

## **Safe Zone Level 1 Ally Training (90-minute Workshop)**

### **Dr. Stephanie Farrell, Rowan University**

Dr. Stephanie Farrell is Professor and Founding Chair of Experiential Engineering Education at Rowan University (USA). Prior to 2016 she was a faculty member in Chemical Engineering at Rowan for eighteen years. Dr. Farrell has contributed to engineering education through her work in inductive pedagogy, spatial skills, and inclusion and diversity. She has been honored by the American Society of Engineering Education with several teaching awards such as the 2004 National Outstanding Teaching Medal and the 2005 Quinn Award for experiential learning, and she was 2014-15 Fulbright Scholar in Engineering Education at Dublin Institute of Technology (Ireland). Stephanie Farrell is Professor and Founding Chair of Experiential Engineering Education at Rowan University (USA) and was 2014-15 Fulbright Scholar in Engineering Education at Dublin Institute of Technology (Ireland).

### **Dr. Robyn Sandekian, University of Colorado, Boulder**

Robyn Sandekian, PhD, is the Manager of Diverse Faculty Recruiting for the College of Engineering and Applied Science at the University of Colorado Boulder. In this role, Robyn works with hiring committees throughout the College to ensure that faculty searches reach a broad pool of potential applicants and coordinates training offered by the National Center for Women and Information Technology (NCWIT) to identify and reduce implicit bias throughout the search process. In addition, she runs a faculty development and leadership program to train and recruit diverse PhD students who wish to pursue academic positions in engineering or applied science after graduation.

Dr. Sandekian earned B.S. and M.S. degrees in Aerospace Engineering Sciences at CU Boulder in 1992 and 1994, respectively. She went on to earn a Specialist in Education (Ed. S.) degree in Educational Leadership and Policy Studies in 2011 and a Ph.D. in Higher Education and Student Affairs Leadership in December 2017, both from the University of Northern Colorado.

She is a Founding Leader of the American Society of Engineering Education (ASEE) Virtual Community of Practice (VCP) for LGBTQ+ Inclusion in Engineering and a facilitator of Safe Zone trainings for engineering faculty and staff who wish to learn more about how to create inclusive environments within engineering for LGBTQ+ individuals.

### **Dr. Donna M Riley, Purdue University-Main Campus, West Lafayette (College of Engineering)**

Donna Riley is Kamyar Haghghi Head of the School of Engineering Education and Professor of Engineering Education at Purdue University.

### **Mr. Christopher Alexander Carr, National Society of Black Engineers**

Christopher Carr is the Director, Collegiate and Professional Programs at the National Society of Black Engineers (NSBE). He is the World Headquarters representative for the 232 NSBE collegiate chapters and 63 professional chapters around the world at conferences, workshops, panels, and webinars. Christopher mainly works in the area of STEM education and policy, with a particular passion for access to opportunity, diversity in STEM, and education retention. Christopher is co-author on What's Next with Trident, a backgrounder on the United States and the United Kingdom's joint nuclear deterrent: the Trident submarine ballistic missile system. Christopher holds a Bachelor of Arts in International Relation from William Jewell College, and a Master of Public Policy from Pepperdine University. He is currently working on his Doctorate of Education degree (interdisciplinary leadership focus) at Creighton University. Christopher has read every Malcolm Gladwell publication, fluently speaks fluent Hassaniyya Arabic (but with a distinctive Missouri twang), and spends way too much time overthinking biographies.

# Safe Zone LGBTQ+

# Ally Training

## Level 1



Collaborative Network for Engineering and Computing Diversity  
(CoNECD) 2019  
April 14-17, 2019 in Crystal City, Virginia

[diversity@asee.org](mailto:diversity@asee.org)  
[lgbtq.asee.org](http://lgbtq.asee.org)

# Introductions

- Name
- Pronouns
- Affiliation
- What brought you here?



