

Welcome!

As you're getting settled,
please sign in, put on a
name tag, and grab an index
card.

On one side of your index card, write one
thing you know about LGBTQ+
people/identities.

On the other side, write down one
question you have about LGBTQ+
people/identities.

Don't include any identifying information
on your cards!

— — —

ALLYHOOD DEVELOPMENT TRAINING

Will Sherry
Linsa Varghese

Our Philosophy of Allyhood

WE BELIEVE:

The journey towards LGBTQ allyhood is an **ongoing developmental process**— for individuals and organizations and one component of broader social justice engagement.

Allyhood means **actively working to end the marginalization** of LGBTQ individuals— now moving the conversation to include those continuously marginalized (youth, trans, gender non-conforming, POC, etc).

About the Training

- Originally sponsored by the Spectrum Center and the Office of Institutional Equity
- Allyhood Development Training (then Ally Development Training) Program started in 2005
- Re-centered around social justice allyhood with an LGBTQ focus in 2012
- Focus on building skills
- Have engaged in the development of 2300+ people



Objectives / Agenda

— — —

- ▷ Build awareness of one's own identities
 - ▶ Social Identity
 - ▶ Allyhood Development Model
- ▷ Gain understanding of terminology related to gender, sexuality, and attractionality
 - ▶ 'Basics' of Gender & Attractionality
- ▷ Develop skills to engage in conversations around LGBTQ+ identities
- ▷ Identify multiple strategies for working towards an inclusive community
 - ▶ Moving Forward

Logistics

- — —
- Ask questions throughout
 - We are here to answer your questions!
- Excuse yourself when needed
- Take care of yourself
 - Physically, mentally, emotionally
- Remember you are all at different places in our knowledge and our learning—
and so are we!

Introductions



- Name
- Role
- What pronouns you use for yourself
 - (they, she, he, ze, etc...)
- What you hope to learn today

Fundamental Concepts

Importance of Language

- We often use the terms “**queer**” and “**LGBT**” or “**LGBTQ**” to reference the entire community
- Not everyone is represented in these terms— some are particular to individuals, cultures, and within particular subsets of the community
 - for example: Some LGBTQ people don’t want to be called “queer,” because of the word’s history as a slur

LGBTQ+

Making Distinctions

Sex assigned at birth

A classification that is often assigned based on external genitalia. Can also be based on chromosomes or hormones. Ex. AFAB, AMAB

Gender

One's internal sense of self; not connected to physical anatomy.

Attractionality

A person's emotional, physical, sexual, etc attraction and the expression of that attraction with other individuals.

What Do Sex
and Gender Have
in Common?

*Neither exists
within a
binary.*

Transgender, Cisgender, & Non-Binary

- “*Trans*” is a latin prefix meaning “across”
- “*Cis*” is a latin prefix meaning “on the same side as”

Cisgender: “My gender identity aligns with the gender I was assigned at birth.”

Transgender: “My gender identity does not align with the gender I was assigned at birth.”

Non-Binary: “My gender cannot be defined as exclusively man or woman.”

REFLECT:

How do you experience or interact with gender?

How do you express your gender?

What does being <your gender> mean to you?

Breaking Down Gender

- ▷ **Gender Assignment:** How do the “authorities” (family, doctors) identify or assign me?
- ▷ **Gender Identity:** Do I see myself as a man or a woman, within the gender binary or ‘outside’?
- ▷ **Gender Role:** What does society think I should do with my life?
- ▷ **Gender Expression:** How do we communicate through behavior, clothing, hairstyle, voice and our choice to emphasize or de-emphasize physical characteristics?
- ▷ **Gender Attribution:** How do others identify me?

Social Identities

What are Social Identities?

