

FACULTY FAQ:

GENDER DIVERSE STUDENTS IN THE CLASSROOM

For the purpose of this document, we will use Gender Diversity to refer to students of Trans, Gender Non-Conforming, Non-Binary, and Queer experience.



Creating a Classroom Culture of Respect

Ask students for their name and pronouns. Tell students what name and pronouns you want them to use for you and ask them what name and pronouns they want to go by in class. Record this info somewhere private and refer to it as needed. Consider the following:

- Do introductions during the first class with names and pronouns (e.g. I go by Dr. Jones. What names do you use?)
- Ask students to complete a card with this information during the first class.
- Ask students for this information via email before the first class.



Always... Use gender-free language.

- Use "folks," "everyone," or "y'all" instead of "ladies and gents" or "guys."
- Say "person or people" and "they" when referring to students or others instead of assuming gender.
- Avoid assumptions about gender: You can't tell someone's gender based on how they look, gender can change, and not all gender diverse students are open about their identity.
- If the course discusses gender, use person-centered language (e.g. "people who identify as women").
- Control your curiosity: Don't ask unnecessary questions about a gender diverse students' experience or identity.



Always Think About...

Educating yourself. Don't position gender diverse students to teach you or others about their experience and identity or speak on behalf of gender diverse people. This is tokenizing.

Working on your discomfort. Be humble about your own learning curve, and intentional in your approach with these students.

Identifying the resources. Know where to refer gender diverse students and place this information on your syllabus.



Mistakes Happen...

Correct quickly and move on. If you or a colleague use the wrong name or pronoun don't call unnecessary attention to the mistake. Correct yourself immediately and move on. Avoid future mistakes through independent practice.



Queer Pedagogy...

- Ask yourself which students are at the center of your classroom, course planning, and your methodologies.
- In your classroom and reading materials, center marginalized voices and students.
- In the face of 'isms,' explore the issue (i.e. try diplomacy not war). For techniques, visit the toolkit below.



For more information Go to the Gender Diversity Toolkit on the UNCG Office of Intercultural Engagement website at the link below and complete the appropriate form located at the bottom: <https://bit.ly/2Z0EaAc>

This document was created by LEARN's Gender Diversity Working Group, which is a collective of faculty, staff, and students from across programs and departments at UNCG concerned with the experiences and meeting the needs of gender diverse students.