# Today's Facilitators

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# Workshop Overview

## Inclusive Environments

- Safe Zone Training
- Becoming an Ally

## Concepts and Terminology

- LGBTQ+ Terminology
- Sex, Gender, Orientation

## LGBTQ+ Experiences

- Normative Assumptions
- Identity Development
- The Coming Out Process

## Inclusive Strategies

- Inclusive Language
- Inclusive Classrooms

# Icons



The participant booklet contains additional information on this topic.



An activity is associated with this slide.



An inclusive strategy is associated with this slide.



This term should be avoided.

# Safe Space Agreement

- Respect
- Ask Questions
- Listen
- Learning leaves, names stay



# **Inclusive Environments**

Safe Zone Training

Becoming an Ally



# Safe Zone



- A welcoming and supportive environment for LGBTQ+ students, faculty and staff on campus
- Stickers/signs help create a visible network of supporters.
- **Goal:** A campus culture accepting of people with all sexual orientations, gender identities and gender expressions



# Becoming an Ally

## Allies

- Are members of a majority group
- Reject the dominant ideology
- Advocate *with* and *for* an oppressed population

## Self-awareness

Explore how your experiences might be different from LGBTQ+ individuals.

## Self-education

Begin to understand policies, laws, & practices and how they affect LGBTQ+ individuals.

## Skill Development

Take your awareness and knowledge and communicate it to others in effective ways.

## Taking Action

Create change by taking appropriate action; e.g., advocating for equality.

# Concepts and Terminology

Sex, Gender, Orientation

LGBTQ+ Terminology

# Sex, Gender, Orientation

- **Sex:** assigned at birth based on anatomy
- **Gender:** result of socially constructed ideas of behavior, actions and roles performed based on sex
- **Orientation:** core sense of attraction



Avoid “preference.”



# Biological Sex

- Biological or medical classification based on genitalia, chromosomes, and/or reproductive organs
- **Assigned at birth** as Male or Female (in most countries); this binary does not always reflect reality
- **Intersex:** anatomy and chromosomes are not consistent with M/F designations

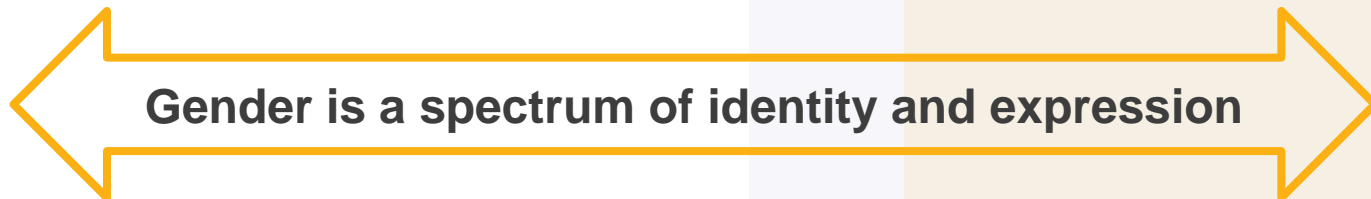


Avoid “hermaphrodite.”



# Gender

- **Gender identity** – one’s core sense of being male or female or both or neither
- **Gender expression** – one’s outward presentations and behavior, how others perceive a person’s gender
- Intersection of sex, gender identity and gender expression produces an authentic sense of gender.



**Gender is a spectrum of identity and expression**

# Gender

## Gender Descriptors

Cisgender

Transgender



Transgendered



## Genders

Man

Woman

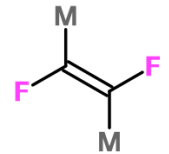
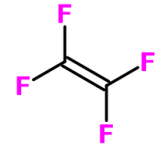
Agender

