



“Queer-Inclusive Education”

Workshop





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This workshop was developed by Anastasija Minina,
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as Psychology Internship with Th!nk with Pride (c) 2023

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1

Introduction



1. What is your name?
2. What is your role at the University of Twente?
3. What is one thing that you would like to learn today?

Queer-Inclusive

Education

= the practice of providing equal access to opportunities and resources in education for queer people



Well-Being

Youths identifying as LGBTQIA+ are **more than 2 times** as likely to:

- experience depression and anxiety disorders (Lucassen et al. 2017; Plöderl & Tremblay, 2015)
- engage in self-harming behaviours (Marshal et al., 2013; Muehlenkamp et al., 2015)
- be at risk for suicide (Marshal et al., 2011; Miranda-Mendizábal et al., 2017)



Students experience non-belongingness due to:

- Low visibility of LGBTQAI+-people and networks
- Non-inclusive and discriminatory study materials
- Lack of support in the use of pronouns



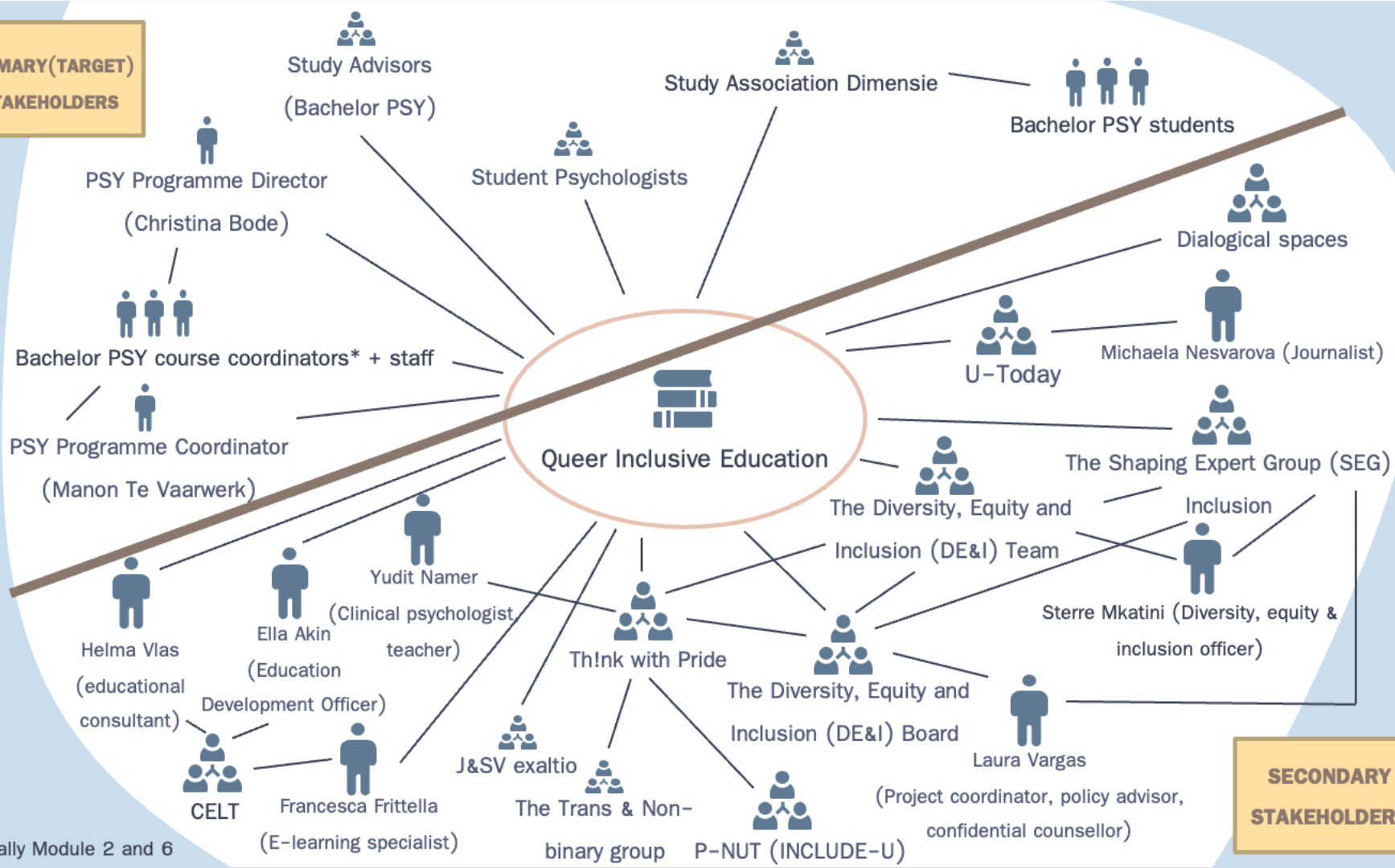
How and when should I address pronouns?

