SFSU Safe Zone Ally Committee Presents

TIPS FOR INTENTIONAL LGBTQIA+ INCLUSIVITY IN INSTRUCTION

Language

- Recognize that inclusive language in your learning environment is not just verbal -- it's also written and non-verbal. (e.g. Use welcoming and validating body language when teaching and interacting with students.)
- When introducing yourself to students, staff, and faculty, lead with your pronouns as an example. (You can also write them in your email signature or on your office door.)
- Use accurate and inclusive terminology in your syllabi, surveys, course materials, and data sets. (i.e. Are non-binary students included in your demographic surveys?)
- Don't assume labels. Follow a person's lead, seek clarification, and educate yourself on unclear language or terminology.

Community

- Share your knowledge around inclusivity with other colleagues and educators - allow for a working environment open to growth, non-judgement, and connection.
- Allow students to sit near those who they feel safe around.
- Encourage students and colleagues to attend campus events, forums, and groups that help them feel seen and supported.
- Be a visible ally to LGBTQIA+ students by modeling supportive behaviors. (e.g. Attend a full SZA training and post our placard in your office, share and post LGBTQIA+ resources, respond to anti-LGBTQIA+ behavior, encourage LGBTQIA+ representation and access in your field.)
Curriculum and Class/Department Structure

- Understand that participation in the classroom may be more difficult, or even unsafe, for students who are underrepresented. (i.e. Can there be alternative measures of participation?)
- Use LGBTQIA+ inclusive literature and include LGBTQIA+ history. (e.g. Raise the visibility of LGBTQIA+ folks in STEM.)
- Provide opportunity for discussion and faculty support. Provide opportunities for students to seek support/referrals during office hours.
- Provide mentorship for teaching fellows, adjunct instructors, and junior faculty.
- Develop a discipline relevant resource list.

Resources

- Learn where the all-gender restrooms are on campus and list them for students based on your class location. (https://titleix.sfsu.edu/content/all-gender-restrooms)
- Learn about and share campus resources. (e.g. Safe Zone Ally Program, Queer and Trans Resource Center, Counseling & Psych Services, Dream Resource Center, Guardian Scholars Program, EOP, Student Health Services, HPW, etc.)
- Learn about and share student groups. (e.g. Queer Alliance, etc.)
- Seek support and referrals when you don’t have the resources you need to support a student.

Accountability

- Exercise discretion and professionalism -- don’t disclose someone’s sexual orientation or gender identity without their permission. (Seek confidential consultation if a student’s safety is in jeopardy.)
- Be comfortable with not knowing all the answers, be conscious of your biases, and understand that mistakes can be made.
- Seek knowledge and support.
Table 1: The Ward-Gale Model for LGBTQ-inclusivity in Higher Education

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<th>LANGUAGE</th>
<th>ROLE MODELS</th>
<th>CURRICULUM CONTENT</th>
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<td>INCREASING AWARENESS</td>
<td>Avoiding abusive and discriminatory language</td>
<td>Signposting to LGBTQ organisations and events</td>
<td>Basic acknowledgement of gender and sexual diversity</td>
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<td>ADDITIVE APPROACHES</td>
<td>Avoiding hetero-normative and cis-normative language</td>
<td>Access to mentors for LGBTQ-identified students</td>
<td>Inclusion of topics, themes and readings about LGBTQ identities</td>
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<td>TRANSFORMATIVE PRACTICE</td>
<td>Critical engagement with queer/trans inclusive language</td>
<td>Role models and allies in the teaching and learning environment</td>
<td>Critical approaches to pedagogy, supporting social engagement and action/inclusive professional practice</td>
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**Additions?**
Make Your Action Plan

How will you actively support LGBTQIA+ students/staff/faculty?

How can I educate colleagues? What further resources do I need?