LGBTQ+

Promising Practices for Faculty and Staff Serving LGBTQ Students

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Name & Pronouns

How to change your name or add your pronouns:

- ✓ Scroll over your name in the participant list
- ✓ Click on the Blue "MORE" button that will appear
- ✓ Click on rename and make changes.

Pronouns

✓ Pronouns are how you want to be referred to in the third person

✓ We often assume pronouns based on gender expression – but we shouldn't!

✓ Some of you might not have ever thought about your pronouns – and that is okay

✓ Some of you might prefer a mix of pronouns – that is also okay

She	Her	Hers
He	Him	His
Ze	Hir	Hirs
Xe	Xem	Xyrs
They	Them	Theirs

Source: practicewithpronouns.com

Objectives

✓ Learn foundational LGBTQ Terminology & Symbols
✓ Understand how LGBTQ college students develop socially and psychologically
✓ Reflect on current research on LGBTQ college students
✓ Understand strategies to apply in the classroom or in your practice

The Agenda

01 Group Agreements
Establish group agreements.

02 Language & Terminology
Review basic LGBTQ+ terminology and symbols.

03 Student Development Theory & LGBTQ Research
Review relevant student development theory and research.

04 Breakout Groups – Case Studies & Sharing your Ideas
Break into small groups to review case studies and share your ideas and responses with the group.

05 Strategies for Inclusion
Review some strategies you can implement in your daily work, and share your ideas and practices.

01

Group Agreements

Group Agreements

1. Remember that we are all here to learn.
2. Take responsibility for and learn from mistakes.
3. Respect yourself and others
4. Move up/move back — *Be intentional about allowing everyone to share/answer.*
5. Ask questions.
6. Speak from your own experience.
7. Confidentiality.

What other ways of being with each other would help this be a space in which you would feel more comfortable sharing?
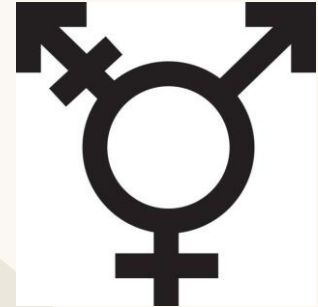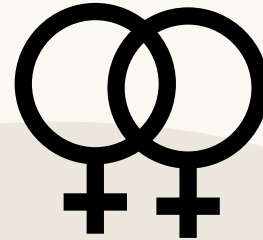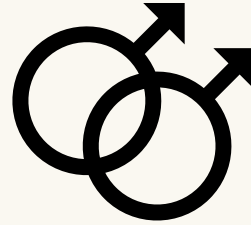
02
Language & Terminology

Symbols & Flags

LGBTQ

Language & Terminology

✓ **Transgender** - This is an umbrella term used to describe a loose association of people who do not adhere to cultural gender norms, in a wide variety of ways. Transgender also refers to people whose gender identity differs from their assigned sex at birth. There is some debate around the meaning of transgender. Increasingly, people see it as an umbrella that includes nonbinary and gender non-conforming people, while some believe transgender means you do not identify with your sex assigned at birth and you are moving towards the other binary option.

✓ **Gender Identity** - This is the gender an individual identifies as psychologically, regardless of what gender they were assigned at birth.

✓ **Gender Expression** - Which is how someone performs or expresses themselves in appearance, behavior, speech, or other mannerisms. This may or may not be analogous to their gender identity. So gender expression is what you see. Those are the things you see- those things are gender expression. When you say you see man or woman that's assigning meaning to what you see. So it's important to remember that Gender Identity and Gender Expression are two different concepts. One's gender identity may or may not align with their gender expression, so be careful with those assumptions.

Language & Terminology

✓ *Cisgender* - This term is used to refer to a person whose gender identity aligns with their assigned sex at birth. Cisgender comes from the prefix 'cis' meaning same side, and is used to distinguish between transgender and non-transgender people without using terms that are disrespectful (like "real" man or "real" woman). Further, the term cisgender allows us to discuss the privileges that come along with having a gender that aligns with sex assigned at birth. For example, a cisgender person whose gender expression aligns with societal norms can use the bathroom that aligns with their gender without pushback. Cisgender is only talking about gender identity and assigned sex at birth.

✓ *Sexual Orientation* - Sexual orientation refers to how someone self-identifies their sexual feelings. You can think of it in terms of desire, identity, or behavior. It's who are you open to being in a sexual relationship with. Everyone has a degree to which they are or are not attracted to others and what characteristics that they are drawn to.

