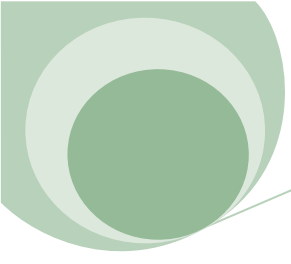




Invisibilities, Uncertainties and Unexpected Surprises

**The Experiences of Transgender and Gender
Non-Conforming Students, Staff, and Faculty
at Colleges and Universities in Colorado**



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By

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Recommended citation of this report:

Seelman, K. L., Walls, N. E., Costello, K., Steffens, K., Inselman, K., Montague-Asp, H., & Colorado Trans on Campus Coalition. (2012). *Invisibilities, uncertainties, and unexpected surprises: The experiences of transgender and gender non-conforming students, staff, and faculty at universities & colleges in Colorado*. Denver, CO: Authors.

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Center for Community
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Funding for this study and report was provided in part by the Center for Community Engagement and Service-Learning (CCESL) at the University of Denver.



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GRADUATE SCHOOL OF SOCIAL WORK

Faculty research time for Dr. N. Eugene Walls was provided by the Graduate School of Social Work (GSSW) at the University of Denver.



Staff and volunteer time to coordinate the activities of the Colorado Trans on Campus Coalition, including many aspects of this research project, was supported by the Colorado Anti-Violence Program.



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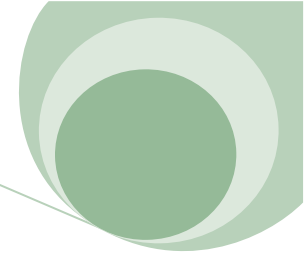
Staff time to coordinate the activities of the Colorado Trans on Campus Coalition, including many aspects of this research project, was supported by the Center for Multicultural Excellence at the University of Denver.



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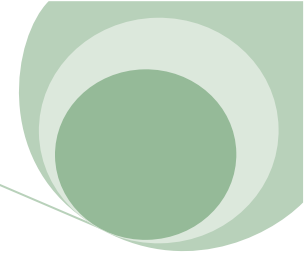
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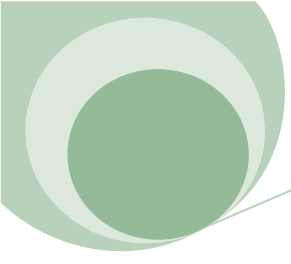


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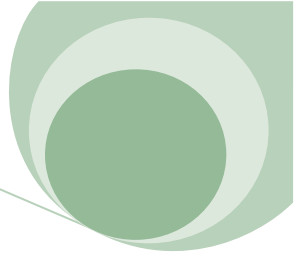


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EXECUTIVE SUMMARY

Few research studies have focused exclusively on the lives of transgender and gender non-conforming individuals on college campuses, and even fewer have sampled trans staff and faculty as well as trans students. Further, there does not appear to be any previously published study specifically examining this topic for universities solely within the State of Colorado. This research project aimed to address these gaps in the research by interviewing 30 students, staff, and faculty who identified as transgender or gender non-conforming or who were perceived as gender non-conforming by others, and who had been affiliated with a Colorado institution of higher education in the past year. The purpose of this study is to increase the understanding of the barriers to full participation in campus life faced by transgender community members and to provide concrete recommendations for administrators and advocates on campuses of higher education in Colorado.

In analyzing the qualitative data from the 30 interviews conducted for this project, a data structure emerged regarding campus experiences that consisted of: (a) what people bring to campus (their identities, roles, and expectations); (b) contributing factors on campus that influence a person's experience (including the campus environment, use and abuse of power, policy communication and implementation, campus resources, sense of community, and degree of tokenization); and (c) outcomes of the combination of factors that exist on campus and how they affect transgender and gender non-conforming campus members (inclusion or exclusion, and visibility or invisibility). Findings from each of these three main themes are summarized here in the Executive Summary.

SUMMARY: ARRIVING ON CAMPUS – WHAT PEOPLE BRING

Although this project used a purposive sample (and is therefore not generalizable to the larger transgender population), among the 30 individuals sampled there were a variety of identities, roles and experiences represented. A summary of the sample's demographics are provided in Table 1.

Our sample represented a multitude of departments and offices on campus, including departments in the social sciences, arts and humanities, and natural sciences, as well as administrative departments. A total of 10 different college and university campuses located in Colorado were represented among our sample and ranged in size from having fewer than 2,000 students to over 20,000 students.

Table 1: Summary of Sample Demographics

Demographic	Sample Breakdown
Campus Role	63% students, 10% faculty, 10% staff, 17% multiple roles
Public/Private Campus	30% of the campuses discussed were private, 70% were public
Urbanicity of Campus	100% of the campuses discussed were in urban areas in Colorado
Race/ethnicity	70% White, 16.7% Latino (includes White & Latino), 6.7% Jewish, 6.7% Other
Gender Identity	40% Genderqueer/non-binary, 23% FTM or trans masculine, 14% MTF or trans feminine, 23% combination of categories
Perceived as How They Identify?	20% always/almost always perceived as how identify, 57% sometimes perceived as how they identify, 13% never/rarely perceived as how identify, 10% unknown ¹
Physical Transitions While on Campus?	30% Yes, 60% No, 7% Unknown, 3% Other ¹

Some of the key points of emphasis in terms of our sample's demographics include:

- Transgender people are found at all types of campuses—including private and public, large and small—and are found among staff and faculty as well as among students.
- People identify in lots of different ways, and identities are not always visible. Or, as one of the members of our participatory research team said: "You perceive people, but you may not always be correct in how you perceive them-- so be careful!"
- Transgender and gender non-conforming people have differing backgrounds, identities, roles, and experiences...and these differences matter. The unique individual characteristics that each person embodies often shape their experience of being transgender on campus in nuanced ways.

