

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/



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

About the Project



ASEE ACTION ON DIVERSITY

**PROMOTING LGBTQ
EQUALITY IN STEM**



- 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!](#)

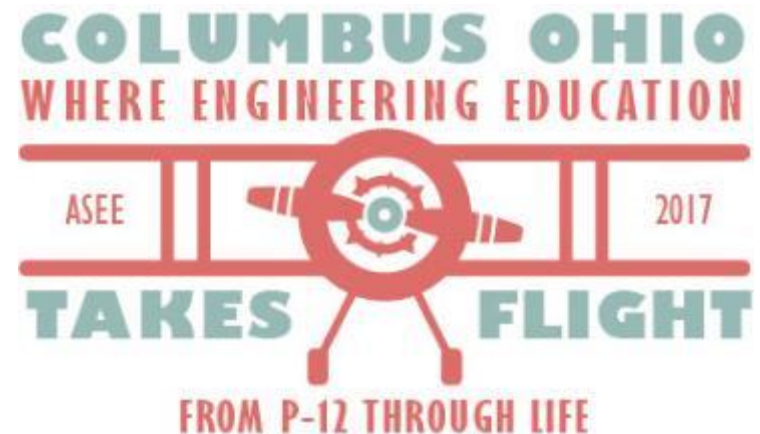
Face to Face Workshops:

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

Recognize your communication style

Expect to learn something about yourself and others

Speak to a point using personal examples, not generalizations

Participate honestly
and openly

Engage by listening
as well as speaking

Confidentiality, Curiosity
and Charity

Take 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

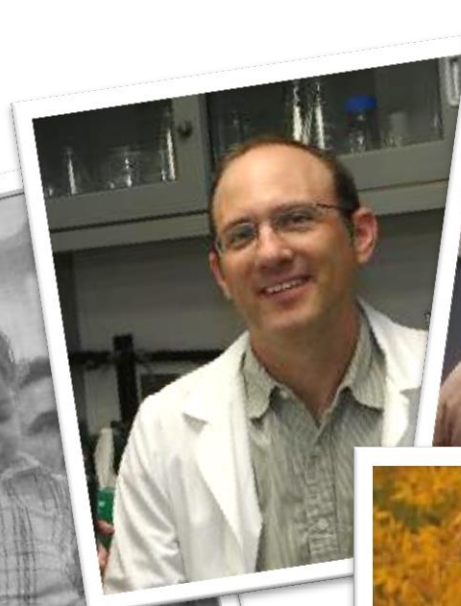
*Professor and Founding Chair of
Experiential Engineering Education, Henry
M. Rowan College of Engineering*

Rowan University

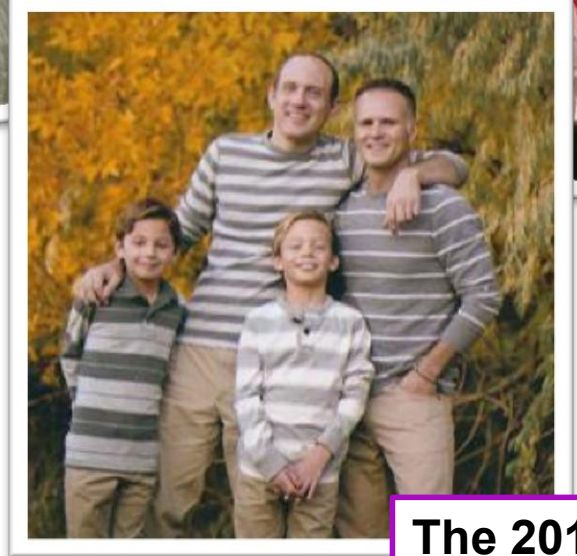
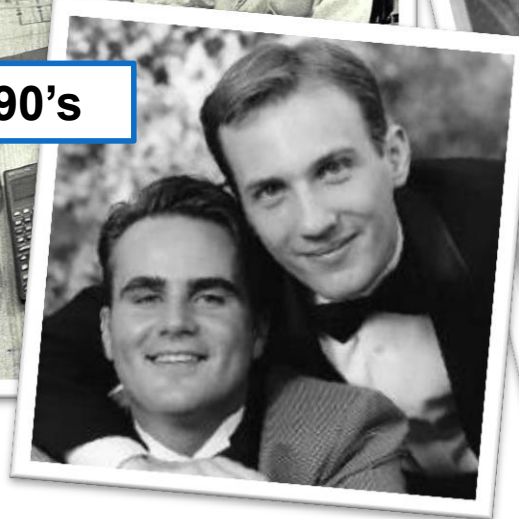
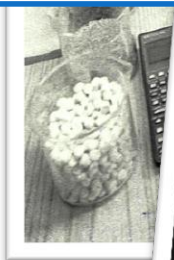
Preferred Pronoun:

