

The Professional Development Committee (PDC) supports and advances the college mission, vision and values through the planning and evaluation of professional development activities for faculty, staff, and administrators. It also supports the institutions continuous improvement to promote equity and diversity.

2021 Fall Flex Week Workshops



Oxnard College

2021 Fall Flex Week Workshop Agenda

Tuesday, August 10, 2021

9:00 am	New Faculty Orientation
2:00 pm	Getting to know the OC Academic Senate: A guide to what we do and why

Wednesday, August 11, 2021

8:00 am	The New ProQuest "Triple Play"-A "Home Run" for Your Students' Library Research
9:00 am	Why Aren't My Students Reading?
10:00 am	Digital Badges for Online Learning
10:00 am	Participatory Governance Leadership Kick-Off
11:00 am	Free, Equitable, and Accessible OERs
12:00 pm	Advanced Canvas Tips and Tricks
2:00 pm	Negotiation Info Session - AFT
3:30 pm	Strategic Enrollment Management -- The Basics

Thursday, August 12, 2021

8:00 am	Submit the BIT: How to report concerns about students
9:00 am	Engaging Students with Canvas Studio
10:00 am	Chrome River Training
11:00 am	Requirements for Sabbaticals
12:00 pm	IT Essentials
1:00 pm	Building a Career and Transfer Culture at OC
2:00 pm	Why what's good for students is good for the institution
3:00 pm	Mental Health Awareness Workshop

Friday, August 13, 2021

8:30 am – 12:00pm	OC All College Day (Convocation)
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Tuesday August 10th Flex Workshops

TIME: 9AM
TOPIC: New Faculty Orientation
PRESENTER: Art Sandford, Academic Affairs
CATEGORY: **CAMPUS EMPOWERMENT**
LOCATION: AA-101

Registration Required - <https://www.signupgenius.com/go/4090C45A4AC23A4FF2-2021>

Target Audience: New Faculty

What's an ARF? What's your PAL? Do you have a TRC? Who is IRSSA? Do you Flex? The answers to these and many more questions will be provided at this fun-filled session. Meet your colleagues, take a campus tour, learn about Oxnard College and its amazing students, programs and services.

TIME: 2PM
TITLE: Getting to know the OC Academic Senate: A guide to what we do and why
PRESENTERS: Amy Edwards, Academic Senate
CATEGORY: **CAMPUS EMPOWERMENT**
LOCATION: AA-101

Registration Required - <https://www.signupgenius.com/go/4090C45A4AC23A4FF2-2021>

This round table discussion will cover the basics of the Academic Senate at OC. The goal is to keep faculty informed of all academic matters while we strive to promote the development and maintenance of teaching excellence within the framework of academic freedom, professional responsibility, and ethics. Specifically, we will discuss what we do for faculty and why we do it. Together we will explore ways we can improve our teaching experiences at the college. This discussion is open to all faculty; we hope to have both veteran faculty and newer faculty participate.

Wednesday August 11th Flex Workshops

TIME: 8AM
TITLE: The New ProQuest "Triple Play"-A "Home Run" for Your Students' Library Research
PRESENTERS: Tom Stough, Librarian
CATEGORY: **RESOURCES**
ZOOM LINK: <https://cccconfer.zoom.us/j/94185517744>

The Library has added many more journal articles and e-books across all disciplines, while keeping the well-used Academic Video Online subscription added in 2020-21. Come take a cyber-tour with Librarian Tom Stough and let's take Triple Play for "test drives".

TIME: 9AM
TITLE: Why Aren't My Students Reading?
PRESENTERS: Kari Tudman, English
CATEGORY: **STUDENT SUCCESS**
ZOOM LINK: <https://cccconfer.zoom.us/j/91606094640>

During this session, the presenter will provide best practices and activities that faculty can use to encourage reading engagement in the classroom. In addition, results of studies about why college students don't read will be shared. Attendees will also learn about the new reading courses being offered at Oxnard College.

TIME: 10AM
TITLE: Digital Badges for Online Learning
PRESENTER: Sylvia Schnopp, Accounting, Business and Entrepreneurship
CATEGORY: **ONLINE INSTRUCTIONAL SUPPORT, STUDENT SUCCESS,**
ZOOM LINK: <https://cccconfer.zoom.us/j/93848218586>

This workshop looks at the ease of combining digital badging with online learning. Learn how OC First Year Experience Program combined digital badging with Financial Literacy to create a successful process of helping students lean into being financially confident. You'll learn simple steps on how to get started, goal-setting, establishing successful assignments, using free internet tools, and awarding digital badge achievements. In addition, learn about awarding "Master Badge" for stellar student achievement, and how to award "baked" badges containing achievement information via QR codes. Digital badges help create student engagement, building self-interest and confidence that leads to overall learning success!

TIME: 10AM
TITLE: Participatory Governance Leadership Kick-Off
PRESENTERS: Amy Edwards, Academic Senate
Amparo Medina, Classified Senate
Chris Renbarger, Business Services
CATEGORY: **CAMPUS EMPOWERMENT**
LOCATION: CONFERENCE CENTER

Targeted Audience: This retreat is designed for all Participatory Governance (PG) committee chairs and admins.

Let's get ready to collaborate! This session is designed for Participatory Governance chairs and admin's. We'll review what it means to participate in governance, the processes Oxnard College has established, and work on setting rough drafts of committee goals. Knowing where we want to go helps in planning our steps to get there. We look forward to connecting and collaborating for the good of our students and colleagues.

TIME: 11AM
TITLE: Free, Equitable, and Accessible OERs
PRESENTERS: Milena Hurtado, Spanish
Cecilia Milan, Spanish
CATEGORY: STUDENT SUCCESS
ZOOM LINK: <https://cccconfer.zoom.us/j/99764951079>

In this workshop we will show how we created materials for a complete course using OERs and how we made them fully accessible to be used online and in print.

TIME: 12PM
TITLE: Advanced Canvas Tips and Tricks
PRESENTERS: Dylan Altman, English
CATEGORY: ONLINE INSTRUCTIONAL SUPPORT
ZOOM LINK: <https://cccconfer.zoom.us/j/99018440576>

In this workshop, we will discuss some Advanced Canvas tips and tricks that will help you contact your students, track engagement, and improve your Canvas course shells. '

TIME: 2PM
TITLE: Negotiation Information Session - AFT
PRESENTERS: AFT
ZOOM LINK: <https://cccconfer.zoom.us/j/97010962557>

Annual membership meeting

TIME: 3:30PM
TITLE: Strategic Enrollment Management -- The Basics
PRESENTERS: Art Sandford, Academic Affairs
Carolyn Inouye, Math & Science
Luis Gonzalez, Library & Liberal Studies
CATEGORY: ENROLLMENT MANAGEMENT
ZOOM LINK: <https://cccconfer.zoom.us/j/99032236942>

Learn the basic terminology of enrollment management such as FTES, FTEF, term length multiplier, productivity, fill-rates, and much, much more! Discuss with your colleagues strategies for creating a student-centered schedule, i.e. one that is coherent, logical, predictable, and accreditation-compliant.

Thursday August 12th Flex Workshops

TIME: 8:00 AM
TITLE: Submit the BIT: How to report concerns about students
PRESENTERS: Oscar Cobian, Student Development
Luis Gonzalez, Library & Liberal Studies
Deanna McFadden, Student Health Center
CATEGORY: MENTAL HEALTH
ZOOM LINK: <https://cccconfer.zoom.us/j/95683345584>

Ever wondered how to handle a concern you have for a student's mental or physical well-being in your class? How about their access to basic needs? Or do you have a student who is being disruptive despite your initial classroom management attempts to stop the disruptions? Did a student submit an assignment that has been reported as plagiarized by Turnitin? Do you not know what BIT stands for? How is a BIT report different than Early Alert?

If so, or if you have other student concerns, check out this presentation on the various reasons you can submit the form and how to do it. Join your exceptional Behavior Intervention & Care Team colleagues as they provide you with an overview on all things BIT.

TIME: 9:00 AM
TITLE: Engaging Students with Canvas Studio
PRESENTERS: Laura Knight, Instructional Technologist
Raffi Najarian, Dental Assisting
CATEGORY: ONLINE INSTRUCTIONAL SUPPORT
ZOOM LINK: <https://cccconfer.zoom.us/j/97539377202>

Learn how to use Canvas Studio to create a quiz inside of the video.

TIME: 10:00 AM
TITLE: Chrome River Training
PRESENTERS: Terry Cobos, Business & Admin Services
CATEGORY: FISCAL SERVICES
ZOOM LINK: <https://cccconfer.zoom.us/meeting/register/tJwqd-6oqj4iE9Vuc11CdfPi0NVAXya7FG3->

Registration Required – use above link

Target Audience: ANYONE who will submit TRAVEL requests, MILEAGE reimbursement, PCARD expenses.

Learn how to use Chrome River! Chrome River has replaced travel forms, mileage forms, procurement card processing, and reimbursement for approved expenses. Learn about this new and exciting paperless tool!

TIME: 11:00 AM
TITLE: Requirements for Sabbaticals
PRESENTERS: Jenny Redding, English
Della Newlow, EAC
CATEGORY: CAMPUS EMPOWERMENT
ZOOM LINK: <https://cccconfer.zoom.us/j/99627261133>

The Chair of the Sabbatical Committee (Della Newlow) and Jenny Redding (long-time AFT Exec Board Member) will be reviewing Article 8 of the Collective Bargaining Agreement and going over what makes a good sabbatical proposal.

TIME: 12:00 PM
TITLE: IT Essentials
PRESENTERS: Ely Baltazar, IT
CATEGORY: IT
ZOOM LINK: <https://cccconfer.zoom.us/j/94130865470>

Meet our team! Learn about IT procedures, tips, and tricks. We will go over how to submit a ticket using our new help desk app, HyFlex smart classroom equipment, and basic computer security such as how to spot and report phishing emails.

TIME: 1:00 PM
TITLE: Building a Career and Transfer Culture at OC
PRESENTERS: Gabriela Rodriguez, Proyecto Éxito
Shannon Trefts, Career Center
Letty Mojica, Transfer Center
CATEGORY: STUDENT SUCCESS, GUIDED PATHWAYS
ZOOM LINK: <https://cccconfer.zoom.us/j/95156543756>

Learn more about the Title V grant most recently awarded to Oxnard College, and how together we are working towards building a career exploration and transfer culture on campus. This good work needs you to come to fruition. Learn about the ongoing career and transfer workshops throughout the semester, grant specific interventions and upcoming fieldtrips open to the entire student population. We also have exciting opportunities for jobs on and off campus. Help our first gen students get the support they need to succeed.

TIME: 2:00 PM
TITLE: Why what's good for students is good for the institution
PRESENTERS: Oscar Cobian, Student Development
Keller Magenau, Institutional Effectiveness,
Gabriela Rodriguez, Proyecto Éxito
CATEGORY: STUDENT SUCCESS, GUIDED PATHWAYS
ZOOM LINK: <https://cccconfer.zoom.us/j/95433868306>

This presentation will demonstrate how our student success metrics are not only important to students, but also tied to our funding. Examining our outcomes in Certificates and Degrees, Unit Accumulation and Transfers we will show how what is right for students also improves our institutional bottom line. Join us in being intentional as we improve our student outcomes and strengthen our fiscal picture. We will demonstrate how everyone on campus can play a role.

TIME: 3:00 PM
TITLE: Mental Health Awareness Workshop: Managing Our New Baseline through Prevention, Intervention, and Support for Ourselves and Students
PRESENTERS: Jason Claros
CATEGORY: MENTAL HEALTH
ZOOM LINK: <https://cccconfer.zoom.us/meeting/register/tJEocuyrpjgtG9JDDQXyefcYfa7udoKv41Q9>

Registration Required – use above link

Join us for the first of a 2-Series Virtual Workshop to RECONNECT, REFLECT, and talk about our own WELLNESS and other Mental Health Topics, which include Managing Stress, Mindfulness, Self-Care Applications. In Part-2 we will discuss Signs and Symptoms of Individuals in Crisis, Suicide Prevention, and local Support Resources for ourselves and others!

SERIES 1— August 12th, 3pm-5pm

Mental Health/Wellness Check-In, Impact of Covid-19, Stress-Management, What is Mindfulness Anyway? Resource Sharing

SERIES 2— TBD

Jason has served youth and families for over 15 years in non-profit, County and State organizations, including Casa Pacifica, Behavioral Health Agency, and 8 years as a Social Worker and Emergency Response Investigator for the Ventura County Human Services Agency, Children and Family Services Department. Jason is currently a Licensed Clinical Social Worker.

