

# *SFSU Safe Zone Ally Committee Presents*

## TIPS FOR INTENTIONAL LGBTQIA+ INCLUSIVITY IN INSTRUCTION



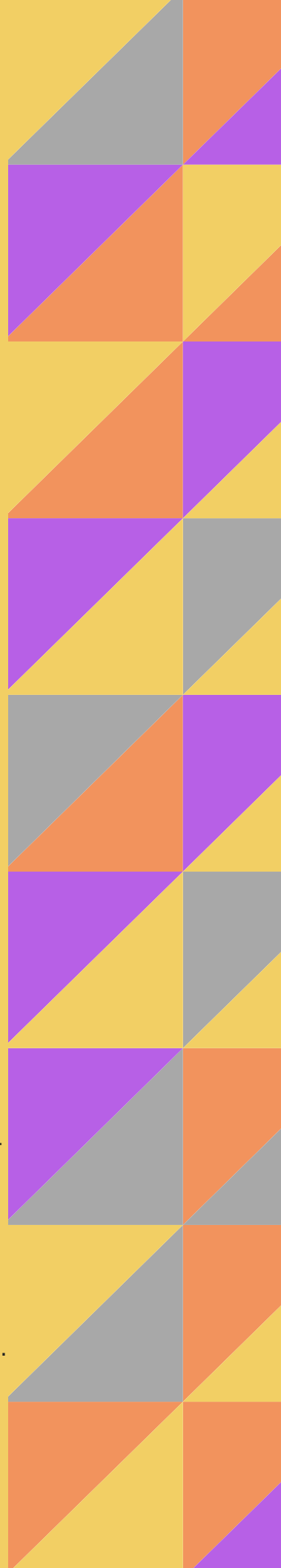
### Language


- 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

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

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?

