LGBTQ+ Part 1: Creating Inclusive Spaces

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Content of this session has been developed for City of Madison employees.

Welcome

- Name

- Pronouns (optional for introductions and screen name)

- Role

- Rate yourself (optional polls):
  - Knowledge of LGBTQ+ concepts
  - Comfort with LGBTQ+ concepts

City of Madison Administrative Procedure Memorandum (APM) 2-52

- SUBJECT: INCLUSIVE WORKPLACE – TRANSGENDER, GENDER NON-CONFORMING, AND NONBINARY EMPLOYEES

- BACKGROUND: The purpose of this policy is to address the needs of transgender, gender non-conforming, and nonbinary employees, and to protect the legal rights and safety of all employees.

- In all cases, the City's goal is to:
  - Ensure the safety and comfort of transgender, gender non-conforming, and nonbinary employees.
  - Maintain a safe and affirming process for employees who want to transition in the workplace.
  - Prevent the stigmatization of employees.
  - Create a safe and productive work environment for all employees

Today's objectives

Participants will:

Define basic LGBTQ+ terms and concepts

Understand and apply key LGBTQ+ concepts to themselves and others

Name two disparities experienced by LGBTQ+ communities

City of Madison
Standard Group Agreements

Be here and be present

Think well of each other

Intent vs. Impact

Hard on systems, soft on people

Keep confidentiality

Share the space

Expect unfinished business

Avoid assumptions, ask questions

Pause, paraphrase, inquire

Live the values

Content note

Content note: This training will include some data about experiences of LGBTQ+ youth and adults related to sexual assault, suicide, hostile environments, and other topics. Some participants may find the content upsetting. Please feel free to turn off cameras and microphones as needed during the training.

This information is included to share the realities of experiences of LGBTQ+ individuals.
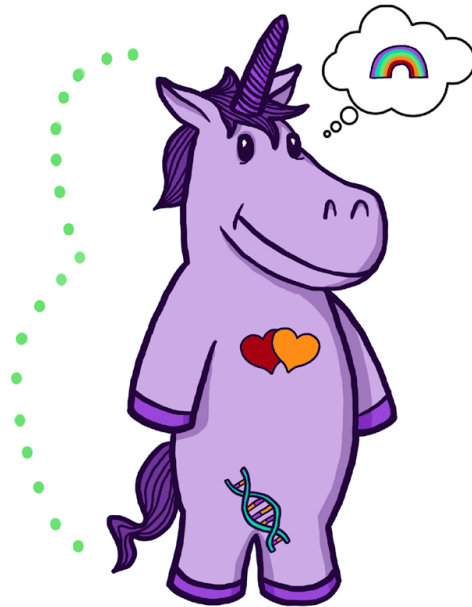
Basic LGBTQ+ Vocabulary: Concepts and Terms

- Focus on concepts

- Changing and numerous terms

- When we hear a term we don't recognize, we can respectfully ask.

The difference between gender & sex

Intersections

- LGBTQ+ people are found across all other identities and experiences, including race, religion, economic status, and more.

- We fall short when we know one person of any given identity and believe we then know all people of that identity.

- EVERYONE lives at the intersection of their identities, not at the sum of their identities.

Pronouns

- Short video https://www.youtube.com/watch?v=SRh7j2g95HU

- Many folks use pronouns.

- Pronouns are like names.

- If you are not sure about someone's pronouns just ask!

- NEVER ASSUME!

- It is an adjustment, but anyone can do it.

- Get familiar with pronouns other than she, he, and they.

What's in a word? (Hint: a LOT)

Preferred vs. Pronouns
Deadname
Multiple pronouns
They

Understanding gender

▪ What do the terms transgender and cisgender mean?

▪ One identity does not indicate another.

▪ Avoid making assumptions about gender. Avoid conflating sex, gender, gender expression, sexual orientation, pronouns, etc.

Let's personalize it!

Think of a time **your own** presentation or sense of self did not match what others expected of you.

► What was the assumption?

► Why do you think it was made?

► How did it make you feel?

Let's apply it!

Think of a time **someone else's** presentation or sense of self did not match what you expected.

► What was the assumption?

► Why do you think it was made?

► What did you do, say, or think?

What if I make a mistake?

- Avoid excessive apologizing.
- If you are corrected, say "thank you for the reminder!"
- The best fix is to get it right the next time.