Subject: A Personal Note from Diego and Requests to Prepare for the Workshop Series

Dear Oxnard College Colleagues:

I look forward to meeting you on Thursday, January 6, at the Oxnard College online workshop. This email is a personal note about my background and philosophy. It also includes a few requests in preparation for the workshop. The Pre-Work requests are delineated on page 2.

Personal Note:

Since 1999, I have been concerned about young adult students affected by poverty. Many of these young people come from marginalized communities and experience poverty in its many manifestations including inadequate schools, crime, and violence as three primary examples. My work is simple: I am a community college teacher trying to support and redirect the lives of young people too often lost (or systemically tracked) to juvenile hall, prisons, and drug-treatment programs before entering or after dropping out of a community college. There is a Friends Committee on Legislation bumper sticker that reads, “University Halls not Prison Walls.” That is what my program, the Academy for College Excellence (ACE), provides students at-risk of not completing college.

To understand why I designed ACE the way it is, and the students whom we serve, one must first understand my own experience growing up in a marginalized community where I was a victim of inadequate schooling, neighborhood violence, and family trauma. I was raised in Pomona, California. People unfamiliar with the area often assume that my hometown houses Pomona College, but they are mistaken. Pomona College is located in Claremont where the Claremont Colleges reside; the City of Pomona is on the “other side of the tracks.” In grade school, I was placed in the highest English and math classes, but in junior high my last name, Navarro, preceded me and I was tracked into wood shop, metal shop, and electric shop. I started getting lost in the education world in junior high school. In Pomona, the community would not pass school bonds. By the time I reached high school, classes were down from seven periods to five.

Living in Pomona, I witnessed a lot of violence. Following the Watts riots in 1968, many families moved into our neighborhoods during the reconstruction period. This included gang-affiliated individuals and the Bloods and the Crips became a common feature of neighborhood life. Some of my Black friends kept guns in their lockers, retrieving them at the end of the day in order to protect themselves as they walked home. I remember Pomona High shutting down for a week every year because of student riots. My junior high school was just two blocks down the road, and between classes we would dodge high schoolers running through our hallways. I saw a friend who lived across the street from our home being jumped by what looked like twenty-five people on the school grounds. As you might imagine, I was hyper-vigilant as a kid, always watching my back. I had to be.

At the same time that I was witnessing this physical violence in school, my parents were verbally fighting a lot at home. In ninth grade, my mother was diagnosed with cancer for the second time. This time it turned out to be bone cancer and she died when I was fifteen. It was 1972, a time before pain control and hospice service was widely available. Towards the end of her life, I would wake up at night to her screaming in pain. School became irrelevant to what I was experiencing in my life; to my experiences at home. I started drinking in 9th grade and no one at school noticed. It was a way to cope. This wasn't uncommon for youth my age in the area of Los

Angeles where I lived. In our neighborhood, if you didn't have a "strong" family, or were living in the midst of a traumatic situation, you were left up to the influence of the dominant youth culture. This was the early 70s in the suburbs of Southern California, after all.

When I graduated from Pomona High, I could not read or write at college-level. I attended Pasadena City College for my first years of college. After four years of college, with increasing back spasms and pain due to a back injury sustained in high school, I dropped out of college to focus on fixing my back. Luckily, I found the Feldenkrais Method and studied with Moshe Feldenkrais in his third and final professional training program in Amherst, MA. The method worked and I overcame my back spasms after laying on a gymnasium floor for four hours a day, five days a week, for nine weeks at a time over two of the four training summers. I retrained my brain. In this training, back in 1980, we studied neuroplasticity from a neurologist before this type of thing was in vogue.

This and other educational experiences I had over the next nine years became the pedagogical basis for my work with marginalized students.

I hope this personal account of my younger years is helpful in getting to know me at a deeper level.

Four Requests in Preparation for the Workshop Series:

The first two requests are to prepare you for workshop Day 1 and the third and fourth requests are in preparation for Day 2 of the workshop. Since Day 1 and 2 are two days in a row you may want to begin preparation for Day 2 before the workshop series begins.

The first request is to help you better understand our educational philosophy and experience working with students. Please watch this 10 minute excerpt from a PBS documentary that features our approach and read the attached Executive Summary of a report, "*Adult Affective/Non-Cognitive Learning Approaches: Support for Student Equity and Development of Professional Competencies*," which is a summary of my research during my appointment as a Visiting Scholar at the Carnegie Foundation for the Advancement of Teaching at Stanford during my sabbatical year.

Here is a link to the PBS video:

<https://vimeo.com/162728850>

The report, "*Adult Affective/Non-Cognitive Learning Approaches: Support for Student Equity and Development of Professional Competencies*," can be found at:

<https://drive.google.com/file/d/1CthmZMv3fCKkfRl0X07FCIGI-xbeRCJA/view>

Given our students' experiences of traumatic events stemming from Covid-19 and systemic racial injustice, you may be interested in a discussion of trauma I have written about in Cabrillo College's Social Justice Journal. Please let me know if you would like to read these articles. My email is: diego.james.navarro@gmail.com. Please add to the subject heading, "Diego Journal Articles."

The second request is to reflect on three types of experiences that you've had in your life. Please take 5-10 minutes to reflect on each of these experiences and write down a few notes about them:

1. Remember an experience (or experiences) where you were treated with dignity or kindness when you were an undergraduate or in graduate school by Professors, Staff or Administrators. Describe the circumstance. What did it feel like in your body? How did it affect you emotionally?
2. Remember an experience (or experiences) where you were treated with indignity, felt dominated by, or were not treated right when you were an undergraduate or in graduate school by Professors, Staff or Administrators and/or by the institution and its processes. Describe the circumstance. What did it feel like in your body? How did it affect you emotionally?
3. Remember a time (or the times) in your life, in college or in professional environments where you experienced a sense of uncomfortableness with another person even though the other person was being “nice.” Describe the circumstance. What did it feel like in your body? Where did you feel the uncomfortableness?

The Third Request: We will be focusing on the Construct Listening during the second day of this workshop series. As you get ready for the second day it is important that you prepare by picking a Social Justice topic that you really care about.

Think about your experiences with that topic for 5 minutes or so before Day 2. Be prepared to share with another workshop participant why this topic is important to you. There are examples of Social Justice topics in the table below. Social Justice issues are issues in your community that have created injustice in your, your family’s or friend’s lives.

Drug Use/Abuse	Police Brutality	Racial Justice	Gender Discrimination
Domestic Violence	Educational Opportunity	Poverty	Disability
Gangs	Employment Opportunity	Abortion	Child Abuse
Income Disparity	Environmental Justice	Voter Suppression	Money in Politics

The fourth and final request is to read two articles. The first is an article published in the journal Change focused on the needs of students of color and the second is an article focused on rethinking the design of entry to the community college experience, in Guided Pathway vernacular the “onboarding” of students into a Pathway.

Change Article:

https://drive.google.com/file/d/1IkWg5YC_w8af6-QOMRflmLheG_-fsMn/view

Rethinking Entry to College:

https://drive.google.com/file/d/11ghyRk76mvDDsQ3q_YKxiINr8t0jX8xK/view

I look forward to our time together.

Warmly,

Diego

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2022 Spring Flex Week Workshops



Oxnard College

2022 Spring Flex Week Workshop Agenda

Thursday, January 6, 2022

8:00 am	Ally, PopeTech, Canvas Accessibility Checker - OH MY!
9:00 am	Identifying and Addressing Student Psychosocial Barriers in the College Classroom through Proactive Social-Emotional Learning Strategies
10:00 am	Microsoft Teams Training
11:00 am	Program Mapper, A Preview to Completion

Friday, January 7, 2022

8:00 am	Universal Design for Learning and Accessibility
9:00 am	ABBYY FineReader
10:00 am	Creating and Using a Liquid Syllabus
11:00 am	Communicating Through Digital Devices

Thursday, January 6th Flex Workshops

TIME: 8AM
TOPIC: Ally, PopeTech, Canvas Accessibility Checker - OH MY!
PRESENTERS: Laura Knight
CATEGORY: ONLINE INSTRUCTIONAL SUPPORT

ZOOM ID: 99082259588 **PASS CODE:** 271759
<https://vccd-edu.zoom.us/j/99082259588?pwd=SU54U1pKZ2dDdmloMigyQTBwbzB5dz09>

Like our students and their diverse educational backgrounds, when it comes to accessibility tools, one size does not fit all. That is why we have three accessibility checkers you can use from inside of Canvas to make sure your content can be reached by all of your students regardless of ability. This workshop will cover the three different accessibility checkers available right now inside of Canvas.

TIME: 9AM
TOPIC: Identifying and Addressing Student Psychosocial Barriers in the College Classroom through Proactive Social-Emotional Learning Strategies
PRESENTER: Linda Martinez Truax
CATEGORY: STUDENT SUCCESS

ZOOM ID: 99538867511 **PASS CODE:** 22466
<https://vccd-edu.zoom.us/j/99538867511?pwd=aUI6VnlpdmlaL09tSEdrU05WckRiZz09>

Prior to COVID-19, community colleges faced a long-term mental health crisis on their campuses, impacting student academic achievement, attrition, and retention. Early data suggest that the morbidity and mortality due to COVID-19 and risk mitigation strategies have caused widespread emotional distress, especially for community college students already at risk for failure. Historically disadvantaged and marginalized community college students are at the greatest risk for failure and dropout. As Faculty we are on the front lines witnessing students' behavior, emotionality, attendance, lack of participation, etc... This workshop is focused on understanding the psychosocial barriers our students face and what that looks like amid the COVID-19 pandemic whether you interact with students online or in person. I will provide you with examples, guidance, cognitive-behavioral interventions, and social-emotional learning strategies to promote student personal and interpersonal awareness and competence, to help students adjust to and navigate the rigors of being a college student, and to curb problems or maladjustment in emotional and social domains. Student sense of belonging, self-awareness, and self-development are strongly associated with persistence, retention and goal completion. I am a Licensed LMFT with extensive training in trauma-informed counseling, cognitive behavioral therapy, emotional intelligence, among many more in addition to working extensively with students. I am also an Adjunct Professor at Pepperdine University teaching 3 courses, and I teach here at OC in courses I wrote curriculum for focused on this very topic. Lastly, I am an EOPS/CARE Counselor working with our campus's most at-risk student population. Oh ya, and I am super duper funny and keep the audience engaged. Check out my student feedback! :) Right now, amid COVID-19, our entire student population are at-risk.

TIME: 10AM
TOPIC: Microsoft Teams and Microsoft Planner
PRESENTER: Luis Gonzalez
CATEGORY: MICROSOFT TRAINING TOOLS

ZOOM ID: 94209958686 **PASS CODE:** 573395

<https://vcccd-edu.zoom.us/j/94209958686?pwd=a3M5Z2VvZmZZbWdleWxtTGlxNDZEUT09>

Welcome to Teams. Gone are the days of Skype. Come learn the basics of Teams and how to utilize daily functions like chat, phone calls, status message and higher-level Teams functions like working within a “Team”, tasks, file sharing and more.

TIME: 11AM
TITLE: Program Mapper, A Preview to Completion
PRESENTERS: Mike Miller
CATEGORY: STUDENT SUCCESS, GUIDED PATHWAYS

ZOOM ID: 96215998429 **PASS CODE:** 415226

<https://vcccd-edu.zoom.us/j/96215998429?pwd=V1hGVlk2Z09YeVVtS25VZHI0dGhKQT09>

Program Mapper is impressing students with its degree completion previews. This session will introduce the function of Program Mapper, how it is currently being used by professionals on campus and high schools, and share concrete student experiences. We will then open the session to questions for further discussion.

Friday January 7th Flex Workshops

TIME: 8AM
TITLE: Universal Design for Learning and Accessibility
PRESENTERS: Laura Knight
CATEGORY: STUDENT SUCCESS, INSTRUCTIONAL SUPPORT

ZOOM ID: 98330838111 **PASS CODE:** 195787

<https://vcccd-edu.zoom.us/j/98330838111?pwd=U2ZJR2ZoVU1oNEFnSzlRUTVXNWpkQT09>

This session will review Universal Design for Learning (UDL) as a framework to reduce barriers and optimize teaching and learning for all people based on scientific insights on how humans learn. We will review UDL, Canvas Studio Captioning, Canvas Pages & Building Accessible Content, and Review Your Accessibility Toolkit and Support Network.