She/Her/Hers

Introductions - Tony Butterfield



The 1990's



The 2010's

Introductions – Robyn Sandekian



This is me.



Then....

Now....



This is also me!

“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

A letter from a reader to ASEE Prism

September 2013



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:

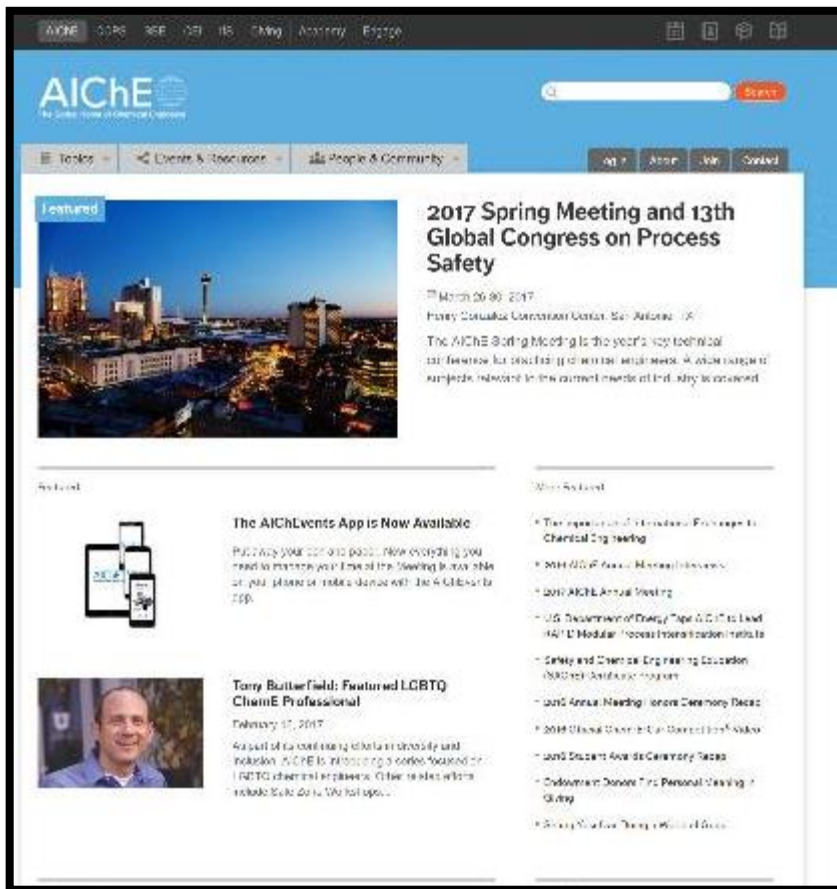
- The behavior takes 5 to 15 years off a person’s life expectancy?
- The behavior **proliferates** sexually transmitted diseases?
- The behavior promotes a sexually promiscuous lifestyle?
- The behavior is addictive and abusive?

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?

