LGBTQ+ 101

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## Why should we think about LGBTQ+ issues in relation to inclusivity?

Like most people of diverse backgrounds, LGBTQIA students often deal with harassment and discrimination that makes it more difficult for them to focus on their work. Basically, it's hard to learn, teach, or work when you are worried about your personal safety. Also, the same sort of mindset that makes discrimination and harassment against LGBTQ+ people possible makes possible prejudice against people with any difference.

As the University of Wisconsin-Extension Equal Employment Opportunity (EEO)/Affirmative Action (AA) Statements suggest, creating a welcoming space for all people is a necessary part of any successful learning environment and community engagement: "Discrimination on the basis of age, race, color, creed or religion, national origin, ancestry, sex, sexual orientation, marital or parental status, pregnancy, veterans' status, arrest or non-job or program related conviction record or qualified disability is prohibited."

While you may have personal and/or religious beliefs about homosexuality and transgender gender identities, this is not about changing your mind on any particular subject but rather giving you the tools to be a good organization and community member to all people.

Figure 2. Harassment and Assault in Wisconsin Schools
(percentage harassed or assaulted in the past year)

From 2013 GLSEN National School Climate Survey (http://glsen.org/statesnapshots)
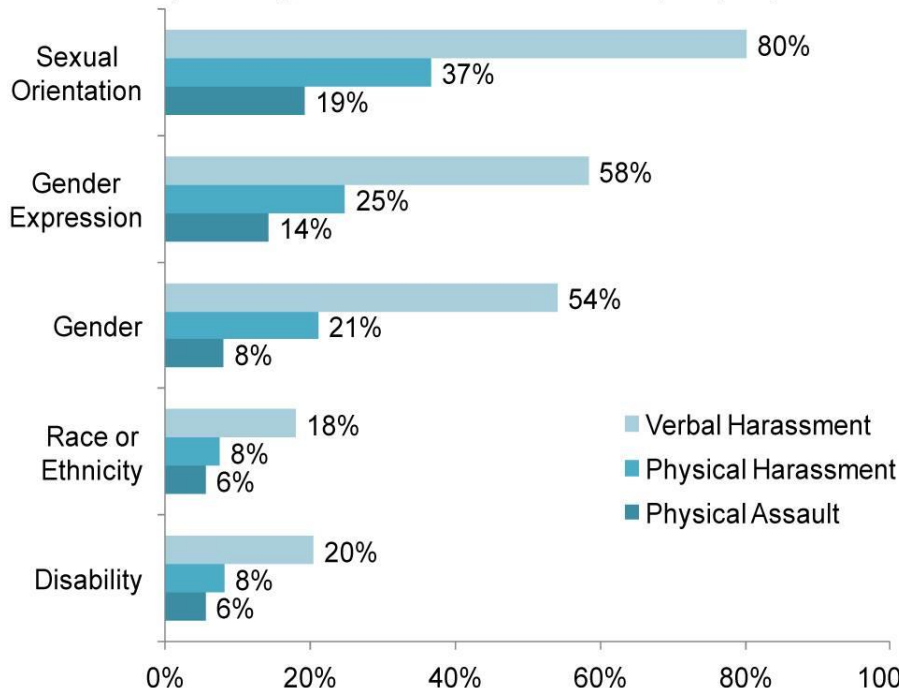
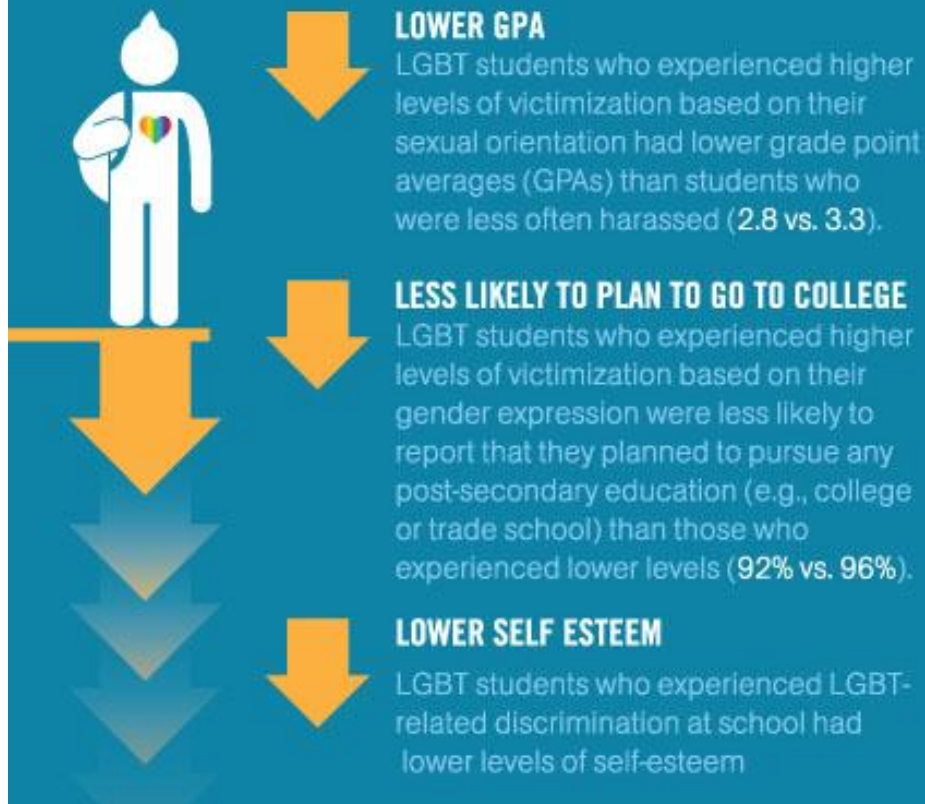## Experiencing higher levels of victimization and discrimination leads to **worse outcomes** for LGBT students:

LOWER GPA
LGBT students who experienced higher levels of victimization based on their sexual orientation had lower grade point averages (GPAs) than students who were less often harassed (2.8 vs. 3.3).

LESS LIKELY TO PLAN TO GO TO COLLEGE
LGBT students who experienced higher levels of victimization based on their gender expression were less likely to report that they planned to pursue any post-secondary education (e.g., college or trade school) than those who experienced lower levels (92% vs. 96%).

