Safe Zone LGBTQ Ally Training
Creating a positive and inclusive environment for LGBTQ individuals in STEM

Level 2 Online Workshop

October 6, 2016
General Housekeeping Items

- Use the Adobe Connect reactions to let us know how we’re doing.

- Please complete the post-workshop survey. Your feedback is important to us!

- Slides and recording will be sent via email.
Engaging with the Group

- If you have any questions, please ‘raise your hand’ and/or enter them in the chat box. We will have a Q&A portion at the end of the webinar.

- We will be doing several interactive activities today. All of these will use the chat box.

- Stand out from the crowd! You can change your text size and color in the chat window.
**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
• Action-oriented Virtual Community of Practice
• Safe Zone Workshops

Diversity.ASEE.org/LGBTQ
Upcoming Events

MORE Level 2 Safe Zone Ally Training Online Workshops

Deep Dive: Supporting Transgender Students and Colleagues
Thursday, October 27 — 2 - 3 PM, ET
Register:  http://asee.adobeconnect.com/sztrans/event/event_info.html

Deep Dive: Engineering Culture
Tuesday, December 6 — 3 – 4 PM, ET
Register: http://asee.adobeconnect.com/szeng/event/event_info.html
Today’s Facilitators

Alon McCormick
University of Minnesota

Cultivating Allies + Traditional Academic Service

Building working relationships to support LGBTQ inclusion
Today’s Facilitators

Tiago Forin
Rowan University

Engineering Education

Influenced by liberal arts education

Involved with ASEE, ASCE, & NOGLSTP
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
Agenda

- STEM Climate
- Disrupting discrimination
- Awareness of trans issues
- Safe Zone Conduct
- Resources
Ground Rules

R - Recognize your communication style
E - Expect to learn something about yourself and others
S - Speak clearly and use personal examples when making a point
P - Participate honestly and openly
E - Engage in the process by listening as well as speaking
C - Confidentiality, Curiosity and Charity
T - Take responsibility for yourself and what you say
Climate Vocab

- 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)

Creating an inclusive climate

34% ↑

Diversity increases Innovation and productivity

Herring (2009)
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>
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<tbody>
<tr>
<td>29% Experienced discrimination/harassment</td>
<td>62% Hear homophobic jokes</td>
<td>2.7% STEM</td>
</tr>
<tr>
<td>37% Not comfortable in the classroom</td>
<td>53% Hide LGBT identity at work</td>
<td>3.4% Non-STEM</td>
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<td>30% Seriously considered leaving</td>
<td>52% No workplace antidiscrimination protection</td>
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<td>Movement Advancement Project</td>
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<td></td>
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<td>Cech (2015)</td>
</tr>
</tbody>
</table>
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)
Heteronormative Climate

1. Heteronormative statements and assumptions
2. Unwelcoming environment – discussions of equality, power, hostility are not considered appropriate
3. Gendered conceptions mapped to orientation
4. 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
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

What are they? Why do they matter??
“Dear Dr. & Mrs. Rivera...”
(from an invitation)

(ENTER FAMILY FUNCTION)
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 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
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.

- **Gender (internal)**: Male (M) → Female (F) → Gender (M/F/X)
- **Gender Expression (external)**: Masculine (M) → Feminine (F) → Gender Expression (M/F/X)
- **Sex (medical opinion at birth)**: M, F, X
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.

The Gender, Violence, and Resource Access Survey found that:

- 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.
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 healthcare 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
  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/
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
How to be a trans ally

- Use correct name and pronouns

- Educate yourself about trans issues through campus resources (LGBTQ+ Center website, workshops, etc.)
  - Don’t rely solely on trans people in your life to educate you!

- Use cis-privilege to disrupt misconceptions and respond to bias. It should not be the responsibility of trans/nonbinary people to deal with the behavior of all cis people.
  - Correct misgendering and similar mistakes. Support the education effort.
  - Example:
    - Colleague: "So I was talking to that guy John the other day and he–"
    - Ally: “You mean Jo? I like them a lot – and I understand that Jo uses they/them/their pronouns.”

- Use gender-neutral pronouns in class/workplace/emails when no gender is needed
  - They/them/their/themself; ze/zir/zirs/zirself when preferred
  - They/them/their is great for gender-neutral-singular, *CEP Magazine*, AIChE, February 2016

- 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)

- Films:
  - “No Dumb Questions”
  - “Just Call me Kade”
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.**
Student / Professional Resources

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

Spread the Word!
Join!
Start an oSTEM chapter!
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
Thank you!

[Image]
diversity.asee.org/lgbtq

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