TIME: 9AM
TITLE: ABBYY FineReader
PRESENTERS: Laura Knight
CATEGORY: STUDENT SUCCESS, INSTRUCTIONAL SUPPORT

ZOOM ID: 97234703373 **PASS CODE:** 173557

<https://vcccd-edu.zoom.us/j/97234703373?pwd=S3VNVHRVNVlgeE44RHZMVHF1cHZLUT09>

FineReader helps get you started on creating alternative, accessible formats of documents. FineReader is a powerful Optical Character Recognition (OCR) program available for use on nearly all campus computers. It can be used in conjunction with a scanner or on its own to recognize inaccessible PDF files. You can use FineReader to convert printed materials to electronic text in a number of formats. In this workshop, you will learn the steps to start the process in creating accessible content from your inaccessible PDFs.

TIME: 10AM
TITLE: Creating and Using a Liquid Syllabus
PRESENTERS: Teresa Bonham, Laura Knight, Sophia Diamantopoulou, Randal Searcy, Samantha Marshal
CATEGORY: STUDENT SUCCESS, ONLINE TEACHING

ZOOM ID: 93633585506 **PASS CODE:** 804258

<https://vcccd-edu.zoom.us/j/93633585506?pwd=QQQ0Sms2Y05YTzN4M1kxTkq0VG02QT09>

A liquid syllabus is a valuable tool in creating a culturally responsive and equitable learning atmosphere. It is essential to humanizing the online learning experience. It can be used for pre-course contact and it can be used within the course. For this training, faculty will need to come with an electronic version of an existing syllabus.

TIME: 11AM
TITLE: Communicating through Digital devices
PRESENTERS: Eliseo Gonzalez, Crescencio Fajardo

CATEGORY: TRAINING TOOLS

ZOOM ID: 96722214312 PASS CODE: 327753

<https://vcccd-edu.zoom.us/j/96722214312?pwd=Qkgxckl0VFZaQmtLWmFFZDZmTHlUQT09>

Digital media is any form of media that uses electronic devices for distribution. This form of media can be created, viewed, modified and distributed via electronic devices. Participants will learn how to:

- How to utilize digital media to market their programs
- Learn new tools and new ways to grow your viewership
- Review Digital media data
- Common mistakes
- Utilizing student workers/staff

CLASSIFIED PROFESSIONALS SYMPOSIUM



11.16.2021

Tuesday | 8:15 AM - 3:00 PM

Ventura County Office of Education | CESC

PRESENTED BY

Dr. César Morales
Ventura County

Superintendent of Schools

COORDINATED BY

Human Resources Department

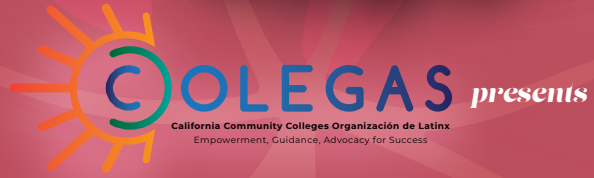
CLICK HERE TO REGISTER: [HTTP://VCOE.K12OMS.ORG/1609-211943](http://vcoe.k12oms.org/1609-211943)

**VENTURA
COUNTY**



**OFFICE OF
EDUCATION**

"Commitment to Quality Education for All"



Courageous Latinx Leadership

Thurs.,
Sept. 2, 2021
2-4 p.m.



Panelists:

Drum Circulo
Southwestern Community College District

Dr. Francisco Rodriguez
Chancellor, Los Angeles Community College District

Marvin Martinez
Chancellor, Rancho Santiago Community College District

Dr. Carlos O. Cortez
Chancellor, San Diego Community College District

Diana Z. Rodriguez
Chancellor, San Bernardino Community College District

Dr. Mark Sánchez
Superintendent/President, Southwestern Community College District

Dr. Iris Lucero
Pasadena City College

Dr. Angélica Garcia
President, Berkeley City College

Dr. Mike Muñoz
Interim Superintendent/President, Long Beach City College

Dr. Eric Felix & the CCHALES Crew
<https://www.drericfelix.com/cchaless>

Cynthia Estrada

Erin Nicole Vedar

Elizabeth Jimenez Perez

Student Panel

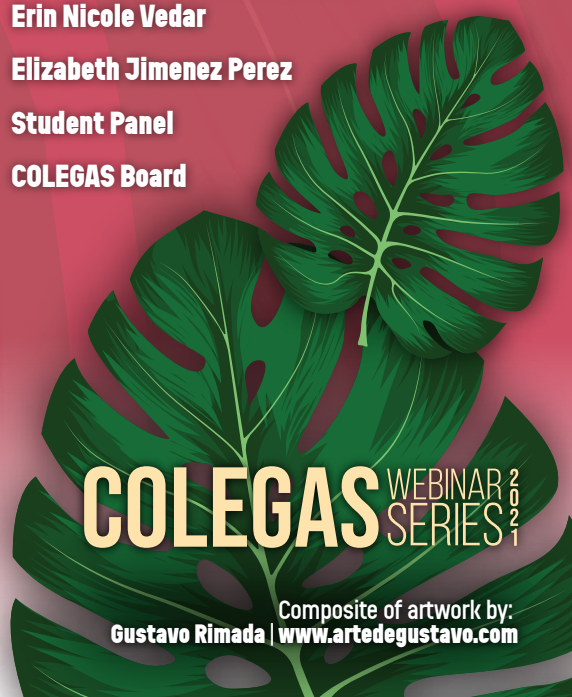
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Equity-Minded Outreach and Enrollment Strategies

July 29, 2021 at 12:00 – 1:15 pm

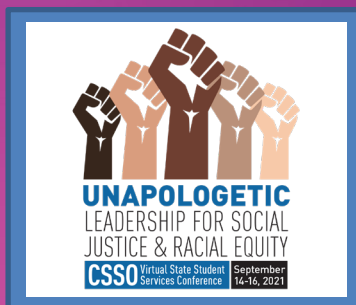
California community colleges are facing significant declines in student enrollment. This decline provides us with an opportunity to use strategic outreach and enrollment strategies that center equity and our obligation to support student access. Join CSSO colleagues in a semi-structured discussion about practices and strategies for equity-minded recruitment in our communities. We will highlight and discuss specific campus practices and successful equity-minded approaches.

Register for CSSO LIVE at: [CSSO LIVE](#)

**Save the Date for Upcoming CSSO LIVE Sessions:
October 15, 2021 and November 12, 2021**



**Register for September 14-16, 2021 Virtual Conference at:
www.calcsso.org**



CONTACT:
Sylvia Dorsey Robinson
cssoassociation@gmail.com



**Chief Student Services Officers
Association**

Cultivating Equity-Minded Student Services Professionals

*Critical Competencies
for Student Success*

SAVE THE DATE
December 2 - 3, 2021



Equity Academies are designed for teams of up to 10 people per organization to participate. All organizations will register as "teams" and work collaboratively throughout the academy to develop the best equity solutions for their institution.

Register your institution at bit.ly/equityacademy21



Engage and immerse student services professionals in innovative and practical equity approaches that can be applied to financial aid, admissions and records, outreach, and student life teams.



Learn equity advancing and culturally responsive policies, programs, and practices that enhance student educational experience and likelihood for success.



Acquire equity strategies and frameworks that inform a wide range of professional activities from Guided Pathways and College Redesign to day-to-day operations and student engagement.

We strongly encourage Vice Presidents of Student Services, counseling deans, counseling faculty, counseling chairs, Classified Senate leadership, professional development coordinators and Student Services support staff to attend.

For more information, contact:
Monique Hernandez | hernandezmonique@smccd.edu

equityinstitute.com



Courageous Latinx Leadership

Thurs.,
Sept. 2, 2021
2-4 p.m.



Panelists:

Drum Circulo
Southwestern Community College District

Dr. Francisco Rodriguez
Chancellor, Los Angeles Community College District

Marvin Martinez
Chancellor, Rancho Santiago Community College District

Dr. Carlos O. Cortez
Chancellor, San Diego Community College District

Diana Z. Rodriguez
Chancellor, San Bernardino Community College District

Dr. Mark Sánchez
Superintendent/President, Southwestern Community College District

Dr. Iris Lucero
Pasadena City College

Dr. Angélica Garcia
President, Berkeley City College

Dr. Mike Muñoz
Interim Superintendent/President, Long Beach City College

Dr. Eric Felix & the CCHALES Crew
<https://www.dericfelix.com/cchaales>

Cynthia Estrada

Erin Nicole Vedar

Elizabeth Jimenez Perez

Student Panel

COLEGAS Board

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Oxnard College

**PROFESSIONAL DEVELOPMENT COMMITTEE
PRESENTS**

Award-Winning Spoken Word Poet from New York City

CARLOS ANDRÉS GÓMEZ



**Our Intersecting Selves:
Diversity, Identity,
Equity, & Inclusion**

**THURSDAY, MARCH 17, 2022
2:30 P.M.- 4:00 P.M.**

**OXNARD COLLEGE
CONFERENCE CENTER**



be yourself.

This sign identifies someone who pledges commitment to supporting lesbian, gay, bisexual, trans*, queer, questioning and ally individuals.

MOORPARK COLLEGE

SAFEZONE

Participant Handbook

3rd Edition March 2018: Materials printed through a generous grant from MC Associated Students.

Acknowledgements

It was through the work and cooperation of the Moorpark College SAFEZONE Committee that this manual was developed. Committee members are

Allison Barton, MPH, BSN, RN
Sharon Manakas, MSN, RN
Matthew Morgan, PhD
Donald Munshower, MA
Sally Ponce-O'Rourke, MA

This committee would also like to thank The Gay Alliance, College of the Canyons, and Bakersfield College for their assistance in sharing best practices. Together, we can spread the good work of the SAFEZONE, one person at a time.

SAFEZONE Workshop

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Moorpark College

Presents

SAFEZONE TRAINING



This sign identifies someone who pledges commitment to supporting lesbian, gay, bisexual, trans*, queer, questioning, and ally individuals.

GOALS

Workshop Goals:

- Understand commonly used terms and symbols related to sexual orientation and gender identity, and be able to use language respectfully and competently.
- Recognize stereotypes about LGBTQ individuals, consider where these stereotypes come from, and how we learn them.
- Be aware of some of the experiences of LGBTQ individuals and the impact of heterosexism, homophobia, and transphobia.
- Understand ways to positively respond and provide support to LGBTQ individuals during the coming out experience and processes.
- Understand the importance of allies, and ways that you can be an ally to LGBTQ individuals.
- Have fun!

Introduction

In 2014, a group of Moorpark College staff and faculty members got together to figure out what we as a college could do to further support our on-campus LGBTQ community. LGBTQ means lesbian, gay, bisexual, transgender, and questioning or queer. Their goal was to encourage and enable more broad staff, faculty, student, and administrative support for our LGBTQ students. They spent several months evaluating and reconfiguring various SAFEZONE training workshops to create the packets you now have.

The point to today's workshop is to provide a framework for you to create a SAFEZONE for our LGBTQ students. This will involve developing a vocabulary and conceptual awareness relating to issues facing our LGBTQ students. It will also involve some empathy based exercises to help those of us who are not familiar with the issues facing our LGBTQ students. Finally, we will learn some practical takeaways to help us support our students in our various campus roles. The common name for this type of workshop is called "ally training." We are learning how to be allies to our LGBTQ students.

As we go through this process, it is important to know that everybody in this room is in a learning position. As this workshop was first developed, phrases like "wait, now that word is out of date?," or "yeah, the laws on this issue changed last week" were commonplace. As such, this workshop is a perpetual rough draft. For instance, one example they were researching involved the ability for employers in some U.S. States to fire employees for being gay. The developers wanted to use this example, but then realized that while there is no federal law explicitly prohibiting such practices, courts have interpreted EEOC protections as addressing this issue. While it is not clearly spelled out, a faculty member they consulted said that legal interpretations have favored the LGBTQ population. As such, they felt it was too nuanced of an issue to bring into the training. However, right after they printed these handbooks, an article came out in Slate Magazine about a gay man who was fired for being gay in Missouri and is unable to sue for sexual orientation discrimination.¹ Clearly, a lot of legal grey area still remains. All this to say, as you are aware of more updated information, come up with ideas, or have suggestions, please let us know.

A final note: vocabulary development can be a frustrating process, especially when we are replacing familiar terms with unfamiliar terms and have no apparent reason to do so. It can feel like an arbitrary attack by the PC police. Just know that the words we use have serious implications. For example, a recent Salon article discusses a poll where 70 percent of Americans are in favor of gay men and lesbians serving in the military, but that only 59 percent are in favor of homosexuals serving in the military.² Replacing the words gay and lesbian with the word homosexual had a significantly negative impact on perceptions of the people discussed.

