

# Creating LGBTQ-Inclusive Spaces and Making Systemic Change



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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:

1. Define basic LGBTQ+ terms and concepts
2. Identify intersections of gender, sexual orientation, race, religion, economic status, language, disability.
3. Name two disparities experienced by LGBTQ+ communities



# Today's Objectives (continued)

Participants will:

4. Understand institutional biases, including at the City, and identify how City employees can work to deconstruct these systems.
5. Identify ways to involve the voices of transgender, gender non-conforming, and nonbinary people in decision-making.



# 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

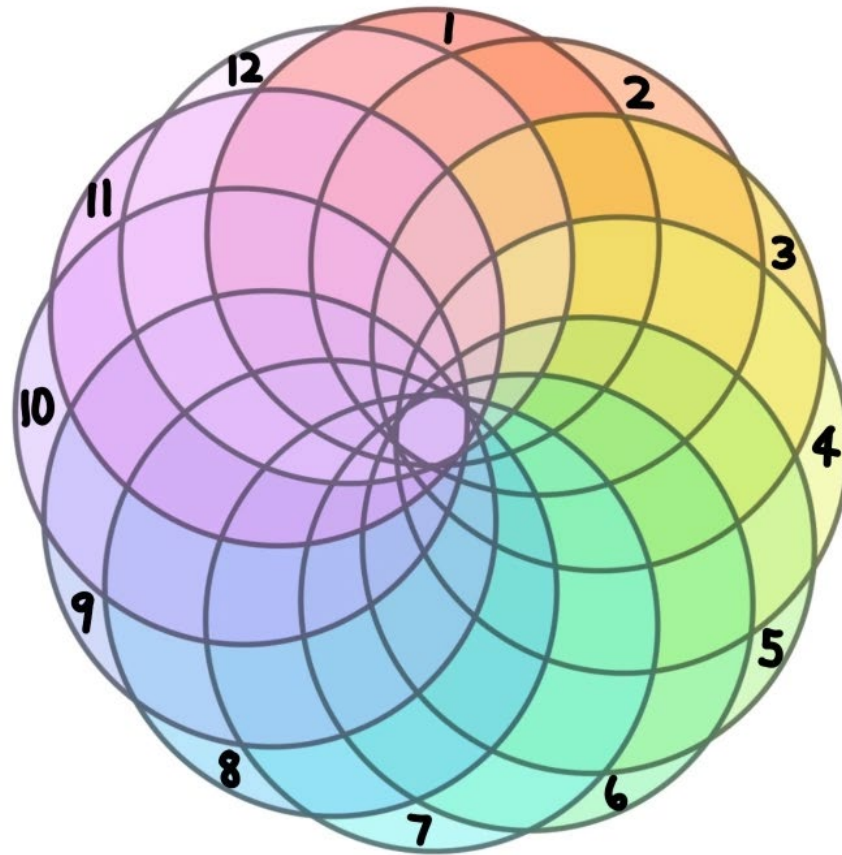
# Content note



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.

# INTERSECTIONALITY



- 1 Race
  - 2 Ethnicity
  - 3 Gender identity
  - 4 Class
  - 5 Language
  - 6 Religion
  - 7 Ability
  - 8 Sexuality
  - 9 Mental health
  - 10 Age
  - 11 Education
  - 12 Body size
- (...and many more...)

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

@sylviaaduckworth





# Intersections of LGBTQ+ identities and other identities

- EVERYONE lives at the intersection of their identities, not at the sum of their identities.
- Assumptions about race and LGBTQ+ identities
- Impacts of religion, economic status, language, and disability on LGBTQ+ identities
- We fall short when we know one person of any given identity and believe we then know all people of that identity.

# Basic LGBTQ+ Vocabulary: Concepts and Terms

Focus on concepts

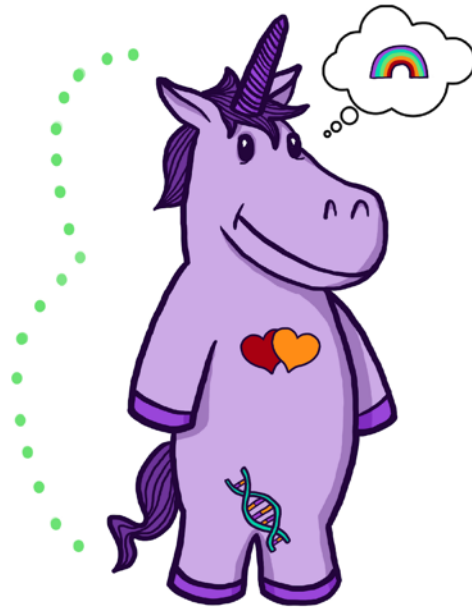
Changing and numerous terms

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

# The difference between gender & sex

## The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# 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.



# 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+ High School Youth (all races)

- Over **80%** of WI high school LGBTQ youth report **anxiety**– nearly **twice** the rate for their straight, cisgender peers.
- LGBTQ youth were more likely to experience **depression** too - **66%** vs. **25%**.
- LGBTQ youth were more likely to be **bullied** at school - nearly **33%** vs. about **14%**.
- Fewer LGBTQ high school students feel they **belong** at school, about **39%** vs. about **68%**.
- **Nearly half** of high school LGBTQ youth **seriously considered attempting suicide** during the pandemic, **more than four times** the rate of straight cisgender students.  
**Twenty-two (22) percent attempted suicide, more than four times** the rate of hetero kids.