SUMMARY: CONTRIBUTING FACTORS TO THE CAMPUS CLIMATE

While campus experiences are impacted by the identities, roles, and expectations people bring with them, results of this study also indicate that there are various aspects of the campus itself and the actions of people who make up the campus community that also affect a transgender

¹ The percentages reported for this item are based on interpretation of these aspects of experience by the research team from the text of the interview rather than reported directly by the respondents.

individual's experience. We have titled this theme "Contributing Factors to the Campus Climate" and conceptualized this theme as including: (a) the campus environment; (b) the use & abuse of power by staff, faculty, and administrators on campus; (c) policy communication & implementation; (d) campus resources; (e) the sense of community on campus; and (f) the degree to which transgender people are tokenized and/or allowed to self-define their own boundaries and roles.

THE CAMPUS ENVIRONMENT

When someone first arrives at a college or university, the tone of the setting has a great impact on whether that person feels welcomed, accepted, and valued, or excluded, rejected, and ignored. The 30 participants in this study spoke most often about two particular campus settings: work environments and classroom environments. Broadly, there were three main themes in relation to employment climates on campus: (a) the role of perceived gender expression and physical transitions; (b) the recognition of name and pronoun preferences and acknowledgment of non-static and/or non-binary gender identities; and, (c) the likelihood that a department/office will be trans-inclusive is not always related to whether that department has an explicit mission to reach out to the LGBTQ community.

There were also three major themes in relation to experiences in the classroom environment: (a) transphobia in the classroom; (b) the need for bringing transgender issues and voices into the classroom without tokenizing trans people, threatening their safety, or excusing cisgender people from educating themselves; and, (c) the need for recognizing and respecting an individual's name and pronoun preferences and gender identity.

USE AND ABUSE OF POWER BY STAFF, FACULTY, AND ADMINISTRATORS

The authority inherent in the roles of dean, supervisor, administrator, or professor (among others) allows people in these roles, whether intentionally or unintentionally, to deeply influence the experiences of trans and gender non-conforming students, staff, and faculty on college campuses and determine whether university policies are addressed, enforced, or ignored. A major theme that emerged through the 30 interviews was ignorance regarding trans issues among people who held positions of power on campus. Administrators and professors can unknowingly "out" people due to their lack of information surrounding the importance of privacy for transgender individuals and its implications for safety. The concern here is not that unauthorized people may have access to information about legal name or gender changes, but that it may be revealed at inappropriate times or in inappropriate ways. Ignorance regarding trans issues among people in positions of power may lead to a distinct lack of accountability. Because authority figures are unaware that their actions are harmful, they are seldom held responsible for the very real damage they can inflict on a trans or gender non-conforming person's experience. Participants repeatedly described experiences where ignorance regarding transgender issues on the part of campus medical staff and professors led to overwhelmingly

negative interactions, which influenced their overall experiences on campus.

POLICY COMMUNICATION AND IMPLEMENTATION

Our findings discussed policy both in terms of *communication* – how effectively and clearly rules and processes are explained and presented to people on campus and how accessible the actual policies are—and *implementation*—the ways these rules are (or are not) consistently carried out on campus and how this impacts transgender and gender non-conforming people.

Some of the key findings about policy implementation and communication included:

- Transgender and gender non-conforming campus members were most confident in their knowledge about nondiscrimination policies and least confident in knowledge about health insurance coverage for transition-related care and domestic partner benefits.
- Students tended to be less confident in their knowledge of campus policies compared to staff, faculty, and people in multiple roles.
- Participants experienced a variety of forms of discrimination on campus, even though many campuses had nondiscrimination policies that included gender identity and/or gender expression.
- Few schools were thought to provide health insurance coverage for gender reassignment procedures of any kind.
- Inflexible medical guidelines that require transgender individuals to be diagnosed with a mental disorder in order to receive hormone treatments or surgeries created limitations on patient care and inappropriately treated transsexuality as an illness.
- In general, participants indicated less knowledge or direct experience with domestic partnership benefits compared to other policies. However, one topic that was discussed was the question of how transgender people, particularly those who have transitioned, are included in domestic partner benefits.
- Transgender individuals often had negative experiences with campus policies related to identification cards/records, name and gender marker changes, and/or physical transitions.

CAMPUS RESOURCES

A campus *resource* was defined as any institutionally sanctioned and recognized form of help, support, acknowledgement, and/or information provided by a college or its employees for the benefit of its students, staff, and faculty. This report reviewed findings related to 10 different types of campus resources; these resources are listed in Table 2 along with a summary of related findings.