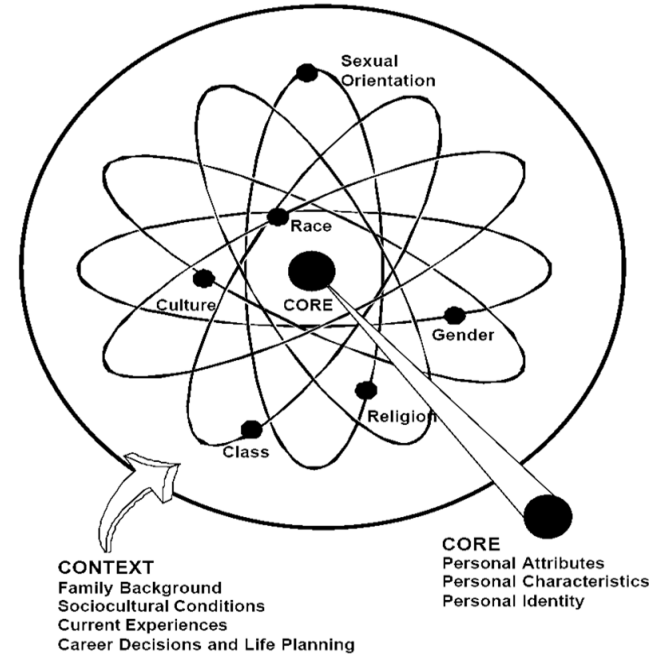
— — —

Social Identities: aspects of an individual that make them a part of any given group

- Physical, emotional, social, etc.
- Self-claimed or ascribed
- Obvious or not obvious

People with low access/ power: social identity groups that are disenfranchised, marginalized and/or exploited

People with high access/ power: social identity groups that hold (unearned) privilege in society



Model of Multiple Dimensions of Identity (Jones & McEwen, 2000)

GENDER *ABILITY *RACE *RELIGION *SIZE *SEXUALITY *CITIZENSHIP STATUS *CLASS

Social Identity	Group Membership	More Aware Of	Less Aware Of	Have a strong effect on how others see you	Have an effect on your decision making	Give you power & privilege in society	Have early memories of
Gender							
Sex							
Race							
Ethnicity							
Sexual Orientation/ <u>Attractionality</u>							
Religion/ Spirituality							
Social Class							
Age							
Ability							
Country of Origin							
Body Size/Type							
Tribal/Indigenous Affiliation							
Other							

Social Identity Discussion



- What was it like filling out this profile? Was there a group membership that you found hard to identify?
- Think about a specific incident or event from your life where you learned or were told what it meant to be (insert gender or attractionality here). Share that story.
- How did your understanding of your own identity change over time and what other identities shaped that understanding (your own and in general)?

Why Do Social Identities Matter?

Considering Power Structures

— — —

- Power is a question of access and control of resources
- Not determined by individual access and control, but by social group(s)
- Power is not absolute; it is dynamic and context-dependent
- Operates at multiple levels

Trivia Time!

Which of the following statements are true?

A

When donating blood, your gender is determined by your legal sex

- **FALSE**
- (See Option D)

B

Transgender women cannot donate blood

- **FALSE**
- Identifying as a woman does not disqualify you from donating blood

C

Men who have sex with men cannot donate blood

- **TRUE**
- The FDA has lifted the lifetime ban
- MSM cannot have engaged in sexual intercourse for 12 months to donate blood

D

When donating blood, gender is self-identified but limited to male or female

- **TRUE**

In public schools...

A

Trans students have never been allowed to use the bathroom of their choice

- **FALSE**
- The Obama administration created protections for trans students, allowing them to use the bathroom of their choice.

B

Trans students must use the bathroom based on their sex assigned at birth

- **TRUE**
- The current administration has rolled back bathroom policies previously in place.

C

Trans students can only use single-stall, gender neutral restrooms

- **FALSE**
- While trans students are not forced to use only single-stall restrooms, they are not free to use the restroom of their choice.

D

If a trans student “passes,” they may use the restroom of their choice

- **FALSE**

Which of the following statements are true?

A	In the state of Michigan, it is legal for landlords to deny housing to LGBTQ+ people	<ul style="list-style-type: none">● TRUE● There are no state protections for LGBTQ+ people
B	Title VII prohibits the discrimination of transgender individuals in employment	<ul style="list-style-type: none">● FALSE● Title VII prohibits race, color, religion, sex and national origin discrimination, but does not include transgender identities
C	Adoption agencies can legally discriminate against LGBTQ+ people in Michigan	<ul style="list-style-type: none">● TRUE
D	“Religious Freedom” is a legally acceptable reason to discriminate against LGBTQ+ people	<ul style="list-style-type: none">● TRUE● This is based on an executive order “establishing a “government-wide initiative to respect religious freedom”