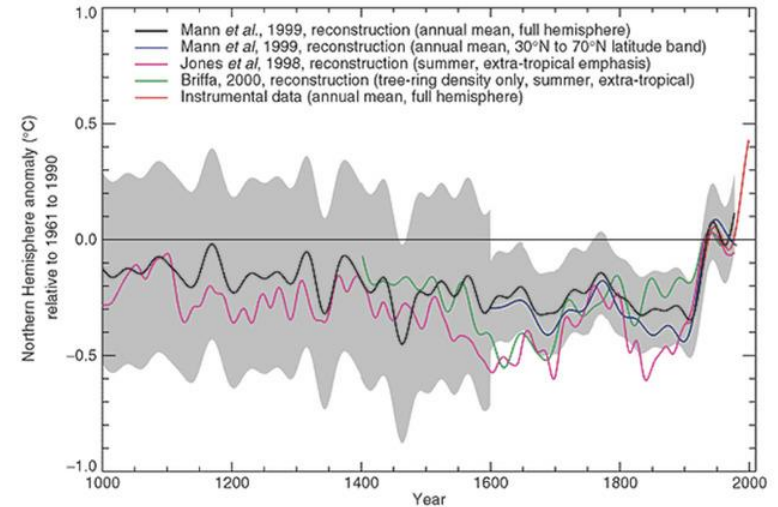
...”

<https://www.aiche.org/chenected/2017/02/tony-butterfield-featured-lgbtq-cheme-professional>

Climate Vocabulary

Climate

- *Campus Climate*
- *Chilly Climate*
- *Climate Change*



Why climate matters

34%↑

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

Milem (2003), Smith (2010), Reason (2006)

Creating an inclusive
climate

30%↑

Employee engagement

Human Rights Campaign (2014)

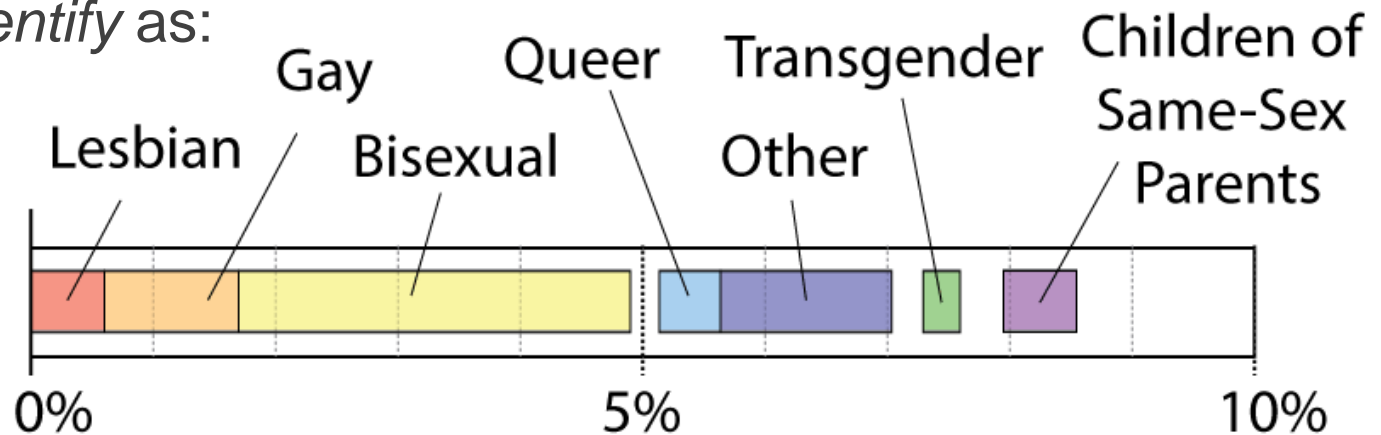
Diversity increases

**Innovation and
productivity**

Herring (2009)

Who Are Our Students?