LOWER SELF ESTEEM
LGBT students who experienced LGBT-related discrimination at school had lower levels of self-esteem

Figure 3.5 Feelings of Safety in School by Gender Identity
(Percentage of LGBT Students who Feel Unsafe)

Feel Unsafe Because of Sexual Orientation
- Cisgender Male: 50.7%
- Cisgender Female: 51.6%
- Another Gender: 65.1%
- Genderqueer: 66.2%
- Transgender: 63.9%

Feel Unsafe Because of Gender Expression
- Cisgender Male: 31.1%
- Cisgender Female: 26.0%
- Another Gender: 55.0%
- Genderqueer: 66.4%
- Transgender: 75.1%

Feel Unsafe Because of Gender
- Cisgender Male: 1.8%
- Cisgender Female: 10.1%
- Another Gender: 20.8%
- Genderqueer: 33.6%
- Transgender: 60.5%

Legend: Cisgender Male | Cisgender Female | Another Gender | Genderqueer | Transgender
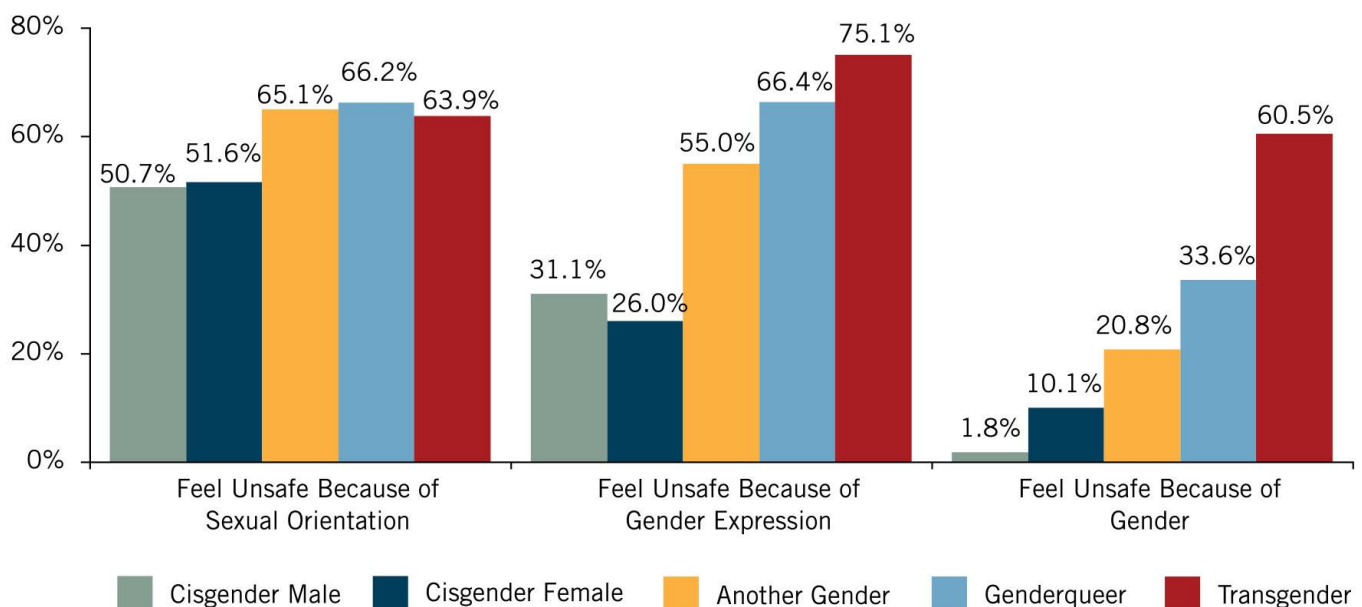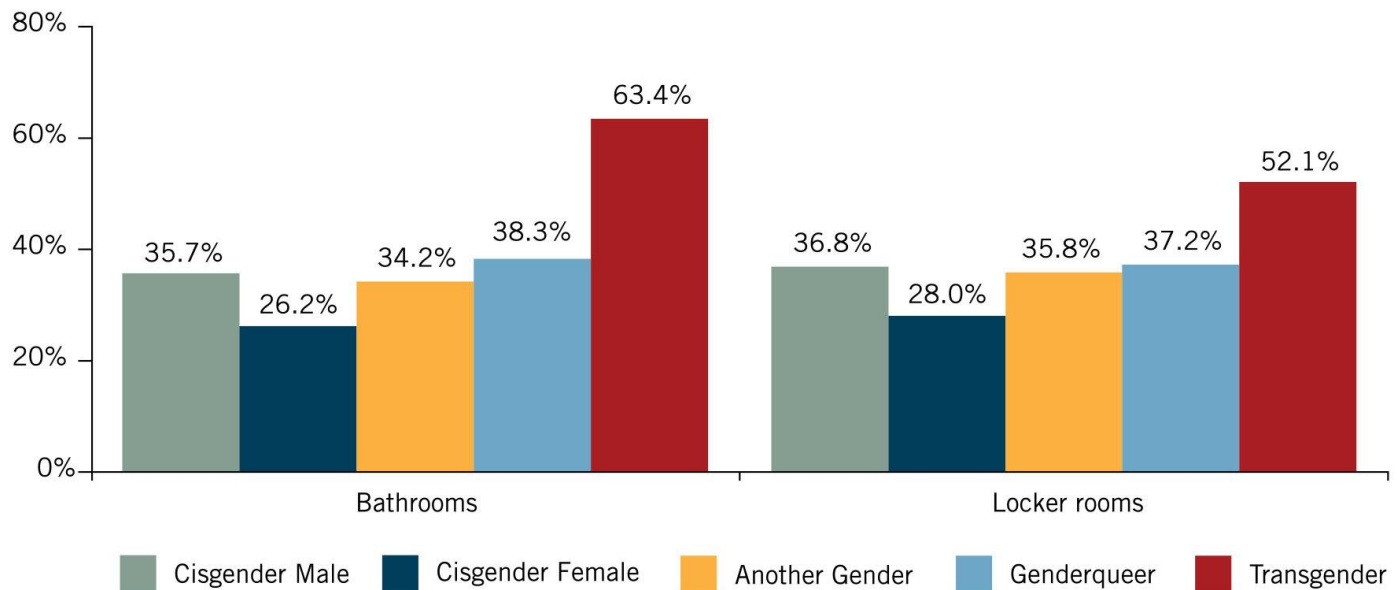
Figure 3.9 Percentage of LGBT Students Who Avoid Spaces at School Because They Feel Unsafe or Uncomfortable by Gender Identity
(Accounting for Severity of Victimization)

From 2013 GLSEN National School Climate Survey (http://www.glsen.org/article/2013-national-school-climate-survey)

General Ally Tips

1. Don't assume you know someone's sexual orientation or gender identity (or any part of that person's identity) just by looking at that person.

2. Keep all personal information that a youth, community member, client, or colleague may communicate confidential. Avoid outing anyone.

3. Listen to LGBTQ+ people. They are the experts on their own experiences and identity. Resist the tendency to fit individual LGBTQ+ people into popular narratives. There is no singular way to transition or identify.

4. If a person comes out to you, listen and be supportive. Be careful about giving advice. Freely admit if you don't know something, and point the person in the direction of appropriate resources.

Transgender Ally Tips

1. Do not ask about anyone's genitals or sex practices unless you are that person's doctor or sex partner.

2. Do not ask about a person's assigned at birth gender or name.

3. In one-on-one situations, ask people what pronouns they use. In group settings, create opportunities for transgender people to disclose this information privately and voluntarily.

4. Shift your language to avoid phrases like "the opposite sex" and those that assume that all people of particular gender have the same anatomy. Use phrases like "people of all genders" and "people with X physical part"

Resources

- ❖ UW-Waukesha LGBTQIA Resource Center & Pride Alliance
  Contact: Lisa Hager (lisa.hager@uwc.edu)
  http://waukeshapridealliance.pbworks.com
- ❖ UW-Colleges Preferred Name (Name in Use) Policy and Directions
  http://www.uwc.edu/academics/preferred-name
- ❖ FORGE: http://forge-forward.org/
  - ▪ Trans-specific organization
  - ▪ Wisconsin section includes name change process & doctor list
- ❖ GLSEN (Gay, Lesbian, and Straight Education Network): http://glsen.org/
- ❖ GSAFE (Gay Straight Alliance for Safe Schools): http://www.gsafewi.org/
- ❖ Milwaukee LGBT Center: http://www.mkelgbt.org/
- ❖ PFLAG (parents, families, friends, and straight allies of LGBT people) www.pflag.org

Within Your Region?

