Safe Zone Ally Training LGBTQ+ 101

Creating a positive and inclusive environment for LGBTQ+ individuals in STEM

ASEE

ASEE ACTION ON DIVERSITY
PROMOTING LGBTQ EQUALITY IN STEM

NSF

BEFORE WE BEGIN

**During the webinar…
Offer feedback!**

**After the webinar…
Survey, Slides & Recording**

QUESTIONS?

Use the chat box at any time...

Or wait until the end!

Safe Zone Icons

Handout: When you see the green "H" on the screen, there is a handout associated with this slide. Find them online at diversity.asee.org/lgbtq/resources/

Caution/Avoid: When you see this icon, you should avoid using the word it is next to when discussing LGBTQ individuals and/or issues.

Activity: When you see the rainbow "A" on the screen, there is an interactive activity associated with this slide.

Introductions

- Alon McCormick (he/him/his)

- Linda Vanasupa (she/her/hers)

- Stephanie Farrell (she/her/hers)

Introductions

- What brought you here?

- What do you hope to learn?

- *Please type your response in the chat window*

Today's Topics

How to Be an Ally

1. Concepts of sex, gender, & sexual orientation
2. Heteronormative and cisnormative assumptions
3. LGBTQ identity development
4. The coming out process
5. Classroom and workplace inclusion strategies
6. Becoming an Ally

Honoring one another

Recognize your communication style

Expect to learn something about yourself and others

Speak clearly and use personal examples when making a point

Participate honestly and openly

Engage in the process by listening as well as speaking

**C**onfidentiality, Curiosity and Charity

Take responsibility for yourself and what you say

What is a 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 is a campus culture that is accepting of people with all sexual orientations, gender identities and gender expressions

SafeZONE
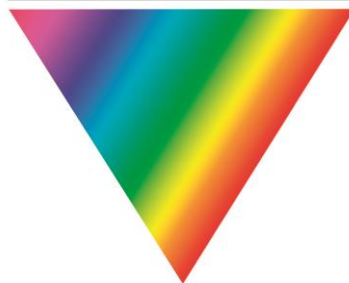
1. Sex, Gender and Orientation

Objective: Differentiate between concepts of sex, gender, & sexual orientation

- Concepts
- Terminology

L G B T Q I A

Lesbian: A woman who is sexually attracted to other women

Bisexual: The space between hetero and homosexual

Queer: An umbrella term from those who wish to not categorize sex, sexuality, or gender

Asexual: Someone who does experience sexual attraction

Gay: A man who is sexually attracted to other men

Transgender: People whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth

Intersex: A person who is born with a reproductive or sexual anatomy that doesn't fit the typical female or male definitions

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LGBTQIA

- 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"

Gender

Sex

Orientation
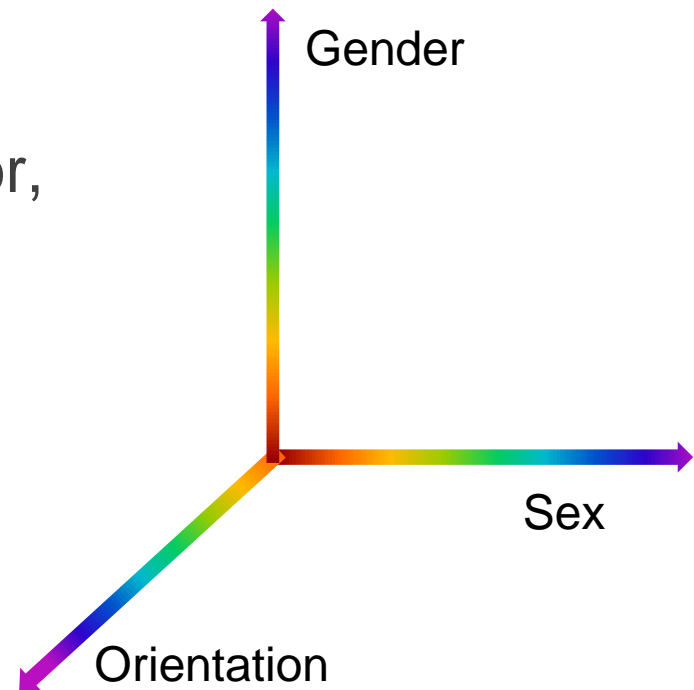
Biological Sex

- Biological or medical classification
- Assigned at birth as Male or Female
  - Intersex – when anatomy and chromosomes are not congruent or are not consistent with M/F designations
  - Avoid "hermaphrodite" ⚠️

