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Ally Training Online Workshop

# **LGBTQ in STEM & Action Strategies for Allies**

December 5, 2017 ■ 2:00 – 3:30 PM, ET



# 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!

# Today's 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

<http://diversity.asee.org/lgbtq/resources/resources-and-handouts/>



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

# Introductions: Kyle Trenshaw



STEM Ed Specialist  
University of Rochester  
He/His/Him

Trans-masculine  
Hufflepuff

# Introductions: Tiago Forin



Engineering Education  
Researcher  
Rowan University  
He/His/Him

Gay-cis male  
Gryffindor

# Ground Rules

- R** • Recognize your communication style
- E** • Expect to learn something about yourself and others
- S** • Speak to a point using personal examples, not generalizations
- P** • Participate honestly and openly
- E** • Engage by listening as well as speaking
- C** • Confidentiality, Curiosity and Charity
- T** • Take responsibility for yourself and what you say

**What brought you here today?**





# Learning Objectives

By participating in this online workshop, you will learn:

- What the STEM climate is like for LGBTQ individuals
- The current state of engineering culture, as it relates to diversity and inclusion
- Ways to be an ally and organize support for LGBTQ individuals (on and off campus)
- Several tools and strategies for fostering an inclusive classroom environment

# Agenda

- What is “STEM Culture”?
  - Breakout Activity
- “We have a problem...”: Some facts and figures
- Affects of STEM Culture on LGBTQ+ Students
- How to be an ally
  - Resources
- Inclusive curriculum strategies
  - Breakout Activity

# What is “STEM Culture”? [2 min]

- Imagine the average “STEM person,” whatever that means to you. Take a moment to make a list of the characteristics that come to mind for that person.



# What is “STEM Culture”? [5 min]

- Imagine the average “STEM person,” whatever that means to you. Take a moment to make a list of the characteristics that come to mind for that person.
- In your breakout rooms, use the whole group discussion to generate a list of characteristics of an environment made up average STEM people.

You can speak to one another using the breakout chat window. →

Please summarize your discussion on the notepad provided.



# What is “STEM Culture”?

- Imagine the average “STEM person,” whatever that means to you. Take a moment to make a list of the characteristics that come to mind for that person.
- In your breakout rooms, use the whole group discussion to generate a list of characteristics of an environment made up average STEM people.
- **Questions to consider during this webinar:**
  - What about navigating this environment might be difficult for LGBTQ folks?
  - What opportunities does this environment offer to support LGBTQ folks?

# We have a problem...

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

**29%**

Experienced discrimination /harassment

**37%**

Not comfortable in the classroom

**30%**

Seriously considered leaving

*Rankin (2010)*

**62%**

Hear homophobic jokes  
*HRC (2014)*

**53%**

Hide LGBT identity at work  
*HRC (2014)*

**52%**

No workplace antidiscrimination protection (US)

*Movement Advancement Project*

**10**

Countries where homosexuality punishable by DEATH

**79**

Countries where homosexuality is ILLEGAL

*IGLA*

**CAMPUS CLIMATE**

**WORKPLACE CLIMATE**

**GLOBAL CLIMATE**

# The business case

Anti-LGBTQ bias, discrimination, and hostility in the classroom and workplace have harmful business impacts

**22%**

**LGBT employees look to leave non-inclusive environments**

*Human Rights Campaign (2014 report)*

**30%**

**Lost productivity in non-inclusive environments**

*Human Rights Campaign (2014 report)*

**~\$9.4 MM**

**Saved on recruitment by LGBT-supportive US company of 100,000 employees**

*Out Now Global LGBT 2020 Study*

**72%**

**Allies who pick LGBT-support**

*Williams Institute (2013 report)*

**8-51%**

**LGBT out in workplace**

*Out Now Global LGBT 2020 Study*

**~10%**

**Better performance for LGBT-supportive companies**

*Li & Nagar, Diversity & Performance, MGMT. SCI. 529, 531 (2013)*

**RECRUITING &  
RETENTION**

**PERFORMANCE &  
PRODUCTIVITY**

**FINANCIAL**

# The learning case

34%↑

1 million additional STEM graduates  
needed by 2022

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

Most viable way to achieve  
this is to

**increase  
retention**

Key reason 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)*



# LGBTQ Students\*

- More likely than women, URM, & non-LGBTQ peers to report a chilly climate
  - Marginalized
  - Not Respected
- Personal consequences
  - Emotional stress
  - Difficulty sleeping
  - Exhaustion



\*1,729 students from 8 institutions



# How to be an Ally

- What you can do
  - For yourself
  - For others

# What you can do for yourself

- Listen openly.
- Use inclusive language.
- Actively pursue a process of self-education.
- Acknowledge and take responsibility for your own socialization, prejudice and privilege.
- Identify your own self-interest in acting as an ally.
- Know resources about and for target groups.
- Do not be self-righteous with others (especially other dominant group members).