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What does it mean to be an Ally?

Definition

An ally is defined as an individual who works to end oppression personally and professionally through support and advocacy of an oppressed population, in this context, LGBTQ+ individuals. Allies may be prompted to action because they have personal and professional relationships with LGBTQ+ individuals or because they are alarmed at the pervasive negative attitudes towards LGBTQ+ people in a heterosexist society. Although many LGBTQ+ allies identify as straight, it is important to understand that LGBTQ+ individuals can be allies to themselves and other members of the LGBTQ+ community by actively supporting the needs of their community.

Why be an Ally?
- ❖ LGBTQ+ people are not always visible, and it is difficult to readily identify people who are supportive to LGBTQ+ issues and concerns.
- ❖ As a leader and/or member of your community organization, it is helpful to be open and supportive to ALL people.
- ❖ You have the opportunity to learn, teach, and have an impact on a population you otherwise may not have.
- ❖ By being a safe person to talk with, you may help a LGBTQ+ individual develop a greater sense of self-esteem and pride in who they are.
- ❖ By confronting homophobia, you can make a difference on your organization and in the world.

Why do I want to be an Ally?
- ❖
- ❖
- ❖

Responsibilities of an Ally:

- ❖ Educate yourself. Understand how you feel about LGBTQ+ issues. Read, research, and talk directly with the people that are experiencing the oppression and the challenges. Visit http://waukeshapridealliance.pbworks.com for more information on being an ally!

- ❖ Use inclusive language. If a transgender person asks you to use a particular pronoun for them, do so.

- ❖ Create a comfortable setting. Be conscious of the things you use to decorate your living and work environment.

- ❖ If you are in a safe environment, consider confronting jokes and slurs. Silence may communicate your condoning the oppressive statement.

- ❖ Communicate with your fellow organization members. Take every opportunity to share your information with them.

- ❖ Listen closely and do not assume. People who want to talk will often send hints and "test the water" to see if you are open to what they need to say.

- ❖ Attend events sponsored by or in support of the LGBTQ+ community. Your attendance will demonstrate your commitment to being an ally.

- ❖ Remember that it is important to educate people, but not to judge them or write them off when they do not agree with your views.

- ❖ Treat people as unique individuals. Every person's identity and experience of that identity is different. There is no one LGBTQ+ experience or model.

- ❖ Keep all personal information that a person may share with you confidential. Avoid outing people.

- ❖

- ❖

Ways to Support LGBTQ+ People in Your Organization:

- ❖ Take the time to examine your own personal feelings about LGBTQ+ people.

- ❖ Value LGBTQ+ perspectives and opinions your organization.

- ❖ Do not tokenize LGBTQ+ people.

- ❖ Make your environment visibly a safe place.

- ❖ Publicly acknowledge LGBTQ+ people's presence in your organization and society.

- ❖ Do not agree with everything an LGBTQ+ person says; challenge them as well.

- ❖ Support LGBTQ+ organization members because they add to the vibrancy of thought, activity and life in your organization— not because it's politically correct.

- ❖

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Additional Resources for LGBTQ+ 101 Workshop

Please let me know if there's anything you would like information on that is not on this document.
Lisa Hager || lisa.hager@uwc.edu || http://waukeshapridealliance.pbworks.com

K-12 and Youth Resources

- ❖ GLSEN's research page: http://glsen.org/research
  Various studies and books connected with educating LGBTQ+ youth; they also have an educator network that might be of interest to those working with young people who are in grades K-12

- ❖ GLSEN's Transgender Model District Policy: http://www.glsen.org/article/transgender-model-district-policy

- ❖ School Experiences of Transgender and Gender Non-Conforming Students in Wisconsin 2015: https://www.gsafewi.org/wp-content/uploads/WEBSchoolExperiencesofTransgenderandGenderNonconformingStudentsinWisconsin2015.pdf

- ❖ GSAFE (Wisconsin-specific org for students, educators, and parents): http://www.gsafewi.org/resources/for-educators/

- ❖ GenderSpectrum's Education Resources: https://www.genderspectrum.org/resources/education-2/

- ❖ Wisconsin's Pupil Non-Discrimination Law (which does not include gender identity): http://sped.dpi.wi.gov/sped_puplnondis
  - o Video about the policy, including a song: https://videos.madison.k12.wi.us/node/166

Higher Education

- ❖ The Consortium of Higher Education LGBT Resource Professionals: http://www.lgbtcampus.org/

Signage and Posters

- ❖ That's so . . . posters: http://www.alisonrowan.com/36805/405546/work/buy-a-dictionary

- ❖ All gender bathroom signage:
  - o Printable: http://watchdogwire.com/florida/files/2013/08/all-gender-bathroom-sign.jpg
  - o To order official signage (which are currently free for some organizations!): http://www.mydoorsign.com/all-gender-restroom-signs

LGBTQ+ Speakers

- ❖ Out Media: http://www.outmedia.org/

- ❖ Campus Pride: http://www.campuspride.org/speakers/

SCHOOL CLIMATE IN WISCONSIN

2013 STATE SNAPSHOT

Findings from the GLSEN *2013 National School Climate Survey* demonstrate that Wisconsin schools were not safe for most lesbian, gay, bisexual, and transgender (LGBT) secondary school students. In addition, many LGBT students in Wisconsin did not have access to important school resources, such as having a curriculum that is inclusive of LGBT people, history, and events, and were not protected by comprehensive anti-bullying/harassment school policies.

FACT: The vast majority of LGBT students in Wisconsin regularly heard anti-LGBT remarks.

- More than 9 in 10 heard "gay" used in a negative way (e.g., "that's so gay") and 9 in 10 heard other homophobic remarks (e.g., "fag" or "dyke") at school regularly (i.e. sometimes, often, or frequently; see Figure 1).

- More than 8 in 10 regularly heard other students in their school make negative remarks about how someone expressed their gender, such as comments about someone not acting "feminine" or "masculine" enough (see Figure 1).

- 7 in 10 regularly heard negative remarks about transgender people (see Figure 1).

- Students also heard anti-LGBT language from school staff. 34% regularly heard school staff make negative remarks about someone's gender expression and 20% regularly heard staff make homophobic remarks.

Figure 1. Hearing Anti-LGBT Remarks from Students in Wisconsin Schools
(percentage hearing remarks sometimes, often, or frequently)
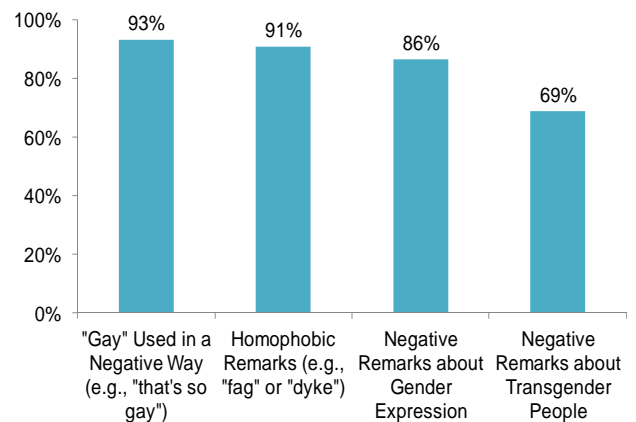
FACT: Most LGBT students in Wisconsin had been victimized at school. Many of these incidents were not reported to adult authorities.