Sex is expressed physically in many ways

Biological Sex

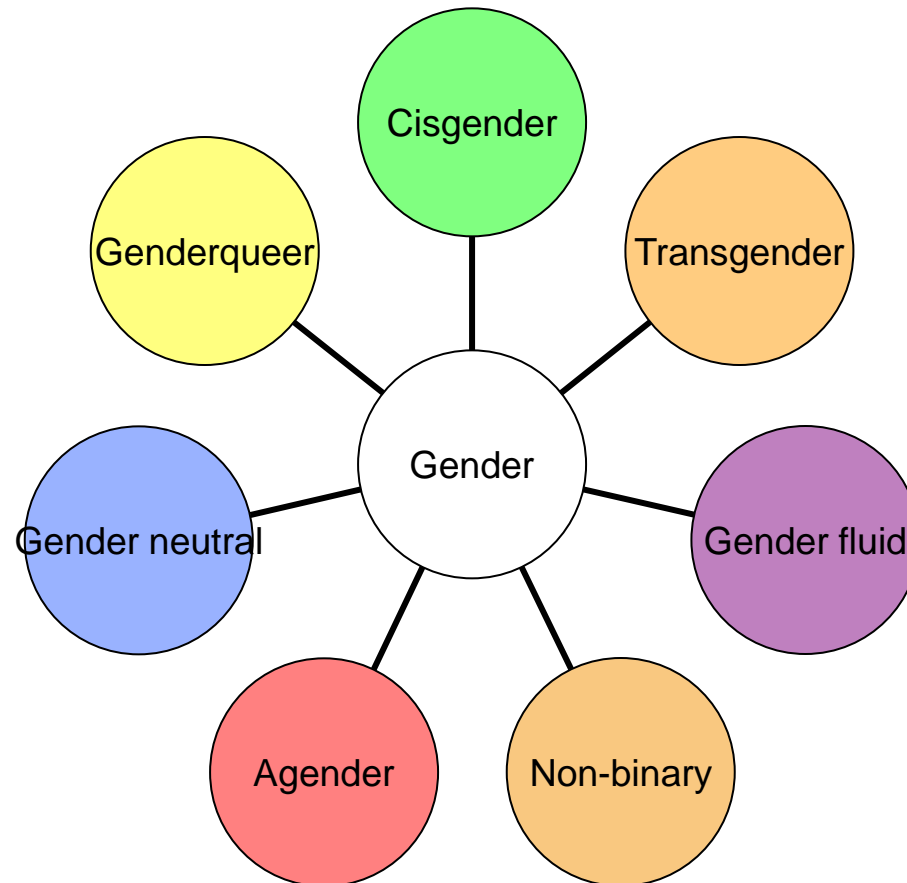- Biological sex is more diverse & beautiful than most people ever consider…
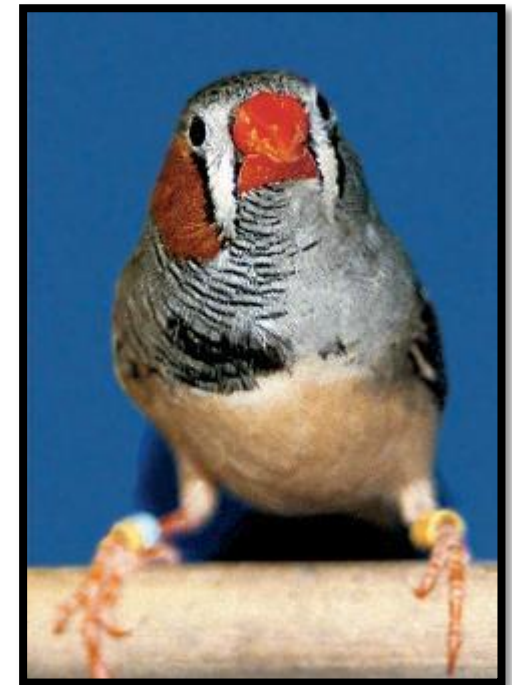
Gender