Table 2: Summary of Findings Related to 10 Different Types of Campus Resources

Type of Resource	Research Findings
1. Campus organizations intended to have a focus on transgender community.	<ul style="list-style-type: none"> • There was a wide range in participants' knowledge & familiarity with these organizations. • Most campuses had LGBTQ organizations, while a lot fewer had organizations exclusively focused on the transgender community. • Some participants said there were groups working hard to be inclusive of trans people, while others said this was lacking or was a major struggle.
2. LGBTQ, Multicultural, and Women's Resource Centers	<ul style="list-style-type: none"> • Participants frequently knew whether such resources existed on campus, and some regularly turned to these offices for support & found them to be positive places. • These offices, and those who work in them, were generally active advocates for transgender-related campus issues. • A smaller group of participants said that transgender people and related issues were not visible in these settings.
3. Transgender-related Campus Programming and Events	<ul style="list-style-type: none"> • Some participants spoke about the positive impact of events such as educational speakers, trainings, and panel discussions on transgender issues. • LGBTQ trainings were beneficial when trainers integrated the "T" and distinguished gender identity and expression from sexual orientation. • Holding a transgender-related conference on campus had a beneficial impact on campus climate by communicating a message that transgender people are valued.
4. Administrative Task Forces	<ul style="list-style-type: none"> • Task forces have the potential to be key resources for helping to address transgender rights on campus, including creating better systems and procedures for name/gender change requests, making facilities safer and more inclusive, addressing gender violence, and changing campus policies to be more inclusive of transgender people. • Some campuses had task forces exclusively dedicated to transgender issues, while others had committees with other primary foci that also addressed trans-related issues. • Some participants believed that task forces were not effective or supportive, especially when not focusing exclusively on transgender issues or when members were hand-picked by administrators.
5. Student Services (Career Services)	<ul style="list-style-type: none"> • Participants discussed some instances where Student Services offices were mindful of the particular needs of transgender and gender non-conforming students—such as concerns about finding a job as an "out" trans person after college or feeling like they were actively included and welcomed by these offices because their communication to the student body used gender inclusive pronouns.
6. Sexual Assault Programming/ Victim's Assistance	<ul style="list-style-type: none"> • A number of participants reported being outed or addressed with incorrect pronouns, experiencing property damage, or being verbally harassed on campus. Those participants who sought help from sexual assault staff or victim's assistance tended to have negative

Executive Summary

	<p>experiences—such as encountering a lack of knowledge among staff about the trans community or being told, “We can’t help you.”</p>
7. Trans-Inclusive Curricula	<ul style="list-style-type: none"> • Many participants noted a severe lack of transgender-related curricula, even among LGBTQ or diversity curricula. This led to feelings of frustration, discomfort, and invisibility. • In some cases, there was resistance by campus officials about offering trans-inclusive curricula as part of workshops or department curricula. • Some specific areas of trans-related content that were lacking from curricula included: (a) content on cissexuality/cisgender identities and related privileges, and (b) content about people within gender non-conforming communities who are NOT transsexual (e.g., people who are genderqueer, androgynous, gender non-conforming, etc.).
8. Academic Programs with a Focus on Gender Issues	<ul style="list-style-type: none"> • A small subset of the research participants spoke about women’s and gender studies programs as being important campus resources for them. • Faculty and staff in women’s and gender studies programs were not always trans-friendly, as evidenced by participant anecdotes about negative interactions with people in these departments.
9. Health & Mental Health Resources	<ul style="list-style-type: none"> • Several participants spoke of having very positive experiences accessing health and mental health care or health education programs on campus. A number of individuals spoke particularly of useful mental health services, such as one-to-one counseling sessions and support groups. • For more general visits to the health center, participants noted that effectiveness of the visit often depended upon accessing the person on staff who was the most knowledgeable about transgender patient issues and comfortable in working with trans clients. • In some cases, participants said there continued to be major problems with seeking competent health care services even after the health center staff received trainings about transgender competency.
10. Safe Spaces for Transgender People on Campus.	<ul style="list-style-type: none"> • Numerous participants spoke of difficulties in locating bathrooms on campus that they could use safely and without being harassed or questioned. Some participants avoided using <u>any</u> bathrooms on campus, which both increased their general level of anxiety and placed their health at risk. • An individual’s experiences and level of safety in bathrooms and locker rooms were highly related to gender expression—people who were perceived by others in these spaces as “matching” the gender listed on the door were at less risk for harassment than those who were perceived as being another gender or as androgynous. If someone was earlier in the transition process or occupied a more androgynous space on the gender expression continuum, they were usually at increased risk for harassment or questioning in bathrooms than someone who had been transitioning for a while/more easily passed.

SENSE OF COMMUNITY

Sense of community was defined as participants' perceptions of whether there is a group of people on campus that they feel a part of, regardless of whether that group was intentionally formed by the campus or has developed organically. Participants discussed several different types of actions that contributed to a sense of community on campus for transgender people. These included: (a) acknowledging the unique challenges that transgender and gender non-conforming people face on campus-- including being willing to admit when mistakes were made that negatively impact transgender people and not simply blaming transgender individuals for the problems they face on campus; (b) checking in with a person about the correct name and pronouns to use when addressing them; (c) knowing that allies are already educating themselves on transgender issues and are taking action steps to make campus more inclusive; (d) knowing at least one safe individual on campus to approach for support; and (e) being asked by others about how people can best be allies. Some participants also spoke of ways that their sense of community on campus was negatively impacted by the actions of others. Actions that detracted from the sense of community on campus included: (a) campus members' lack of acknowledgment or reflection on how trans individuals face unique challenges; (b) in-fighting between campus groups, particularly those focused on LGBTQ communities; (c) campus members' assumptions about a person's pronouns or identity; and, (d) a lack of support for individuals' other intersectional identities (race, ethnicity, disabilities, etc.).

