



Connecting in Classrooms: Queer Inclusion for Educators

Transcript

00:00:07:08 - 00:00:28:66

Speaker 1: So first, I would like to begin by acknowledging that we are gathered here on the traditional ancestral and unceded territory of Tk'emlúps te Secwepemc. As we gather here today, we commit to learning from and standing in solidarity with Indigenous communities and to working towards reconciliation, justice, and healing for all.

00:00:28:66 - 00:00:46:04

Speaker 1: In our commitment to truth and reconciliation, we also acknowledge the diverse and vibrant queer community that contributes to the cultural fabric of this region. We strive for inclusion and understanding in our classrooms, honoring the principles of equity and respect for all identities and orientations.

00:00:46:04 - 00:00:57:61

Speaker 1: So it is my pleasure to introduce Payton Heibert, whose pronouns are they/them. Payton is an uninvited settler raised on the unceded territories of Tk'emlúps te Secwepemc.

00:00:57:61 - 00:01:13:65

Speaker 1: It is on these traditional lands that they have had the privilege of being an advocate and educator for the 2SLGBTQIA community. Through dedication of filling service gaps in Kamloops for our local 2SLGBTQI+ community,

00:01:13:65 - 00:01:28:39

Speaker 1: Payton proudly embraces the title TRUSU Pride Club Vice President. Working with TRUSU Pride Club, they founded Queer Connections, the biweekly 2SLGBTQI+ social group hosted by the TRUSU Pride Club in January 2020.

00:01:28:39 - 00:01:40:26

Speaker 1: And since then they have continued to support this group with regular meetings as well as exploring additional educational opportunities to enhance knowledge, through options for sexual health.

00:01:40:26 - 00:02:01:12

Speaker 1: They completed the Sexual Health Education Certificate to support this learning and incorporate inclusive sexual health education in all capacities. So I'm very grateful for the TRUSU

Pride Club VP to be presented to faculty today about queer inclusion in the classroom. Thank you very much.

00:02:01:12 - 00:02:06:85

Payton: Thank you. Oh, you're the best.

00:02:06:85 - 00:02:10:30

Payton: Hi. Yeah, that's me.

00:02:10:30 - 00:02:17:32

Payton: I'm Payton, my pronouns are they/them as mentioned. So today, we're going to be talking about queer inclusion in the classrooms.

00:02:17:32 - 00:02:28:80

Payton: What I'm actually calling this one is Connecting in Classrooms: Queer Inclusion for Educators. Nick did an absolutely beautiful territorial acknowledgment.

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Payton: So thank you for that. And as mentioned.

00:02:32:15 - 00:02:46:39

Payton: I'm an uninvited settler on Tk'emlúps te Secwepemc. Today I just want to highlight, I really want to highlight the land that TRU is actually on.

00:02:46:39 - 00:03:07:65

Payton: And I want to do that because I've learned that in our territorial acknowledgments that it needs to be personal and we need to talk about specific aspects of the land that we're grateful for. Today, the piece of gratitude I want to share with everybody is how gorgeous our campus is.

00:03:07:65 - 00:03:13:03

Payton: It's absolutely beautiful. It's green, the trees, the hills.

00:03:13:03 - 00:03:32:83

Payton: They're absolutely stunning. And the reason I wanted to highlight that is because while doing all of my education here at TRU, during the days that I was pretty stressed out or being in classes, I would intentionally go sit by the windows that I could ground myself by looking outside and seeing our beautiful territory.

00:03:32:83 - 00:03:46:37

Payton: So I really wanted to highlight that today and how grateful I am that we have this and I have the privilege to be learning on these lands. So we have an introduction of me already.

00:03:46:37 - 00:03:48:36

Payton: Those are my pets. They're the best.

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Payton: So obviously, they're highlighted. Come on. Also, gratitude towards them for again,

00:03:53:71 - 00:04:06:55

Payton: helping me stay grounded during stressful times. But something that I want to acknowledge today is that I know a lot of you know me from working at TRU as the Wellness Support Specialist in the Wellness Center.

00:04:06:55 - 00:04:18:47

Payton: I really want to acknowledge that that is not the capacity I'm here today. Although a lot of my learning has come from this and impacted my presentation a little bit.

00:04:18:47 - 00:04:31:80

Payton: I just want to acknowledge that today. I'm wearing the hat of TRUSU Pride Club Vice President, as well as my side business, I called Side by Side which stands for Sexual Health Inclusion and Diversity Education.

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Payton: And, you know, my Sexual Health Education Certificate as well. I wanted to acknowledge, too, that I am a queer person.

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Payton: So I'm speaking, yes, from lived and personal experience and from those around me. I've worked with countless queer individuals in Kamloops and far and wide as well.

00:04:51:86 - 00:04:58:54

Payton: However, just because I'm teaching, oh, gosh, there's a mic. I'm sorry, the microphone.

00:04:58:54 - 00:05:02:07

Payton: I totally touched it. It's new to me. Um,

00:05:02:07 - 00:05:07:88

Payton: I'm just but one perspective. And there are countless perspectives, countless experiences.

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Payton: So everything that I'm sharing, that is not where it ends. It is very expansive.

00:05:12:12 - 00:05:27:92

Payton: And I know that there's a lot of amazing people here as well that have very valid perspectives and experiences that are going to be really valuable in the presentations phase. So I welcome everybody to share so that we can hopefully have a little bit of dialogue.

00:05:27:92 - 00:05:36:59

Payton: And just know that, all of your experiences, we value that. So I would love to listen if you feel comfortable to share.

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Payton: With that, too, I also want you folks to know, please use the language that you know. It is absolutely okay if your language isn't absolutely to a T.

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Payton: That's fine. I'd rather you ask and know and grow than to be scared of not asking a question because you're not sure of the language. That's okay.

00:05:54:23 - 00:06:03:91

Payton: Please bring the language that you know currently when we're talking and having dialogue and asking questions. Okay. Moving on.

00:06:03:91 - 00:06:07:37

Payton: Our agenda. This is an idea of what it's going to look like.

00:06:07:37 - 00:06:15:47

Payton: I want to talk about the queer community in the sense of who we're talking about, but I'm not going to go through definitions. We don't have a lot of time.

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Payton: I'm trying to point out a couple of things without being too focused. Intersectionality, how that's going to impact our work and what queer spaces actually look like, what queer spaces we have, what that means, how to actually create inclusive classrooms, inclusive language use, and then just some key takeaways.

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Payton: The other thing I want to mention is I'm not going to answer your question on how to create an inclusive classroom today. You're not going to walk away and be like, I did it.

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Payton: That's not how it works. You're going to gain some knowledge.

00:06:52:15 - 00:07:06:70

Payton: I'm going to encourage you to reflect and it's going to be a continuous process. So just know that you're probably going to have more questions leaving them when you came in, but I hope that there's some seeds planted and some food for thought.

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Payton: I might sit down randomly, I don't know. We'll see how it goes, but.

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Payton: Yeah, so the people that we're talking about and trying to make classrooms inclusive for are 2SLGBTQ+ people as a whole. The alphabet soup.

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Payton: So these are the folks that we're actually talking about. It's a little bit of a joke in our community that our acronym, we sometimes call it the alphabet soup.

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Payton: Because there's so many versions of it, and there's a lot of letters. Sometimes people stumble or wonder, what is the right acronym?

00:07:38:82 - 00:07:54:31

Payton: There isn't really a right one, just all of them. This is the one that I use, and the one that I use stands for two spirit, lesbian, gay, bisexual, transgender, queer/questioning, and then the plus is for everybody else under the umbrella as well.

00:07:54:31 - 00:08:02:85

Payton: Throughout the presentation, you might hear me say queer people or queer community. I just want to acknowledge I'm using that in a reclaiming term and in a positive way.