- **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

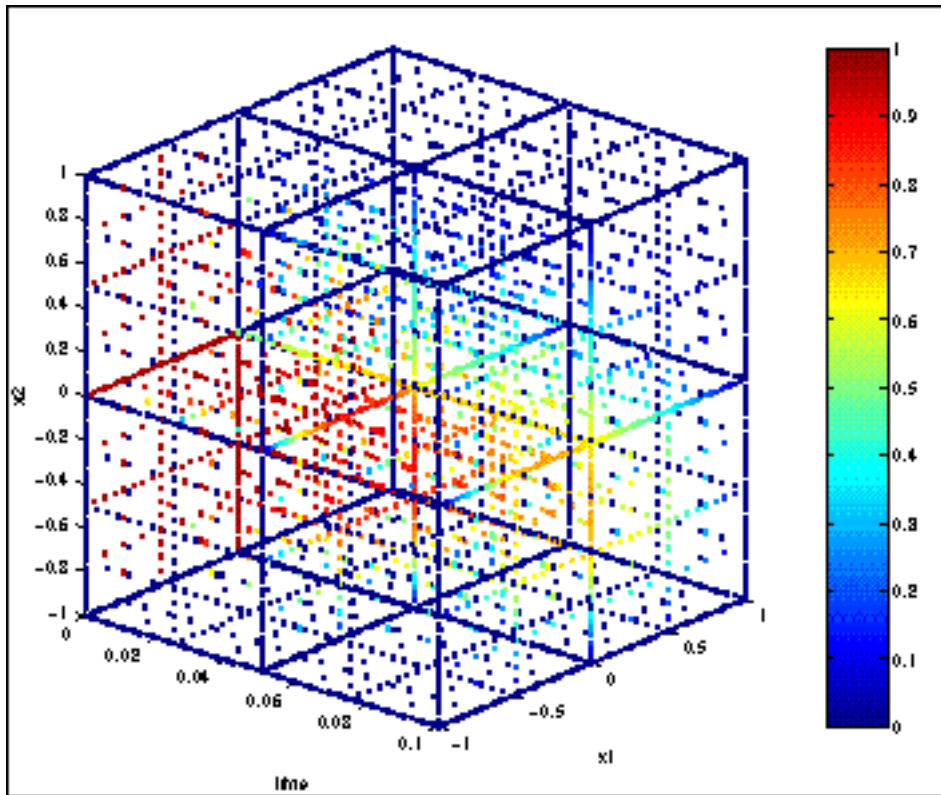Gender is a spectrum of identity and expression

Gender terms

Orientation

• The type of sexual, romantic, emotional attraction one feels for others, often based on gender

- Gay
- Lesbian
- Bisexual / pansexual
- Heterosexual / straight
- Avoid "Homosexual" ⚠️
- Asexual

Orientation is a spectrum of attraction

Sex, Gender and Orientation

A multi-dimensional space

- Sex, gender, and orientation are 3 different things

- Each is experienced and expressed in a spectrum of ways

- They are not binary or fixed, not necessarily congruent with societal expectations
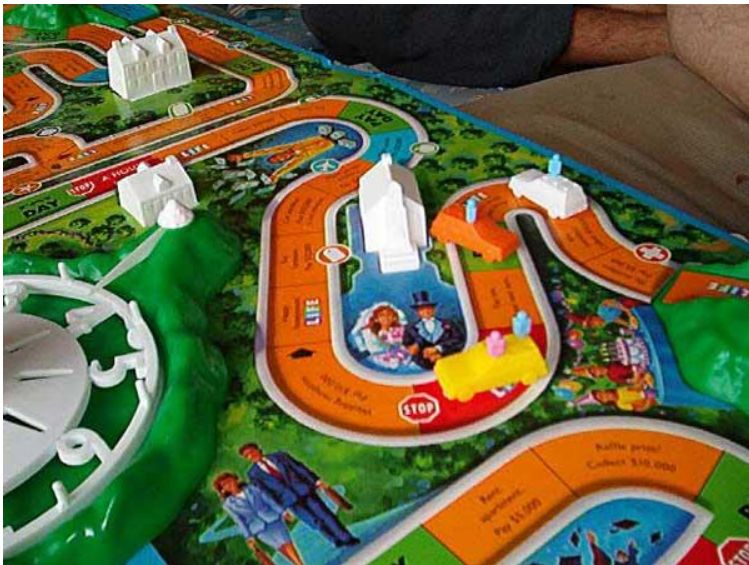
2. Identity Development