Gendered vs inclusive or neutral language

Gendered	Inclusive or neutral
There are only men's and women's restrooms. Assumptions are made about who should use which restrooms. "The men's room is on the left."	All restrooms are gender neutral. OR There are men's, women's, and gender neutral restrooms with signs about not making assumption in all restrooms.
Baked into language – "manning the ship," "man up,"	"Leading the effort", and "step up" or "take the lead"
Roles or occupations – fireman, congresswoman, foreman	Firefighter, congress person, lead worker or manager
Pronouns – Using "he or she" or "his or her."	Using they/them/their, along with the person's name, if known
Using assumed gender based on role, "When we first meet with a contractor, he usually schedules an hour."	Using they/them

DATA DROP*

WI LGBTQ+ Youth

Over 80% of WI high school LGBQ youth report anxiety– nearly twice the rate for their heterosexual peers.

LGBQ youth were more likely than heterosexual youth to experience depression too - 66% versus 25%.

LGBQ youth were more likely to be bullied at school - nearly 33% compared to about 14% of heterosexual youth.

About 39% of LGBQ high school students feel they belong at school, compared to about 68% of heterosexual students.

Nearly half of high school LGBQ youth seriously considered attempting suicide during the pandemic, more than four times the rate of hetero high school students. Twenty-two (22) percent attempted suicide, more than four times the rate of hetero kids.

Wisconsin 2021 YRBS data

Mistreatment and Discrimination

According to the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality:

- One in ten who were out to family experienced violence.

- Thirty percent (30%) of respondents who had a job reported being fired, denied a promotion, or experiencing some other form of mistreatment in the workplace due to their gender identity or expression, such as being verbally harassed or physically or sexually assaulted at work.

Meanwhile, well over 200 anti-LGBTQ bills, a record number, were introduced across the US in 2022. Vast majority of LGBTQ+ youth report this affected their mental health.

Bathrooms: Effects on Trans, nonbinary, and GNC folks

59% have avoided bathrooms in the last year because they feared confrontations in public restrooms, at work, school, or in other places.

12% report that they have been harassed, attacked, or sexually assaulted in a bathroom in the last year.

31% have avoided drinking or eating so that they did not need to use the restroom in the last year.

24% report that someone told them they were using the wrong restroom or questioned their presence in the restroom in the last year.

9% report being denied access to the appropriate restroom in the last year.

8% report having a kidney or urinary tract infection, or another kidney-related medical issue, from avoiding restrooms in the last year.

James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). The Report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality.

Intersectionality

- Among Black, female, sexual minority youth, only twenty-two percent (22%) feeling connected at school - the least of any group.

- Black students were most likely to report hunger, with nearly a third reporting that there was not enough food in their home during the pandemic.

- More than one third of all U.S. high school students felt they had been treated badly or unfairly at school because of their race or ethnicity.

  Adolescent Behaviors and Experiences Survey (ABES), CDC, 2022.

Creating an inclusive workplace – Promote inclusion

- Create space for and model, but don't require, sharing of pronouns

- Can be verbalized, added in Zoom, added to email signature, or all of these.

- Invite others to do the same, but don't ask pronouns unless you are one-on-one. When in doubt, use the person's name.

- Don't wait until there is a transgender, nonbinary, or gender nonconforming person on the team to model sharing pronouns.

Creating an inclusive workplace – Promote inclusion

Activity: Facilitators share names and pronouns and ask if a couple of volunteers will do the same. If time allows, have facilitators and volunteers then introduce each other. As in, "This is Jo. They work on my team."

What do I say?

- "I use…"

- "My pronouns are…"

Addressing Subtle Acts of Exclusion (Microaggressions) – Prevent exclusion

All employees have a role in recognizing microaggressions / subtle acts of exclusion and intervening.

Even if no trans/nonbinary/gender non-conforming people are present, it is important to address microaggressions for the benefit of all employees in order to create an inclusive work environment.

Keep in mind that microaggressions about sexual orientation also create negative work environments and can be experienced by trans/nonbinary/ and gender non-conforming people as indicators of an unsafe environment.

Home work

1. Introduce yourself with your pronouns and ask someone theirs.

2. Find at least one opportunity to use "they" in a professional communication (written or verbal).

3. Recommend Resource Guide and Subtle Acts of Exclusion trainings

Today's objectives – How did we do?

- Define basic LGBTQ+ concepts

- Understand and apply key LGBTQ+ concepts to themselves and others

- Name two disparities experienced by LGBTQ+ communities

Closing

What questions do you still have?

Spend three minutes thinking and writing about:

- One short term, individual action you can take as a result of your learning about concepts

- One longer term step you can work toward