Several individuals said it was very helpful when there were some staff or faculty who were very visible and/or "out" as transgender (or even LGB) while on campus, while a smaller subset of participants said that simply knowing other trans people on campus was *not* enough to feel part of a community on campus. Other participants described how they knew very few people who were transgender or gender non-conforming, and this made it harder to feel welcomed and at home on campus. A few individuals described how a smaller campus meant that they had stronger relationships and others understood their needs better than would have occurred on a very large campus. Transgender and gender non-conforming individuals on commuter campuses were more likely to express that they felt a lack of community.

Another factor was the overall campus culture and diversity of the student body—some participants reported that a lack of diversity on a variety of cultural axes made them tentative to express themselves, while others noted that what was more important was the overall openness or culture of the campus. Campus or departmental leadership was also noted to have an effect on one's sense of community on campus—for example, the presence of a dean who prioritized multicultural inclusivity and called for greater recruitment of trans people had a positive impact on a trans person's feelings of belonging. Feeling a sense of community also had a connection to an individual's academic division or work setting—when this setting did not encourage a lot of interaction or community-building, participants were less likely to feel well-connected.

Several participants discussed some examples of feeling welcomed and being supported within the LGBTQ community on campus. Other participants felt that major issues within the campus LGBTQ community or the lack of inclusion of transgender people (or other marginalized groups) proved to be a problem and detracted from community.

SUMMARY: OUTCOMES

The third major over-arching theme within this research project focused on outcomes—the specific consequences a transgender or gender non-conforming person experiences at that college or university based upon that campus’ actions (or lack of actions). Our data detail both positive and negative outcomes, representing two continua: (a) from inclusion to exclusion of transgender and gender non-conforming people on campus, and (b) from visibility to invisibility of this population. These outcomes suggest specific areas that universities can change to foster greater inclusion and greater visibility.

The evidence from this project suggests that transgender and gender non-conforming people at Colorado universities and colleges experienced the outcomes of inclusion or exclusion in a variety of dimensions of campus life. These dimensions included: (a) the university’s or department’s values, mission statement, or general culture; (b) curricula, classrooms, trainings, and workshop content; (c) campus LGBTQ groups and other LGBTQ-specific initiatives; (d) staff members’ areas of competency, knowledge, and expertise; (e) processes and spaces that group people by gender, classify everyone as male or female, or ignore or refuse to use a person’s correct name, gender, and pronouns; (f) advocacy efforts and institutional policies; (g) the words and actions of university leaders and their stated priorities; (h) intake processes, forms, and applications; and (i) employment settings.

Outcomes of visibility and/or invisibility were found to occur in the following areas of campus life: (a) campus programs and organizations, including LGBTQ organizations; (b) the presence of other transgender and gender non-conforming people in the campus population; (c) university policies; (d) campus records about one’s identity; (e) curricula/trainings; (f) the presence or absence of allies, advocates, and trans-competent individuals on campus; and (g) the availability of gender-neutral bathrooms.

ACTION STEPS

While much of this report has revealed the many ways that transgender and gender non-conforming people face barriers, discrimination, transphobia, and violence on campus, the stories of the 30 individuals interviewed for this project also reveal innumerable ways that colleges and universities in Colorado (and beyond) can take concrete actions to better include and affirm transgender and gender non-conforming people and to welcome their presence on

campus. We have organized these suggested action steps into general areas of campus life that are often relevant for colleges and universities, regardless of size or geographic location.

ACADEMICS AND STUDENT SERVICES

- During student orientation, include programming, training, or additional support on trans-related topics to incoming students of all genders.
- Encourage and support faculty in developing pedagogical practices that bring transgender issues and voices into the classroom without the tokenization of trans people and without forcing individuals to disclose trans status; at the same time, encourage and challenge cisgender people to educate themselves on content about the transgender community.
- Have standard rules in place about whether forms of identification (ID cards, driver's licenses, etc.) are required to take exams, receive campus services, etc.
- Establish procedures for students and faculty to report instances of hateful language or behavior in the classroom that targets transgender and gender non-conforming individuals or other identity groups so that such situations are addressed quickly and effectively.
- Support and recognize faculty efforts to infuse content about the transgender community and issues related to gender identity and gender expression in classroom curricula and syllabi.
- If there are on-campus staff who are familiar and competent in working with transgender people, advertise and *promote* these individuals' expertise across campus.

STUDENT, STAFF, & FACULTY ORGANIZATIONS ON CAMPUS

- Realize that not all transgender and gender non-conforming people will feel welcome or be willing to participate in LGBTQ groups and programming. Ensure that these groups create a welcoming environment for transgender people and include some focus on topics and issues relevant to transgender and gender non-conforming people. If the campus does not have a transgender-specific campus organization, find ways to offer occasional guest lectures, discussion groups, or other activities about this population and to refer people to applicable community resources.
- Work on increasing inclusion of the "T" in LGBTQ campus organizations and offices in terms of awareness, programming and commitment.
- Create trans-specific campus organizations, academic programs, library resources, support groups, and scholarships, all of which can help support trans individuals, retain them, and ensure their success.
- Offer some transgender-related campus programming that is uplifting and light-hearted, rather than depressing, serious, or overtly political.

