

Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education

**Created by The Pennsylvania State University LGBTQA Student Resource Center
Emily A. Johnson
Allison Subasic**

**With guidance from
Genny Beemyn, Ph.D.
Chicora Martin
Sue Rankin, Ph.D.
Nancy Jean Tubbs**

Funded by The Calamus Foundation

Supported by the Consortium of Higher Education LGBT Resource Professionals

2011

Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education

Table of Contents

How Practices Are Organized	1
Introduction	3
Policies & Procedures.....	5
Nondiscrimination Statements	5
Campus Climate	7
Hate Crimes/Bias Incidents	8
Campus Education & Training	12
Training	12
Continuing Education/Ongoing Programming	16
Facilities	21
Housing	21
Restrooms.....	24
Showers/Locker Rooms	26
Student Services	30
Forms & Processes	30
Organizations	33
Health Services & Counseling Services	35
Events/Programs.....	37
Recruitment	39
Faculty & Staff	44
Forms & Processes	44
Governance	46
Health Insurance.....	46
Recruitment & Retention.....	47
Academic Affairs.....	51
Curricular Integration	51
Course Offerings	51
Classroom Management	53
External Constituents.....	56
Development	56
Alumni.....	56
Community.....	58
Appendix A: Terminology.....	60
Appendix B: References	61
Appendix C: List of Institutions	66
Acknowledgements	68

How Practices Are Organized

The promising practices contained herein are divided into sections, each of which represents a broad area of university operations which affects students and/or faculty and staff. Each section is then broken down into more specific action areas. For example, the Policies & Procedures section is divided into three action areas:

Nondiscrimination Statements

Campus Climate

Hate Crimes/Bias Incidents

Within each action area, there are recommendations for improving inclusiveness for people of all gender identities and expressions at higher education institutions. Each recommendation is marked by a ♀ (a symbol for transgender):

- ♀ **Update the language of institutional website(s) and printed materials to ensure they refer to “people of all genders,” rather than just “men and women.”**

Where possible and applicable, the recommendations are accompanied by one or two promising practices to serve as possible models of implementation for other institutions. The practices presented throughout, which were located through institutional websites or referrals, represent only a small amount of promising practices in place. These promising practices are meant only as a snapshot of a few forms of implementation, not an exhaustive list of all possible practices. There are certainly more institutions with promising practices in place that are not mentioned in this document.

Promising Practices:

University of Toledo

“The University of Toledo supports learning, discovery and engagement so that *people of all genders* [emphasis added] can achieve their highest potential in an environment of diversity, respect, and freedom of expression” (The Division of External Affairs, 2011, p. 1).

University of Colorado at Boulder

“There are many people working to end sexual violence on campus, in the Boulder community, nationally and internationally. People are using a range of strategies like talking about how to agree to have sex, learning and understanding communication skills, enlisting *people of all genders* [emphasis added], and learning how to help one another when we observe people misusing power, learning how to use power ethically, as well as tracking trends and changing laws and policies” (Office of Victim Assistance, 2009, p. 7).

The end of each section includes a reference list of the promising practices, and Appendix C contains a list of all the institutions whose practices are referenced. A separate reference list of the sources used to create this collection of recommendations is located in Appendix B.

The beginning of each section also includes a list of campus offices/departments likely to be responsible for the implementation of the recommendations. These departments may differ in name and function at each institution.

Offices responsible for implementation:

- Campus Police, Safety & Security
- Institutional Leadership (President, Vice President, Chancellor, etc.)
- Marketing and Communications
- Office of Institutional Assessment
- Policy Makers and Committees

Introduction

Transgender people are not new to our campuses, but institutional policies, attitudes, procedures, and facilities often keep transgender people isolated and invisible (Rowell, 2009). However, as nationwide advocacy increases, so do the enrollment of openly transgender students, the recruitment of transgender faculty and staff, and the transitioning of current campus members. In addition, there is increasing visibility for other gender nonconforming individuals who do not identify as transgender but are still underserved in a strict gender binary (M/F) system.

Transgender and other gender nonconforming people face discrimination and harassment on a daily basis. In addition, transgender individuals are often denied access to basic services and facilities, such as restrooms and housing. Some campus administrators are beginning to understand that the needs of these individuals are going unmet, but many are at a loss for knowing what needs to change and how to change it. This collection of recommendations and promising practices is meant to lead campus administrators toward those answers. By implementing these recommendations, an institution will improve campus climate, resources, facilities, and programs for students, faculty, and staff of all gender identities and expressions.

Terminology

The term transgender is an evolving one which can have different meanings in different contexts. Throughout these recommendations, the term transgender is generally used to refer to individuals whose gender identity and/or expression is sometimes or always different from the gender assigned to them at birth. Occasionally it is used in conjunction with ‘and other gender nonconforming individuals’ to represent the broader group of transmasculine, transfeminine, gender variant, and gender nonconforming individuals. However, the most frequent term used herein, and chosen for its inclusivity, is ‘people of all gender identities and expressions’.¹ For further explanations of these and other important terms related to gender, please see Appendix A.

Gender identity and gender expression are paired consistently throughout the recommendations because both are critical elements of full gender inclusiveness. They are separate, though often related, and both require protection through policy and support through services. In addition, it is important to remember that an individual’s actual gender identity and expression may differ from what others perceive them to be, but the negative effects of harassment or isolation due to perceived identities is no less harmful.

Why separate T from LGB?

It is important to understand gender identity and sexual orientation are two discrete elements of identity, and the needs of gender minorities often differ significantly from those of sexual minorities (Beemyn, 2011). As you read through these recommendations, it will hopefully become clear that the concerns of transgender individuals cannot be casually grouped with the

¹ The terms used herein were chosen intentionally to be as inclusive as possible, but no term is fully inclusive as no term is embraced by everyone.

important but very different concerns of lesbian, gay, and bisexual individuals. Please note that transgender individuals may indeed identify as gay; they may identify anywhere along the spectrum of sexual orientation. However, the focus of these recommendations is addressing primarily the specific needs of higher education constituents related to gender identity and gender expression. That does not mean that an institution will not be able to combine some resources for all LGBT individuals, but it is important to be intentional in the development of programs, services, facilities, and outcomes for each of these different groups.

Although these recommendations are designed to improve higher education institutions for transgender individuals, lesbian, gay, bisexual (LGB) individuals also may benefit greatly from their implementation. Some of the oppression of LGB (and heterosexual) individuals stems not from their actual or perceived sexual orientation but from their variance from the ‘norms’ of gender expression (Beemyn, 2011). Thus, improving campus climate for individuals of all gender identities and expressions will benefit not only transgender individuals but all the members of a campus community.

Regarding Gender Confirmation Surgery

Most transgender individuals at some point go through a process known as transitioning, during which they change from one gender expression to another. Though the transitioning process for some transgender individuals may include gender confirmation (sex reassignment) surgery, for many individuals surgery is not appropriate or desired. “More and more transsexual students are identifying and living as a gender different from their birth gender without pursuing or completing gender reassignment [surgery] . . . ” (Beemyn, Curtis, Davis, & Tubbs, 2005, p. 59). Thus, as clarified by Beemyn et al. (2005), institutions should never require a transgender individual to have surgery in order to access facilities and support services.

How to Begin

Following are over 100 recommendations to improve campus inclusiveness for individuals of all gender identities and expressions. For institutions just beginning the process of updating policies, procedures, and facilities to be more inclusive, some of the recommendations may seem daunting. First, institutions should read all the recommendations and identify those already in place (if any), the areas of greatest need at the institution, and the recommendations which can be implemented easily. From there, institutional need and structure will likely determine the timeline and priorities. The promising practices are provided to give administrators points of contact during the planning and implementation processes. Few of these recommendations can be implemented overnight, so it is crucial to monitor and assess the progress of each. While full inclusion of people of all gender identities and expressions requires complete institutional commitment, it only takes one committed individual to take the first step.

Policies & Procedures

Offices responsible for implementation:

- Campus Police, Safety & Security
- Institutional Leadership (President, Vice President, Chancellor, etc.)
- Marketing and Communications
- Office of Institutional Assessment
- Policy Makers and Committees

Creating a culture of inclusion begins at the top levels of campus administration. Adopting campus-wide policies with inclusive language and procedures to back-up those policies demonstrates to students, faculty, and staff across the institution that individuals of all gender identities and expressions are welcomed, valued, and included. Some of the recommendations below involve specific directives which will have the greatest impact on subsets of a campus population (e.g., faculty, on-campus residents), but this section includes recommendations which will positively transform the entire culture of an institution.

Nondiscrimination Statements

The most visible elements of an institution are its website and publications. Many more people will peruse an institution in cyberspace, pick up a brochure, or read an article than will ever visit a campus in person. Thus, campus-wide policies, publications, and public statements should convey a message of diversity that includes people of all gender identities and expressions.

- ♀♂ **Include “gender identity or gender expression” in institutional nondiscrimination clause(s). For greater inclusivity, include protection for “actual or perceived” identities.**

Promising Practices:

University of Arizona

“The University of Arizona is committed to creating and maintaining an environment free of discrimination, harassment, and retaliation that is unlawful or prohibited by University policy. The University prohibits discrimination, including harassment and retaliation, by University employees, students, contractors, or agents of the University and by anyone participating in a University sponsored activity against an individual based on a protected classification. Protected classification includes race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation,² *gender identity* [emphasis added],³ or other protected category. The University also prohibits retaliation because an individual has engaged in a protected activity. . . .

³ For the purposes of this policy, ‘gender identity’ means an individual’s actual or perceived gender, including an individual’s self-image, appearance, expression, or behavior, whether or not that self-image, appearance, expression, or behavior is different from that traditionally associated with the individual’s sex at birth as being either female or male” (Office of Institutional Equity, 2008, p. 1).

Yale University

“The University is committed to basing judgments concerning the employment of individuals upon their qualifications and abilities, and affirmatively seeks to attract to its staff qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in employment against any individual on account of that individual’s sex, race, color, religion, age, disability, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or *gender identity or expression* [emphasis added]” (Yale University, n.d., p. 1).

♀♂ **Include “gender identity or gender expression” in all speeches and written statements about diversity.**

Promising Practices:

University of Vermont

“The University of Vermont holds that diversity and academic excellence are inseparable. An excellent university, particularly one that is a public land grant, needs to actively seek to provide access to all students who can excel at the institution, without respect to their backgrounds and circumstances, including, among other differences, those of race, color, gender, *gender identity or expression* [emphasis added], sexual orientation, national and ethnic origin, socio-economic status, cultural and/or geographic background, religious belief, age, and disability. There is, moreover, a compelling national interest in a higher education sector rich in diversity and opportunity, and a clear state interest in making the educational benefits of this diversity and opportunity accessible to all” (Board of Trustees, 2009, p. 1).

Salem State University

“Residence Life at Salem State University is dedicated to developing inclusive and affirming communities in which all residents feel welcomed, validated, and appreciated for their uniqueness. Regardless of race, ethnicity, religious belief, sexual orientation, gender, *gender identity or expression* [emphasis added], ability, socioeconomic status, marital status, culture, veteran status, national origin and age, every member of the residential community has the right to live in an environment in which sensitivity, respect, and understanding are paramount” (Department of Residence Life, n.d., p.1).

♀♂ **Update the language of institutional website(s) and printed materials to ensure they refer to “people of all genders,” rather than just “men and women.”**

Promising Practices:

University of Toledo

“The University of Toledo supports learning, discovery and engagement so that *people of all genders* [emphasis added] can achieve their highest potential in an environment of diversity, respect, and freedom of expression” (The Division of External Affairs, 2011, p. 1).

University of Colorado at Boulder

“There are many people working to end sexual violence on campus, in the Boulder community, nationally and internationally. People are using a range of strategies like talking about how to agree to have sex, learning and understanding communication skills, *enlisting people of all genders* [emphasis added], and learning how to help one another when we observe people misusing power, learning how to use power ethically, as well as tracking trends and changing laws and policies” (Office of Victim Assistance, 2009, p. 7).

Campus Climate

Another important step toward inclusiveness for people of all gender identities and expressions is evaluating the campus climate. A campus climate assessment will serve as an important tool in the quest to identify deficiencies and advocate for change. By collecting data and creating a report of the findings, an institution can more easily solicit the support of campus administrators and stakeholders.

- ♀ **Assess the campus climate. There are a variety of tools and companies who help institutions assess their campus climate.**

Promising Practice:

Rankin & Associates Consulting

“Rankin & Associates Consulting specializes in assisting educational institutions in maximizing equity through assessment, planning and implementation of intervention strategies via the Transformational Tapestry” (Rankin & Associates Consulting, n.d., p.1).

- ♀ **Create a Campus Climate Index account for the institution (www.campusclimateindex.org). The index helps students learn more about the LGBT resources and inclusivity of particular institutions to see if it is the right fit for them. An institution can use the index to compare its rating against other institutions and to see which areas need improvement. Pay particular attention to the items related to gender identity/expression inclusion. Widely publicize the institution’s results, and, especially if the score is not high, use the results to improve resources, services, access and retention.**

Promising Practice:

University of Wisconsin-Eau Claire

“The University of Wisconsin-Eau Claire has improved its ranking from a national honor roll that assesses campus environments for people who are lesbian, gay, bisexual or transgender. UW-Eau Claire received four out of a possible five stars in the LGBT-Friendly Campus Climate Index. It previously had received a 3.5 star ranking. . . . The four-star ranking in the LGBT-Friendly Campus Climate Index is a good indicator that UW-Eau Claire has made a serious commitment to students, faculty and staff who are LGBTQ. . . . The academic and student services units on campus are working closely together to provide experiences designed to enhance understanding of the LGBT community and to better support the LGBT initiatives on campus . . .” (University of Wisconsin-Eau Claire, 2010, pp. 1-2).

