



Pro Tips:

Navigating Instances Involving Legal Names vs. Preferred Names & More.

Before Class:

- Share and model your pronouns in an introduction email and again in person.
- Model using pronouns in email signatures.
- Send an email to students inviting them to share what they'd like to be called, pronouns, any additional information they would like you to know, etc.
- Find where the closest gender neutral restroom is to your classroom spaces and put that location in your syllabus.
- Know and be able to share about related resources at KU (The Center for Sexuality and Gender Diversity, Emily Taylor Center for Women and Gender Equity, Counseling and Psychological Services, KU Legal Services, etc.).

During Class:

- Do not use the roster for roll call.
 - Have students introduce themselves and compare last names to the roster.
 - Connect with students individually if you aren't sure they are on your roster.
- Do not require students to share their pronouns in their introduction. Invite students to share information they want the class to have. Include pronouns as an option.
- Use the name given by the student when sharing all names of students on documents.

Mandatory Reporting Help Guide

Mandatory Reporters

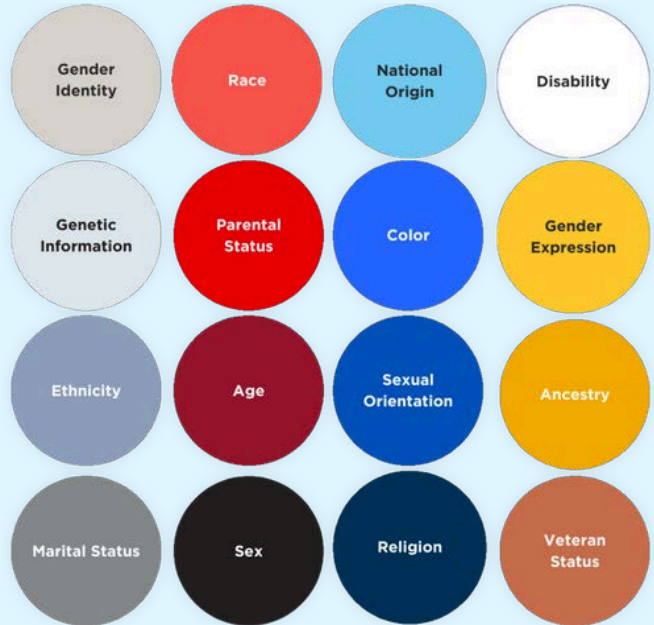
Mandatory reporters are staff and faculty (including undergraduate and graduate staff), who have a special obligation to share information pertaining to harassment, discrimination, and sexual misconduct with the Office of Civil Rights and Title IX (OCRTIX).

16 Protected Classes & Sex-Based discrimination

Mandatory reporters must report potential incidents of harassment or discrimination based on **16 protected classes**.

Mandatory reporters must also report potential incidents of **sex-based discrimination, sexual misconduct, and other Title IX concerns**.

16 Protected Classes



Office of Civil Rights & Title IX

civilrights.ku.edu

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Strong Hall 121

Pro Tips: Instructional Staff Posting / Distributing Polarizing Content In/Outside of Class.

What to consider when sharing content:

- Questions to ask yourself:
 - Who/what identities does the content reference, and how?
 - What perspective/s are being shared? Which are not included?
 - What is the source?
 - How is content being delivered/framed? Is it factual and/or emotional?
 - Is this related to your course (if posting/using for a course)?
 - If in a course, would this be considered “Academic Freedom”?
 - If not a course, could students become aware, and how could that impact their learning/your teaching?
- Intent vs. Impact
 - Have you considered the full scope of the potential impact of posting/sharing content?
- Be aware of how you are sharing, and who is seeing the materials.
 - Is it being shared through personal means, University resources, or privately? Understand that even communication intended to be private is not guaranteed to be so.
- Keep informed and seek guidance on how current events, official memos, and legislation intersects with content you wish to share.

For Guidance:

- Connect to consult, get guidance, and for support resources with the OCRTIX team.
- Seek instructional support with Faculty Affairs and/or CTE.

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Pro Tips: How to Support Pregnant & Parenting Students' Needs.



Pregnant and Parenting Students are entitled to resources and reasonable modifications while navigating their academic experience, per Title IX.