Nonbinary


Third Gender

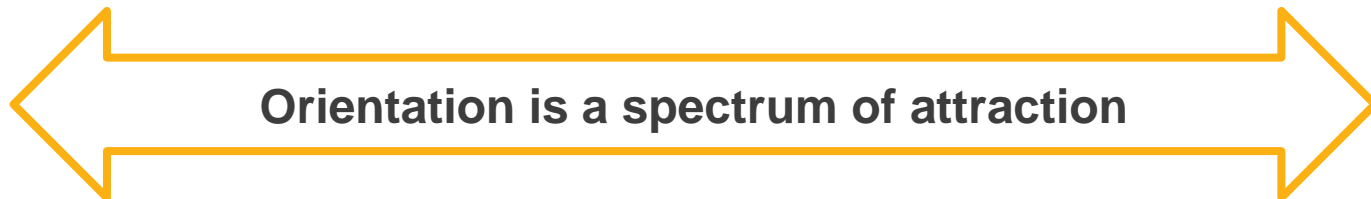
Pangender

Genderqueer



# Orientation

- Type of sexual, romantic, emotional attraction one feels for others, often based on gender
  - Gay
  - Lesbian
  - Bisexual / pansexual
  - Asexual
  - Heterosexual / straight
  -  Avoid “homosexual.”