Wisconsin 2021 YRBS data

# BIPOC Youth

- 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.

# 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.

According to the American Civil Liberties Union (ACLU), at least **510 anti-LGBTQ bills**, a record number, were introduced across the US in 2023. 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.



# Intersectionality

- The **suicide** rate by race and ethnicity is highest among non-Hispanic American Indian and Alaska Natives at **23.9 per 100,000**.  
Suicide prevention page, CDC, 2020.
- High rates of **hate crime violence** experienced by Black and brown transgender women

# 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.

# Institutional bias

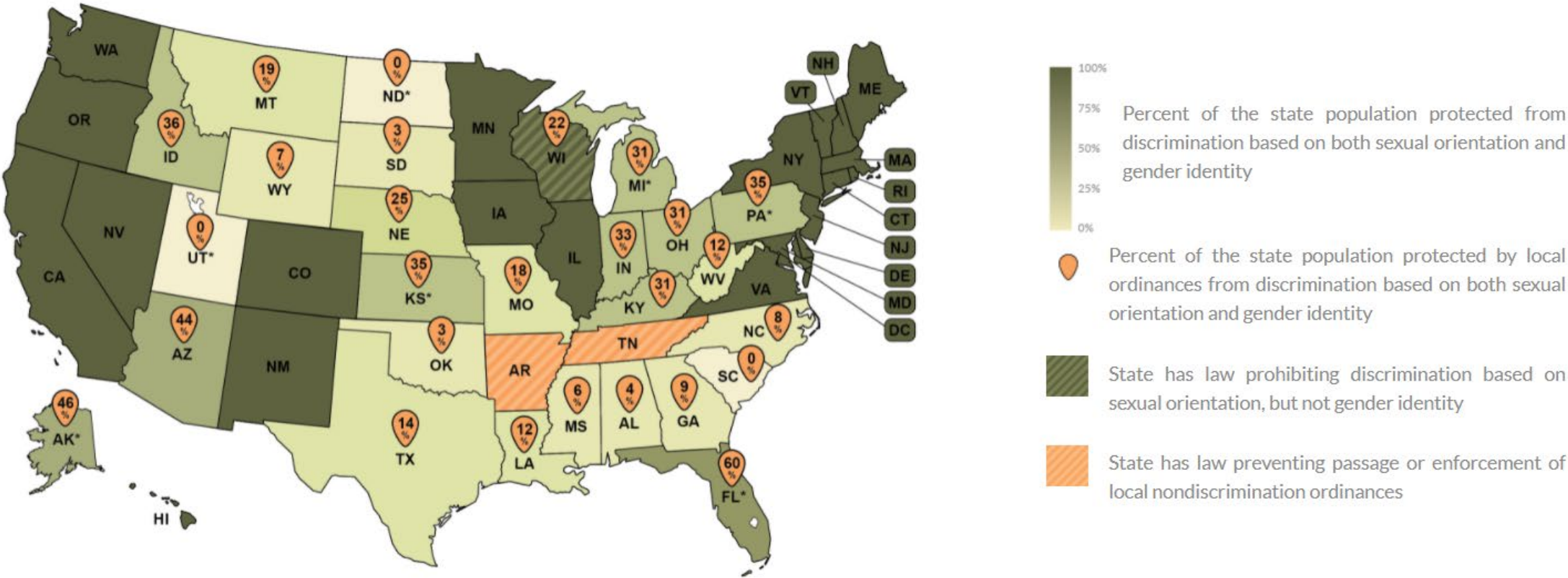


BIAS

- Institutional bias = when a system treats people poorly based on their group membership
- Examples:
  - BIPOC people over represented in corrections
  - People with disabilities denied access to services said to be accessible
  - Other examples?
- Wisconsin examples



# Sexual Orientation and Gender Identity: Nationwide snapshot



Source: Movement Advancement Project; November 2021

# Only Sexual Orientation is covered in state-wide non discrimination

In a survey of 541 WI residents:

- ▶ 16% of respondents who have ever been employed reported **losing a job** in their lifetime **because of their gender identity or expression**.
- ▶ 28% of those who held or applied for a job during 2015 reported **being fired, being denied a promotion, or not being hired for a job** they applied for **because of their gender identity or expression**.



2015 U.S. Transgender Survey, Wisconsin State Report; NCTE

# Institutional bias: Housing, police

- **26%** have experienced **homelessness** at some point in their lives.
- **39%** of respondents who experienced homelessness in the past year **avoided staying in a shelter** because they feared being mistreated as a transgender person.
- **58%** of respondents who interacted with police or other law enforcement officers who thought or knew they were transgender, experienced some form of **mistreatment** in the previous year.
- **51%** of respondents said they would feel **uncomfortable asking the police for help** if they needed it.