Between these two self-evaluations, University of Wisconsin-Eau Claire hired Rankin & Associates Consulting to perform an assessment of their overall campus climate. They used this information to assist in the implementation of better resources and services for LGBT students. See the results of their assessment here: <http://www.uwec.edu/cc/results.htm>.

♀ Display visible signs of welcome and pride toward all gender identities and expressions throughout the campus.

Promising Practice:

University of Massachusetts, Amherst
(The Stonewall Center, n.d.)



Hate Crimes/Bias Incidents

In a survey of transgender individuals by Grant et al. (2011), the majority of respondents encountered acts of discrimination in a variety of areas. Also, in a higher education survey by Rankin, Weber, Blumenfeld, and Frazer (2010), “thirty-nine percent of transmasculine respondents, 38 percent of transfeminine respondents, and 31 percent of gender non-conforming respondents reported experiencing harassment . . . [and] a significant number of transmasculine respondents (87%) and transfeminine respondents (82%) indicated their gender expression was the basis for harassment” (p. 10). These statistics indicate that safety is a significant concern for transgender and other gender nonconforming individuals. Campus safety is not only a concern for Campus Police; every member of an institution has a responsibility to guarantee its members’ safety and success. By implementing thorough bias incident reporting and follow-up procedures, an institution will protect campus constituents and improve campus life for all.

♀ Adopt a campus anti-harassment policy that includes “gender identity or gender expression.” Include procedures for reporting, documenting, and responding to issues of harassment and abuse based on gender identity and expression.

Promising Practice:

Swarthmore College

In addition to including gender identity and gender expression in its harassment policy, Swarthmore also includes gender identity and gender expression in its sexual harassment policy – important additions. Also, Swarthmore’s procedures for reporting harassment include an option to contact the Gender Education Advisor (Equal Opportunity Office, n.d.).

- ♀ **Develop a clear and visible reporting system for bias incidents and hate crimes against transgender individuals (or based on gender identity or expression). Be sure to include the reporting structure and protocol, victim support, prevention methods, and follow-up. Make sure the information gathered is regularly reported back to the university community.**

Promising Practice:

The Pennsylvania State University

Penn State offers a thorough yet easily navigable website for reporting incidents of hate, bias, intolerance, discrimination, harassment, and incivility. The website includes questions about the location, type, and nature of the incident as well as detailed descriptions of the targeted person, the perpetrator, and the person reporting the incident. The question which asks for the reason for the incident includes 'gender', 'physical appearance', and an option of 'other - please specify'. The questions which ask for the gender of each of those involved include the options of 'transgender' and 'do not wish to answer' (Office of the Vice Provost for Educational Equity, 2007).

- ♀ **Highlight the dangers of transphobia and hate crimes by organizing programming around National Transgender Day of Remembrance (Annually November 20). Transgender Awareness Week (Third week of November) is a time to highlight the lives and experiences of transgender individuals.**

Promising Practices:

The Pennsylvania State University

Penn State recognizes the National Transgender Day of Remembrance by sponsoring several events throughout the month, including a panel discussion of transgender issues on campus, a movie followed by discussion, a memorial on the campus lawn, and an educational presentation by a nationally known transgender activist (Hall, 2007).

University of California, Riverside

UC Riverside brings awareness to the National Transgender Day of Remembrance by displaying over 350 posters which memorialize individuals known to have been killed due to anti-transgender hate and prejudice. Posters are downloadable from the LGBTQArchitect website (LGBT Resource Center, n.d).

Promising Practices References

Board of Trustees. (2009, February). *Why diversity is an academic and institutional strategic priority for the University of Vermont*. Retrieved from University of Vermont and State

Agricultural College website:

http://www.uvm.edu/president/?Page=whydiversity_statement.html

Department of Residence Life. (n.d.). *Statement on diversity*. Retrieved June 16, 2011, from Salem State University website: http://www.salemstate.edu/student_life/9501.php

Equal Opportunity Office. (n.d.). *Sexual and discriminatory harassment policy and procedures*. Retrieved July 4, 2011, from Swarthmore College website: <http://www.swarthmore.edu/x14440.xml>

Hall, X. (2007, December). Transgender day of remembrance. *The OUTRider*, 12(2), 1-2. Retrieved from http://www.sa.psu.edu/lgbt/outrider/outrider_vol12_2.pdf

LGBT Resource Center. (n.d.). *Trans remembrance display*. Retrieved October 20, 2011, from University of California, Riverside website: <http://out.ucr.edu/events/Pages/transdisplay.aspx>

Office of Institutional Equity. (2008, December 9). *Nondiscrimination and anti-harassment policy - interim revised*. Retrieved from University of Arizona website: <http://web.arizona.edu/~policy/Non-discrim-interim.pdf>

Office of the Vice Provost for Educational Equity. (2007, June 25). *Report hate*. Retrieved June 22, 2011, from The Pennsylvania State University website: <http://www.equity.psu.edu/reporhate/statement.html>

Office of Victim Assistance. (2009, April). *Sexual assault*. Retrieved from University of Colorado at Boulder website: <http://cuvictimassistance.com/issues/sexual-assault/>

Rankin & Associates Consulting. (n.d.). *Services*. Retrieved July 4, 2011, from <http://rankin-consulting.com/services>

The Division of External Affairs. (2011, April 18). *Diversity at The University of Toledo: Women & gender*. Retrieved from <http://www.utoledo.edu/diversity/women.html>

The Stonewall Center. (n.d.). *Posters available*. Retrieved June 16, 2011, from University of Massachusetts, Amherst website: <http://www.umass.edu/stonewall/posters/>

University of Wisconsin-Eau Claire. (2010, October 11). *UW-Eau Claire improves ranking on LGBT-friendly Campus Climate Index*. Retrieved from <http://www.uwec.edu/newsreleases/10/oct/1011LGBTCampusClimate.htm>

Western Illinois University. (2004, November 16). *Anti-harassment policy*. Retrieved from <http://www.wiu.edu/policies/harassment.php>

Yale University. (n.d.). Equal opportunity statement. In *Personnel policies & practices* (sec. 101). Retrieved June 21, 2011, from <http://www.yale.edu/hronline/PersPracWeb/101.html>

Campus Education & Training

Offices responsible for implementation:

- Administrative Departments
- Diversity/Social Justice Office
- Human Resources

Policies set the tone of an institution, but only campus-wide education and training will truly integrate the policies into everyday campus culture. Educating the campus population on the experiences and needs of people of all gender identities and expressions will help all constituents understand and embrace policy changes. Also, training the campus population will give them the skills to implement new policies, procedures, programs, and services to welcome, include, and support people of all gender identities and expressions. Only by equipping constituents with knowledge and skills can an institution affect widespread changes to the campus culture.

Training

Quality educational training for campus staff, faculty, and students is critical to helping campus constituents know the policies at the university. It also conveys an understanding of why these issues are important not only to transgender individuals but to the entire campus. In addition, training helps campus constituents understand how to support people of all gender identities and expressions.

- ♀ **Administrators: Train institutional leadership (e.g., President, Vice Presidents, Deans) how to incorporate gender-inclusive language when discussing diversity issues on campus. If campus administrators model appropriate language and know the campus policies, other campus constituents will in turn, model the behavior of the administrators.**
- ♀ **Chief Diversity Officers: Include in the duties of the chief diversity officer to meet with and advocate for transgender individuals and to address concerns and issues regarding gender identity and expression in diversity initiatives. Chief diversity officers need to understand issues of gender identity and expression well enough to be able to articulate them and educate members of the campus in this area.**

♀♂ **Campus Police:** Appoint a campus police officer to serve as a liaison with the campus LGBT community. This individual should regularly communicate with the campus transgender populations, assist with training other officers, and take an active role in all gender/transgender-related campus safety initiatives. Campus police should go through regular trainings on LGBT issues and concerns and how they can best serve and protect this community on campus. Training should include local laws of importance to this community such as the use of gendered restrooms and the hate crime and bias incident regulations of the state and city.

♀♂ **Department Heads/Deans:** Require training on gender identity and gender expression for department heads and college deans to create a top-down atmosphere of inclusivity, especially for faculty and staff in academic departments.

♀♂ **Research & Assessment:** Work with the institution’s Office of Research to create an information session on the importance and implementation of gathering gender information outside the binary (male/female) in demographic data collection. Institutional Offices of Research should include demographics in all campus survey instruments which include sexual orientation and gender identity questions.

Promising Practice:

The Pennsylvania State University

The LGBTA Student Resource Center at Penn State uses the following format for soliciting sex, gender, and sexual orientation information from students (The Pennsylvania State University, n.d.).

Sex: Female Male Intersex Self-Identify: _____
Gender: Woman Man Transgender Self-Identify: _____
Sexual/Affectional Orientation: Lesbian Gay Bisexual Queer Questioning
Heterosexual/Straight Self-Identify: _____

♀♂ **Residence Life:** Incorporate a module on transgender experiences and concerns into all trainings for Residence Life professional and student staff. Offer educational trainings and speakers to residence hall students on a regular basis to help further educate the general campus community.

♀♂ **Athletics/Intercollegiate Athletics:** Provide training for Athletics staff (coaches, trainers, recruiters, administrators) on transgender issues and ways to include transgender individuals in gendered sports. Work with athletics administrators to understand how to create inclusive environments and facilities spaces for transgender athletes.

Promising Practices:

Women’s Sports Foundation: It Takes a Team!

“The It Takes A Team educational DVD kit includes a 15-minute video, discussion and action guides, ‘Safe Space’ stickers, posters and a list of resources addressing LGBT issues in sport. The kit establishes five basic rights of all athletes and coaches:

- safety from physical and verbal harassment or violence
- fair treatment in all aspects of programming
- equal access to all aspects of programming
- support for developing positive self-esteem and acceptance of others
- education about social diversity, prejudice and discrimination

The benefits of bringing this program into your community are invaluable. We hope that through this kit, you will be able to help erase the myths and stereotypes associated with LGBT athletes and foster a positive environment for all athletes” (Women’s Sports Foundation, n.d., p. 1).

George Washington University

Kye Allums, an openly transmasculine individual, currently plays on the George Washington women’s basketball team with the support of the university and the team coach, Mike Bozeman (Thomas, 2010).

NCAA

“The new policy, which embraced the suggestions in the 2010 report from the National Center on Lesbian Rights and the Women’s Sports Foundation, ensures that athletes are allowed to participate on male or female teams, so long as they adhere to two key rules. The policy required no new legislation but rather clarified two pieces of existing legislation regarding banned substances – namely, testosterone -- and a team’s official “status,” determined by the gender of its players.

The final policy states that:

- ‘A trans male (female to male) student-athlete who has received a medical exception for treatment with testosterone for gender transition may compete on a men’s team, but is no longer eligible to compete on a women’s team without changing the team status to a mixed team. A mixed team is eligible only for men’s championships.
- A trans female (male to female) student-athlete being treated with testosterone suppression medication for gender transition may continue to compete on a men’s team, but may not compete on a women’s team without changing it to a mixed team status until completing one calendar year of documented testosterone-suppression treatment”” (Grasgreen, 2011, p. 1).

For the complete handbook on NCAA Inclusion of Transgender Student-Athletes, see Griffin & Carroll (2011).



Health Services: Train all Health Services staff on the personal and health care needs of transgender individuals. This training should include, among many issues, asking patients their preferred name and pronouns, not assuming gender or genitalia based on gender expression, and how to talk to transgender students about the importance of annual exams.

Promising Practices:

University of California, San Francisco

“The mission of the Center of Excellence for Transgender Health is to increase access to comprehensive, effective, and affirming health care services for trans and gender-variant communities. . . . The ultimate CoE goal is to improve the overall health and well-being of transgender individuals by developing and implementing programs in response to community-identified needs. We include community perspectives by actively engaging a national advisory body (NAB) of 14 transgender identified leaders from throughout the country. The collective experience of our diverse and talented NAB assures that our programs address issues that are timely and relevant to the community” (Center of Excellence for Transgender Health, n.d., p. 1).

University of Minnesota

“As it is for anyone, it’s important for transgender individuals to receive accurate health information and competent services that are tailored to their specific needs. Our caring, professional staff has advanced training and expertise providing health and psychological services for the transgender community” (Family Medicine and Community Health, 2009, p. 1).

♀♂ **Admissions: Provide gender identity and expression inclusion training for admissions counselors, and stress the importance of incorporating information on transgender-themed events, programs, and services offered by the campus when they participate in recruitment functions.**

♀♂ **Student Affairs: Require all Student Affairs staff members to attend training sessions on inclusiveness for people of all gender identities and expressions. Include the importance of asking students their preferred name and pronouns. Invite Student Affairs staff to educational programs and speakers covering transgender issues and concerns.**

♀♂ **Orientation Staff/Campus Guides: Train all tour guides, hosts, and orientation staff on how to include gender-inclusive information in their presentations and tours (e.g., point out gender-inclusive restrooms, LGBT Centers and groups on campus).**

♀♂ **Greek Life: Educate fraternities and sororities on campus about the concerns of transgender and other gender nonconforming individuals and how chapters can be supportive and affirming.**

For more information about transgender individuals and Greek Life, see Fielding & Pettitt (2008), referenced in Appendix B.

