PRONOUN STATEMENT WORKSHOP

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pronouns.colostate.edu
Virtual Expectations and Community Agreements

- Please mute if not speaking
- Add name to Zoom info and pronouns if desired
- If you need to turn off video, that is fine, please participate
- Speak up, Raise hand and use chat functions
- In small groups, create and maintain expectations

- Be present, open, honest, & authentic
- Speak from personal experience: use “I” statements to share thoughts & feelings
- Listen actively & respectfully
- Be open to new and different perspectives
- Respect and maintain confidentiality
- Find your learning edge
Colorado State University Pronoun Statement
Terms Used in This Presentation

- **Gender Identity**: An individual’s basic self-conviction of being a man, woman, a blend, or neither. This conviction is not contingent upon the individual’s sex assigned at birth
  - **Sex Assigned At Birth** refers to the assignment of babies as Male, Female, or Intersex based on genitalia and other primary sex characteristics observed by doctors or parents when they are born.

- **Transgender/Trans**: An adjective used most often as an umbrella term, and frequently abbreviated to “Trans.” This adjective describes a wide range of identities and experiences of people whose gender identity and/or expression differs from expectations based on their sex assigned at birth. Some, but not all, trans people undergo medical transition (surgery, hormones, etc.) or social transition (going by a different name or pronouns) in order to live as their authentic selves.

- **Nonbinary**: An umbrella term for all genders other than binary understandings of woman and man, used as an adjective. Nonbinary is often considered to fall under the trans umbrella. Nonbinary identities have overlap with other identities like gender expansive, genderfluid, and gender non-conforming.

- **Pronouns**: Linguistic tools used to refer to someone in the third person, such as they/them/theirs, ze/hir/hirs, she/her/hers, he/him/his.

- **Misgendering**: Accidentally or purposefully attributing a gender to someone that is incorrect or does not align with their gender identity. This can occur when using pronouns, gendered language (i.e. “Hello ladies!”) or assigning genders to people without knowing how they identify. This can be particularly harmful or anxiety-producing for transgender and nonbinary people. Many trans folks go through a long process of self-discovery and self-advocacy to be seen by others as they see themselves, so when they are misgendered, even accidentally, it can contribute to feeling isolated, misunderstood, or unwelcome.
Trans and non-binary individuals report greater levels of harassment and discrimination in various settings, including school, work, and community. This leads to experiencing less acceptance and support in different areas of an individual’s life. Keeping with the Principles of Community, centered in supporting the mission and vision of access, research, teaching, and engagement, as a campus community we all have a responsibility to find ways to be more inclusive and respectful to all people on the CSU campus.
"Inclusion asks, 'Is this environment safe for everyone to feel like they belong?' Justice challenges, 'Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?''

D-L Stewart, PhD
THE DATA: 2019 NATIONAL COLLEGE HEALTH ASSESSMENT

• 1 out of 2 of LGBTQIA+ students feel like they do not belong at CSU
• CSU LGBTQ+ students experience the highest levels of psychological distress, loneliness, suicidality, and suicide attempt across all CSU populations.
• 58% of CSU LGBTQ+ students screen positive for suicide risk, a rate that is more than 2 times greater than their non-LGBTQ peers. This rate increases for CSU LGBTQ+ Racially Minoritized Students.
• Anxiety, depression, and stress impact CSU LGBTQ+ students’ academics at significantly higher rates across all CSU populations, a rate that is more than 2 times greater than their non-LGBTQ peers.

Trevor Project National Survey on LGBTQ Youth Mental Health 2021

• Affirming transgender and nonbinary young people by respecting their pronouns is associated with lower rates of suicide attempt (by 50%).
AVOIDING ASSUMPTIONS

Assuming a person's gender/pronouns (even if correct) sends a potentially harmful message – that people must look a certain way to demonstrate the gender that they are not. This is gender normativity, which is rooted in social norms and expectations about gender traits and identities.

You do not need to fully understand the nuances of gender identity to know that each individual person knows who they are better than you ever will.
Introduction to Gendered and Gender Inclusive Language

Often, people make assumptions about the gender of another person based on the person’s appearance, voice, or name. These assumptions are often reflected in the language we use to address them. (“Thank you, sir.”)

These assumptions aren’t always correct, and the act of assuming sends a potentially harmful message - that people have to look or sound a certain way to demonstrate the gender that they are or are not.

Making assumptions can cause members of our community, especially those who are Transgender and Nonbinary, to feel unwelcome, unsupported, and intentionally excluded from our programs and services.

**Gendered language** refers to words that are attached to the *perceived or known* gender of another person. Examples include she, ma'am, guys, sir, ladies and gentlemen, beautiful/handsome, grandmother, etc.

