



Review of the University of Maryland, College Park Policy on Inclusive Language

PRESENTED BY Tom Porter, Chair

REVIEW DATES SEC – September 20, 2019 | SENATE – October 2, 2019

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [VI-1.00\(C\) UMCP Policy on Inclusive Language](#)

NECESSARY APPROVALS Senate, President

ISSUE

In fall 2018, the Senate and President Loh approved Providing Gender Inclusive Facilities (Senate Document #16-17-32). The report made a series of recommendations, including that the Senate Equity, Diversity, & Inclusion (EDI) Committee be charged with reviewing the University’s Policy on Inclusive Language to ensure that it accords with the University’s principles on diversity and inclusion, as well as existing policies and practices. In September 2018, the Senate Executive Committee (SEC) considered a proposal that identified concerns with the use of gendered language across campus (Senate Document #18-19-07). The SEC determined that the EDI Committee should review this proposal as part of its broader review of the Policy on Inclusive Language.

In September 2018, the SEC charged the EDI Committee with reviewing various policies, practices, and guidelines related to non-discrimination and inclusive language at the University; reviewing similar policies and practices at Big 10 and peer institutions; consulting with a range of stakeholders and affected units on campus; and recommending changes to University policy and guidelines as appropriate.

RECOMMENDATIONS

The EDI Committee recommends that the Senate approve the revised University of Maryland College Park Policy on Inclusive Communication (VI-1.00[C]) which immediately follows the report. The committee also recommends that:

1. The Office of Strategic Communications should work with the Office of Diversity and Inclusion and other subject-matter experts to revise the University of Maryland Editorial Style Guide to include information and best practices regarding inclusive communications.
2. The Teaching and Learning Transformation Center should work with the Office of Diversity and Inclusion and other subject-matter experts to develop materials for using inclusive communication in syllabi and other instructional resources.
3. The Office of Diversity and Inclusion should establish and maintain a central webpage that provides resources and links related to inclusive communication.

4. The University should direct faculty and unit heads to available resources on inclusive communication (e.g. the Office of Diversity and Inclusion webpage) that help support their professional responsibilities.

COMMITTEE WORK

The EDI Committee reviewed the University's strategic plan for diversity ([Transforming Maryland: Expectations for Excellence in Diversity and Inclusion](#)), the USM Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression, UMD's Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities, and the Proposal to Evaluate Gendered Language (Senate Document #18-19-07). It also researched policies addressing inclusive language at Big10 and peer institutions. The committee consulted with a representative of the Office of General Counsel, a representative from the Office of Civil Rights and Sexual Misconduct, and the Director of the LGBT Equity Center.

Through its review, the committee determined that the policy should continue to emphasize opportunities for learning about inclusion rather than being overly prescriptive or punitive. The committee identified a need for the policy to clearly establish the importance of inclusive communications in order to establish a welcoming, inclusive environment free from discrimination. The committee developed an introduction to the policy that clearly establishes an expectation that every member of the University community treat others with dignity and respect. In response to stakeholder concerns related to academic freedom and the First Amendment, the committee worked to pair the broad expectations in the introduction of the policy with succinct policy provisions that rely on a limited, explicit definition of "official University communication" that does not include oral communication or reference instructional materials.

The Committee also developed a series of administrative recommendations that would develop more resources for instructors and staff members on how to incorporate Inclusive Communication, including developing a central webpage for hosting information and revising the University's Editorial Style Guide.

After due consideration, the Equity, Diversity, & Inclusion Committee voted to approve the revised policy and administrative recommendations at its meeting on May 23, 2019.

ALTERNATIVES

The Senate could choose not to approve the revisions to the policy. However, the University would lose the opportunity to ensure that its Policy on Inclusive Language reflects principles of diversity and inclusion.

RISKS

There are no known risks to the University.

FINANCIAL IMPLICATIONS

Financial resources may be required to implement the recommendations.