♀♂ **Faculty/Curricular Integration: Train faculty on the opportunities and best methods to incorporate transgender-related materials and discussions of gender identity and expression into their courses (e.g., literature, audiovisual resources, discussion, and speakers).**

♀ **Gender-inclusive Restrooms: Provide training for campus administrators about the need for gender-inclusive restrooms.**

Promising Practice:

Sylvia Rivera Law Project

Toilet Training (video) “Includes discussion of legal questions of equal access; the health effects associated with ‘holding it’; and the social consequences of experiencing pervasive discrimination in bathrooms and other gendered spaces. Interviews with lawyers, social workers and activists explore current law and policy, and highlight recent and future policy changes necessary to enable equal bathroom access for all. Concluding with examples of policy change, Toilet Training provides a necessary foundation to public education and organizing to address this overlooked issue. . . . Comes with a companion toolkit full of useful facts and talking points about trans equality and bathroom access” (Sylvia Rivera Law Project, n.d., p. 1).

♀ **Co-Sponsorship of Educational Programs: Teach techniques for fostering interdisciplinary support of events and programs which highlight transgender issues and experiences. Co-sponsoring programs with other areas will increase publicity and attendance and reduce cost.**

♀ **Inclusive Language: Educate campus members on the importance of demonstrating respect for people of all gender identities and expressions by using their preferred pronouns. (If you are unsure, address them by name, or ask which pronoun they prefer. Some people may prefer gender-neutral pronouns, such as ‘ze’ instead of he or she, and ‘hir’ instead of his or her.)**

Promising Practice:

Carleton College

Carleton sponsors a poster campaign around campus to increase the visibility, understanding, and use of gender-neutral pronouns. They also have a website with information, FAQs, and examples of usage for gender-neutral pronouns (Sexuality and Gender Activism, n.d.).

Continuing Education/Ongoing Programming

Full inclusion of people of all gender identities and expressions will not be achieved through one training session, so the institution should offer ongoing programming and continuing education opportunities for students, faculty, and staff. Continuing education informs new members of the campus community, encourages constituents to explore social justice further, and provides current, relevant information to all staff, faculty, and students.

♀♂ **Safe Zone:** Offer an ally training program (e.g., Allies, Safe Zone, Safe Spaces) for faculty, staff, and student leaders (e.g., RAs, student group officers) who are interested in serving as visible support for people of all gender identities and expressions. **Note: Any ally training program should include extensive information and resources on transgender experiences and issues.**

Promising Practices:

University of California, Riverside

UC Riverside's Trans Allies program builds upon the campus-wide 'Allies Safe Zone' trainings for interested staff, faculty, and students. The 3-hour Trans Allies seminar covers diversity within the trans community, gender normative privilege, perspectives of a panel of trans/genderqueer people, suggestions for how to be an ally to trans/genderqueer and intersex people, and the opportunity to sign a contract and join a network of visible Trans Allies. Training materials are available on the LGBTQArchitect website (LGBT Resource Center, n.d.).

University of Massachusetts, Amherst

The Stonewall Center at UMass Amherst provides free ally trainings to all on-campus groups and sliding-scale for-purchase trainings to off-campus organizations. All trainings are tailored to the specific group's needs (The Stonewall Center, n.d.).

♀♂ **Safety Workshops:** Encourage Campus Safety Officers to collaborate with transgender students, faculty, and staff to provide workshops on safety.

♀♂ **New Student Orientation:** Incorporate information on gender identity and gender expression in all new and transfer student orientations.

♀♂ **Educational Programming & Events:** Regularly sponsor activities and events which increase visibility and understanding of the experiences and concerns of transgender individuals (e.g., speakers, performers, discussion groups, and educational videos). Include events designed to increase understanding of the experiences of the multiple, intersecting identities of transgender individuals (e.g., transgender Latinos/Latinas, transgender people from other countries, and transgender people with disabilities).

♀♂ **Staff/Faculty/Student Training:** Offer continuing education workshops periodically for students, staff, and faculty to provide them with *current* information about the needs of and services available to transgender individuals.

♀♂ **Libraries:** Expand the number and quality of books, magazines, journals, works of art, and audiovisual resources in campus libraries that speak to the experiences and culture of transgender people. Include educational, research, and entertainment resources. Note: Once the institution establishes a Gender & Sexuality Center, or similar, it should create a library of resources in the center and include these resources in the main library's catalog and search engines.

Promising Practices:

The Pennsylvania State University

The LGBTA Student Resource Center houses a large library of books and audiovisual resources, both educational and entertainment. This library is tied into the Penn State library system and searchable via the online system-wide library catalog as well as a specific Student Affairs library catalog (The Pennsylvania State University, 2010).

University of Massachusetts, Amherst

The Stonewall Center at UMass Amherst maintains an extensive library of books, DVDs, and VHSs via the online catalog Library Thing. Several LGBT centers across the country also use Library Thing for their catalogs, and anyone can search the contents of the libraries (Stonewallcenter, n.d.).

For a suggested list of transgender-themed films to include in the campus library, see (Beemyn, n.d.).

♀♂ **Language:** Use trainings and programs to create an atmosphere where derogatory remarks and innuendos regarding gender identity and expression are not acceptable and are addressed immediately and effectively.

Promising Practice:

University of California, Davis

'Words that are Transphobic and Why,' part of UC Davis's 'Words That Hurt and Why' series, is a passive program designed to bring awareness to the existence and impact of transphobic language. The poster is available on the LGBTQArchitect website (LGBTRC, 2011).

♀♂ **Passive Programming:** Distribute pamphlets to students, staff, and faculty on the difference between gender and sexual orientation and the importance of using gender-inclusive language (e.g., asking individuals their preferred name and pronouns).

Promising Practices References

Beemyn, G. (n.d.). *Recommended transgender films*. Retrieved June 5, 2011, from University of Massachusetts, Amherst website:

<http://www.umass.edu/stonewall/uploads/listWidget/11247/trans%20films.pdf>

Brown, G. (2011, April 29). *Executive committee proposes new diversity structure*. Retrieved from National Collegiate Athletic Association website:

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2011/April/Executive+Committee+proposes+new+diversity+structure>

Center of Excellence for Transgender Health. (n.d.). *About us*. Retrieved July 12, 2011, from

<http://transhealth.ucsf.edu/trans?page=ab-00-00>

Family Medicine and Community Health. (2009, December 17). *Transgender health services*.

Retrieved from University of Minnesota website:

<http://www.fm.umn.edu/phs/clinic/transgender/home.html>

Grasgreen, A. (2011, September 16). Inclusive athletics. *Inside Higher Ed*. Retrieved from

http://www.insidehighered.com/news/2011/09/16/ncaa_clarifies_policies_on_transgender_student_athletes

Griffin, P., & Carroll, H. (2011). *NCAA inclusion of transgender student-athletes*. Retrieved from

http://ncaa.org/wps/wcm/connect/fd9a78804841ff93953f9fbf5e8bc9cc/Transgender_Handbook_2011_Final.pdf?MOD=AJPERES&CACHEID=f93953f9fbf5e8bc9cc

LGBTRC. (2011). *Words that are transphobic and why*. Retrieved October 20, 2011, from University of California, Davis website: <http://lgbtcenter.ucdavis.edu/lgbt-education/words-that-are-transphobic-and-why>

LGBT Resource Center. (n.d.). *Trans allies program members*. Retrieved July 5, 2011, from University of California, Riverside website: http://out.ucr.edu/programs/allies_trans.htm

Sexuality and Gender Activism. (n.d.). *Gender-neutral pronouns*. Retrieved July 5, 2011, from Carleton College website: <http://apps.carleton.edu/student/orgs/saga/pronouns/>

Stonewallcenter. (n.d.). *Profile*. Retrieved July 5, 2011, from <http://www.librarything.com/profile/stonewallcenter>

Sylvia Rivera Law Project. (n.d.). *Toilet training*. Retrieved June 20, 2011, from <http://srlp.org/films/toilettraining>

The Pennsylvania State University. (n.d.). *LGBT student resource center*. Retrieved from <http://www.sa.psu.edu/lgbt/>

The Pennsylvania State University. (2010, August 10). *Libraries for student affairs*. Retrieved from <http://www.sa.psu.edu/library/default.aspx>

The Stonewall Center. (n.d.). *LGBT ally trainings*. Retrieved July 5, 2011, from University of Massachusetts, Amherst website: <http://www.umass.edu/stonewall/trainings/>

Thomas, K. (2010, November 1). Transgender man is on women's team. *The New York Times*. Retrieved from <http://www.nytimes.com/2010/11/02/sports/ncaabasketball/02gender.html>

Women's Sports Foundation. (n.d.). *About it takes a team!* Retrieved July 5, 2011, from <http://www.womenssportsfoundation.org/home/advocate/know-your-rights/coach-and-athletic-director-resources/about-itat>

Facilities

Offices responsible for implementation:

- Athletics
- Building Managers
- Facilities/Maintenance
- Housing/Residence Life
- Recreational Sports/Intramurals

Most institutions today unconsciously prohibit transgender individuals from living on campus, fully using recreational facilities, or even spending much time on campus because basic facilities are segregated according to the gender binary: men only and women only. Programs and services are very important, but a campus cannot be fully inclusive of people of all gender identities and expressions without adapting and, where necessary, updating its facilities.

Everyone benefits from all-gender or gender-inclusive facilities as they can be used by anyone, including individuals with disabilities if the spaces are accessible. “Bathroom [or locker room] users with disabilities may have attendants who may or may not be similarly gendered needing a single use bathroom [or locker room] space. People with small children may need to accompany the child to the bathroom [or locker room] for assistance and may also be differently gendered and benefit from a single use bathroom [or locker room] space” (Beemyn, Domingue, Pettitt, & Smith, n.d., p. 3). For these reasons, it is important to partner with offices which manage Americans with Disabilities Act of 1990 (ADA) compliance and/or Disability Services as well as offices which advocate for families and/or general public accommodations access. By combining resources and efforts, transgender people, people with disabilities, families, and their allies have a much better chance of securing gender-inclusive housing, restrooms, and showers/locker rooms on campus.

Housing

Today, housing departments are responsible for more than facilities and supervision of on-campus students; they focus also on programming, community, and personal development. For the purpose of organization, this action area contains only those housing concerns related to facilities (e.g., rooms, roommates). Recommendations related to the training of housing staff and programming can be found in other sections (e.g., Campus Education & Training, Student Services).

The following recommendations can be implemented most easily in residence halls with private baths or suite-style restrooms/showers, as these halls do not require physical changes to facilities, only changes to policies. For residence halls with community restrooms, changes in usage and/or structure of restrooms/showers are required to fully welcome individuals of all gender identities and expressions. To improve inclusiveness in these halls, follow the recommendations located in the action areas on Restrooms and Showers/Locker Rooms.

Note: These recommendations are written primarily from a student perspective. However, it is critical that the institution also update housing policies and facilities to allow individuals of all gender identities and expressions to serve in live-on staff positions (e.g. resident assistants, hall directors, area managers, living-learning community faculty).

♀️ Ensure the housing community living standards profess a commitment to accepting and appreciating diversity, including people of all gender identities and gender expressions.

Promising Practice:

Johnson & Wales University

“We appreciate the uniqueness of all community members. We care about and celebrate diversity in the broadest sense, which includes race, color, religion, age, gender, national and ethnic origin, disability, physicality, language, socio-economic background, sexual orientation, gender identity and expression, political ideology, and theoretical approach. We understand diversity enhances our contribution to the global environment in which we live” (Johnson & Wales University, n.d., p. 1).

♀️ Identify and publicize the names of individuals within Residence Life who are the most knowledgeable about gender identity concerns and can provide support to students of all gender identities and expressions. Note: All staff should be trained to respect and assist people of all gender identities and expressions, but the identified personnel should be exceptionally knowledgeable about gender issues.

Promising Practices:

The Pennsylvania State University

The Office of Residence Life at Penn State professes a desire to create a welcoming environment for all students, including those who identify as transgender, gender variant, or other gender. Their website includes a list of staff members for students to contact regarding housing and assignment concerns related to gender identity (Housing, 2011).

University of California, San Diego

“Transgender students are valued members of the on-campus living community at UCSD. In order to provide support for the needs of incoming and current transgender students, all Residence Life offices at the six colleges and Housing & Dining Services strongly encourage students to contact the Residence Life Liaison . . . All Residence Life professional staff, including the Resident Deans and Assistant Resident Deans, have received extensive training regarding transgender issues. Resident Advisors/Hall Advisors (RA/HA’s) also receive training from both the LGBT Resource Center and through their own Residence Life Office” (Lesbian Gay Bisexual Transgender Resource Center, n.d., p. 2).

♀️ Permit students to be housed in keeping with their gender identity with only a letter of support from a medical professional.

Promising Practice:

University of Hawai‘i at Mānoa

“Student Housing Services is supportive of all students including those who identify as transgender and those with a gender identity that is not traditionally associated with their birth sex. Student Housing Services will work to meet the needs of students with various gender expressions in regards to appropriate housing accommodations. Housing assignments will be made on the basis of the gender with which the student currently identifies” (Student Housing Services, n.d., p. 1).

♀♂ **Clearly publish gender-inclusive housing policies, including gender-inclusive housing options, gender-inclusive restroom/shower locations, how to change roommates, how to request a single room, and how to request a housing requirement exemption.**

♀♂ **Offer transgender students the option to be paired with a transgender-friendly roommate.**

Promising Practice:

Michigan State University

“The LBGT Resource Center has a roommate contact list which is designed to facilitate roommate/suitemate matching opportunities with LBGT-friendly students. For more information, contact the LBGT Center at (517) 353-9520. We strongly encourage anyone utilizing this resource to make an informed decision in selecting potential roommates/suitemates” (Michigan State University, n.d., p. 2).

♀♂ **Offer a gender identity/gender expression/transgender/ally living-learning community housing option.**

Promising Practices:

University of Richmond

“This LGBTQ & Ally Community brings together students interested in supporting and educating themselves about issues related to gender variance and sexual identity. In addition, the LGBTQ & Ally community extends its education and support to the broader community, and generally advocates for social change from the perspective of gender and sexual minorities. In this community, students can explore and express who they are in a safe and affirming environment” (University of Richmond, n.d., p. 1).

