



Levels 1 and 2

ASEE Safe Zone Training Information prepared with support from the National Science Foundation under Grant No. EEC 1539140. For more information and resources related to this project, visit diversity.asee.org/LGBTQ.



Learning Objectives

Level 1 participants will

- Develop a deeper understanding of concepts of sex, gender and sexual orientation
- Recognize heteronormative and cisnormative assumptions
- Understand the coming out process
- Use classroom inclusion strategies
- Use gender-inclusive language
- Respond to bias
- Join a visible network of people who support LGBTQ inclusion

Level 2 participants will

- Recognize heterosexual and cisgender privilege
- Develop an awareness of aspects of engineering culture that serve as barriers to LGBTQ equality
- Interrupt discriminatory behavior toward LGBTQ individuals
- Respond to the needs and concerns of LGBTQ students and colleagues
- Gain knowledge about STEM-specific organizations and resources for students and colleagues
- Become a more active ally for LGBTQ inclusion

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LGBTQ Terminology

Ally – (noun) a (typically straight- or cis-identified) person who supports, and respects for members of the LGBTQ community. While the word doesn't necessitate action, we consider people to be active allies who take action upon this support and respect, this also indicates to others that you are an ally.

Asexual – (adj) having a lack of (or low level of) sexual attraction to others and/or a lack of interest or desire for sex or sexual partners. Asexuality exists on a spectrum from people who experience no sexual attraction or have any desire for sex to those who experience low levels and only after significant amounts of time, many of these different places on the spectrum have their own identity labels. Another term used within the asexual community is "ace," meaning someone who is asexual.

Biological Sex – (noun) a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply "sex," "physical sex," "anatomical sex," or specifically as "sex assigned [or designated] at birth."

Biphobia – (noun) a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have/express towards bisexual individuals. Biphobia can come from and be seen within the queer community as well as straight society. **Biphobic** – (adj) a word used to describe an individual who harbors some elements of this range of negative attitudes towards bisexual people

Bisexual – (adj) a person emotionally, physically, and/or sexually attracted to male/men and females/women. Other individuals may use this to indicate an attraction to individuals who identify outside of the gender binary as well and may use bisexual as a way to indicate an interest in more than one gender or sex (i.e. men and genderqueer people). This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to.

Cisgender – (adj; pronounced "siss-jendur") a person whose gender identity and biological sex assigned at birth align (e.g., man and male-assigned). A simple way to think about it is if a person is not trans*, they are cisgender.

Coming Out – (1) the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to "come out" to oneself). (2) The process by which one shares one's sexuality or gender identity with others (to "come out" to friends, etc.).

Gay – (adj) (1) a term used to describe individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to males/men-identified ppl who are attracted to males/men-identified ppl, but can be applied to females/women-identified ppl as well. (2) An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

Gender Expression – (noun) the external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors, generally measured on scales of masculinity and femininity. Also referred to as "gender presentation."

Gender Identity – (noun) the internal perception of an one's gender, and how they label themselves, based on how much they align or don't align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more.

Genderqueer - (adj) a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid). Genderqueer people may think of themselves as one or more of the following, and they may define these terms differently:

- may combine aspects man and woman and other identities (bigender, pangender);
- not having a gender or identifying with a gender (genderless, agender);
- moving between genders (genderfluid);
- third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation.

Heteronormativity – (noun) the assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is a level of gender normativity and gender roles, the assumption that individuals *should* identify as men and women, and be masculine men and feminine women, and finally that men and women are a complimentary pair.

Homophobia – (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ.

The term is extended to bisexual and transgender people as well; however, the terms biphobia and transphobia are used to emphasize the specific biases against individuals of bisexual and transgender communities.

Homosexual – (adj) a [medical] term used to describe a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is considered stigmatizing due to its history as a category of mental illness, and is discouraged for common use (use gay or lesbian instead).

Intersex – (adj) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. In the medical care of infants the initialism DSD (“Differing/Disorders of Sex Development”). Formerly known as **hermaphrodite** (or hermaphroditic), but these terms are now considered outdated and derogatory.

Lesbian – (noun/adj) a term used to describe females/women-identified people attracted romantically, erotically, and/or emotionally to other females/women -identified people.

LGBTQ / GSM / DSG / + - (adj) initialisms used as shorthand or umbrella terms for all folks who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. **LGBTQ** is Lesbian Gay Bisexual Transgender and Queer and/or Questioning (sometimes people at a + at the end in an effort to be more inclusive); **GSM** is Gender and Sexual Minorities; **DSG** is Diverse Genders and Sexualities. Other popular options include the initialism GLBT and the acronym QUILTBAG (Queer [or Questioning] Undecided Intersex Lesbian Trans* Bisexual Asexual [or Allied] and Gay [or Genderqueer]).