Review of the University of Maryland, College Park Policy on Inclusive Language

2018-2019 Committee Members

Tom Porter (Chair)
Samira Anderson (Faculty)
Oluwatoyin Awotunde (Undergraduate Student)
Branson Cameron (Undergraduate Student)
Moneca Clyburn (Exempt Staff)
Jennifer Dindinger (Faculty)
Cynthia Edmunds (Ex-Officio Chief Diversity Officer)
Mary Forsythe (Staff)
Rachel Gammons (Faculty)
Angela Harmon (Exempt Staff)
Yakeen Jain (Graduate Student)
Anne Martens (Ex-Officio VP Administration & Finance Rep)

Manouchehr Mokhtari (Faculty)
Daune O'Brien (Faculty)
Daniel Ostick (Ex-Officio VP Student Affairs Rep)
Jeanne Pekny (Non-Exempt Staff)
Chandra Reyna (Graduate Student)
Laura Rosenthal (Ex-Officio Provost's Rep)
Joanna Wiley (Non-Exempt Staff)
Grace Karmioli (Ex-Officio OCRSM Rep)

Date of Submission

September 13, 2019

BACKGROUND

In fall 2018, the Senate and President Loh approved Providing Gender Inclusive Facilities (Senate Document #16-17-32). The report made a series of recommendations, including that the Senate Equity, Diversity, & Inclusion (EDI) Committee be charged with reviewing the University's Policy on Inclusive Language to ensure that it accords with the University's principles on diversity and inclusion, as well as existing policies and practices. The Policy on Inclusive Language has not been updated since 1991. In September 2018, the Senate Executive Committee (SEC) considered a proposal that identified concerns with the use of gendered language across campus (Senate Document #18-19-07). The SEC determined that the EDI Committee should review this proposal as part of its broader review of the Policy on Inclusive Language.

In September 2018, the SEC charged the EDI Committee with reviewing various policies, practices, and guidelines related to non-discrimination and inclusive language at the University; reviewing similar policies and practices at Big 10 and peer institutions; consulting with a range of stakeholders and affected units on campus; and recommending changes to University policy and guidelines as appropriate (Appendix 3).

CURRENT PRACTICE

The current Policy on Inclusive Language prohibits personnel from using terms that reinforce inappropriate, outdated, or demeaning attitudes about a person based on age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation when preparing official University publications or written communications. The policy requires the regular review of a range of publications, many of which are outdated, and references offices that no longer exist, including the Office of Institutional Advancement, which is tasked with oversight of the policy. In practice, guidance to faculty and staff on using inclusive language in written communication is limited. Currently, the Teaching and Learning Transformation Center offers a syllabus template with minimal guidance on pronoun usage that instructors may reference.

COMMITTEE WORK

In early 2019, the EDI Committee reviewed a range of materials, including the University's strategic plan for diversity ([*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*](#)), the USM Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression, UMD's Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities, and the Proposal to Evaluate Gendered Language (Senate Document #18-19-07) (Appendix 1). It also researched policies addressing inclusive language at Big 10 and peer institutions (Appendix 2). The committee consulted with representatives of the Office of Civil Rights & Sexual Misconduct (OCRSM) to gather background information and gain a better understanding of the legal framework, and met with the Director of the LGBT Equity Office to better understand the proposal on gendered language. The committee also consulted with the Office of General Counsel throughout its work.

The committee researched policies concerning inclusive language at Big 10 and peer institutions. It found that only three institutions have a policy on inclusive language and that each are similar in length, detail, and scope to the University's current policy. The committee found that a number of peer institutions offer a range of informational materials developed by various units that support inclusive language but are not codified into official policy. All but two institutions had a style guide for writing and presenting information using inclusive language, and over half offered explicit syllabus or other guidelines to faculty for instructional purposes.

While the current policy focuses on communication by University personnel, the committee discussed whether and how the policy should address communication by students and student organizations. The committee considered how the roles of students and student organizations differ from those of employees, and determined that it would not be possible or appropriate to address communication by students, since students are independent actors and do not represent the University in an official capacity.

The committee determined that the policy should continue to emphasize opportunities for learning about inclusion rather than being overly prescriptive or punitive. In considering the best way to ensure continued attention to the development of language and terminology, the committee considered whether the policy should be replaced with aspirational guidelines that could be updated regularly and provide more specificity than would be appropriate in a policy. However, the committee raised concerns that the impact and visibility of guidelines could be diminished, as policies are centrally located and guidelines tend to be placed on a variety of administrative web pages and referenced on an ad hoc basis. The committee also felt that guidelines, while more expansive, could carry less significance to the campus community than a policy would likely carry.