As we go through this training, we might hit the point where we feel there is too much to know, and too much to be done. If this feeling hits, we recommend a quote attributed to Maya Angelou "Do the best you can until you know better. Then when you know better, do better."

[More on Back]

¹http://www.slate.com/blogs/outward/2015/10/30/anti_gay_harassment_missouri_man_cannot_sue_for_sexual_orientation_discrimination.html

²http://www.salon.com/2010/02/12/gay_homosexual

As you have thoughts or questions that you would like to return to, we have blank pages throughout your packet for notes.

Please take a look at the flags in the middle of your table. They are flags for various LGBTQ groups. Next to your flag, you will see a laminated sheet providing a historical overview of all of the flags around our tables. As we have pauses throughout this workshop, we encourage you to look over the flags and their histories.

Okay, let's take a minute to familiarize ourselves with the goals for this workshop. Please turn to page 5 of your handbook.

We will have a bathroom break about half way through this workshop, but if you need to take a break earlier feel free to do so.

Okay, now let's take a quick minute for some introductions. For your SAFEZONE facilitator team, I am [name], I work in [department], and my preferred personal pronoun is [pronoun], and next we have [let them introduce themselves]

As we prepare for the next activity, why don't you take a minute to introduce yourselves to your table.

Parking Lot: What is an Ally?

Impact of Silence

Heterosexual and Cisgender Privilege

Compiled by Kathryn Sorrells, Ph.D. (with additional Cisgender topics edited into the list)

1	I can go through my entire life using public facilities such as gym locker rooms, restrooms, and store changing rooms without fear of verbal abuse, physical intimidation, or arrest.	A / U
2	I can go through my entire life without strangers assuming they can ask me about my genitals and how I have sex.	A / U
3	I can go through my entire life without worrying that my gender will keep me from receiving appropriate medical treatment, or that all of my medical issues will be seen as a result of my gender.	A / U
4	I can go through my entire life without having my validity as a man/woman/human being based on how much surgery I've had or how well I "pass" as cisgender.	A / U
5	I can go through my entire life with the ability to walk through the world and generally blend-in, not being constantly stared or gawked at, whispered about, pointed at, or laughed at because of my gender expression.	A / U
6	I can go through my entire life with people calling me by the name I give them and not asking me for my "real or birth name," and then assuming they have a right to call me by that name.	A / U
7	I can go through my entire life reasonably assuming that my ability to rent an apartment or securing a loan will not be denied on the basis of my gender identity/expression.	A / U
8	I can go through my entire life with the ability to flirt, engage in courtship, or form a relationship and not fear that my biological status may be cause for rejection or attack, nor will it cause my partner to question their sexual orientation.	A / U
9	I can go through my entire life easily finding role models and mentors to emulate who share my identity.	A / U
10	I can go through my entire life without strangers checking my identification or driver's license and glaring at me because my name does not match the sex they believed me to be based on my gender expression.	A / U
11	I can go through my entire life being able to purchase clothes that match my gender identity without being refused service or mocked by staff.	A / U

Unless otherwise noted, all information adapted with permission from www.gayalliance.org. Do not duplicate.

12	I can go through my entire life without others thinking my sexual orientation or gender identity is a phase I will grow out of.	A / U
13	I can go through my entire life without having to convince my parents of my true gender and/or having to earn my parents' and siblings' love and respect all over again.	A / U
14	I can go through my entire life without worrying that I am dating someone who is just looking to satisfy a curiosity or kink pertaining to my gender identity (e.g., the "novelty" of having sex with trans-people).	A / U
15	I can go through my entire life without having to alter my gender expression or hide my sexual orientation just to ensure I won't be discriminated against during an interview, held back from promotions, or lose my job.	A / U
16	I can go through my entire life expecting family, guardians, friends, religious communities, and other support systems will not disown me because of my gender identity.	A / U
17	I can go through my entire life knowing people will believe me when I tell them what gender I am.	A / U
18	I can go through my entire life knowing that if I am the victim of intimate partner violence, I won't be rejected from a shelter for people of my gender because of my gender identity.	A / U
19	I can go through my entire life without anyone asking me what caused my sexual orientation or gender identity.	A / U
20	I can go through my entire life having my gender as an option to choose when filling out forms.	A / U
21	I can go through my entire life without others assuming I hate members of the opposite sex.	A / U
22	I can go through my entire life without having to disclose my sexual orientation or gender identity, nor do I worry about the consequences of "coming out" to others.	A / U
23	I can show affection towards my partner in public without others labeling my behavior lewd or suggestive, or fear of being harassed.	A / U
24	I can go through my life without others fearing I will molest their children.	A / U
25	I can live my life without others assuming I am "recruiting" them or their children to this "lifestyle."	A / U

26	I can go through my life without being labeled "sick" or "immoral" because of my sexual orientation or gender identity.	A / U
27	I can go through life without others assuming my relationship with my partner revolves solely around sex.	A / U
28	I can easily find narratives that address the experience of people of my sexual orientation or gender identity in media, academic, or social settings.	A / U
29	I can assume that my children's teacher will not discriminate against me or my children based on my sexual orientation or gender identity.	A / U
30	I am generally not asked to speak for everyone who is of my sexual orientation or gender identity.	A / U
31	I can devote energy and time to sexual orientation or gender identity issues without it being construed as my "personal agenda."	A / U
32	I can go through my entire life without opposition when asking that my chosen name be listed in programs, certificates, class rosters, and other places where your name might appear.	A / U

Building our Vocabulary

Best Advice on the Use of Labels and Names

- **Resist “Clumping”** It's tempting, but if you consciously work to learn about the whole person and get beyond putting that individual in a group, you may be surprised. All (fill in the blank) are not alike.
- **Put the extra energy into learning about people, especially their names.** Making an honest effort to pronounce someone's name correctly is a great way to connect and show respect.
- **Notice how individuals refer to themselves, and use their terms.** Then, don't assume that the next person will prefer the same label. You may need to adjust and personalize your thinking.
- **Give yourself grace.** You won't always know what is correct and you may make a mistake in someone's eyes. Offer a sincere apology and ask what term the individual prefers.

Adapted from www.ProGroup.com

Fine Tuning Our Language

Different people prefer different terms, but in general, the terms listed below on the left should be replaced by the terms on the right. It is a respectful place to begin.

- Gay Lifestyle to **LGBTQ Community**
- Hermaphrodite to **Intersex**
- Homosexual to **Gay**
- Transgenders to **Transgender People or Trans Individuals**
- Sexual Preference to **Sexual Orientation**
- Transvestite to **Cross Dresser**

Cass Model of Homosexual* Development

(*The term homosexual is generally recognized as outdated in the LGBTQ community.)

1. Identity Confusion: *"Could I be gay?"*

Person is beginning to wonder if "homosexuality" is personally relevant. Denial and confusion is experienced. "These issues seem to have something to do with me. But, I don't think that I am one of those people ... "

Task: Ask "Who am I?" Accept, Deny or Reject. Individuals begin to wonder if they may be LGBTQ. They consider the possibility. At this stage, people rely on the reactions of people around them to understand whether being LGBTQ is "right or wrong."

Possible Responses: Will avoid information about lesbians and gays. Will inhibit behavior deny homosexuality or attribute it to experimenting, an accident, or being "just drunk."

Possible Needs: May need to explore internal positive and negative judgments. Will be permitted to be uncertain regarding sexual identity. May find support in knowing that sexual behavior occurs along a spectrum. May benefit from being permitted and encouraged to explore sexual identity as a normal experience (like career identity, and social identity).

2. Identity Comparison: *"Maybe this does apply to me."*

Will accept the possibility that she or he may be gay. Self-alienation becomes isolation. "Could I really be one of 'them'? If I am, can I still pursue my professional goals? I want to have a family, can I? Will my biological family disown me? Can I maintain my spiritual traditions?"

Task: To deal with social alienation; Individuals compare themselves to other LGBTQ individuals in their environment and in the media, and may begin making initial contact with other LGBTQ persons. They begin to personalize the social realities of the identity: possible alienation, loss of life expectations, privileges and new/different traditions.

Possible responses: Individuals compare themselves to others who identify as gay. May begin to grieve for loss of things and privileges she or he will give up by embracing their sexual orientation. May compartmentalize their own sexuality. Accepts lesbian, gay definition of behavior but maintains "heterosexual" identity of self. Tells oneself, "It's only temporary" or "I'm just in love with this particular woman/man," etc.

Possible Needs: It is important that the person develops their own definitions. Information is needed about sexual identity, lesbian, gay community resources. Individual should be encouraged to talk about loss of heterosexual life expectations.

3. Identity Tolerance: *"I'm not the only one."*

Accepts the probability of being homosexual and recognizes sexual, social, emotional needs that go with being lesbian and gay. Increased commitment to being lesbian or gay; "I guess that I am LGBQ. It is simply the way it is. But, it really is no one's business, but my own. "

Task: To decrease social alienation by seeking out other gay people; Individuals become increasingly committed to their new identity and seek out more contacts. The person is still merely "tolerating" their LGBTQ identity and are most likely 'out' to themselves, but often feel that there is no need to talk about it. There is less concern about what others think and more attention to how others behave, talk or act.

Possible Responses: Beginning to have language to talk and think about the issue. Recognition that being lesbian or gay does not preclude other options. Accentuates difference between self and heterosexuals. Seeks out lesbian and gay culture (positive contact leads to more positive sense of self, negative contact leads to devaluation of the culture, stops growth). May try out variety of stereotypical roles.

Possible Needs: To be supported in exploring own shame feelings derived from heterosexism, as well as external heterosexism. It is particularly important for the person to know community resources.

4. Identity Acceptance: *"I will be okay."*

Accepts, rather than tolerates, gay or lesbian self-image. There is continuing and increased contact with the gay and lesbian culture; "I am LGBTQ. I want to break my silence on these issues; others should know that I exist. "

Task: To deal with the inner tension of no longer subscribing to society's norm. Should attempt to bring congruence between private and public view of self; A more positive sense of identity develops. Individuals feel they fit into a community. They begin to notice that people who are more 'out' are happier than those who live with a double identity. Their LGBTQ identity becomes nearly interchangeable with their personal identity.

Possible Responses: Accepts gay or lesbian self-identification. May compartmentalize "gay life." Maintains less and less contact with heterosexual community. Attempts to "fit in" and "not make waves" within the gay and lesbian community. Begins some selective disclosures of sexual identity. More social coming out; more comfortable being seen with groups of men or women that are identified as "gay".

Possible Needs: Continued exploration of grief and loss of heterosexual life expectations. Continued exploration of internalized. "homophobia". Need of support to deal with coming out issues.

5. Identity Pride: *"I've got to let people know who I am"*

Immerses self in gay and lesbian culture. Less and less involvement with heterosexual community. Us versus them quality to political and social viewpoint; "I am LGBTQ hear me roar!! See me! SEE ME! Never again will you put me or others down. "

Task: To deal with incongruent views of heterosexuals; Individuals wrap themselves in the rainbow flag when they realize their identity is fully legitimate and may immerse themselves in their identity and subcultures. They may feel anger at how homophobia/transphobia and heterosexism have stifled them in the past. They often have fewer heterosexual friends, and have little patience for 'closeted' people.

Possible Responses: Splits world into "gay" (good) and "straight" (bad). Experiences disclosure crises with heterosexuals as he or she is less willing to "blend in." Identifies gay culture as sole source of support; all gay friends, business connections, social connections.

Possible Needs: To receive support for exploring anger issues. To find support for exploring issues of heterosexism. To develop skills for coping with reactions and responses to disclosure of sexual identity.

- 6. Identity Synthesis:** *Develops holistic view of self. Defines self in a more complete fashion, not just in terms of sexual orientation; "I am a LGBTQ person who works at Company X. I live with my partner in the western suburbs, and I have to pick up milk on the way home."*

Task: To integrate gay and lesbian identity so it is an aspect of self, and not the aspect of self; Individuals feel settled in their identity. They know that they are more than their LGBTQ identity, but they also understand that their LGBTQ identity is an important part of who they are. They may still have a sense of anger and frustration, but it is tempered by a holistic view. They have a sense of pride and self-confidence.

Possible Responses: Continues to be angry at heterosexism, but with decreased intensity. Allows trust of others to increase and build. Feels confident to *move* out into the community and not simply define space according to sexual orientation.