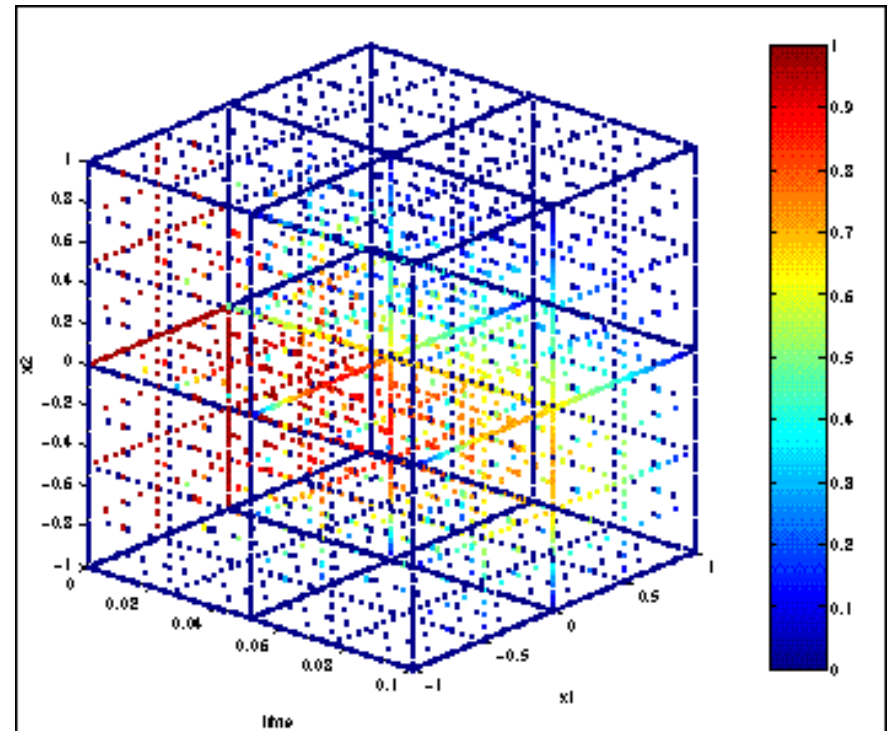




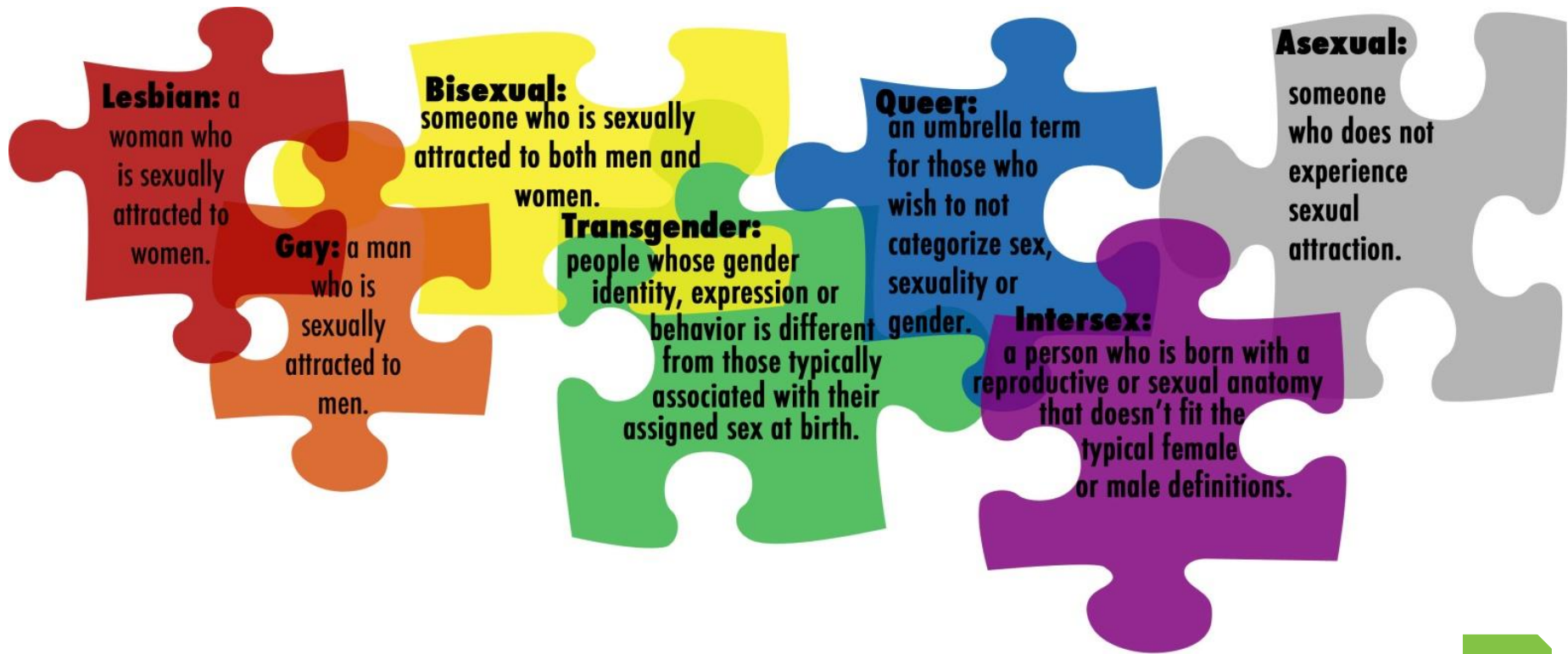
# Sex, Gender, and Orientation

- Sex, gender, and orientation are three different things.
- Each is experienced and expressed in a spectrum of ways.
- They are **not binary** or fixed, not necessarily congruent with societal expectations.

## A multi-dimensional space



# L G B T Q I A



# **LGBTQ+ Experiences**

Normative Assumptions

Identity Development

The Coming Out Process

# Normative Assumptions

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



## Heteronormativity

Assumption that all individuals are heterosexual

## Cisnormativity

Assumption that all individuals are cisgender

# Reframing Normative Assumptions



How would you reframe these normative assumptions?

- What does your wife/husband do?
- Do you have a boyfriend/girlfriend?

**Use inclusive terms.**

**If you make a mistake, apologize.**

## **Break the Binary**

LADIES AND  
GENTLEMEN  
FRIENDS,  
COLLEAGUES,  
DISNTINGUISHED  
GUESTS

GIRLFRIEND/  
BOYFRIEND  
PARTNER, DATE,  
SIGNIFICANT OTHER

# Inclusive Language: Pronouns



- Use gender inclusive pronouns.
- Introduce yourself with name and pronoun.
- Ask if you don't know.
- If you really don't know, singular "they" is gender inclusive.