Throughout its review, the committee discussed at length ways to balance the University's commitment to diversity and inclusion with the need to respect academic freedom and individuals' First Amendment rights. The committee identified a need for the policy to clearly establish the importance of inclusive communications in order to establish a welcoming, inclusive environment free from discrimination. The committee developed an introduction to the policy that clearly establishes an expectation that every member of the University community treat others with dignity and respect. In response to stakeholder concerns related to academic freedom and the First Amendment, the committee worked to pair the broad expectations in the introduction of the policy with succinct policy provisions that rely on a limited, explicit definition of "official University communication" that does not include oral communication or reference instructional materials.

The committee consulted with the Office of Faculty Affairs and the Office of General Counsel on the agency instructors have over incorporating inclusive communication into their work. The committee developed several administrative recommendations to provide educational resources, to be developed by a number of offices in collaboration with subject-matter experts including the LGBT Equity Center, to assist faculty and staff who wish to incorporate inclusive communication into their daily interactions and written communications. In addition, the committee revised the name of the policy from “Inclusive Language” to “Inclusive Communication” in order to better convey the types of materials covered by the policy.

After due consideration, the Equity, Diversity, & Inclusion Committee voted to approve the proposed University of Maryland Policy on Inclusive Communication and administrative recommendations at its meeting on May 23, 2019, contingent on their review by the newly appointed Vice President of Diversity and Inclusion. Following that review, several minor changes were adopted to clarify the University's commitment to protecting academic freedom and freedom of expression and more clearly establish that the policy applies to materials produced by employees in the course of their duties. These changes were shared with the Office of General Counsel, the Office of Strategic Communications, and the new EDI Committee, none of which had any objections

RECOMMENDATIONS

The EDI Committee recommends that the Senate approve the revised University of Maryland Policy on Inclusive Communication (VI-1.00[C]), which immediately follows this report.

The committee also recommends that:

1. The Office of Strategic Communications should work with the Office of Diversity and Inclusion and other subject-matter experts to revise the University of Maryland Editorial Style Guide to include information and best practices regarding inclusive communications.
2. The Teaching and Learning Transformation Center should work with the Office of Diversity and Inclusion and other subject-matter experts to develop materials for using inclusive communication in syllabi and other instructional resources.
3. The Office of Diversity and Inclusion should establish and maintain a central webpage that provides resources and links related to inclusive communication.
4. The University should direct faculty and unit heads to available resources on inclusive communication (e.g. the Office of Diversity and Inclusion webpage) that help support their professional responsibilities.

APPENDICES

- Appendix 1 — Proposal to Evaluate Gendered Language (Senate Document #18-19-07)
- Appendix 2 — Overview of Inclusive Language Policies at Big 10 and Peer Institutions
- Appendix 3 — Charge from the Senate Executive Committee

VI-1.00(C) UNIVERSITY OF MARYLAND, ~~COLLEGE PARK~~ POLICY ON INCLUSIVE LANGUAGE COMMUNICATION

APPROVED BY PRESIDENT 24 APRIL 1991

I. Introduction

~~As an institution that stands for equality of educational and employment opportunity, t~~The University of Maryland ~~at College Park reaffirms its commitment to creating a campus~~ **is committed to creating and maintaining an educational, working, and living** environment ~~free of discrimination~~ **that is welcoming, inclusive, and free from discrimination** and bias, both subtle and overt. **The University maintains this commitment while preserving the intellectual and academic freedom, freedom of speech, and freedom of expression of all students, faculty, and staff.**

~~It therefore expects all personnel, when representing the University to its publics, to use language that shows respect for human diversity. Those preparing official University publications or written communications shall accordingly avoid biased language of two kinds:~~ **Every member of the University community has an obligation to treat their colleagues and peers with dignity and respect, recognizing the various dimensions of human diversity, individual rights, and equal worth of all human beings.**

- ~~1. using generic masculine words or titles to refer to all persons; and~~
- ~~2. using terms or expressions that reinforce inappropriate, outdated, or demeaning attitudes or assumptions about persons or groups based on age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation.~~