- Ensure the pregnant student has access to KU resources (Office of Civil Rights & Title IV, Student Access Center, Emily Taylor Center for Women and Gender Equity, Watkins Medical Center, etc.)
- Work with student (and support offices) to identify and make reasonable modifications such as:
 - Changes in seating arrangements /closer seat to the door if needed.
 - Reasonable time to access the restroom as needed.
 - Access to lactation spaces. Know where the closest lactation space(s) are to share with students.
 - Additional excused absences for medical purposes.
 - Access to water in educational spaces, including labs.
 - Rescheduling deadlines and tests that conflict with appointments or important dates

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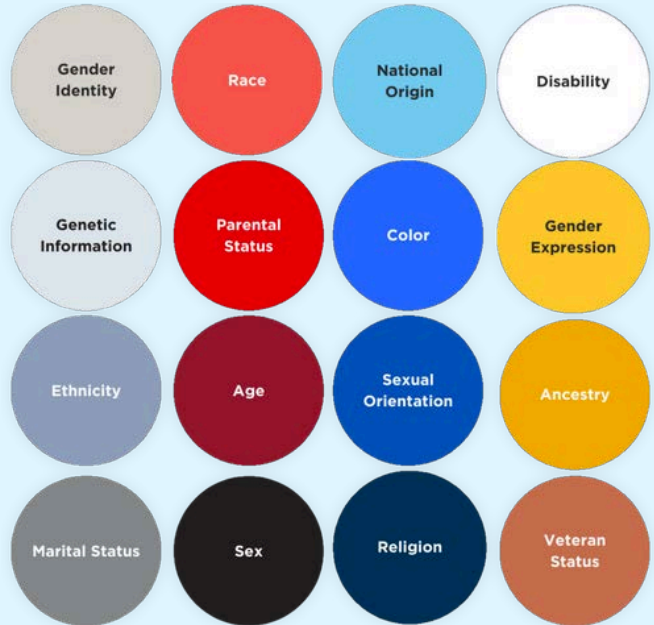
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Pro Tips: Fair Grading Practices for All.



Fair Grading and the perception of being a fair grader

In order to grade both accurately and fairly it is important to have an understanding of your own biases and how they may manifest.

Biases can be defined in two categories: **Implicit and Explicit**

- **Implicit bias** “is the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner, which can be activated involuntarily without our awareness.”
- **Explicit bias** “is a conscious preference or aversion toward a person or group of people, which results from deliberate thoughts that we can identify and communicate with others.”

-National Education Association, Recognizing your Biases

Fair Grading Practices:

- Make sure you aren't unfairly applying stereotypes or biases to favorite students or students you have other pre-conceived notions about.
- Use a standardized scale for grading that is applied to all students.
- Remove/cover identifying information from tests/essays. You can utilize KUID numbers if you don't remember specifically which number belongs to which student.
- Give feedback to students on their assignments. Allow for feedback on test and essay questions to ensure that they are understandable and reach the lesson's learning goals.
- Refer any student struggling to the University Academic Support Centers

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Pro Tips: Honoring Student Accommodations

Accommodations help students inside and outside the classroom.

- If you notice any student struggling with classwork, refer them to University Academic Support Centers. Here, they can explore formal accommodations with the Student Access Center (SAC) and supplemental academic support from Wingspan: Center for Learning and Writing Support.
 - Have an awareness of how SAC works with students and what the process is to establish accommodations.
 - If a student has an accommodation approved for your class, the Student Access Center will share appropriate information with you each semester.
- Do not inquire about any disability. Do not make comments about ability.
- Share the SAC's contact information in your syllabus for students.

Faculty/Instructor Responsibilities from the SAC

- Keep accommodation information private.
- Discuss implementation of SAC accommodations with each individual student.
- Assist in locating note taker if necessary, often another student.
- If choosing to use the SAC Testing Center for alternative testing locations, comply with SAC policies and procedures regarding the administration of tests.
- Consult with SAC professional staff if questions arise concerning the approved accommodations, or for general support.
- Faculty/instructors are not exempt from following SAC policies and the SAC cannot implement separate practices for individual faculty/instructors.

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