Week 1 Research Log
Topics:
1. What are the resources currently available to solve this problem of inequality and access?
2. There are inequalities and a disparity of access across cities regarding LGBT+ friendly "safe zones", locations and resources.

Name: Veronica Gurnawan
Research Topic: There are inequalities and a disparity of access across cities regarding LGBT+ friendly "safe zones", locations and resources.

Human Rights Campaign. (2020). Municipal Equality Index. Retrieved from https://hrc-prod-requests.s3-us-west-2.amazonaws.com/MEI-2020-Final-2020.pdf?mtime=20201203083157&focal=none
1. The Human Rights Campaign exhaustively evaluates every U.S. city and municipality (as determined by the U.S. census) based on how LGBT+ inclusive they are, then compiles these comprehensive ratings and scorecards on every city into a yearly report called the *Municipal Equality Index*. This evaluation is based on standards officially developed by the HRC and is conducted yearly in order to measure the U.S. progress of LGBT+ inclusion on a municipality level, as well as discover any relevant trends (for instance, how LGBT+ inclusion was affected by the pandemic in 2020).
2. Among other factors, the HRC's standards include cities implementing innovative measures that safeguard LGBT+ individuals' rights.
3. As a whole, the HRC is finding an upwards trend with cities and municipalities in the United States compared to previous years.
4. In 2020, 506 cities were evaluated, which reflects over 94,237,171 total inhabitants in the United States. Cities are split by [Small, Medium, Large], which is determined by [1-100,000 people, 100,000 - 300,000 people, 300,000+] respectively. The average score was **64%,** which is broken down as this: 94 cities scored a perfect 100, 25% of evaluated cities scored over 91, 25% scored less than 45 and 12 cities scored a 0.
    a. While the HRC reported an upwards trend compared to other cities, at an **average of 64%**, it can be concluded that there is much to improve in the United States.
Main Takeaways:
1. I am now interested in seeing the correlation of available resources in a city (as well as user-determined assessments) with their MEI index score. The MEI index score should reflect the municipality's **policy** efforts in supporting the LGBT+ community; I want to measure the city's overall inclusivity and support through publicly available resources.
2. This report contains a number of factors we can search for when designing our visualization (examples: government-supported services, legal representatives specifically for LGBT+ individuals, etc.)

Meyer, I. H., Schwartz, S., & Frost, D. M. (2008). Social patterning of stress and coping: does disadvantaged social statuses confer more stress and fewer coping resources? Social Science & Medicine (1982), 67(3), 368–379.

1. This report researches the relationship between exposure to stress and LGBT+/racial and ethnic minority communities. The research team examines whether or not the social stress theory can be applied (and how much it can be explained for) to differences in sexual orientation, race/ethnic minority status and gender identity. The ultimate goal was to explain (using the social stress theory) for health disparities that exist within those minority groups.
2. Social stress theory is used to explain health disparities. It's a sociological framework that views "social conditions as a cause of stress for members of disadvantaged social groups". This stress can lead to higher risk of diseases. Among others, access to resources is included as a determining factor to the risk of contracting various illnesses.
3. This report identifies sexual orientation and gender identity as two underrepresented but important disadvantaged minorities that are deserving of evaluation using social stress theory.
4. "Coping resources... are considered an integral part of the stress process".
5. Results: The project found that LGBT+ status correlated with greater exposure to large stressor life events (especially those related to prejudice). Those who also were part of racial/ethnic minorities even greater levels of stressor exposures compared to the control group (white, heterosexual men).

Main Takeaways: This report supports the idea that access to social resources is imperative to the overall chance of health and well-being to a person. That means that those who are disadvantaged in having less to no access to everyday resources and social support, in addition to statistically recording higher levels of stress, are at a higher risk for developing health conditions as a consequence of that stress. The report classifies sexual orientation and gender identity as valid minorities at risk for developing those health conditions, underscoring the need for equal access to support services dedicated to LGBT+ identity from a healthcare perspective.

Badgett, M. V. L., Waaldijk, K., & Rodgers, Y. van der M. (2019). The relationship between LGBT inclusion and economic development: Macro-level evidence. World Development, 120, 1–14.

1. This study examines the relationship between LGBT+ inclusion and economic development on an international level. Using an economics perspective, it builds an argument that by better including the LGBT+ community and marginalized populations, countries can seek to benefit economically as a whole. This creates a positive "win-win" situation.
2. The study provides evidence that LGBT+ are "limited in their human rights in ways that also create economic harms, such as lost labor time, lost productivity, underinvestment in human capital and the inefficient allocation of human resources".