Humboldt State University

“Gender Neutral housing allows same gender roommates, opposite gender roommates, or other gender-identity roommate pairings. The community is designed as an intentional living community affirming the cultural experiences of lesbian, gay, bisexual, transgender, intersex and questioning residents as well as their allies. Residents who have not already chosen a roommate can elect to be assigned a roommate who is also interested in gender neutral housing options. People will only be assigned to live in this area by choice. Placements will be gender blind. . . . Gender Neutral housing is open to all residents, including freshman (sic)” (Housing & Dining, 2011, p. 2-3).

- ♀♂ **Offer a gender-inclusive housing option in which students of any gender may room together.**

Promising Practices:

Bard College

Bard offers gender neutral housing which pairs roommates based on compatibility, not gender identity. This option is open to all on-campus students, including first year students, regardless of gender identity or sexual orientation (Office of Residence Life, n.d.).

Brandeis University

“Gender neutral housing is defined as a housing option in-which two or more students may share a multiple-occupancy bedroom, in mutual agreement, regardless of the students’ sex or gender. . . . Gender neutral options cover multiple floors, buildings, and quads such that occupants of gender neutral spaces are not segregated to only one or two halls. Gender neutral bathrooms are designated on mixed-gender floors when possible” (Department of Community Living, n.d., p. 1).

- ♀♂ **Include single rooms and gender-inclusive housing options, if the campus offers housing for students over school breaks, for students of all gender identities and expressions who are unable to return home.**
- ♀♂ **Ensure that housing options available to transgender students are on par with other housing options in terms of price. Transgender students should not have to incur an additional financial burden to secure housing (e.g., requiring individuals to purchase a single room or making gender-inclusive housing only available in the campus’s most expensive housing facilities).**

Restrooms

People of all gender identities and expressions require access to safe restroom facilities. Two types of restrooms can accommodate individuals of all gender identities and expressions: single-occupancy, gender-inclusive restrooms (used by one person at a time) and all-gender restrooms (multiple, lockable stalls but used by anyone). Any single-occupancy restroom can easily be converted to a gender-inclusive restroom by changing its signage. To convert multiple-occupancy restrooms, institutions should either change them to all-gender restrooms via signage or change them to single-occupancy, gender-inclusive restrooms via renovation.

- ♀♂ **Include in Student Code of Conduct a statement that students should and will be permitted to use the restroom which corresponds to their gender identity.**

Promising Practices:

University of Massachusetts, Amherst

Beginning in the fall of 2011, the Housing and Dining Hall Regulations section of the Code of Student Conduct will specify that students and their guests must use restroom facilities designated for their gender identity (Dean of Students Office, 2011).

University of California, Riverside

“Individuals should use bathrooms that correspond to their sex or gender identity, or utilize bathrooms designated gender-neutral. In the absence of an available gender-neutral bathroom, parents with children of a different gender and people with disabilities who have attendants/caregivers of a different gender are able to use male- or female-specific bathrooms” (Housing, Dining, & Residential Services, 2011, p. 59).

- ♀♂ **Locate all gender-inclusive (unisex) and single-occupancy women’s and men’s restrooms on campus, and publicize their locations on a visible website. Include how each restroom is labeled, especially if the signage is inconsistent. Also, allow users to submit additional locations that might be missing.**

Promising Practices:

University of Colorado at Boulder

UC Boulder publishes a document online that contains the locations of all multi-stall all-gender restrooms, unisex single-stall restrooms, and gendered single-stall restrooms on campus. In addition, the document includes whether each restroom is accessible to people with disabilities (GLBT Resource Center, n.d.).

Ohio University

The LGBT Center website includes a list of all lockable, single-user restrooms on campus. The list includes residence halls in addition to academic and administrative buildings (LGBT Center, n.d.).

- ♀♂ **In the interim, establish temporary gender-inclusive restrooms in buildings where major events are held by posting gender-inclusive signs and information outside a set of women’s and men’s restrooms during the event(s).**

Promising Practice:

Midwest Bisexual Lesbian Gay Transgender Ally College Conference

“MBLGTACC 2011 was hosted at the University of Michigan in February. One of the central themes of this conference was inclusiveness. As a result, all the public bathrooms at the conference were designated as gender neutral” (Reddick, 2011, p. 2).

- ♀♂ **Change single-occupancy men's and women's restrooms into single-occupancy, gender-inclusive restroom facilities where plumbing codes allow.**
- ♀♂ **Update all restroom facilities with consistent and accurate signage.**
- ♀♂ **Place a sign outside all gender-specific restroom facilities indicating the location of the nearest gender-inclusive restroom.**

Promising Practice:

University of Wisconsin-La Crosse

On April 30th, 2003 UW-L's Student Association Student Senate, passed a resolution to ensure the campus had gender neutral restrooms available for students. . . . It also mandates the use of signs posted on all restroom doors indicating where the nearest gender neutral restroom is located (Pride Center, 2011, p. 2).

- ♀♂ **Require at least one all-gender or single-occupancy, gender-inclusive restroom facility in all renovated or newly-constructed buildings, and ensure restrooms have consistent signage.**

Promising Practice:

American University

“American University has committed to including single stall restrooms in all future construction at the university. Currently, there are single stall restrooms in most campus buildings. All of these restrooms are gender neutral. . . . They should be designated with a sign that reads ‘Restroom’” (GLBTA Resource Center, n.d., p. 1).

- ♀♂ **Provide all-gender or single-occupancy, gender-inclusive restroom facilities in all campus buildings, and ensure restrooms have consistent signage.**

Showers/Locker Rooms

Showers (and locker rooms) are often even more exposed, exclusive, and unfriendly than restrooms. Thus, as with restrooms, showers (and locker rooms) require similar policies and facilities which provide privacy and access for people of all gender identities and expressions.

- ♀♂ **Locate all private and single-occupancy showers/locker rooms on campus, and publicize their locations on a website and brochure. Include how each shower/locker room is labeled, especially if the signage is inconsistent. Also, allow users to submit additional locations which may have been missed.**

Promising Practices:

Western Michigan University

The LGBT Student Services website includes the locations and hours of gender-inclusive locker rooms as well as a link to their locations on a campus map (Lesbian, Gay, Bisexual, and Transgender Student Services, n.d.).

University of Nebraska-Lincoln

The Student Involvement section of the website includes the locations of gender-inclusive locker rooms, showers, and changing facilities. The site also mentions that all gender-inclusive restrooms, which are lockable, single-stall facilities, may be used as changing rooms (University of Nebraska-Lincoln, n.d.).

- ♀ **Provide more privacy in public showers/locker rooms by adding curtains or stalls around showers and changing areas.**
- ♀ **Require at least one area of private, single-occupancy showers/locker rooms in all renovated or newly-constructed residential and athletic buildings, and ensure showers/locker rooms have correct and consistent signage.**

Promising Practices References

Dean of Students Office. (2011). *Code of student conduct: Excerpts from university housing and dining hall regulations*. Retrieved from University of Massachusetts, Amherst website:

http://www.umass.edu/dean_students/codeofconduct/appendix_a/

Department of Community Living. (n.d.). *Gender neutral housing*. Retrieved July 14, 2011, from Brandeis University website:

<http://www.brandeis.edu/studentaffairs/dcl/roomselection/genderneutral.html>

GLBT Resource Center. (n.d.). *Unisex and/or gender neutral restrooms*. Retrieved July 13, 2011, from University of Colorado at Boulder website:

<http://www.colorado.edu/glbtrc/gnbathroomsFINAL.xls>

GLBTA Resource Center. (n.d.). *Transgender resource guide: Gender neutral restrooms*. Retrieved July 13, 2011, from American University website:

<http://www.american.edu/ocl/glbta/Transgender-Resource-Guide-Gender-Neutral-Restrooms.cfm>

Housing. (2011, January 3). *Housing contract process for current students: Transgender, gender variant or other gendered*. Retrieved from The Pennsylvania State University website:

<http://www.hfs.psu.edu/housing/undergraduates/contracts.shtml>

Housing & Dining. (2011). *Special living communities: Gender neutral*. Retrieved from Humboldt State University website:

<http://www.humboldt.edu/housing/communities.html#gender>

Housing, Dining, and Residential Services. (2011). UCR housing, dining, & residential services conduct policies: Facilities policies. In *Residence halls handbook*. Retrieved from University of California, Riverside website:

http://www.housing.ucr.edu/SiteCollectionDocuments/pdfs/2011-12_ResidenceHallHandbook.pdf

Johnson & Wales University. (n.d.). *Campus living guidelines: Apartment*. Retrieved July 15, 2011, from http://www.jwu.edu/uploadedFiles/Documents/Student_Life/info/JWUAptLivingGuidePVD.pdf

Lesbian, Gay, Bisexual, and Transgender Student Services. (n.d.). *Resources for trans students: Gender neutral locker rooms*. Retrieved July 14, 2011, from Western Michigan University website: <http://www.wmich.edu/lbgt/resources/transresources.html>

Lesbian Gay Bisexual Transgender Resource Center. (n.d.). *Transgender information*. Retrieved July 14, 2011, from University of California, San Diego website: http://lgbtro.ucsd.edu/Transgender_Info.asp

LGBT Center. (n.d.). *Single user restrooms*. Retrieved July 13, 2011, from Ohio University website: <http://www.ohio.edu/lgbt/resources/transrestrooms.cfm>

Michigan State University. (n.d.). *Transgender student housing at Michigan State University: Frequently asked questions*. Retrieved July 14, 2011, from <http://transgenderhousing.msu.edu/FAQ.html>

Office of Residence Life. (n.d.). *FAQs on gender neutral housing*. Retrieved July 6, 2011, from Bard College website:

<http://inside.bard.edu/reslife/lib/announcements.php?action=getfile&id=9974024>

Pride Center. (2011, April 26). *Current/prospective students: "What does UW-L have to offer me as a LGBTIQQA person?"* Retrieved from University of Wisconsin-La Crosse website:

<http://www.uwlax.edu/pridecenter/Web%20pages/Students/prospective.htm>

Reddick, R. (2011, June 22). Gender neutral, what?! [Web log post]. Retrieved from The Student Affairs Collaborative: <http://thesabloggers.org/2011/06/gender-neutral-what/>

Student Housing Services. (n.d.). *Housing information: Lesbian, gay, bisexual and transgender (LGBT) housing*. Retrieved July 14, 2011, from University of Hawai'i at Mānoa website:

<http://manoa.hawaii.edu/housing/information>

University of Nebraska-Lincoln. (n.d.). *LGBTQA programs & services transguide: Gender-neutral facilities*. Retrieved July 14, 2011, from

<http://involved.unl.edu/lgbtqa/trans/facilities.php>

University of Richmond. (n.d.). *Living-learning programs: LGBT/queer & ally community*.

Retrieved July 14, 2011, from <http://livinglearning.richmond.edu/upper-class/lgbtq-ally.html>

Student Services

Offices responsible for implementation:

- Admissions/ Recruiters
- Athletics
- Dean of Students
- Financial Aid
- Multicultural Services
- Parent Services
- Recreational Sports/Intramurals
- Religious/Spiritual Life
- Residence Life
- Student Activities/Organizations
- Student Government

Higher education institutions exist primarily to promote the education and personal development of students. Thus, institutions are compelled to provide facilities, services, and programs that will help all students achieve these goals. The following recommendations are designed to transform institutions into places where students of all gender identities and expression can flourish academically, personally, and professionally. In implementing these recommendations, consider the specific needs of graduate students and the ways some items may need to be adjusted to serve the needs of both undergraduate and graduate/professional students (McKinney, 2005).

For those campuses which already have Gender and Sexuality (LGBT) Centers, it may be tempting to hand off much of this work to the center. However, inclusion cannot be achieved by one office, and all university officials should concern themselves with the recommendations which apply to their area. If the institution does have an LGBT center, partner with them to implement recommendations. Work with the center to ensure it is inclusive of transgender individuals and sponsors transgender-themed events throughout the year (Sausa, 2002).

Many students may also work on campus, and it is important to meet their needs as both student and employees. The recommendations found in this section focus on student needs while those in the Faculty & Staff section focus on employee needs. Some of the recommendations in the Student Services section will also benefit faculty and staff members and vice versa. However, in an effort to reduce duplication, most of the recommendations that would overlap are listed under either Student Services or Faculty & Staff, with only a few slightly-modified recommendations appearing in both sections.

Forms & Processes

Institutional publications and procedures convey institutional values. For this reason, it is important to ensure that all campus forms and processes demonstrate a campus's commitment to welcoming, including, and engaging individuals of all gender identities and expressions.

♀♂ **Include gender identity and gender expression issues and concerns and representations of people with various gender identities and expressions in student publications.**

♀♂ **Offer students the ability to self-identify their gender on all student forms, including but not limited to applications, health forms, and grievance forms.**

Promising Practices:

Duke University

Students may self-identify their gender on the Duke supplemental application form, which asks only for Gender: _____ (Duke University, 2011).

Oregon State University

The Health History and Immunizations form allows students to select ‘male’, ‘female’, or ‘transgender’ (Student Health Services, 2010).

Note: The Common Application for college admissions is not gender-inclusive.

♀♂ **Ask students for their gender (do not presume it) when collecting demographic information by phone.**

♀♂ **Offer students the ability to have a preferred name on all records, including directory listings, identification cards, and class rosters.**

Promising Practices:

University of Michigan

Michigan allows students to indicate a preferred name in their online student management system. This name will be added to directory listings and used on records and documents throughout the university “wherever possible.” The university strongly encouraged all departments to evaluate their needs and use preferred names unless prohibited by law/policy (e.g. payroll, transcripts). In addition, because the Michigan health center requires a student’s legal name to appear on their ID card, the university developed a system to print the preferred name on the front of the card and the full legal name on the back (Hage & Frumkin, 2007; Information Technology Services, n.d.).