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Payton: I myself identify as queer, I did it again. I'm so sorry, microphone people, I'll try and keep my hand down. We'll do this.

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Payton: There. Okay. So I'm using it in a way

00:08:13:94 - 00:08:28:92

Payton: that's to embrace that word and just acknowledging that, yes, it has been used against our community in the past, but we're taking it back and I'm using it in a powerful way that is positive. So if you hear me say that, that is why.

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Payton: The reason that I use this acronym is because I stumble over too many letters personally. I have autism. I'm neurodivergent.

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Payton: I have ADHD. Sometimes speaking can be really difficult for me.

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Payton: So too many letters can be difficult for me to say personally. So that's why I often go with queer community.

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Payton: It's easier for me. But the reason why I go with this one more so I guess in the professional use is I like that 2S at the beginning, because it acknowledges that two-spirit people were on these lands first.

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Payton: Two-spirit people are a part of Indigenous cultures. So by having their acronym first, it's just saying, Hey, they were here first, therefore, they should be acknowledged before. Before

00:09:12:31 - 00:09:20:11

Payton: our Westernized version of queerness, essentially, right? So, yeah. That's that piece.

00:09:20:11 - 00:09:31:85

Payton: I often get a lot of questions on what this flag actually means, so I thought that I would just write it out and have it up here for you. Every single color on here has its own meaning, which is pretty cool and amazing.

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Payton: The rainbow is pretty classic gay pride flag. However, each one of those colors does mean something.

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Payton: Red for life, orange for healing, yellow, new ideas, orange, prosperity, blue, serenity, purple for spirit. The questions I get the most about are these ones.

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Payton: So I just want to acknowledge what those mean. The stripe of black and brown are to acknowledge people of color in the queer community.

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Payton: This is because when it comes to intersectionality, there's a lot of added layers of discrimination and oppression that queer people of color face. So we acknowledge that within the flag itself, and we'll talk a little more about intersectionality later too.

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Payton: It's also to acknowledge HIV and AIDS victims and survivors. AIDS is a very prevalent part of queer history for many reasons.

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Payton: I won't get into it, but it is to acknowledge these folks as well. The white, pink, and blue is to stand for transgender people.

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Payton: Kind of, each one of those colors is more the standard binary colors, if you will, with the white being a mix of everything and that acknowledgment. Lastly, we have the yellow with the purple circle.

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Payton: This is for intersex people. Again, with these aspects, we're really acknowledging the impacts of intersectionality and added layers of discrimination and oppression.

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Payton: For intersex people, for example, this is intersex people being born and then forced to undergo medical procedures or surgery in order for their genitals to fit in either being male or female. This is why we acknowledge them as well.

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Payton: Any questions about the flag? Does that all make sense? Beautiful. Great job.

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Payton: Okay. If you want an actual good, in-depth look at history, go take Nick's class.

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Payton: Otherwise, there's a couple of brief things that I want to touch on that I also took from his class, that are going to impact the rest of the presentation and how we look at inclusion in classrooms. Specifically, how it was literally illegal to be homosexual before the 1960s.

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Payton: Within the 50s and 60s, we see movements to help decriminalize gayness. Really, kind of queerness, but at the time, of course, gayness.

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Payton: A lot of these movements swept across Canada and the United States. You might be aware of the Stonewall riots in 1969, for example.

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Payton: This is just one of the many, many, many examples that are out there of different protests that happen to advocate for inclusion and decriminalization of queerness, and protection. In Canada, BC-150 was passed in August 26, 1969 to ensure protection and legalization of gay people.

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Payton: So if you've ever questioned maybe why Kamloops celebrates Pride in August, This is actually one of the reasons why. More so in Canada, our Pride Month is a little bit more relevant to August.

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Payton: In the states, it's more June. Again, June for acknowledging Stonewall riots.

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Payton: Here acknowledging that change of wording and human rights protection with Bill C-150. So why do I bring this up?

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Payton: This is because when we look at the history, when we think about who all of this benefited, we are seeing the white, gay, cisgender man being highlighted. This is important because every single other queer person was left behind, queer people of color, trans people, specifically, this is focused on gayness, right?

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Payton: So, any sort of gender-queer person, people with disabilities who are queer or even seniors that are queer and so forth, there's a lot of people that got left behind. So when we're thinking about history, how far we've come, the legalization of gay marriage, that was all for the gay, white, cisgender man.

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Payton: So, we need to acknowledge that because intersectionality is a thing. So, when we're looking at creating inclusive classrooms, this isn't just about gender and sexual diversity.

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Payton: There's a lot more aspects that go into this too. So we know that everybody has diverse experiences, so we need to bring that in to consideration when we're creating inclusive classrooms for queer people.

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Payton: We need to look at all of the people that got left behind. We're not just creating inclusive classrooms for the white, cis, gay man.

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Payton: So intersectionality is really to acknowledge the complexities of interacting identities and their relationships to power. Specifically, the intersections of forms of oppression and discrimination.

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Payton: So we look at that to emphasize what we can do in our classrooms, what sort of oppression and discrimination are students facing, and how can we help them overcome these barriers. Not just with their queerness, but the other aspects of that intersecting identity.

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Payton: And basically, just to acknowledge, anybody can be queer. Part of this, I know you're like, oh, yeah, we talked about that last week, right?

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Payton: Part of this is that coming out is not a one-time process. So we need to acknowledge this too, that queer people don't just come out once and then it's done.

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Payton: It's going out of the closet, coming back in and going out and coming back in. And there's a lot of reasons for that.

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Payton: We're changing our language for this even to be more, inviting people in, rather than coming out of the closet. For more empowerment and autonomy to acknowledge that this is much more of a revolving door than anything.

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Payton: So we're talking about this because the biggest question I want you folks to think about is, does your classroom allow queer identities to be expressed, or repressed? So what identities are your students actually bringing to the classroom?

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Payton: Do they feel that they have the ability to be out in your classroom? Is this something, is this an identity that they feel that they can embrace in this learning environment?

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Payton: The reason that people sometimes kind of do this, come in and out is honestly, most of the time because of safety. Some spaces might be safe to be out and queer, if you will, while others are not.

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Payton: Or we look at the intersectionality pieces and some folks might be embracing part of their identity in one space and another part of their identity somewhere else. So for me as being somebody who identifies as neurodivergent and physically and mentally disabled, am I bringing my disabled identity to a certain place?

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Payton: I'm probably going to be doing that if I'm getting my disability parking permit at People in Motion. That's the identity I'm sticking with. Or the doctor's office, where

00:16:50:03 - 00:16:59:19

Payton: I definitely don't want to be bringing my queerness in because of safety. Meanwhile, at Queer Connections, ooh, bring out the rainbows, right?

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Payton: So it really depends. But this is something that maybe you could think about when it comes to classrooms or offices or just your environments in general, what identities are they actually bringing?

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Payton: So food for thought, a little bit. But a little bit of discussion is, why do you think that this actually matters?

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Payton: Why do we need to consider the identities that the students are holding in our classrooms and how could somebody's queerness be impacting their learning, if anybody is open to sharing? I'd love to hear.

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Speaker 2: I can start off the conversation. Because feeling genuinely included around here.

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Speaker 2: It's the opposite of fitting in. And when we in so many classroom environments, people feel as though they need to fit into the classroom environment rather than bringing their whole authentic selves to a particular space.

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Speaker 2: And we know that learning environments where people aren't their whole authentic selves actually limits their ability to pay attention. It limits the amount of time that they can pay attention to a topic. Usually it's 15 minutes.