Sexism

Gender based oppression, targeting women and people perceived as women

See also: *misogyny*, a hatred of women

Homophobia

Oppression targeting people in same-gender relationships, or who experience same-gender attraction

See also: *biphobia*, oppression of bisexual people

Transphobia

Oppression targeting transgender people

See also:
transmisogyny, a hatred of transgender women

Considering Larger Concepts

- **Heterosexism:** the belief that heterosexuality is normal
- **Heteronormativity:** the normalization of heterosexuality to the exclusion of all else
- **Cissexism:** the belief that the two genders are complementary, normal and natural
- **Cisnormativity:** the normalization of this belief to the exclusion of all others

4 I's of Oppression

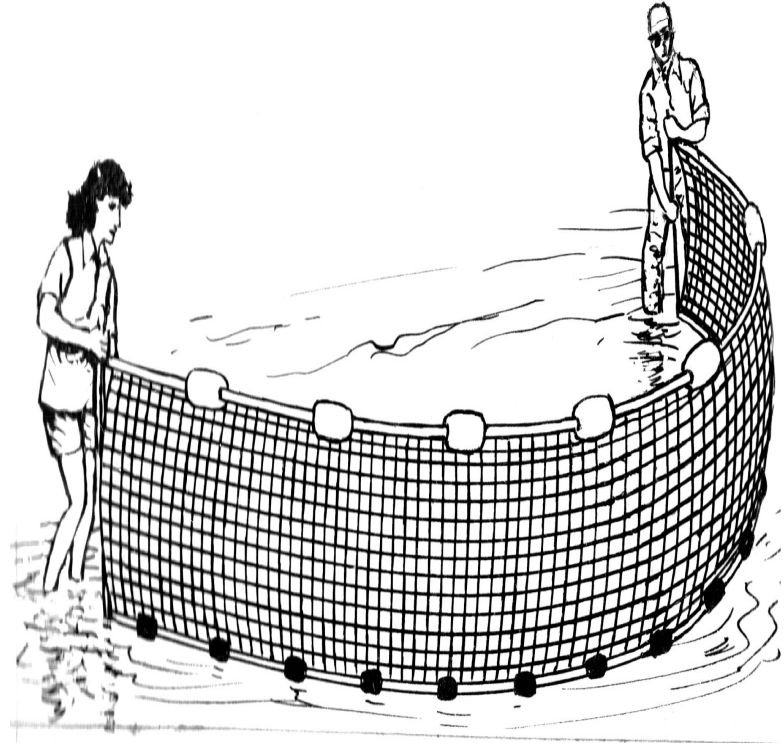


How Does This Actually Show Up?

1. Family and Social Relationships
2. Dating and Sexual/Romantic Relationships
3. Accessing Education
4. Seeking Role Models
5. Navigating Healthcare
6. Everyday Life

Matrix of Domination

- Coined by Patricia Hill-Collins as a means of understanding the experiences of black women
- Oppression(s) operate on multiple levels, simultaneously