University of Vermont

The University of Vermont permits students to indicate a preferred name *and pronoun* to be used on all internal systems as allowed by law/policy. Their website outlines the procedures for indicating a preferred name and pronoun; it also very clearly states which records will display a preferred name and which will display a legal name (Office of the Registrar, 2009).

♀♂ **Offer students the ability to change the gender designation on all their records (except those prohibited by law). This procedure should be clear, easily accessible, and simple, and it should allow students to change all their records in one step. Note: Some schools require a letter from a medical professional; some do not.**

Promising Practice:

University of Toronto

Toronto permits students to change the gender designation on their academic records, class rosters, and online student information system by presenting a written request in person to the Registrar. The letter must only include the request and the student's information; it does not have to include the reason for the change (Sexual & Gender Diversity Office, n.d.).

- ♀♂ **Identify and publicize the contact information of individuals (e.g., Registrar, LGBT Resource Center, Residence Life, etc.) who are familiar with resources for transgender students and are able to assist with name and gender changes on student records.**

Promising Practice:

New York University

"To assist in providing a comfortable and non-discriminatory University experience for students whose gender identity and/or gender expression does not conform to their assigned legal sex at birth, the University accepts requests from such students to change University records to reflect their gender identity and/or gender expression. . . . Please contact Jose Pineiro, Assistant Registrar at (212) 998-4830 or jmp8@nyu.edu, with any questions regarding this policy and process" (Office of the University Registrar, n.d., p. 1-2).

- ♀♂ **Adopt gender-inclusive language on all forms that request family information by using 'parent' instead of 'mother' or 'father', 'sibling' instead of 'brother' or 'sister', etc. and allowing for the self-identification of gender for all family members.**

- ♀♂ **Ensure that campus resources are available to individuals of all gender identities by not requiring an M/F gender designation for access. This is especially relevant to online resources, such as surveys, Career Services tools, etc., that often ask for a user's gender.**

- ♀♂ **Create an easily accessible website which details all of the campus services and facilities available to transgender individuals and includes information on and links to related policies, procedures, and departments.**

Promising Practices:

New York University

The Trans@NYU website includes information about wellness, housing, workshops, restrooms, and more (New York University, n.d.).

University of California, San Diego

The Transgender Information website contains a wealth of information, including policies, housing, restrooms, and health services (Lesbian Gay Bisexual Transgender Resource Center, n.d.).

- ♀♂ **Create an easily accessible website which details all of the community/greater area services and facilities available to transgender individuals. Include the state's procedures for officially changing one's name and gender designation as well as a list of online discussion groups, websites, and list serves for transgender individuals and their allies.**

Promising Practice:

University of Massachusetts, Amherst

The Stonewall Center Transgender Resource Guide website includes information about name and gender changes as well as lists of different community health providers who identify as transgender, transgender-friendly, transgender-aware, and transgender-experienced (The Stonewall Center, 2009).

Organizations

As students seek a niche for themselves on campus, they will look to student organizations. It is important for organizations to include students of all gender identities and expressions and for student organization leaders and advisors to demonstrate a commitment to supporting and engaging transgender students.

- ♀♂ **Establish an institutionally-funded space devoted to education and support services for people of all gender identities and gender expressions. Note: At a minimum, incorporate the responsibility to provide these services into the duties of another office (e.g., Multicultural Office, Women's Center).**

Promising Practice:

University of Pennsylvania

The [LGBT] Center exists to meet your needs, and to that end we offer a wide variety of programs and services. As a part of our mission of outreach and education, we offer workshops about the lives and concerns of lesbian, gay, bisexual and transgender people. . . . Our staff also advocates on behalf of Penn's LGBT community for sensitive and inclusive University policies and practices (LGBT Center, n.d., p. 1).

- ♀♂ **Hire a full-time, professional staff member to manage the institutionally-funded space and support students of all gender identities and expressions. Note: At a minimum, hire a part-time, professional staff member or adjust a current full-time staff member's responsibilities so at least 50% of their time is devoted to managing the institutionally-funded space and supporting students of all gender identities and expressions.**
- ♀♂ **Assist students in creating an institutionally recognized organization for transgender students.**

- ♀ Create a committee as part of the student government structure that discusses issues voiced or experienced by transgender and other gender nonconforming students, advises administrators on these issues, and co-sponsors transgender-themed events.
- ♀ Create organization(s) designed to serve the needs of the multiple, intersecting identities of transgender individuals (e.g., transgender Latinos/Latinas, transgender people from other countries, and transgender people with disabilities). If specific groups are not possible, work with existing groups to make sure education and understanding of gender identity and expression are prevalent in the groups.
- ♀ Create organization(s) designed to serve the following needs of transgender students:
 - Religious/spiritual
 - Academic (e.g., Transgender Medical Students Association)
 - Social/recreational
 - Discussion/Support Groups
- ♀ Provide a fraternity and a sorority that accept transgender students.

Promising Practices:

Arizona State University

Sigma Phi Beta

“Sigma Phi Beta Fraternity was founded at Arizona State University (ASU) on September 28th, 2003 by a group of young men committed to creating a safe and fun fraternity experience for other gay, straight, bisexual and transgender students. The new fraternity quickly sought and obtained recognition from ASU’s Interfraternity Council (IFC), becoming the only exclusively college-based queer-focused fraternity nationwide with chapter recognition by an IFC. . . . Sigma Phi Beta is a social fraternity operating within the traditional Greek system. We create positive role models, promote leadership, and increase the community involvement of queer and queer-allied male college students. We constantly strive to achieve true brotherhood through dedication” (Sigma Phi Beta, n.d., p. 1).

Gamma Rho Lambda

“Gamma Rho Lambda was Founded (sic) at Arizona State University in 2003 and has been hailed as the First National Lesbian Sorority, but prides itself on providing an Accepting (sic) environment for All LBTQIA Women” (Gamma Rho Lambda, n.d., p. 1).

“Gamma Rho Lambda is an all inclusive womens (sic) social sorority exemplifying the qualities of tolerance, diversity, unity, and trust, which provides a network of assistance in the areas of scholastic guidance, emotional support and community service while ultimately developing the lifelong bonds of sisterhood” (Arizona State University, n.d., p. 1).

- ♀♂ **Create a “Transgender Parents” group and a “Parents of Transgender Students” group within the existing parent organization(s).**
- ♀♂ **Require gender-specific organizations (e.g., clubs, intramural teams, Greek organizations) to write and publicize policies which enable transgender students to join (unless these organizations are governed by national bodies or limited by other laws/policies).**
- ♀♂ **Invest in leadership training (that is inclusive of gender nonconforming students) for interested gender nonconforming student leaders.**
- ♀♂ **Encourage transgender students to pursue leadership roles in a diverse range of campus organizations.**
- ♀♂ **Include in the budget, or solicit from donors, funds for students to attend gender identity/expression-themed conferences and lectures, present their own research findings, and network with others doing gender identity/expression-related research.**

Health Services & Counseling Services

Although transgender students face some of the same challenges that many college students face with regard to their physical, sexual, emotional, and psychological health, they sometimes have difficulty accessing traditional health services due to restrictive policies or uneducated and unwelcoming staff. In addition, transgender students face unique health challenges by virtue of their gender identity and gender expression. Thus, it is important to consider the ways a campus can improve its health and counseling services for students of all gender identities and expressions.

- ♀♂ **Provide welcoming and supportive counseling services for transgender students, including practitioners who are knowledgeable about and have experience working with people of all gender identities and expressions.**

♀♂ **Offer at least one health insurance plan which covers the following medical services for transgender students and the transgender partners and dependent transgender children of students:**

- **Ongoing counseling services**

AND

- **Initiation and maintenance of hormone replacement therapy**

AND

- **Gender confirmation (“sex reassignment”) surgeries, including, but not limited to mastectomy and chest reconstruction, breast augmentation, complete hysterectomy, genital reconstruction, and related procedures**

Promising Practice:

Stanford University

Stanford’s student health insurance plan includes coverage for psycho-therapy, hormone therapy, and transgender surgery as well as travel, lodging, and meal costs for the patient if the provider is more than 100 miles away. The plan also stipulates that the treatment must conform to the Harry Benjamin International Gender Dysphoria Association (HBIGDA) standards of care for transgender individuals (Vaden Health Center, n.d.).

Notes: For more examples of institutions which include these services in their student insurance policies, see Transgender Law & Policy Institute (n.d.), referenced in Appendix B.

For more information on the standards of medical care for transgender individuals, see Meyer et al. (2001), referenced in Appendix B.

♀♂ **Purchase or produce pamphlets and other resources which address sexual health, STIs, body image, coming out, suicide, abuse, drinking, smoking, drug use, and regular physical exams regardless of genitalia, all of which are major health concerns for transgender individuals.**

♀♂ **Survey transgender students about their experiences with health care providers and services, and use this information to improve the availability and quality of staff trainings, services, and resources.**

♀♂ **Allow patients to have a preferred name on their records in addition to their legal name, and ensure that prescription labels include the patient’s preferred name.**

- ♀♂ **Setup a web-based records and appointments program, so patients can make appointments and update their preferred name securely and confidentially.**
- ♀♂ **Offer physicals, gynecological exams, etc. to all patients (e.g., do not limit gynecological exams to women’s health offices).**
- ♀♂ **Form a committee of health care professionals to consult on health issues specific to transgender individuals and provide comprehensive care to transgender patients.**
- ♀♂ **Maintain a supply of hormones and intramuscular (IM) syringes in the campus pharmacy.**
- ♀♂ **Offer a support group for individuals in the process of acknowledging and disclosing their gender identity and for others with concerns about gender identity and expression.**

Promising Practice:

University of California, Riverside

UC Riverside sponsors Trans Group, a safe and supportive discussion group for campus constituents who are transgender, genderqueer, or gender questioning and their partners (LGBT Resource Center, n.d.).

- ♀♂ **Create a webpage which includes the contact information of and links to medical professionals in the community who support people of all gender identities and expressions and have knowledge of transgender-specific health issues.**

Promising Practice:

University of Michigan

Michigan provides an online Community Provider Database that allows constituents to search for off-campus providers by name, preferred gender, location, insurance, and specialty. In addition, the ‘Preferred Gender’ option includes ‘Transgender’, and the list of specialties to choose from includes ‘Gender Identity concerns’ and ‘Transgender concerns’ (University of Michigan, n.d.).

Events/Programs

Regular, visible events and programs for transgender students and/or with themes related to gender identity and expression serve to empower students of all gender identities and expressions and educate the larger campus community on the experiences of these individuals.

♀♂ **Sponsor a Lavender or Rainbow Graduation ceremony which recognizes the accomplishments of students of all gender identities and expressions.**

Promising Practices:

Princeton University

The LGBT Center at Princeton University hosts a Lavender Graduation ceremony which is supported by leaders of the institution and the LGBT community. The ceremony includes awards for student contributions to activism and the Princeton LGBT community (Lesbian Gay Bisexual Transgender Center, n.d.).

University of California, Los Angeles

The LGBT Resource Center at UCLA sponsors a Lavender Graduation complete with certificates, rainbow tassels, and a reception. During the ceremony, awards are presented to students for various accomplishments including leadership, community service, and excellence in academics (LGBT Resource Center, 2011).

For more information about the importance and origins of Lavender Graduation ceremonies, see Sanlo (2000).

♀♂ **Ensure all new and transferring student orientations include programs designed to welcome gender nonconforming individuals and inform them of services and resources available to them.**

Promising Practice:

University of Massachusetts, Amherst

Beginning in the fall of 2011, The Stonewall Center will present a program entitled “Queer and Ally 101” during orientation to inform incoming students of campus and local LGBT resources (G. Beemyn, personal communication, July 10, 2011).

♀♂ **Sponsor a personal development retreat for transgender and other gender nonconforming students.**

Promising Practice:

University of California, Irvine

In 2011, the LGBT Resource Center sponsored a retreat for transgender, genderqueer, and gender nonconforming students to connect students and develop a plan for addressing their needs and desires. The retreat was such a success that there will be a similar, expanded retreat in 2012 which will include students from many of the southern University of California institutions (D. Bishop, personal communication, July 14, 2011).

♀♂ **Regularly sponsor transgender speakers, performers, and other transgender-related programs (e.g., lectures, performances, speaker series, and colloquia).**

- ♀♂ **Form a brown bag discussion group for students to discuss books, articles, and each other's research on issues and experiences related to gender identity and expression.**
- ♀♂ **When designing programs for transgender students, keep in mind their other identities and their development along other models (e.g., the developmental differences between first-years and seniors might necessitate different programming styles; gender nonconforming students of color, etc.).**
- ♀♂ **Publicize the OUT for Work conference (outforwork.org) and other gender-inclusive hiring fairs.**

Promising Practice:

University of Maryland

University of Maryland publicizes the OUT for Work conference *and* sponsors a few students to attend free of charge (University Career Center and The President's Promise, n.d.).

- ♀♂ **Set-up a list serve for students interested in communicating about gender identity and expression issues.**
- ♀♂ **Implement a mentoring program that pairs incoming transgender students with a current transgender (or ally) student and a transgender (or ally) graduate student, faculty or staff member. This program should serve as a powerful way to welcome transgender students and support them as they transition to campus life.**

Recruitment

As an institution works to improve its policies, resources, and facilities, it is important to communicate these updates to prospective students. Making an effort to recruit transgender individuals will signal a willingness to support transgender students and a commitment to diversity and social justice for people of all gender identities and expressions.