~~When illustrations are included in publications, they shall be chosen to reflect diversity. Care shall be taken to ensure that women, minorities, and persons with disabilities are portrayed in non-stereotypical ways.~~

~~The publications listed below shall be reviewed regularly for the use of inclusive language and a balanced range of illustrations. Appropriate supervisory personnel shall have the responsibility for overseeing this policy. Various reference manuals for the use of inclusive language are available in the offices of the deans and vice presidents. Concerns or questions about implementation of this policy should be addressed to the Office of Institutional Advancement.~~

~~Publications to Review Regularly:~~

~~Guidelines for Using Inclusive Language and Illustrations in University Publications~~

~~Faculty Handbook~~

~~UMCP Administrative Policies and Procedures Manual~~

~~Guide to UMCP Policies and Procedures~~

~~Undergraduate Catalog~~

~~Graduate Catalog~~

~~New Student Handbook~~

~~Graduate Assistant Handbook~~

~~Outlook~~

~~Career Development Center materials~~

~~Recruitment and admissions materials~~
~~Student financial aid materials~~
~~Brochures with campus-wide distribution~~
~~Institutional reports~~
~~News releases~~
~~Alumni and fund-raising materials~~

II. Definitions

“Inclusive Communication” means sharing information in a way that is inclusive of groups and individuals regardless of race, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliations, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Inclusive Communication affirms and respects how people describe, express, and experience various components of their identity.

“Official University Communication” refers to materials produced by employees in the course of their assigned duties, whether intended for internal or external audiences (e.g. press releases and marketing materials, University websites, University policies, handbooks, and reports).

III. Applicability

This policy applies to all University of Maryland employees in the fulfillment of their duties.

IV. Policy

It is the policy of the University of Maryland that all employees shall use Inclusive Communication when preparing Official University Communication.

Unit heads shall have responsibility for communicating available resources on Inclusive Communication to the members of their unit. Inquiries about the application of this policy should be directed to the relevant unit head.

Appendix 1: Proposal to Evaluate Gendered Language



**University Senate
PROPOSAL FORM**

Name:	Michael Anthony Goodman (<i>he, him, his</i>)
Date:	June 13, 2018
Title of Proposal:	A Recommendation to Evaluate Gendered Language
Phone Number:	405-630-0902
Email Address:	mgood@terpmail.umd.edu
Campus Address:	3125 South Campus Dining Hall, Undergraduate Student Legal Aid
Unit/Department/College:	Higher Education, Student Affairs, International Education Policy (College of Education)
Constituency (faculty, staff, undergraduate, graduate):	Graduate Student
Description of issue/concern/policy in question:	<p>Over the past year, I have observed multiple places where gendered language has hindered the opportunity for inclusion of individuals who identify as non-binary or another category outside of the rigid “male/female” gender identifiers. For example, website content and Graduate Assistantship offer letters often contain “he/she” and “his/hers” language when referencing students (see Appendix A). Further, onboarding documents are often written directly to “he/she” or “male/female” expectations, as illustrated in the incident that occurred earlier this year with the Computer Science handbook.</p> <p>These are just a few examples, which initially led me to engage deeper with students and faculty on campus to understand if these were isolated incidents. Now knowing that they are not, I write this proposal to the University Senate to address a need for inclusion regarding how the University of Maryland perpetuates a gendered expectation in undergraduate, graduate, and faculty/staff capacities. This language sets a standard that students, faculty, staff, and alumni who do not identify as “male/female” or “his/hers” are not welcome or included in various university operations.</p> <p>After an initial email to The Graduate School, it was recommended that this concern be considered at a higher level, which has ultimately led to this University Senate proposal.</p>