**Gender inclusive language** refers to words that are not attached to the perceived gender of another person and therefore can be used to talk about anyone and everyone. It is a more inclusive, accessible, and applicable way to use language, particularly from a customer service lens.
# Gender Inclusive Language

Here are some examples to consider so that the words we use are applicable and accessible to everyone:

<table>
<thead>
<tr>
<th>Gendered</th>
<th>Gender Inclusive</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>He or She</td>
<td>They</td>
<td>They are going to leave.</td>
</tr>
<tr>
<td>His or Her</td>
<td>Their</td>
<td>Can you get their paperwork?</td>
</tr>
<tr>
<td>Her or Him</td>
<td>Them</td>
<td>Can you please assist them?</td>
</tr>
<tr>
<td>Man or Woman</td>
<td>Person, Customer, Student</td>
<td>Can you help the student in the blue hat?</td>
</tr>
<tr>
<td>Mother or Father</td>
<td>Parent</td>
<td>We will send an email to your parent.</td>
</tr>
<tr>
<td>Brother or Sister</td>
<td>Sibling</td>
<td>Is your sibling coming to visit?</td>
</tr>
<tr>
<td>Girlfriend of Boyfriend</td>
<td>Partner, Significant Other</td>
<td>Partners are welcome to attend.</td>
</tr>
<tr>
<td>Husband or Wife</td>
<td>Spouse</td>
<td>Your spouse is eligible for benefits as well.</td>
</tr>
<tr>
<td>Queen or King</td>
<td>Royalty, Your Majesty</td>
<td>Yes! You look like royalty right now!</td>
</tr>
<tr>
<td>Ma’am or Sir</td>
<td>Remove those terms.</td>
<td>Yes, of course! Thank you.</td>
</tr>
<tr>
<td>Mr. or Mrs.</td>
<td>Mx. (Or remove all prefixes)</td>
<td>Thank you Mx. Jones.</td>
</tr>
<tr>
<td>Guys</td>
<td>Y’all, Everyone, Folks, Friends</td>
<td>Hey everyone, let’s get started!</td>
</tr>
<tr>
<td>Ladies and Gentlemen</td>
<td>Guests, Colleagues, All</td>
<td>Distinguished guests, welcome to the show!</td>
</tr>
</tbody>
</table>
Introduction to Pronouns

Pronouns are both simple AND deeply meaningful.

Pronouns are words that are used in the place of nouns. They are linguistic tools that we use in written and verbal communication on a daily basis. Just like other gendered language, the pronouns we use for other people are often based on our assumptions and perceptions.

Like our names, pronouns reflect how we want to be respected in our identities. This is especially important for those who are transgender, non-binary and gender non-conforming.

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>she/her/hers</td>
<td>She laughed.</td>
<td>I like her.</td>
<td>Her shirt is red.</td>
<td>That is hers.</td>
</tr>
<tr>
<td>they/them/their</td>
<td>They laughed.</td>
<td>I like them.</td>
<td>Their shirt is red.</td>
<td>That is theirs.</td>
</tr>
<tr>
<td>he/him/his</td>
<td>He laughed.</td>
<td>I like him.</td>
<td>His shirt is red.</td>
<td>That is his.</td>
</tr>
<tr>
<td>ze/zir/zirs*</td>
<td>Ze laughed.</td>
<td>I like zir.</td>
<td>Zir shirt is red.</td>
<td>That is zirs.</td>
</tr>
</tbody>
</table>
HOW AND WHEN DO YOU USE PRONOUNS
VISIBLE VOICES PANEL
BREAK-OUT GROUPS

Each of you will be randomly placed into a break-out room with one of us.

We will use this space to practice introductions, answer questions, and dive deeper into the practice of using the pronouns someone uses, not necessarily what we ascribe to them.

This is a space where you can practice, make mistakes, and learn. We are in this together!
1. Introduce yourself with pronouns & ask for others’ pronouns as you’re comfortable.

2. Use gender inclusive language until given other information.

3. Briefly apologize and correct yourself when a mistake or assumption is made.

4. Work together with others around you to practice gender inclusive language & provide feedback when mistakes are made.

5. If others ask about your use of gender inclusive language, share about our Principles of Community.
6

• Visit the pronoun statement website
  • Download and print the poster
• Pick up a button from the Pride Resource Center
  • Practice!
Thank you!
pronouns.colostate.edu
EVALUATIONS

Wednesday, October 27 Sessions

http://colostate.az1.qualtrics.com/jfe/form/SV_3gesHf28TigDpyK