- The majority experienced verbal harassment (e.g., called names or threatened): 8 in 10 based on their sexual orientation and nearly 6 in 10 based on the way they expressed their gender (see Figure 2).

- Many also experienced physical harassment and physical assault: for example, nearly 4 in 10 were physically harassed (e.g., pushed or shoved) based on their sexual orientation and more than 1 in 10 were physically assaulted (e.g., punched, kicked, or injured with a weapon) based on the way they expressed their gender (see Figure 2).

- Students also reported high levels of other forms of harassment at school: 93% felt deliberately excluded or "left out" by peers; 86% had mean rumors or lies told about them; 61% were sexually harassed; 57% experienced electronic harassment or "cyberbullying"; and 48% had property (e.g., car, clothing, or books) deliberately damaged and/or stolen.

Figure 2. Harassment and Assault in Wisconsin Schools
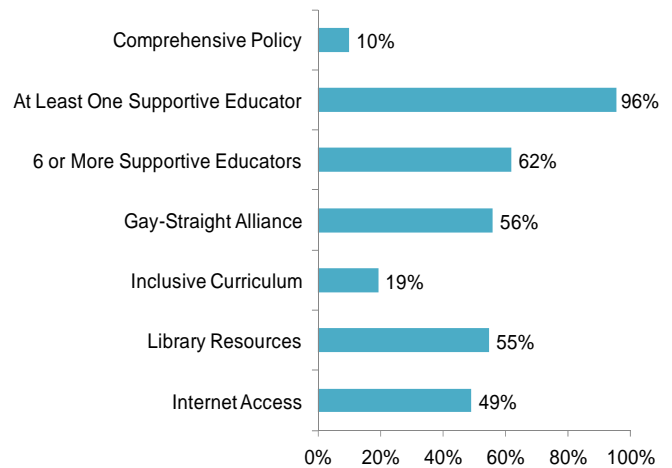(percentage harassed or assaulted in the past year)
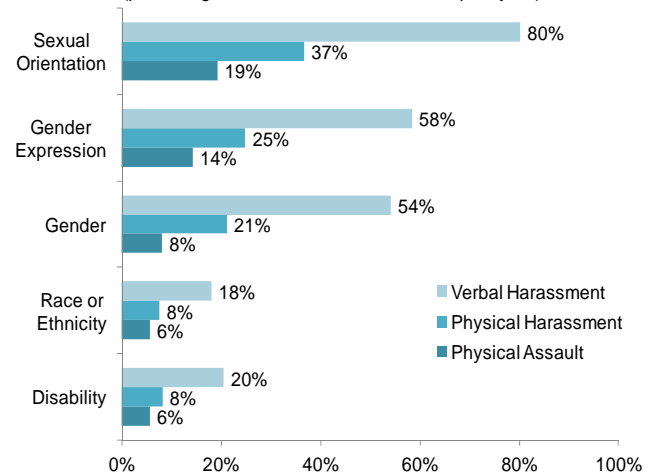
- 56% of students who were harassed or assaulted in school *never* reported it to school staff, and 58% *never* told a family member about the incident. Among students who did report incidents to school authorities, only 26% said that reporting resulted in effective intervention by staff.

FACT: Many LGBT students in Wisconsin did not have access to in-school resources and supports.

- Only 10% attended a school with a comprehensive anti-bullying/harassment policy that included specific protections based on sexual orientation and gender identity/expression (see Figure 3).

- Nearly all could identify at least one school staff member supportive of LGBT students, but fewer (62%) could identify 6 or more supportive school staff (see Figure 3).

- Many did not have LGBT-inclusive curricular resources: only 19% were taught positive representations of LGBT people, history, and events, and only 49% could access information about LGBT communities on school Internet (see Figure 3).

Figure 3. Availability of LGBT-Related Resources and Supports in Wisconsin Schools

Resource	Percentage
Comprehensive Policy	10%
At Least One Supportive Educator	96%
6 or More Supportive Educators	62%
Gay-Straight Alliance	56%
Inclusive Curriculum	19%
Library Resources	55%
Internet Access	49%

RECOMMENDATIONS

School-based supports such as comprehensive anti-bullying/harassment policies, school personnel who are supportive of LGBT students, Gay-Straight Alliances, and LGBT-inclusive curricular resources can positively affect school climate for LGBT students. Findings from the *2013 National School Climate Survey* demonstrate that students attending schools with these resources and supports report more positive school experiences, including lower victimization and absenteeism and higher academic achievement.

Given the high percentages of LGBT students in Wisconsin who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that Wisconsin school leaders, education policymakers, and other individuals who are obligated to provide safe learning environments for all students take the following steps:

- Implement comprehensive school anti-bullying/harassment policies;
- Support Gay-Straight Alliances;
- Provide professional development for school staff on LGBT student issues; and
- Increase student access to LGBT-inclusive curricular resources.

These actions can move us toward a future in which all students in Wisconsin will have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity, or gender expression.

To **learn more** about GLSEN and to **get involved**, visit www.glsen.org or contact glsen@glsen.org.

GLSEN (the Gay, Lesbian & Straight Education Network) is the leading national education organization focused on ensuring safe schools for all students.
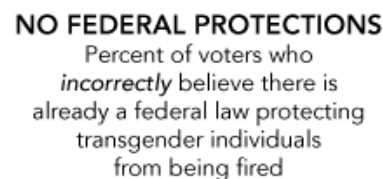
ABOUT THE RESEARCH

In 2013, GLSEN conducted the eighth National School Climate Survey (NSCS), a biennial survey of the experiences of LGBT youth in U.S. secondary schools. The national sample consisted of 7,898 LGBT students from all 50 states and the District of Columbia. A total of 162 respondents were attending schools in Wisconsin. The majority of the Wisconsin sample was White/European American (81%), 7% multi-racial, 7% Hispanic/Latino, and 1% Asian/Pacific Islander, African American/Black, Middle Eastern/Arab American, or Native American/American Indian. The gender composition was 44% cisgender female, 25% cisgender male, 15% transgender, 13% genderqueer, and 3% some other gender (e.g., genderfluid). Most (96%) attended public schools. The school community makeup was 43% rural/small town, 28% urban, and 28% suburban. The results reported for Wisconsin have a margin of error of +/-7.

For the full 2013 National School Climate Survey report or for any other GLSEN research, go to www.glsen.org/research. Follow @GLSENResearch on Twitter.

Suggested citation: GLSEN. (2014). *School Climate in Wisconsin (State Snapshot)*. New York: GLSEN. © GLSEN 2014

The "T" In LGBT Protections

There are only 16 states where you can't get fired for being transgender. The Employment Non-Discrimination Act, or ENDA, could change that by extending LGBT workplace protections to all Americans if it finally passes this year. Versions of the bill have been introduced in nearly every Congress since 1994 but it has only come to a vote twice and never passed both houses. ENDA previously prohibited discrimination based on sexual orientation only and it wasn't until 2007 that the bill added transgender inclusive language — which was removed before the 2007 House vote.