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Speaker 2: But if you're focusing on not being your whole self, then that actually reduces it to, some studies have said as little as a five-minute attention span, if you're worried about fitting in while you're in a space that's not like that. Then all kinds of other things are equally important, like the sense of safety, like, Maslow's Hierarchy of Needs shows that, if you're not feeling safe and you're not your whole authentic self, then you can't experience a sense of belonging, and you can't access the kind of higher-order learning that we're wanting for our students to have in our environments. Yeah.

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Payton: Thank you. Those numbers. I really appreciate that.

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Payton: I had no idea about those numbers. That was awesome. Exactly. Anyone else want to share?

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Speaker 3: I think from a perspective, if someone can't show up bringing the different parts of themselves to your room, your classroom, or any area, you're limiting what you can learn and the perspective that can be brought from that. That's important, especially in the classroom setting where you're supposed to be evolving and growing.

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Payton: Yeah. Exactly. It's really hard to grow when you're,

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Payton: when you can't actually grow into yourself and in a place that's safe, right? So it's hard to expand your brain or pay attention, exactly, because you might be paying attention to trying to stay safe, or trying to mask certain parts of your identity to fit in, and have that be the focus rather than, what content am I learning?

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Payton: Thanks. Does anybody else have something they want to say before we move on?

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Speaker 2: I think this just echoes what you're getting at, but it's bad for the classrooms. You know, we know diversity particularly in philosophy, and diversity of thoughts and perspectives is actually really good for the class content.

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Speaker 2: And so when we're limiting people to one perspective and one kind of mold, then we're limiting the kinds of explorations that we can do about the content and the class. So with the absence of those different perspectives, we're doing a disservice to the material as well.

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Payton: That's awesome. Thank you so much.

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Payton: I do want to have open dialogue and conversations as much as possible, but I'm also cognizant that we only have a limited amount of time, so I'm going to keep going, but thank you so much for all of that. I really appreciate it. And yeah,

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Payton: I'm sitting down now. That's what's happening.

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Payton: So I did pull out some stats because what's a presentation without statistics. And yes, I copied.

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Payton: I just made a screenshot because I didn't want to type this out. Let's be honest. So this

00:20:55:08 - 00:21:03:86

Payton: feeds into one of the reasons why, right? When we're thinking about who people are, what identities are being brought to the classrooms, what our students are worrying about?

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Payton: Are they worrying about these things, for example. So the one in the bottom here is much more focused on physical harassment, and this is from Statistics Canada in 2018.

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Payton: So this is already six years old. Can you believe that?

00:21:20:49 - 00:21:40:79

Payton: So 59% of lesbian, gay, bisexual and other sexually diverse people in Canada have been physically or sexually assaulted at least once since the age of 15. Compared to the heterosexual people that participated in the study being 37%.

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Payton: So that's a pretty big difference. And so when we're thinking about that, are people coming to classrooms, just, you know, experiencing this or thinking about this, anticipating that this is going to happen.

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Payton: When we look at the effects on mental health, the experiences of poor mental health, or, fair but poor mental health for queer people, we're looking at 65% of transgender and non-binary people in Canada have poor to fair mental health. So that is compared to one in ten cisgender people, so six times. Six times worse mental health stats.

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Payton: To continue with that, too. When we look at contemplating suicide, 45% of transgender and non-binary people have thought of this, and 16% of their cisgender peers have as well.

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Payton: So that's also basically four times as likely, right? So, this is why it's important.

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Payton: Because when we're looking at safety and queer spaces, we're hoping that it's giving another place for people to get away from these stats and help build mental health, help build safety and doing that in classrooms. The more places that we have that are inclusive, the higher chances that they're going to be more safe.

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Payton: So, speaking of which here, I made this without a whole lot of references. This is kind of more so the experiences that I have personally as well as lived experience and my peers.

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Payton: So queer people just need somewhere to be safe. Simple as that. They just need to be, to exist.

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Payton: To escape from violence, discrimination, and even to get away from that anxiety of anticipation of violence, that might be happening in the outside world. Where can they go to escape from these feelings, be comfortable and just comfortably express themselves?

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Payton: Is there a thing on here? A laser pointer? No. I was going to be like,

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Payton: ooh, but no. It's fine.

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Payton: The top, this one? The red one?

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Payton: Oh, my gosh. I feel so professional.

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Payton: Anyway. So in larger cities, we can see places like that one. Queer villages.

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Payton: So this is gathering places where people all live together, and they all identify as queer, and then they can join together for bands of safety. They can walk on the street at night and feel totally safe because they know that they have people around them and every single house that's surrounding them to protect themselves.

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Payton: We have 2SLGBTQ+ community organizations and resources. So the places that are catering towards the needs and safety of queer people. Chosen family.

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Payton: I put homes, but really just being with chosen family is really massive in the queer community, especially for those who don't have an accepting family or have an abusive family. They have people to escape to.

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Payton: And sometimes those people do have homes and spaces as well, but even just that community can be really impactful and be a place to escape. Queer dedicated spaces.

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Payton: This would be things like gay bars or queer coffee shops that are specific to bring in queer people. Pop-up pride events and stuff.

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Payton: We have a lot of that in Kamloops, which is pretty great. So just events that you can go to and hang out and such.

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Payton: Indirectly, this also influences the queer- friendly spaces. So when we see Kamloops Pride hosting at places like Bright Eye Brewing or the Effie, for example, those continuous places that they're hosting these events. That tells us that, hey,

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Payton: even though they're not dedicated to our community, they're absolutely much more friendly and we can trust them to be an ally. And then, home for some people, not for everybody.

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Payton: That is absolutely situational. I'm privileged to have that in my home and my home being a queer safe place.

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Payton: So not everybody has that, but for those who do, that is a place to go as well. So part of the reason why I brought that up is because I want to emphasize what we do and don't have here in Kamloops in our surrounding community.

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Payton: We don't have queer villages. We do have some community organizations and resources, and I'm actually going to share a little bit of those later. So that's nice.

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Payton: They usually do connection to resources, can have one on one space and such. The chosen family and, yeah, the chosen family, that's kind of more of an individual thing, so that can kind of happen everywhere, right?

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Payton: We don't have any queer dedicated space. That is for sure.

00:26:38:15 - 00:26:43:40

Payton: There's absolutely no gay bar, no queer specific coffee shop. There's nothing like that.

00:26:43:40 - 00:26:57:72

Payton: In Kamloops, we don't have a pride center on campus, things like this. Like I said, we have lots of pop-ups, and then indirectly, we know the places that are a little bit more friendly because of where those events are hosted.

00:26:57:72 - 00:27:13:85

Payton: So, when we don't have these dedicated spaces or villages or places to go and be in Kamloops, it just reinforces more why our classrooms need to be inclusive as well. Uh, I'm going to skip this.

00:27:13:85 - 00:27:16:95

Payton: I'm sorry. I got to look at time.

00:27:16:95 - 00:27:23:09

Payton: And I have a lot I want to say. Thanks for listening. However, I

00:27:23:09 - 00:27:26:97

Payton: need this. Read this for a sec.

00:27:31:06 - 00:27:48:08

Payton: So now we're actually getting to the section of how you can start creating these queer-inclusive spaces. I want to acknowledge that the first step is with yourself. Personal exploration.

00:27:48:08 - 00:28:00:43

Payton: We can't create inclusive classrooms and we can't support other people unless we learn about ourselves and increase our own confidence in us before we can support other people. We say that in so many mental health fields, right?

00:28:00:43 - 00:28:18:55

Payton: We have to take care of ourselves before we can help others. And in those processes of the mental health fields, we're like, oh, we need to challenge our biases, we need to know our values and morals in order to better support other people so that we know what biases or stereotypes or values that we might be bringing.

