



# Level 2 Safe Zone Ally Training Workshop

## Participant Booklet

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### Workshop Overview

Thank you for participating in this Level 2 Safe Zone Ally Training workshop. This booklet will provide you with more information about the workshop.

### Learning Outcomes

As a result of participating in this workshop, participants will:

- Understand the importance of building knowledge and skills to contribute to safer, more welcoming, and inclusive environments.
- Be able to define privilege and bias in the context of gender and sexual identities.
- Be able to explain some LGBTQ+ experiences in society and recognize what the climate is like for LGBTQ+ individuals in engineering and STEM.
- Identify strategies to contribute to inclusive environments for LGBTQ+ individuals.

### Level 2 Inclusive Strategies

Throughout this workshop, we will provide suggestions for strategies you can use to contribute to an inclusive environment for LGBTQ+ individuals. Here are some inclusive strategies you can practice:

- Display a Safe Zone sticker on your office door/in your workplace
- Include a Diversity/Safe Zone statement on your syllabus (*see page 7*)
- If you witness a micro-aggression, point it out unobtrusively and debrief the person on why their language/behavior is not acceptable
- Know where to seek resources as an ally to support LGBTQ+ students and colleagues on campus
- Familiarize yourself with inclusive classroom strategies and apply them in your classroom (*see pages 7 – 9*)
- Attend LGBTQ+ events on campus and bring a friend
- Show support by attending an oSTEM student chapter meeting

## Level 2 Glossary of Terms

**Asexual:** Describes people who have a lack of sexual attraction to others. Can be transient. “Ace” means someone who is asexual.

**Agender:** Someone who does not identify with any gender

**Ally:** A member of the majority who advocates with and for an oppressed population

**Bias:** Prejudice in favor of or against one thing, person, or group compared with another. Explicit biases are conscious and deliberately formed biases that are easy to self-report. Implicit biases are unconscious, involuntarily formed, and are typically unknown to us.

**Bisexual:** People who are attracted to more than one gender or sex. Does not have to be equally split to indicate an equal level of interest across genders

**Campus climate:** Behaviors within a learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.

**Chilly climate:** Refers to a hostile environment where both overt and subtle forms of discrimination lead to the unequal treatment of certain groups; also known as unwelcoming climate. A chilly climate negatively impacts people’s well-being.

**Cisgender:** A person whose sex and gender are aligned

**Cisnormativity:** The assumption that all individuals are cisgender

**Coming out:** An individual’s ongoing process of accepting their sex, orientation, or gender identity, and sharing it with other people. Coming out may also refer to the process by which one accepts one’s own sexuality, gender identity, or status as an intersex person

**Covering:** Hiding aspects of oneself depending on the situation. It’s a subtler demand for assimilation, in which the individual is openly gay but feels pressured not to “flaunt.”

**Gay:** People who are attracted to the same sex or gender. More commonly used when referring to males/male-identified people. Can be applied to women / female-identified people. *Gay* is also used as an umbrella term to refer to the queer community, or anyone not heterosexual. *Homosexual* is considered stigmatizing due to its history as a category of mental illness and should not be used. It can be used to describe behavior but avoid using it to describe people

**Gender:** A complex concept (often confused with *sex*) that includes three interrelated dimensions: 1) *body*, related to our societal and cultural expectations; 2) *Identity*, our core sense of being male, female, both, or neither; and 3) *expression*, how our outward presentations and behavior and how other perceive our gender. Read more: <https://www.genderspectrum.org/quick-links/understanding-gender/>

**Genderfluid:** Moving between genders. A person who is genderfluid prefers to remain flexible about their gender identity rather than committing to a single gender. They may fluctuate between genders or express multiple genders at the same time

**Gender neutral pronoun:** A pronoun that doesn't associate a gender with the individual who is being discussed. One example of a gender neutral pronoun is they/them/theirs

**Gender non-binary:** Those who do not identify as male or female

**Genderqueer:** Those who do not subscribe to conventional gender distinctions, but identifies as neither, both, or a combination of M/F genders

**Heteronormativity:** The assumption that all individuals are heterosexual

**Intersex:** A person who is born with sex chromosomes, genitalia or internal reproductive organs that are inconsistent with "standard" male or female. Intersex people are still assigned a binary male/female sex at birth in most countries. Many intersex babies are "surgically disambiguated," and there are often major issues surrounding medical ethics. Intersex can also be due to hormones, developing after birth

**"In the closet:"** Describes a person who has not disclosed their gender identity or sexual orientation. Someone can be "out" in one context and "closeted" in another. See *coming out* and *outing*

**Lesbian:** Women or female-identified people who are attracted to the same sex or gender

**Microaggressions:** Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership; often a result of bias. See *bias*.

**Normative assumptions:** Assumptions relating to an ideal standard or being based on what is considered the correct way of doing something.

