The presentation is broken down into 3 major sections:

1. Basic Vocabulary
2. Adversities for LGBTQ Students
3. Affirmations for LGBTQ Students

In the Basic Vocab section we cover:

1. Sex Identity
2. Gender Identity
3. Gender Expression
4. Pronouns
5. Transitioning
6. Sexual/Romantic orientation

Sex:

* These are features that purely based in anatomy and is PHYSICAL
* Traditionally only two sexes have been recognized and have been validated as designations at birth: Male & Female
* However Intersex conditions make up almost 2% of the population (same population density as Australia)
* Variance in Intersex conditions include ambigious genetalia, undescended testes or ovaries, chromosome arrangement (X, XXY, XXXY, etc), & hormone levels
* 70 different known variations
* Some folks can go their whole lives without knowing they are intersex
* A great resource for more info and how to be an advocate, please look into Interact. They are a nationwide Intersex specific organization.
* Not all folks who identify as intersex identify as LGBTQ however some do feel kinship with the experiences of other gender non conformoing folks who have been assigned a sex/gender at birth that they do not align with.
* We talk about gender being on a specturm, but so is sex
* This graph demonstrates the complexity of the human body-it goes through changes in its life time such as puberty and menopause. Each process has HUGE effects on your body’s make up structurally and can activate previously unknown intersex conditions.

Gender Identity

* SEPERATE FROM SEX
* Sex is on one spectru, gender another and they don’t know each other despite the fact that western culture conflates the two
* This is not a physical manifestation, it’s an internal sense of ones self
* It is culturally informed: where you grew up and with who will impact how you see yourself and your relationship to gender (I use my examples of growing up in the south and the expectations of women vs friends of mine who were raised in California and did not feel those societal pressures)
* Typical terms you will see are: Cisgender, Transgender, & Nonbinary
* Use the PFLAG (Parents & Friends of Lesbians And Gays) Glossary to learn more about third gender identities

Gender Expression

* Gender expression is not indicative of gender identity (I use the example: I wear men’s clothes because it’s comfortable, not because I identify as a man and I’d be really offended if someone assumed that, just as wearing makeup sometimes doesn't inherently make me a woman.)
* Changes over time: women used to have to wear skirts & dresses to work, men (specifically butchers) would wear heeled shoes to keep their feet out of animal blood, and prior to the Holocaust boys were ascribed pink at birth, not blue. The association of the pink triangle and hoomosexual persecution during World War Two changed that and now boys are associated with blue, pink is considered an effeminate color.
* Great pause for discussion-the question should bring up great dialogue!

Pronouns

* Pronouns are what we use to refer to a person
* These can be pronouns such as “He/Him/His” or “She/Her/Hers”
* There are what are considered “gender neutral pronouns” such as “They/Them/Theirs” “Ze/Hir/Hirs” or “Ze/Zir/Zirs”
* These can be culturally specific as well
* It is important to note that pronouns are not necessarily indicative of gender. As an example the creator of this presentation uses “She/Her” pronouns but does not identify as a cis gender woman (She identifies as non binary and also uses They/Them pronouns)
* There are wonderful sources such as TSER or Trans Student Educational Resources who provided useful handouts and tips for using pronouns
* Our office always suggests asking an individual you are unfamiliar with in conversation for their pronouns. If this makes you uncomfortable, another suggestion is to introduce yourself first with your pronouns to initiate that conversation.
* If you are unsure of a person’s pronouns, it is recommended when referring to them to use gender neutral pronouns like “They” until you learn
* Pro tip: You are 100% going to slip up on someone’s pronouns. That is completely okay. Quickly correct yourself and carry on. Don’t worry those of us who transition to using new pronouns slip up with our own too!

Transitioning

* There are three types
* Legal, Medical, & Social
* Big comment that needs to be made: A person who chooses to not undergo any form of transitioning is no less trans than one who does. All three types of transitioning can be inaccessible to students due to: cost (changing your name legally requires you pay for EVERY document that needs a name change which can upwards of $2k for some folks), safety (not every location is safe for folks to explore their gender), & personal opinions (some folks are genuinely okay with how their body looks as is, they just want people to acknowledge the gender THEY feel the most in line with.

