

1. GET TO KNOW YOUR STUDENTS.

Include an open-ended question in a pre-semester survey, such as, “What would you like me to know about your identity, pronouns, background, or needs?” This gives students the opportunity to share whatever they would like you to know about interacting with them in class and sends a message that you are sensitive to issues about their identity.

2. USE CURRENT LANGUAGE.

Familiarize yourself with **current terminology**. Language is constantly evolving and is context dependent. For example, “queer” was used as a slur against people who were LGBTQIA+ but has more recently been reclaimed by some, though not all, in the LGBTQIA+ community.

Remember that it never hurts to ask a student first. If you do use a word inappropriately, humbly apologize and correct yourself on the spot. Then help correct others, if need be, in a positive manner.

3. ADD TO YOUR CONTENT.

Assess your course or department content. Incorporate LGBTQIA+ history (**October is LGBT History Month**), current events, and **people who have contributed to your field** into the course content where applicable. When students see their identities reflected in course content, it sends a powerful message that they belong in their class and major/field of study.

4. ASSESS YOUR CLIMATE.

Assess your own course and/or department climate for indicators of implicit bias (also known as microaggressions — words and behaviors typically not intended to be hurtful but that nevertheless marginalize others) and explicit bias (overt expressions of prejudice) about gender identity and sexual orientation.

Use inclusive language like “partner” instead of gendered language like “girlfriend” or “boyfriend.” The well-meaning greeting “Good morning, ladies and gentlemen,” is a microaggression because it excludes

people who identify outside of the female/male gender binary. Explicit biases and personal attacks in the classroom should not be ignored, as your silence can signal tacit approval. You might pause for a reflective activity before discussing, or table the issue for the next class. If a comment feels ambiguous and surprising, seek clarity from the speaker.

5. BE A RESOURCE.

Learn about student clubs, events and initiatives, and campus offices that support students who are LGBTQIA+. [Other universities](#) support initiatives such as the [You Can Play Project](#), which helps to create a safe and inclusive environment for LGBTQIA+ athletes.

6. BE MINDFUL.

Refer to students by their correct pronouns, and place your pronouns in your email signature. Doing so signals to students that you are sensitive to identities outside of the gender binary. You can also link your pronouns to one of the many sites that explain more about the different pronoun choices and the importance of correctly using another's stated pronouns, such as mypronouns.org. *Respectfully ask for a person's pronouns if you are unsure how to address them, or use "they" pronouns.*

7. BE AN ALLY.

Complete your school's Safe Zone training and share your certificate of completion somewhere visible to students to demonstrate your allyship. If you identify as LGBTQIA+, consider whether self-identifying would support course content and/or enable you to be a resource for your students' learning, be your true self, or serve as a role model.