00:28:18:55 - 00:28:42:34

Payton: That might be creating barriers for some people. So my piece of invite for you is to reflect on things like critically thinking about any sort of personal biases, morals, values, and even experiences that you hold that might be impacting your ability to help queer people. And just people in general, right?

00:28:42:34 - 00:28:58:67

Payton: I mean, that's just helpful to know. But when we're talking about creating queer inclusive classrooms, do you have any biases or stereotypes that you might be bringing into the class or into the content that might be good to challenge?

00:28:58:67 - 00:29:04:67

Payton: Acknowledging personal privilege. Also very powerful.

00:29:04:67 - 00:29:13:73

Payton: That goes along with recognizing your power inside and outside of the classroom. So, is this also creating barriers to safety because you have this position of power?

00:29:13:73 - 00:29:31:88

Payton: And what intersectionality are you bringing in that position of power, right? So stereotypes are everywhere, guarantee that students are going to be bringing those stereotypes with them as well, and they think, oh, well, this person is in a position of power, and this is my assumption on their intersectionality, so they're not going to be safe for me.

00:29:31:88 - 00:29:44:84

Payton: How can we acknowledge that and challenge that, and bring forward inclusion? I'm good. We're good.

00:29:46:00 - 00:29:55:19

Payton: Last massive piece of exploration, reflection. Where does your knowledge of the queer community come from?

00:29:55:24 - 00:30:02:75

Payton: I'm here to say that if it comes from RuPaul's Drag Race and nothing else, then you're wrong. You're all great for being here.

00:30:02:75 - 00:30:07:69

Payton: Thank you so much, but do more. As simple as that, right?

00:30:07:69 - 00:30:19:75

Payton: That is a strong reflection that we see in the media of a small percent of, yes, what it means to be queer to some people. That is not what it means to be queer to me, for example.

00:30:19:75 - 00:30:27:33

Payton: You won't see me on that show. 'Cause I don't want to be on that show, but that is not my experience with queer culture.

00:30:27:33 - 00:30:45:00

Payton: That is not what I'm bringing to the table. So if we're just basing all of our knowledge off of media, that is often very focused on gay, lesbian stereotypes, or the typical struggle of transitioning for a transgender person, for example. That really

00:30:45:00 - 00:30:52:77

Payton: only scratches the surface of some people's experiences. It also doesn't show, the majority of the time, the positive experiences that we go through, right?

00:30:52:77 - 00:31:00:18

Payton: It kind of creates this thing of, oh, the poor queer people. Oh, oh, no. But there's

00:31:00:18 - 00:31:05:23

Payton: a reason that we use the word pride, and we're proud people, right? There's a reason for that. So we

00:31:05:23 - 00:31:10:57

Payton: need to also acknowledge that piece as well. But basically, just challenge, where is that knowledge that you have?

00:31:10:57 - 00:31:15:43

Payton: Where is that actually coming from, right? I do have some tools for you.

00:31:15:43 - 00:31:25:41

Payton: However, it doesn't end here, and like I said, we're not answering the question, but here's some suggestions I do have. Such as using inclusive language.

00:31:25:41 - 00:31:30:79

Payton: We're going to talk about that, but specifically, queer inclusive language. I'll break that down a little bit too.

00:31:30:79 - 00:31:42:49

Payton: Addressing any sort of queerphobia or queerphobic language, I prefer using the term queerphobia just so it also embraces homophobia, biphobia, transphobia, and so forth. But that's what that is.

00:31:42:49 - 00:31:51:63

Payton: Challenging that and addressing it. Also, looking at any policies or practices that might be coming up that are creating barriers for queer students.

00:31:51:63 - 00:32:04:13

Payton: Using that position of power that you're reflecting on, is there a way that you can use that power to help diminish some of the barriers that might come up? Supporting local queer organizations and on-campus groups.

00:32:04:13 - 00:32:08:95

Payton: Like I said, I'll give you a list a little closer to the end. That's not all of them, but some.

00:32:08:95 - 00:32:23:25

Payton: So, supporting the events that they do, if you're looking to do donations and stuff, there's options. Opportunities for sharing pronouns and chosen names, that goes in with the inclusive language in classrooms. Again, we'll come back to that.

00:32:23:25 - 00:32:33:92

Payton: Symbolism, this means having flags available to say, hey, I've done the work, but only do it if you've actually done the work. That's kind of a part.

00:32:33:92 - 00:32:46:41

Payton: I know that for people that are moving around classrooms, that's a little difficult, but a little pin on your shirt is always kind of nice, or a little tiny flag in your office is nice, too, right? Queer representation and content.

00:32:46:41 - 00:33:13:54

Payton: If it's an English class and you need to read a couple of short stories, why not read a couple of short stories about a queer person's experience, and not a stereotypical experience, I might add, as we just talked about, or even authors or textbooks that are written by people who identify as a part of the community. With that, supporting businesses and initiatives that are queer-led, or written artists that are queer and such.

00:33:13:54 - 00:33:19:29

Payton: That money goes directly into their pocket, right? So helping support them in that way, too, especially because you know what?

00:33:19:29 - 00:33:23:28

Payton: No, we're not going to get into that. Because reasons.

00:33:23:28 - 00:33:29:77

Payton: Amplifying the needs and voices of queer people. Listen to us, please.

00:33:29:77 - 00:33:33:54

Payton: We will tell you what we need. We're happy to tell you what we need.

00:33:33:54 - 00:33:43:60

Payton: We just need you to actually listen and go through the action of putting in that work. That is where we see the actual allyship is through that action.

00:33:44:28 - 00:33:54:97

Payton: This reiterates a little bit of what I said. So, making change and creating inclusive spaces, it's a collective effort of everybody running the space.

00:33:54:97 - 00:34:02:11

Payton: So although each part is individual, it also comes together in a collective. There's these two pieces to it.

00:34:02:11 - 00:34:15:95

Payton: We talked about self reflection, challenging personal biases. With that, exploring any potential internalized queerphobia, I had a lot of that as a queer person, too, that I had to challenge, even.

00:34:16:56 - 00:34:24:98

Payton: We talked about acknowledging privilege, social location, intersectionality, and power dynamics. The biggest piece is on here.

00:34:24:98 - 00:34:31:50

Payton: Please be willing to make mistakes. Please. We grow from our mistakes.

00:34:31:50 - 00:34:35:47

Payton: It is not the mistake that matters to us. It is the intention that you're trying.

00:34:35:47 - 00:34:37:54

Payton: That's what we care about. We want to see that you're trying.

00:34:37:54 - 00:34:43:30

Payton: If you use the wrong pronouns with somebody, it's, oh, I'm sorry, them. Then moving forward.

00:34:43:30 - 00:34:45:29

Payton: It's just a sorry. You're trying.

00:34:45:29 - 00:34:49:99

Payton: Correct your mistake and move on. That's all we care about. Also practice.

00:34:49:99 - 00:35:02:28

Payton: It takes time to actually create inclusive classrooms, and to reflect, and to use pronouns sometimes. It takes practice. Just be willing to do that

00:35:02:28 - 00:35:08:86

Payton: and make mistakes along the way so that you can grow from them. Inclusive language. Is there anything

00:35:08:86 - 00:35:19:60

Payton: that anyone wants to say while I take a drink? So specifically, queer- inclusive language and what I'm actually talking about here.

00:35:20:60 - 00:35:40:83

Payton: So what queer inclusive language means is that the language you're using makes everybody feel acknowledged and recognized. This means ensuring that language respectfully reflects individuals' identities as well, such as using someone's chosen name and pronouns.

00:35:40:83 - 00:35:53:05

Payton: So even within that itself, well, I mean, using current terminology, so, something that we're using, is chosen name. Not preferred name and not preferred pronouns, they're just pronouns.