90

DISCRIMINATION
Percent of transgender individuals who reported experiencing harassment, mistreatment or discrimination on the job

40

UNEMPLOYMENT
Percent of transgender individuals who are unemployed, causing high levels of poverty

32

FEW STATE PROTECTIONS
Percent of states that include gender identity protections in their non-discrimination laws

90

NO FEDERAL PROTECTIONS
Percent of voters who *incorrectly* believe there is already a federal law protecting transgender individuals from being fired

Where You Can Be Fired For Being Transgender

States that have no workplace protections for LGBT people

States that have protections that *only* cover sexual orientation

The Gender Unicorn
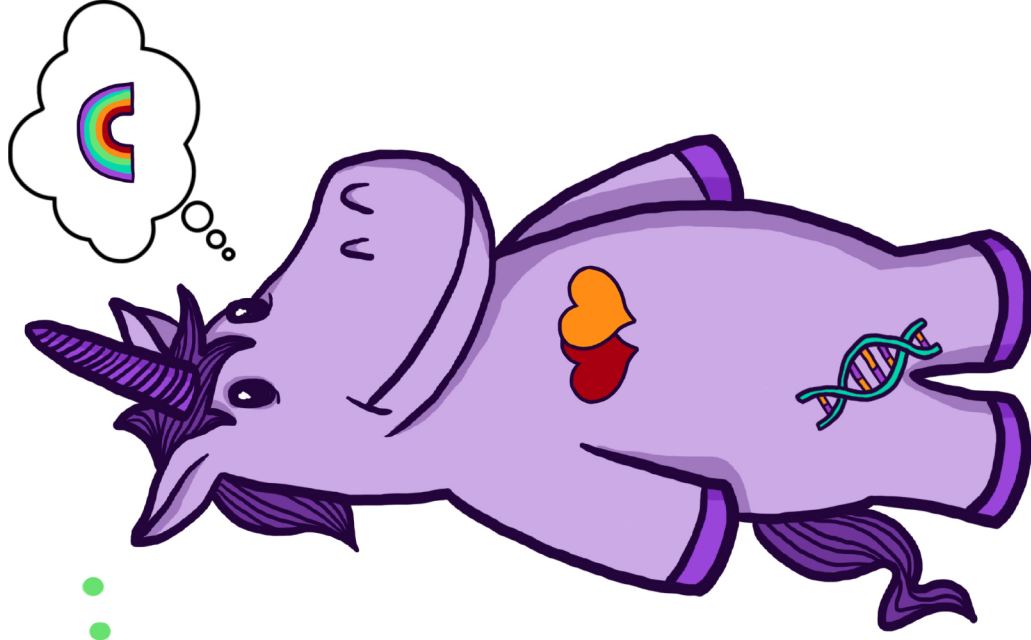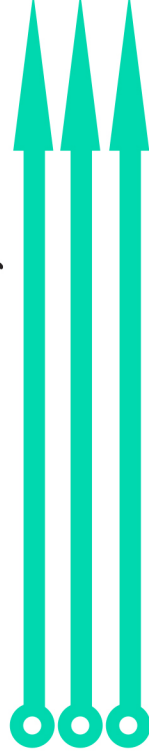
Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression/Presentation
- Feminine
- Masculine
- Other

Sex Assigned at Birth
- Female
- Male
- Other/Intersex

Sexually Attracted To
- Women
- Men
- Other Gender(s)

Romantically/Emotionally Attracted To
- Women
- Men
- Other Gender(s)

To learn more go to:
www.transstudent.org/gender

Design by Landyn Pan

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Words that are TRANSPHOBIC

and why

"You're such a Tranny"

Calling someone a Tranny, whether they identify as Trans or not, can be offensive. This may be a term people within the community use for themselves, but should not be as a joke or without a person's consent.

Using the wrong pronouns or making assumptions about others' gender identity

It is important to respect the names and pronouns people prefer. If you are not sure, ask: "what are your preferred pronouns?"

Asking others about transperson's identity or offering information about someone.

Inquiring about someone's identity to someone else is inappropriate. Ask yourself why you want to know. If you are concerned about using the person's perferred pronouns ask the person directly.

"That person doesn't really look like a man/woman"

What does a man or woman really look like? There is no one way to look like a man or a woman. It should also not be assumed that all Transmen want or have to strive to be masculine or that Transwomen should be feminine. Gender presentation is fluid and we should support all the ways people choose to present their gender.

"Why would you transition if you are going to be gay?"

Gender identity and sexual orientaion are two separate aspects of one's identity. This question demonstrates how heterosexual identity is more valued in our society and reinforces homophobia & heterosexism.

"What is your REAL Name? I mean the one you were given at birth?"

Asking this question implies that the person's chosen name and gender identity are not "real." It is important to respect people's choices around sharing or not sharing personal information

Calling someone "it" or "He/She" is demeaning and does not validate their identity or respect them as a person.

Transphobia: the fear or hatred of transgender people or people who do not meet society's gender role expectations. Transphobia is closely linked with homophobia & biphobia.

"What are you REALLY? Have you had surgery, if not then you are not really a man/woman."

Asking anyone personal questions about their bodies and/or surgeries is invasive and inappropriate. We don't ask non-Trans people what is under their clothes, nor should we ask Trans people. It is important to honor everyone's gender identity and not question their validity.

For more information contact the UC Davis LGBT Resource Center 530-752-2452

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Gender Grammar

Problem	Correction	Reason
"transgendered" (adjective)	transgender	Only adjectives that are derived from nouns and/or verbs (unlike transgender) end in "ed."
"intersexed"	intersex	Only adjectives that are derived from nouns and/or verbs (unlike intersex) end in "ed."
"transgendered" (verb)	transition	Only verbs can have "ed" added onto the end of the word to become a participle. Transgender is an adjective, not a verb. One does not "transgender," they transition.
"a transgender," "transgenders"	a transgender person, transgender people	Transgender is not a noun. "Jake is a transgender" is not only grammatically incorrect, but can be offensive.
"sex change," "sex reassignment surgery," "gender reassignment surgery"	gender affirming surgery, genital reconstruction surgery, genital reassignment surgery	Surgery does not change one's sex or gender, only genitalia.

LGBT Campus Center

The following are several actions tips that can be used as you move toward becoming a better trans ally. Of course, this list is not exhaustive and cannot include all the "right" things to do or say—because each person and situation is different, there is not always one single, easy, or right answer! This list should provide you with a starting place as you learn more about trans people, gender identities and expressions, and how to ally yourself with trans communities and activism.

Don't assume you can tell if someone is transgender.

Transgender and transsexual people don't all look a certain way or come from the same background, and many may not fit your idea of what trans "looks like." Indeed, many trans people live most of their lives with very few people knowing their trans status.

Don't make assumptions about a trans person's sexual orientation.

Gender identity is different than sexual orientation. Sexual orientation is about who we're attracted to. Gender identity is about how we know our own gender. Trans people can identify as any sexual orientation, such as gay, straight, bisexual, pansexual, queer, or asexual.

Be careful about confidentiality, disclosure, and "outing."