<p>Description of action/changes you would like to see implemented and why:</p>	<p>I would like to see the University Senate address this concern campus-wide, which will ideally lead to a campus-wide review of documents, websites, resources, and communication.</p> <p>First, it should be mandated that all colleges lead a review of their documents, websites, resources, and correspondence. This includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Admissions advertisements and materials • Orientation materials • College, department, program handbooks • Job descriptions • Official Human Resources applications • Syllabi • Curriculum (PowerPoint presentations, handouts) • Website and online/social media content <p>Departments and Colleges should remove any language exclusively citing, “he/his,” or “she/her,” and replace that language with, “the student,” or, “their/theirs,” framing.</p>
<p>Suggestions for how your proposal could be put into practice:</p>	<p>To review and address the categories listed above, Deans of the Colleges should appoint a Task Force within each college to oversee and manage the Department and College review. Each Task Force should be inclusive of individuals who are committed to equity and justice work, and involve students, staff, and faculty. Ultimately, each Task Force will operate as the accountability body for each College.</p>
<p>Additional Information:</p>	<p>The Graduate Student Government has taken steps to address this concern within our own body, and we would like the University to follow suit. For example, during the Spring 2018 semester, we passed legislation to edit our Bylaws in full, and to be reflective of “they/them/theirs” pronouns, removing all gendered pronouns. Additionally, we passed a resolution urging The Graduate School to recommend correspondence to Departments to evaluate gendered language within GA/TA/RA offer letters, handbooks, and in-College onboarding websites and documents.</p>

Appendix A

Graduate Assistants are, first and foremost, graduate students pursuing an education. The opportunity to work closely with faculty, staff, and students in teaching, research, or administrative environments is an integral part of that education. The University and the Adele H. Stamp Student Union – Center For Campus Life are committed to ensuring that GA assignments are productive, enhance student qualifications, meet funding support and workload goals, and are consistent with the educational objectives of the student and his or her program.

The University of Maryland and the Adele H. Stamp Student Union – Center for Campus Life are academic and collegial communities. Regular and clear communication between Graduate Assistants and their advisors and supervisors is essential to maintaining an effective educational environment. Occasionally, problems may occur. A GA who experiences workload-related problems is encouraged to consult with his or her advisor or supervisor. Should the need arise, a Grievance Procedure is detailed in the Policies for Graduate Assistantships linked above.

The screenshot shows the website for The Graduate School at the University of Maryland. The header includes the school's name and the tagline "Advancing graduate education. Enhancing the student experience." The main navigation bar lists "Home", "Graduate Programs", "Courses", and "Faculty". A search bar is located on the right. The left sidebar contains a list of links: "Catalog Home", "General Policies", "Appointments", "Special Appeals Process", "Duties and Time Commitments", "Compensation", "Parental Accommodation Guidelines", "Conduct and Professional Behavior", "Equal Opportunity Statement", and "Grievance Procedure". The main content area is titled "Policies for Graduate Assistantships" and includes sections for "I. General Policies", "Categories", and "Administration".

THE GRADUATE SCHOOL
Advancing graduate education.
Enhancing the student experience.

The Graduate School Catalog 2017-18 Search

Home Graduate Programs Courses Faculty

Catalog Home / Policies / Assistantship Policies

Policies for Graduate Assistantships

I. General Policies

Graduate Assistants (GAs) are, first and foremost, graduate students pursuing an education. The opportunity to work closely with faculty members and undergraduate students in teaching, research, or administrative environments is an integral part of that education.

Graduate students who hold assistantships benefit educationally and professionally. They gain further expertise in their field; enhance their research skills and develop pedagogical skills; acquire experience in leadership, interpersonal effectiveness, and performance evaluation; acquire academic administrative experience; and enjoy collegial collaborations with advisors that may result in joint publications and other professional activities. Skills learned in assistantships prepare students not only for the academy, but also for corporate, government, and nonprofit organizations.

Assistantships also provide graduate students with the financial resources necessary to pursue their degrees. This financial support—stipend, tuition remission, and benefits—is part of the University's commitment to the success of our graduate students.

The University is committed to ensuring that graduate assistant assignments are productive, enhance student qualifications, meet funding support and workload goals, and are consistent with the educational objectives of the student and his or her program.

Categories

The official title of Graduate Assistant (GA) is used in all university documents, but, in general practice, Graduate Assistants are referred to either as Graduate Teaching Assistants (TAs), Graduate Research Assistants (RAs), or Graduate Administrative Assistants (AAs). Additionally, a small number of Graduate Assistants serve as resident life counselors. Qualified graduate students often move between these kinds of appointments during their graduate education.