****For questions about the "process of acceptance" for families, please see Appendix II and the Moorpark College SAFEZONE website.***

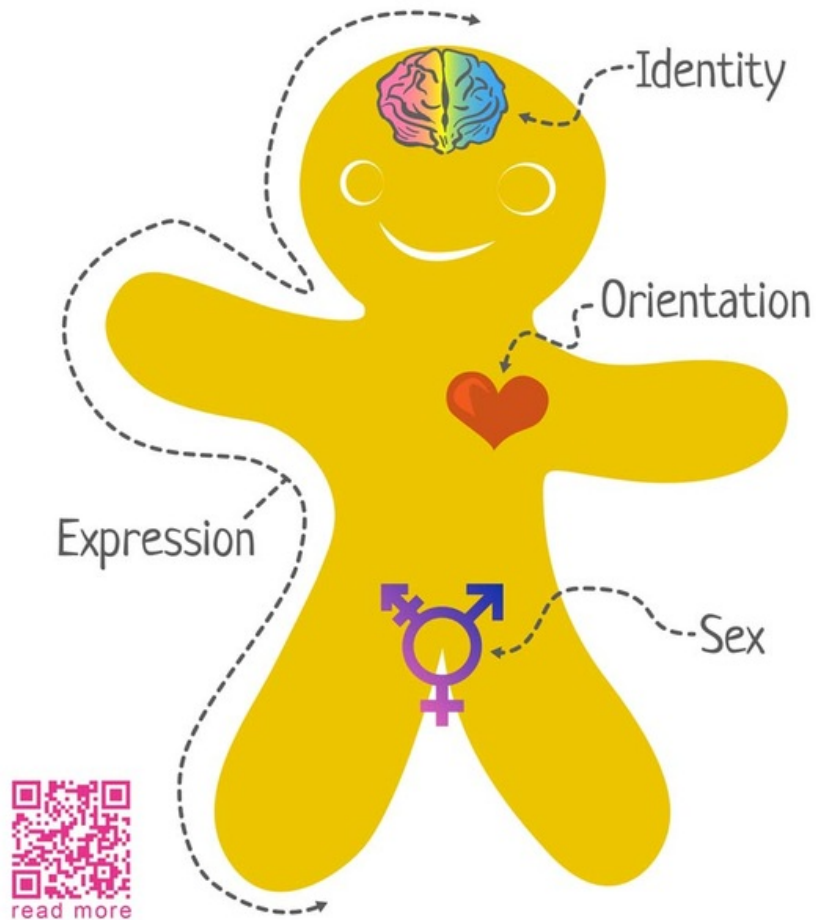
Notes:

*** People may move from one stage to another in a non-linear fashion. They may also move back and forth between different stages depending on personal circumstances, such as a new environment, new relationship, etc., so it is important to remember that a person, who is at Stage 6, may revisit a previous stage.**

* Adapted from: Cass, V. Homosexual Identity Development, 1979, Susan Young, SIUC, 1995, and Western Michigan University's Safe on Campus' Program by Gregory M. Weight, Lesbian Gay Bisexual Transgender Community Office, University of Delaware, March 2000. Cass' work was focused exclusively on lesbian and gay individuals. However, many individuals with other identities find that this model also resonates with them and their coming out experiences. This model can be used to understand many types of individual identity development.

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



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



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

Transgender Presentation

Did Didn't Activity

Introduction:

This exercise helps participants understand the fears and concerns that some people face when getting involved in activism and how to access the skills and knowledge that they need to get past these obstacles.

Speaking Out Exercise

Activity Objectives:

After this activity, participants will have examples of effective and respectful ways to speak out when they hear homophobic/transphobic comments or jokes.

Introduction:

This exercise gives participants an opportunity to share their concerns regarding addressing offensive or misguided comments. It also allows them to practice their skills at responding in a respectful way.

How to Respond When You Hear an Inappropriate Word or Phrase

Stop It

Be ready with a quick response like:

- "Choose another word, please."
- "That's not ok to use that phrase."
- "Do you know why that's hurtful?"

Don't Ignore It

- If students or coworkers see you do nothing; they get the message that it is ok. Harassment doesn't go away on its own.
- Almost any response is better than none at all. Making mistakes is better than not acting. You can always talk to the person again if you feel you did not respond well.
- Every time you respond you will become more comfortable and clearer in your message.

Be Proactive

- Develop an environment of respect for all people in your workspace.
- Establish clear policies against hate speech and hurtful teasing.
- Make sure people around you understand the issues and why "their words" are hurtful.

Make Your Workspace a Safe and Welcoming Place for All People

- Use inclusive language (ex. "date" rather than boyfriend or girlfriend). Work to establish fair policies to protect LGBTQ people and promote equal rights.
- Decorate your workspace with LGBTQ friendly posters, pictures and signs.
- Volunteer to supervise a gay/straight alliance.
- Invite LGBTQ speakers to your workplace to speak to both staff and students.

A Glossary of Terms Associated With LGBTQ Communities

This glossary is a **starting point** for discussion and better understanding. Language is dynamic, continually growing and changing. This is particularly true with the language we use to identify ourselves. We should strive to use language that does not demean, exclude or offend, by respectfully allowing others to self-identify.

*From UC Davis LGBTQIA Resource Center & Human Right's Campaign (HRC) Glossary of Terms

Ally: A person who is not LGBTQ but shows support for LGBTQ people and promotes equality in a variety of ways.

Asexual: A sexual orientation generally characterized by not feeling sexual attraction or a desire for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity. Some asexual people do have sex. There are many diverse ways of being asexual.

Biphobia: fear or hatred of people who are bisexual, pansexual, omnisexual, or non-monosexual.

Bisexual: A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.

Cisgender: a gender identity, or performance in a gender role, that society deems to match the person's assigned sex at birth. The prefix cis- means "on this side of" or "not across." A term used to call attention to the privilege of people who are not transgender.

Coming Out: "Coming out" describes voluntarily making public one's sexual orientation and/or gender identity.

Cross Dresser (CD): A word to describe a person who dresses, at least partially, as a member of a gender other than their assigned sex; carries no implications of sexual orientation. Has replaced "Transvestite".

Dead Naming: A term that is generally considered inappropriate for cis-gendered people to use, and of questionable use in the trans community. The term "dead naming" itself is problematic because not all trans people view their former named self as "dead." Rather than say "dead name," a better term is "birth name," "former name," or whatever the trans person prefers. The act of "dead naming" refers to the use of the name given at birth to a person who no longer uses that name.

Drag King: A person (often a woman) who appears as a man. Generally in reference to an act or performance. This has no implications regarding gender identity.

Drag Queen: A person (often a man) who appears as a woman. Generally in reference to an act or performance. This has no implications regarding gender identity.

Gay: A sexual and affectional orientation toward people of the same gender; can be used as an umbrella term for men and women.

Gender: A social construct used to classify a person as a man, woman, or some other identity. May be the same or different from the sex one is assigned at birth.

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Gender dysphoria: Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify.

Gender Expression: External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender Fluid: A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations.

Gender Identity: One's innermost concept of self as male, female, a blend of both or neither; how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender non-conforming: A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

Gender Queer: A person whose gender identity and/or gender expression falls outside of the dominant societal norm for their assigned sex, is beyond genders, or is some combination of them.

Heterosexism: The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, bisexual and queer people while it gives advantages to heterosexual people. It is often a subtle form of oppression, which reinforces realities of silence and invisibility.

Heterosexuality: A sexual orientation in which a person feels physically and emotionally attracted to people of a gender other than their own.

Homophobia: The irrational hatred and fear of lesbian, gay, and queer people. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

Homosexual/Homosexuality: An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender. Historically, it was a term used to pathologize gay and lesbian people.

Intersex: People who naturally (that is, without any medical intervention) develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. Intersex people are relatively common. Hermaphrodite is an outdated and inaccurate term that has been used to describe intersex people in the past.

Lesbian: A woman whose primary sexual and affectional orientation is toward people of the same gender.

LGBT: An acronym for "lesbian, gay, bisexual, and transgender," an umbrella term that is used to refer to the community as a whole.

Misgendering: Attributing a gender to someone that is incorrect/does not align with their gender identity. Can occur when using pronouns, gendered language (i.e. "Hello ladies!" "Hey guys"), or assigning genders to people without knowing how they identify (i.e. "Well, since we're all women in this room, we understand...").

Unless otherwise noted, all information adapted with permission from www.gayalliance.org. Do not duplicate.

MSM: an abbreviation for men who have sex with men; they may or may not identify as gay.

Outing: Exposing someone's lesbian, gay, bisexual or transgender identity to others without their permission

Pansexual, Omnisexual: Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.

Pronouns: Linguistic tools used to refer to someone in the third person. Examples are they/them/theirs, ze/hir/hirs, she/her/hers, he/him/his.

Queer: A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ."

Questioning: A term used to describe people who are in the process of exploring their sexual orientation or gender identity

Sex: a medically constructed categorization. Sex is often assigned based on the appearance of the genitalia, either in ultrasound or at birth

Sexual Orientation: Sexual Orientation is an enduring emotional, romantic, sexual or affectional attraction or non-attraction to other people. Sexual orientation is fluid and people use a variety of labels to describe their sexual orientation.

Trans/Trans*: Used as shorthand to mean *transgender* or *transsexual* - or sometimes to be inclusive of a wide variety of identities under the transgender umbrella. (the asterisk indicates the option to fill in the appropriate label, i.e., Trans man).

Transgender: Adjective used most often as an umbrella term, and frequently abbreviated to "trans" or "trans*" (the asterisk indicates the option to fill in the appropriate label, ie. Trans man). It describes a wide range of identities and experiences of people whose gender identity and/or expression differs from conventional expectations based on their assigned sex at birth.

Transition: An individualized process by which transsexual and transgender people "switch" from one gender presentation to another. There are three general aspects to transitioning: social (i.e. name, pronouns, interactions, etc.), medical (i.e. hormones, surgery, etc.), and legal (i.e. gender marker and name change, etc.). A trans* individual may transition in any combination, or none, of these aspects.

Transphobia: The fear and hatred of, or discomfort with, transgender people.

Transvestite: This is an outdated and problematic term due to its historical use as a diagnosis for medical/mental health disorders. Cross Dresser has replaced transvestite, see above definition.

Two-Spirit: A Native American term for LGBTQ individuals with dual or multiple genders. It can mean having both a masculine and a feminine spirit. It has different meanings in different communities.

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Counseling Issues

Once you display your SAFEZONE sticker you may encounter serious issues that require more than a safe and supportive ear. Below are some warning signs that an individual may need to be referred to a professional. Trust your instincts and err on the side of caution. Keep in mind that once you have made a connection with someone, they may not want to go elsewhere. Consider helping them to make an appointment and/or offer to go with them to their first appointment to help make the transition easier. Make sure they know that you are not abandoning them and that they can stop by to talk with you any time.

Warning Signs of Depression and/or Severe Anxiety

- Change in sleep patterns (sleeping much more or less than usual)
- Persistent sadness or feelings of anxiety
- Loss of interest in activities that used to bring joy
- Significant weight gain or loss
- Frequent crying episodes
- Excessive use of drugs and/or alcohol
- Drop in academic or job performance or attendance
- Inability to concentrate and complete tasks
- Feelings of panic, shortness of breath, headaches, sweaty palms or dry mouth

Warning Signs of Suicide or an Intention to Harm Others

Multiple studies have shown that LGBTQ adolescents and young adults are more than 3 times as likely to attempt suicide as their straight, cisgender counterparts. The rate for transgender young adults is significantly higher.

- Talking about wanting to die or to kill oneself
- Looking for a way to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawn or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings
- Preoccupation with death
- Suddenly happier, calmer
- Loss of interest in things one cares about

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- Making arrangements; setting one's affairs in order
- Giving things away, such as prized possessions

Disclosures of Harassment or Violence

If it sounds like you might be starting to have a conversation about Title IX/sexual misconduct, let the person know (right away) that you are a mandatory reporter and are legally required to forward these types of reports to the appropriate college officials. Ask if they would rather talk to a mental health professional at the student health center. The mental health providers are the only ones who can provide confidentiality. Note that you are a mandatory reporter for child or elder abuse to the appropriate reporting agencies.

It is a myth that dating and domestic violence only occur in the heterosexual and cisgender communities. The rates are often higher for LGBTQ couples. Victimization can be intensified if the situation is not handled well. **If an individual informs you that they have been the victim of any kind of harassment or violence:**

- Ask them if they are safe now and assess the situation for future safety concerns. If the student is unwilling, you should contact campus police in the case that the student is unsafe.
- Help them understand the campus process for seeking help, reporting, and potential outcomes. Refer to the Title IX/Sexual Misconduct policy in the catalog.
- Offer to help to be there for support through the process: Assist in making an appointment or walking them to the SHC for counseling, and following-up with them.

