

Center for Educational Innovation

UNIVERSITY OF MINNESOTA

Incorporating Names & Pronouns Into Your Courses

Before the first class meeting

- Learn about the [UMN Gender Equity and Access Policy](#) by reviewing [educational materials](#) from the Gender and Sexuality Center for Queer and Trans Life
- Create a [syllabus statement](#) explaining how you use names and pronouns in your course
- If you use a [first-day information survey](#), include questions about preferred names and pronouns
- Include your pronouns in your [email signature](#) and add a recording of your [name pronunciation](#)
- Communicate expectations about how students are expected to use names and pronouns and provide resources (like links to the [gender equity and access policy educational materials](#))

During the first class meeting

- Orient students to your Canvas page, how you expect to use Zoom, and any other course technologies, highlighting where students can communicate about names and pronouns
- If you ask students to introduce themselves, make space for them to share names and pronouns if they like. Model what this sounds like by introducing yourself with your pronouns.
- Clarify expectations and respond to questions about names and pronouns use
- Distribute [student information survey](#) that includes pronouns & name preferences
- Remind students that they can update their personal information in [Canvas](#), [Zoom](#), and [MyU/One Stop](#)

Daily classroom practices

- Model inclusive practices for names and pronouns use, including how to make mistakes (e.g., “[acknowledgize](#)”)
- Revisit expectations for names and pronoun use
- Remind students of the option to communicate changes in name and pronouns to instructor(s) at any point throughout the term

Next steps

- Vary in-class examples to reflect the variety of pronouns UMN students use
 - Examine your course content and incorporate texts with a variety of names and pronouns
 - Review the [collection of educational resources](#) about names and pronouns, curated by staff at the Center for Educational Innovation
 - Consult your disciplinary professional organizations to identify and share effective practices for name and pronoun usage in your field. For example, LGBTQ and/or transgender disciplinary caucuses exist in many disciplines and have already identified strategies specific to your field.
 - Deepen your learning and application of the [UMN Gender Equity and Access Policy](#) regarding name, gender identity, and pronouns; privacy; data collection; and programs, activities, and facilities.
-

Center for Educational Innovation

UNIVERSITY OF MINNESOTA

Incorporating Names & Pronouns Into Your Courses

Page 1/2

Collaboration between the Gender and Sexuality Center for Queer and Trans Life & the Center for Educational Innovation