At the Crux: Understanding Intersecting Oppressions

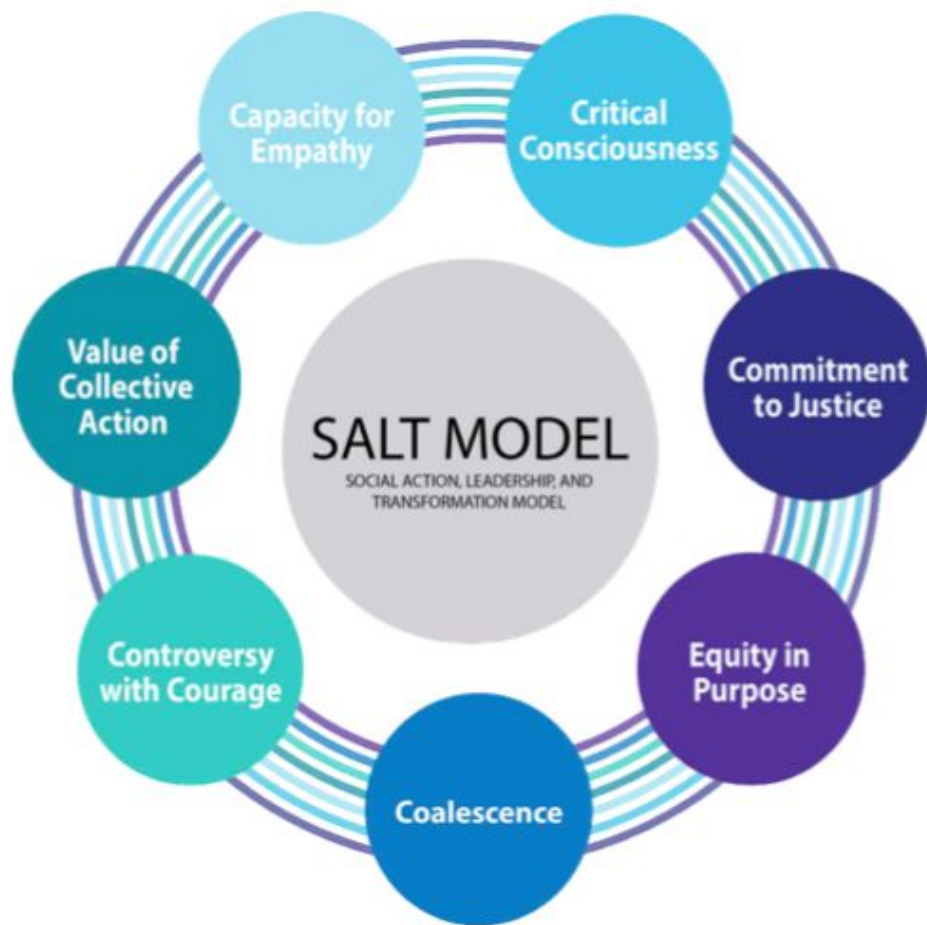
Allyhood Development

Social Action, Leadership and Transformation (SALT) Model

— — —

- Allyhood leadership framework that integrates the voices and experiences of marginalized individuals and communities
- Co-developed by the National Center for Institutional Diversity (NCID) @ University of Michigan
- Consists of 7 key elements that are necessary for social change:
 - Capacity for Empathy
 - Critical Consciousness
 - Commitment to Justice
 - Equity in Purpose
 - Value of Collective Action
 - Controversy with Courage
 - Coalescence

The Social Action, Leadership, and Transformation Model



An Honest Look at Allyhood

— — —

- Allyhood requires deep (and often uncomfortable) self-reflection
- Understanding one's motivation to engage in allyhood work and the motivation's impact on your words and actions is key
- Allyhood also requires difficult conversations and the willingness to utilize different actions or behaviors to support the LGBTQ community - there isn't just *one* way
- Members of marginalized communities often critique allyhood -- it's important to listen to what they have to say
- Allyhood is not about *you* -- don't expect rewards or recognition

Moral of the Story?

- ▷ Engaging in allyhood can be energy-depleting
- ▷ One person cannot do everything, but everyone can do *something*
- ▷ The more people doing this work on our campus, the stronger the network of support is for our students and colleagues
- ▷ This is the type of community we are striving to create with these trainings:

A community where there is ALWAYS someone there to take action!

Building Skills

FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF THOSE YEARS

1
FINISHED 2
FILES ARE THE RESULT
3
OF YEARS OF 4
SCIENTIFIC 5
STUDY
COMBINED WITH THE
6
EXPERIENCE OF THOSE YEARS

Caterpillar/Snail Video



Campus Climate Survey

The survey used a sample size of 3500 students, and approximately 1% of students identified as transgender/non-binary and 13% identified as LGB. Of this population:

30% of “LGBTQ+” students reported experiencing at least one discriminatory event as a result of their sexual orientation.

“LGBTQ+” students are 123% more likely to report experiencing discrimination than their heterosexual and cisgender peers.

These statistics are only based on respondents’ sexual orientation, not gender identity. Because of sampling methodology and fears around self-reporting, these numbers are likely not accurate reflections of the realities of LGBTQ+ students on campus.

Awareness

— — —

- *A patient filling out an intake form at the counseling center is asked to identify a gender; the only options are male or female.*
Message: Gender and sex assigned at birth are the same; further, there are only two options for gender and any other identity is invalid.
- *A transwoman is told, “Oh you don’t look it! I couldn’t even tell you weren’t a real woman!”*
Message: There is more value in “looking” cisgender and being gender-conforming; trans identified people are not authentically their gender.
- *A queer woman is told by her colleague, “Are you sure you haven’t found the right man yet? You look so pretty.”*
Message: Heterosexuality is the only valid type of S.O.; her looks and feminine expression are what is most important to attracting a man.