 Avoid "preferred."

**HELLO**  
My name is:

Please use: **HE, HIM, HIS**

Please use: **SHE, HER, HERS**

Please use: \_\_\_\_\_

Please use: **ZE, ZIR, ZIRS**

Please use: **XE, XEM, XYRS**

Please use: **THEY, THEM, THEIRS**

# Inclusive Language: Honorifics

## A Gender-Neutral Honorific

### Mx: Words We're Watching



Update: This word was added in September 2017.

The gender-neutral *Mx.* is used as a title for those who do not identify as being of a particular gender, or for people who simply don't want to be identified by gender.



*'Mx.'* is a gender-neutral honorific for those who don't wish to be identified by gender. Though the earliest print evidence dates to 1977, the word has only recently become popular.

# Inclusive Language Recap



- Learn and use the correct terminology.
- Use the correct pronouns.
- Use inclusive relationship terms.
  - Date, spouse, partner
  - Use the same terminology the other person uses.
- If you make a mistake, apologize.
- If someone else makes a mistake, correct unobtrusively.

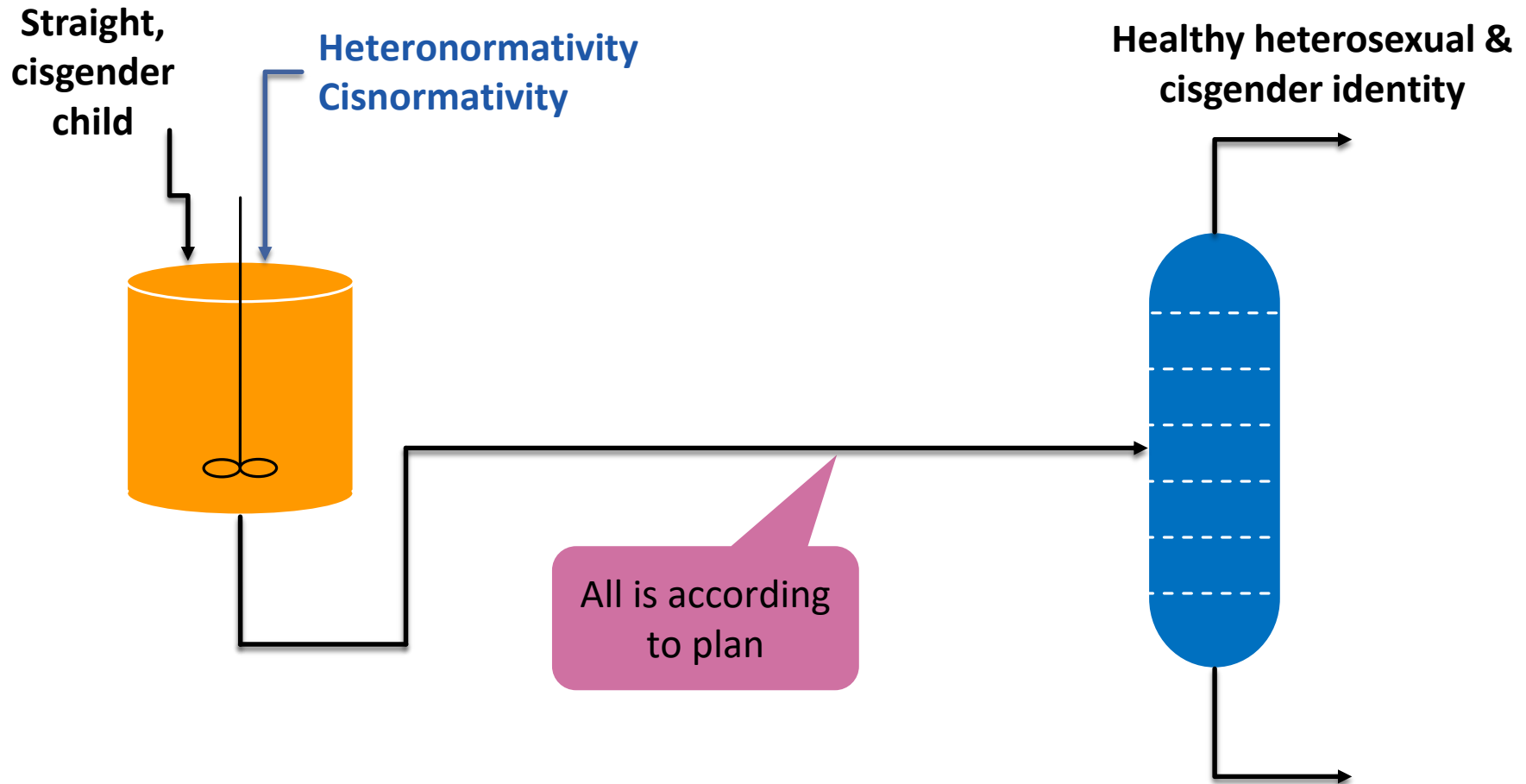


# The Concept of Identity

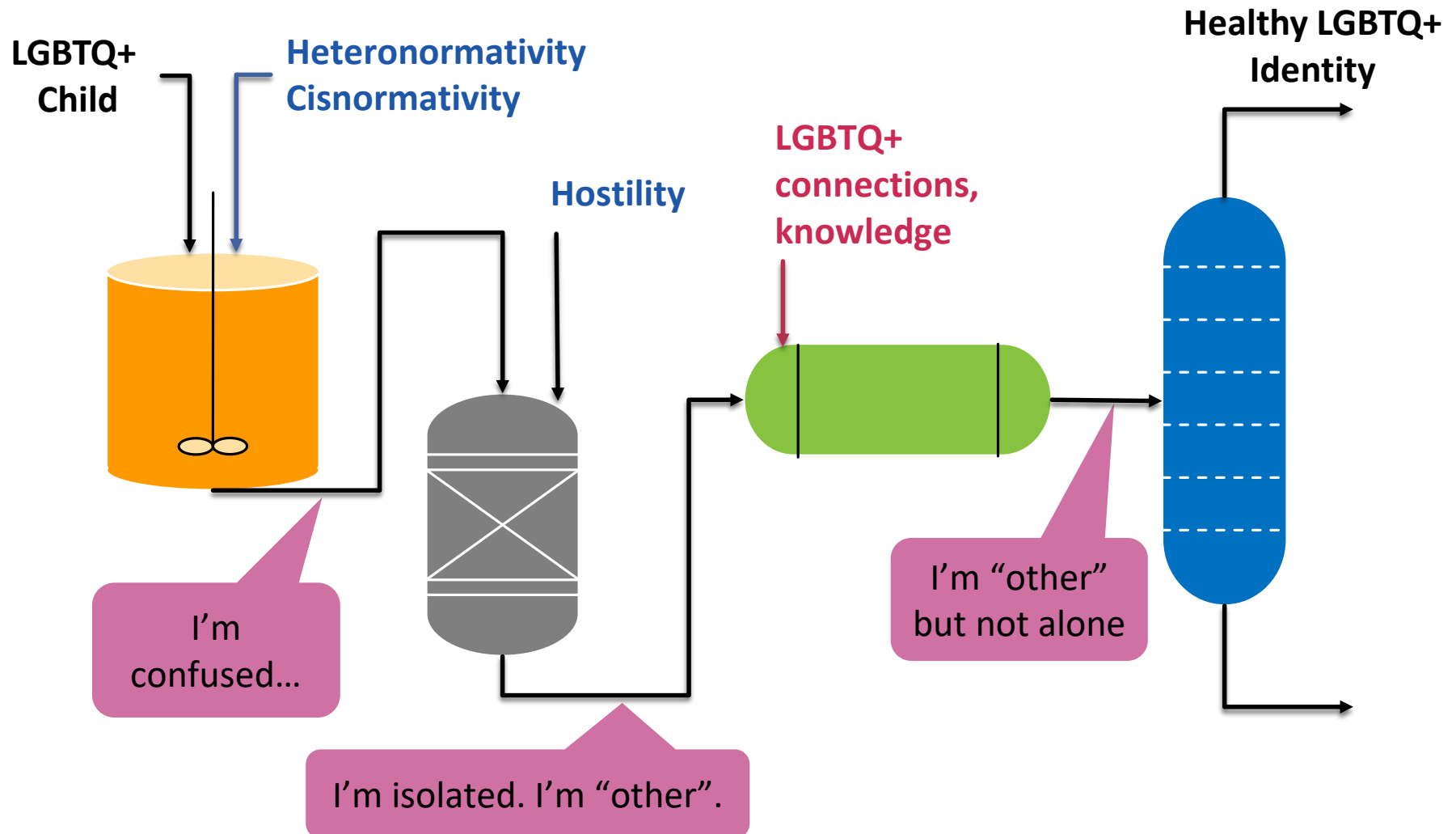
- The multi-faceted concept you develop about yourself that evolves over the course of your life
  - Impacted and influenced by positive/negative factors
  - No right or wrong identity
  - Different people have different identities
  - Shapes how you experience the world