3. The study collects various theoretical perspectives on inclusion that differ by discipline and analytical approach (though consistent with definitions used by the United Nations and the World Bank). These perspectives were then used to develop a framework that **defines inclusion** through incorporating **human rights (providing legal and political opportunities for LGBT people)** and **positive attitudes (providing social, economic and cultural space for LGBT people)**.

Main Takeaways:

1. This report develops a framework for defining inclusion by combining basic human rights and positive attitudes. As was found through the MEI report, we have evidence on the human rights (legal and political) side of LGBT+ inclusion in the United States. We also have evidence that a lack of access to resources is a serious health issue affecting the millions of United States residents that identify as part of the LGBT+ community (Meyer, Schwartz, Frost, 2008).

2. According to this report, as positive attitudes (regarding social, economic and cultural space) is vital for regions pursuing LGBT+ inclusion, it is worth to examine the availability of resources in specific regions and correlate that with general LGBT+ inclusivity for the area.

Name: Nathan

Research Topic: There are inequalities and a disparity of access across cities regarding LGBT+ friendly "safe zones", locations and resources.

Kosciw, J. G., Diaz, E. M., & Greytak, E. A. (2008). *The 2007 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools.* **New York, NY: GLSEN.**

Kosciw, J., & Pizmony-Levy, O. (2016). School climate and the experience of LGBT students: A comparison of the United States and Israel. *Journal of LGBT Youth,* *13*(1-2), 46-66. doi:10.1080/19361653.2015.1108258

https://www-tandfonline-com.ezpxy-web-p-u01.wpi.edu/doi/full/10.1080/19361653.2015.1108258

- Analyzed data from Kosciw, J. G., Diaz, E. M., & Greytak, E. A. (2008) survey regarding access to LGBT resources and school climate
- Average age of respondent: 15.9 years
- Found that harassment is a major issue, with:
    - Homophobic remarks and verbal harassment occuring moderately to frequently
    - Sexual harassment occuring sometimes
    - Physical assault occurring rarely

- - resulting in 33% of respondents skipping at least one day of school over discomfort or fears surrounding their school's treatment of LGBT students
- Found that, although 82% of LGBT students had supportive teachers, only
  - 42% had access to physical resources
  - 36% had clubs or other supportive extracurricular activities
  - 30% had access to online resources

Westbrook, L. (2009). Where the Women Aren't: Gender Differences in the Use of LGBT Resources on College Campuses. *Journal of LGBT Youth, 6*(4), 369-394. **doi:10.1080/19361650903295769**

https://www-tandfonline-com.ezpxy-web-p-u01.wpi.edu/doi/full/10.1080/19361650903295769

- Study surveyed LGBT college students to better understand participation in the LGBT campus community
- Found that, regardless of gender or sexual identity, the primary reason LGBT students sought out LGBT communities was to "find others like themselves"
  - i.e. differences in the use of existing resources cannot be attributed to "different goals" between different groups
- Found that sexism could not explain differences in community participation
  - Participation was more so affected by prejudice within the community (i.e. anti-trans, anti-femme women, anti-bisexual, etc)
- At U.C. Berkley:
  - On-campus LGBT communities were dominated by gay men
    - Clubs/communities recruited primarily through existing social networks, so the male dominated clubs would bring in more males
  - Women sought off-campus communities
  - On campus communities were advised by the director of the LGBT campus center
    - The director did not give leadership training equally or consistently, so many up-and-coming LGBT leaders floundered and lost momentum
- At U.C. Santa Cruz:
  - Campus communities were fairly evenly split between male and female
  - 66% of community recruitment came from flyers, as opposed to existing social networks
  - Dedicated Student Organization Advising and Resource Office (SOAR) that could be utilized by any student/organization to advise future plans within a campus organization
    - Helped people find communities and help communities stay organized

Fox, C., & Ore, T. (2010). (Un)Covering Normalized Gender and Race Subjectivities in LGBT "Safe Spaces". *Feminist Studies, 36*(3), 629-649. **Retrieved from https://go.gale.com/ps/i.do?p=AONE&u=mlin_c_worpoly&id=GALE|A248579918&v=2.1&it=r&sid=AONE&asid=3460ee6e&password=NostimonHmar&ugroup=outside**

https://go-gale-com.ezpxy-web-p-u01.wpi.edu/ps/i.do?p=AONE&u=mlin_c_worpoly&id=GALE|A248579918&v=2.1&it=r&password=NostimonHmar&ugroup=outside

- Long-time activist discussing her experiences with "safe spaces" and how they are structured
- Really emphasizes that a safe space cannot simply be a "place to be gay," but must confront racism, sexism, etc.
- This article doesn't really discuss access to safe spaces, however its discussion on where safe spaces fall short can definitely be used to back up an argument that many LGBT individuals who belong to other marginalized groups do not participate in or seek out LGBT resources because said resources are not adequately equipped to handle their issues in a safe way.
- Really important theme: The distinction between "safe" and "comfort"