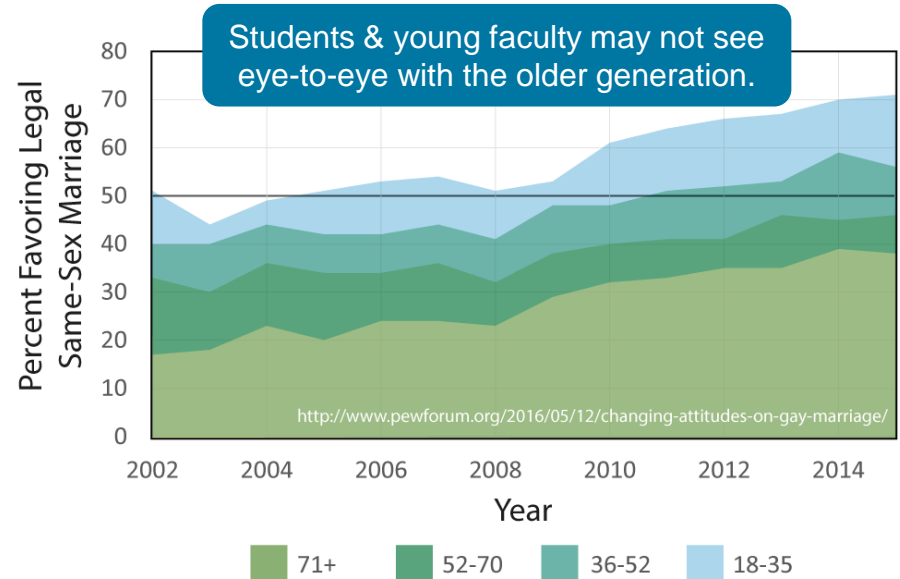
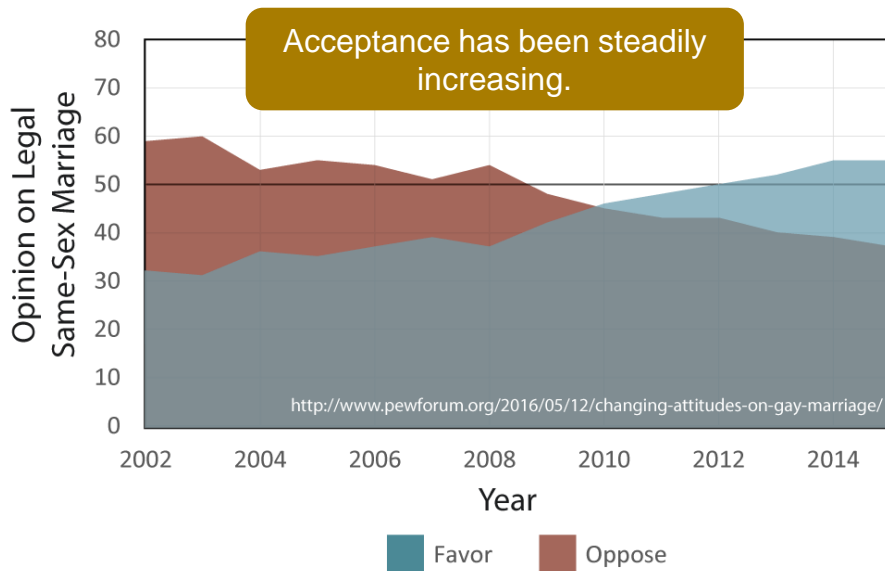
- Survey of 141,189 incoming full-time undergraduates at 199 4-year US colleges and universities
- LGBTQIA+
- *Self-identify as:*



Eagan, K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Hurtado, S. (2014). *The American freshman: National norms fall 2014*. Los Angeles: Higher Education Research Institute, UCLA.