**Outing:** The involuntary disclosure of gender identity or sexual orientation. Outing can cause a great deal of harm to the individual who is "outed," up to and including death in some cases

**Organizational climate:** The shared perception of the work environment psychological impact of the on employees well-being. Healthy climate contributes to success.

**Pangender:** Someone who identifies as a member of all genders

**Pansexual:** Describes sexual attraction not limited by gender

**Passing:** When an LGBTQ+ hides their sexuality from society. Passing is being perceived by others as a particular identity/gender or cisgender regardless how the individual in question identifies, e.g. passing as straight, passing as a cis woman, passing as a youth. For transgender individuals specifically, passing is successfully being perceived as a member of your preferred gender regardless of actual birth sex. Some object to the term "passing," as it implies that one is being mistaken for something they are not. Another way to refer to passing is phrasing it as "being read as a \_\_\_\_" (examples: being read as a man, as a woman, as a straight man, as a straight woman).

**Privilege:** An unearned advantage gained by birth, social position, effort, or concession; a special right, advantage, authority, or immunity possessed by a particular person or group. Heterosexual privileges are privileges that heterosexuals have; cisgender privileges are privileges that cisgender individuals have. Some examples of heterosexual and cisgender privileges are: having love, acceptance, and support from parents; being allowed to use the restroom of your identified gender; the ability to adopt young children; and having role models.

**Pronouns:** Linguistic tools that we use to refer to people

**Queer:** Umbrella term to describe individuals who don't identify as straight. Also used to describe people who have non-normative gender identity or as a political affiliation. Historically, it's been used as a derogatory term, so it's not used by all members of the LGBTQ+ community. 'Queer' can be used interchangeably with LGBTQ+.

**Safe Zone:** A welcoming and supportive environment for LGBTQ+ students, faculty and staff on campus

**Safe Zone Ally Training:** Interactive training sessions where participants learn about LGBTQ+ individuals, identities, and issues with the goal of creating a campus Safe Zone. Safe Zone workshops are necessary because LGBTQ+ students, faculty, and staff on college campuses still experience harassment, exclusionary behavior and discrimination. This is especially true in STEM departments

**Sex:** A medical term that refers to the chromosomal, hormonal, and anatomical characteristics that are used to classify an individual as female or male or intersex; sex is assigned at birth. In many cases, the sex characteristics are clear and consistent with one another, but not always. See *intersex*

**Sexual orientation:** The type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, often based on gender. Orientation is a spectrum of attraction. Examples of orientation include: gay, lesbian, bisexual, heterosexual, and asexual. How someone identifies in terms of orientation is personal and cultural. Some people may engage in same-sex behavior but identify as "straight." Sexual orientation is largely determined prior to birth and may or may not be acted upon.

**Third gender:** This term describes those who do not identify as male or female. See *gender non-binary*

**Transgender:** A person whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth. Avoid using the term 'transgendered' because that makes it sound like something happened to them, instead of being their identity

Please consult the following resources for more LGBTQ+ terminology and concepts:

- The Safe Zone Project Vocabulary Extravaganza: <http://thesafezoneproject.com/wp-content/uploads/2014/09/Vocabulary-Extravaganza-Participant.pdf>
- Refinery29 Gender Nation Glossary: <https://www.refinery29.com/en-us/lgbtq-definitions-gender-sexuality-terms>

## A Primer on Pronouns

Pronouns are linguistic tools that we use to refer to people. The most commonly known pronouns are he/him/his, she/her/hers, and they/them/theirs, but there are many more pronouns that people use to refer to themselves. It is respectful and important to give people the opportunity to state their pronouns, so we know the correct pronouns to use when referring to them.