Language & Terminology

✓ **_Lesbian_** - This term is historically used to refer to a woman who is attracted to and may form sexual and affectionate relationships with other women. The term became prominent in the 1970s, as women pushed back against the centering of men in gay spaces and organizations due to sexism and patriarchy.

✓ **_Gay_** - This term is historically used to refer to a man who is attracted to and may form sexual and romantic relationships with other men.

✓ **_Bisexual or Pansexual_** - These terms typically refer to individuals who may feel sexual attraction to and may form sexual relationships with people of varying gender identities. For some, the terms bisexual and pansexual are analogous. For others, these terms are very different. Some people define bisexuality as being attracted to two genders and pansexuality as attraction to many different genders. Other people define bisexuality more broadly as being attracted to their gender and other genders, or to similar genders and different genders. Often time there is a generational difference in who uses bisexual versus pansexual.
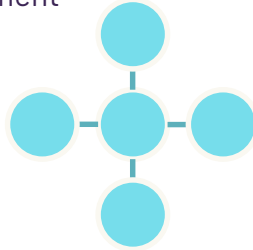
Familiar Faces?

03
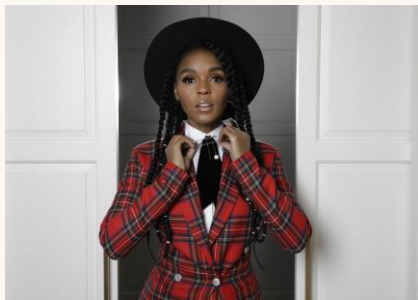
Student Development Theory & Research

Foundational Knowledge that Informs Our Work

✓ Foundation Student Development Theory
  ✓ **Cass** – Homosexual Identity Formation Theory

  ✓ **D'Augelli** – Lesbian, Gay, and Bisexual Development

Gloria Ladson-Billings
Culturally Relevant Pedagogy

1. *Academic Achievement*
2. *Cultural Competence*
3. *Sociopolitical Consciousness*

"Make changes to **instructional techniques**, **instructional materials**, **student-teacher relationships**, **classroom climate**, *and* **self-awareness** *to* improve learning for students*."*

Django Paris

Culturally Sustaining Pedagogy

- Consider the multiple ways that students identify.

- Culture evolves over time.

> **Ensure students see themselves and their communities reflected and valued in the content taught in school.**
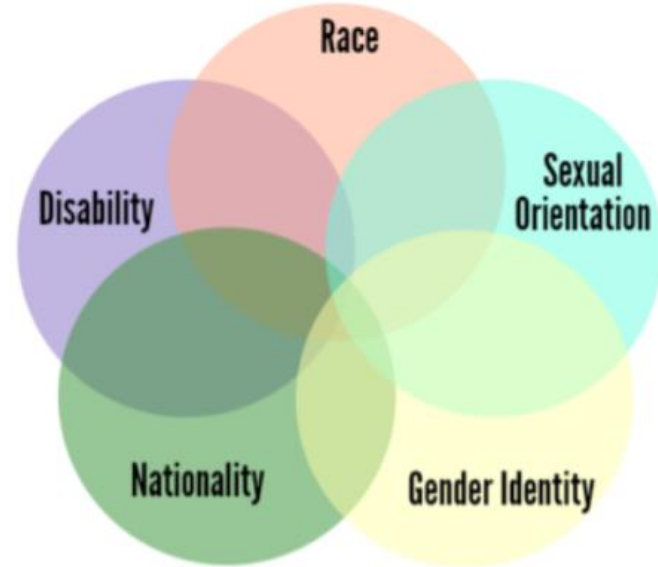
Intersectionality Framework

Intersectionality, *n.*

The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary)

LGBTQ & the Community College

Kristin Shelby published a study "Experiences of gay and lesbian students at a rural midwestern community college" in 2018.

Findings:
- *Largely students had positive experiences and community college is viewed as a welcoming environment*
- *Visibility makes a difference*
  - *Safe Zone/Ally Stickers or Placards*
  - *LGBTQ Resources available for students*
  - *Student Clubs and Organizations*
- *Staff education on LGBT issues*
- *Discrimination stills exists for students*

LGBTQ & the Community College

- ✓ **Campus Climate Survey for LGBTQ Community College Students (2014) Garvey, Taylor, & Rankin**
- ✓ Built upon data collected among community college through a Climate Survey administered to 14 institutions in 2003.

- ✓ **36%** - LGBT Students experienced harassment, **51%** concealed sexual orientation avoid intimidation

RESULTS
- • **Feelings about campus climate for LGBTQ students largely had to do with how they felt about the classroom climate, faculty interactions. *Strong correlation!***
- • **Students felt that the curriculum included fewer discussions on LGBTQ readings, topics, individuals, etc. *These topics are largely absent.***
- • **Visibility goes a long way. (Resources, Centers, Safe Zone/Ally programs, student groups, etc)**

64%

A lot or some discrimination of college students on campus.