Name: Sarah Akbar
Research Topic: What are the resources currently available to solve this problem of inequality and access?
(ASH), A. (2020, November 20). Enhanced Resources. Retrieved December 09, 2020, from https://www.hhs.gov/programs/topic-sites/lgbt/enhanced-resources/index.html

- U.S Department of Health and Human Services
- A list of steps the HHS has taken to strengthen the resources given to LGBT+ individuals
- They acknowledge that extra steps must be taken to include this underrepresented population, and this website highlights how they specifically included LBGT+ in various policies and resources.
- The topics listed on the site include: Youth and Families, Anti-Bullying Efforts, National HIV/AIDs Strategy, Aging Services, Resettlement of LGBT Refugees, and Tobacco Control.

LGBT Map. (n.d.). Retrieved December 09, 2020, from https://www.lgbtcampus.org/lgbt-map

- A simple map of Higher Education LGBT support services across the world.
- Users can see the location on a map and then click on the purple marker to see more details such as name, description, website, and address.
- Below the map, the website lists the criteria for the support services that are put on the map:

- - - The position must be at least 50% time (20 hours per week).
    - The position must be filled by a professional staff person OR a graduate assistant.
    - The position's job description must include primary responsibility for providing LGBT services.
    - Graduate assistants' job descriptions must be solely dedicated to LGBT services.
- To add or change information on the map, you must contact the Region Chair.
- The map is maintained by Consortium of Higher Education LGBT Resource Professionals which is an organization working towards "liberation of LGBTQ people in higher education"

Massachusetts LGBTQ Resources for Youth. (n.d.). Retrieved December 09, 2020, from https://ma-lgbtq.org/

- A map of LGBT resources available for youth in Massachusetts. A user can filter by community, community groups and resources, drop-in center, faith based organizations, hotline services, education and employment, job development and placement, GSAs, health, housing services, legal services, multilingual services, and specialized support services.
- At the bottom of the page, the resources are described using cards on a carousel. The cards contain the name, address, a link, and directions. To add a resource, a user can use the form at the bottom of the page. A user can download an excel sheet of the resources available on the website.

Name: Daniel Alvarado
Research Topic: What are the resources currently available to solve this problem of inequality and access?

Writers, S. (2020, November 02). Essential Resources for LGBTQ Teens & College Students . Retrieved December 10, 2020, from https://www.accreditedschoolsonline.org/resources/lgbtq-student-support/

https://www.accreditedschoolsonline.org/resources/lgbtq-student-support/

Summary: Website that takes a whole bunch of resources for LGBT students and categorizes them all by the level of schooling making it easy to find more specific resources. This includes resources for all students, teens, college students, and even online resources.

- 86% of LGBTQ youth had reported being harassed at school while only 27% of students overall have reported being harassed
- 42% of LGBTQ youth have experienced cyber bullying which is at a rate three times higher than non LGBT students.

- The author found that there are 3 important steps to have a safe place to learn. You need to create a supportive community, create a supportive school campus, and build outside resources
- This website can help college students help LGBT students pick what schools they wish to attend and break down the different variables that should be factored in to their decision
    - It even displays some LGBT focused majors and classes that you can find in some colleges
- Lists out scholarships that are for LGBTQ students.

Movement Advancement Project, (2020). Mapping LGBTQ Equality: 2010 to 2020. www.lgbtmap.org/2020-tally-report.

https://www.lgbtmap.org/file/2020-tally-report.pdf

Summary: A website that takes data from the past 10 years to map LGBTQ equality across the United States. They take relationship and parental recognition, nondiscrimination, religious exemptions, LGBTQ youth, health care, criminal justice and identity documents into account when scoring a state.

- It was found that the amount of resources in a state with a lower tally can shift rapidly while states with higher tallies resources tend to expand
- More than half states fall into the low or negative tally and almost 50% of LGBTQ people live in these states

Workplace Advocates. (n.d.). Retrieved December 10, 2020, from https://outandequal.org/

https://outandequal.org/

Summary; Organization whose main focus is to get LGBTQ workplace equality across the world. They have quite a few different programs that focus different aspects of gaining LGBTQ workplace equality.

- The Global Hub is annual event that focuses on sharing ideas and developing solutions to advance LGBTQ workplace equality
- Has developed programming to get more executives who are a part of the LGBTQ community

- DEI Education is a program that is focused on educating organizations on how to create safe and supportive workplaces for their employees.
- One program is the Southern States initiative which focuses on the 13 southern states which do have basic protections for LGBTQ workers. This includes employment, housing, public services, and other key aspects of life.