00:35:53:05 - 00:35:58:59

Payton: But using the term preferred, it sounds like we have an option to use it. It's not an option. It's not

00:35:58:59 - 00:36:06:71

Payton: an option to use somebody's name. It's not an option to use somebody's proper pronouns that they identify with. It's respectful.

00:36:06:71 - 00:36:10:84

Payton: It's empowering. It validates that person's experience.

00:36:10:84 - 00:36:17:73

Payton: Using chosen name. When we say chosen name, it gives a little bit more empowerment.

00:36:17:73 - 00:36:26:21

Payton: It recognizes autonomy for that person who embraced their identity and found a new name that they identify with. How beautiful is that?

00:36:26:21 - 00:36:29:56

Payton: Give them a round of applause. That is awesome.

00:36:29:56 - 00:36:35:81

Payton: Let's use chosen name to really emphasize that piece. Do you say gender-neutral language?

00:36:35:81 - 00:36:45:60

Payton: I have some examples of that, but, basically, just not gender-specific language. The opposite of that, right?

00:36:45:60 - 00:36:54:14

Payton: Language that is free of assumptions, biases, and stereotypes. I think that we try and do that as educators regardless, right?

00:36:54:14 - 00:37:04:74

Payton: So just keeping on with that and that exploration will help us find if we're doing that as well. And then, yeah, I mentioned it, keeping up to date with terminology.

00:37:04:74 - 00:37:11:82

Payton: Language is always evolving, right? So knowing what that language looks like and what is appropriate at the time.

00:37:12:58 - 00:37:24:49

Payton: So, we kind of already talked about this, but it's fine. Using somebody's names, chosen name and pronouns. It is respectful.

00:37:24:49 - 00:37:29:20

Payton: It grants autonomy. It is affirming that person's identity.

00:37:29:20 - 00:37:37:17

Payton: You're caring for them. It is equity, and it's communicating safety.

00:37:37:17 - 00:38:04:49

Payton: If we think that it's hard to be changing pronouns with somebody or using they/them pronouns, for example, I guarantee it's at least ten times harder for the other person who changed their pronouns, trying to navigate a world that is made for a binary. So if we're thinking, oh, this is so hard, think about that privilege that we hold.

00:38:04:49 - 00:38:22:13

Payton: Yeah, it is a little tricky sometimes, but let's be willing to make mistakes and practice, practice, practice, because we have the privilege of not having to change our pronouns or correcting people like that, right? This is about them. This is about respecting them,

00:38:22:13 - 00:38:30:69

Payton: allowing them autonomy, and validating their identity. So gender-neutral language. A quick breakdown

00:38:30:69 - 00:38:44:77

Payton: of this is basically, like I said, language that doesn't specify or address genders. Everybody feels acknowledged in the language regardless of gender identity.

00:38:44:77 - 00:38:52:35

Payton: It's important for equity and working towards inclusion. This also shows education. That we understand

00:38:52:35 - 00:39:04:64

Payton: the impacts of using binary language and using language that is inclusive. We get it, so we don't use it, which reinforces and shows that education and allyship that we're doing.

00:39:04:64 - 00:39:12:14

Payton: It also challenges the gender binary, which is kind of cool. And again, acknowledges that there's this massive spectrum.

00:39:12:14 - 00:39:15:87

Payton: That's pretty cool. Some examples that are kind of fun.

00:39:15:87 - 00:39:21:18

Payton: A lot of you may know these already. Boyfriend and girlfriend, we can use partner or partners.

00:39:21:18 - 00:39:35:37

Payton: I have the S there to acknowledge that sometimes people might have more than one partner as well. This is not just to acknowledge diversity in sexuality or relationships, it's diversity in the number of people in those relationships.

00:39:35:37 - 00:39:44:82

Payton: Instead of mom and dad, parent or parents, guardian, caregiver. In my household, we use Ren and Rennie, short for parent.

00:39:44:82 - 00:39:50:37

Payton: I think it's pretty cute. My partner is Rennie to our dog because he is our child.

00:39:50:37 - 00:40:06:23

Payton: Instead of son and daughter, we have kid, child, children, kids, or, my partner's dad, my father-in-law likes to address my partner offspring. Like, literally.

00:40:06:23 - 00:40:10:84

Payton: Oh, have you met my friend? Yeah. This is Harlow, my offspring.

00:40:10:84 - 00:40:20:58

Payton: I love it. Fun one that not everybody knows, instead of niece and nephew, the gender-neutral term is nibling. How cute is that?

00:40:20:58 - 00:40:32:91

Payton: Aunt and uncle, Auntle as both. Or, my best friend who is non-binary likes the term bebe, which is another one that has been expressed, too.

00:40:32:91 - 00:40:47:14

Payton: A couple of more examples, because sometimes, we are talking to groups of people, and this can come in barrier of this, right? So instead of ladies and gentlemen, gentle folk or gentle folks.

00:40:47:14 - 00:41:00:14

Payton: This is always a fun one to talk about, isn't it? I know a lot of people say, yeah, I use guys addressing a group or room because I use it in a way that's inclusive and gender neutral.

00:41:00:14 - 00:41:02:23

Payton: I hear you. I respect it.

00:41:02:23 - 00:41:08:66

Payton: Technically, though, it's technically a gendered term. For me, I don't use it anymore.

00:41:08:66 - 00:41:15:02

Payton: Because I can have a lot more fun. Everyone, folks, peeps. In different groups and

00:41:15:02 - 00:41:21:11

Payton: stuff, and my staff of people that are absolutely lovely, I say lovely people. Beautiful souls.

00:41:21:11 - 00:41:26:90

Payton: Take the advantage to, like, give them a little bit of a smile. Beautiful people. How's it going, right?

00:41:26:90 - 00:41:46:40

Payton: Instead of female or male, we're using sex assigned at birth, that this way helps emphasize that, yes, it is technically a part of somebody's body, and it can be relevant in certain medical situations and such, right? But that is just what the doctor said and the birth certificate says.

00:41:46:40 - 00:41:56:92

Payton: That does not mean what somebody's gender actually is, right? So that was assigned to them, rather than their gender identity being something different, potentially.

00:41:56:92 - 00:42:03:40

Payton: Couple of random little inclusive things. Instead of feminine hygiene products, we can look at period products.

00:42:03:40 - 00:42:11:02

Payton: Not everybody who has a period identifies as a woman or as a feminine person. So they're just period products.

00:42:11:02 - 00:42:14:75

Payton: Period isn't a bad word. They're period products.

00:42:14:75 - 00:42:24:83

Payton: Instead of pregnant woman, pregnant person. We've also seen, instead of breast feeding, chest feeding, for people who don't identify as having breasts.

00:42:24:83 - 00:42:33:01

Payton: They might embrace the term chest feeding, for example. And yeah. Just person, or people, or whoever.

00:42:33:01 - 00:42:37:04

Payton: There's some fun examples. What is happening there?

00:42:37:04 - 00:42:41:04

Payton: Whoa. Weird. Okay. That's fine.

00:42:41:04 - 00:42:46:97

Payton: One of the things that I want to acknowledge here. Oh, yeah, that's what it was.

00:42:46:97 - 00:42:50:21

Payton: I remember the thing I was going to say. Oh, my gosh. I can't

00:42:50:21 - 00:42:55:72

Payton: believe I didn't add it in the slide. When we're worrying about, I shouldn't say worrying.

00:42:55:72 - 00:43:10:51

Payton: When we're wanting to be more inclusive when it comes to chosen names and pronouns, we can share ours as an invitation. For example, I know that some people feel uncomfortable to ask people's pronouns, which is understandable. It's a new change, right?

00:43:10:51 - 00:43:25:67

Payton: So sometimes for me, I just do for me, it's easier to say, hey, my name is Payton, my pronouns are they/them, what's your name and pronouns? But also being, acknowledging the environment as well, because there are some spaces where that's not safe to do.

