GENDER-INCLUSIVE PRACTICES IN THE CLASSROOM

A faculty guide to respecting your students’ gender identities and expressions.

Offer your preferred names and pronouns when introducing yourself, even to familiar students and colleagues. Include your gender pronouns in your email signature and syllabus.

Ask students their names and pronouns rather than making assumptions from the class roster or their gender presentation.

Only call roll or read the class roster aloud after providing students with an opportunity to share their requested name and pronouns.

Set a tone of respect the first day of class as part of the course expectations, and connect this discussion with honoring one another’s requested names and pronouns.

Honor students’ requested names in all university settings, including office hours, the classroom, student group meetings, or when speaking to other faculty, staff, or students.

Substitute gender binary language for more inclusive language such as “everybody,” “folks,” or “this person.”

If you hear a person being misgendered, politely provide a correction whether the person misgendered is present or not.

Apologize when you make a mistake and misgender someone.

Do not ask personal questions of gender non-conforming people that you would not ask of others, unless the student explicitly invites these questions or voluntarily offers this information.

Only share a student’s gender identity after receiving their consent to do so.

Materials adapted from Vanderbilt University’s Center for Teaching Article: “Teaching Beyond the Gender Binary in the University Classroom” https://cft.vanderbilt.edu/guides-sub-pages/teaching-beyond-the-gender-binary-in-the-university-classroom/#Intro