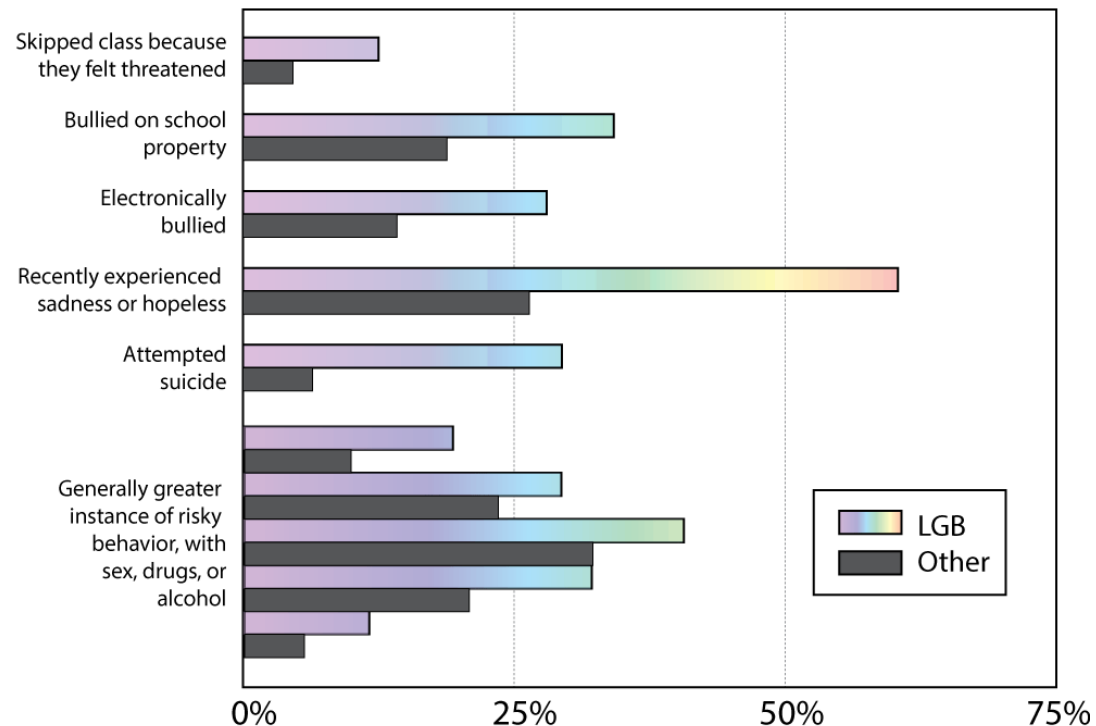
What's the Opinion?

- The average student and faculty opinion on LGBTQ rights.



How Is an Incoming LGBT Freshman Different?

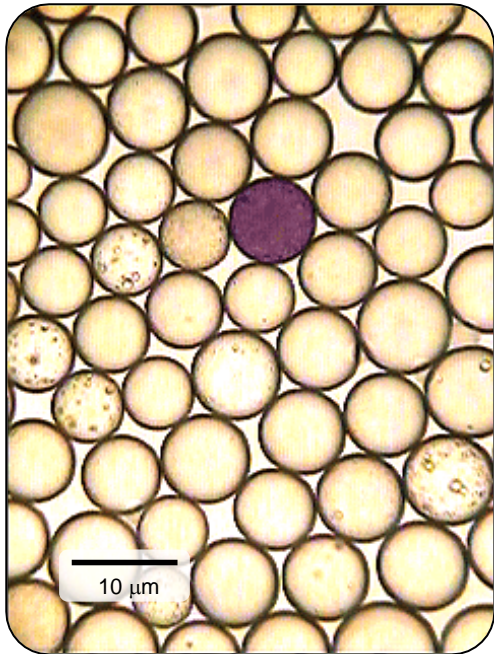
- A classroom has more often been a threatening environment.
 - How to welcome in?
- Peers, in their experience, have been greater threats.
 - Social & study groups?
- Depression and accompanying risky behaviors are significantly more prevalent.
 - Campus services available?



Kann, L. (2016). Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9–12—United States and Selected Sites, 2015. CDC MMWR. Surveillance Summaries, 65.

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?

* Rothman, Emily F., et al. "Parents' supportive reactions to sexual orientation disclosure associated with better health: Results from a population-based survey of LGBT adults in Massachusetts." *Journal of homosexuality* 59.2 (2012): 186-200.

We have a problem

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

29% **37%**

Experienced
discrimination
/
harassment

Not
comfortable
in the
classroom

30%

Seriously
considered
leaving

Rankin (2010)

**CAMPUS
CLIMATE**

62% **53%**

Hear
homophobic
jokes
HRC (2014)

Hide LGBT
identity at
work
HRC (2014)

52%

No workplace
antidiscrimination
protection

Movement Advancement Project

**WORKPLACE
CLIMATE**

2.7%

STEM

3.4%

Non-STEM

Cech (2015)