- ♀♂ **Actively recruit transgender students by adapting techniques and practices used for recruiting other groups (e.g., students of color, international students, etc.).**

Promising Practice:

Elmhurst College

As of 2011, Elmhurst College added an optional question to their admission application: ‘Would you consider yourself to be a member of the LGBT (lesbian, gay, bisexual, transgendered) community?’ The Dean of Admission explains the reasons for this addition: “We ask a lot of questions in admissions, so we thought, why not ask about this, too? . . . We are trying to recruit students who are academically qualified and diverse, and we consider this another form of diversity” (Hoover, 2011, p. 1).

- ♀♂ **Send campus representatives to LGBT-specific college fairs and recruitment events. Highlight resources for transgender students which are available at the institution.**

Promising Practice:

Campus Pride

“The only national college fair program of its kind, Campus Pride has expanded to five regional locations and anticipates this year to have record attendance as a result of our youth partnerships and outreach to college campuses. College fairs are free to interested prospective students and family members” (Campus Pride, n.d., p. 1).

- ♀♂ **Create scholarships designated for transgender students. Note: If needed, reach out to transgender alumni and allies for fundraising support.**
- ♀♂ **Research and publicize financial aid resources and national scholarships outside of the institution which are available specifically for transgender students.**
- ♀♂ **Create a database of “out” transgender student volunteers who are willing to meet/talk with prospective students to discuss campus and community climate for transgender individuals.**

Promising Practices References

Arizona State University. (n.d.). *Gamma Rho Lambda: Alpha chapter*. Retrieved July 15, 2011,

from <http://www.asu.edu/clubs/grl/>

Campus Pride. (n.d.). *Campus pride LGBT-friendly national college fair program*. Retrieved

July 5, 2011, from <http://www.campusclimateindex.org/events/>

Duke University. (2011). *Student supplement*. Retrieved from
http://www.admissions.duke.edu/jump/supplement_2012.pdf

Gamma Rho Lambda. (n.d.). *About*. Retrieved July 15, 2011, from
http://gammarholambda.org/?page_id=7

Hage, G., & Frumkin, J. (2007, March 29). *What are preferred names?* Retrieved June 29, 2011,
from University of Michigan website: <http://www.finance.umich.edu/node/2168>

Hoover, E. (2011, August 23). Elmhurst College will ask applicants about sexual orientation. *The Chronicle of Higher Education*. Retrieved from
<http://chronicle.com/blogs/headcount/elmhurst-college-will-ask-applicants-about-sexual-orientation/28553>

Information Technology Services. (n.d.). *The U-M preferred names policy and your directory entry*. Retrieved June 29, 2011, from University of Michigan website:
<http://www.itcs.umich.edu/itcsdocs/r1461/>

Lesbian Gay Bisexual Transgender Center. (n.d.). *Lavender graduation*. Retrieved July 5, 2011,
from Princeton University website: <http://www.princeton.edu/lgbt/events/lavgrad.htm>

Lesbian Gay Bisexual Transgender Resource Center. (n.d.). *Transgender information*. Retrieved
July 14, 2011, from University of California, San Diego website:
http://lgbtro.ucsd.edu/Transgender_Info.asp

LGBT Center. (n.d.). *Resources*. Retrieved July 15, 2011, from University of Pennsylvania
website: <http://www.vpul.upenn.edu/lgbtc/resources.php>

LGBT Resource Center. (n.d.). *Trans guide*. Retrieved from University of California, Riverside
website: <http://out.ucr.edu/welcome/Pages/transguide.aspx>

LGBT Resource Center. (2011). *Lavender graduation*. Retrieved from University of California, Los Angeles website: <http://www.lgbt.ucla.edu/lavendergraduation1.htm>

New York University. (n.d.). *Trans@NYU*. Retrieved July 12, 2011, from <http://www.nyu.edu/life/student-life/diversity-at-nyu/lesbian-gay-bisexual-transgender-and-queer-student-center/trans-nyu.html>

Office of the Registrar. (2009, September 15). *Preferred name and pronoun*. Retrieved from University of Vermont website: http://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_preferredname.html&SM=p_menu.html

Office of the University Registrar. (n.d.). *Process for changing biological or legal gender to gender based on identity or expression*. Retrieved July 15, 2011, from New York University website: http://www.nyu.edu/registrar/forms-procedures/name-change_b.html

Sanlo, R. (2000). Lavender Graduation: acknowledging the lives and achievements of lesbian, gay, bisexual and transgender college students. *Journal of College Student Development*, 41(6), pp. 643-646.

Sexual & Gender Diversity Office. (n.d.). *Resources for trans people*. Retrieved June 29, 2011, from University of Toronto website: <http://www.sgdo.utoronto.ca/Trans.htm>

Sigma Phi Beta. (n.d.). *About Sigma Phi Beta*. Retrieved July 15, 2011, from <http://www.sigmaphibeta.org/about-sigma-phi-beta.php>

Student Health Services. (2010, August 4). *Health history and immunization form*. Retrieved from Oregon State University website: http://studenthealth.oregonstate.edu/sites/default/files/docs/4pg_hhx_20102011.pdf

The Stonewall Center. (2009). *Western Massachusetts transgender resource guide*. Retrieved from University of Massachusetts, Amherst website:

<http://www.umass.edu/stonewall/transresguide/>

University Career Center and The President's Promise. (n.d.). *Out for work conference & career fair*. Retrieved July 4, 2011, from University of Maryland website:

http://www.careercenter.umd.edu/page.cfm?page_id=103

University of Michigan. (n.d.). *Community provider database*. Retrieved July 6, 2011, from

<http://umcpd.umich.edu/>

Vaden Health Center. (n.d.). *Cardinal care*. Retrieved June 29, 2011, from Stanford University website: <http://vaden.stanford.edu/insurance/cardinalcare.html>

Faculty & Staff

Offices responsible for implementation:

- Academic Colleges & Departments
- Employee Health Services
- Faculty & Staff Governing Boards
- Hiring managers
- Human Resources

Faculty and staff educate students, perform ground-breaking research, and support the daily functions of the institution. An institution cannot function without capable, hard-working faculty and staff. In order to attract and retain committed faculty and staff, an institution must establish inclusive policies and support services for all employees.

Though these recommendations are designed primarily to meet the needs of faculty and staff, keep in mind that some will also apply to student employees. In addition, some of these recommendations will also benefit non-employee students. However, in an effort to reduce duplication, most of the recommendations that would overlap are listed under either Student Services or Faculty & Staff, with only a few slightly-modified recommendations appearing in both sections.

Forms & Processes

The recommendations in this action area represent many of the same recommendations as those found in the identically named action area in the Student Services section. These are important practices which should be implemented and available for student employees, staff, and faculty.

- ♀♂ **Include gender identity and gender expression issues and concerns and representations of people with various gender identities and expressions in human resource publications and grievance procedures.**
- ♀♂ **Offer employees the ability to self-identify their gender on all human resource forms, including applications, grievance forms, emergency contact forms, etc.**
- ♀♂ **Offer employees the ability to have a preferred name on all their records permitted by law, including directory listings and identification cards.**

Promising Practice:

University of Michigan

Michigan permits employees to designate a preferred name for directory listings, ID cards, and “all University communications and reporting except where the use of the legal name is required by University business or legal need” (Hage & Frumkin, 2007, p. 2).

- ♀♂ **Offer employees the ability to change the gender designation on all their employee records with only a letter from a medical professional. This procedure should be clear, easily accessible, and simple, and it should allow employees to change all their employee records in one step.**

Promising Practice:

American University

“You can request a change in the gender listed in your files by filling out an ‘Invitation to Self Identify’ form. This form can be requested from your HR representative or from one of the transgender point people” (GLBTA Resource Center, n.d. , p. 2).

- ♀♂ **Identify and publicize the contact information of individuals within human resources who are familiar with transgender concerns and are able to assist with name and gender changes on employee records.**

Promising Practice:

University of Cambridge

“Any LGB&T member of the University community who would like to discuss an issue related to sexual orientation or gender identity in the workplace can contact a Network volunteer for support. There are Network volunteers who identify as Lesbian, Gay, Bisexual or Transgendered and can be contacted directly. Transgender: Rachael Padman (rp10001@cam.ac.uk)” (Human Resources Division, 2011, p. 1)

- ♀♂ **Create an easily accessible website which details all of the campus services and facilities available to transgender employees and includes information on and links to related policies, procedures, and departments.**

Promising Practice:

University of Colorado, Colorado Springs

The UCCS LGBT Resource Center website contains a page on faculty resources which includes information on policies, benefits, workplace climate, professional development, and advocacy. In addition, the FAQ section of the page includes specific questions about policies, benefits, organizations, and transitioning with links to the appropriate resources and departments (LGBT Resource Center at M.O.S.A.I.C., n.d.).

Governance

Faculty and staff councils can have a significant impact on the administration of institutions. As representatives of and advocates for all faculty and staff of the institution, it is important for faculty and staff governing boards to consider the needs and concerns of people of all gender identities and expressions.

- ♀ **Create a committee (perhaps as part of the staff and faculty councils) that discusses transgender employee issues, advises administrators on issues and concerns related to gender identity and expression, and co-sponsors transgender-themed events and trainings for employees.**

Promising Practices:

University of California, Davis

The Chancellor's Committee on LGBT Issues at UC Davis sponsors events and addresses issues related to campus climate and experiences of LGBT constituents (LGBT Resource Center, n.d.).

The Pennsylvania State University

Penn State's Commission on LGBT Equity works to create a welcoming and supportive environment for LGBT contingents through policy and programming. The Commission includes multiple standing committees, one of which is the Transgender Task Force. "The task force has a two pronged charge: 1) to review and evaluate the inclusion of transgender issues in the operations of the standing committees and report findings and recommendations to the Commission; and 2) work to identify and address concerns related to gender identity and expression" (The Commission on Lesbian, Gay, Bisexual, and Transgender Equity, 2011, p. 2).

- ♀ **Create an institutionally recognized organization for transgender employees. At a minimum, create an institutionally recognized organization for LGBT employees, and ensure that transgender individuals are actively welcomed, supported, and represented.**

Promising Practice:

University of North Florida

In October 2011, UNF established an LGBT faculty and staff association known as VOICE - Vision, Outreach, Inclusion, Community and Everyone (University of North Florida, 2011).

Health Insurance

It is important for transgender employees and employees with transgender dependents to have comprehensive insurance coverage that includes services which address their specific needs. By providing this insurance, an institution invests in the health of and conveys support for transgender individuals.

♀♂ Offer at least one health insurance plan that covers the following medical services for transgender employees and the transgender partners and dependent transgender children of employees:

- **Ongoing counseling services**

AND

- **Initiation and maintenance of hormone replacement therapy**

AND

- **Gender confirmation (“sex reassignment”) surgeries, including, but not limited to mastectomy and chest reconstruction, breast augmentation, complete hysterectomy, genital reconstruction, and related procedures**

Promising Practice:

University of California System

“As of July 1, 2005, UC’s employee insurers (with the exception of Western Health Advantage, which insures relatively few UC employees) began offering coverage of certain transgender-related surgical needs. . . . UC health insurers for employees also offer hormone therapy and psychological counseling” (University of California Lesbian, Gay, Bisexual, Transgender, and Intersex Association, n.d., p. 1).

For more information on transgender-inclusive benefits for employees, see Human Rights Campaign (n.d.).

For more information on the standards of medical care for transgender individuals, see Meyer et al. (2001), referenced in Appendix B.

Recruitment & Retention

Institutions can benefit from two kinds of transgender-related recruitment: recruiting transgender faculty and staff and recruiting faculty and staff known for their scholarship on transgender/gender identity/gender expression issues. Recruiting transgender faculty and staff contributes to the diversity of an institution, and transgender faculty and staff can serve as mentors for transgender students. In addition, recruiting faculty and staff who are known for their transgender-related scholarship strengthens an institution’s connection to the research community, which in turn allows an institution to network with others committed to transgender inclusion and recruit graduate students interested in transgender studies.

♀♂ Actively recruit and seek to retain transgender faculty and staff members.

- ♀♂ **Actively recruit and seek to retain faculty and staff members known for their scholarship on transgender/gender identity/gender expression.**
- ♀♂ **Actively recruit and seek to retain doctors, counselors, and other medical personnel who are knowledgeable about transgender health, needs, and concerns.**

Promising Practice:

Colgate University

Staff Psychologist “Preferred Qualifications: Clinical experience working with a wide range of clients (eg-*all gender identities* [emphasis added], students of color, LGBTQ students, and international students) and presenting issues (eg-depression, anxiety, eating disorders, substance use/abuse issues). Previous clinical and outreach/training experiences with identity development in college students (eg- *gender* [emphasis added], race, SES, and sexual orientation)” (Colgate University, n.d., p. 2).

- ♀♂ **Create a database of transgender employee volunteers who are willing to meet/talk with prospective employees to discuss campus and community climate for transgender individuals.**
- ♀♂ **Ask prospective employees questions designed to ascertain their knowledge of gender identity and expression issues and eagerness to work in a diverse community supportive of all gender identities and expressions.**
- ♀♂ **Include in job descriptions the expectation that employees will work in a diverse community supportive of all gender identities and expressions.**

Promising Practice:

Norfolk State University

“Conduct yourself in a professional, honest, conscientious, courteous manner at all times, showing respect for persons of *all* backgrounds, races, *genders* [emphasis added], interests and abilities” (Residence Life & Housing, n.d., p. 3).