### Things to Consider

- **Pronouns replace people’s names.** (e.g., “Sam is nice” → “He is nice”). We should give pronouns the same respect that we give people’s names!
- **Pronouns add gender.** This means that pronouns can also add implicit assumptions and associations we have about different genders.
- **Using pronouns is not mandatory.** You don’t need to use pronouns. If not using pronouns, you can use the person’s name, language like “the person,” or a combination of both.
- **Every pronoun is valid, even if you’ve never heard of it before.** Whatever a person tells you should be respected!
- **Please avoid using the term “preferred.”** Generally, a person’s pronouns aren’t about a “preference.” Using this term may accidentally insinuate that using the correct pronouns for someone is optional.

### How to Ask for Someone’s Pronouns

- A good way to ask for someone’s pronouns is to **offer your name and pronouns first** . By doing so, you’re indirectly asking the person you’re speaking with to share the same information.
- Simply ask **“What are your pronouns?”**
- It is good practice to **explain why you are asking for someone’s pronouns.** For instance, you can say something like “I want to make sure I get your pronouns right” or “I want to be sure that I introduce you correctly.”
- You can use a **combination of these techniques** to ask for someone’s pronouns. Some people may be confused and you may need to explain to them the importance of asking for pronouns.

The above information was adapted from “A Few Pronoun Best [Preferred?] Practices,” located at <http://itspronouncedmetrosexual.com/2018/04/pronoun-best-preferred-practices/>

### Gender Neutral Pronouns

A gender neutral is a pronoun that doesn’t associate a gender with the individual who is being discussed. Gender neutral pronouns are often used by those who identify as transgender or genderqueer. They/them/theirs and ze/zir/zirs are two of the most commonly used gender neutral pronouns. More information on gender neutral pronouns available at:

<https://genderneutralpronoun.wordpress.com/>

<b>They/them/theirs</b>	<b>Ze/zir/zirs</b>
They finished the exam	Ze finished the exam
They turned in their exam	Ze turned in zir exam
That exam is theirs	That exam is zirs

## First Day of Class Inclusion Strategies

### Syllabus Inclusion Statement

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diversity that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

### Safe Zone Syllabus Statement

I am a member of a Safe Zone Ally community network, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

### Lived Name / Pronoun Syllabus Statement

I will gladly honor your request to address you by the name and gender pronoun that you use.

### Lived Name / Pronoun Strategies for the Classroom

1. Remove birth/given names from your class records, roster, and attendance sheet. On the first day, call the last name, and ask students to introduce themselves INSTEAD of calling roll using the names in the university's student information system. Start with yourself – e.g. "I am Professor Burke and I use she and her pronouns." Many universities still include birth/given names in the student information system. Using this name could accidentally "out" a student who uses a different name.
2. As a getting-to-know-you activity, pass around 3x5 cards and ask students to provide a photo, write down their names and pronouns, and tell you 1 or 2 things that are important to them (e.g., a hobby). Collecting the cards during the next class meeting.
3. Use a syllabus statement (see example above). 4. When in doubt, ask! Generally, it is best to use pronouns that are consistent with the way an individual present themselves. If you are not sure, it is OK to ask politely and with discretion.