**REPRESENTATION
@ FEDERAL
AGENCIES**

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

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



5 Minutes

Navigating Engineering Culture

- Passing and covering strategies
- Achieving expertise
- Compartmentalization

Effects

- Burden of identity
- Social and academic isolation
- Anxiety over job security

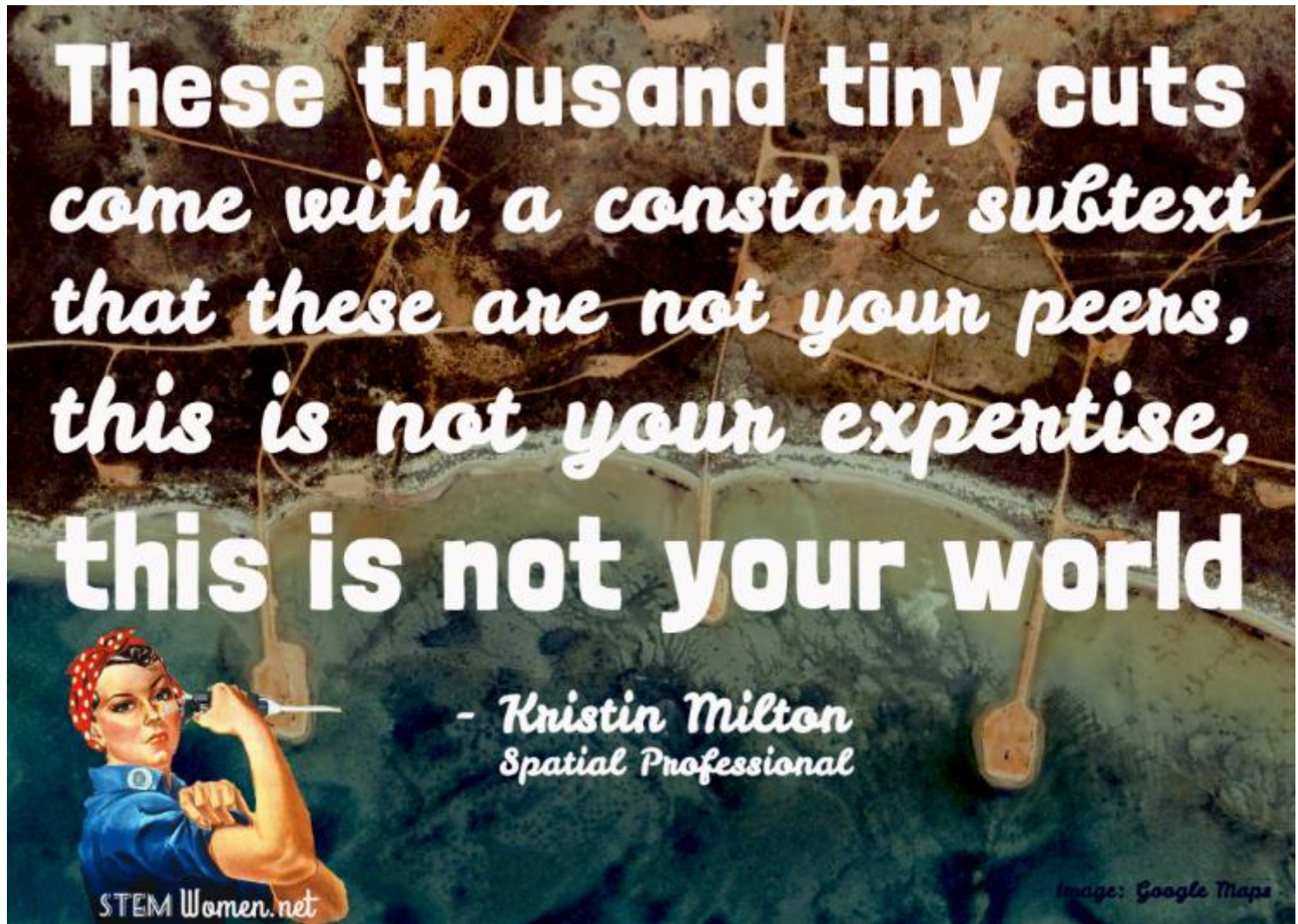


Don't Ask, Don't Tell

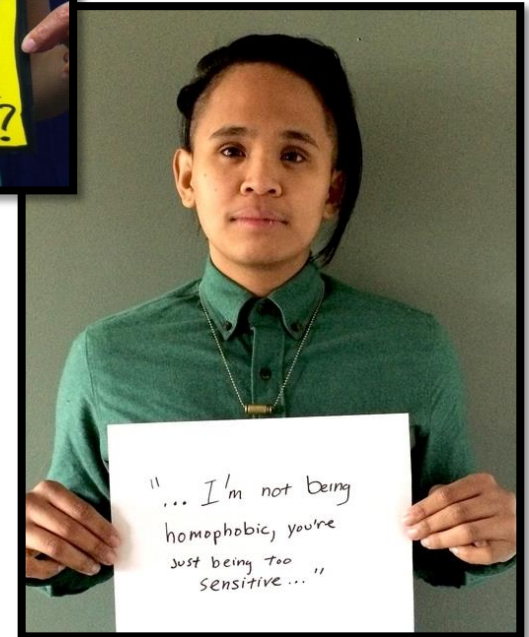
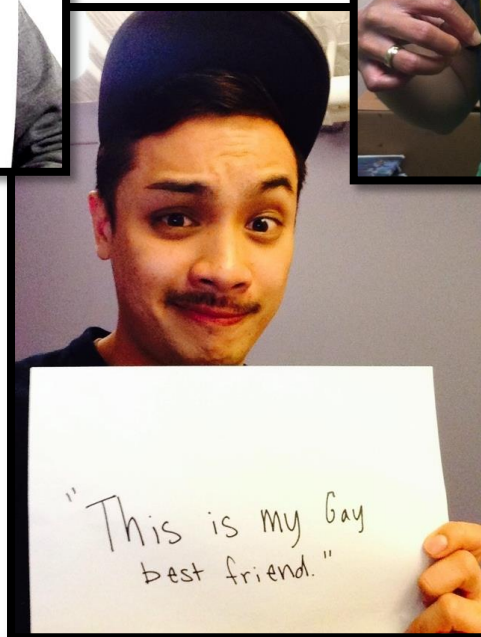
LGBTQ professionals top 5 concerns

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



Everyday Examples



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

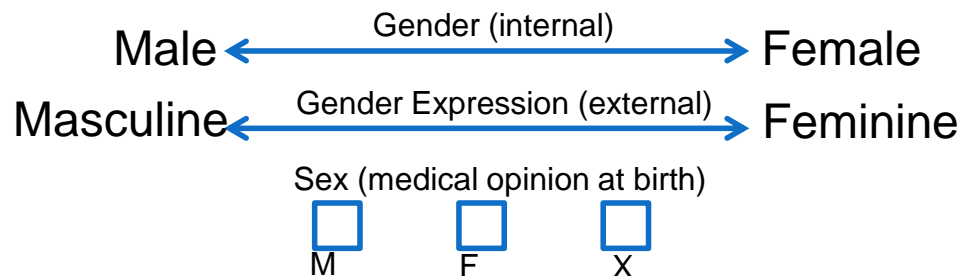
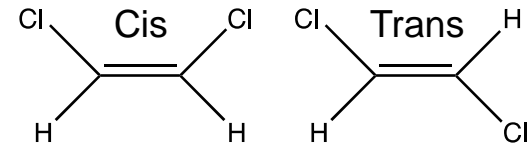
Trans 101

- 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

