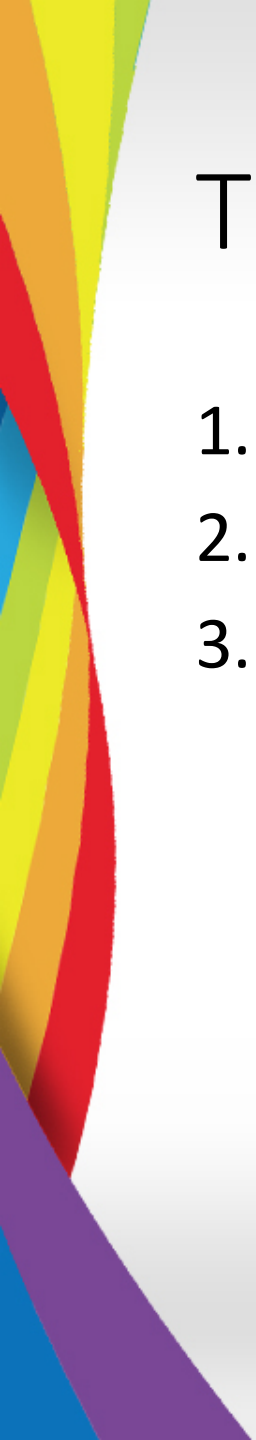




Queer-Inclusive Regis

Lesbian Gay
Bisexual
Transgender
Queer Intersex
Asexual



Three key ideas

1. Remember that little changes go a long way.
2. Learn the language.
3. Signal your allyship.



1. Little changes go a long way.



Syllabus statements

The texts we read will derive from a wide range of authorial backgrounds, including authors of different races, ethnicities, genders, sexualities, political beliefs, and religious convictions. Your peers will also exhibit similar diversity. As such, I ask that you always be respectful of classmates and their viewpoints so that together, we can create a positive learning environment.

Your participation grade is also dependent upon your consideration toward your colleagues. This consideration includes not monopolizing the conversation, **remaining professional during disagreements, and listening to and respecting everyone in the room.** Working together, you and your colleagues can create a supportive learning community.



Note on Diversity

At Regis University, the term “diversity” affirms our Jesuit commitment to build an inclusive community that values the dignity and contributions of all our members. We strive to shape a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of social justice, recognizing that our various identities and experiences, including but not limited to age, gender, race/ethnicity, class, disability, sexual orientation, religion and other forms of human difference, contribute to the richness and vitality of our community, and those we are connected to locally, nationally, and globally. Readings and discussions in this class may cover any of the aforementioned topics.

In accordance with our Jesuit Catholic mission, we commit ourselves to maintaining a humane atmosphere, where the human rights of every individual are recognized and respected. We desire that same commitment to be instilled in each member of our community and demonstrated through our words and actions. Should an individual ever feel as though these values are not being upheld in the academic or residential environment, we encourage that person to contact the Office of Diversity, Engagement and Inclusion in the Student Center, Suite 219; diversity@regis.edu or 303.964.6211.



Why syllabus statements?

- LGBTQ students faced “significantly greater harassment and discrimination” than heterosexual and cisgender students (Rankin et al., 2010)
- “LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination” (Rankin et al., 2010)

Source:

Rankin, S., Blumenfeld, W. J., Weber, G. N., & Frazer S. J. (2010). State of higher education for LGBT people. Charlotte, NC: Campus Pride.



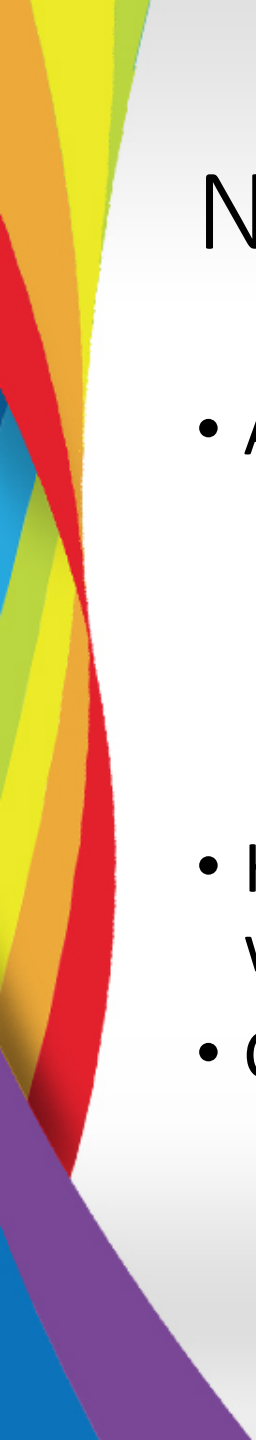
Ask for student pronouns and give yours.

