

environments in campus spaces.

These tips may be helpful in ensuring that your classroom Classroom Guidelines

Names &

Staff Standards

Set a tone in your space of respect and critical inquiry. At the beginning of each semester, when establishing the guidelines for class or staff, include something like: "It is important that this classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronoun (like she, ze, he, or they)."

Doing this sets a tone for challenging assumptions about people's bodies, their identities and the ways they present themselves in terms of gender, and also race, ethnicity, class, dis/ability, sexual orientation, and country of origin. This can also encourage critical engagement with the authors and subjects of texts and ideas in our classes and programming.

Previous Names

If a student has a previous name and/or pronoun that you are aware of because you knew them before they changed it, or because it is on the roster/records, do not use it or reveal it to others. Well-meaning comments like "I knew Gina when she was Bill," even if meant to be supportive, reveal what might feel like personal information to the student, and unnecessarily draw attention to their trans identity.

Roll Call/Appointment Call

Avoid calling the roll or otherwise reading student names aloud until you have given students a chance to state what they prefer to be called, in case the roster or appointment record represents a prior name.

Names & Pronouns

Allow students to choose what name and pronoun they use. Avoid making assumptions based on the class roster, student record, or the student's appearance. A great way to accomplish this in classrooms is to pass around a seating chart sign-in sheet and ask them to indicate these two items in writing, and then use them when you call on students or refer to them on sign

-in forms.

Modeling Behavior

When facilitating a group discussion or meeting, ask people to identify their pronouns when they go around and do introductions. This will allow everyone in the room the chance to self-identify and to get each other's pronouns right the first time. It will also reduce the burden on anyone whose pronoun is often misidentified and may help them access the discussion more easily because they do not have to fear an embarrassing mistake made by another student or staff. Model this by saying, "In our introductions, please state your name and pronouns. I'll start: my name is Simon and I use he and him pronouns."

Address Mistakes

If you make a mistake about someone's pronoun, correct yourself. Going on as if it did not happen is actually less respectful than making the correction. This also saves the person who was misidentified from having to correct an incorrect pronoun before it is planted in the minds of those who heard the mistake. As authority figures, especially, it is essential that you model respectful behavior.





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