## More Tips for an Inclusive Classroom

1. **Examine your assumptions.** It is common for people to make assumptions, often subconsciously, that others share the same background, perspectives, or experiences. We might be unaware that the examples we use are less meaningful to students from other backgrounds. Expectations that students share similar cultural backgrounds, economic privilege, come from traditional families, have parents who attended college, or are heterosexual or cisgender can make students outside the majority feel marginalized. It is important to develop an awareness of these assumptions and to replace them with inclusive language and behavior.
2. **Avoid stereotypes.** Every culture fosters stereotypes and we sometimes promote them unconsciously. In the classroom, particularly detrimental are the stereotypes that assign certain skills or weaknesses, abilities, or potential based on students' membership in a particular classification. For example, one might expect Asian students to be strong in science and math or minority students to need extra help. According to cultural stereotypes, sometimes individual characteristics are associated with ability level, for example a woman who dresses very femininely might be assumed to have less technical competence than male peers. Men who exhibit traits/behaviors that do not conform to cultural expectations for masculinity have reported being treated as being less technically competent.
3. **Model inclusive language.** For example, avoid using masculine pronouns or terms like "guys" to refer to both men and women. Show respect for differences in gender identity by asking students their lived name and pronouns and remembering to use them.
4. **Model inclusive behavior.** Implicit biases often result in unequal treatment of students in class through verbal and nonverbal cues (Schnellmann & Gibbons, 1984). Take an Implicit Biases Test online at <https://implicit.harvard.edu/implicit/selectatest.html>. Reflect on the results with an open mind. Most of us have biases of which we are unaware.
5. **Create equal opportunities for all students to participate in class discussions and answer questions.** Beware of low ability signals such as asking women less challenging questions (Schnellmann & Gibbons, 1984).
6. **Use diverse examples.** In STEM this might include a variety of applications that would be meaningful to different gender identities, sexual orientations, or cultural backgrounds, or that address different societal needs. An instructor might seek opportunities to highlight contributions of LGBTQ engineers or scientists or others from minority or underrepresented groups, giving appropriate acknowledgement to the individual's identity.



## Inclusive Classroom Reflection Exercise for Instructors

To create an inclusive classroom environment, it is helpful if instructors reflect on their own attitudes, assumptions and instructional practices. To what extent do these attitudes, assumptions and practices promote an inclusive learning environment?

The following questions can be used as a framework for monitoring your own assumptions, biases, and understandings of cultural diversity in a reflective and potentially productive way. It can also form the basis of a peer-review tool, if required.

Reflective Questions:

- What is my definition of “diversity”?
- What national, cultural, linguistic or religious group(s) do I belong to? How do my teaching practices reflect this?
- What do I know about the cultural, linguistic, religious and educational backgrounds of my students and other staff?
- How could I learn more about the diversity of my students and staff colleagues?
- What are my perceptions/assumptions of students and staff colleagues from diverse cultural groups?
- What are the sources of these perceptions (e.g., friends/relatives, media, stereotypes, past experiences)?
- How do I respond to my students (emotionally, cognitively, and behaviorally), based on these perceptions?
- What experiences do I have as a result of living, studying or working in culturally and linguistically diverse cultures? How can I capitalize on this experience?
- How can I adapt my teaching practices to be more responsive to the unique needs of diverse student groups?
- What other knowledge, skills and resources would help me to teach from a more culturally inclusive perspective?

## Additional Resources

### Resources for Allies

- **ASEE LGBTQ+ Advocacy in STEM VCP:** <https://lgbtq.asee.org>
- Equaldex (collaborative, community-verified LGBT knowledge base): <http://www.equaldex.com/>
- Gay and Lesbian Alliance Against Defamation (GLAAD): [www.glaad.org](http://www.glaad.org)
- Gay, Lesbian and Straight Education Network (GLSEN): [www.glsen.org](http://www.glsen.org)
- The GLBT National Youth Talk-line (youth serving youth through age 25): <https://www.glbthotline.org/talkline.html>
  - P: (800) 246-7743
- Lambda Legal (nondiscrimination): [www.lambdalegal.org](http://www.lambdalegal.org)
- LGBT National Help Center and Hotline: <https://www.glbthotline.org/>
  - P: (888) 843-4564
- MENTORNET: [www.mentornet.net](http://www.mentornet.net)
- National Center for Transgender Equality: <http://transequality.org>
- NOGLSTP (The National Organization of Gay and Lesbian Scientists and Technical Professionals): [www.noglstp.org](http://www.noglstp.org)
- o-STEM: [www.ostem.org](http://www.ostem.org)
- Out and Equal (inclusive companies): [www.outandequal.org](http://www.outandequal.org)
- Parents, Families and Friends of Lesbians & Gays (PFLAG): [www.pflag.org](http://www.pflag.org)
- The Safe Zone Project: <https://thesafezoneproject.com/>
- The Trevor Project (suicide hotline): <https://www.thetrevorproject.org>
  - P: (866) 488-7386