Some trans people feel comfortable disclosing their trans status to others, and some do not. Knowing a trans person's status is personal information. Do not casually share this information, or "gossip" about a person you know or think is trans. Not only is this an invasion of privacy, it also can have negative consequences in a world that is very intolerant of gender difference—trans people can lose jobs, housing, family, or friends due to unwanted outing, and sadly many trans people have been killed upon revelation of their gender history.

Understand what is unique about coming out as trans.

Unlike coming out in a lesbian/gay/bisexual context, where the act of disclosing one's sexuality reveals a "truth" about that person's sexual orientation, disclosing one's trans status often has the opposite effect. That is, when a person "comes out" as trans, the listener often assumes the "truth" about the trans person is that they are somehow more fundamentally a member of their birth sex, rather than the gender/sex they have chosen to live in. In other words, sometimes "coming out" makes it more difficult for a trans person to be fully recognized as the sex/gender they are living in.

Do not tolerate anti-trans remarks or humor in public spaces.

Consider strategies to best confront anti-trans remarks or jokes in your classroom, lab, office, living group, or organization. Seek out other allies who will support you in this effort.

If you don't know what pronouns to use, ask.

Be polite and respectful when you ask a person which pronoun they prefer. Then, use that pronoun and encourage others to do so. Be patient with a person who is questioning their gender identity. A person who is questioning their gender identity might shift back and forth as they find out what identity and/or gender presentation is best for them. They might, for example, choose a new name or pronoun, and then decide at a later time to change the name or pronoun again. Do your best to be respectful and use the name and/or pronouns requested.

Don't try to tell a person what "category" or "identity" they fit into.

Do not apply labels or identities to a person that they have not chosen for themselves. If a person is not sure of which identity or path fits them best, give them the time and space to decide for themselves.

Division of Student Life
University of Wisconsin-Madison

Don't assume what path a trans person is on regarding surgery or hormones, and don't privilege one path over another.

Affirm the many ways all of us can and do transcend gender boundaries, including the choices some of us make to use medical technology to change our bodies. Some trans people wish to be recognized as their gender of choice without surgery or hormones; some need support and advocacy to get respectful medical care, hormones, and/or surgery.

Don't ask a trans person what their "real name" or gender history is.

For some trans people, being associated with their birth name is a tremendous source of anxiety, or it is simply a part of their life they wish to leave behind. Respect the name a trans person is currently using.

Don't ask about a trans person's genitals or surgical status.

Think about it—it wouldn't be considered appropriate to ask a non-trans person about the appearance or status of their genitalia, so it isn't appropriate to ask a trans person that question either. Likewise, don't ask if a trans person has had "the surgery." If a trans person wants to talk to you about such matters, let them bring it up.

Don't ask a trans person how they have sex.

Similar to the questions above about genitalia and surgery—it wouldn't be considered appropriate to ask a non-trans person about how they have sex, so the same courtesy should be extended to trans people.

Don't police public restrooms.

Recognize that gender variant people may not match the little signs on the restroom door—or your expectations! Encourage schools, businesses and agencies to have unisex bathroom options, and offer to accompany a trans person to the bathroom, in a "buddy system," so they are less vulnerable.

Don't just add the "T" without doing work.

"LBGT" is now a commonplace acronym that joins lesbian, bisexual, gay, and transgender under the same umbrella. To be an ally to trans people, gays, lesbians and bisexuals need to examine their own gender stereotypes, their own prejudices and fears about trans people, and be willing to defend and celebrate trans lives.

Know your own limits as an ally.

Don't be afraid to admit you don't know everything! When a trans person has sought you out for support or guidance, try to find appropriate resources when you've reached the limit of your knowledge or ability to handle the situation. It is better to admit you don't know something than to provide information that may be incorrect or hurtful.

Listen to trans voices.

The best way to be an ally is to listen with an open mind to trans people themselves. They are the experts on their own lives! Talk to trans people in your community. Consult the Resource Library, the LGBT Campus Center, and our other resources to learn more about trans lives and activism.

LGBT Campus Center
123 Red Gym
716 Langdon St.
Madison, WI 53706
608.265.3344
lgbt.wisc.edu

Division of Student Life
University of Wisconsin-Madison

Some people don't feel like traditional gender pronouns (she/her, he/him) fit their gender identites. Transgender, genderqueer, and other gender-variant people may choose different pronouns for themselves. The following guide is a starting point for using pronouns respectfully.

How do I know which pronouns to use?

If the person you're referring to is a stranger or brief acquaintance (like a server, cashier, fellow bus patron, etc), you may not need to know. If the person is a classmate, student, or coworker, for example, it is best to ask. Try:

- "What pronouns do you use?"
- "How would you like me to refer to you?"
- "How would you like to be addressed?"
- "My name is Tou and my pronouns are he and him. What about you?"

How often do pronouns change?

Remember that people may change their pronouns without changing their name, appearance, or gender identity. Try making pronouns an optional part of introductions or check-ins at meetings or in class.

What if I make a mistake?

Most people appreciate a quick apology and correction at the time of the mistake. Try:

- "Her books are—I'm sorry, hir books are over there."

By correcting yourself, you're modeling respectful pronoun use for others in the conversation.

If you only realize the mistake later, a brief apology can help. Try:

- "I'm sorry I used the wrong pronoun earlier. I'll be more careful next time."

When should I correct others?

Some people may not want a lot of public attention to their pronouns, while others will appreciate you standing up for them.

If someone uses the wrong pronoun for a person who isn't present, try a brief correction:

- "I think Sam uses she and her pronouns. And yes, I'm going to her house later too!"

It can be tough to remember pronouns at first. The best solution is to practice! Correct pronoun use is an easy step toward showing respect for people of every gender.

	Nominative (subject)	Objective (object)	Possessive determiner	Possessive Pronoun	Reflexive
Traditional pronouns					
He	*He* laughed	I called *him*	*His* eyes gleam	That is *his*	He likes *himself*
She	*She* laughed	I called *her*	*Her* eyes gleam	That is *hers*	She likes *herself*
Nonbinary pronouns These are often used by trans, genderqueer, and gender non–conforming people.					
They	*They* laughed	I called *them*	*Their* eyes gleam	That is *theirs*	They like *themselves*
Spivak	*Ey* laughed	I called *em*	*Eir* eyes gleam	That is *eirs*	Ey likes *emself*
Ze (or zie) and hir	*Ze* laughed ("zee")	I called *hir* ("heer")	*Hir* eyes gleam ("heer")	That is *hirs* ("heers")	Ze likes *hirself* ("heerself")

Chart adapted from "The Need for a Gender-Neutral Pronoun," Gender Neutral Pronoun Blog. January 24 2001.
See many more pronouns in the chart at http://genderneutralpronoun.wordpress.com/tag/ze-and-zir/

LGBT Campus Center

Faculty, staff, and teaching assistants are all responsible for creating welcoming and inclusive environments in the classroom.

In recent years, cultural, political and legal resistance to the oppression of transgender people has resulted in greater visibility of the issues facing this population and growing recognition of gender identity and expression discrimination. As these issues gain greater attention, and as obstacles to trans people's participation in education and employment are addressed, we will likely continue to have more trans people in our classes.

