

T699A-YEAR OF ACTION ON DIVERSITY SESSION: Safe Zone/Positive Space Ally Training 4 (Level 2)

Panel · ASEE Diversity Committee

Tue. June 16, 2015 4:00 PM to 5:30 PM

Wed. June 17, 2015 12:30 PM to 2:00 PM

Room 309, Washington State Convention Center

Session Description

The perception of campus environment influences learning and developmental outcomes, and discriminatory environments have a negative effect on student learning. Research supports the pedagogical value of a diverse student body and faculty on enhancing learning and creativity/quality of final products. LGBTQI (lesbian, gay, bisexual, transgender, queer or questioning, or intersex) people have a more negative perception of campus climate than other populations. For example, one-third of LGBTQI students consider leaving due to a negative campus climate, 31% perceive a homophobic climate, and 11% experience harassment. Despite these compelling statistics, only 7% of universities offer support services specifically geared to the needs of LGBTQI students.

Safe Zone Ally Training is a two-part interactive workshop for students, faculty, and the professional community during which participants will build knowledge and skills to create a more inclusive and affirming environment for LGBTQI individuals in engineering. In Level 1, participants will focus on understanding LGBTQI concepts and developing awareness of biases. In level 2, participants will learn to reduce discrimination and heterosexual privilege and explore aspects of engineering culture that act as barriers to LGBTQI equality.

Speakers

1. Dr. Michelle Kay Bothwell

Oregon State University

After completing engineering degrees at Purdue University (B.S., 1989) and Cornell University (Ph.D., 1994), Michelle joined Oregon State University with teaching and research interests in bioengineering. She has contributed to new program development and improvement to engineering curricula, leading efforts to integrate engineering ethics and social justice topics in a compelling way. More recently, she has held administrative and leadership appointments to contribute to OSU's commitment to the ongoing transformation of institutional inclusivity and equity, and currently serves as a Co-PI for OREGON STATE ADVANCE. Efforts in these areas have been framed using theories of systems of oppression (e.g., feminist theory, critical race feminist theory, queer theory) and involve significant faculty development initiatives. These theories center social, political and economic power in the discourse on gender, race, sexual identity, class, and other social identities, examining the intersections of oppression and how their combinations become enacted in interpersonal interactions and in our institutions.

2. Jennifer Almquist

After completing degrees in women, gender, and sexuality studies at Oregon State University (B.A., 2002; M.A.I.S., 2004) Jennifer joined the Office of LGBT Affairs at the University of Michigan where she led the development and implementation of an Ally Training program. She later returned to Oregon State to complete a degree in applied anthropology (Ph.D., 2012). Jennifer is currently serving as the Project Manager for OREGON STATE ADVANCE. Prior to that Jennifer served as the Associate Director of the university's Office of Equity and Inclusion where she provided leadership to a number of initiatives, including developing institutional strategies to support women's advancement and gender equity. She is also program faculty in the School of Language, Culture, and Society where she teaches courses in Women, Gender, and Sexuality Studies. Jennifer's scholarship and professional experience are grounded in the application of anthropological and feminist theories and methods to addressing persistent questions about experiences of gender, the nature of work, and the structure of organizations.