If the student has disclosed sexual misconduct then you MUST file a BIT report ASAP. Let the student know that the BIT report is your way of reporting the situation to those who will come along and assist him/her/them, including the Title IX coordinator.

Some statistics on LGBT+ as victims of sexual misconduct from the Centers for Disease Control and Prevention (CDC):

- 44% of lesbians and 61-74% of all bisexual women experience rape, domestic violence, or stalking by an intimate partner.
- 25% of gay men and over 1/3 of all bisexual men experience rape, domestic violence, or stalking by an intimate partner.
- 1 in 2 transgender individuals are sexually assaulted at some point in their lives.

CDC (2017). The National Intimate Partner and Sexual Violence Survey.
<https://www.cdc.gov/violenceprevention/nisvs/>

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LGBTQ Substance Abuse Treatment

(Created from *A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual and Transgender Individuals* from the US Department of Health and Human Services)

Studies indicate that, when compared with the general population, LGBTQ (lesbian, gay, bisexual, transgender and queer) people are more likely to use alcohol and drugs, have higher rates of substance abuse and are more likely to continue heavy drinking later in life. The prejudice and discrimination, as well as the internalized homophobia/transphobia, that often results from being a member of this marginalized community, cause many LGBTQ individuals to turn to alcohol and drugs to manage these stressors. Past legal prohibitions and current discrimination limit some LGBTQ people's social outlets to bars and clubs, where alcohol and drugs often play a prominent role. Treatment that is sensitive to the needs of the LGBTQ community results in more effective care. It is critical that the delivery of fair and equitable clinical services is built into the fabric of an organization and does not depend only on the personal commitment of specific staff members.

Possible Barriers to Care:

- Negative past experiences with biased providers may cause distrust.
- Individual's LGBTQ friends may not be supportive and may actually resent recovery efforts.
- LGBTQ people rely heavily on nonverbal cues to establish whether a situation is safe. Non-inclusive forms, disrespectful language and/or a non-welcoming space may cause LGBTQ individuals to feel marginalized.
- Gender specific treatment and support groups can limit participation by gender variant individuals.
- Transgender individuals may fear losing access to hormones.
- Transgender individuals may worry about inappropriate housing and shelter accommodations.

Other Factors:

- Because of feelings of non-acceptance, LGBTQ individuals have fewer coping mechanisms and are more likely to respond poorly to life stressors.
- LGBTQ individuals are three times as likely as their straight counterparts to attempt suicide. Homelessness has become endemic among LGBTQ adolescents.
- LGBTQ individuals that are also ethnic minorities must manage more than one stigmatized identity, which increases stress.
- Obtaining and using needles for injectable testosterone may trigger transgender individuals in early recovery.
- Familiarity with the stages of the Cass Model is critical for people working with LGBTQ individuals as their needs and stressors will differ greatly depending on their development.

Best Practices:

- Use respectful and inclusive language on office forms and while interacting with LGBTQ individuals.
- Let these individuals guide you in their decisions about coming out, self-disclosure, and identity.
- Maintain the individual's confidentiality. Clearly state what you can and will hold in confidence and what you must share with your team or your supervisor.
- Acknowledge legitimacy of family of choice, and include them in treatment plans.
- Be aware of your own personal biases, and seek support as needed.
- Add LGBTQ statements of inclusion to mission statements, service literature and policies.
- Include images of LGBTQ individuals in promotional material and in the waiting room.
- Implement appropriate feedback mechanisms.
- Establish gender-neutral restrooms.
- Form relationships with the LGBTQ community (advertise in LGBTQ publications, participate in events, table at Pride, etc.).
- Make SAFEZONE trainings available for all staff members.
- Familiarize yourself with local community based organizations that serve LGBTQ individuals.

The Symbols of Pride



Asexual Flag: First shown in 2010, the asexual (or ace) flag was designed to represent the asexual community that was not tied to the LGBTQ community. The black symbolizes asexuality, gray: demisexuality, white: non-asexual partners and allies, and purple: community (Anon., 2012. Asexuality Archive. <http://www.asexualityarchive.com/>).



LGBTQ Equality sign is the symbol of The Human Rights Campaign (HRC). The organization “represents a force of more than 3 million members and supporters nationwide. As the largest national lesbian, gay, bisexual, transgender and queer civil rights organization, HRC envisions a world where LGBTQ people are ensured of their basic equal rights, and can be open, honest and safe at home, at work and in the community.” (<https://www.hrc.org/hrc-story>)



Bisexual Flag: The “Bi-Pride” flag was first displayed in 1998 as a symbol of bisexual pride and visibility. The pink represents same-sex attraction and the blue, attraction to the opposite sex. When these “bi-angles” overlap, the resulting purple signifies attraction to both sexes (<http://web.archive.org/web/20120204070907/http://www.biflag.com/Activism.asp>).



Gay Pride Celebration: Usually held in late June, Gay Pride celebrates the anniversary of the "Stonewall Riots", a three day demonstration in New York City that began on June 27, 1969, and marks the beginning of the modern gay liberation movement. Its purpose is to educate people about the diversity, issues and goals of LGBTQ communities; to provide a forum for celebration of the history and accomplishments of LGBTQ individuals; and to provide an opportunity for networking and outreach by the many businesses, services and community organizations that welcome and serve LGBTQ people, their families and friends.



Intersex Flag: This flag was developed by the Organization Intersex International Australia, supporting those born with both male and female physical attributes. According to the organization’s website, the aim was to create a flag that was non-derivative of the gay pride flag. Developers avoided the pink and blue associated with gender and chose instead the “hermaphrodite colours” of yellow and purple. The circle was chosen as a symbol of wholeness unbroken (<https://oii.org.au/22773/an-intersex-flag/>).



National Coming Out Day (NCOD): Many studies have shown that people who personally know LGBTQ individuals are significantly more likely to accept and support equal civil rights for LGBTQ Americans. NCOD encourages all people to be honest about their own sexual orientation in order to have the positive dialogue needed to erase bigotry, misunderstandings, and stereotypes. NCOD is celebrated on October 11th every year to commemorate the 1987* March on Washington for Gay and Lesbian Civil Rights, as well as the inaugural visit of the NAMES Project -the AIDS quilt-to the nation's capital. (*The 1987 March did not use language inclusive of the bisexual, transgender and queer communities.)



Non-binary Identities Flag: There are several non-binary flags, but this is a commonly used one. “Non-binary” refers to all who don’t identify as just male or female (includes more than intersex persons). The lavender is a mix of baby blue and pink,” for androgyny and queerness; white, for agender, and green (the inverse of lavender) for outside the gender binary” (Anonymous, 2015. Flags. <http://nonbinary.org/wiki/Flags>).



Pansexual Flag: From Stop-Homophobia.com: “The pansexual flag is striped with the rose, blue, and gold, representing the female gender, male gender, and third-gender, respectively. The third-gender includes those who are intersex, genderqueer, transsexual, androgynous, and other who identify as being both genders.”

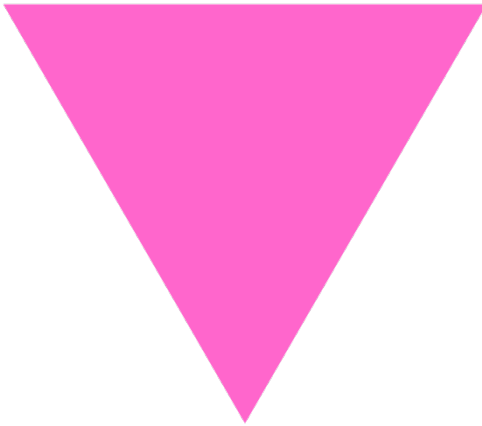


The People of Color (POC) Pride Flag, also known as the Philadelphia Flag, was unveiled June 2017 in Philadelphia, PA. The addition of the black and brown stripes was an effort by the Philadelphia LGBTQ+ community to represent inclusivity, and in answer to violence toward people of color. The change triggered some controversy in the LGBTQ+ community, concerned that the flag was not originally designed with any skin color in mind, and that a white stripe was not included. Some critics would like the POC Pride Flag

to be considered its own symbol and not one to replace the Baker flag (itself undergoing a few revisions in the past). (<https://www.vox.com/culture/2017/6/20/15821858/gay-pride-flag-philadelphia-fight-explained>).



PFLAG, from the PFLAG website: “Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization. Uniting people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) with families, friends, and allies, PFLAG is committed to advancing equality through its mission of support, education, and advocacy.” www.pflag.org/about



Pink Triangle: The symbolism of the pink triangle dates back to Nazi Germany. In 1933, Germany passed anti-homosexual laws. The Nazi death camps were constructed to eliminate Jews, homosexuals, gypsies, Jehovah's Witnesses, mentally and physically handicapped people, and others. Between 1933 and 1945 the Nazi government arrested approximately 100,000 men for the "crime" of homosexuality. It is estimated that 10,000 to 15,000 of these men were sent to concentration camps. In the camps groups were identified with a symbol on their uniforms; Jews were forced to wear a yellow Star of David, homosexuals, were forced to wear pink triangles. In 1977, the pink triangle was adopted as a symbol of the fight against oppression, and the work towards lesbian, gay, bisexual, transgender and queer (LGBTQ) inclusion. The pink triangle is a reminder of what can happen when extreme groups launch "hate wars" against minorities.



Polysexual Flag: According to LGBT+Dictionary, the polysexual person is attracted to not only males and females, but all genders. The pink signifies attraction to females, blue, to males, and green to non-binary people (<https://www.wattpad.com/135876093-lgbt%2B-dictionary-sexual-orientations-polysexual>). Differentiate from “pansexual,” which identifies people who *are* male, female, or non-binary. “Polysexual” refers to an *attraction to* male, female, or nonbinary.



Rainbow Flag: In 1978, when San Francisco was grieving the assassinations of Harvey Milk, the city's first openly gay City Supervisor, and Mayor George Moscone, the organizing committee for 'Speak Out for Justice' called for the development of a permanent symbol which could be used by gay men and lesbians celebrating and saluting their community. San Francisco artist and former military officer Gilbert Baker, inspired by the five striped 'Flag of the Races'

(red, black, brown, yellow, and white), designed the Rainbow Flag. The first eight-striped Rainbow Flags made their debut at the 1978 Gay and Lesbian Freedom Day March in San Francisco. The eight-colored flag was affectionately called the 'New Glory'. The original eight colors were pink/fuchsia for sexuality, red for light, orange for healing, yellow for the sun, green for natural serenity, turquoise for art, indigo for harmony, and violet for spirit. In 1979 the Paramount Flag Company introduced a six-striped flag through its outlet, The Flag Store. Over the years, the Rainbow Flag has gone through many variations. The current flag in prominence: red, orange, yellow, green, blue, and purple (red to the top or left). In 1985 The Rainbow Flag was accepted as the official symbol for LGBTQ pride by the International Association of Lesbian and Gay Pride Coordinators. Today one can see 'Rainbows' in cities throughout the world.



Trans* Flag: First flown in 2000, this flag was designed by trans woman Monica Helms. She chose baby blue and pink stripes as the traditional colors of baby boys and girls, and the white stripe to represent people that are either transitioning to one or the other, or that consider themselves to have neither gender. There are a few different trans* flags and some controversy about which is the best flag to represent this

group. This one is also known as the “Monica Helms flag” (<http://www.crwflags.com/fotw/flags/qq-tgf.html#helms>).

The Placard

Who should take one?

Displaying the SAFEZONE sticker does not mean that you need to or should be providing therapy. It simply means that you are able to:

- Be a respectful listener
- Provide a safe, friendly, non-judgmental space
- Maintain confidentiality
 - Note: with the exception of child or elder abuse, sexual abuse, or if the individual is a danger to self or others. We are a mandatory reporter institution, and we have to report those exceptional circumstances.
- Refer individuals to resources as needed

If you cannot provide this at this time please do not feel pressure to take a sticker.

What should I expect now?

After displaying your SAFEZONE sticker you may find that more people come to you for support or just to talk. You may also find that the number of people who come to you for support has not changed. Please know that even if nothing seems to have changed, you are helping to make a difference! Displaying your sticker helps to create an environment that feels safer and more welcoming for many people.

Resources

Moorpark College SAFEZONE: <http://safezonemc.weebly.com/>

Moorpark College Title IX: <http://www.moorparkcollege.edu/departments/student-services/title-ix-sexual-misconduct>

Suicide Hotline: 800-273-TALK (8255)

Student Health Center: 805-378-1413

[Student Health Center Resources](#)

[Ventura County Pride Resources](#)

[Los Angeles LGTBQ Resources](#)

Appendix I

Dealing with Questions in the Workspace or Classroom

Strategies for Responding to Questions Effectively

Listen with care:

- Behind many LGBTQ related questions there is at least one myth or stereotype about LGBTQ people. You need to hear it and address it. This may be the most important part of the answer.