Objectives:

1. Identify/recognize heteronormative and cisnormative assumptions

2. Compare LGBTQ and non-LGBTQ identity development

Normative assumptions

Normative – adj. relating to an ideal standard or being based on what is considered the correct way of doing something

Heteronormativity – the assumption that all individuals are heterosexual

Cisnormativity - the assumption that all individuals are cisgender

Cis / Heteronormativity

- Are subtle and pervasive
- Can imply that non-conformance is abnormal, undesired
- Leads to marginalization of those who do not conform to societal expectations
- If people are assumed cis/het by default, then LGBTQ folks have to explain that they are different

Identity development process
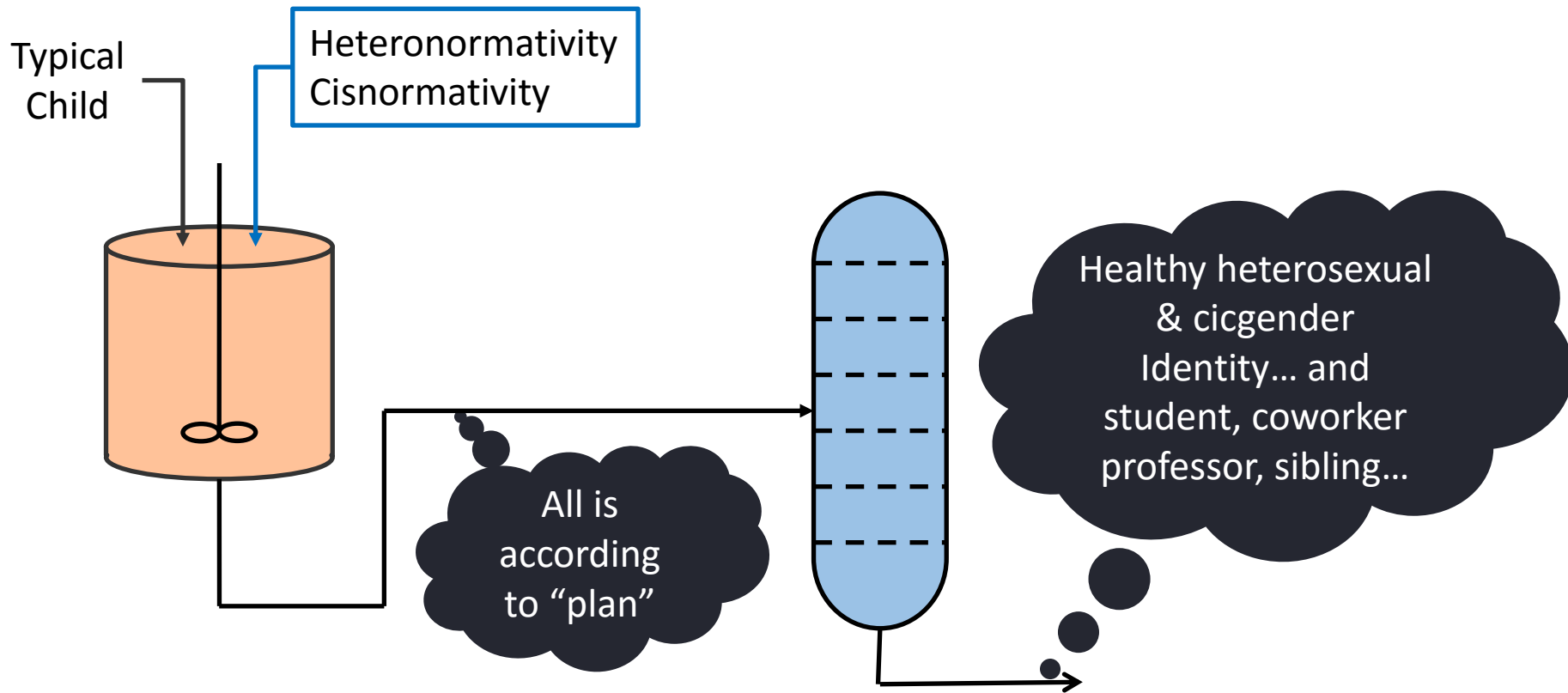
Identity development process
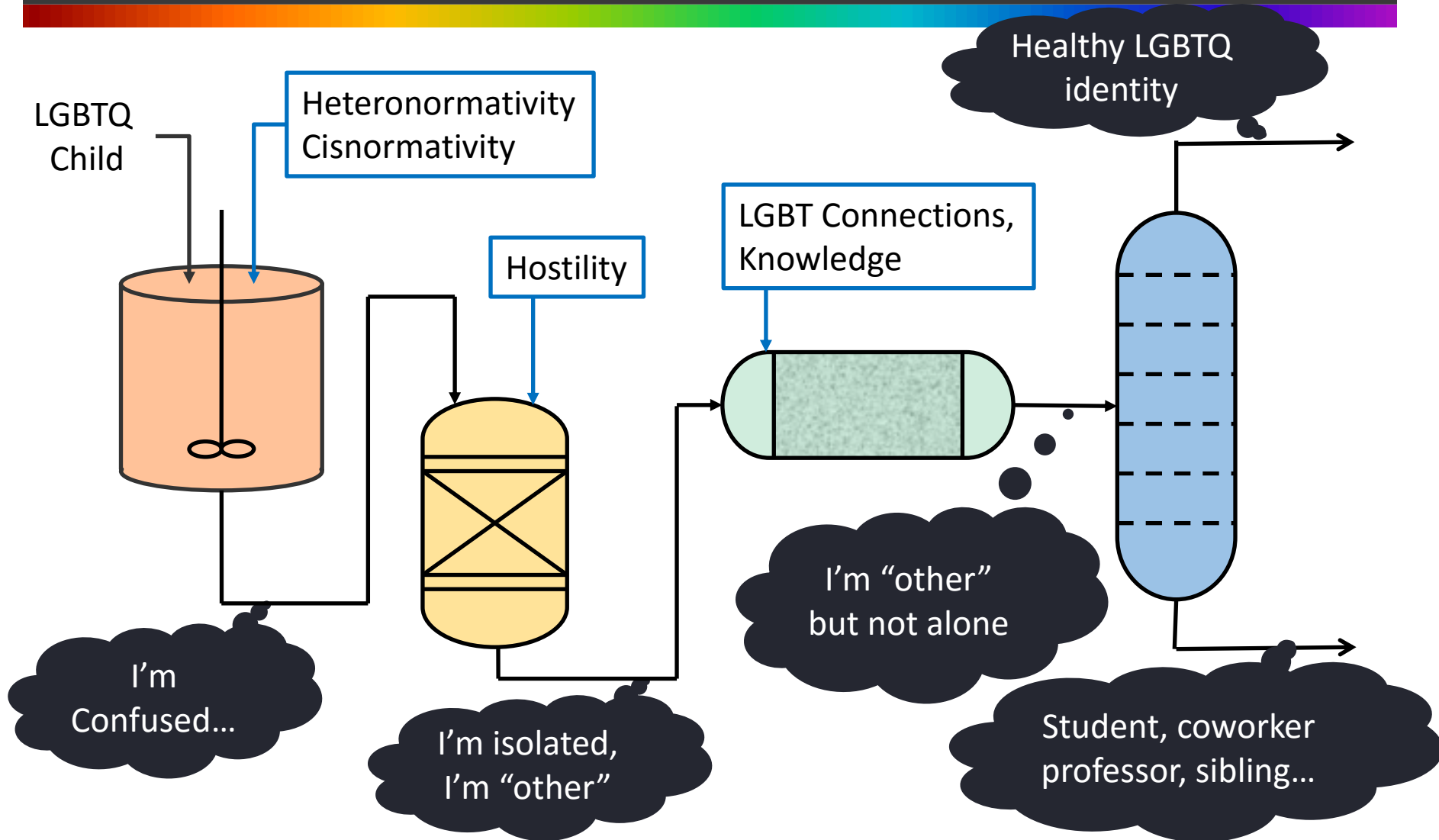
Integration and intersection

Coming out

Objective:

- Explain and support the coming out process

3. Coming Out

➚ **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

Risks of coming out

The importance of coming out

James Fitterling (2016)
Dow President and gay man
"For years I paid the penalty of trying to live separate work and personal lives. [when I came out] it was a huge burden lifted."

since.

woman, embrace it. Turn it into an asset."