Pansexual – (adj) a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions

Passing – (verb) (1) a term for trans* people being accepted as, or able to “pass for,” a member of their self-identified gender/sex identity (regardless of birth sex) without being identified as trans*. (2) An LGB/queer individual who is believed to be or perceived as straight.

Queer – (adj) used as an 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. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term queer can often be use interchangeably with LGBTQ.

Questioning - (verb & adjective) an individual who or when someone is unsure about or is exploring their own sexual orientation or gender identity.

Romantic Attraction - (noun) an affinity for someone that evokes the want to engage in relational intimate behavior (e.g., flirting, dating, marriage), experienced in varying degrees (from little-to-non, to intense). Often conflated with **sexual attraction or emotional/spiritual attraction**.

Sexual Attraction - (noun) an affinity for someone that evokes the want to engage in physical intimate behavior (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-non, to intense). Often conflated with **romantic attraction or emotional/spiritual attraction**.

Sexual Orientation – (noun) the type of **sexual, romantic, emotional/spiritual attraction** one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (often mistakenly referred to as sexual preference)

Straight – (adj) a person primarily emotionally, physically, and/or sexually attracted to people who are not their same sex/gender. A more colloquial term for the word **heterosexual**.

Trans*/Transgender – (adj) (1) An umbrella term covering a range of identities that transgress socially defined gender norms. Trans with an * is often used to indicate that you are referring to the larger group nature of the term. (2) A person who lives as a member of a gender other than that expected based on anatomical sex.

Transphobia – (noun) the fear of, discrimination against, or hatred of trans* people, the trans* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society. Transphobia is often manifested in violent and deadly means. While the exact numbers and percentages aren't incredibly solid on this, it's safe to say that trans* people are far more likely than their cisgender peers (including LGB people) to be the victims of violent crimes and murder.

First Day of Class Inclusion Strategies



Diversity Syllabus Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, 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.

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 get-to-know-you activity, pass around 3 x 5 cards and ask students to provide a photo, write down their names and pronouns, and tell you 1-2 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 presents. If you are not sure, it is OK to ask politely and with discretion.

Gender Neutral Pronouns

More information available at: <https://genderneutralpronoun.wordpress.com/tag/ze-and-zir/>

They/them/their	Ze/zir/zirs
<ul style="list-style-type: none">• They finished the exam	<ul style="list-style-type: none">• Ze finished the exam
<ul style="list-style-type: none">• They turned in their exam	<ul style="list-style-type: none">• Ze turned in zir exam
<ul style="list-style-type: none">• That exam is theirs	<ul style="list-style-type: none">• That exam is zirs

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 <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. (Schnellmann & Gibbons, 1984). Make sure to 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.
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.
7. Include a diversity statement on your syllabus. A diversity statement should express your core values of inclusion, for example: "I am committed to creating an inclusive environment in which all students are respected and valued. I will not tolerate disrespectful language or behavior on the basis of age, ability, color/ethnicity/race, gender identity/expression, marital/parental status, military/veteran's status, national origin, political affiliation, religious/spiritual beliefs, sex, sexual orientation, socioeconomic status or other visible or non-visible differences."



Ways to Be an Ally*
*In honor of the victims
of the Orlando tragedy
June 12, 2016*



Be an ally to all LGBTQ individuals (general)

1. Be visible in your role as an ally.
2. Listen openly to the voices of LGBTQ individuals.
3. Educate yourself about issues facing LGBTQ people.
4. Use inclusive language like “partner” and avoid using gendered pronouns when not known.
5. Provide correct information when you hear myths or misperceptions about LGBTQ people.
6. Learn about the coming out process, appreciate that it is not a one-time event, and understand that it is different for each person in each context.
7. Don't make assumptions about a person's sexual orientation or gender identity.
8. Recognize and interrupt heteronormative and cisnormative assumptions.
9. Intervene when you hear anti-LGBTQ language or remarks.
10. Don't disclose others' identities unless you have their permission.
11. Despite good intentions, you'll make mistakes as an ally. Apologize when you do.

Be an ally to students / in the classroom / on campus

12. Display a Safe Zone sticker.
13. Add an LGBTQ-inclusive diversity statement to your course syllabus.
14. Use students' lived names, even if your institution does not yet have a lived name policy in place.
15. Ask and use students' gender pronouns.
16. Include LGBTQ identity in discussions of diversity.
17. Do assume that closeted people are in your hallways, classrooms, clubs and department and are wondering how safe the environment is.
18. Disrupt microaggressions and homophobic jokes in the classroom.
19. Know the available resources for LGBTQ students and be ready to share them ((e.g., have a handout available)
20. Create opportunities for student STEM clubs to talk about diversity.
21. Discuss diversity in a STEM class.
22. Facilitate a discussion at an LGBTQ student organization meeting on campus.
23. Include examples of LGBTQ contributions to STEM fields, or encourage students to help you find them.
24. Volunteer to advise an LGBTQ student group.
25. If you advise a non-LGBTQ student group, encourage group to cosponsor events with LGBTQ groups.
26. Attend LGBTQ events and celebrations on campus. If it's not the norm for faculty/staff to attend, your presence will really be appreciated.
27. Discuss LGBTQ-related campus, community, and national events.
28. Partner with women/gender study departments to host events.
29. Check in with LGBTQ students before school holidays. This can be a stressful time because some students are going to homes that are not welcoming of their LGBTQ identity – or they may not going home at all.
30. Disseminate information about oSTEM, NOGLSTP, and other LGBTQ organizations.
31. Ask for gender-inclusive restrooms on campus and in your building.