- Advertise, advertise, advertise! Communicate, in multiple ways, about resources that exist for transgender and gender non-conforming campus members.
- Offer trans-related programming on campus, and ensure these events are widely publicized. Improve these programs by making sure to ask for preferred gender pronouns at trainings and other small group events, incorporate the transgender community in broader conversations about gender-related violence on campus, offer transgender awareness-raising events such as conferences, and adequately fund LGBTQ initiatives. Realize that some transgender individuals may not access or research such programs, but they are nevertheless important to increasing visibility.

CAMPUS HOUSING & BATHROOM FACILITIES

- Offer gender-blind housing options. Ask all housing applicants to designate level of interest in and/or openness to LGBTQ roommates; allow housing applicants to designate if they would prefer sharing a room/floor with women, men, or both. Have alternate housing options for transgender and gender non-conforming individuals who, for safety reasons, would rather not have a roommate (e.g., single-occupancy dorm rooms; off-campus housing options).
- Have some bathrooms designated as gender-inclusive (especially within on-campus housing), and emphasizing appropriate behaviors rather than appropriate gender in bathroom use policies.
- Develop a map of campus that points out where there are single-stall and gender-neutral bathrooms in each building. This map could be distributed at orientations, workshops on trans issues, and at LGBTQ and multicultural offices or other settings that receive a lot of traffic from the general campus population.

ON-CAMPUS HEALTH CARE & MENTAL HEALTH SERVICES

- Provide a list of trans-competent health care providers who are located either on campus and in the community.
- Offer regular trainings and continuing education to campus staff, particularly health care providers, on working with transgender and gender non-conforming individuals.
- Make sure all staff respectfully honor a patient's gender identity (e.g., on medical records, on the phone, in the doctor's office, or in the waiting room).
- Advocate for the patient by working around bureaucratic hurdles that do not recognize gender fluidity (e.g., writing the patient's preferred gender and/or name in pencil on the patient's file, even if it cannot be formally changed in records; writing a carry letter for the patient).
- Think logistically about what issues may arise for patients who are gender non-conforming, are transitioning, and/or have changed their name and gender marker

since previous visits to the health center and how these issues may affect patient care.

- Make mental health care services available, accessible, and affordable to gender non-conforming individuals. If a competent mental health provider for transgender and gender non-conforming people is not available at the university health center, then on-campus staff need to be able to refer clients to competent off-campus providers.

ATHLETICS

- Encourage and respect the athletic involvement of transgender and gender non-conforming individuals in collegiate sports. Research the policies of national/regional sports association in regards to the involvement of transgender athletes and those who are undergoing hormone therapy (such as injections of testosterone) and decide whether the college will have its own policy.
- Challenge transphobic rules and regulations of larger athletic associations in which the university or college participates.

EMPLOYMENT

- Create a campus culture and system of campus policies that support and welcome “out” transgender employees and students. Have policies that prohibit punishing an employee or student for being “out” and visible as transgender or gender non-conforming. At the same time, respect that it is an individual’s choice of whether or not to be “out” and to disclose their gender identity.
- Ensure that the work environment for campus staff and faculty supports people of all genders and welcomes people to be themselves on the job; this may involve establishing policies that prohibit discrimination in hiring, promotion, firing, and tenure based upon a person’s gender identity or gender expression, as well as offering regular trainings to campus staff about respecting gender diversity in the workplace.
- Recruit university leaders who desire to be advocates for the transgender and gender non-conforming population and are willing and able to speak publicly to the challenges faced by transgender and gender non-conforming students, staff, and faculty, and push the campus to take action to improve outcomes for this population.
- Make targeted efforts to recruit faculty and staff personnel who are experienced and specially trained to provide support to transgender people or who focus on this population as part of their research or teaching.
- Offer incentives for staff and faculty to go through trainings that increase competence for working with transgender people and to volunteer to be visible allies/mentors to transgender people on campus.

- Make targeted efforts to better recruit, support, and retain staff and faculty who have androgynous or other gender non-conforming presentations and ensure that they thrive on campus.
- Train staff and supervisors about how to support and respect transgender and gender non-conforming colleagues, students, and faculty, as well as situations when it is appropriate and not appropriate to share personal information about an employee with other staff, including information about medical transitions and previous names/genders.
- Ask new and current staff to indicate preferred names and pronouns for use in the workplace. Recognize that some individuals may have different preferences for different settings (e.g., work vs. personal life) and that some people may prefer non-binary pronouns such as they/them/theirs.
- Before conducting a background check on new hires, provide them with a “sample” background check so that they can anticipate the kind of information that may be shared with the university, including previously used names and gender markers.

FINANCIAL AID & BUDGETARY SUPPORTS

- Create scholarships and grants that support transgender and gender non-conforming students and encourage their retention and success.
- Develop internal funding mechanisms to support faculty who wish to research topics related to gender identity, gender expression, and the transgender community.
- Create budgetary supports for transgender-related organizations and programming as part of campus efforts to affirm and welcome transgender people within a diverse campus community.