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 <u>personal</u> decision

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

4. Inclusion strategies

- Objective: Use strategies to make your class and workplace more inclusive

Recognize and Leverage Privilege

Use Inclusive Language

Use a Syllabus Inclusion Statement

Respond to Bias

Become an Ally

The ally spectrum

An ally is a member of the majority group who rejects the dominant ideology and advocates *with and for* an oppressed population

Behold, the Straight for Equality **Ally Spectrum**®:

The "I'm not really an ally... but I'll listen." Ally

The "I'm starting to get it." Ally

The "I really said it!" Ally

The "I'm focusing my time on learning." Ally

The "I'm talking about LGBT equality!" Ally

The "I'm Super Ally! Let's change some laws." Ally

the straight for equality ally spectrum®

Heterosexual / Cisgender Privelege

- Acceptance and support from your parents and religious community
- Being allowed to use the restroom of your gender identity
- Adopting your children
- Access to STEM role models
- Being judged in the job by your talents (instead of sexual orientation or gender identity)

Responding to bias

When you hear an inappropriate (biased) comment or joke

- <u>Assume</u>: An LGBTQ individual is present
- <u>Ask yourself</u>: What message do you send by not responding?
- <u>Think about</u>: The difference between an ally responding and the LGBTQ individual responding

Examples of bias

1. A student makes a homophobic joke in class

2. A boss makes a derogatory comment about LGBTQ people

3. A woman noticed a wedding photo in the office of a gay colleague. She commented to co-workers, "I don't care if he's gay, but does he have to flaunt his sexuality?" (She has photos of "traditional" wedding/family in her office)

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Responding to bias

- What do you mean by that?

- I'm surprised to hear you say something like that.

- I feel uncomfortable when I hear you talk about a person/group that way.

- I know you meant it as a joke, but I find it offensive.

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Reframing normative assumptions

How would you reframe these normative assumptions?

- What does your wife/husband do?
- Do you have a boyfriend / girlfriend?
- Forms that ask gender: Male or Female?

"Dear Dr.& Mrs. Rivera..." (from an invitation)

Gender *
○ Male ○ Female

⚠ Please select one of these options.

Inclusive language

- 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

Inclusive classroom

- Bring a roster with last names only. Ask students what they want you to call them and record this name.
- Ask students their names and pronouns on the first day of class (see handout)
- Put a diversity statement on your syllabus (see handout)
- Put a safe zone statement on your syllabus (see handout)
- Tell students where to find the nearest gender-inclusive restroom
- Use multicultural examples –
  - highlight contributions of LGBTQ scientists and engineers
  - use LGBTQ-relevant examples
- Address bias in the classroom

How to be visible as an ally

- Attend or advise LGBTQ group meetings
  - https://www.ostem.org/
- Be visible
  - Sign on door or in office
  - Syllabus
  - Lectures
  - Events on campus
- Stand with your LGBTQ colleagues

SafeZONE

OFFICE HOURS:

Because this is likely the first course you will take... wish to be as accessible to you as possible. As s... encourage students to come to us at any time. D... him in his office or in the Projects Lab (MEB 352...

NONDISCRIMINATION AND DISABILITY ACCE...

We, the instructors of CH EN 1703, expect our cl... it... a vital career skill to be able to work harmoniously with a diversity of individuals and draw on their unique strengths. We 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 should work to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment with regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran. The University seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 801-561-8365 (V/TDD).

Upon request, this information is available in alternative formats, such as cassette, Braille, or large print.

About the Project

- Project Overview
- Facilitator Trainings
- Virtual Community of Practice
- Safe Zone Workshops

Find us online! ⟶ diversity.ASEE.org/lgbtq

Upcoming Workshops

Online Workshops

• Discrimination and Bias through an LGBTQ Lens —
Tuesday, November 21 (2 – 3:30 PM, ET)

• LGBTQ in STEM and Action Strategies for Allies —
Tuesday, December 5 (2 – 3:30 PM, ET)

Click the orange links to register!

Thank you!

diversity.asee.org/lgbtq

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