Roundtable Questions Based Upon Affirmative Tenets

1. General Introduction Questions
   a. How do you define teaching?
   b. What is the best type of teaching style for you learn?
   c. How do you define student learning objectives?
   d. What do you look for in learning objectives?
   e. What makes you feel safe in a classroom?
   f. How can class documents or a syllabus create a safe space for you?
   g. Are the current policies doing enough to ensure students feel validated in a learning environment?

2. Providing a safe arena where students can express their feelings in response to societal oppression.
   a. How can we confront oppression and heterosexism while still allowing LGBTQ+ individuals to still feel safe? (e.g. coming out process)
   b. What would you need from your professor to be able to address and question oppression/heterosexism in the classroom?
   c. How can you communicate to your students (colleagues, coworkers, teaching assistants, research assistants, etc.) that you are a safe person, and your office is a safe space to express and process the struggles they face with and against society?
   d. How can course syllabi (assignments, lecture slides, etc.) project a heteronormative and/or binary gender stance, and how might that be addressed to include all sexual orientations and gender identifications?

3. Encouraging the development of an LGBTQ support system
   a. What are some nonverbal ways to show that you support those who identify as LGBTQ+?
   b. What kinds of things might be helpful to know when helping a student develop an LGBTQ+ support system?
   c. How do we ensure educators are participating in affirmative approaches?

4. Confronting societal oppression.
   a. How can targeting oppression/heterosexism be incorporated in the general curriculum?
   b. What are some small ways to address how society oppresses the LGBTQ+ population?
   c. How is minority oppression addressed in current media (literature, movies, music, news, television, etc.) and how is that affecting the events in a classroom setting?
      i. How is this exemplified when creating classroom materials (presentations, etc.)?

5. Dispelling internalized homophobia/heterosexism
   a. How might you handle negative reactions and assumptions that occur when faced with LGBTQ+ issues?
   b. What are some strategies to help those who struggle with internalizing their homophobia or heterosexism?
   c. How might you confront a student or professor who says something heterosexist or homophobic?

Desposito, Heckman, Durham (2017)