

# Gender Inclusive Language Resources

This resource is a collection of general information providing guidelines for faculty and instructors interested in incorporating gender inclusive language into the classroom. We offer these resources as one way to survey how other universities are incorporating these ideas into their policies. Texas Tech University values inclusivity and diversity as a part of our strategic plan, and one way that we might act on this value is by recognizing shifts in language, particularly for our students. As we see societal changes in our traditional binary definitions of gender, we might consider pronoun usage and other changes in language, particularly to recognize student preferences and to create welcoming classroom environments.

Please note that in the Texas Tech data management system, Banner, students may choose to change their names to reflect their preferred choices and associated pronouns, and this change will be seen system-wide and within our learning management system, Blackboard.

## **Considering gender inclusive language in the classroom:**

### [Gender-Inclusive/Non-Sexist Language Guidelines and Resources](#)

This article from the University of Pittsburgh delivers background information, advice for the classroom and other spaces, and key things to know about sex, gender, and sexuality. The article also provides “tools for writing” which suggest options to avoid sexist language and instructions for using gender-inclusive pronouns.

### [Gender-Inclusive Language in the Classroom](#)

Laura Linder-Scholer, a former English instructor, Student Affairs professional and Campus Sexual Violence Prevention & Response Coordinator for the Minnesota Office of Higher Education, has created this web resource to “simplify the process of learning about gender-inclusive language” as well as to help people learn “how to teach, practice, and affirm” gender-inclusive language on campus and in the classroom.

### [Teaching Beyond the Gender Binary in the University Classroom](#)

Written by Brielle Harbin, a 2015-2016 Senior Graduate Teaching Fellow at Vanderbilt University’s Center for Teaching, this article presents the perspectives of individuals who do not associate with a certain gender and provides evidenced-based solutions to some of the challenges associated with gender-inclusive teaching. Harbin also provides a list of definitions as well as a list of references.

### [Some Very Basic Tips for Making Higher Education More Accessible to Trans Students and Rethinking How We Talk about Gendered Bodies](#)

This article by Dean Spade provides basic tips for making classrooms welcome and how to talk about body parts without being gendered. Spade also provides a list of general tips for pronoun etiquette.

### **What other Universities are doing:**

#### [Yale formalizes freshman to first year change](#)

In 2017 Yale University officially began the process of changing formal correspondence and publications to replace the terms “freshman” and “upperclassman” with gender-neutral terms. This article by Zainab Hamid also mentions other universities who incorporated this change including University of North Carolina, University of Emory, Dartmouth College, Cornell University, and Columbia University.

#### [LGBTQ Issues on Campus: What’s Changing?](#)

This blog post from NASPA, an association for student affairs professionals, is by Angela Zippin of Northern Kentucky University. Zippin addresses some of the most recent and common policy initiatives present on college campuses.

### **Texas Tech University Initiatives:**

#### [Gender Inclusive Language Resolution](#)

The Texas Tech University Faculty Senate, Student Government Association, and Staff Senate have proposed a resolution on gender inclusive language.

#### [Campus Climate Resources](#)

While not specific to gender inclusivity, this page provides users with information on campus-wide resources related to inclusive environments.