00:43:25:67 - 00:43:36:48

Payton: I probably wouldn't do that in a doctor's office, for example, or certain environments. If we're around somebody's family and their family doesn't know they're exploring.

00:43:36:48 - 00:43:43:19

Payton: Sometimes we have to choose the situation. But when we open up the opportunity, people can choose to take it if they want it.

00:43:43:19 - 00:43:47:54

Payton: It also, again, shows that, hey, we get it. We have that education.

00:43:47:54 - 00:43:54:45

Payton: We know that it's important to know people's pronouns and respect them. So I'm going to ask what they are because I want to respect you.

00:43:54:58 - 00:44:00:66

Payton: Anyways. But if you're not sure, ask.

00:44:00:66 - 00:44:09:92

Payton: That is for anything relevant to the queer community and creating inclusive classrooms. If you have questions, Google it.

00:44:09:92 - 00:44:12:75

Payton: For starters, Google. Google is fantastic.

00:44:12:75 - 00:44:15:96

Payton: There's a lot of stories out there. There's a lot of people that want to share.

00:44:15:96 - 00:44:25:70

Payton: Take advantage of that opportunity. If you do have questions about somebody's specific experience, ask if you can ask questions.

00:44:25:70 - 00:44:35:95

Payton: Is it okay if I ask about your queer identity? And then somebody could respond with, yes, or, no, I don't want to.

00:44:35:95 - 00:44:43:10

Payton: Or, yes, but don't ask me about this. Or, I'm not comfortable conversing about this part, right?

00:44:43:10 - 00:44:50:13

Payton: It gives an opportunity to set boundaries of what you can and can't talk about in that sense. So that's really helpful.

00:44:50:13 - 00:45:01:01

Payton: You know, know that just because somebody identifies with a certain diversity doesn't make it their responsibility to educate you. It is your responsibility to educate yourself.

00:45:01:69 - 00:45:12:16

Payton: So ask if you can ask so that they don't feel like they have to do the education, right? Like I said, Google's your best friend.

00:45:12:16 - 00:45:18:80

Payton: Okay, so. Should I come back to that? I'm going

00:45:18:80 - 00:45:23:84

Payton: to come back to that in a second. Okay. So we're basically coming to the end,

00:45:23:84 - 00:45:35:34

Payton: which is great because I wanted a little bit of time in the end to chat. So just a couple of things, reminders that I didn't really get to add throughout, and I also didn't want to forget.

00:45:35:34 - 00:45:41:61

Payton: Being queer inclusive is not a checkbox. It's not something that you say, great, I went to this Lunch and Learn.

00:45:41:61 - 00:45:45:64

Payton: I have a queer-inclusive classroom. It doesn't work that way.

00:45:45:64 - 00:45:53:12

Payton: You're going to have questions, and it's a continuous effort. It's continuous action, continuous education, right?

00:45:53:12 - 00:45:56:20

Payton: This is an amazing step. Let's not undermine that.

00:45:56:20 - 00:46:02:80

Payton: Thank you so much for being here, and taking that step, that's fantastic. But there's also more work that goes into it.

00:46:02:80 - 00:46:12:54

Payton: It does take consistent change and means putting in the work. Allyship means actually taking action and not just saying that you're doing it.

00:46:12:75 - 00:46:15:48

Payton: Oh, wow. I just said that, great.

00:46:15:48 - 00:46:24:34

Payton: Keeping up with language, elevating queer voices, feedback and needs. If you hear us saying, hey, we need this, see what you can do to help us.

00:46:24:34 - 00:46:37:40

Payton: Again, that goes for all areas of intersectionality and diversity. So, these are a couple of organizations that I said that I would mention.

00:46:37:40 - 00:46:45:71

Payton: Off-campus, we have Kamloops Pride. It's responsible for the majority of the events that happen in Kamloops, so they're pretty great to follow on social media.

00:46:45:71 - 00:47:00:26

Payton: They also have a website with some really fantastic resources, such as a know-your-rights guide. So if you're a queer person experiencing discrimination, it goes through your rights and what that looks like. It has a

00:47:00:26 - 00:47:11:06

Payton: normalize-it guide, which is an educational guide to be more queer-inclusive. So that would actually be helpful to add on to this. And lots of other resources.

00:47:11:06 - 00:47:23:82

Payton: It also has a list of resources that I didn't add. Safe Spaces is a youth group for queer youth between the ages of 12 and 26 through Interior Community Services.

00:47:23:82 - 00:47:42:81

Payton: They meet once a week and they have a trans group that also meets once a week, so two groups a week with them, and they offer different resources and have a free binder program as well. The ASK Wellness 2SLGBTQ+ support program, shout out to them and also myself.

00:47:42:81 - 00:47:51:70

Payton: That's what I used to do before I came here. So they can work one-on-one with queer folks, help them get connected to resources.

00:47:51:70 - 00:48:01:80

Payton: For me, a lot of it was just giving them a safe person to vent to and having that emotional support. The Kamloops United Church. As

00:48:01:80 - 00:48:08:16

Payton: a queer person that has a lot of trauma with the church, I trust them. I trust them so much. Their allyship is fantastic.

00:48:08:16 - 00:48:13:84

Payton: They have a queer shopping night once a month as well. That was in partnership with ASK Wellness.

00:48:13:84 - 00:48:23:43

Payton: I don't know if they're still doing that, but that was a beautiful opportunity for people to explore their gender through clothing. That was really fantastic, and they continue that work.

00:48:23:43 - 00:48:31:32

Payton: There's a few more as well, but these are, I would say the most relevant ones. On-campus, the TRUSU Pride Club.

00:48:31:32 - 00:48:34:82

Payton: Of course, obviously. Shout out to us.

00:48:34:82 - 00:48:48:55

Payton: I put on the TRU Wellness Center. Yeah, I guess that's a little bit of bias, but as we don't have a pride center on campus, this is the closest option that we have at the moment for people to get connected to appropriate resources.

00:48:48:55 - 00:48:56:20

Payton: I have helped people find the resources that they need, especially for medical help. And then, of course, Noah, take a bow.

00:48:56:20 - 00:49:03:00

Payton: Don't, but do. Noah here is the Manager of Gender and Sexual Diversity.

00:49:03:00 - 00:49:07:17

Payton: He's fantastic. His office is right across from the Wellness Center actually.

00:49:07:17 - 00:49:14:62

Payton: And I'm just going to speak for you. He's there to answer any questions and help navigate the system too.

00:49:14:62 - 00:49:29:04

Payton: If you're wanting to support local organizations and such, these are people that you can consider supporting. For example, if you're wanting to support local initiatives, quick little plug.

00:49:29:04 - 00:49:37:30

Payton: I do have a QR code here to get a pride center on campus as we talked about the importance of it. So if you're interested in signing it, you can.

00:49:37:30 - 00:49:51:74

Payton: It's here to help gain voices and have a safe place for us together, not just students on campus, but Kamloops as a whole, because we literally don't have anywhere at all. So it would be a great step in that direction. They're here.

00:49:51:74 - 00:49:55:31

Payton: Also, please take stickers. These are all pride stickers.

00:49:55:31 - 00:50:01:73

Payton: I have so many, please take some. I just wanted to throw that out there before I forgot.

00:50:01:73 - 00:50:14:81

Payton: In the last couple of minutes here, I would love to know what you folks want to take or are taking away from this. If there's anything that stood out or things that you want to reflect on a little bit more.

00:50:18:59 - 00:50:31:62

Speaker 2: I thought that was really enriching. And I really appreciated some of the terminology, which I didn't know and needed.