How can I be more inclusive in my teaching?

Where do I go and refer students to if I encounter a problem?

(SEG Inclusion Report 2020-2022)

PRIMARY (TARGET) STAKEHOLDERS



SECONDARY STAKEHOLDERS

* Especially Module 2 and 6

Inclusive language

Platforms & Resources

Inclusive curriculum

Diversity

Safety

Inclusion

Well-being



2

Queer-Inclusive Language

Gender Pronouns





Gender Pronouns

1. Until you do not know someone's pronouns, use “they/them” instead of “he/him” or “she/her”

“There is a student waiting for you outside your office.
I told **them** to wait for a few minutes”

“Anne is my student. **They** are writing
their thesis right now”

“Ben has been working on this project by
themselves”

2. If you are unsure about the pronouns someone uses, ask

(UG Diversity & Inclusion Office, 2023)

“What pronouns do you use?”
“What are your pronouns?”
“What pronouns would you like me to use?”

She/her
They/them
He/him

Multiple pronouns

e.g., “My pronouns are she/her and they/them”
- *Use either: “She was very active during the lecture. They asked great questions”*

No pronouns

- *Use their name instead: e.g., “Alex and I had lunch together. Alex said the sandwich was tasty”*

Any pronouns

- *You can choose how to address them*

3. Do not be afraid of making mistakes!

Gender Diversity and Pronouns. (n.d.).



Gender Pronouns - Exercise

You're interacting with a student you do not know, and they introduce themselves as Alex and they look very androgynous. You're not really sure what pronouns to use - what should you do?

Five Bachelor students write their thesis under your supervision on similar topics. During a meeting, one of the students, Trey, shares that they are trans and would like everyone to use a new name and the pronouns “they/them/theirs.” While everyone at the meeting is very positive and affirming in the moment, afterwards there is a lot of confusion and hesitancy about how to proceed. Other students aren’t sure what to do when they mess up pronouns/names, or what other types of support this person may want/need. They come to you with this issue. How might you proceed?



Inclusive vocabulary

Please take the “Dos/Don’ts Handout” and read down the **“avoid saying”** column

What is your initial reaction?



As an Educator:

1. If you do not know the pronouns of your student, use “they/them/their”;
2. If you feel comfortable, mention your pronouns when you introduce yourself and/or in your email signature;
3. If you misgender someone, apologise and go on;
4. If another student misgenders someone, correct them. If it happens more than once, talk to that student privately;
5. Use inclusive vocabulary in your speech, presentation slides, assignments, etc.

Time for a break!





3

Queer-Inclusive Curriculum

The Ward-Gale Model for LGBTQ-inclusivity in Higher Education (2016)

	LANGUAGE	ROLE MODELS	CURRICULUM CONTENT
INCREASING AWARENESS	Avoiding abusive and discriminatory language	Signposting to LGBTQ organisations and events	Basic acknowledgement of gender and sexual diversity
ADDITIVE APPROACHES	Avoiding hetero-normative and cis-normative language	Access to mentors for LGBTQ-identified students	Inclusion of topics, themes and readings about LGBTQ identities
TRANSFORMATIVE PRACTICE	Critical engagement with queer/trans inclusive language	Role models and allies in the teaching and learning environment	Critical approaches to pedagogy, supporting social engagement and action/inclusive professional practice

Levels of Inclusion

The Ward-Gale Model for LGBTQ-inclusivity in Higher Education:

1

Increasing awareness

= Basic acknowledgement of gender and sexual diversity

Increasing Awareness

1. Differentiate between gender and sex.

SEX

- Biological AND physiological differences
- Male, female, *intersex*
- Remains the same regardless of time and culture



GENDER

- Social and cultural differences
- Woman, man, *non-binary*
- May differ across time and cultures



IDENTITY

GENDER

- **Gender identity**
 - Categorizing oneself as male or female
- **Gender roles**
 - Preferences, appearances, and actions that are correlated with particular gender identities
- **Gender object choice**
 - Attraction toward members of a particular gender



Increasing Awareness

2. If you plan to include pictures of romantic partners, include both cisgender and queer couples.



Increasing Awareness

3. If you include different examples/cases in the curriculum, try to make them diverse in terms of pronouns and sexual identity

[...] At home, Jessica's husband has noticed changes as well. She's shown little interest in sex and has had difficulties falling asleep at night. Her insomnia has been keeping him awake as she tosses and turns for an hour or two after they go to bed. He has overheard her having frequent tearful phone conversations with her closest friend, which have made him worried. When he tries to get her to open up about what's bothering her, she pushes him away with an abrupt 'Everything's fine'.*

* The text is copied from the Canvas page of Module 6 of the Bachelor Psy programme

How can we make this case more inclusive?