Administration

Graduate Assistants at the University of Maryland, College Park are under the direct supervision of the department, program, or unit that offers the appointment. The department determines the GA's assignment, supervises his or her work, and recommends him or her for reappointment and promotion to various stipend or compensation levels. The department is the primary source of information for the details of the assistantship. Within the department, the GA's work assignment is determined by the Department Chair, the Director of Graduate Studies, any duly appointed executive committees and assistants to the chair, and/or the faculty member assigned to supervise the GA's particular course, laboratory session, or research project. Graduate Administrative Assistants

The screenshot shows a survey form titled "Exit Survey for Non-Teacher Certification Graduate Students". The "Demographics" section is visible, with a red circle highlighting the "1. Gender" question. The "Male" option is selected with a checked radio button, and the "Female" option is unselected. Below this, the "Race/Ethnicity" section is partially visible, with "American Indian" and "Caucasian" options shown.

UNIVERSITY OF MARYLAND COLLEGE OF EDUCATION

Exit Survey for Non-Teacher Certification Graduate Students

Demographics

1. Gender

Male

Female

Race/Ethnicity

American Indian Caucasian

Appendix 2: Overview of Inclusive Language Policies at Big 10 and Peer Institutions

Policy	Last Updated	Guidance on preferred names and/or pronouns?	What groups/ activities does the policy cover?	Guidance for faculty regarding syllabus?	Notes, Related Links	Style Guide? Addresses?
University of Iowa https://www.policy.iastate.edu/sites/default/files/resources/128/Policy-Inclusive%20Language%202018-02-26%20SECURED.pdf	2/26/18	There is a preferred name site where students can change your name on a number of official listings	<p>All university publications and communication, whether oral or written.</p> <p>Applies to all faculty and staff, whenever possible, selection of academic materials will also reflect efforts to uphold this university policy.</p>	<p>Policy is included in the Faculty Handbook. Includes information on sexual harassment and other social issues.</p> <p>Teaching center has guidance in inclusive classrooms, primarily focused on cultural diversity.</p>	<p>https://uiowa.edu/ui-transition-resources/identity-terminology</p> <p>https://teach.its.uiowa.edu/resources/collections/inclusive-teaching-and-diversity</p>	<p>https://brand.uiowa.edu/sites/brand.uiowa.edu/files/ui_editorial_style_guide-9-12-2018.pdf</p> <p>Section on avoiding bias.</p>
Indiana University None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	Some guidance for faculty through Center for Innovative Teaching and Learning	<p>https://lgbtq.indiana.edu/resources/transitioning-at-iu/IU-Transgender-Guide-Updated.pdf</p> <p>https://kb.iu.edu/d/bfeo</p> <p>https://studentaffairs.indiana.edu/glb-student-support-services/index.shtml</p> <p>https://diversity.iu.edu/about/campus-environment-toolkit/awareness.html</p> <p>https://citl.indiana.edu/teaching-resources/diversity-inclusion/</p>	<p>https://brand.iu.edu/messaging-strategy/editorial-style/style-guide/index.html</p>
University of Illinois-Urbana Champaign None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	<p>Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course.</p> <p>Fairly extensive resources through Center for Research on Learning and Teaching</p>	<p>https://www.uillinois.edu/about/policies/preferred_first_name_statement</p> <p>https://oir.uillinois.edu/lgbt-resource-center/resources</p>	<p>http://identitystandards.illinois.edu/writingstyleguide/index.html</p> <p>Defines nonsexist language.</p>
University of Michigan None	n/a	There is a preferred name site where students can change their name on a number of official listings.	<p>University communications and reporting.</p> <p>Preferred names "can and should be used wherever possible in the course of university business and education."</p>	Fairly extensive resources provided for faculty.	<p>https://spectrumcenter.umich.edu/article/designated-pronouns</p> <p>http://www.crit.umich.edu/multicultural-teaching/inclusive-teaching-strategies</p> <p>*\$16k Inclusive language campaign in 2015: http://sites.lsa.umich.edu/wp-content/uploads/sites/355/2016/06/Inclusive-L-Language-Campaign-pamphlet.pdf</p>	<p>https://vpcomm.umich.edu/brand/style-guide/editorial</p>

