SAFE ZONE

LGBTQ Ally Training

Level 2 Online Workshop

March 30, 2017

Creating a positive and inclusive environment for LGBTQ individuals in STEM
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/](https://diversity.asee.org/lgbtq/resources/)

**Activity:** When you see the rainbow “A” on the screen, there is an interactive activity associated with this slide.
About the Project

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

Find us online! diversity.ASEE.org/lgbtq
Coming Soon

Online Workshops:

**Deep Dive: Focus on Intersectionality**
April 24, 2017 at 2 PM, ET
Register here!

Face to Face Workshops:

**2017 ASEE Annual Conference**
Columbus, OH — June 25 – 28, 2017

Coming to a Professional Conference Near You?

Help us get the word out! Contact Stephanie Farrell at farrell@rowan.edu
Agenda

- STEM climate
- Disrupting discrimination
- Awareness of trans issues
- Safe Zone conduct
- Resources
Ground Rules

**R**ecognize your communication style

**E**xpect to learn something about yourself and others

**S**peak to a point using personal examples, not generalizations

**P**articipate honestly and openly

**E**ngage by listening as well as speaking

**C**onfidentiality, Curiosity and Charity

**T**ake responsibility for yourself and what you say
Today’s Facilitators

Anthony Butterfield
Associate Professor, Chemical Engineering
University of Utah

Preferred Pronoun: He/His/Him

Robyn Sandekian
Managing Director, Mortensen Center in Engineering for Developing Communities
University of Colorado Boulder

Preferred Pronoun: She/Her/Hers
Today’s Moderator

Stephanie Farrell
Professor and Founding Chair of Experiential Engineering Education, Henry M. Rowan College of Engineering
Rowan University

Preferred Pronoun:
She/Her/Hers
Introductions - Tony Butterfield

The 1990’s

The 2010’s
“Pretending to be something you’re not takes a huge amount of energy.”
- Former NOGLSTP chairwoman Rochelle Diamond

“I don’t want people saving a quarter of their brain to hide who they are. I want them to apply their whole brain to their job.”
- Paul Reed, CEO, Integrated Supply & Trading, BP
Is All Diversity Good?

“As a member of ASEE for a number of years, I have been rather fascinated by diversity articles in Prism and on the website. The commentaries seem to suggest that diversity is to be strongly promoted in education: Any and all diversity is good and therefore should be encouraged. But is diversity in sexual preference good if:

• The behavior takes 5 to 15 years off a person’s life expectancy?
• The behavior proliferates sexually transmitted diseases?
• The behavior promotes a sexually promiscuous lifestyle?
• The behavior is addictive and abusive?

We would do well to teach the truth about the homosexual/lesbian/bisexual/transgender lifestyle.”

--ASEE Member
Still an Issue
February 2017

“The AIChE has, like so many other business entities, fallen for worldly re-definitions of diversity and inclusion. Back in the "old days", diversity addressed traits such as the color of someone’s skin or ethnic background, which are God-given and cannot be altered. Now, it has been expanded to include behaviors. This is a serious mistake.

LGBTQ behaviors distort the natural order of gender and sex which has been given to us by our Creator God. Why should this be celebrated?

…”

https://www.aiche.org/chenected/2017/02/tony-butterfield-featured-lgbtqcheme-professional
Climate Vocabulary

Climate

• **Campus Climate**
• **Chilly Climate**
• **Climate Change**
Why climate matters

The U.S. needs 1 million additional STEM graduates by 2022

President's Council of Advisors on Science and Technology (2012)

Most viable way to achieve this is to Increase retention

One of the key reasons for leaving STEM is Chilly climate

President's Council of Advisors on Science and Technology (2012)

Creating an inclusive climate benefits ALL students

Diversity is essential to the intellectual and social development of ALL students


Creating an inclusive climate

30%↑

Employee engagement
Human Rights Campaign (2014)

Diversity increases Innovation and productivity

Herring (2009)
Who Are Our Students?

• Survey of 141,189 incoming full-time undergraduates at 199 4-year US colleges and universities

• LGBTQIA+

• Self-identify as:

What’s the Opinion?

- The average student and faculty opinion on LGBTQ rights.

Acceptance has been steadily increasing.

Students & young faculty may not see eye-to-eye with the older generation.

http://www.pewforum.org/2016/05/12/changing-attitudes-on-gay-marriage/
How Is an Incoming LGBT Freshman Different?

- A classroom has more often been a threatening environment.
  - How to welcome in?
- Peers, in their experience, have been greater threats.
  - Social & study groups?
- Depression and accompanying risky behaviors are significantly more prevalent.
  - Campus services available?