GENERAL CAMPUS (INCLUDING IT SYSTEMS, ADMINISTRATION, POLICIES)

- During initial interactions with potential students, staff, and faculty, communicate that transgender individuals are welcome on the campus—some key opportunities for communicating this commitment include during student admissions interviews, job interviews, orientation sessions, and campus tours, when individuals call the campus to inquire about housing or student services, and on promotional materials and university websites.
- Acknowledge and value the variety of gender identities and gender expressions that campus members hold, including those identities and expressions that are fluid or differ by setting. Evaluate how to best design campus forms to respect sex and gender diversity. Coordinate campus information systems so that there is an easy, one-stop place for changing a person’s name and/or gender marker across all campus records. Have consistent rules about what documents (if any) are required to

- change one's name and/or gender marker on campus records, regardless of whether someone identifies as transgender;
- Emphasize everyone's right to self-determination, which includes the right to be addressed with one's preferred name and pronouns. Check in with people about the correct name and pronouns to use when addressing them. If others use an incorrect name or pronoun in addressing someone, correct them in a way that is direct but does not make a big deal or draw unnecessary attention to a gender non-conforming or transgender person.
 - Establish a means for campus members to seek support and redress in situations of blatant discrimination and transphobia, whether in the classroom, dormitory, work environment, or other setting. Have clear procedures about the consequences of unethical or disrespectful actions by community members and widely distribute information about who should be contacted in cases of harassment, name and gender marker change requests, and discrimination.
 - Widely distribute information about university policies related to nondiscrimination, housing, bathroom access, domestic partner benefits, and health insurance coverage at orientations, diversity trainings, LGBTQ offices and organizations, and other aspects of campus with which most individuals will interact.
 - Inform and educate staff about when it is relevant to share information about an individual's change of name or gender within campus systems. Train staff who use campus information systems about how name and gender change requests should be processed and displayed in campus systems.
 - Make sure that your campus has visible allies—students, staff, and/or faculty who are trained on working with transgender people and are willing to be a support system for this population on campus. Create a way for allies, advocates, and trans-competent campus staff to communicate and advertise their presence to others—whether through a listserv, a formal mentor or resource network for transgender people, or through a resource list made available in multiple settings on campus.
 - Disseminate information broadly to administrators about the experiences and risks faced by trans people in campus settings and how administrative actions and decisions impact this population.
 - Offer frequent trainings on transgender issues to students, staff, faculty, and campus police.
 - Have a point-person (or a team of people) designated as "advocates" for trans-identified campus members who can help them navigate the university bureaucracy and problem-solve issues that arise.
 - Develop a well-rounded multicultural mission that ensures that students, staff, and faculty from other marginalized groups (people of color, first generation college students, people with disabilities, etc.) can find support and belonging on campus. Increasing support for these initiatives can contribute to the sense of community for gender different people, especially those who are marginalized in other aspects of their identities beyond gender.

- Recognize that people in different points in their transition, with varying identities and degrees of outness, will need and utilize different types of campus resources.
- Acknowledge the unique challenges that transgender and gender non-conforming people face. Be willing to admit when mistakes are made that negatively impact transgender people, rather than blaming transgender individuals for the problems they face on campus.
- Educate yourself about transgender issues and the frequent needs of transgender and gender non-conforming people on college campuses and take action steps to make the campus more inclusive of this population. Take these steps regardless of whether you know of a transgender or gender non-conforming person on campus.
- Provide the space and opportunity for transgender and gender non-conforming people to offer suggestions for ways the campus can be improved. Have at least one method for providing feedback that is anonymous.
- Be mindful of campus and departmental factors that may make it more difficult for transgender individuals and others to build community. These factors might include being a primarily commuter campus or a student body that is not particularly diverse, having an administrator who does not prioritize multicultural issues, or how a particular department's focus on professional skills may leave little time for relationship building among students. Problem-solve ways to address the lack of community, such as initiating some student groups, creating a study lounge or meeting room that can be used for socializing, prioritizing administrative candidates who emphasize diversity, or offering a mentorship program for students of color or students from marginalized groups.
- Identify campus policies that need to be changed to better support transgender and gender non-conforming individuals, including nondiscrimination policies, domestic partner benefits, health insurance coverage for transition-related care, gender violence prevention, etc.;
- Incorporate these activities alongside other efforts to promote inclusivity based upon race, ethnicity, nationality, sex, disability status, age, religious beliefs, sexual orientation, etc., particularly because many people within the transgender community belong to other marginalized groups as well.

FUTURE RESEARCH

This study was designed to address the need for detailed information about transgender and gender non-conforming individuals' experiences within institutions of higher education in Colorado as part of an effort to further the work of Colorado Trans on Campus Coalition to increase the inclusivity of colleges and universities in this state. We specifically chose to have a sample that included trans-identified staff and faculty, as well as students, because of the sheer lack of information about staff and faculty in the scholarship—and so this project adds useful

data about these subgroups that have not been previously captured by other researchers. This project was also designed to collect qualitative data as a way to capture the depth and nuance of each individuals' trajectory at a college or university; because of this qualitative focus, we used a purposive sample, meaning that the data gathered cannot be generalized to either all transgender individuals or all trans-identified students, staff, and faculty in Colorado or other states. This is a limitation of the current project and something to consider when deciding whether findings are applicable to other universities and colleges.

Some areas that were not able to be explored through this research and are potential directions for future research include:

- The experiences of transgender and gender non-conforming individuals on rural or semi-rural campuses. (All campuses represented within this project are within urban zip codes, as classified by the 2000 U.S. Census.)
- Quantitative studies of trans-identified students, staff, and faculty across multiple campuses.
- Studies with samples of trans-identified students, staff, and faculty that involve larger proportions of people of color, people with disabilities, or international respondents.
- Comparisons of the experiences of trans-identified students who are of traditional college age with students who are of non-traditional age.

