prefer gender-neutral pronouns, such as “they/them/theirs.” Some people prefer no pronouns at all or don’t care what pronouns are used.

**Deadname:** The birth name of someone who has changed it. Term is often used in the LGBT community to refer when a transgender person’s chosen name is not being respected.

**Cisgender:** A person whose gender identify and expression are aligned with the gender they were assigned at birth. Sometimes truncated to “Cis.”



# KEY TERMS AND CONCEPTS

**Transgender:** A person whose gender identity and expression are not aligned with the gender they were assigned at birth. The term is sometimes used as an umbrella term for many different gender identities and expressions. Sometimes truncated to “Trans.”

**Misgender:** Referring to someone using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify.

**Coming Out:** The ongoing process that an LGBTQ+ person may go through, to recognize their own identities pertaining to sexual orientation and/or gender identity and gender expression, and to be open about them with others.

**LGBTQ+:** An acronym for lesbian, gay bisexual, transgender, queer. The “+” sign signifies the many other labels and identities used by members of the community. Some see the Q to stand for questioning. Some variations of the acronym are LGBT+, LGBTQIA, LGBTQI2A, and many others. Each acronym means to be all encompassing of the differences and diversity within our communities.

**Oppression:** Systems of power and privilege, based on bias, which benefit some social groups over others. Oppression can 1) take many forms, including ideological, institutional, interpersonal and internalized; 2) be intentional and unintentional; 3) be conscious and unconscious; and, 4) be visible and invisible. Oppression prevents the oppressed groups and individuals from being free and equal. Many people face oppression based on more than one of their identities, creating a unique complexity of challenges and resilience.

**QTPOC/QTWOC:** An acronym for Queer and Trans People of Color and Queer and Trans Women of Color. The terms came to relevance after a noticeably white and cis-male-centered politics and culture came to dominate queer and trans culture. The acronyms are meant to point to the both the racial identity along with a sexual and/or gender identity.

*While key terms and concepts are important to learn, it's perhaps more important to create classrooms, programs, spaces, and interactions that treat LGBTQ+ students with dignity and as people who are contributing members of our communities, especially our Delta College community.*



**PRIDE  
CENTER**

CONNECT WITH US!



**@SJDCPrideCenter**

**Shima Building 108**

209.954.5260

[Delta.Pride@DeltaCollege.edu](mailto:Delta.Pride@DeltaCollege.edu)

[DeltaCollege.edu/Pride](http://DeltaCollege.edu/Pride)

*"It is not our differences that divide us, it is the inability to accept and celebrate those differences"*

**Audre Lorde**