Be non-defensive and non-sarcastic:

- Important to remember! Every answer should follow this guidance. This should keep you from alienating your audience and may even convince that occasional hostile person to listen (You can still use humor).

Know your hot buttons and filters:

- When listening, analyzing and answering questions, it is important to know your own issues. Just as your audience will be listening through their filters, you will be hearing them through your own.

What if I Don't Know the Answer?

- Typically there are three types of questions that you may not know how to answer. Below are the types of questions and some suggestions on how to respond.

1. "What are your thoughts on this" questions:

Example: "At what age do you think it's appropriate for me to start talking to my kids about gay people?"

If you don't have a ready opinion, consider throwing the question out to the classroom if appropriate. In an office setting, bring the topic back to a more private setting like a staff meetings to discuss amongst your colleagues. Some of our best discussions have happened as a result of this technique. This will buy you some time to collect your thoughts. Consider trying this technique even if you do have an opinion!

2. "Change the world overnight" questions:

Example: "There are countries where people are imprisoned or even executed for being gay!!! How can we fix this?!!!"

Let the person know that you don't have all the answer on how to fix the world. Changing the world takes time and passionate people like themselves. You can share names of organizations that they can connect with to help create policy changes. You can also discuss how one thing they can do immediately is act as an advocate for LGBTQ people when they face inequalities in the system.

3. "Give me the numbers" questions

Example: "What percent of the trans community identifies as genderqueer?"

You will never have all of the statistics that you will need to address every possible question, and you don't need to. Simply let the person know that you don't know the answer off hand. Be honest. If you don't know the answer, say so. Tell the group that you will find the answer and get back to them or provide resources so they can find the answer for themselves.

Types of Questions

Listen carefully to the full question to determine which type of question it is. Below are some strategies for addressing the various types of questions listed above:

INFORMATION QUESTIONS

- Don't give too much unnecessary information. Give simple answers, avoid technical jargon.
- If you aren't sure what the person is really asking, you might ask, "What have you heard about that?" or "Can you tell me what you already know about that?"
- After answering the question, you may ask, "Does that answer your question?" or, if you need to check on their understanding, ask them to tell you what they understand.

VALUE LADEN QUESTIONS (Like, for example, "Do you think Kim Davis got an unfair treatment?")

- Do not impose your own personal values.
- Do enforce universal values. (Exploitation is wrong, responsibility and respect is good, etc.)
- If individuals bring up a value and only discuss one point of view, it is important for you to make sure other points of view are discussed.

PERSONAL QUESTIONS

- Feel free not to answer questions that feel too personal. You and the individual have a right to privacy. Respond in a way that does not shame the asker so you do not shut down others. Try and deflect the questions or answer it in a general way.
- NEVER discuss your personal sexual behaviors. If asked, you might say, "I appreciate that you felt comfortable enough to ask that question. It wouldn't be appropriate for me to share information about my personal sexual life, but I can tell you that many lesbians ..."
- Use your best, professional, judgment to answer harmless personal questions. Remember, sharing personal information about yourself can be done to model appropriate sharing, to build group cohesion, and to demonstrate empathy or personal decision making. This is no time for public therapy, sharing should be done to provide learning to the group, NOT to meet your own needs.

"AM I NORMAL?" QUESTIONS

- These questions are typically disguised, so be on the lookout for them. Sometimes they are posed as general information questions or as "I have a friend who ..." questions.
- Answer in a reassuring way with a comforting tone. Be sure to discuss the full range of normal and individual differences.
- Never imply that you've guessed that you are answering an "Am I normal?" question.

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SHOCK-VALUE QUESTIONS

- The point of the shock-value question is to knock you off balance or embarrass you. The questioner's goal is NOT to get a real answer to a question. So you must become unshockable. If you are unshockable, the questioner is likely to stop the behavior because it is unsatisfying. Your ability to be unshockable will increase with experience.
- Feel free to identify shock-value questions for what they are without missing a beat... and then move on. Do not become defensive or sarcastic, this will turn off the others. "Wow! Hey, it's awesome that you were bold enough to ask that..."
- Remember, SHOCKING questions are not always Shock-Value questions. What some people genuinely want to know about can sometimes be shocking. Questions about explicit sexual behavior can fall into this category and they deserve a complete and honest answer.

EXPLICIT SEXUAL BEHAVIOR QUESTIONS

- Answer explicit questions in a simple, honest and sexually positive manner. The goal is to be straightforward and clear without being overly descriptive or provocative. You are modeling appropriate ways to discuss sexuality.
- Describe sexual behaviors in the context of your setting and keep your answers appropriate for the age and developmental level of the audience.

Guidelines to Help You Effectively Answer Questions about Sexuality

Material adapted from: Pamela Wilson and Wayne Pawlowski. © 1999 Our Whole Lives curriculum

To be effective in answering questions about sexuality keep in mind the development/maturity level and cultural background of the audience.

General Guidelines

- Listen for myths, stereotypes, and misunderstandings behind the question that you can clarify or correct as you answer the question.
- Listen for, and use, key educational opportunities that questions present by answering the question AND issues that you have identified as connected to the question.
- Convey the idea that all questions are OK to ask in whatever language the participants know. They may use slang or colloquial language. If they use slang you don't recognize, ask to be educated. If the question was anonymous, ask the group what the word means. You can use scientific words linked to the slang in your answer: "...jacking off is another word for male masturbation..."
- Be aware that nonverbal communication can speak volumes; it can indicate delight, acceptance, distaste or disagreement just as surely as words. So watch what you say nonverbally-wrinkled brows, frowns, smiles, winces, etc.
- Turn opinion questions back to the group, so that they can discuss their own ideas.
- Use the third person ("a transman has several options for surgery...") rather than the pronoun "you" or "I" when answering very personalized questions in a group setting.
- While answering questions you are modeling how to talk about these issues, be certain that all of your answers are inclusive and non-biased by using inclusive language, use gender neutral terms and orientation-neutral terms. Use "partner," "person," "someone" rather than "girlfriend" "boyfriend" "man" "woman" , "etc."

Eight Ways to Enhance Your Answers

1. Give Specific Examples
 - Use human examples; don't deal in concepts and abstractions. Deal with the little picture; it is easier for the audience to understand and relate to
2. Quote Experts
 - Used sparingly, this technique can add depth showing that someone with credibility agrees with your point. The "expert" is audience specific and is as likely to be a hip-hop star as an academician.

3. Bond with your "Opponents"
 - Connect with audience members who have different viewpoints. ("Like you, I would like to ensure that all students are happy, but our educational strategies are different...")
4. Provide Statistics and Data
 - Keep the numbers simple, few, relevant and factual.
5. Share Personal Experiences
 - Personal experiences can be persuasive and cannot be contradicted. Keep them appropriate for you and the audience.
6. Supply Analogies
 - Keep them brief, truly relevant and easy to follow. Most people cannot make up good analogies "on the fly" so prepare some.
 - For example:
 - **Question:** If somebody is transgender, do I call the person a he or a she?
 - **Answer drawing from an analogy:** When you first meet somebody, often the name the person gives is not the same as the name on the person's driver's license. Sometimes it is a nickname, sometimes it is their middle name, sometimes it is a short form of their full first name. Regardless, we use the name the person tells us the person wants to be called. In the same way, use the gender the person wants to be identified as.
 - Be aware that a new term working its way into mainstream culture is "ze," a neutral form of he and she used when a person wants to avoid binary gender designations.
7. Help to personalize it for the Audience
 - Remind the audience how they are affected, how their family and friends are affected. Bring it "close to home" for them.
8. Have the Group Answer the Question
 - Usually works very well, but requires you to facilitate. Simply turn the question back to the group, so they can create an answer that you can then support, correct or alter. ("That is a great question. Let me ask all of you, WHY might someone be afraid to come out at work?")

APPENDIX II

Coming Out As a Straight Cisgender Ally

By Jeanne Gainsburg

STAGE ONE: Is There A Place For Me?

Thoughts: Is there a role for me here? Do I have anything to offer? What is an ally? How do I become one? Will people question my sexual orientation and my gender identity? What if I say something stupid?

Behavior: Little or no action is taken.

Feelings: I feel unsure of how to help or if I will be welcomed in the LGBTQ community.

STAGE TWO: I Need To State I'm Straight

Thoughts: I understand that an important role for me is to speak up against homophobia and transphobia, and I will, but I don't want people to think that I'm LGBTQ.

Behavior: Allies become more vocal. Sentences may start with, "I'm straight, but..."

Feelings: I want to help, but I'm pretty uncomfortable.

STAGE THREE: Need To Know Basis Only

Thoughts: I like being a part of this group. I'm ok with letting people assume I'm LGBTQ. I want to distance myself from close-minded, straight, cisgender people.

Behavior: Allies may become hyper-sensitive to their own dress and language use. They may not disclose that they are cisgender and straight.

Feelings: I'm feeling pretty welcome, but I don't really fit in. Sometimes I feel like I am purposefully trying to deceive people about my identity.

STAGE FOUR: Assume What You Will

Thoughts: I'm going to dress the way I like to dress and act the way I want to act. People can make whatever assumptions they want to make.

Behavior: Allies becomes more relaxed and less guarded in speech, dress and behavior. Focus is less on self and more on action.

Feelings: I don't care how people label me. Helping to change the world is what is important.

STAGE FIVE: Empowerment

Thoughts: I understand the unique power that I have as a straight, cisgender ally. I can use it to bridge the gap between my community and the LGBTQ community. I can be a role model for other allies.

Behaviors: Allies learn how to use their heterosexual/cisgender privileges to educate others, challenge people's stereotypes and access specific populations.

Feelings: I feel empowered by my ally status to create change. I feel a part of this community and am pleased that I can give something back.

Issues Pertaining to Families of LGBTQ People



The Journey to Acceptance for LGBT Persons and Their Families

These stages are gleaned from written materials and conversations with people who have experienced what is often described as “the unexpected journey” from first awareness to acceptance and pride in the personal identity of sexual orientation or gender variance in themselves or someone they love. As with any journey, some may stay stuck in one place and may never reach the stage of acceptance. That’s a choice. Others’ paths may lead them to jump certain phases or they may travel in a different order on their way toward personal pride in claiming who they are. In recent years where more parents are more aware about issues of sexual orientation, there are many parents who seem to leap from first Awareness to Acceptance. However, even parents, who think of themselves as very accepting of gay and transgender people in general, find that that they still have some work to do when it comes to their own child.

Phase 1 First Awareness and Shock

Parent: “How can this be true? Not my child—it must be a phase. (S)he’ll grow out of it.”

GLB: “In grade school I had a crush on my same-sex friend/teacher. I knew I was different.”

Transgender: “When I was four I knew God had made a mistake and I was meant to be the other gender. I wasn’t like the others but I had no language for it.”

Phase 2 Denial and Blame

Parent: “Where did I go wrong? Am I to blame? Maybe a counselor/pastor can help. It must be the group he hangs around with. They’ve influenced him/her to be gay.”

GLB: “I don’t want to be gay. I’ll do whatever I can to be like everyone else. Maybe if I ignore the feelings, they’ll go away. Maybe if I dated the opposite sex...or even got married....”

Transgender: “I will learn to keep my secret. I will dress differently in private. I will have my own fantasy and pretend. I am mad at God and the world because I don’t fit in.”

Phase 3 Fear and Guilt

Parent: “What if our friends or the neighbors find out? They’ll think I’m a bad parent. We can’t let Grandma know. It would kill her. I don’t know my child any more. I’m scared we’ll never be close again.”

GLB: “I am all alone. I can’t talk to my parents. They don’t understand me. They may kick me out of the house. I could get beat up at school if anyone finds out my secret.”

Transgender: “I hate people who tease me and call me names. Why is this happening to me? Does God hate me too? My parents may not believe me if I tell them that I’m supposed to be the other gender. Or they could hate me or kick me out. I am very unhappy and alone.”

Phase 4 Learning to Understand

Parent: “I don’t know enough about what it means to be gay or trans. Is it hereditary? Is it a choice? Is it sinful? I’m so confused. What if my child can never change? I need more information.”

GLB: “I’ve got to find out more. I’ll go on the web. Maybe Facebook will help me find others like me. I’ll hang out where I might meet someone like me. I need someone to talk to.”

Transgender: “I’ll read about what trans means? I’ll go on the web, find others to talk to. Do I have to have an operation? What will that mean to my life as I know it? Will I lose everything?”