INTRODUCTION

Although there is evidence that there is an increasing number of transgender individuals on college campuses (Beemyn, 2003; Carter, 2000), the scholarship on issues of transgender individuals on college campuses is extremely limited (Sanlo, 1998; Sanlo, Rankin, & Schoenberg, 2002). What exists suggests that trans-identified and gender non-conforming students, staff, and faculty typically feel marginalized and face interpersonal hostilities as well as institutional barriers on most college campuses (Pusch, 2003). Rankin (2003) found that nearly three-fourths of her respondents (a sample of LGBT students, staff, and faculty at 14 different colleges) in her study of campus climate believed that transgender people were likely to be harassed at their colleges and universities based on their sexual orientation or gender identity, compared to 63% who thought this likely for gay men and lesbians. Even so, most U.S. colleges and universities have yet to take active steps to create a more trans-positive campus environment (Beemyn, 2003).

In one of the few studies that exclusively examines the experiences of transgender college students, Rankin and Beemyn (2008) found that 44% of their participants had experienced overt harassment on their college campus. Among the forms of harassment were derogatory remarks, verbal threats, physical threats, denial of services, and physical assaults. In his study of 75 trans-identified undergraduate and graduate students, McKinney (2005) found that participants experienced their institutions as failing to address their needs across a number of domains. Themes included having staff and faculty who were uneducated about transgender issues, a lack of programming on transgender issues, a lack of inclusion of transgender issues in curricula, a lack of transgender-competent health and mental health providers on-campus, and a lack of transgender and trans-supportive campus groups (McKinney, 2005).

A research project conducted by the National Center for Transgender Equality (NCTE) and the National Gay and Lesbian Task Force (the Task Force; Grant et al., 2011) surveyed one of the largest known samples of transgender and gender non-conforming people in the U.S. ($N = 6,456$) and attempted to document experiences of discrimination across a variety of settings, including higher education. Results indicate that 35% of those who had gone to college, vocational, or professional school had experienced harassment or bullying by campus staff, teachers, and/or students. Further, 19% of participants who attended college and were transgender or gender non-conforming in school were not allowed to live in gender-appropriate housing, and 5% were denied campus housing altogether. Approximately 11% said they were unable to gain access to financial aid or scholarships at some point during K-12 or college education due to their gender identity or gender expression, and about 2% were expelled due to their gender identity or gender expression (Grant et al., 2011).

In addition to negative attitudes and institutional neglect, one of most severe consequences for transgender people is the experience of hate-motivated violence. In their study of 402 trans-identified and gender non-conforming participants (not a college sample), Lombardi, Wilchins,

Priesing, and Malour (2001) found that 19.4% had been physically assaulted with a weapon, and almost 14.0% had experienced rape or attempted rape. Between 2007 and 2008, the National Coalition of Anti-Violence Programs (2008) noted a 12% increase in reports of victimization of transgender individuals from bias-motivated violence (for 2008, there were 289 such cases). The NCTE/Task Force study indicated that 5% of their sample of transgender and gender non-conforming people had been physically assaulted and 3% had been sexually assaulted in a higher education setting (Grant et al., 2011). Transgender victims of violence face numerous additional barriers to support services with which other victims of violence do not have to contend (National Coalition of Anti-Violence Programs, 2008), such as having the police refute their reports of victimization or that the incidents were bias-motivated, worrying about service providers' reactions to disclosure of gender identity, having an ID that does not match their gender, being denied access to support services that are gender-specific, a lack of shelter options for male-identified people, being turned away by service providers, and being made to explain their body in specific detail in order to receive assistance.

Sexual assault and physical violence are not the only increased risk for transgender and gender non-conforming people. In addition to higher rates of victimization from peers, transgender individuals – particularly those who come out at younger ages – face numerous increased risks for a number of other negative life experiences with which they must cope. These include negative reactions from parents regarding their gender expression, higher rates of family violence, higher rates of substance abuse, and greater risk for suicidality (D'Augelli et al., 2005; Grossman, D'Augelli, Howell, & Hubbard, 2005; Grossman, D'Augelli, & Salter, 2006).

Currently there is only limited scholarship on the experiences of trans-identified people on college campuses, and nothing currently exists that systematically documents those experiences within the context of Colorado campuses. This project seeks to address this gap in the literature and to identify how those experiences diverge from or mirror the experiences of transgender people in other parts of the U.S. and in other contexts. Additionally, existing research on trans issues in higher education have focused solely on students. This project expands the scope to include issues of trans-identified staff and faculty as well.

PURPOSE STATEMENT

This community-based research project, representing collaboration between members of the Colorado Anti-Violence Program and campus representatives from various Colorado colleges and universities, examines the lived experiences of transgender and gender non-conforming students, faculty, and staff on Colorado campuses. The study seeks to increase the understanding of the barriers to full participation faced by transgender community members, and to provide concrete recommendations for administrators and advocates on campuses of higher education in Colorado.

INFORMATION ABOUT THE AUTHORS: COLORADO TRANS ON CAMPUS COALITION

Colorado Trans on Campus Coalition (CTOC) is an informal coalition of students, faculty, and staff from a number of institutions of higher education in Colorado, as well as activists, volunteers and employees of community-based organizations that serve transgender and gender non-conforming people. Many of the members of CTOC represent campus lesbian, gay, bisexual, transgender, and queer (LGBTQ) resource centers, student organizations, and student activist groups. The coalition was initiated by the Colorado Anti-Violence Program to bring together groups from different campuses to share resources, experience, and knowledge on issues impacting transgender individuals on colleges and universities in the state.

