

## Unanswered questions

Did you find any relation between age of peers of the LGBT person and to what extent they felt included?

**-Great question. The survey didn't ask for the age of their colleagues, but our in-progress interviews may speak to this.**

Do you have any suggestions for LGBTQ+ professionals where privacy issues prevent them from forming peer support groups? Creative approaches to get around this? ERGs are open to everyone so it's still not really a safe queer space.

**ERGs can have hidden portions of their listservs. They can set up an anonymous online signup form that people can register for, but is never seen by ERG leaders. This would allow them to at least get access to emails and event announcements, even if they are not comfortable attending.**

Great talk, I respect your research. Can you describe your sample population location? We know that the East & West coast areas are more liberal. Possibly a higher sample population live in more conservative areas?

**The sample is from all over the country. We have measures of region that our initial analyses controlled for, but we have not yet analyzed in dept. Something planned for the future!**

Thank you! As a Dean of a College of STEM with a transgender son, my eyes have been opened over the past few years with respect to the tightrope our LGBTQ students are walking. I want to have open expectations that my colleagues be welcoming. I gave some release time to start an OSTEM chapter. Are there other dean-type things you would suggest?

**The following papers ([Cech et al. 2018](#)) and ([Cech & Rothwell 2018](#)) address LGBTQ inequality among students enrolled in engineering departments. The first one is explicitly about the views of engineering Deans. We discuss more specific policy issues there.**

I am wondering if there are further details into the specific STEM fields. Such as are there differences between lab vs field vs computer based STEM career-types?

**-Great question. Our in-progress interviews will help us understand these processes.**

As a professional society, how do we leverage our LGBTQ+ special interest group to be more inclusive of identity intersectionalities?

**Having regular focus groups with a diverse constituency of the special interest group can help identify areas of need/improvement.**

Your study was limited to members of professional societies. Do you expect that the data might look different if more data is collected from non-professional society LGBTQ individuals?

**We expect the processes to be quite similar. We ran supplemental analyses where we weighted our sample to match the demographics of the US STEM workforce by gender, race/ethnicity, age, sector, discipline and other job characteristics and found that the patterns of inequality were the same.**

Are there resources available for creating a more inclusive and equitable lab group? I am planning to become a professor in my field and I want my lab to be able to provide more funding for students who may not have parents or other support systems to support their graduate work. Financial considerations surrounding my coming out kept me hiding queerness from my parents for far longer than I should have. And I often hear from other underrepresented groups that just the ability to afford living off these stipends keeps them from continuing in academia.

**Great question! My colleagues do work in inclusive teams; their research may be of use. (<https://ee-stem.weebly.com/climbs-up.html>)**

Can you comment on how coming out to students might affect an LGBTQ+ STEM faculty member

**It could have both positive and negative effects. It could affect students' respect for the faculty member and lead to biased or harassing comments. On the other hand, it may provide much-needed visibility and role-modeling to LGBTQ students in those classes.**

Hi Erin, there is chat around calling in "allies" as "co-conspirators" and "co-creators" of the future we want versus being passive bystanders. What advice might you give our non-LGBTQ+ co-conspirators about helping create a more equitable environment for all?

**One effective strategy is for allies to use their power and privilege to speak up if/when derogatory statements are made about LGBTQ+ persons, push for funding/support for ERG efforts in the organization, and report incidences or patterns of bias they observe with supervisors.**

I love how you touched on making STEM education less binary. Do you have any more tips for making STEM programming less binary and more validating for LGBTQ+ students? (For context, I create STEM programming for middle schoolers.)

**Giving examples of how processes in nature are rarely ever binary. For example, in electrical engineering, transistor current never goes to absolute zero, even when they are switched. The natural and physical sciences are full of spectra. Explaining that getting comfortable with nonbinary, nonlinear, "gray area" thinking actually makes them better scientists can help legitimate this way of thinking, while also undercutting the binary thinking tenancy.**

I LOVE that you spoke to ideas of depoliticization, binary thinking and schemas of excellence. As someone with a background in humanities and social science, those sorts of things really frustrate me. Now I work in our campus's teaching and learning center working on inclusive teaching. What are ways that we can begin to chip away at this without automatically being tuned out because of that hegemonic thought-culture?

**I touch on this at the end of a paper ([Cech 2014](#)) where I discuss culture of disengagement in engineering.**

Are you looking at how LGBTQ experiences lead to shifts within the disciplines of STEM, and in general comparing different disciplines within STEM?

**We have some really interesting survey questions about LGBTQ STEM professionals' thoughts about how their status impacts the innovative perspectives they bring. We'll exploring those in future papers.**

Can we help reduce harassment by calling out misgendering? If a student is being misgendered by a colleague, is there a good method for correcting or explaining the situation to the colleague making the mistake? Should we let the student decide how to explain their situation or should we try to correct the mistake ourselves?

**This is context-specific, of course, but it may help to pull the colleague aside who is doing the misgendering and note their error.**

Thank you for a great seminar! I was wondering if you knew/could comment on how closely the experiences of individuals in this study are similar/different than individuals from other professions (business, education, etc.) Do you think STEM is particularly less inclusive than other professions?

**Good question. Literature suggests that LGBTQ folks in STEM industry and academia experience worse experiences of marginalization and devaluation than those in other disciplines.**

What can allies do to address systemic issues of discrimination/harassment without making LGBTQ+ folks feel like their gender/sexual identity is the department's business?

**Being an ally who advocates for inclusive practices for LGBTQ folks in general, rather than on behalf of specific faculty, can do a lot to move the needle (especially, as I noted above, when allies use their privileged positions to be reflexive advocates)**

Are any future studies on intersectional research to look at LGBTQ+ and disabilities? Specifically since there's been some relationships between LGBTQ+, neurodiversity and STEM?

**Yes! I'm working on a paper now that examines these intersections.**

Do you think the lack of resources LGBTQ professionals report could reflect differences in wealth or interpersonal support? The same barriers that non-LGBTQ professionals face could be more challenging to LGBTQ professionals.

**Absolutely. In previous analyses, I find that challenges from socioeconomic background can be especially disadvantageous for LGBTQ students.**