- ♀♂ **Recognize and reward transgender/gender identity/gender expression scholarship during the tenure and promotion processes.**

Promising Practices References

Colgate University. (n.d.). *Staff psychologist*. Retrieved June 30, 2011, from Inside Higher Ed website: <http://www.insidehighered.com/career/seekers/posts/view/208235>

GLBTA Resource Center. (n.d.). *Transgender resource guide: Answers about transgender campus policies*. Retrieved October 13, 2011, from American University website:
<http://www.american.edu/ocl/glbta/Transgender-Resource-Guide-Campus-Policies.cfm>

Hage, G., & Frumkin, J. (2007, March 29). *What are preferred names?* Retrieved June 29, 2011, from University of Michigan website: <http://www.finance.umich.edu/node/2168>

Human Resources Division. (2011, September 8). *Transgender links/resources: Safe contacts*. Retrieved from University of Cambridge website:
<http://www.admin.cam.ac.uk/offices/hr/equality/networks/lgbt/transgender.html>

Human Rights Campaign. (n.d.). *Transgender-inclusive benefits for employees and dependents*. Retrieved July 6, 2011, from
http://www.hrc.org/issues/workplace/benefits/transgender_inclusive_benefits.htm

LGBT Resource Center. (n.d.). *On-campus organizations*. Retrieved July 6, 2011, from University of California, Davis website:
<http://lgbtcenter.ucdavis.edu/resources/organizations>

LGBT Resource Center at M.O.S.A.I.C. (n.d.). *Resources: Faculty*. Retrieved October 13, 2011, from University of Colorado, Colorado Springs website:
<http://www.uccs.edu/lgbtresourcecenter/Resources/Faculty.html>

Residence Life & Housing. (n.d.). *Graduate assistantship position description*. Retrieved June 30, 2011, from Norfolk State University website:
http://www.nsu.edu/residentiallife/ga_desc.html

The Commission on Lesbian, Gay, Bisexual, and Transgender Equity. (2011, February 14). *Standing committees*. Retrieved from The Pennsylvania State University website:
<http://www.equity.psu.edu/clgbte/committees.asp>

University of California Lesbian, Gay, Bisexual, Transgender, and Intersex Association. (n.d.).

Transgender health: Employee health benefits. Retrieved July 6, 2011, from

<http://www.uclgbtia.org/transhealth.html>

University of North Florida. (2011). *VOICE inaugural social event*. Retrieved from

<http://www.unf.edu/onewing.aspx?id=15032438586>

Academic Affairs

Offices responsible for implementation:

- Academic Colleges & Departments
- Faculty
- Library
- Study Abroad

As the education of students is a primary concern of institutions, it is important for the curriculum of an institution to reflect the best and most current scholarship available. Also, as institutions increasingly seek to infuse the curricula with themes of diversity and social justice, it is critical that these themes include a respect for and an understanding of people of all gender identities and expressions. Thus, the academic coursework of an institution should reflect a commitment to gender inclusion and the support of transgender/gender identity/gender expression scholarship.

Curricular Integration

All courses offer the opportunity to incorporate themes of social justice, from word problems in math and science courses to writing prompts in rhetoric courses to scene selections in theatre and music courses to textbook choices in history and many others. Thus, faculty should endeavor to include representations of people of all genders and discussions of gender identity and expression wherever possible. Then, students will leave the course with an understanding of the material as well as a greater understanding of gender identity and expression.

Integrate transgender experiences and issues of gender identity and expression into existing courses when appropriate.

For more information on how to incorporate experiences of transgender individuals as well as examples of books and films, see Rowell (2009)

Incorporate information on gender identity and expression into teacher education programs.

Course Offerings

Research on transgender/gender identity/gender expression is a growing field, so it is important to offer courses which discuss gender identity and gender expression. In addition, institutions should ensure that any gender studies courses/programs contain much more than a perfunctory mention of transgender experiences. Institutions with significant interest might benefit from offering courses of study which truly focus on transgender/gender spectrum studies.

♀♂ **Offer courses that include a strong component on gender identity/gender expression/transgender issues.**

Promising Practice:

University of Southern California

USC offers SWMS 355: Transgender Studies, which includes analyses of transgender behaviors, from androgyny and transvestism to transsexuality as well as discussions of changing laws, representations, medical standards, and social attitudes towards transgender and intersex people (University of Southern California, 2011).

♀♂ **Create a certificate, concentration, minor, or major course of studies (perhaps within Gender Studies) that focuses on gender spectrum, transgender studies, and/or gender issues which extend beyond the binary.**

Promising Practices:

Northern Illinois University

The LGBT Studies Certificate program provides both undergraduates and graduates the opportunity to examine issues and conduct research around gender and sexual orientation. Courses available include, among others, *Intro to Transgender Studies*, *The Sociology of Gender*, and *Communication and Gender* (Northern Illinois University, n.d.).

University of Vermont

Vermont offers an undergraduate minor in Sexuality and Gender Identity Studies. Courses available include, among others, *Economics of Gender*, *Gender and Law*, and *Gender, Space, and Environment*. “The SGIS minor serves the needs of all students by fostering the critical analysis of both normative and non-normative sexual and gender identities, including heterosexuality” (Women’s and Gender Studies, n.d., p. 1).

♀♂ **Offer course credit to students who actively participate in peer education initiatives related to gender identity and expression (e.g., Straight Talks, Speakers Bureau, and Peers for Pride).**

Promising Practices:

The University of Texas at Austin

“UT Austin offers a for-credit program called Peers for Pride. Members of the ‘Peers for Pride’ program are required to take one class in the fall semester and one in the spring semester. During the fall semester course, ‘Confronting LGBTQ Oppression: Exploring the Issues and Learning the Skills to Communicate Them,’ students learn basic facilitation skills while taking an in-depth look at some issues facing lesbian, gay, bisexual, transgender and queer individuals. During the spring semester course, ‘Facilitating Dialogues on LGBTQ Oppression: Peers for Pride in Action,’ peer facilitators have the opportunity to fine-tune their facilitation skills and lead workshops across campus” (Division of Diversity and Community Engagement, 2010, p. 2).

The Pennsylvania State University

Penn State offers Bio Behavioral Health 251 - Straight Talks I: Advanced Sexual Orientation/Gender Identity Peer Education, a course in which students learn about and discuss social justice and diversity relating to LGBTQA issues. In addition, students hone their facilitation skills so they can lead Straight Talks programs. (College of Health and Human Development, n.d.)

- ♂ **Partner with international institutions to offer study abroad opportunities which focus on gender identity and gender expression studies.**

Promising Practices:

SIT Study Abroad (Program in The Netherlands)

“Based in Amsterdam, this program explores the intersections of Dutch and international perspectives related to sexuality and gender. Units of study include sex education, same-sex marriage rights, sex work, sexuality and global issues, and gender and migration. Students select one Sexuality and Gender Seminar program module from choices including Critical Theory, Tolerance and Sexual Health Education, or Filmmaking with a Sexuality and Gender Lens (offered in the fall semester only). Students participate in a Field Study practicum with a Dutch or international organization” (SIT Study Abroad, n.d., p.2).

University of Maryland (Program in Mexico City)

“LGBT 398M Sexual and Gender Diversity Movements in Mexico City: This course will enhance student understanding of how business, education, and activism each can play a role in lesbian, gay, bisexual, transgender, and queer (LGBTQ) social and political movements, particularly in the context of Mexico City. . . . Mexico City has made major political gains for LGBTQ communities, including rights for transgender people to change their legal documentation and the right to marry for same-sex couples” (Education Abroad, 2011, p. 1).

- ♂ **Partner with and publicize international study abroad programs that welcome and include people of all gender identities and expressions and offer gender-inclusive housing.**

Classroom Management

Whether gender identity and expression are the main topics of a course or they are raised only briefly during discussion, it is important for faculty to model and enforce the use of accurate and respectful language. In addition to content, classrooms convey instruction on interpersonal and language skills, so the classroom environment should support the ideals of inclusiveness for people of all gender identities and expression.

- ♂ **Model and encourage the use of inclusive language during class discussions.**
- ♂ **Establish ground rules for dialogue during class discussions.**

♀ **Address derogatory comments.**

For further resources about gender identity and expression terminology and/or leading dialogues on social justice topics, see Appendix A, Appendix B, and the Intergroup Relations program at University of Michigan, Ann Arbor (www.igr.umich.edu).

Promising Practices References

College of Health and Human Development. (n.d.). *Straight talks I: Advanced sexual orientation/gender identity peer education*. Retrieved July 6, 2011, from The Pennsylvania State University website:

<http://www.hhdev.psu.edu/syllabus/course.aspx?id=46>

Division of Diversity and Community Engagement. (2010, June 8). *GSC programs: Peers for pride*. Retrieved from The University of Texas at Austin website:

<http://www.utexas.edu/diversity/ddce/gsc/programs.php#peersforpride>

Education Abroad. (2011). *WT Mexico: Sexual and gender diversity movements in Mexico City*.

Retrieved from University of Maryland website: https://myea.umd.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10252

Northern Illinois University. (n.d.). *Lesbian, gay, bisexual, transgender studies program*.

Retrieved July 13, 2011, from <http://www.niu.edu/lgbt/lgbtstudies/aboutus/index.shtml>

Rowell, E. H. (2009, Winter). Promoting dialogue on the transgender experience in college courses through films and literature. *Human Architecture: Journal of the Sociology of Self-Knowledge*, 7(1), 87-92. Retrieved from

<http://www.okcir.com/Articles%20VII%201/Rowell-FM.pdf>

SIT Study Abroad. (n.d.). *Netherlands: International perspectives on sexuality and gender*.

Retrieved June 28, 2011, from http://www.sit.edu/studyabroad/ssa_nlr.cfm

University of Southern California. (2011, Fall). *Schedule of classes: Gender studies*. Retrieved from <http://web-app.usc.edu/soc/20093/swms.html>

Women's and Gender Studies. (n.d.). *Sexuality and gender identity studies undergraduate minor*. Retrieved July 13, 2011, from The University of Vermont website: <http://www.uvm.edu/~wmst/?Page=minorSGIS.html&SM=ugprogramsubmenu.html>

External Constituents

Offices responsible for implementation:

- Alumni Affairs
- Career Services
- Community Engagement
- Development Office

Inclusion extends beyond the physical campus to its donors, alumni, and community. By intentionally involving these groups, an institution demonstrates a firm commitment to diversity inclusive of all gender identities and expressions. It is important to remember that students and even faculty and staff will come and go, but the institutional relationship with the community endures. In addition, the impact made and the reputation touted by alumni and donors will live on for generations.

Development

Remember that an institution's body of donors includes individuals of all gender identities and expressions. Improving contact with and services for transgender donors will likely result in increased contributions from them. In addition, making visible strides toward inclusion on campus may result in opening additional avenues of donor support.

- ♀♂ **Offer donors the ability to have a preferred name on their donor records.**
- ♀♂ **Offer donors the ability to self-identify their gender on all donor forms.**
- ♀♂ **Ask donors their gender (do not presume it) when collecting demographic information by phone.**
- ♀♂ **Reach out to organizations which support transgender advocacy, and ask for financial support in upgrading campus facilities and resources to support transgender students, faculty, and staff.**

Alumni

Alumni are an institution's best and worst critics; they know the ins and outs, ups and downs of the institution, and they will not hesitate to tell others. It is in an institution's best interest to invest in inclusive alumni support. By reaching out to transgender alumni and updating alumni services to be more inclusive, the institution will send a message that alumni of all gender identities and expressions are valued members of the community.

- ♀♂ **Include gender identity and gender expression issues and concerns and representations of people with various gender identities and expressions in alumni materials/publications.**
- ♀♂ **Create a transgender alumni group within the existing alumni organization. At a minimum, ensure that any LGBT alumni groups are truly inclusive of transgender people.**
- ♀♂ **Create a database of ‘out’ transgender alumni volunteers who are willing to meet/talk with prospective students to discuss campus and community climate for transgender individuals.**
- ♀♂ **Offer alumni the ability to have a preferred name on their records.**

Promising Practice:

American University

“To request a name change on material sent out by Alumni and Development, please make a personal request by phone (with sufficient confirmation we are speaking with the subject) online, by email, or in writing - this includes gender specific titles. Alumni and Development will also change the gender field as requested with the same level of documentation and confirmation as a name change. They respect that any alumnus or donor has the right to be addressed and referred to according to personal preference regardless of legal status” (GLBTA Resource Center, n.d., p. 2).

- ♀♂ **Offer alumni the ability to self-identify their gender on all alumni forms.**
- ♀♂ **Offer alumni the ability to change their name and gender on transcripts and diplomas.**

Promising Practice:

New York University

“A student's preferred title, first name, pronoun, and gender will be reflected in all of the student's University documents, including but not limited to the student's NYU identification card, director listing, class rosters, health center records, official transcript, and diploma” (Office of the University Registrar, n.d., p. 2).

Community

An institution may not always be the best equipped to meet the needs of its transgender constituents, so it is important to network with the community. In turn, an institution can support these organizations by referring student workers to their volunteer efforts. Also, remember that organizations associated with the university will be viewed by students and others as an extension of the university. Thus, the institution should only work with organizations which support its efforts of social justice inclusive of gender identity and gender expression.

- ♀ **Network with local organizations and support groups, and refer transgender students, faculty, and staff to them if the institution cannot meet their needs.**
- ♀ **Publicize opportunities for volunteering and service learning with local organizations which participate in outreach to transgender individuals. Encourage students to take advantage of these opportunities.**
- ♀ **Locate gender-inclusive (unisex) restrooms in the community (especially those that do not require an individual to make a purchase), and publicize their locations on a visible website. Include how each restroom is labeled, and allow users to submit additional locations that might be missing.**

Promising Practice:

University of Massachusetts, Amherst

The Stonewall Center publishes a list online of gender-neutral restrooms in the communities of Amherst and Northampton, including a link to the list of single-user restrooms at local Amherst College (The Stonewall Center, n.d.).

