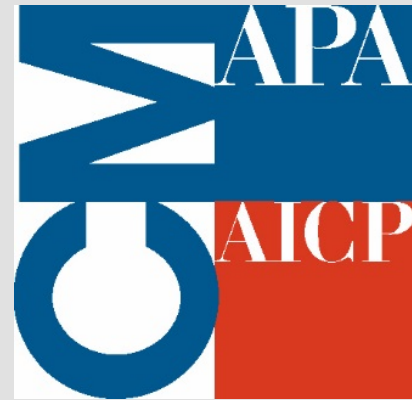


# Queer and the Conversation

## The Ethics of Inclusion





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*Pronouns: She/Her/Hers*



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**Meet your ethics guides**

# The Disclaimer – required content for AICP Ethics Session

James Peters, FAICP says, "PLEASE NOTE: This session has been created to provide general education regarding the AICP Code of Ethics. Though examples, sample problems, and question and answer sessions are an important part of illustrating application of the code's provisions, all certified planners should be aware that only the Ethics Officer [– that's me!] is authorized to give informal advice on the propriety of a planner's proposed conduct and only the Ethics Committee can give a formal opinion (AICP Code of Ethics, Section C1). If you have a specific question regarding a situation arising in your practice, you are encouraged to seek the opinion of the Ethics Officer."



## What we will do today

- A little pop quiz to test your code knowledge
- Brief overview of the AICP Code of Ethics and why do codes matter?
- Our Aspirations – in the code
- Terminology
- Some techniques
- Inclusive vs. Exclusive
- A Scenario
- What can we do?
- Questions, Answers, Thoughts, etc.

How do different  
professions talk  
about  
discrimination?

**Guess which code is which.**

# Which code is which?

AICP ICMA ASCE AIA

1. Handle all matters of personnel on the basis of merit so that fairness and impartiality govern a member's decisions, pertaining to appointments, pay adjustments, promotions, and discipline.
2. We shall not unlawfully discriminate against another person.
3. Members shall not discriminate in their professional activities on the basis of race, religion, gender, national origin, age, disability, or sexual orientation.
4. (S)hall, in all matters related to their profession, treat all persons fairly and encourage equitable participation without regard to gender or gender identity, race, national origin, ethnicity, religion, age, sexual orientation, disability, political affiliation, or family, marital, or economic status.

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Why do **ethics** matter?  
And why talk about  
discrimination and  
inclusion.

**Load up the code:**

- <https://www.planning.org/ethics/>



# Ethics matter

- Money to be made
- Sensitive Information



[https://pixabay.com/p-1428587?no\\_redirect](https://pixabay.com/p-1428587?no_redirect)

# Ethics matter

- People's plans & dreams
- Public trust
- Public interest
- Link in the chain of democracy



[https://upload.wikimedia.org/wikipedia/commons/thumb/9/98/Public\\_Trust\\_Office%2C\\_Dannevirke%2C\\_New\\_Zealand\\_37.JPG/1280px-Public\\_Trust\\_Office%2C\\_Dannevirke%2C\\_New\\_Zealand\\_37.JPG](https://upload.wikimedia.org/wikipedia/commons/thumb/9/98/Public_Trust_Office%2C_Dannevirke%2C_New_Zealand_37.JPG/1280px-Public_Trust_Office%2C_Dannevirke%2C_New_Zealand_37.JPG)

# Ethics matter

- We are in this together
- What's expected
- Elevate profession



[https://c1.staticflickr.com/1/28/100853718\\_a2225a4005\\_b.jpg](https://c1.staticflickr.com/1/28/100853718_a2225a4005_b.jpg)

## AICP Code of Ethics - Sections

- **A. Statement of aspirational principles**
- **B. Rules of conduct**
- **C. Code procedures – getting advice – formal/informal advice**
- **D. Code procedures – filing a complaint**
- **E. Code procedures – discipline and if convicted of serious crimes**

# AICP Aspirational Principles

- **Responsibility to our profession and our colleagues**
- **Responsibility to our clients and employers**
- **Responsibility to the public**

# Aspirations - Inclusion

- GOAL – Building better, more inclusive communities
- Serve the public interest with compassion for the welfare of all people
- Always conscious of the rights of others
- Give people opportunity to have a meaningful impact
- Include those who lack formal organization or influence
- Seek social justice
- Expand choice and opportunity for all persons
- Special responsibility to plan for the needs of the disadvantaged
- Promote racial and economic integration
- Shall urge the alteration of policies, institutions, and decisions that oppose such needs

## Aspirations - Inclusion

Article – “Distinguishing Participation and Inclusion”

**Participation** – increase input

**Inclusion** - making connections  
among people, across issues, and  
over time

- Kathryn S. Quick and Martha S. Feldman

Journal of Planning Education and Research, 2011, 31 (3)

Remember –  
John  
Forester?