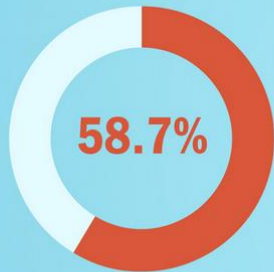
- Sex, gender, and orientation are different and non binary
- Transgender individuals may opt to change physically via hormone therapy, gender affirming surgery, and cosmetic procedures
- The authenticity of gender should not be judged by hormone therapy or surgery

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

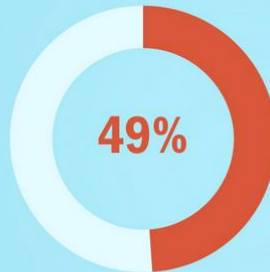




80% of trans students feel unsafe at school because of their gender expression



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



of trans people reported physical abuse in a 2007 survey

The Gender, Violence, and Resource Access Survey found that



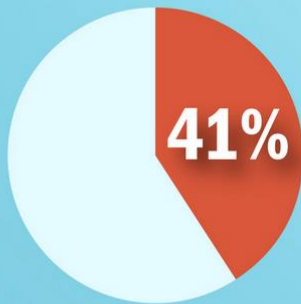
of trans people have been raped or assaulted by a romantic partner

Trans people of color are...