- ♀ **Encourage (or better yet, require) companies and organizations that work with the institution (e.g., sponsor internships, advertise on campus, provide service learning opportunities, etc.) to incorporate gender identity and gender expression into their nondiscrimination statements.**

Promising Practices References

GLBTA Resource Center. (n.d.). *Transgender resource guide: Answers about transgender*

campus policies. Retrieved October 13, 2011, from American University website:

<http://www.american.edu/ocl/glbta/Transgender-Resource-Guide-Campus-Policies.cfm>

Office of the University Registrar. (n.d.). *Process for changing biological or legal gender to gender based on identity or expression*. Retrieved July 15, 2011, from New York

University website: http://www.nyu.edu/registrar/forms-procedures/name-change_b.html

The Stonewall Center. (n.d.). *Local gender-neutral bathrooms*. Retrieved July 13, 2011, from

University of Massachusetts, Amherst website:

<http://www.umass.edu/stonewall/bathroomslocal/>

Appendix A: Terminology

FTM: A biologically-female individual who identifies as male and, typically, adopts the gender expression commonly associated with men, may or may not pursue hormone therapy and/or gender confirmation surgery; sometimes called Trans Man

Gender Expression: The ways in which an individual intentionally or unintentionally communicates their gender identity (e.g., dress, hairstyle, grooming, mannerisms, speech)

Gender Identity: The gender with which an individual identifies

Gender-Inclusive/Gender-Neutral Pronouns: Pronouns outside the gender binary (e.g., ze or sie, instead of he/she, and hir, instead of him/her); sometimes adopted by transgender individuals

Gender Nonconforming: An adjective used to describe an individual who does not conform to gender norms with regard to gender identity and/or gender expression

Gender Norm: The collection of characteristics, or a single characteristic, defined as ‘normal’ or ‘typical’ by a society for a particular gender (e.g., dress, hairstyle, grooming, mannerisms, speech, profession, activity)

Gender Variant: An adjective used to describe an individual whose gender identity and/or gender expression vary outside the amount typically expected for their biological sex

Genderqueer: Typically a self-chosen adjective for an individual who identifies outside the gender binary of man/woman in gender identity and/or gender expression

MTF: A biologically-male individual who identifies as female and, typically, adopts the gender expression commonly associated with women, may or may not pursue hormone therapy and/or gender confirmation surgery; sometimes called Trans Woman

Transfeminine: An adjective used to describe a gender nonconforming individual whose gender identity and/or gender expression are primarily feminine

Transgender: Specific: An adjective used to describe an individual whose gender identity does not match their biological sex; Broad: Sometimes used as an umbrella term for anyone who identifies outside the gender binary, may include genderqueer, gender nonconforming, and gender variant individuals

Transitioning: The process of changing from one gender expression to another; often a lengthy, multi-phase process; may or may not include hormone therapy and/or gender confirmation surgery

Transmasculine: An adjective used to describe a gender nonconforming individual whose gender identity and/or gender expression are primarily masculine

Appendix B: References

- Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 (Loislaw).
- Baez, J., Howd, J., Pepper, R., & Staff of The Princeton Review. (2007). *The gay and lesbian guide to college life: A comprehensive resource for lesbian, gay, bisexual, transgender students and their allies*. New York, NY: Random House.
- Beemyn, B. G. (2006). 10 recommendations to improve trans inclusiveness on campus. In S. L. Windmeyer, *The advocate college guide for LGBT students* (pp. 375-377). New York, NY: Alyson Books.
- Beemyn, B. G., Domingue, A., Pettit, J., & Smith, T. (2005). Suggested steps to make campuses more trans-inclusive. *Journal of Gay & Lesbian Issues in Education*, 3(1), 89-94.
doi:10.1300/J367v03n01_09
- Beemyn, B., Curtis, B., Davis, M., & Tubbs, N. J. (2005). Transgender issues on college campuses. In R. L. Sanlo (Ed.), *New directions for student services: Vol. 111. Gender identity and sexual orientation* (pp. 49-60). San Francisco, CA: Jossey-Bass.
- Beemyn, G., Domingue, A., Pettitt, J., & Smith, T. (n.d.). *Suggested steps to make campuses more trans-inclusive*. Retrieved June 3, 2011, from Lambda 10 Project website:
<http://www.lambda10.org/transgender/SuggestedStepsTrans.pdf>
- Beemyn, G. (2011). *How might the needs of transgender people differ from the needs of non-transgender lesbian, gay, and bisexual (LGB) people?* Retrieved October 16, 2011, from The Stonewall Center website:
<http://www.umass.edu/stonewall/uploads/listWidget/8753/needs%20of%20transpeople.pdf>

- Beemyn, G. (n.d.). *Transgender checklist for colleges and universities*. Retrieved May 26, 2011, from Transgender Law and Policy Institute website:
<http://www.transgenderlaw.org/college/index.htm#checklist>
- Bilimoria, D., & Stewart, A. J. (2009). Don't ask, don't tell: The academic climate for lesbian, gay, bisexual, and transgender faculty in science and engineering. *National Women's Studies Association Journal*, 21(2), 85-103.
- Brown, R. D., Clarke, B., Gortmaker, V., & Robinson-Keilig, R. (2004). Assessing the campus climate for gay, lesbian, bisexual, and transgender (GLBT) students using a multiple perspectives approach. *Journal of College Student Development*, 45, 8–26.
- Campus Pride. (n.d.). *LGBT-friendly campus climate score national assessment tool questions*. Retrieved June 1, 2011, from <http://www.campusclimateindex.org/details/overall.aspx>
- Chesnut, S., & Nichols, A. C. (2006). 10 academic strategies for a more inclusive LGBT classroom. In S. L. Windmeyer, *The advocate college guide for LGBT students* (pp. 360-362). New York, NY: Alyson Books.
- Chollar, R. (2006). 10 physical and emotional health concerns of LGBT students. In S. L. Windmeyer, *The advocate college guide for LGBT students* (pp. 366-371). New York, NY: Alyson Books.
- Dougharty, W.H. (2006). Reaching out to LGBT youth through college admissions. In S. L. Windmeyer, *The advocate college guide for LGBT students* (pp. 378-381). New York, NY: Alyson Books.
- Fielding, S., & Pettitt, J. (2008). *Beginning the conversation: Fraternity and sorority transgender resource guide*. Retrieved from <http://www.lambda10.org/transgender/L10TransGuide.pdf>

- Grant, J. M., Mottet, L. A., Tanis, J., Harrison, J., Herman, J. L., & Keisling, M. (2011) *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*. Washington, DC: National Center for Transgender Equality and National Gay and Lesbian Task Force.
- Green, E., & Peterson, E. N. (n.d.). *Trans and sexuality terminologies*. Retrieved June 17, 2011, from http://www.trans-academics.org/trans_and_sexuality_termi
- Kenagy, G. P. (2005). Transgender health: Findings from two needs assessment studies in Philadelphia. *Health and Social Work, 30*, 19-26.
- Lesbian, Gay, Bisexual, Transgender Education & Support Services Program. (n.d.). *Studying abroad*. Retrieved May 25, 2011, from University of Oregon website: <http://lgbt.uoregon.edu/Learn/StudyingAbroad.aspx>
- LGBT Resource Center at the University of California, Riverside. (n.d.). *Trans guide: Gender identity/expression resources for the UCR community*. Retrieved May 25, 2011, from <http://out.ucr.edu/>
- McKinney, J. S. (2005). On the margins: A study of the experiences of transgender college students. *Journal of Gay & Lesbian Issues in Education, 3*(1), 63-75.
doi:10.1300/J367v03n01_07
- Meyer III, W. Bockting, W., Cohen-Kettenis, P., Coleman, E., DiCeglie, D., Devor, H., Gooren, L., Hage, J., Kirk, S., Kuiper, B., Laub, D., Lawrence, A., Menard, Y., Patton, J., Schaefer, L., Webb, A., & Wheeler, C. (2001). *The standards of care for gender identity disorders*, 6th ed. Retrieved from <http://www.wpath.org/documents2/socv6.pdf>
- Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 state of higher education for lesbian, gay, bisexual & transgender people*. Charlotte, NC: Campus Pride.

- Rowell, E. H. (2009, Winter). Promoting dialogue on the transgender experience in college courses through films and literature. *Human Architecture: Journal of the Sociology of Self-Knowledge*, 7(1), 87-92. Retrieved from <http://www.okcir.com/Articles%20VII%201/Rowell-FM.pdf>
- Sausa, L. A. (2002). 23 ways to put trans advocacy into action. In A. J. D'Angelo, S. D. Collingsworth Jr., M. Esposito, G. Hermelin, R. Sanlo, L. A. Sausa, & S. L. Windmeyer, *Inspiration for LBGT students & their allies*. Retrieved from <http://www.campuspride.org/23ways.asp>
- The Stonewall Center at the University of Massachusetts, Amherst. (n.d.). *UMass transgender resource guide*. Retrieved May 25, 2011, from <http://www.umass.edu/stonewall/transguide/>
- The Stonewall Center. (2009). *Western Massachusetts transgender resource guide*. Retrieved from University of Massachusetts, Amherst website: <http://www.umass.edu/stonewall/transresguide/>
- Transgender Law & Policy Institute. (n.d.). *Colleges/Universities*. Retrieved June 29, 2011, from <http://www.transgenderlaw.org/college/index.htm>
- Transsexual Roadmap. (2010). Glossary of transgender terms. Retrieved from <http://www.tsroadmap.com/start/tgterms.html>
- Trekell, E. (2006). 7 ways for campus safety to support LGBT students. In S. L. Windmeyer, *The advocate college guide for LGBT students* (pp. 372-374). New York, NY: Alyson Books.
- United States Student Association Foundation. (2004). *Transgender inclusion guide: A primer by and for college students and student organizations* [Pamphlet]. Retrieved from <http://www.usstudents.org/our-work/lgbt-sep/transgender-inclusion-guide>

Williamson-Garvey, K., & Wisener, S. (2006). 8 steps to improve campus housing for LGBT students. In S. L. Windmeyer, *The advocate college guide for LGBT students* (pp. 363-365). New York, NY: Alyson Books.

Windmeyer, S. L. (2006). *The advocate college guide for LGBT students*. New York, NY: Alyson Books.

Appendix C: List of Institutions

The following is a list of institutions whose promising practices are included in this document along with the page number on which the practices are located. This list is by no means an exhaustive list of all the higher education institutions making strides toward the inclusion of gender identity/gender expression. The promising practices of these institutions, which were located through institutional websites or referrals, represent only a sample of promising practices in place.

American University 26, 45, 57
Arizona State University 34
Bard College 24
Brandeis University 24
Carleton College 16
Colgate University 48
Duke University 31
Elmhurst College 40
George Washington University 14
Humboldt State University 23
Johnson & Wales University 22
Michigan State University 23
New York University 32, 57
Norfolk State University 48
Northern Illinois University 52
Ohio University 25
Oregon State University 31
Pennsylvania State University, The 9, 13, 18, 22, 46, 53
Princeton University 38
Salem State University 6
Stanford University 36
Swarthmore College 8
University of Arizona 5
University of California, Davis 18, 46
University of California, Irvine 38
University of California, Los Angeles 38
University of California, Riverside 9, 17, 25, 37
University of California, San Diego 22, 32
University of California, San Francisco 15
University of California System 47
University of Cambridge 45
University of Colorado at Boulder 6, 25
University of Colorado, Colorado Springs 45
University of Hawai‘i at Mānoa 23
University of Maryland 39, 53
University of Massachusetts, Amherst 8, 17, 18, 24, 33, 38, 58

University of Michigan 31, 37, 45
University of Minnesota 15
University of Nebraska-Lincoln 26
University of North Florida 46
University of Pennsylvania 33
University of Richmond 23
University of Southern California 52
University of Texas at Austin, The 52
University of Toledo 6
University of Toronto 32
University of Vermont 6, 31, 52
University of Wisconsin-Eau Claire 7
University of Wisconsin-La Crosse 26
Western Michigan University 26
Yale University 6

Other organizations included:

Campus Climate Index 7
Campus Pride 40
Gamma Rho Lambda 35
Midwest Bisexual Lesbian Gay Transgender Ally College Conference 25
NCAA 14
OUT for Work Conference 39
Rankin & Associates Consulting 7
Sigma Phi Beta 34
SIT Study Abroad 53
Sylvia Rivera Law Project 16
Women's Sports Foundation: It Takes a Team! 14

Acknowledgements

I would like to thank all of the organizations and individuals who contributed to this project. First, I would like to express my gratitude to The Calamus Foundation whose funding made this project possible. In addition, tremendous thanks go out to Allison Subasic, Director of the LGBTA Student Resource Center of The Pennsylvania State University, who conceived this project and provided the additional funds, space, and immeasurable support necessary to bring it into being. Thank you to the Consortium of Higher Education LGBT Resource Professionals for partnering with Penn State to provide and support graduate internships in the field of gender and sexuality research.

Several people from across the country took time out of very busy and demanding schedules to contribute to this project. I offer my deep and abiding gratitude to Genny Beemyn, Chicora Martin, Sue Rankin, and Nancy Jean Tubbs for their important contributions, conceptual and editorial feedback, and continued support. Their contributions to this field of research and practice are invaluable, and their expertise provided critical guidance for this project.

In addition, thank you to all the faculty, staff, and students at higher education institutions across the world who are working for full inclusion of gender identity and gender expression. I wish I could include the promising practices occurring at countless more institutions, and I hope these institutions will share their successes with similar institutions so they too might increase their inclusiveness.

Finally, on a personal note, I would like to thank the following individuals who provided words of encouragement, laughter, hugs, and invaluable support during this project: Rebecca Fernburg, Eddie Johns, George Johnson, Kathryn Johnson, Brian Patchcoski, and Erick Randolph.