[...] At home, Jessica's spouse Kate has noticed changes as well. They've shown little interest in sex and have had difficulties falling asleep at night. Jessica's insomnia has been keeping Kate awake as they toss and turn for an hour or two after they go to bed. Kate has overheard Jessica having frequent tearful phone conversations with their closest friend, which have made her worried. When Kate tries to get Jessica to open up about what's bothering them, they push her away with an abrupt 'Everything's fine'.

Levels of Inclusion

The Ward-Gale Model for LGBTQ-inclusivity in Higher Education:

- 1 Increasing awareness**
= Basic acknowledgement of gender and sexual diversity
- 2 Additive approaches**
= Inclusion of topics, themes and readings about queer identities



Additive Approaches

1. When you discuss psychological concepts and theories, include information related to different sexual and gender identities



Stereotyping & Discrimination

- How people who belong to the queer community are discriminated against?
- What stereotypes about queer people exist?

“Bisexual people are incapable of having long-term relationships”

“Gay men are sexual predators or paedophiles”

“Gay men always have a feminine speaking tone”

- (Micro)aggressions

“I should turn gay/lesbian, my life would be so much easier!!!”

Asking a same-sex couple: “who is mum and who is dad?”

“But you do not look gay”

Sexual and Gender Identity-Based Microaggressions: Differences by Sexual and Gender Identity, and Sex Assigned at Birth Among Dutch Youth

Wouter J. Kiekens, MSc¹ , **Tessa M. L. Kaufman, PhD^{1,2}**, and **Laura Baams, PhD³**

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Additive approaches

2. When you create a reading list for students, try to be diverse and inclusive in the selection of literature

1. Perform a literature scan to explore studies that were conducted with queer individuals & include them in the literature list;
2. Check the extent to which study materials that you provide to students are inclusive;
3. Be transparent about your (gaps in) literature selection to students (and colleagues) → Suggestions from students? (Student Pride Netherlands, n.d.);
4. Ask your colleagues for advice (Student Pride Netherlands, n.d.).

Measuring Love: Sexual Minority Male Youths' Ideal Romantic Characteristics

[José A. Bauermeister](#), [Michelle M. Johns](#), [Emily Pingel](#), [Anna Eisenberg](#), [Matt Leslie Santana](#), and [Marc Zimmerman](#)

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Abstract

[Go to: ▶](#)

“[...], there is evidence to suggest that a triadic love conceptualization is adequate for sexual minority male youth and conceptually similar to past studies with heterosexual samples”

relationship, after minimizing item cross-loadings and adapting the content of the Passion subscale. We discuss the implications of our findings regarding the measurement of the TLS among sexual minority male youth and propose ways to enhance its measurement in future research.



What kind of literature do you discuss in your course?

Do you know any literature/sources that may make the study materials you provide more inclusive?

Levels of Inclusion

Increasing Awareness

1. Differentiate between gender and sex;
2. Include pictures of both cisgender and queer couples;
3. Create diverse examples/cases with different pronouns and sexual identities.

Additive Approaches

1. Include information related to different sexual and gender identities (where relevant);
2. Be inclusive and diverse in your choice of literature.



4

UT Resources & Platforms

Resources & Platforms

Socialisation

Resources/Advice

Social Safety
Concerns/Counselling

Resources & Platforms

Socialisation

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graph TD; A[Socialisation] --> B[Th!nk with Pride]; A --> C[J&SV Exaltio]; B --> D[The Trans & Non-binary meeting group];
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Th!nk with Pride

J&SV Exaltio

The Trans & Non-binary
meeting group

Resources & Platforms



Resources & Platforms

Social Safety
Concerns/Counselling

Confidential Advisors
(Employees/Students)

Ombuds Officer

Study Advisors

Student Psychologists

One of your students, Stacy, has recently come out to you as transgender. She approaches you after the lecture and says that she feels lonely because she has not met any fellow queer students yet. Where would you refer Stacy to and why?

- a) Study Advisor
- b) Th!nk with Pride
- c) Student Psychologist (SAAC)
- d) Confidential Advisor for students



You have a student named Alex, who identifies as gay. Another student of yours, Ryan, constantly bullies Alex because of his sexual orientation. Ryan makes mean comments and treats Alex differently than other students. For example, during tutorials, Ryan may ignore Alex's ideas and contributions or refuse to give him feedback about his writing. Ryan also makes mean comments about Alex in their “First-Year Bachelor Psychology” WhatsApp group chat. Alex comes to you and says that it causes him significant distress and he does not feel safe at the university anymore. Where would you refer him to?

- a) Think with Pride
- b) Confidential Advisor for students
- c) J&SV Exaltio
- d) Student Psychologist (SAAC)



Questions?



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