00:50:31:62 - 00:50:38:09

Speaker 2: The aunt one was really useful. So thank you for that.

00:50:38:09 - 00:50:40:34

Speaker 2: Do you have time for questions?

00:50:40:34 - 00:50:42:56

Payton: Yes. Absolutely. That can go in here, too, if

00:50:42:56 - 00:50:45:77

Payton: you want to ask questions, that's totally fine. Yeah.

00:50:45:77 - 00:51:10:91

Speaker 2: So one of my questions is, do you have any examples of particular policies at TRU or that professors are putting in their classrooms that are actually unconsciously differentially impacting members of the 2SLGBTQIA+ community. I think, for example, maybe scheduling an exam on the Trans Day of Remembrance, something like that.

00:51:10:91 - 00:51:27:33

Speaker 2: That's kind of more obvious, but are there these things that you know, we're just not alert to that you think, hey, maybe these are policies that accidentally discriminate, not on purpose, for some folks.

00:51:27:33 - 00:51:48:19

Speaker 4: In relation to that because I was also having a similar one, but not only about policy, but if you may be able to share some experiences of students in the classroom, how they are actually feeling, and then probably we can make some connection with the policy that we can talk about and the experiences of students.

00:51:48:19 - 00:51:50:24

Payton: Yeah. Thank you so much for that.

00:51:50:24 - 00:51:54:16

Payton: I appreciate it. Okay, get ready. I'm going to monologue.

00:51:54:16 - 00:52:10:09

Payton: Okay, so I personally haven't looked at individual policies. I don't know if Noah has anything that he wants to add about that, maybe after if he has any thoughts on it.

00:52:10:62 - 00:52:29:87

Payton: But with that, I think that is a fantastic spot or place to consider, is being conscious of when things like exams are being scheduled, if it falls on Trans Day of Remembrance, Trans Day of Visibility. We don't really need to worry about the pride parade because it is on a Sunday.

00:52:29:87 - 00:52:35:66

Payton: But something, yeah, the TRUSU one isn't. That's true.

00:52:35:66 - 00:52:39:72

Payton: That's very true. Thank you for that. Yeah, that one.

00:52:39:72 - 00:52:54:65

Payton: That does get a little difficult in the sense of knowing ahead of time enough as to when it's actually going to happen and stuff. So maybe just stronger communication in there would be helpful or keeping it consistent, if possible.

00:52:54:65 - 00:53:01:30

Payton: I don't know if it is. Oh, where did my brain go? There was another thought.

00:53:01:30 - 00:53:03:25

Payton: I'll find it. I will.

00:53:03:25 - 00:53:15:09

Payton: Connecting it with experiences. Every single queer person in Kamloops that I know and has spoken to feel so isolated.

00:53:15:09 - 00:53:19:49

Payton: They don't know how to find each other. We have dating apps, and that's about it.

00:53:19:49 - 00:53:36:43

Payton: But even in the sense of, like, the majority of queer friends I have, I met on dating apps because it's about the only opportunity that I had. We do have Queer Connections that we try and keep as consistent as possible, but, like, we won't be able to do it this summer, for example, right?

00:53:36:43 - 00:53:48:10

Payton: The reason why the events become a little gray in that sense is, they can have their own barriers. So, for example, I can't go to drag shows because of my neurodiversity.

00:53:48:10 - 00:54:00:78

Payton: I can't be in that space, but I still want to be connecting with queer people. But that piece of event and culture is inaccessible for me personally.

00:54:00:78 - 00:54:10:77

Payton: So there is accessibility pieces that come into it. Honestly, the biggest issue is that we don't have a pride space in Kamloops or pride center, which is why we've been pushing so hard for this.

00:54:10:77 - 00:54:17:40

Payton: We did submit the, the TRUSU Pride Club. We did submit this proposal in 2017.

00:54:17:40 - 00:54:29:65

Payton: So it's been seven years and we don't have a room yet. So that is why we are reigniting this petition to try and gain more voices because we need it fast tracked.

00:54:29:65 - 00:54:33:42

Payton: The fact is that this is what we need. We need to find each other.

00:54:33:42 - 00:54:35:81

Payton: We're isolated. We're lonely.

00:54:35:81 - 00:54:41:96

Payton: And you can't look at someone and be like, oh, they're queer. I'll just go be friends with them.

00:54:41:96 - 00:54:49:08

Payton: It doesn't work that way, right? I mean, even with the amount of flannel I wear, like, come on, right?

00:54:49:08 - 00:54:54:01

Payton: Oops, there's the stereotypes. Anyways.

00:54:54:09 - 00:54:58:57

Payton: Yeah, we need community. We need a sense of belonging.

00:54:58:57 - 00:55:10:22

Payton: We don't have community connection. We don't have a sense of belonging because we don't feel like we have anywhere to belong to, which is a shame, and it takes a massive toll on mental health.

00:55:10:22 - 00:55:20:85

Payton: And like we talked about earlier, then that translates to the student learning experience, right? So I think that here, locally, that is the biggest barrier.

00:55:20:85 - 00:55:26:98

Payton: And that's not just a TRU issue. It is a Kamloops issue as a whole.

00:55:26:98 - 00:55:44:10

Payton: But TRU has the power to change that, right? It has the power to take that step and take that action for allyship, to create the community connection that we so desperately need that we don't have.

00:55:44:69 - 00:55:55:18

Payton: Did that I think there was something else in that where my thought, my thought never came back. So I'm sorry, but did that kind of cover some of it?

00:55:55:18 - 00:56:02:08

Speaker 1: I have a question. Is there something more the faculty can do?

00:56:02:77 - 00:56:11:61

Speaker 1: To support, not just queer students, of course, but things like the establishment of a pride center on campus, that would enhance that sense of belonging.

00:56:12:01 - 00:56:33:81

Payton: I think that goes into some of the stuff that I was talking about in using your positions of power and privilege. So one of the reasons why I feel comfortable to be a face for the queer community is because I have white privilege, because I have straight passing privilege, specifically, like, cisgender passing privilege.

00:56:33:81 - 00:56:51:50

Payton: I have all of that. So I'm trying to put my face and use the position, my positionality and privilege and intersectionality to advocate for the voices of people that don't have that same level of safety as I do.

00:56:51:50 - 00:56:59:74

Payton: So I would encourage that for faculty members as well. That reminded me. Yeah. Thank you.

00:56:59:74 - 00:57:14:20

Payton: I remembered the thought. So yes, using those positions of power and connections that you have would be incredibly helpful. Even having just your names,

00:57:14:20 - 00:57:25:34

Payton: I'm not trying to plug this too much, but as an example, having your name available on here might help too, and being like, oh, this person is high up in TRU. Oh, I really know that person.

00:57:25:34 - 00:57:28:46

Payton: I trust them. So I can put my name on here, too, right?

00:57:28:46 - 00:57:34:36

Payton: Sometimes that helps gain a little bit of power, too. There's no pressure. You don't have to sign this.

00:57:34:36 - 00:58:05:96

Payton: I just wanted to use that as an example. But thank you for that because it reminded me of the thought that flew away that is now back, which is we unfortunately have queer students that have been experiencing homophobia and transphobia in the classroom, even due to content that's being taught by professors. Or, and very commonly,

00:58:05:96 - 00:58:20:35

Payton: their pronouns are not being respected in the classroom. But there is literally some content that is taught that is transphobic and homophobic, and nothing's really done about it.

00:58:20:35 - 00:58:43:54

Payton: Even in the complaint process, it really comes down to the student who's facing the oppression and it's putting that onus on themselves to have to go through those barriers and work through that process to put in a complaint, and go through that process, and add all of this extra stress on themselves, right? Yes.

00:58:43:54 - 00:58:52:06

Payton: Yes, absolutely, right? So much power difference in that and the intersectionality of that person, right?