	Policy	Last Updated	Guidance on preferred names and/or pronouns?	What groups/ activities does the policy cover?	Guidance for faculty regarding syllabus?	Notes, Related Links	Style Guide? Addresses?
Michigan State University	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	Some guidance for faculty through the Academic Advancement Network.	<p>http://www.inclusion.msu.edu/about/building-inclusive-communities.html</p> <p>https://natsci.msu.edu/sites/_natsci/assets/File/Faculty%20%26%20Staff/CDC-Inclusion.pdf</p> <p>http://lbgtrc.msu.edu/educational-resources/pronouns/</p> <p>https://diversity.natsci.msu.edu/resources/faculty-and-staff-resources/course-related-resources/inclusive-language-for-course-syllabi/</p> <p>https://aan.msu.edu/teaching-learning/resources-for-difficult-dialogues-in-the-classroom/</p> <p>http://d.umn.edu/sexuality-gender-equity-initiatives/education-advocacy/pronouns</p>	<p>https://cabs.msu.edu/marketing/msu-editorial-style-guide.html?_ga=2.113834119.1891977233.1543849485-1978363882.1507660018</p> <p>Use "nonsexist writing," addresses pronouns.</p>
University of Minnesota	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	Incorporates general guidelines on inclusivity and non-discrimination.	<p>Ambitious draft policy, never adopted: https://www.documentcloud.org/documents/4598811-Updated-Draft-Gender-Identity-Policy.html</p> <p>https://onestop.umn.edu/personal-information/pronouns-and-gender-identity</p> <p>https://policy.umn.edu/sites/policy.umn.edu/files/appendix/upolicy_apph.pdf</p> <p>http://writing.umn.edu/sws/quickhelp/grammar/nonbinary.html</p>	<p>https://university-relations.umn.edu/resources/editorial-style</p>
University of Nebraska	None	n/a	From Graduate Mentoring Guidebook: Avoid homophobic, gendered, sexist, or other discriminatory comments. For example, when talking about families, avoid talking as if every family were composed of a husband, wife, and children. Use words like spouse and partner instead of just spouse or husband or wife. These terms go a long way in letting GLBT students and unmarried students know they are represented in discussions.	n/a	No	<p>https://www.unl.edu/mentoring/sexual-orientation-and-gender-identity</p>	<p>https://unlcmns.unl.edu/ucomm/styleguide/</p> <p>Avoid gender-specific words, addresses stereotypes.</p>

	Policy	Last Updated	Guidance on preferred names and/or pronouns?	What groups/ activities does the policy cover?	Guidance for faculty regarding syllabus?	Notes, Related Links	Style Guide? Addresses?
Northwestern University	None	n/a	Not specifically but courses on cultivating a safe space for LGBTQA students are offered.	n/a	Relatively extensive guidance provided by the Searle Center.	<p>https://www.northwestern.edu/searle/initiatives/diversity-equity-inclusion/inclusive-learning-environments.html</p> <p>https://www.northwestern.edu/msa/resources/lgbtqia-resources/trans-policies-resources/index.html</p> <p>https://www.northwestern.edu/diversity/initiatives/gender-queer,-non-binary,-transgender-task-force.html</p>	<p>https://www.northwestern.edu/univ-relations/publications/resources/styleguide.html</p>
Ohio State University	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	Relatively extensive guidance provided by the Center for the Advancement of Teaching.	<p>https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/</p> <p>https://ucat.osu.edu/inclusive-teaching/ResidenceLife/senior assistant director Kelly Griffith and assistant director Nick Pazdziorko began an inclusive language campaign in 2015 to combat racial slurs and pronoun preferences</p> <p>https://www.centredaily.com/news/local/education/penn-state/article53597300.html</p>	<p>Password protected</p>
Penn State University	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	Resources for faculty through Schreyer Institute for Teaching Excellence.	<p>https://studentaffairs.psu.edu/campus-community-diversity/lgbtq-community/explore-lgbtq-resources/identity-based-resources/pronouns</p> <p>http://www.schreyerinstitute.psu.edu/tools/</p>	<p>http://visualeditorialstandards.psu.edu/editorial-style-manual/word-usage/</p> <p>Avoid gender stereotyping, encourage "they."</p>
Purdue University	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	<p>Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.</p>	<p>https://www.washingtonexaminer.com/purdue-online-writing-lab-quietly-changes-guidelines-around-sexist-language-again</p>	<p>https://owl.purdue.edu/owl/general_writing/grammar/pronouns/gendered_pronouns_and_singular_they.html</p> <p>https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html</p>

