

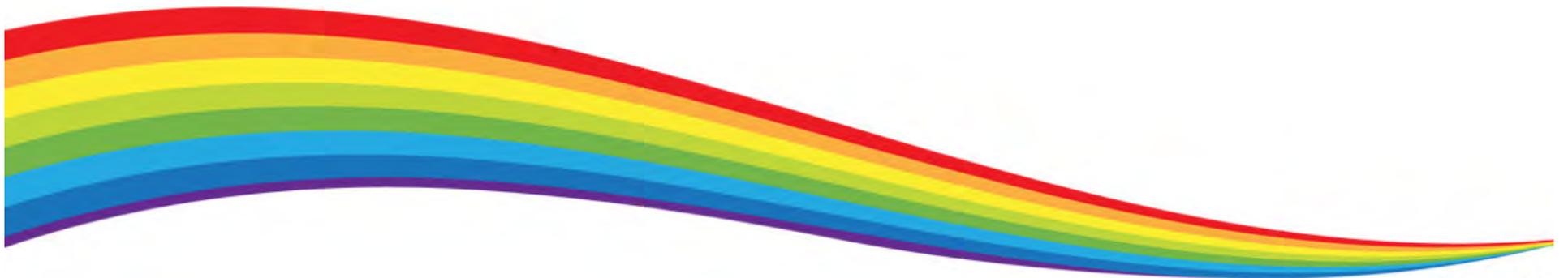
Welcome to the Rainbow

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Agenda

- Activity and Discussion
- Genderbread Person – What is My Identity?
- Impact on the Student
- Facts and Figures
- Impact on the Classroom/Institution
- What can we do TODAY to embrace diversity and inclusion in the classroom?



Activity and Discussion



Rainbow Activity

Instructions

Step 1: Divide the group in two

Step 2: Everyone take one envelope but don't open it

Step 3: Open your envelope

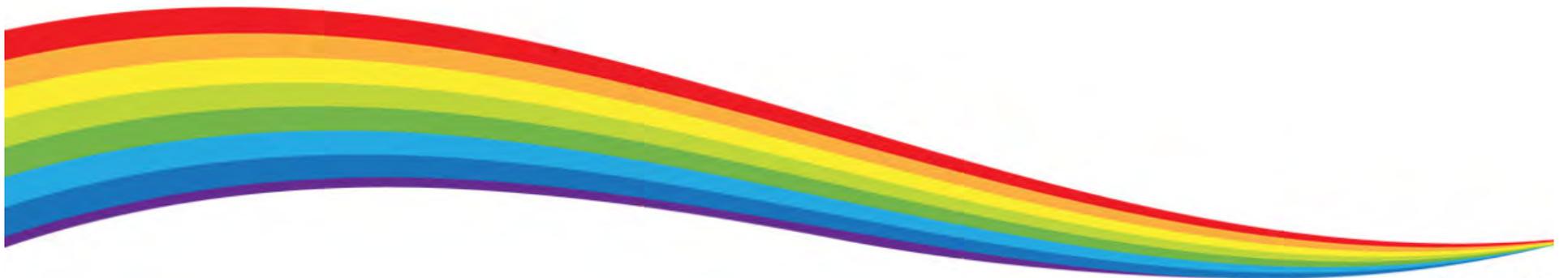
Step 4: **Blues** – front of the room

Greens – back of the room



Discussion

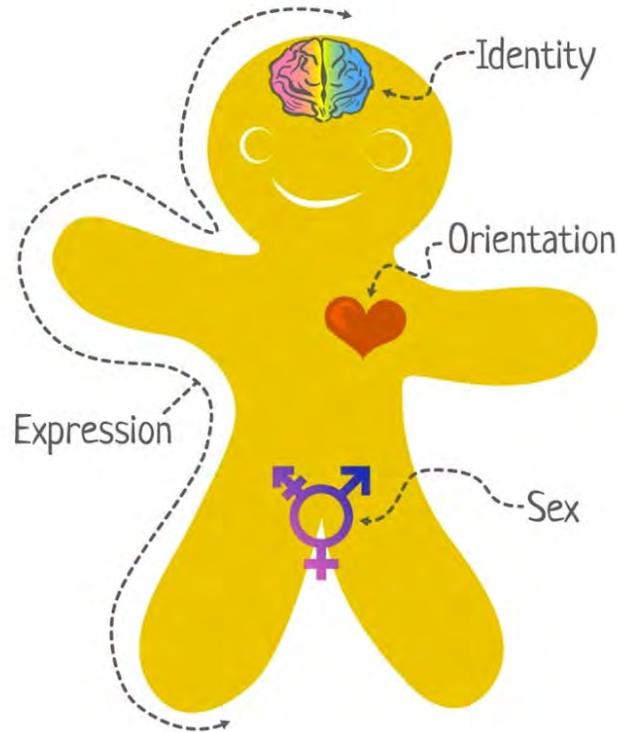
- How did this activity make you feel?
- What did you notice about this activity?
- What is this activity about?