00:58:52:27 - 00:59:32:27

Payton: And, depending on who it goes to, how much of it is going to be taken seriously, because of their intersectionality, or, I even hate saying this, but, like, for some people, they don't feel like they have the right to complain because they're not queer enough, in quotations, right? So, I, personally, have been bothered in a previous job, completely unrelated, just throwing it out there, of constant misgendering to my clients, and directly to them. And using

00:59:32:27 - 00:59:45:29

Payton: gendered language towards them when they're very non-binary in this environment where we're supposed to be supportive. And even to me. Even though I've complained,

00:59:45:29 - 00:59:50:26

Payton: it hasn't, and tried to do something about it. it hasn't been received because oh, it's not a big deal.

00:59:50:26 - 01:00:06:38

Payton: They're just using the wrong pronouns, and it's not seen as a big deal enough. Or as an example for myself, I didn't feel like I could complain because I'm not trans enough or I'm not gender queer enough because I don't identify as trans, but I use they/them pronouns more so than she/her.

01:00:06:38 - 01:00:22:94

Payton: I do use she/her in safety and in some spaces. But in that space, for example, I did not feel like I was trans enough to complain about me being misgendered, for example. Yeah.

01:00:23:03 - 01:00:37:57

Speaker 5: And just following up and maybe I can speak to this because I know, I mean, like you said, look, I've also been aware of, you know, content, et cetera. Is that a way that faculty members can support?

01:00:37:57 - 01:00:54:61

Speaker 5: So if students again, with, you know, the fear or, you know, going through the process of filing a complaint is off-putting, going to the people with power. Is that something that faculty members can support with, and maybe you can speak to that process, of being able to you know, go through that.

01:00:54:61 - 01:01:01:34

Speaker 3: Yeah. So my offices help out a lot if people experience discrimination and want to file a complaint.

01:01:01:34 - 01:01:16:15

Speaker 3: What I would recommend is whoever that person is, they should always try to speak to a case manager or someone from the Sexualized Violence Prevention Office. So, TRU has two policies that would cover discrimination based on gender or sexuality.

01:01:16:15 - 01:01:34:12

Speaker 3: One is the SV policy and the other one is harassment, full cover. The reason why I recommend speaking with either a case manager in the SP Office or a case manager at the Student Affairs Office is because that process, like you're speaking to, isn't always the safest-going process.

01:01:34:12 - 01:01:55:73

Speaker 3: And I think that anybody who's stepping into that needs to engage in a consultation to understand fully what that's going to look like and how that's going to impact them. So they can have an idea to make a decision based on, you know, having a full range of information and not just, hey, I want to make a complaint and then that's it because it's true the onus is on the person a lot.

01:01:55:73 - 01:02:04:75

Speaker 3: It's not always the most helpful process, but it is there. And some people do find comfort going through it, some people don't. So that

01:02:04:75 - 01:02:21:40

Speaker 3: would be my recommendation, is if you're ever needing to give a policy-based resource, I would say, refer a student who's experiencing discrimination via any type of discrimination to a case manager in Student Affairs. Or if it's gender-based, they can also go through the Sexualized Violence Prevention Response Office.

01:02:21:40 - 01:02:32:56

Speaker 3: Sexualized Violence Prevention Response is a lot more trained when it comes to gender-based violence, I would say, than case managers. So those are two places that you can always refer a student.

01:02:32:56 - 01:02:38:22

Speaker 3: We've never forced people to report, we've never forced people to complain, make a complaint. It's completely voluntary.

01:02:38:22 - 01:02:41:55

Speaker 3: We don't even try to sway people. It's, these are your options.

01:02:41:55 - 01:02:45:20

Speaker 3: Here's your buffet, pick what you want to do. Yeah.

01:02:45:20 - 01:02:48:17

Payton: Thank you. I'm sorry.

01:02:48:17 - 01:02:55:95

Payton: I have one quick thing I want to add to that, is that okay? I think part of it, too, is also making that process more accessible.

01:02:55:95 - 01:03:07:11

Payton: I think that a lot of students don't actually know that, or don't know how to do it if that comes up. So I think accessibility is part of that, and making it more visible so that they know, if this comes up, that they can do that.

01:03:07:11 - 01:03:15:73

Speaker 2: Maybe that's something in course outlines, right? Like, just put it in your course outline, if you're experiencing this, here's where to go.

01:03:15:73 - 01:03:19:00

Payton: Thank you. Yeah.

01:03:19:00 - 01:03:24:88

Speaker 6: Is the Sexualized Violence Prevention Response Office, is that new?

01:03:24:88 – 01:03:27:58

Speaker 3: No. It's not. It's been here longer than

01:03:27:58 - 01:03:32:45

Speaker 3: I have, which, I've only been here for two years. No, it's been here for a while.

01:03:32:45 - 01:03:43:49

Speaker 6: Someone said to me, I've never heard of it, and I never knew of this process as I was dealing with this individual. Did anybody mention that on this?

01:03:43:58 - 01:03:49:00

Speaker 3: It is here. It's available to support, SP Office is here for anybody.

01:03:49:00 - 01:03:55:25

Speaker 3: It's here for any community. Any TRU community member, whether you're a faculty member, or spouse.

01:03:55:70 - 01:04:06:63

Speaker 3: It's right next to the Wellness Center. You can also access a case manager through either Student Affairs or the SV Office by contacting Student Services.

01:04:06:63 - 01:04:12:48

Speaker 3: So they'll direct you where you need to go. But yeah, these are resources that are open.

01:04:12:48 - 01:04:19:64

Speaker 3: Both resources are open to anyone of the TRU community, regardless of if they're student, staff, faculty, or a mix of all of those.

01:04:23:00 - 01:04:28:00

Speaker 2: How old is it, the Sexualized Violence Prevention Center?

01:04:28:00 - 01:04:32:00

Speaker 3: I feel like it's been here ten years? That seems about right.

01:04:38:65 - 01:04:44:59

Speaker 3: Mind you, though, it's under, really, two people. So that's why it's maybe not as visible as it should be.

01:04:44:59 - 01:04:47:08

Speaker 3: It's a little under-resourced.

01:04:47:92 - 01:04:51:00

Speaker 6: Thank you.

01:04:51:00 - 01:05:00:54

Payton: I have one last thing I would like to say, and then we can absolutely wrap up. But, just reflecting on your questions and stuff.

01:05:00:54 - 01:05:20:34

Payton: Thank you so much for being here for the dialogue, for chatting. My e-mail, my personal/professional e-mail is there, but you can also reach out to me with, you know, wellness stuff or, like, or Noah with queer-related questions and stuff.

01:05:20:34 - 01:05:43:00

Payton: While I was reflecting and conversing with all of you, I was thinking about the assignment I just submitted last night to Nick, and part of that assignment was to reflect on barriers for a project that we did. And I literally wrote down in my project that I'm exhausted.

01:05:43:00 - 01:05:55:92

Payton: And a barrier for me is the feelings, the feeling that this falls on us. All of this falls on us, the education, the advocating for our spaces, our needs.

01:05:55:92 - 01:06:08:86

Payton: I'm happy to share those needs and stuff, but when it comes down to it, all of the work is falling on us, and it's exhausting. And I would love a break. Simple as that.

01:06:08:86 - 01:06:23:11

Payton: Even if we can have some allies to come in and just commute, a weekend or something, even just so that we can rest. It's not taking us out of the conversation, it's giving us the opportunity to rest.

01:06:23:11 - 01:06:42:60

Payton: So if there's any form of assistance that you can offer in that sense, I think that's a very similar feeling that a lot of us are facing in the community, especially us that are faces and advocating for change. So that's the last piece I want to say. Thank you, peeps.