# What you can do for others

- Support local LGBTQ+ organizations.
- Include LGBTQ+ when discussing diversity.
- Incorporate research dealing with LGBTQ+ issues into course materials and scholarship.
- Interrupt prejudice and take action against oppression even when people from the target group are not present.
- Support the value of separate meetings/events/activities for members of target and agent groups.
- Educate others.

# Resources for Education

- <http://www.lgbtcampus.org/architect>



# Inclusive Classroom

- Syllabus with clearly defined statements regarding diversity and inclusion.
- Ask students for preferred names and pronouns.
- Be mindful of your language.
- Have students explore LGBTQ+ issues as case studies.
- Actively advertise for student group events.
- Interrupt and break stereotypes and bias.

# Syllabus Statements

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. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously you may do so in writing or speak with the Office of Social Justice, Inclusion, Conflict Resolution.

# Name and Pronoun Use

- **Syllabus statement:**

- The purpose of this policy is to enable members of the campus community including students, faculty, and staff to use and be known by a name that affirms, reflects, and/or expresses their gender, culture, and/or other aspects of their social identity in the classroom and to conduct general business at the university. Please let your instructor know about your preferred name.

- **Student survey:**

- Allows anonymity
- Students can give suggestions on how to help them



# Case Studies



## Russian Robber Ring Targets Gay Men Online Because They Can't Go to the Cops



Marina Galperina

04/29/16 12:35PM Filed to: RUSSIA

15.61K

THE VERGE

REVIEWS TECH CIRCUIT BREAKER SCIENCE ENTERTAINMENT CARS TI-DR BUSINESS FORUMS



ENTERTAINMENT POLICY & LAW WEB REPORT

372

COMMENTS

## Russia's new neo-Nazi sport: terrorizing gay youth online

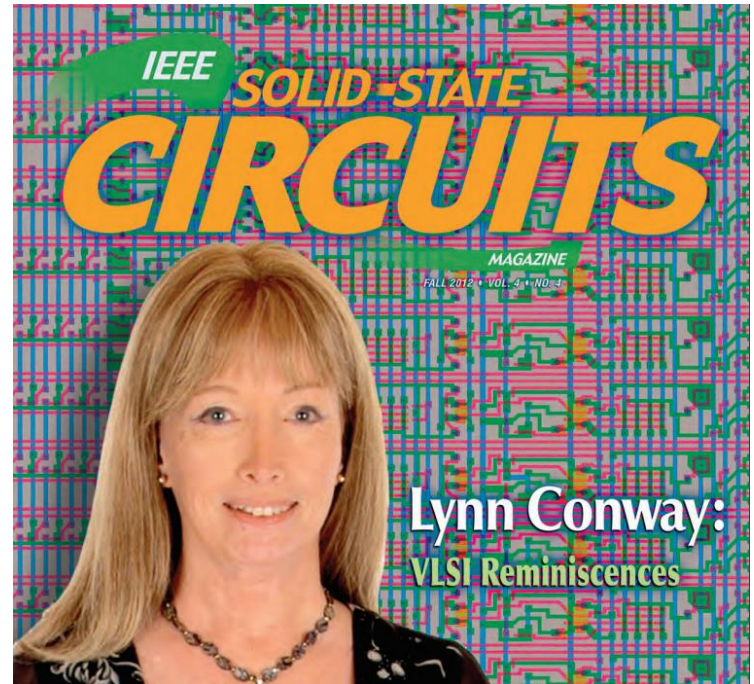
*As Vladimir Putin pushes anti-gay agenda, vigilante movements gain momentum on social media*

By [Amar Toor](#) on August 7, 2013 09:30 am

[Sex Health](#). 2016 Dec 16. doi: 10.1071/SH16052. [Epub ahead of print]


**Stigma, gay men and biomedical prevention: the challenges and opportunities of a rapidly changing HIV prevention landscape.**

[Brown G](#), [Leonard W](#), [Lyons A](#), [Power J](#), [Sander D](#), [McColl W](#), [Johnson R](#), [James C](#), [Hodson M](#), [Carman M](#).



# Advertise Student Groups and Events

oSTEM



**I remember.**

Today, we honor those who've lost their lives to anti-transgender violence and discrimination.

**TRANSGENDER  
DAY OF REMEMBRANCE**

#TDOR  [glaad.org/tdor](http://glaad.org/tdor)



# 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 “she’s got lesbian hair,” it upsets me because it sounds like stereotyping a person based on their appearance.

# Activity [10 min]

- In your breakout rooms, share one strategy from our discussions of allyship that most resonated with you.
  - You can speak to one another using the breakout chat window. →
  - Please summarize your discussion on the notepad provided.



# Questions for our Facilitators?



**Enter them now in the  
chat box!**

# 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](https://diversity.asee.org/lgbtq)**

# SAFE ZONE

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

## Thank you!

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Recommended citation:

American Society for Engineering Education. (2017). *Safe zone LGBTQ ally training: online workshop* [PowerPoint slides]. Retrieved from <http://diversity.asee.org/lgbtq/safe-zone-workshops/safe-zone-ally-training-online-workshop-series/>