Sexual & Romantic Orientation

* Most well known, romantic orientation is a new term brought into the conversation by the Asexual comminity.These are folks who do not experience sexual attraction, but they still date so they have created terms that best describe their forms of attraction.
* More often than not romantic/sexual orientation matches up in a person but you can come across folks who are say homoromantic but bisexual meaning they only date folks of the same gender but are willing to engage in sexual relationships wtih folks of other genders.
* Other vocab term: MSM is men who have sex with men and is used by men who do no mecessrily engage in romantic relationships with other men, just sexual relationships. (coined by the CDC I believe during the AIDS pandemic)

Barriers in Education

* Police violence: talk about Stonewall and the history of the police with the LGBTQ community and why students may feel unsafe in school settings with uniformed officers around
* Bias from teachers/staff/peers: it wasn’t long ago that schools had every right to out students to their classes and to their family. Protections for LGBTQ students such as anti bullying measures are relatively recent and vary from school district to school district. Not every school protects sexual orientation and gender identity in their bullying policies and private schools, especially religious ones, are able to get away with types of discrimnation public schools may not.
* Parental & Peer exclusion: Studies show that almost 40% of homeless youth identify as LGBTQ, how are schools handling the prospect of having students who are kicked out by unsupportive parents? How are they equipped to support students in oppressive households? When students are bullied and ostracized kids stop showing up for school, they drop out, we have low graduation rates for LGBTQ folks. Your worst case is death-case inpoint only 2 years ago a 4th grader in Denver Public Schools took his own life for being bullied for being gay.
* Compounding factors: All of this is increased when taken into account the intersection of race/class/ability.

What are the main adversities students face?

* Discrimination and harassment from college policies, faculty & staff, and from peers. ​
* Feeling included on campus ​
* Interpersonal violence from intimate partners, family members, and/or strangers.​
* Lack of community and financial resources

Discrimination and Harassment:

* Is the school affirming to LGBTQ+ people? ​
	+ Are transgender students able to have their preferred name on documents?​
	+ Are students aware of their rights on campus? ​
	+ Do professors make derogatory remarks about LGBTQ+ people?​
	+ Are there competent counselors on campus?​
	+ Health insurance that covers transition related policies?
		- Resources like the Campus Pride Initiative aid students in getting these answers as they apply for schools so it's super important campuses get registered!
* If a campus is not affirming then what might be some of the outcomes for a student who is facing these?
	+ Retention decreases
	+ GPA
	+ Mental and physical health
	+ Disempowerment

Inclusion on campus

* Students feel as if a choice has to be made between their identities when
* Not seeing people like you creates a barrier
* No representation or action can also send a message

IPV

* Being outed in class potentially feeling pressure to speak for a community.
* Fear of reaching out, will something tangible happen?
* Perception of being LGBTQ+ : Transgender and gender non-conforming individuals are especially at risk.
* Even people who don’t identify as LGBTQ+ but may not conform with conventional standards of masculinity or femininity can be persecuted from that alone
* It’s important we ask then: what is the attitude towards people who break conventional gender expectations?​

Community and Financial resources

* Coming out can risk loss to familial support and with it a potential for
	+ Unstable housing ​
	+ Unstable income ​
	+ Loss of health insurance ​
	+ Mental well-being ​
* Many LGBTQ+ spaces tend to center white, cisgender, gay men
	+ Talk briefly on issues in the community in terms of ableism, transphobia, biphobia, and classism
	+ Inaccesibilty in many physical LGBTQ spaces and events (ours included), Bi erasure in LGBTQ spaces, The inherrent whiteness of LGBTQ spaces
* Many spaces that are available for LGBTQ+ people are bars and non-sober spaces

Why are their barriers in education?

Unpleasant truth:

* Colonization brought with it ideologies heavily tied with christianity which focused on a binary sex model and promoted only hetero, procreative sex and the recent scientific revolution which encouraged schools of thought such as the idea that different races of human beings were biologically different species. So when colonizers set foot in “newly discovered” land this is what they violently implemented and is still upheld really today

Cultures Around the World:

* This isn’t the reality of human nature-actually historically speaking third gender options and same gender love has been documented basically since we’ve been recording time. Including the United States where indigenous cultures have identities such as the two spirit. I want to clarify that Two Spirit folks are not trans or non binary and should not be associated with this-those identities are tied specifically to the Western gender binary model which the Two Spirit Identity has NO relation to. It is an identity specific to the indeigioenous cultures of the Americas and these folks have specific roles in their societies based on this.