### Suggested Readings for Allies

- 4 Steps to Becoming an Ally (Theatre Communications Group): [https://www.tcg.org/pdfs/events/fallforum/4\\_Steps\\_to\\_Becoming\\_an\\_Ally.pdf](https://www.tcg.org/pdfs/events/fallforum/4_Steps_to_Becoming_an_Ally.pdf)
- 49 Ways to Be an Ally (ASEE LGBTQ Advocacy VCP): <https://docs.asee.org/public/LGBTQ/Ally49Ways.pdf>
- *A Decade of Research into the Workplace Environment for LGBTQ People* (Human Rights Campaign): <https://www.hrc.org/resources/the-cost-of-the-closet-and-the-rewards-of-inclusion>
- “A Few Pronoun Best [Preferred?] Practices” (It’s Pronounced Metrosexual): <https://thesafezoneproject.com/pronoun-best-preferred-practices/>
- “Creating Inclusive Classrooms” (University of Arizona) – Multiple resources: <https://diversity.arizona.edu/creating-inclusive-classrooms>
- “A Guide to Non-Binary Pronouns and Why They Matter” (Huffington Post): [https://www.huffingtonpost.com/entry/non-binary-pronouns-why-they-matter\\_us\\_5a03107be4b0230facb8419a](https://www.huffingtonpost.com/entry/non-binary-pronouns-why-they-matter_us_5a03107be4b0230facb8419a)
- "Guide to Being a Straight Ally" (Straight for Equality): <https://bolt.straightforequality.org/files/Straight%20for%20Equality%20Publications/3rd-edition-guide-to-being-a-straight-ally.pdf>

- “The Need for a Gender-Neutral Pronoun” (Gender Neutral Pronoun Blog): <https://genderneutralpronoun.wordpress.com/>
- Refinery29 Gender Nation Glossary: <https://www.refinery29.com/en-us/lgbtq-definitions-gender-sexuality-terms>
- The Safe Zone Project Vocabulary Extravaganza: <http://thesafezoneproject.com/wp-content/uploads/2014/09/Vocabulary-Extravaganza-Participant.pdf>
- “So You Call Yourself an Ally: 10 Things All ‘Allies’ Need to Know: (Everyday Feminism): <https://everydayfeminism.com/2013/11/things-allies-need-to-know/>
- "Speak Up: Responding to Everyday Bigotry" (Southern Poverty Law Center) <https://www.splcenter.org/20150126/speak-responding-everyday-bigotry>



## About Our Project

### Background

Despite recent advances in equality for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals in the United States, students and faculty on college campuses still experience harassment, exclusionary behavior and discrimination. Initiatives such as Safe Zone campus ally training are effecting a gradual positive change in climate for LGBTQ+ individuals, but progress in STEM departments has been slower than in other disciplines. This transformative project links diversity research with a faculty development initiative to promote LGBTQ+ equality in STEM.

### Safe Zone Workshops

Safe Zone Ally Training workshops are interactive training sessions that seek to raise awareness for LGBTQ+ inclusion in STEM and create a visible network of allies to foster a supportive atmosphere for LGBTQ+ individuals. Our Safe Zone workshops are offered both online and at engineering professional society conferences. To date, we have hosted 70 workshops and reached more than 1,200 participants!

Our workshops are intended for an STEM audience and were developed by STEM faculty, with input from STEM students and scholars of engineering culture. Our workshops emphasize issues and behaviors that are likely to be observed and experienced in a STEM environment. They explore resources and best practices that work particularly well in STEM classrooms and environments. Learn more about our Safe Zone workshops at <https://lgbtq.asee.org/ally-training/>.

### LGBTQ+ Advocacy in STEM Virtual Community of Practice

The ASEE LGBTQ+ Advocacy in STEM Virtual Community of Practice (VCP) was first launched in 2015 under NSF grant EEC-1539140. In early 2018, under new NSF grant EEC-1748499, we recruited new members to help expand our network and extend our impact.

Our community members, which include more than 60 STEM faculty, students, and administrative staff, work together to promote LGBTQ+ inclusion at their institutions. Members identify context-specific strategies, share resources, develop and implement action plans, and identify best practices for transforming the climate in STEM. Learn more about our community and how you can become a member at <https://lgbtq.asee.org/our-community/>.

**Learn more and access LGBTQ+ in STEM resources at <https://lgbtq.asee.org!>**