* The awareness and skills that you develop as you become an ally to LGBTQ individuals will help you support other marginalized groups, too.

Be an ally to colleagues / in the workplace & extended workplace

32. Wear your rainbow ribbon at conferences.
33. Know your institution's policies and benefits for LGBTQ employees and how they are or are not inclusive for LGBTQ employees and their families.
34. Join or organize an employee resource group (ERG).
35. Recognize your (heterosexual or cisgender) privilege and use it to make your workplace more LGBTQ-inclusive.
36. Respond appropriately to microaggressions: "What do you mean by that?" "Could you explain what you mean?" "What I heard from you just now was this, but it might be better to say this." "How did you come to that point of view?"
37. Advocate for an LGBTQ+ specific non-discrimination policy (possibly through employee resource group).
38. Network with other allies, especially senior managers and HR (particularly important in crisis/emergency situation).
39. Learn what other institutions are doing to promote LGBTQ inclusion.
40. Learn about LGBTQ employee experiences at your institution, positive and negative.
41. Encourage your institution to include sexual orientation and gender identity on climate surveys (in addition to other race/ethnicity).
42. Invite LGBTQ colleagues' partners or spouses to work-social events.
43. Become a career mentor to an LGBTQ colleague.
44. When inviting colleagues to bring a guest to an event, use inclusive language (don't assume opposite sex partners)..
45. Learn about and use examples of prominent LGBTQ role models in STEM professions.

Be an ally in the presence of Family and Friends

46. Gently correct anti-LGBTQ comments and jokes... "You would not say that in front of _____".
47. Keep in mind the principle of charity when interpreting biased statements. Try not to assume intent, but address impact.
48. When children ask about LGBTQ couples, provide short, clear and affirming answers. Open discussions at an early age can help promote lifelong acceptance.
49. Invite LGBTQ couples to social or family events.

Responding to Bias

Responding to microaggressions and bias is one of the most important things you can do as an ally, yet it can be one of the most awkward and uncomfortable. Rest assured, most people have experienced that feeling of "freezing" in the moment. Your response does not have to be perfect, just authentic. It can be helpful to prepare your responses so you can address microaggressions and bias with confidence. The two resources below will help.

Allies and Microaggressions by Kerry Ann Rockquemore, Inside Higher Ed,
<https://www.insidehighered.com/advice/2016/04/13/how-be-ally-someone-experiencing-microaggressions-essay>

Speak up: Responding to Everyday Bigotry, The Southern Poverty Law Center
<https://www.splcenter.org/20150126/speak-responding-everyday-bigotry>



Suggested Resources and Readings

General LGBTQ Resources

1. Parents, Families and Friends of Lesbians & Gays (PFLAG) — www.pflag.org
2. Gay, Lesbian & Straight Education Network (GLSEN) — www.glsen.org
3. Gay and Lesbian Alliance Against Defamation (GLAAD) — www.glaad.org
4. Lambda Legal — www.lambdalegal.org
5. Out and Equal — <http://www.outandequal.org/>
6. National Center for Transgender Equality — <http://transequality.org>
P: (202) 903-0112
7. The GLBT National Youth Talk-line (youth serving youth through age 25)
P: (800) 246-7743
8. The Trevor Project (suicide hotline)
P: (866) 488-7386
9. The Gay & Lesbian National Hotline:
P: (888) 843-4564

Resources related to Transgender Individuals

- Online
 - mic.com/identities
 - Charlie Rose – Gender Identity — <https://charlierose.com/videos/21056>
 - <http://www.genderpsychology.org/>
- Books:
 - *The Lives of Transgender People* by Beemyn & Rankin (Research)
 - *Sex/Gender: Biology in a Social World* by Ann Fausto-Sterling (Theory)
 - *Trans-Sister Radio* by Chris Bohjalian (Literature)
 - *Transgender Rights* by Paisley Currah, et al (Law/Policy)
- Films:
 - “No Dumb Questions”
 - “Just Call me Kade”

Student and Professional Resources

- o-STEM - www.ostem.org
- NOGLSTP - www.noglstp.org
- MENTORNET - www.mentornet.net