Contact

* Those roles included positions of power and ties to indgenous religion. These folks represented a physical manifestation of indigeneity and to colonizers they posed a threat to their own Christian based ideals. So Two Spirit folks were targeted first. It was a message: If you want to act like them and embrace your culture fine, you will end up like them. And most times that meant a violent, painful, degrading death.
* For some time the Two Spirit identity was almost lost, you had indegenous children being taken from their homes and told you are no longer Native-you are John so and so and you will speak english and act as a white man. Whole generations were stripped of their culture and that included the two spirit identity.
* Luckily there has been a resurgence in the community and the Two Spirit identity still lives on strong and it is important cause as I said it sn’t just an identity it is a physical manifestation of ones own culture and heritage. It is a visual reminder that these cultures, these people are still here.
* But this is the foundation we set our country up on: The only validated sex and gender model was based in heteronormativy and white ideals.

Over time that ideology took place:

* Laws and policies: while legality does not equate morality, there have been plenty of things made legal in this country that were morally abhorrent, the opinions of an issue can change drastically based on how it falls in the courts.
* Making sodomy laws and three garment rules meant society was taught that gender nonconformaty and queerness were inherently wrong and needed to be punished. This ideology has only just started to turn around.

How this shows up:

* Understand our public education system was created by the same government that had its foundations in all the messy politics we just talked about. Those ideologies of cis and hetero identities being superioir have instilled themselves in our schools too. It’s just become more covert than overt over the years.

What does it mean to be affirming?

* Think of affirming in a general sense, how do feel affirmed when you step into a new space?
* Asking why affirmation is important, keep those ideas in mind when going over this. This might seem foreign or new but lean into it.

Examples of disclosing:

* What is your gut reaction and instinct?
* Most people don’t want to offend someone, some of the practices go against what would be our intuition.
	+ For instance, assuming someone’s gender pronouns to most people is what’s polite, however this is the opposite when talking to members of the Trans community.
	+ Also assuming that people are heterosexual is generally the norm, while implying that someone might be gay, bi, or ace can actually be rude because of the negative connotations associated with it, but not to people in the LGBTQ+ community.
* When a cisgender person is dead named and misgendered it’s a joke, when a transgender person is dead named and misgendered intentionally or unintentionally it’s dehumanizing and painful.

Affirming names and pronouns:

* Preferred name access is vital
	+ Have a way for students to change that discreetly, this might change a few times, give them that space to do so.
* Have students re-fill forms to update things like pronouns, name changes, etc. Ask them if they would like to update their information.

Asking for sex:

* When you ask for someone’s gender, are you asking because you want to know their pronouns?
	+ Just ask for pronouns.
	+ If you need to know someone’s legal sex, ask them and have transparency why, and use their pronouns.
* Understand that those can change and allow a discreet way for students to do that.

Assumptions

* Assumptions are unavoidable but be aware of them and try your best to subvert them.
	+ Try to not assume. If information related to their gender identity and or sexual orientation is not needed, don’t bring it up.
		- It's okay to make compliments but be genuine and warm.
	+ Don’t act surprised when someone discloses an identity to you
		- Instead, say things like
			* “thank you for telling me that, is there something I can do to support you?”
			* “thank you for trusting me enough to disclose that info, I will honor that information”
			* “Thank you so much for telling me, I don’t really know that much about XYZ, I’ll do my best to learn and support you.”
			* “Thank you for telling me that, I’m afraid I don’t really know much about that, can I ask a question? It’s okay if you don’t want to answer it.”
* Using gender inclusive language is easy to fix.
	+ Bring your boyfriend/girlfriend = significant other, partner, spouse
	+ Men and women = everyone, students, people in the program
	+ Have LGBTQ SRC staff look over event advertisements, website info, etc.