Phase 5 Reaching Out for Acceptance

Parent: “Reading about it isn’t enough. I need to talk with someone who knows more about this and what I’m feeling. Someone told me I should call PFLAG for support. I don’t know if I want to go to some meeting. I might know someone there but a phone call won’t hurt.”

GLB: “I think I saw something about a Gay Straight Alliance after school. If we don’t have to come out to anyone, I might give it a try.”

Transgender: “I’ll go to that Trans Support group I heard about. They tell me it’s confidential. Maybe I’ll drop in and check it out.”

Phase 6 Coming Out

Parent: “I decided to tell my family at the Family Reunion. If they don’t understand, then that’s their problem. If I lose some friends, so be it. My child is more important than what others think. I don’t have to feel guilty anymore. I still want to learn more but I feel free now. What a relief!”

GLB: “I can’t keep this secret any more. I told my best friend who was cool with it. A big weight has been lifted from me. Even if people call me names, it’s worth it just to be who I am without secrets. I know coming out will have to happen over and over again. I’m ready.”

Transgender: “I have decided to dress to fit the way I feel inside. I can take the stares and dumb questions because I know who I am. It feels so good to be free to be the real me. I am so happy!”

Phase 7 Beyond Acceptance to Proud Activism

Parent: “I am so proud of the way my child has come into her/his own. I have learned so much. Now I’m ready to give back...to speak out when I hear a gay joke, to tell others that I have a LGBT child and not feel embarrassed. I may even walk in the Pride Parade with PFLAG. Maybe it’s time to join PFLAG. I’ll volunteer to help other parents.”

LGB: “I’m happy to share my story if it can help others to be more accepting. I am comfortable in my own skin and I’m willing to be part of whatever actions are necessary to stop bullying of other kids who are scared like I was. I’ll speak to my legislator about gay rights.”

Transgender: “It’s time to give back. I’ll work to pass legislation to end job discrimination for people like me. I will speak publicly to educate straight people who don’t have a clue. I will join PFLAG and be a Trans Coordinator or attend the Creating Change Conference to be part of the movement for equality.”

Created by Jean Hodges, PFLAG Boulder, in collaboration with other PFLAG parents and members of the LGBT community. One size does not fit all, but please be aware that for everyone there is a process of individual growth to become accepting of self and others. These phases were inspired by Elizabeth Kubler-Ross’s Stages of Death and Dying.

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What can I do about Homophobia and Heterosexism?

Whether you are gay, lesbian, bisexual, two-spirited, queer, transgender, trans-identified, or heterosexual, we all share the responsibility to end homophobia and heterosexism. Here are some tips:

BE NON-JUDGMENTAL. Being LGBTQ is not something to be ashamed of or judgmental about. Homophobia, not sexual orientation or gender identity, is the problem.

USE GENDER INCLUSIVE AND NON-HETEROSEXIST LANGUAGE. Do not assume that you know someone's sexual orientation and/or gender of one's romantic/sexual interests. Use inclusive language even if you know someone is heterosexual. Help educate and encourage others to use inclusive language, as well.

ASSUME THAT ANYONE CAN BE LESBIAN, GAY, BISEXUAL, QUEER, TWO-SPIRITED, TRANSGENDERED, OR HETEROSEXUAL. Don't assume that everyone is heterosexual "unless you know otherwise" or that everyone should be heterosexual. Similarly, don't assume that someone is LGBTQ based on stereotypes or assumptions about one's friends.

DON'T TEASE OR HARASS OTHERS for exhibiting behaviors that are not traditionally associated with their gender (or what you perceive their gender to be).

DON'T "OUT" PEOPLE. Do not force anyone to disclose one's sexual orientation. Also, if you know that someone is LGBTQ or is questioning one's sexual orientation; don't assume that you may tell anyone else. Be sensitive to the fact that some people are "out" in some areas of their lives, but not in others.

DON'T THINK OF LGBTQ PERSONS SOLELY IN TERMS OF THEIR SEXUAL ORIENTATION. Just as the lives of heterosexual people include far more than their attraction to members of the opposite sex, LGBTQ persons also have friends, skills, and multifaceted interests unrelated to their sexual orientation. Don't define anyone by one's sexual orientation.

DON'T ENGAGE IN HOMOPHOBIC JOKES, COMMENTS, SLURS, OR OTHER BEHAVIORS. Speak up against these when you witness them. If you don't, your silence condones and encourages such behaviors.

EDUCATE YOURSELF. If there are things you don't know or understand about LGBTQ issues, do some research, ask questions, or contact a group that deals with these issues.

TALK ABOUT SEXUAL DIVERSITY. Maintain an inclusive group, classroom, living, or workspace by talking openly and respectfully about LGBTQ issues when they come up. Treat these issues as you would any other issue.

REMEMBER THAT AN INDIVIDUAL'S SEXUAL ORIENTATION INVOLVES MORE THAN SEXUAL BEHAVIOR. It includes attraction, companionship, intimacy, and emotional attachments as well as sexual activity.

DO NOT FORCE PEOPLE TO HIDE their sexual orientation or gender identity.

DON'T ASSUME THAT LGBTQ PEOPLE ARE SUFFERING or have regrets about their sexual orientation and want to be heterosexual. Likewise, if someone who is LGBTQ is having problems, don't assume that sexual orientation is the cause.

RECOGNIZE INTERSECTIONS AND SIMILARITIES OR PREJUDICE. Heterosexism and other forms of oppression and discrimination have similarities and areas of overlap. For example, An African-American lesbian may experience homophobia, racism, and sexism. An East Asian man may be disadvantaged by racism in ways that are similar to the ways a gay man is disadvantaged by homophobia and heterosexism.

ENGAGE IN INCLUSIVE PRACTICES. Create work, study, and living environments in which gender and sexual diversity are included, modeled, and valued.

Hints for the Heterosexual

WHEN YOU MEET AN LGBTQ PERSON, DO NOT...

- assume they are attracted to you.
- assume they are not attracted to you.
- immediately start talking about your boy/girlfriend or husband/wife in order to make it clear that you are straight. They probably already know.
- ask them how they got that way. Instead ask yourself how you got to be the way you are.
- assume they are dying to talk about being LGBTQ.
- expect them to refrain from talking about being LGBTQ.
- trivialize their experience by assuming it is a bedroom issue only. They are LGBTQ 24 hours a day.
- assume they want to be treated like the opposite sex.

WHAT TO DO WHEN A FRIEND COMES OUT:

- Thank your friend for being honest and for trusting you.
- Congratulate your friend for knowing him/her/herself so well.
- Reassure your friend that nothing will change between you.
- Respect your friend's privacy. Don't "out" your friend to others.
- Remember that sexual orientation and gender identity are not a choice.

Speaking Up: Some Tips for Allies

Understanding the need to speak up

Many LGBTQ people feel like they must separate their home life from their work or school life because they are not sure they will be supported if they come out. Can you imagine what that would be like? No family photo on your desk. Evasive responses to questions like, "What did you do over the weekend?" Excuse after excuse for why you can't attend work parties. Often times LGBTQ people are looking to their co-workers and fellow students to show signs of support so they know it is an LGBTQ friendly environment.

Using the correct words shows respect

- Remember being LGBTQ is not a choice or an "alternative lifestyle." The only choice is whether or not to live openly and honestly. Use the word "orientation" instead of "preference".
- Use gender neutral words whenever possible. For example: "Is there someone special you would like to bring to the party?"
- Say the words "gay," "lesbian," "bisexual," "transgender," and "queer" over and over, so that you don't fall over them when you talk with your friend.
- Remember not to label people. Some terms like "homosexual," "tranny," and "queer" can be highly offensive to people. Listen to how people identify.
- Improve your knowledge of LGBTQ culture by reading, going to films or attending diversity courses.

Learning how to speak up

- Always assume there is an LGBTQ person or someone who cares about an LGBTQ person in the room.
- Always speak up when something offends you, even if the person making the comment is an LGBTQ person. Our silence can be interpreted as consent.
- Personalize your comment. Say "I don't find that funny" or "that's not ok with me."
- Don't blame, but be clear about how you feel.
- Practice. Practice. Practice. It can be scary at first, but speaking up is so important. The more you do it the easier it gets. Once you start speaking up you'll be surprised at how many of your coworkers/fellow students support you.

"They always say time changes things, but you actually have to change them yourself."-Andy Warhol

Portions of this section came from the *Anyone Can Be An Ally* video with Brian McNaught

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APPENDIX III

Coming Out

The term "coming out" (of the closet) refers to the life-long process of the development of a positive gay identity. It is a very long and difficult struggle for many gay individuals because they often have to confront many homophobic and heterosexist attitudes and discriminatory practices along the way. Many LGBTQ individuals first need to struggle with their own negative stereotypes and feelings of homophobia which they learned when they were growing up. Before they can feel good about who they are, they will need to challenge their own attitudes and take themselves from the lower end of that homophobic continuum (repulsion, pity, tolerance) to feelings of appreciation and admiration. But for some, it often takes years of sometimes painful work to develop a positive gay identity. Then, many individuals begin to make decisions about whom to tell that they are gay. Many individuals are afraid to "come out" to their friends and family.

WHAT MIGHT LGBTQ INDIVIDUALS BE AFRAID OF?

- Rejection/loss of relationships
- Gossip
- Harassment/abuse
- Being thrown out of the house
- Having their lover/partner arrested
- Loss of financial support
- Loss of work
- Physical violence

WHY MIGHT LGBTQ INDIVIDUALS WANT TO COME OUT TO FRIENDS/RELATIVES?

- End the "hiding game" / stop wasting energy by hiding all the time
- Feel closer to those people
- Be able to be "whole" around them (to "just be")
- Feel like they have integrity
- To make a statement that "gay is OK"

HOW MIGHT A LGBTQ PERSON FEEL ABOUT COMING OUT TO SOMEONE? WHY?

- Scared/vulnerable
- Relieved
- Wondering how the person will react
- Proud

WHAT CAN WE DO OR SAY WHEN SOMEONE IS COMING OUT?

- Be there for them
- Support them unconditionally
- Maintain confidentiality
- Provide a supportive and nurturing environment

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Questions to Consider Before Coming Out To Your Parents

While identity affirming, the coming out process might result in many unintended difficulties. Students report having been thrown out of the house, cut off financially, disowned, assaulted, and many other painful experiences. With this in mind, it is important to encourage consideration of the timing and manner of the coming out process. Below are some factors to keep in mind.

Are you sure? Don't raise the issue unless you're able to respond with confidence to this question. Confusion on your part will increase your parents' confusion and decrease their confidence in your conclusions.

Are you comfortable with your identity? If you're wrestling with guilt and periods of depression, you'll feel better off waiting to tell your parents. Coming out may require tremendous energy on your part; it will require a reserve of positive self-image.

Do you have support? In the event that your parents' reaction devastates you, there should be someone or a group that you can confidently turn to for emotional support and strength. Maintaining your sense of self-worth is critical.

Are you knowledgeable about LGBTQ issues? Your parents will probably respond based on a lifetime of information from a homophobic, transphobic and heterosexist society. If you've done some serious reading on the subject, you'll be better able to assist them by sharing reliable information.

What's the emotional climate at home? If you have the choice of when to tell, consider the timing. Choose a time when they're not dealing with such matters as the death of a close friend, pending surgery, or the loss of a job.

Can you be patient? Your parents will require time to deal with this information if they haven't considered it prior to your sharing. The process may last from six months to two years.

What's your motive for coming out now? Hopefully, it is because you love them and are uncomfortable with the distance you feel. Never come out in anger or during an argument, using your sexuality as a weapon.

Do you have available resources? LGBTQ issues are something that most straight, cisgender people know little about. Have available at least one of the following: a book addressed to parents, a contact for the local or national PFLAG, or the name of a good counselor who can deal fairly with the issue.

Are you financially dependent on your parents? If you suspect they are capable of withdrawing college finances or forcing you out of the house, you may choose to wait until they do not have this weapon to hold over you.

What is your general relationship with your parents? If you've gotten along well and have always known their love and shared your love for them in return, chances are they'll be able to deal with the issues in a positive way.

What is their moral societal view? If they tend to see social issues in clear terms of good/bad or holy/sinful, you may anticipate that they will have serious problems dealing with your identity. If, however, they've evidenced a degree of flexibility when dealing with other changing societal matters, you may be able to anticipate a willingness to work this through with you.

Is this your decision? Not everyone should come out to their parents. Don't be pressured into it if you're not sure you'll be better off doing so. Surround yourself with supportive friends who can help you celebrate your new found identity.

*Adapted from "Read This Before Coming Out To your Parents" a PFLAG Publication