6X



more likely to experience physical violence when interacting with the police than white cisgender survivors of violence



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

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

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

<http://mic.com/identities>

- Laws may violate Title IX

- Consider academic consequences of no access to safe facilities



<http://www.snopes.com/kroger-unisex-bathroom-sign/>

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.

Headspace by Jake Graf



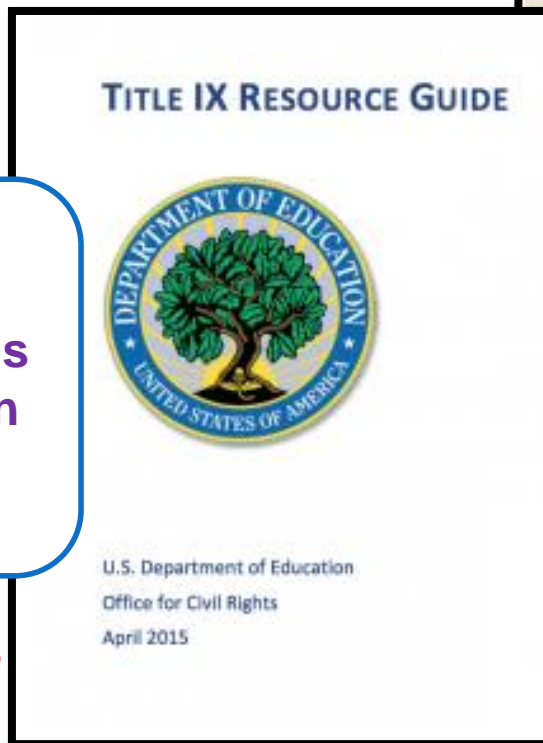
You don't realize how many interactions can be charged by gender.

US DOE Title 9 Resource Guide

- <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

April 2015
Provides
Additional details
and guidance on
LGBTQ
protections

**RESCINDED:
February 23, 2017**



Spread the news!
Transgender Students Are Protected Under Federal Law.

April 29, 2014
"Title IX's sex discrimination prohibition extends to claims of **discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity** and OCR accepts such complaints for investigation. Similarly, the actual or perceived sexual orientation or gender identity of the parties does not change a school's obligations."
U.S. Dept. of Education

Transgender Law Center



How to be a trans ally

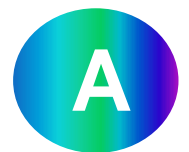
- Use correct name and pronouns
- Educate yourself about trans issues through campus resources (LGBTQ+ Center website, workshops, etc.) and online
 - Don't rely solely on trans people in your life to educate you!
- Use cis- privilege to disrupt misconceptions and respond to bias.
- Correct misgendering 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.



10-15 Minutes

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.

Marx, R. A., & Kettrey, H. H. (2016). Gay-Straight Alliances are Associated with Lower Levels of School-Based Victimization of LGBTQ+ Youth: A Systematic Review and Meta-analysis. *Journal of youth and adolescence*, 1-14.

- Attinasi Jr, Louis C. "Getting in: Mexican Americans' perceptions of university attendance and the implications for freshman year persistence." *The Journal of Higher Education* (1989): 247-277.
- Goodenow, Carol, and Kathleen E. Grady. "The relationship of school belonging and friends' values to academic motivation among urban adolescent students." *The Journal of Experimental Education* 62.1 (1993): 60-71.

Student / Professional Resources

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



Lambda
Legal

making the case for equality



Questions?



Robyn



Tony



Stephanie

Thank you!

diversity.asee.org/lgbtq



**This work was supported by a grant from the National Science Foundation
EEC-1539140**