	Policy	Last Updated	Guidance on preferred names and/or pronouns?	What groups/ activities does the policy cover?	Guidance for faculty regarding syllabus?	Notes, Related Links	Style Guide? Addresses?	
						https://www.uwec.edu/kb/article/policies-gender-inclusive-language/ Policy from UW: Eau Claire https://www.chronicle.com/article/Colleges-Consider-Adopting-/233757 https://www.wisconsin.edu/inclusive-excellence https://lgbt.wiscweb.wisc.edu/wp-content/uploads/sites/175/2016/07/LGBTC-Gender-pronoun-guide.pdf		
	University of Wisconsin - Madison	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	No		
	University of Wisconsin - Eau Claire	https://www.uwec.edu/kb/article/policies-gender-inclusive-language/	8/2018	There is a preferred name site where students can change their name on a number of official listings.	Students, faculty, and staff.	Yes, password protected	Password protected	
	Rutgers	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	No	http://socialjustice.rutgers.edu/safer-space-training-program/language-matters-campaign/ Section on gender-neutral language, LGBTQA language (addresses pronouns). https://identity.berkeley.edu/downloads/berkeley-editorial-style-13.pdf	
	UC - Berkeley	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	No	https://campusclimate.berkeley.edu/students/ejce/geneq/resources/lgbtq-resources/definition-terms Has section on avoiding gendered language	
	University of North Carolina-Chapel Hill	https://unc.policystat.com/policy/4745272/latest/	8/1/2016	There is a preferred name site where students can change their name on a number of official listings.	University documents, websites and policies	Minimal, linked resources through Center for Faculty Excellence https://cfe.unc.edu/initiatives/diversity-and-inclusion/	https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/ Style guide for policies: https://policies.unc.edu/files/2018/02/UNC-Policy-Style-and-Development-Guide.pdf https://www.lgbt.ucla.edu/Resources/LGBTQ-Terminology	No
	UCLA	None	n/a	There is a preferred name site where students can change their name on a number of official listings.	n/a	https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf https://www.uclahealth.org/gender-health/educational-materials	Password protected	



Review of the University of Maryland, College Park Policy on Inclusive Language

(Senate Document #18-19-06)

Equity, Diversity, & Inclusion (EDI) Committee | Chair: Tom Porter

The Senate Executive Committee (SEC) and Senate Chair Walsh request that the Equity, Diversity, & Inclusion (EDI) Committee review the University of Maryland, College Park Policy on Inclusive Language ([VI-1.00\[C\]](#)) and make recommendations, as necessary.

Specifically, the committee is asked to:

1. Review the USM Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression ([VI-1.05](#)).
2. Consider the University of Maryland Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities ([VI-1.05\[A\]](#)).
3. Review the proposal entitled, *A Recommendation to Evaluate Gendered Language* ([Senate Document #18-19-07](#)).
4. Review the principles within the University's strategic plan for diversity, [Transforming Maryland: Expectations for Excellence in Diversity and Inclusion](#).
5. Consider whether the scope of the current policy aligns with the University's principles on diversity and inclusion, as well as with existing policies and procedures.
6. Review similar policies and procedures at Big 10 and other peer institutions.
7. Consult with a representative of the Office of Civil Rights & Sexual Misconduct (OCRSM).
8. Consult with a representative of the Office of Diversity & Inclusion (ODI).
9. Consult with a representative of the Office of Strategic Communications.
10. Consult with a representative of the Office of General Counsel on any proposed changes to the University's policy.
11. If appropriate, recommend whether the policy should be revised and submit recommended revisions for Senate consideration.

We ask that you submit a report to the Senate Office no later than **May 10, 2019**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.