–Survey published by College Pulse.

04

Sharing Your Ideas

Breakout Groups – Examining Case Studies

1. After your first day of class, one of your students introduces herself as "Shay". You don't immediately remember a Shay on your course roster. As you review, Shay isn't listed. Shay goes onto explain that her name listed on the roster is "Michael" and asks that you call her by Shay moving forward. She also asks that you use her preferred pronouns. You realize that you have mis-gendered her several times through the class meeting.

2. During your virtual course meeting, you have students join breakout groups to complete a group assignment. After the course meeting is over, one of your students, "Charlie" reports being called a "Fag" in the comment box by another student.

Breakout Groups – Examining Case Studies

3. You've noticed in a recent staff/department meeting that a fellow staff member making comments that are subtly homophobic, which are making you and others uncomfortable. You're unsure if this person realizes what they are saying is problematic or not.

3. A student in your course approaches you after the class is over and reports that one of your group members of a group project that was recently assigned disclosed to the group that they were gay. The student tells you that they are uncomfortable with this and would like to switch groups.

Breakout Groups – Examining Case Studies

5. Aden approaches you after his class about one of his instructors. In class today, they discussed sexuality and gender in class. At some point during the discussion, the instructor calls on Aden and asks him to share his perspective as a gay man on campus. Aden is not totally out to his peers in the class and it makes the student feel really uncomfortable.

Questions to Consider

- ✓ How do you respond to the student? What are implications for the student?
- ✓ What considerations are there for the rest of the class?
- ✓ Do you engage other faculty or staff at the college to assist you?
- ✓ What resources would you share?

05

Strategies for Inclusion

Strategies for Inclusion

✓ Adopt one of the *Burning Man Principles...*

Radical Inclusion

" *Anyone may be a part of Burning Man. We welcome and respect the stranger. No prerequisites exist for participation in our community.*"

Strategies for Inclusion

✓ Use Inclusive Language (e.g., terms such as partner and significant other; ask "are you seeing anyone" versus "do you have a boyfriend")

✓ Be Visible - *Make your ally status known by hanging a rainbow flag, sharing your own pronouns and/or supporting the school's LGBTQ groups*

✓ Keep **intersectionality** in mind – the multiple identifies that a student is bringing to campus.

Strategies for Inclusion

- ✓ Educate YOURSELF
- ✓ Make Resources readily available
- ✓ Avoid Making Assumptions
- ✓ Speak Up
- ✓ Become trained as a Safe Zone Ally or look into starting a Safe Zone Program at your institution.
- ✓ Join equity or inclusivity initiatives at your institution
- ✓ Inclusivity in course syllabi?
- ✓ Make LGBTQ topics/relationships/issues visible in the curriculum – work with your library to identify resources.
- ✓ Inform/Report Issues of harassment or discrimination.

Strategies for Inclusion

✓ Ask people what gender pronouns they use - *Let students identify themselves on the first day of class. Ask them to fill out index cards with their preferred name and pronouns, then be sure to update the class list.*

✓ Avoid using gendered language to address students ("ladies and gentlemen," "boys/girls"). Instead, use words like "scientists," "readers," "athletes," "writers," "artists," "scholars,", "folks" or "**Y'ALL!**" ☺

✓ Avoid grouping students by gender. Instead, use birthdays, ice cream preferences, pet preferences, etc.

✓ If there are all-gender bathrooms, make sure students know where they are and that they are for everyone.

✓ Include your pronouns in your syllabus, email signature, etc.

✓ Ask Students!
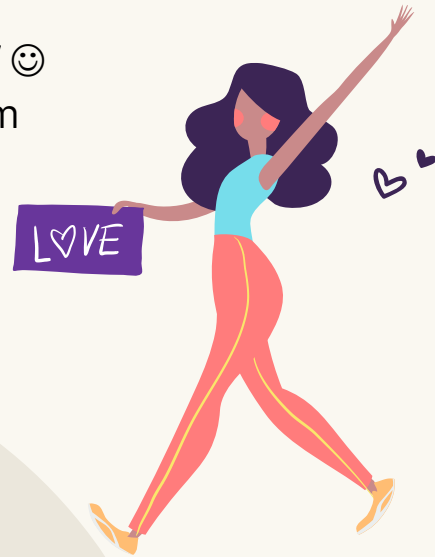
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THANK YOU!

Questions?

Contact me!

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