These tips may be helpful in ensuring that your classroom is a welcoming place for UW's trans and gender non-conforming students, and ensuring that unintentional exclusionary practices are reduced and eliminated, allowing students to perform at their full potential in class. This reaffirms our institution's commitment to not discriminate based on gender identity and expression.

Classroom Guidelines and Community Standards

Set a tone in the classroom of respect and critical inquiry. At the beginning of each semester, when establishing the guidelines for class, include something like: "It is important that this classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronoun (like she, ze, he, or they)."

Doing this sets a tone for challenging assumptions about people's bodies, their identities and the ways they present themselves in terms of gender, and also race, ethnicity, class, dis/ability, sexual orientation, and country of origin. This can also encourage critical engagement with the authors and subjects of texts and ideas in our classes.

Roll Call

Avoid calling the roll or otherwise reading the roster aloud until you have given students a chance to state what they prefer to be called, in case the roster represents a prior name.

Names & Pronouns

Allow students to choose what name and pronoun they use. Avoid making assumptions based on what is on the class roster or the student's appearance. A great way to accomplish this is to pass around a seating chart sign-in sheet and ask them to indicate these two items in writing, and then use them when you call on students or refer to them in class.

Modeling Behavior

When facilitating a group discussion, ask people to identify their pronouns when they go around and do introductions. This will allow everyone in the room the chance to self-identify and to get each other's pronouns right the first time. It will also reduce the burden on anyone whose pronoun is often misidentified and may help them access the discussion more easily because they do not have to fear an embarrassing mistake made by another student or the instructor. Model this by saying, "In our introductions, please state your name and pronouns. I'll start: my name is Simon and I use he and him pronouns."

Previous Names

If a student has an previous name and/or pronoun that you are aware of because you knew them before they changed it, or because it is on the roster, do not use it or reveal it to others. Well-meaning comments like "I knew Gina when she was Bill," even if meant to be supportive, reveal what might feel like personal information to the student, and unnecessarily draw attention to their trans identity.

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LGBT Campus Center

Address Mistakes

If you make a mistake about someone's pronoun, correct yourself. Going on as if it did not happen is actually less respectful than making the correction. This also saves the person who was misidentified from having to correct an incorrect pronoun before it is planted in the minds of classmates or anyone else who heard the mistake. As teachers, especially, it is essential that you model respectful behavior and keep in mind that students pay especially close attention to the ways we interact with our students in the classroom.

Correct Others

Whether in office hours, when speaking with students in groups, or when speaking with faculty and staff, when someone else makes a pronoun mistake, correct them. It is polite to provide a correction, whether or not the person whose pronoun was misused is present. Allowing the mistake to go uncorrected ensures future uncomfortable interactions for the person who is being misidentified. For example, if a colleague uses the incorrect pronoun for a student, simply respond saying "I believe Gina uses she and her pronouns."

Respect Boundaries

Avoid asking personal questions of trans people that you would not ask of others. Because of the sensationalist media coverage of trans people's lives, there is often an assumption that personal questions are appropriate. Never ask about a trans person's body or medical care, their old name, why or how they know they are trans, their sexual orientation or practices, their family's reaction to their gender identity, or any other questions that are irrelevant to your relationship with them unless they invite you to do so or voluntarily share the information.

Pronouns

If you aren't sure of a person's pronoun (and there isn't someone around to let you know), ask, or refer to them by their name only—making a pronoun assumption is the worst option. One way to be respectful is to share your own first. "I use the pronouns he/him/his. I want to make sure I address you correctly. What pronouns do you use?" Another way is to ask, "How would you like to be addressed?" This may be challenging at first, but a person who often experiences being addressed incorrectly may see it as a sign of respect and that you are interested in getting it right.

Taking it Further

If you want to take your awareness of these issues further, here are some additional ideas to consider.

Educate yourself about trans history, trans law, and trans resistance. There are wonderful resources on the internet, in addition to many articles and books.

Local organizations that serve trans and gender-variant communities include:

- UW-Madison LGBT Campus Center www.lgbt.wisc.edu
- OutReach www.lgbtoutreach.org (Madison)
- Milwaukee LGBT Community Center www.mkelgbt.org
- Trans Youth Support Network www.transyouthsupportnetwork.blogspot.com .blogspot.com (Minnesota)
- Transformative Justice Law Project www.tjlp.org (Chicago)

Other organizations include:

- Transgender Law and Policy Institute www.transgenderlaw.org
- National Center for Transgender Equality www.transequality.org
- The Transgender Law Center www.transgenderlawcenter.org

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- The Sylvia Rivera Law Project
  www.srlp.org
- The TGI Justice Project
  www.tgijp.org

Include trans issues on your syllabus and help your students learn how to talk about issues of gender respectfully and understand their importance. Important trans struggles, as well as those of intersex and other gender-variant communities, can be found in housing, health care, employment, criminal justice/policing, education, public benefits, and legal protection.

Also, trans studies is relevant to cultural studies, literature, history, sociology, medicine, law, science, and economics, and has a place in any discipline. Including these issues offers students an introduction to scholarship that is usually left out of academic fields.

Think about how gender norms, or ideas about what women and men should be like, might be being enforced in your classroom or in other parts of your life. What does it mean to stand up against the rules of gender, both in the classroom and in other areas of our lives? How might we be enforcing gender norms on our selves or our loved ones with well-meaning advice or guidance?

Exploring these questions can deepen our commitment to gender self-determination for all people and to creating learning environments that invite gender non-conforming students and teachers to fully participate.

Frequently Used Terminology

Trans people and gender-variant communities often use these terms to talk about self-identity. Because individual people and communities use identity terms in different ways, it is important to gain further understanding of the terms than we have provided here.

Trans – short for transgender or transsexual; is also sometimes used as an umbrella term for those who identify anywhere along the gender-variant spectrum

MTF – male-to-female trans identity marker

FTM – female-to-male trans identity marker

Genderqueer – identity marker for those who consider their gender outside the binary gender system

Gender-variant – umbrella term for all of the above non-normative gender identity markers

Using language that reflects respect for students' self-identity – using their chosen name and pronoun, not assuming the gender identity of students, pronouncing names correctly, etc. – communicates that you are invested in creating and maintaining a classroom welcoming to all students.

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Glossary of LGBTQIA-Related Terms

(from http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/000/294-7.pdf)

The glossary is designed to provide basic definitions of words and phrases commonly used in discussions about lesbian, gay, bisexual and transgender people and related issues. All language is constantly evolving; new terms are introduced, while others fade from use or change their meaning over time. This remains true for the following terms and definitions. For terms that refer to people's identities, people must self-identity for these terms to be appropriately used to describe them.

Ally: A member of the majority or dominant group who works to end oppression by supporting or advocating for the oppressed population. For example, any non-LGBT person who supports and stands up for the equality of LGBT people. (sometimes referred to as a "straight ally")

Androgynous: Having the characteristics or nature of both maleness and femaleness; neither specifically feminine nor masculine.

Asexual: Someone who does not experience sexual attraction Asexuality is distinct from celibacy or sexual abstinence, which are behaviors. Some asexuals do participate in sex, for a variety of reasons.

Biphobia: An irrational fear of or aversion to bisexuality or bisexual people.

Bisexual: A sexual orientation and/or identity of a person who is emotionally and sexually attracted to some males and some females.