*Forester's Planning in the Face of Power*

“Citizens are profoundly affected, therefore, not by what gets produced by public and private organizations, but also by how these organizations reproduce social and political relations of knowledge and ignorance, consent and deference, trust and dependency, and attention and confusion” (p. 77)



# Terminology

- **LGBTQ**
  - **L**esbian
  - **G**ay
  - **B**isexual
  - **T**ransgender
  - **Q**ueer
  - **A**sexual
- *Attraction (sexual, romantic, emotional)*
  - *Sex assigned at birth*
  - *Gender identity*
  - *Gender expression*
  - *Cisgender*



## Majority overestimates U.S. gay population, could influence gay rights policies, researchers find

Mon, 10/16/2017



LAWRENCE — The public tends to overestimate the American gay and lesbian population, and those who do so are less likely to support equal rights measures, according to a new study by two University of Kansas political scientists.

However, the researchers found the higher estimations are not because the majority group felt explicitly threatened by the minority group — in this case, gays and lesbians.

"The pattern suggests that we don't automatically feel threatened by a minority group, but if we perceive the minority group to be large, we respond in ways that would tend to restrict or push down the minority group," said Don Haider-Markel, professor and chair of the Department of Political Science.



Haider-Markel and Mark Joslyn co-authored the [study](#) recently published in the Journal of Homosexuality. It moved beyond existing research that tended to be limited to smaller jurisdictions, and the KU researchers employed data from two nationally representative surveys.

"What the literature often ignored was whether in fact these estimates mattered," said Joslyn, also a professor of political science. "We show that in fact they do matter for support of policies related to the minority group."



They examined 1977 and 2013 surveys of American adults that asked questions about the national gay and lesbian population. Researchers estimate actually 3-6 percent of the U.S. population identifies as gay or lesbian, though one estimate suggests as high as 10 percent.

What do we  
even know  
about our  
communities?

## Culturally competent surveying

Include LGBTQ folks in your demographic collection! Suggested language:

*Sexual Orientation?*

(circle all that apply)

Gay

Lesbian

Bisexual

Queer

Asexual

Other/Fill-in space

*Gender Identity?\**

(circle all that apply)

Man

Woman

Trans+

Queer

Gender Nonconforming

Other/Fill-in space

\*separate from Sex demographic collection

# Experiential Technique – An Activity

When to use:

- As a way to demonstrate cultural literacy of your community
- To educate others about the needs of the LGBTQ community

When *not* to use:

- If you are uncomfortable with the content/do not feel prepared to answer questions about the content
- If you are unprepared for resistance

## The Activity: The Impact of Silence

1. Name three people or relationships that are very important to you.
2. Name three important places that have special meaning to you.
3. List three life events (things that have happened in your life) that you usually share with friends.
4. Name two life events of importance that you would like to happen to you in the future.

## After the Activity - Debriefing

Ask participants:

- Was the activity easy or difficult? Why? What was the most difficult thing not to talk about?
- Could you do this for an hour? or 4ohrs per week?
- Could you do this with a co-worker? Or a close friend? Or a family member?
- Would any of these items reveal your sexual orientation or gender identity? For many participants the answer is yes.

Remind participants:

- This may be the daily lived experience of LGBTQ folks
- LGBTQ folks may remain silent about their personal lives because their environment may be an unknown or unsafe place to be out



# Inclusive vs Exclusive

Think about:

- Is your community an inclusive environment for LGBTQ people?
- How do you know? How would a new community member know?
- What are the needs of LGBTQ people?
- How are they different from straight or cisgender individuals?



## Scenario

A Gay bookstore is coming to town. They would like to renovate a space in an old warehouse that was last used for offices. It is zoned for offices but the city's Future Land Use Plan shows the area for future walkable, retail space. Planners think this is a case where the proposed rezoning to mixed use office/retail meets the plan and are recommending approval. Numerous citizens come to the City Council meeting protesting rezoning the property to allow this particular bookstore saying it is nearby a school and public park. The City Council is unsure what to say. They were surprised by the opposition. Planning staff were surprised by the opposition. The Mayor looks over to you on the planning staff and asks, "What about these issues raised by citizens here tonight?" What do you say in response? Does the AICP Code of Ethics provide some guidance?

What do you do the day after the meeting? Anything?



# What can we do?

## Action steps:

- Collect demographic information on LGBTQ people
- Try the Queer and the Conversation exercise in your office
- Invite LGBTQ people to share their voices/experiences
- Create planning processes that are inclusive – an open, welcoming, long term learning environment
- Challenge the community to create LGBTQ spaces
- Consider the Human Rights Campaign Equality Index
  - <http://www.hrc.org/campaigns/corporate-equality-index>
- Continue to educate yourself, be critical



# Is our code doing enough?

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For more -



- **AICP Code of Ethics**

<https://www.planning.org/ethics/>

- **LGBTQ and Planning Division**

<https://www.planning.org/divisions/lgbtq/>

[lgbtqplanning@gmail.com](mailto:lgbtqplanning@gmail.com)

- **Contacts**

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- Vanessa Delgado [vdelgado@ku.edu](mailto:vdelgado@ku.edu)

- **Thank you for being open and welcoming. We appreciate your interest and attention. We are learning together.**