



Chatham University is committed to promoting a supportive and inclusive learning, living, and working environment for all members of the campus community. The following best practices were developed by the Gender & Sexual Violence Prevention Committee of the Diversity and Inclusion Council to help faculty and staff support students who identify across the gender spectrum, including those who identify as trans, gender non-binary, gender queer, and gender non-conforming.

Here are some important resources.

- Chatham's [Affirmed Name Policy](#)
- [Affirmed Name Registration Form](#)
- [My Pronouns](#) website

Display Your Pronouns.

To model inclusion and help norm the use of gender pronouns, faculty can include their pronouns in their email signature, list pronouns under their name on their office door, include on Zoom profile, Brightspace page, syllabi, virtual tools (like Padlet, Flipgrid, Poll Everywhere) and consider affixing a pronoun ribbon to their University nametag. Ribbons and pronoun buttons are available from the Women's Institute in Braun Hall and the Office of Student Affairs in Woodland Hall.

Examine Your Rosters and Practice.

One of the most important things we can do to create a climate of inclusion, support, and respect is to use the terms that people choose for themselves (such as names, pronouns, and social identities) while avoiding making assumptions about a person's gender identity or sexual identity. I.T. now sends rosters to faculty containing both students' legal and affirmed names. You can also find this information on the Registration & Advising tool on MyChatham. (Note: the rosters in portal only contain legal names, not affirmed names.)

Trans and Gender Identity Diverse (TGID) students experience significant and repeated trauma by having their "dead names" (former names) disclosed in rosters, email address, Brightspace, and other locations. This practice violates students' right to privacy, can also lead to harassment, discrimination, and the threat of physical harm, and can lead to negative psychological consequences. Focus on a commitment to continuous learning and be OK with apologizing when you make an error. By emphasizing that we are all lifelong learners, you create a welcoming and open educational climate where people are allowed to make mistakes, and learn from them.

Have Students Say and Display Affirmed Names and Pronouns.

Have students introduce themselves with their names and pronouns; ask them to create name tags or table tents (which can be updated throughout the semester as gender identities can shift); and demonstrate how students should add their names and pronouns to zoom, Padlet, and other virtual tools. Use the NameCoach app within Brightspace to have students record their names and pronouns.

Create a Syllabus Statement on the Use of Names.

You may wish to use the following statement in the syllabus:

Class rosters are currently provided with students' Directory Displayed and registered affirmed names. I will honor your request to address you by your affirmed name and/or pronouns. Please

advise me early in the semester so that I can modify my records. Also, I recognize that affirmed names and pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

Communicate with Students Before Classes Begin.

Faculty should email students enrolled in their courses before the start of the semester, giving them the opportunity to address any potential concerns regarding the class roster.

Suggested language:

Dear Students, Course lists are provided to instructors with your Directory Displayed names and registered affirmed names. I will honor your request to address you by your affirmed name and/or pronouns. Please email me prior to the start of the course or advise me early in the semester so that I can modify my records.

You might also survey your students before classes begin. You can use Brightspace to do this, and consider asking for affirmed names, pronouns, why students are taking the course, and what other information might be helpful to know about the student so we can both have a successful semester?

Protect Students' Privacy in Email Communications.

Because our email system does not currently allow students to alter their Directory Displayed names, use Brightspace to contact students in your courses. Brightspace allows students to make changes to reflect their affirmed name. If you prefer to use Outlook to email students, the best practice is to email yourself in the "To" line and "BCC" students, which will hide student names and email addresses from recipients. Look at students' email signatures to confirm their name and pronouns and recognize that identities can change.

Have Flexible Participation Options.

Have both oral and written options to participate in class, such as using the chat and Q&A features on Zoom, Padlet, discussion boards, etc. Consider your requirement to have students keep their Zoom cameras turned on: are there students who might

experience harassment or be put at risk by having their cameras on? Consider letting students discuss any personal concerns with you about camera use and work with them to determine the best use of cameras.

Adjust Attendance Process.

Rather than calling roll from the roster, consider asking students to state their names and pronouns on the first day of class. This inclusive practice allows students to self-identify, avoids mis-gendering, and helps to challenge assumptions we all make based on gender presentation. Faculty can then use this opportunity to update their personal roster information and record pronouns for use in interactions and communications with students. Note that calling roll using just last names is insufficient because it is not uncommon for TGID people to need to change their last names as well as first names. After giving students time to notify you of their affirmed names and pronouns, you can then start using attendance sign-in sheets. You can also use Zoom to track attendance electronically: click on “Reports” and you will see a list of your Zoom sessions, then click on the number listed under “Participants” for your class session to see a list of participants (by username) and the time they entered and left your session.

Use Inclusive Language.

Avoid using masculine pronouns and terms for both males and females (for instance, at Chatham we use “First Year Students” rather than “Freshmen”). Be familiar with and comfortable using the common terms that LGBTQIA+ students use to describe their sexual identity and gender identity or expression. Listen to the way your students self-identify and use the same language they do. (To familiarize yourself with emerging gender terms, see the “Sex and Gender 101” resource available from the Women’s Institute.) Using inclusive language means talking in a way that does not specify a gender, sex, or sexual identity. For example, instead of using terms such as “boyfriend,” “girlfriend,” “husband,” or “wife,” you can use “partner.” Or,

instead of using terms such as “mom and dad,” you can use “family,” which would be inclusive of students who have single parents, stepparents, LGBTQIA parents, or any alternate family structure. Also, use “sexual identity” or “sexual orientation” rather than “sexual preference” or “lifestyle.”

The Gender and Sexual Violence Prevention Committee is co-chaired by Dr. Nichole Bayliss, Associate Professor, Criminology and Psychology; and Dr. Jessie B. Ramey, Director, Women’s Institute and Associate Professor, Women’s & Gender Studies.

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