# LGBTQ+ Identity Development Process



# LGBTQ+ Identity Development Process



# Coming Out

The process of accepting one's sex, orientation, or gender identity, and sharing it with others



## In the Closet

Describes a person who has not disclosed their gender identity or sexual orientation

Can be “out” in one context and “closeted” in another

## Outing

Involuntary disclosure of gender identity or sexual orientation

# Coming Out

- It is a nonlinear process.
- It is not a one-time event. It is ongoing, sometimes daily.
- Everyone has different experiences and feelings.
- It's not safe (or desirable) for everyone in every situation. It's a **personal decision**.

**Coming out is a personal choice.**

My friends all know.

I am not telling my parents

**Coming out can be risky.**

I got fired.

I got beat up.

# When Someone Comes Out to You



- Thank them for their trust.
- Respect their confidentiality.
- Let them know this does not change how you feel about them.
- Ask how you can support them.
- Commit yourself as an ally.
- Learn and use the accepted terminology.
- Learn about the LGBTQ+ community and their world.

**How can  
I support  
you?**

# **Inclusive Strategies**

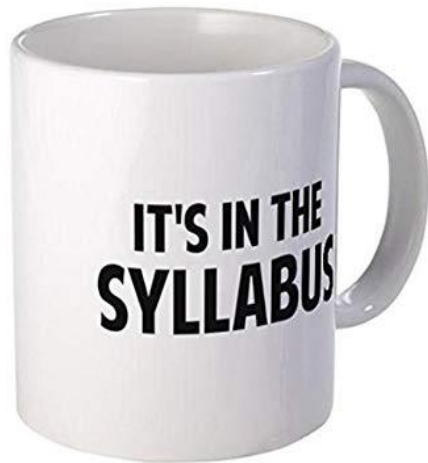
Inclusive Language

Inclusive Classrooms

# Syllabus Statements



What is your commitment to classroom inclusion?



## **Diversity Statement**

Expressing your commitment, your expectations

## **Safe Zone Statement**

Expressing your support

Makes you more visible as an ally/supporter

## **Name/Pronoun Statement**

Expressing your commitment to using lived names and pronouns



# Names and Pronouns



Name:

Birthday:

The pronouns I use are:

Two things I want to learn  
this year:

## Ask for First Names

- Bring a roster with last names only;
- Ask students for first names.

## Ask for Pronouns

- Provide an opportunity for students to tell you their pronouns.
- Use get-to-know-you index cards; or
- Use an online survey.