Awareness

— — —

- As an icebreaker for a new group you're a part of, everyone has been asked to bring in baby pictures to see if the group can guess who is who.
- On an application form, you are asked to provide the contact information for three previous supervisors, mentors, or professors.
- You and your social group are planning a trip requiring air travel.

Language

— — —

- Language is dynamic and context-dependent
- Importance of naming
- Stress about using the “right” language

Pronouns

- He, she, they
- Misgendering
 - The situation, making amends
- Wolverine Access

Pronoun Selection

Commonly Used

ze/zir

ze/hir

ey/em

ve/ver

ne/nem

xe/xem

they/them

she/her

he/him

Selected Pronouns

subject pronoun

e.g. "they"

object pronoun

e.g. "them"

possessive adjective

e.g. "their"

possessive pronoun

e.g. "theirs"

reflexive pronoun

e.g. "themselves"

☒ "__ is" ☐ "__ are"

Start Practicing

Clear

How To Apologize

The Anatomy of an Apology (dream hampton)

- I'm sorry for hurting you
- Here's my understanding of the situation or what I did
- Here's how I'm going to work to make sure it doesn't happen again

The best apology is changed behavior.

Apologies in Real Time

(C)LARA

— — —

- **C**heck in with yourself
 - acknowledge your initial response and feelings
- **L**isten
 - What are they actually saying?
- **A**ffirm
 - Acknowledge that you listened— this does not mean agreement, maybe find a connection
- **R**espond
 - Address the questions or comments that were made
- **A**dd Information
 - Share some information, resources, or a personal anecdote

Microaggressions & Misconceptions

— — —

- Being in the LGBTQ community is a choice, a lifestyle or a mental illness.
- Transgender men and women are not “real men or women.”
- LGBTQ people always knew about their identities at a very young age.
- Youth under the age of 18 are too young to know who they are or what they want.
- Conversion therapy or counseling interventions can be effective in turning someone straight or cisgender.
- Individuals who are bisexual, pansexual or fluid should just choose to be in heterosexual relationships.

Acceptance and Affirmation

The Nelson Continuum

**Rejecting
Punitive**

Explicit
punishment
or harm

**Rejecting
Non-Punitive**

Verbal or
emotional
rejection
based on a
person's
identity

**Qualified
Acceptance**

Mixed or
ambiguous
messages;
presents as
accepting

**Full
Acceptance**

Unequivocal
affirmation

Advocacy

Taking
proactive
steps to
(publicly)
show
support

Scenario

You are in a meeting in which many well-respected faculty/administrators -- some of whom you do not know very well -- are present. During the course of the meeting, the administrator says “Our LGBT students have issues, and we have to support them, but a lot of people have issues, and we just don’t hear about them.” Several people nod in agreement, and the meeting continues.

What might you do?

Scenario

— — —

Someone expresses discomfort being around a mutual acquaintance of yours who is part of the LGBTQ+ community, saying, “Look, I don’t have an issue with gay people. I just don’t really get why everything has to be about them being gay, even when it’s not relevant! It’s kind of obnoxious. I have another gay friend and he’s not like that at all.”

Let's Talk Action

Reflection + Action

— — —

- You can't have one without the other.
- While it is critical for you to reflect on your thoughts, feelings, and behaviors, it cannot stop there.
- Conversely, you cannot engage in allyhood behaviors without intentional reflection.

What will you do?

Continued Education and Learning

Resources and Support:

— — —

- [Project Implicit](#)
- Change it Up! and Implicit Bias Training
- Black Girl Dangerous (Mia McKenzie)
- Unconscious Bias Training
- The Williams Institute
- Spectrum Center: Workshops, MyVoice Panels, Consultations

Final (for now)
Thoughts

Thank you!

We encourage you to
continue connecting with the
Spectrum Center!

New Location: Trotter Multicultural
Center, third floor



spectrumcenter@umich.edu



spectrumcenter.umich.edu



facebook.com/SpectrumCenter



[@UMSpectrumCtr](https://twitter.com/UMSpectrumCtr)
