

What's the Deal with Gender Pronouns, Markers, and Chosen Names

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Names, Pronouns, Markers

- What are we talking about?
- Why is this important?
- When might you use this information?
- Where do you collect it and store it?
- Who is doing this now?
- How can you advocate for this on your campus?
- Case Study: **University of Rhode Island**

Names, Pronouns, Markers

What

- Chosen names
 - The difference between what I choose to call myself versus what I was named at birth
- Pronouns
 - How would I like people to refer to me in the third person
- Gender, sex, sexual orientation
 - Gender relates to identity; how do I see myself
 - Gender expression relates to the outward appearance of my identity
 - Sex (in the recordkeeping context) may refer to my anatomical structures
 - Sexual orientation is about my immutable attraction to other people
 - Markers are the words I use to describe the above

Names, Pronouns, Markers

Why

- Why is this important?
 - When we narrowly constrain elements of identity we are signaling to people that they do not conform, or belong, or exist
 - Provide faculty and community members with appropriate information to address students in class, in residential areas, health services and other locations where a name might be used in public
 - The Department of Education offered guidance last spring that a given name should be considered confidential when a chosen name has been provided
 - Is my campus for everyone or only for those that conform to some binary societal norm
 - Are we creating an environment that welcomes everyone, or do our information systems dictate what is normative

Names, Pronouns, Markers

When

- Rosters and grade sheets
- Directories – student, dormitory, alumni, commencement
- Customer service facilities
- ID cards
- Transcripts and diplomas
- Learning management systems
- Email addresses

Names, Pronouns, Markers

Where

- Admissions & financial aid applications
 - Enrollment/check-in process
 - Self-service portals
 - Alumni portals
 - Forms?
-
- What about communication with parents?

Names, Pronouns, Markers

Who

- Who collects this information now?
- Who displays it to faculty and others in directory?
- Who also (or only) displays given/legal name?

Names, Pronouns, Markers

How

- Assert your prerogative but know your environment
- Partner with student and/or faculty groups to promote the need
- Persuade your institution that we have received guidance from the DOE that we need to collect and use this information
- Understand the effort needed to alter systems, reports, credentials, etc

University of Rhode Island

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Case Study

Preferred Name at URI

- Began as a collaborative effort with Gender and Sexuality Center, ES, and University Computing
- Sought buy-in by the President, VP, CDO, Provost, and Student Life
- Developed preferred name institutional policy
- Coordinated the “roll-out” of preferred name with the URI community

How we operationalize via customer service

- Presented as an option for ALL students to utilize.
- Learned that our International population supported this as well as our LGBTQ community.
- Available to students from multiple access points.
- ES web page
- Gender and Sexuality Center web page
- Available in SIS-PeopleSoft

How we inform our students

- Introduced at New Student Orientation
- Reviewed through our URI 101 course
- Web pages
- ID cards: worked with Access office to give separate cards at no cost.
- Transcripts: Unofficial/advising reports also use preferred name.
- URI-email: students can request to change to their preferred name.

Staff training

- Annual training in collaboration with the Gender and Sexuality Center.
- Utilize our weekly meetings in ES to inform and enhance.
- Incorporated into our ES training manual.



Questions?

Contact Us!

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