**Diversity Checklist for Instructors**

As instructors, it is important that we foster a learning environment in which all students are able to participate and learn. Respecting all aspects of diversity is a key component to this open and engaging learning environment.

Below is a list of recommendations that have been identified for instructors to keep in mind for respecting LGBTQ individuals and perspectives.

**Create Safe Learning Spaces**

* Consider including a statement on diversity or anti-discrimination in the course syllabus, and explicitly include sexual orientation, gender identity, and gender expression
* Create a safe classroom environment through ground rules for respectful discussion
* Establish a contract with your students that outlines rules for respectful classroom conduct
* Consider putting up a rainbow flag sticker in your classroom to make your support visual

**Use Inclusive Language**

* Use gender neutral language in lectures, presentations, assignments, and exams. Using “they” for third person singular is now accepted.
* Be aware of gender used in examples
* Choose a textbook with gender neutral terms. Check to see if examples and photographs include people of both genders and of various races and nationalities.
* If you do need to use materials that are not written in gender neutral language, such as older books and articles, point this out to your students. You may use this as an opportunity to discuss how gender issues have evolved over time.
* Ensure all students are able to participate in class discussion and group activities. Anticipate topics that might be uncomfortable for all to participate in and offer an alternative.
* Ask students how they would like to be addressed in class.
* Assume that not all students in a class are heterosexual, and reflect this in your language using “partner” and “spouse” rather than “husband” and “wife” unless the student shares those terms first
* Provide an opportunity for students to give anonymous feedback on the classroom environment
* Listen for and address “micro-aggressions.” Micro-aggressions are subtle verbal or non-verbal communications that convey hostile or derogatory insults toward members of oppressed groups (e.g. “go back to your country,” “that’s so gay.”)

**Actively Educate Yourself**

* Pay attention to local and international LGBTQ rights stories to be better informed and to better support students.
* Attend workshops to ask questions and learn (good for you for being here!)
* Consult the resources on the other side of this page.

**Suggested Resources**

**EGALE Canada (Canada’s LGBTQ Human Rights Organization)**
<https://egale.ca/>

**GLSEN: Gay, Lesbian and Straight Education Network (US)** <https://www.glsen.org/educate/resources/lesson-plans>

**Heineken Beer Commercial**
<https://www.youtube.com/watch?v=8wYXw4K0A3g>

**International Gay and Lesbian Human Rights Commission**
[www.iglhrc.org](http://www.iglhrc.org)

**ILGA Website (International Lesbian and Gay Association) on Worldwide LGBTQ Laws**
<http://ilga.org/what-we-do/maps-sexual-orientation-laws/>

**Lesbian and Gay Immigration Taskforce**
[www.legit.ca](http://www.legit.ca)

**OCASI Positive Spaces Initiative**[**www.positivespaces.ca**](http://www.positivespaces.ca)

**PFLAG Canada (Parents and Friends of Lesbians and Gays)**[**www.pflagcanada.ca**](http://www.pflagcanada.ca)

**The Welcome Friend Association**[**www.welcomefriend.ca**](http://www.welcomefriend.ca)

microassaults

name calling, discriminatory comments, I don’t want to work with the LGBTQ community

microinsults

That’s so gay

Microinvalidations

LGBTQ experiences are devalued or invalidated

“That’s not what I meant”

Use of heterosexist and transphobic terminology

Assumption of universal LGBTQ experience – “all gay men are into fashion” all male figure-skaters are gay” All lesbians dislike men

Denial of individual or societal heterosexism/transphobia – don’t recognize their own biases.

I have a friend that is gay, and that’s why I’m not homophobic