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.

**Learn and Use Students Affirmed Names and Pronouns.**
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. Trans and Gender Identity Diverse (TGID) students experience significant and repeated trauma by having their “dead names” (former names) disclosed in rosters, email address, Moodle, 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. Technology note: While a new Affirmed Name Policy is under review, currently TGID students who have completed a legal name change process are not able to update their names in University systems until they also complete a change of name with the Social Security Administration, so their Directory Displayed name (which populates campus databases) continues to reflect a dead name.

Create a Syllabus Statement on the Use of Names.
I.T. is developing a process to create custom rosters, which they will email to faculty, containing students’ affirmed names. Until this is rolled out, the following statement can be placed in the syllabus to notify students that the faculty member is aware of technical limitations with the course rosters and will work with the students to use their affirmed names and pronouns:

   Name and Gender Pronouns: Class rosters are currently provided to the instructor with students’ Directory Displayed names. I will gladly honor your request to address you by your affirmed name and/or gender pronouns. Please advise me early in the semester so that I can modify my records.

Email Students Before Classes Begin.
To address current system restrictions, 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, Class rosters are provided to instructors with your Directory Displayed names and also do not contain your pronouns. I will gladly honor your request to address you by your affirmed name and/or gender 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.

Adjust Attendance Process.
Rather than calling roll from the roster, consider asking students to state their names and gender 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. You might address the concern about the roster directly with students and then model the introductions for students:

Hello all. As you may (or may not) be aware, instructors are provided class rosters that contain only students’ Directory Displayed names. I am asking that anyone who wishes to share their affirmed names and pronouns to email me or speak with me during the first week of class. I will then begin taking attendance in the second week of class using a revised roster. I will start by first introducing myself...My name is [name] and I am a [role at Chatham]. My pronouns are [she/her; he/him; they/them; ze/hir].

Use Moodle to Email Students in Your Courses.
Because our email system does not currently allow students to alter their Directory Displayed names, use Moodle to contact students in your courses. Moodle 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. Technical notes: Moodle profiles sync each night to the Active Directory, which includes only students’ legally-recognized names. Students can ask to have their accounts set as “manual” accounts to prevent the automatic synching process. When students update their names in Moodle it does not alter the official roster, so you may see a discrepancy in names, for instance when you enter grades in portal at the end of the semester.
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, and consider affixing a pronoun ribbon to their University nametag. Ribbons are available from the Women’s Institute in Braun Hall and the Office of Student Affairs in Woodland Hall.

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, Assistant Professor, Criminology and Psychology; and Dr. Jessie B. Ramey, Director, Women’s Institute and Associate Professor, Women’s & Gender Studies.

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