

7 EASY WAYS TO BE INCLUSIVE:

CREATING AN AFFIRMING ENVIRONMENT FOR LESBIAN, GAY, BISEXUAL and TRANSGENDER MEMBERS OF THE ITHACA COLLEGE COMMUNITY

#1 - Know General Definitions

When talking about gender and sexual orientation, many people want to use correct terminology, but don't have useful definitions. This is especially true when discussing gender. Remember that people use different criteria for identifying these groups and that no one can assume another's identity based on these definitions. To get a general idea of the terms used to talk about gender and sexual orientation, go to the LGBT resource center website in the resource section.

#2 - Include LGBT-themed flyers, posters and publications in your classroom and office.

When you include LGBT-themed materials in your classroom and office without drawing special attention to them, you help to create an atmosphere where LGBT people do not feel excluded or singled out for their gender or sexual identities. For example, hang posters for LGBT events the same way you would hang a poster any other event on campus. If you feel comfortable, you can hang a safe space card in your office. Call the LGBT Center for more information.

#3- Use inclusive language at all times

Using inclusive language means talking in a way that does not specify a gender, sex, or sexual orientation unless it is pertinent to the comment. For example, it is unnecessary to point out that a student is a woman unless the comment is specifically discussing the relevance of gender. You can also substitute the inclusive terms, "partner" or "significant other" instead of specifying "husband/wife/spouse". Here are a few more examples for you to use:

- "students turn in their papers" instead of "each student turn in his/her paper"
- refer to the student's "family" instead of "mom and dad" (this includes students who may have single, step or LGBT parents or alternate guardians)

#4 - Remember that you only know someone's sexual orientation or gender identity when they tell you what it is

Lesbian, gay, bisexual, and transgender people come in all sizes, abilities, colors, styles, political persuasions, religious affiliations, cultural backgrounds, relationships statuses, educational histories and ages. In short, there is just as much diversity among people who identify as LGBT as there is among those who identify as heterosexual.

#5 - Use an inclusive curriculum.

It is important for all students to be able to relate to examples and case studies used in the classroom. In composition and performance education, you can make sure to highlight LGBT composers and musicians during history lessons or listenings. In the education programs, you can teach your students about inclusive language that they can use in their future classrooms. It may also be helpful to have an expert speak about diversity and challenges of being different in the work place.

#6 - Confront comments that are heterosexist or gender identity biased.

Once you are educated about LGBT people, step in and educate others. Respond when you hear others using non-inclusive language, making derogatory jokes, using incorrect assumptions/stereotypes, voicing misinformation, etc. Tell them why you think their comment was inappropriate and how they can improve it. Feel free to give them a copy of the tip sheet!

#7- Don't let tension around sexual orientation or gender identity continue to be unaddressed because you're not sure what to do.

You are not alone in this process. There is help on campus. The Center for Lesbian, Gay, Bisexual, & Transgender Education, Outreach and Services and the Office of Human Resources have staff and resources to help you and your department work through any issues that may arise.

Center for LGBT Education, Outreach and Services: (607)274-7394
Office of Human Resources- (607) 274-3847

**one in a series of resources promoting LGBT inclusion on campus. This series includes versions tailored for DIIS, Park, Business, H&S, and HSHP schools available from the LGBT resource center website.*

Resources-

Professional Organizations:

GLSEN National: Gay, Lesbian and Straight Education Network- www.glsen.org

Gay & Lesbian Association of Choruses - <http://www.galachoruses.org/>

GLBT Composers - <http://jclarkmedia.com/gaybooks/composersglbt.html>

Lesbian & Gay Band Association - <http://www.gaybands.org/>

Other Web Resources:

Sexuality Information and Education Council of the United States annotated bibliography of publications : <http://www.siecus.org/pubs/biblio/bibs0005.html>

LGBT Resource Center Books:

Duberman, M., Vivinus, M. & Chauncey, G. eds. Hidden From History: Reclaiming the Gay & Lesbian Past. Meridian, 1989.

Bayly, M. ed. Creating Safe Environments for LGBT Students: A Catholic Schools Perspectives. NY: Harrington Park Press, 2007.

Jennings, K. ed. One Teacher in 10: Gay and Lesbian Educators Tell Their Stories. Alyson Publications: Los Angeles, 1994.

Woog, D. School's Out: The Impact of Gay and Lesbian Issues on American Schools. Alyson Publications: Los Angeles, 1995.

Ithaca College Library Books:

Gay American Composers [sound recording]. New York: New York, 1996.

Gay American Composers 2 [sound recording]. New York: New York, 1996.

Hubbs, N. The Queer Composition of America's Sound: Gay Modernists, American Music and National Identity. University of California Press: Berkeley, 2004.