A nationwide CDC survey of 15,000 high school teens.
How Is an LGBT Student Different?

• This minority group of students often does not share their minority status with the rest of their family.
  • About 1/3 have inadequate support from parents*. 
  • Low parental support associated with negative outcomes.

• More often, do not have familial support or may lose it mid-academic career.
  • Financial challenges.
  • Holidays?

We have a problem

Anti-LGBTQ bias, discrimination, and hostility in the classroom and workplace

<table>
<thead>
<tr>
<th>CAMPUS CLIMATE</th>
<th>WORKPLACE CLIMATE</th>
<th>REPRESENTATION @ FEDERAL AGENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>62%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Experienced discrimination / harassment</td>
<td>Hear homophobic jokes</td>
<td>STEM</td>
</tr>
<tr>
<td>37%</td>
<td>53%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Not comfortable in the classroom</td>
<td>Hide LGBT identity at work</td>
<td>Non-STEM</td>
</tr>
<tr>
<td>30%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Seriously considered leaving</td>
<td>No workplace antidiscrimination protection</td>
<td></td>
</tr>
</tbody>
</table>

HRC (2014)
Surely the Climate is Better in STEM?

In comparison with faculty in other departments, STEM faculty are:

• Most likely to observe and experience exclusionary behavior

• Least comfortable in their departments

Faculty who are not comfortable are >2.5 times more likely to consider leaving their jobs

Patridge, et al., JWMSE (2014, p. 91)
Openly Queer in STEM?

Being out is positively correlated with sense of inclusiveness of a particular environment

- 30% of LGBT STEM professionals are not out to most of their colleagues.
- LGBT STEM professionals are more likely to come out if they believe their workplace is supportive.

Heteronormative Climate

- Heteronormative statements and assumptions
- Unwelcoming environment – discussions of equality, power, hostility are not considered appropriate
- Gendered conceptions mapped to orientation
- Passing and covering demands
Navigating Engineering Culture

- Passing and covering strategies
- Achieving expertise
- Compartmentalization
Effects

- Burden of identity
- Social and academic isolation
- Anxiety over job security
Don’t Ask, Don’t Tell

LGBTQ professionals top 5 concerns

1. Might not be considered for advancement
2. Possibility of losing connections/relationships with co-workers
3. Possibility of rejection
4. Talking about sexual orientation or gender identity might be considered unprofessional
5. Belief that it is not co-workers’ business
Microaggressions

These thousand tiny cuts come with a constant subtext that these are not your peers, this is not your expertise, this is not your world

- Kristin Milton
Spatial Professional

STEM Women.net
Everyday Examples

“Dear Dr. & Mrs. Rivera...”
(from an invitation)

“Why are you not married yet?
Where is your boyfriend?”

“This is my gay best friend.”

“... I’m not being homophobic, you’re just being too sensitive...”
Responding to bias

- We all make mistakes! It’s OK. Apologize, correct it and move on.
- Try to be self-aware, listen to your language
- If you hear a microaggression
  - Call it
  - Own it
  - Stop it

- When people say _____, It makes me feel like _______ because it sounds like ________

- Example: When people say things like that, it upsets me because it sounds like a stereotype that lesbians are not feminine
Trans 101

- Trans terminology and concepts
- Trans facts and figures
- Trans microaggressions
- Trans issues at work and in the classroom
- Trans-inclusive policies at school and at work
- How to be an ally to trans people
Trans terminology and concepts

- Sex, gender, and orientation are different and non binary
- Transgender individuals may opt to change physically via hormone therapy, gender affirming surgery, and cosmetic procedures
- The authenticity of gender should not be judged by hormone therapy or surgery

- Cisgender
- Transgender
- Nonbinary
- Transexual/Transsexual
- Gender Nonconforming
- Genderqueer
- FtM, MtF
- AFAB, AMAB

Male
Masculine

Female
Feminine

Gender (internal)
Gender Expression (external)
Sex (medical opinion at birth)
80% of trans students feel unsafe at school because of their gender expression.

58.7% of gender non-conforming students have experienced verbal harassment in the past year because of their gender expression, compared to 29% of their peers.

49% of trans people reported physical abuse in a 2007 survey.

50% of trans people have been raped or assaulted by a romantic partner.

Trans people of color are 6x more likely to experience physical violence when interacting with the police than white cisgender survivors of violence.

41% of trans people have attempted suicide.

1 in 5 transgender people have experienced homelessness at some point in their lives.

1 in 8 have been evicted due to being transgender.

www.transstudent.org
TRANSGENDER WORKERS
WORK AS HARD, DENIED HEALTHCARE & LEAVE

THE PROBLEM
LACK OF UNDERSTANDING OF TRANSGENDER HEALTH NEEDS

Employers and health insurance companies often discriminate and/or erroneously assume health care for transgender workers is not medically necessary.