Coming Out: Declaring one's identity, specifically, being lesbian, gay, bisexual or transgender, whether to a person in private or a group of people. To be "in the closet" means to hide one's identity.

Drag: Wearing the clothing typically associated with another gender, often involving the presentation of exaggerated, stereotypical gender characteristics. Individuals may identify as drag kings (in drag presenting as male) or drag queens (in drag presenting as female) when performing gender as parody, art or entertainment.

FTM or F2M (female-to-male): An identity of a person who was assigned female at birth, and who identifies as male, lives as a male or identifies as masculine. Other related terms include: transgender male, transman and affirmed male.

Gay: A sexual orientation and/or identity of a person who is emotionally and sexually attracted to some members of the same sex. Although gay can refer to both males and females, many prefer the term "lesbian" for females. Gay is sometimes used used as an umbrella term to refer to all lesbian, gay and bisexual people, but some prefer the more inclusive term "LGBT."

Gender: A social construct based on a group of emotional, behavioral and cultural characteristics attached to a person's assigned biological sex. The gender construct then classifies an individual as feminine, masculine, androgynous or other. Gender can be understood to have several components, including gender identity, gender expression and gender role.

Gender Binary: The concept that everyone is of two genders: male or female. It also describes the system which society divides people into male and female roles, identities and attributes.

Gender Expression: An individual's physical characteristics, behaviors and presentation that are linked, traditionally, to either masculinity or femininity, such as: appearance, dress, mannerisms, speech patterns and social interactions.

Gender Identity: How we identify ourselves in terms of our gender. Identities may be: male, female, androgynous, transgender and others.

Gender-Neutral Pronoun: A pronoun that does not associate a gender with the person being discussed. Two of the most common gender-neutral pronouns are "zie" replacing she and he, and "hir" replacing her and him.

Gender Non-Conforming or Gender Variant: An identity of a person who has gender characteristics and/or behaviors that do not conform to traditional or societal binary gender expectations.

Gender Orientation: An individual's internal sense of their gender (e.g., feeling male, female or neither). Gender orientation doesn't necessarily align with the sex assigned at birth.

Gender Role: The social expectations of how an individual should act, think and/or feel based upon one's assigned biological sex. A set of traditional and stereotypical roles, traits, dress, characteristics, qualities, mannerisms and behaviors that are associated with societal norms of what is male and what is female.

Genderism: The systematic belief that people need to conform to the gender role assigned to them based on a gender binary system which allows only female and male.

Genderqueer: An identity of a person who identifies as and/or express themselves as somewhere in the continuum between male-ness/masculinity and femaleness/femininity or outside of the gender binary system. Genderqueer people may or may not identify as LGBT.

Heterosexism: Applies to attitudes, bias and discrimination in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is heterosexual or that male/female attractions and relationships are the norm and therefore superior. It is the belief that everyone is or should be straight.

Heterosexual: A sexual orientation and/or identity of a person who is emotionally and sexually attracted to some members of another sex (specifically, a male who is attracted to some females or a female who is attracted to some males). Often referred to as "straight."

Homophobia: An irrational fear or aversion to homosexuality or lesbian, gay or bisexual people.

Homosexual: An identity of a person who is emotionally and sexually attracted to some members of their own sex; originated in the medical and psychological professions. Currently, many prefer the term lesbian or gay.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. Intersex conditions can affect the genitals, the chromosomes and/or secondary sex characteristics.

Lesbian: A sexual orientation and/or identity of a person who is female-identified and who is emotionally and sexually attracted to some other females.

LGBT: An umbrella term referring collectively to people who identify as lesbian, gay, bisexual and/or transgender. Sometimes the acronym is written as LGBTQ, with the "Q" referring to those who identify as questioning and/or queer. In the past "gay" was used as a general, overarching term, but currently the more inclusive terms LGBT and LGBTQ are regularly used and preferred by many LGBT people and allies.

MTF or M2F (male-to-female): An identity of a person who was assigned male at birth, and who identifies as female, lives as a female or identifies as feminine. Other related terms include: transgender female, transwoman, affirmed female.

Queer: An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to heteronormative society. While it is used as a neutral, or even a positive term among many LGBT people today, historically it has been used negatively and is still considered derogatory by many.

Questioning: An identity of a person who is uncertain of their sexual orientation/identity and/or their gender orientation/identity.

Sex or Biological Sex: This can be considered our "packaging" and is determined by our chromosomes (such as XX or XY), our hormones and our internal and external genitalia. Typically, we are assigned the sex of male or female at birth.

Sexual Behavior: What we do sexually and with whom.

Sexual Identity: What we call ourselves in terms of our sexuality. Such labels include "lesbian," "gay," "bisexual," "queer," "heterosexual," "straight," and many more.

Sexual Orientation: The inner feelings of who we are attracted or oriented to emotionally and sexually.

Transgender: An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming.

Transition: The myriad of actions a person may take to transition from one gender identity to another. These may include social, psychological and/or medical processes. Transitioning is a complex process that occurs over a long period of time, it is not a one-time event.

Transphobia: The irrational fear or aversion to transgender people or of those who are perceived to break or blur societal norms regarding gender identity or gender expression.

Transsexual: A term, originated in the medical and psychological communities, that historically referred to people whose gender identity was not aligned with their sex assigned at birth.

Two-Spirit (also Two Spirit or Twospirit): Used in many Native Americans to refer to people who are lesbian, gay, bisexual, trans-gender or gender non-conforming. The term usually implies a masculine spirit and a feminine spirit living in the same body and has been adopted by some contemporary lesbian, gay, bisexual and transgender Native Americans to describe themselves.

LGBTQ+ 101
Scenarios

How do you, as a UW-Extension colleague, build a spirit of trust, communication, community, respect, and inclusion? How do you proactively address issues of bias and discrimination when they occur in our workplaces and places of learning?

To better understand how to serve lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ+) youth and adults in UW-Extension, these case studies were drawn from actual experiences within the organization.

Directions
For each scenario answer the following questions:
1) Discuss proactive responses or interventions that make the most sense to you and could be the most helpful? Consider resources you might need to seek out.
2) Is there a difference between what you would do and what you should do? Why or why not?
3) Does this seem like a representative scenario? Has anyone witnessed a similar situation? Would you be willing to share your experience (please maintain confidentiality and don't share identifiers)? What was done to proactively intervene, if anything?

Scenarios
1) During a parenting class, a lesbian couple asks the Family Living Educator questions about the importance of men as role models for their foster son. Other attendees look uncomfortable after the question is asked.

2) A transgender or gender-nonconforming youth wants to join 4H, but the person is unsure how to complete demographic portion of our 4H enrollment forms. The parents complain to you that a more inclusive form needs to be developed.

3) A UW-Extension volunteer group has opposed the university's non-discrimination clause on the grounds that members don't support the "gay lifestyle". The leaders of the group refuse to put "sexual orientation" on their documents that contain the university's non-discrimination statement, but they say will put all the other categories.

4) A long-term UW-Extension volunteer jokes about a judge's perceived sexuality and gender expression at a public meeting where youth and adults are present, saying that he's "so gay" and generally highlighting the judge's effeminate behavior. The targeted person is not at this meeting. Several other members of the volunteer group chuckle and join in the joke about "the gay guy" and his "preferences" in the show ring.