Instead of calling names off the class roster on the first day of class, go around the room and ask students to share their names and pronouns.

Share your own pronouns: “Good morning. I’m Professor X, and I use she, her, and hers pronouns.”

Sample syllabus statement on names and pronouns:

PREFERRED NAME POLICY: For this class, I will learn and refer to you by your preferred name and preferred pronouns. You should write your preferred name on the place card you fill out at the beginning of class, on all course assignments, and in any emails you send to me. Please fill out the appropriate university preferred name forms if you would like to change the name that appears on your student ID card.



Names and pronouns

- Add your pronouns to your email signature:
[Your name]
Assistant Professor of Mathematics
Regis University
Pronouns: She/her/hers
- Honor student names and pronouns. Apologize and correct yourself when you make a mistake.
- Correct others if they use the wrong name or pronoun.
 - “Actually, Billy uses she/her pronouns.”



2. Learn the language.

GLSEN
My Kid Is Gay
The Safe Zone Project

	Subject	Object	Pronoun	Pronunciation
Gender Binary	she	her	hers	as it looks
	he	him	his	as it looks
Gender Neutral	they*	them*	their*	as it looks
	ze	hir	hirs	zhee, here, heres
	ze	zir	zirs	zhee, zhere, zheres
	xe	xem	xyr	zhee, zhem, zhere

**used as singular*



Avoiding the gender binary

“Throughout history, mankind has worked to...”

vs.

“Throughout history, men and women have worked to...”

vs.

“Throughout history, people have worked to...”

“Good morning, ladies and gentlemen,” vs. “Good morning, everyone.”

“Each student must have his or her book” vs. “each student must have their book.”



Avoid assumptions.

“Characterize this beloved in more detail. Describe *him* more completely.”

vs.

“Describe *them* more completely.”



3. Signal your allyship.

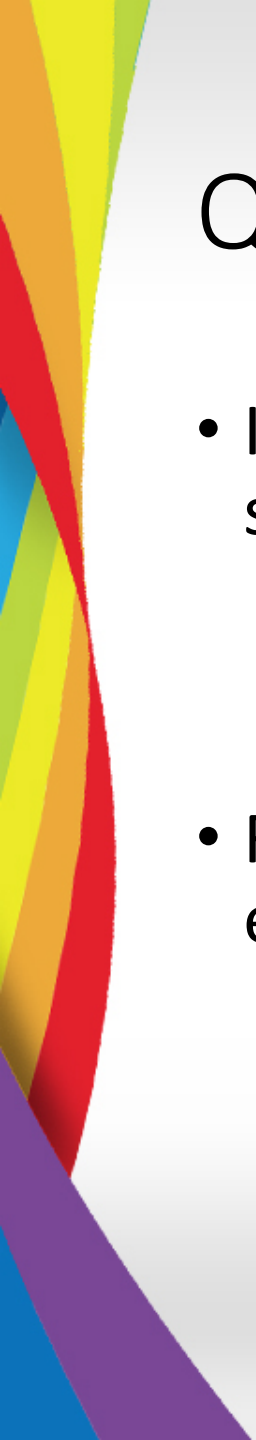


Call out heteronormativity and gender essentialism in textbook examples

- Boys prefer pretty girls.
- Girls prefer muscular boys.

Vs.

- Girls don't prefer boys. Girls prefer fast cars and money.
- Boys prefer boys.
- Girls prefer 75 large plastic dinosaurs.



Queer your curriculum

- Incorporate LGBTQIA-related readings, authors, guest speakers, case studies, and examples.
 - When college courses include LGBT content, students become more tolerant of other sexualities and gender presentations (Case et al., 2009; Fletcher & Russell, 2001).
- Require or offer extra credit for student participation in LGBTQIA events

If a student comes out to you...

- Listen.
- Point them to OCPD if they're having a hard time (but don't if they're fine).
- Ask them what they're okay with you sharing with other faculty:
“Would you like me to update my colleagues on your preferred pronouns and correct them if they're wrong?”
- Respect students' privacy.

Other Cues

- “I just saw *Moonlight* last weekend and it was so good.”
- “Did anyone else watch the new episode of *Transparent*?”





Questions? Want a Brave Space
training for your office or
department?

diverse@regis.edu

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