# 2019 City of Madison Workplace Climate Survey Report

In the past year, as a City employee...

- **I have hidden or downplayed certain aspects of my identity to avoid unfair treatment or harassment.**

**64%** of nonbinary and **50%** of transgender employees

**25%** of female and **20%** of male employees

- **I have modified my personal appearance in order to avoid unfair treatment or harassment.**

**43 %** of nonbinary and **30%** of transgender employees

**16%** of female and **10%** of male employees

- **“I fear that if were to be open about my gender identity in the workplace, I would face discrimination. People would treat me differently.”**

Prepared by the Multicultural Affairs Committee and the Women’s Initiatives Committee

# How does the City uphold institutional bias?

**Activity: Where have you seen bias against LGBTQ people in your work at the City?**

- Generate a list in your small group.
- With the list, mark with an “I” those that are institutional.
- Next, star any that have a policy to back them up.
- Finally, circle those that include bias against transgender, nonbinary, and gender non-conforming people.

# How can City employees work to deconstruct these systems?

For each of those marked institutional and circled (transgender, nonbinary, and gender non-conforming people related):

- **What** have you seen?
- **What can you do** if you witness this happening in the moment?
- **What can you do longer term** for impact?
- **Who** do you think you can take these issues to when you notice them?

What other ways can City employees can challenge institutional bias?

# Areas of potential impact

- ▶ External facing
- ▶ Environment
- ▶ Interpersonal interactions





# External facing

- ▶ Neutral AND inclusive language
- ▶ Proactive, active, reactive
- ▶ Vetted, current referrals
- ▶ Signature lines





# External facing

## What to do!

- ▶ Neutral AND inclusive language
- ▶ Proactive, active, reactive
- ▶ Vetted, current referrals
- ▶ Signature lines

# Environment



- Break room
- Reception
- Workspace
- Restrooms

# Environment

## What to do!



- Subtle cues
- Images
- Restrooms
- Signage
- Climate
- Virtual settings
- Picture of individuals, couples, groups, and families

# Environment

## What we've done!



### In Need of a Gender-Neutral Restroom?

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Staff have the right to use the restroom of their choice.

Scan the QR code to access a location guide for City of Madison Facilities with Gender-Neutral Restrooms

**In this guide you'll find:**

1. Who Can Access (*Public, City of Madison Staff, or Agency-Specific Access*)
2. Type of Access (*drop-in or swipe-in*)
3. Hours of Access (*24/7 access, during business hours, seasonal*)

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Code not working? Visit [www.cityofmadison.com/gender-inclusive-workplace](http://www.cityofmadison.com/gender-inclusive-workplace)

*Staff have the right to use the restroom of their choice.*

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<https://www.cityofmadison.com/employeenet/policies-procedures/gender-inclusive-workplace>

# Interpersonal interactions



- Recruit
- Hire
- Retain and support

# Interpersonal interactions

## What to do!



- Welcoming new employees
- Transitioning before, during, and after employment
- Building rapport and trust
- Intervening



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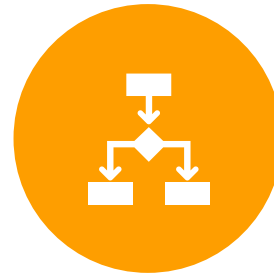
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# Involvement in decision-making



Clearly communicate which parts of the system on which people can have influence and provide information on limitations.



Invite multiple people of the same identity to participate and create varied ways to provide input. For example, multiple people who identify as nonbinary, multiple black trans people, etc. Try to bring multiple perspectives without tokenizing.



Consider ways to recognize Subject Matter Experts



Other ideas?



# Confidentiality – City’s Resource Guide

**CONFIDENTIAL**

- “A transgender, gender non-conforming, or nonbinary employee has the right to decide how much information to share, when to share it, and with whom. Employees have the right to discuss their gender identity or expression openly, or to keep that information private. An employee’s gender identity or transition must be treated with as much confidentiality as any other significant life experience. Coworkers and supervisors must not disclose information that may reveal an employee’s transgender status or gender identity to others.

City of Madison. *Resource Guide for a Gender-Inclusive Workplace*, 2020. Update coming in 2023.

# Confidentiality

Private and confidential information may only be shared with the transgender employee's consent. Confidential information includes a person's:

- Deadname ("birth name")
- Gender identity
- Transition status
- Medical information
- Any other information that might disclose their transgender identity *Resource Guide, (p 2)*

**CONFIDENTIAL**

# Homework



Introduce yourself with your pronouns and ask someone theirs.



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



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

# Today's objectives – How did we do?

Understand  
institutional bias

Identify how to  
deconstruct  
institutional bias

Identify ways to  
involve voices of  
transgender,  
nonbinary, &  
gender non-  
conforming people

# 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 today
- One longer term step you can work toward

# Feedback



<https://www.surveymonkey.com/r/2024CourseFeedback>