THE IMPACT
TRANSGENDER WORKERS DENIED NEEDED HEALTHCARE AND LEAVE:

- DENIED HEALTH COVERAGE AND CARE
- DENIED NEEDED MEDICAL LEAVE

THE SOLUTION

EQUAL ACCESS TO HEALTHCARE AND LEAVE
Pass or amend laws to end inappropriate healthcare and medical leave exclusions for transgender workers

EMPLOYER POLICIES
Employers can extend needed health insurance and leave to transgender workers
Trans etiquette – What NOT to say

Be respectful

Are you trans?

Wow! I could barely even tell! You look so normal!

Have you had any, you know, surgeries? I’m just curious.

Do you have to take hormones?

Be respectful
Trans issues—The Bathroom

Various state and local legislature bills
Based on fear of assault in bathrooms

- Data shows ZERO incidents of misconduct BY transpeople
- Quite the contrary – reports of transpeople denied, harassed, or assaulted when using the bathroom of their gender identity
  
  [Image of unisex bathroom sign]

- Laws may violate Title IX
- Consider academic consequences of no access to safe facilities

[Links]
http://www.snopes.com/kroger-unisex-bathroom-sign/
http://mic.com/identities
Trans issues—Beyond the Bathroom

- Health insurance coverage
- Being allowed to conduct personal business by phone
- Locker room (personal) safety
- Government issued identification
- Based on birth certificate irrelevant of anatomy, appearance or identification?
- Dating
- Being mislabeled
- Concern over loss of housing or job
- Finding clothes and shoes that fit
- Etc., Etc.
US DOE Title 9 Resource Guide


April 2015
Provides Additional details and guidance on LGBTQ protections

RESCINDED: February 23, 2017
How to be a trans ally

- Use correct name and pronouns
- Educate yourself about trans issues through campus resources (LGBTQ+ Center website, workshops, etc.) and online
  - Don’t rely solely on trans people in your life to educate you!
- Use cis-privilege to disrupt misconceptions and respond to bias.
- Correct misgendering and similar mistakes. Support the education effort.
- Use gender-neutral pronouns in class/workplace/emails when no gender is needed
- Advocate for gender-neutral bathrooms on campus and in workplace
Resources

• 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)
  • *The Whipping Girl* by Julia Serano (Manifesto)
  • *Trans-Sister Radio* by Chris Bohjalian (Literature)
  • *Transgender Rights* by Paisley Currah, et al (Law/Policy)
  • *She’s Not There – A Life in Two Genders* by Jennifer Finney Boylan
• Films:
  • “No Dumb Questions”
  • “Just Call me Kade”
  • “Headspace” (4 minute short film)
What Would You Do?...

• Using Case Studies
  • Use what you have learned in this webinar to react to a given case study.
  • Each group will be given 10 min and a unique case where a microaggression is made against someone who is LGBTQ.

• Read & discuss your group’s case study.
  • What are the consequences of the events described in your group’s case study?
  • Allow a couple minutes for discussion.
  • What would be your response?

• Co-facilitators will report back to the everyone about potential responses.
Organize Support

- Schools with queer-supportive clubs show:
  - 36% lower odds of LGB students fearing for safety
  - 52% lower odds of encountering homophobic comments
  - 30% less likely to be victimized for being LGB (or perceived as LGB)

- In general:
  - Increased social connections correlate with academic success.
  - Early connections with peers and faculty are best.


Student / Professional Resources

- o-STEM - [www.ostem.org](http://www.ostem.org)
- NOGLSTP - [www.noglstp.org](http://www.noglstp.org)
- MENTORNET - [www.mentornet.net](http://www.mentornet.net)

Spread the Word!

Join!

Start an oSTEM chapter!
Resources

Parents, Families and Friends of Lesbians & Gays (PFLAG)
www.pflag.org

Gay, Lesbian & Straight Education Network (GLSEN)
www.glsen.org

Gay and Lesbian Alliance Against Defamation (GLAAD)
www.glaad.org

Lambda Legal
www.lambdalegal.org

Out and Equal
http://www.outandequal.org/

National Center for Transgender Equality
http://transequality.org
(202) 903-0112

The GLBT National Youth Talkline
(youth serving youth through age 25):
(800) 246-7743

The Trevor Project (suicide hotline):
(866) 488-7386

The Gay & Lesbian National Hotline:
(888) 843-4564
Questions?

Robyn

Tony

Stephanie
Thank you!

[Link to diversity.asee.org/lgbtq]

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