Impact on the Student



Genderbread Person: My Identity?



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.



Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



Hidden Identity: LGBTQIA+

- **Negative impact on mental health**
 - Overt homophobia
 - Subtle discrimination
 - Feelings of isolation
- **Increased**
 - Anxiety
 - Anger
 - Depressive symptoms
 - Self-injury
 - Suicide attempts
- **Increased cognitive load**



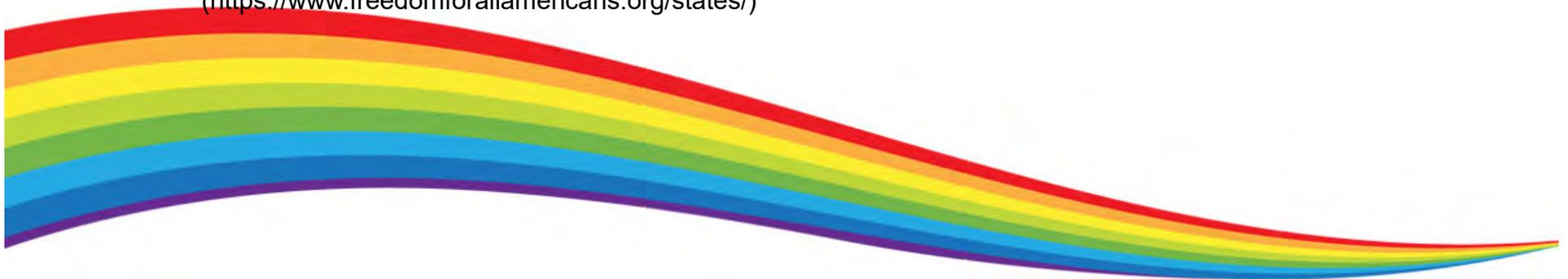
Facts and Figures



Facts and Figures

- 3.6% of US population (<https://news.gallup.com/poll/182051/san-francisco-metro-area-ranks-highest-lgbt-percentage.aspx>)
- Still evidence that LGBTQIA+ individuals face discrimination and double standard post legalization of marriage equality in 2015 (*Obergefell V Hodges, 2015*), (*American Physical Society, 2016; Human Rights Campaign, n.d.; Mishel, 2016*)
 - LGBTQIA+ instructors perceive that they could lose their professional authority if they come out to students (*Russ, Simonds, & Hunt, 2002*).
 - In **28 states**, there are no explicit statewide laws at all protecting people from discrimination on the basis of sexual orientation or gender identity in employment, housing and public accommodations.

(<https://www.freedomforallamericans.org/states/>)



Facts and Figures

- STEM disciplines are historically dominated by white straight gender men and these disciplines in particular have been prone to a lack of tolerance and/or acceptance for the LGBTQIA+ community (*American Physical Society, 2016; Bilimoria & Stewart, 2009; Cech, 2015; Cech & Waidzunas, 2011; Patridge et al., 2014*).
- LGBTQIA employees in STEM fields report more negative experiences due to their identity than LGBTQIA+ employees in non-STEM fields (Cech, 2015).



Impact on the Classroom/Institution



Impact in the Classroom/Institution

- Importance of faculty connection and faculty support
- Representation matters
- Academic and social integration → Higher student retention
- Increased effectiveness in the class → Maximized student academic success in STEM



What can we do TODAY?



Creating an Inclusive Environment

- **Be welcoming and open** – (syllabus statements, discussing diverse examples in class, name cards in class with preferred name and pronouns, being open to using different pronouns, etc.)
- **Lead by example** – Educate and reeducate with support of campus resources such as Diversity and Inclusion Office, practitioners in the industry, etc.
- **Personal beliefs may negatively impact students** – shape young minds by providing a healthy learning environment.
- Be **OBSERVANT, LISTEN, TALK** about it!