# Classroom Inclusion Tips



- Be visible as a supporter.
- Highlight contributions of LGBTQ+ engineers.
- Always assume there is an LGBTQ+ student in the class.



# Campus Resources



- Dean of students
- Wellness center
- LGBTQ+ Resource Center
- An out faculty member
- Campus Title IX officer (for now)

# Ally Strategies



- Display a Safe Zone sticker on your office door.
- Include a Diversity/Safe Zone statement on your syllabus.
- Ask for pronouns.
- Include your pronouns in your email signature.
- Use inclusive language whenever a gendered term can be replaced.
- Learn where you can seek information and resources on your campus to be an LGBTQ+ ally.

# Continue to Learn, Grow, Share

## Attend a Level 2 Workshop

### Concepts

- Privilege
- Bias

### LGBTQ+ Experiences

- STEM Climate
- STEM-specific Resources

### Inclusive Strategies

- Inclusive Classrooms

## Join Our Community



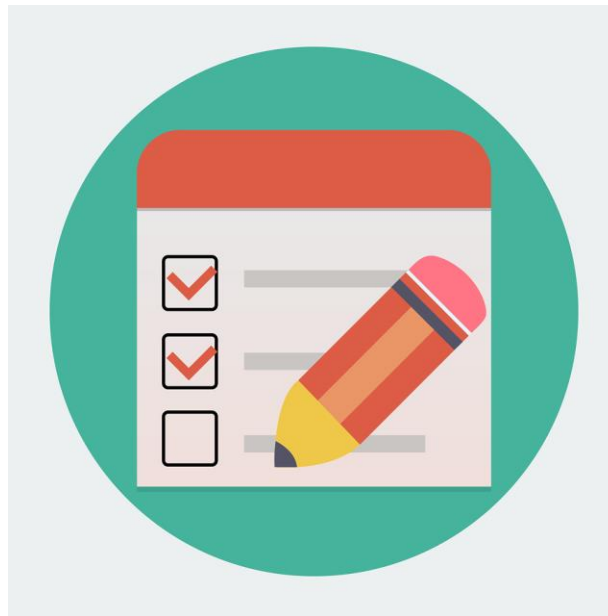
[lgbtq.asee.org](https://lgbtq.asee.org)



# Workshop Evaluation

Tell us how we did!

<https://www.surveymonkey.com/r/SafeZoneLevel1>



## CONTACT US

[diversity@asee.org](mailto:diversity@asee.org)

[lgbtq.asee.org](http://lgbtq.asee.org)

# Thank you!



# Level 1 Safe Zone Ally Training Workshop

## Participant Booklet

*Updated February 2019*

Visit Us Online:

<https://lgbtq.asee.org>



# Level 1 Safe Zone Ally Training Workshop

## Participant Booklet

### Workshop Overview

Thank you for participating in this Level 1 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 articulate the differences between sex, gender, and sexual orientation and define key LGBTQ+ terminology.
- Be able to describe the implications of normative assumptions and gain an understanding of the identity development and coming out process for LGBTQ+ individuals.
- Identify strategies to contribute to inclusive environments for LGBTQ+ individuals.

### Level 1 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 6*)
- Ask for the pronouns a person uses in situations where you have just met a person or are otherwise unsure of their pronouns (*see page 5*)
- Include your pronouns in your email signature
- Use gender-neutral/inclusive language whenever a gendered term can be replaced, both in speech and in writing (*see page 5*)
- Know where to seek support as an ally and for LGBTQ+ students on campus
- Thank and validate individuals who share their identity with you
- Ask (don't tell) individuals who seek allyship from you how you can best support them

## Level 1 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

**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

**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

**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

**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

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

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

**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

### 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 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.

## 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
- National Center for Transgender Equality: <http://transequality.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)
- *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/>
- “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>
- “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 more than 60 workshops and reached more than 1,000 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!>