In discussions, it became clear that members of the coalition were aware of numerous anecdotes of negative experiences and institutional barriers experienced by trans-identified students, staff, and faculty on Colorado campuses, but lacked systematically collected data about the prevalence of such experiences, details of the specific barriers, and the impact of the barriers on transgender community members. In order to identify and address these concerns, CTOC members made the decision to pursue two research projects: a qualitative study of the lived experiences of transgender students, staff, and faculty on college campuses in Colorado, and a quantitative study of campus climate issues around gender identity and expression. This project represents the first of the two studies.

CTOC is comprised of members of the transgender community as well as *cisgender*² allies. A subset of the coalition members volunteered to work on the various phases of the research project, including a group of six individuals who were deeply involved in the data analysis and drafting of this report (Kelly Costello, Kyle Inselman, Hillary Montague-Asp, Kristie Seelman, Karly Steffens, and N. Eugene Walls). Additional support in editing the content of the report was provided by GSSW Assistant Clinical Professor Stephen von Merz. All members of the coalition were given an opportunity to review and comment on the project report prior to its completion to ensure that it represents a wide range of viewpoints and perspectives from members of the transgender community. CTOC shares a commitment to building knowledge about the experiences of transgender individuals on college campuses by supporting the leadership of CTOC members who are trans-identified and by going directly to the people who have this knowledge based on their lived experiences as students, staff, and faculty.

² *Cisgender* and *cissexual* are terms coined within the trans community to describe those who are NOT transgender or transsexual, that is, their gender identity and gender expression mirror cultural expectations for the sex they were assigned at birth.

METHODOLOGY

RESEARCH DESIGN, SAMPLE RECRUITMENT, & DATA COLLECTION

This research project developed directly from conversations over a one-year period with the targeted sample population (transgender and gender non-conforming people involved in CTOC) about how to best gather information with the aim of improving the inclusivity of college campus environments and fostering greater social justice for transgender and gender non-conforming community members. This project took a participatory community-based approach, which means that every aspect of the project—from conceptualization and design to data collection, analysis, and report writing—was carried out by the members of the CTOC coalition.

This is an approach that emphasizes power sharing and can help produce final products that are more useful to the group being studied (Patton, 2002). One GSSW Associate Professor (N. Eugene Walls) and two GSSW doctoral students (Kristie Seelman and Sarah Nickels) who were members of CTOC contributed their knowledge about research design and data analysis, facilitated the IRB submission process through the University of Denver, and took the lead on data collection. Additionally one of the two social work doctoral students (Kristie Seelman) coordinated the logistics of the participatory data analysis phase of the study and took the lead on coordinating the writing of the final report.

The research design for this project was developed by a core group of CTOC members and approved by the DU IRB on May 12, 2009. Announcements of this study were distributed by CTOC members to offices of student services, LGBTQ campus centers, relevant listservs, and other contacts at college campuses who may have had connections to transgender and gender non-conforming people (see *Appendix A* for a copy of the study announcement). To qualify for participation, individuals: a) had to be a current student, staff, or faculty member at a Colorado institution of higher education, OR have been a student, staff, or faculty member at a Colorado institution of higher education within the last 12 months; AND (b) had to be 18 years or older; AND (c) had to identify as transgender and/or gender variant, or be perceived as gender variant by others. Individuals who qualified and were interested were invited to directly contact Dr. Walls, who screened them via telephone to determine eligibility for participation in the study. Those who met qualifications were referred to one of the doctoral students (Seelman or Nickels) for an interview.

Semi-structured interviews were conducted with 30 students, staff, and faculty between June 8, 2009 and April 1, 2010. All interviews were face-to-face and took place in a location chosen by the participant that allowed for private conversation. Participants chose whether or not they would be audio-taped; those who were not audio-taped agreed that the interviewer could take notes of the conversation. The interviewers discussed the consent form (see *Appendix B*) with participants, presented them with a copy, and asked if the participant understood the consent

form and had any questions before signing. Everyone who began an interview was offered a \$25 gift card as a token of appreciation. The interview consisted of questions about perceptions of the campus environment related to inclusivity of transgender and gender non-conforming people, use of various campus resources and settings, and interpersonal violence on campus, among other topics (see *Appendix C* for the interview protocol, *Appendix D* for the demographics worksheet, and *Appendix E* for “flash cards” used to prompt responses). Interviews generally took between one and two hours and were later transcribed from audio recordings or interviewer notes by graduate students at the University of Denver.

DATA ANALYSIS

This project used content analysis as the primary method for making sense of the qualitative data from the 30 interviews. Content analysis is “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p. 453). The focus is on the *meaning* of the data, rather than the construction and narration of a story (Spencer, Ritchie, & O’Connor, 2003). At a CTOC meeting in 2009, members were invited to be part of the data analysis team for this project. Additionally, the CTOC group decided that the focus for this research would be *institutional neglect*: the ways that higher education institutions neglected transgender and gender non-conforming individuals through their policies and practices. This direction was chosen rather than analysis of more interpersonal issues (e.g., bullying, harassment) or individual characteristics as the purpose of the initial report is to ultimately provide concrete recommendations that can be implemented in institutions of higher education to improve the quality of life and participation of transgender and gender non-conforming campus community members. At some future point, CTOC may conduct further analysis with a focus on more interpersonal experiences.

Six CTOC members (Costello, Inselman, Montague-Asp, Seelman, Steffens, and Walls) volunteered to be part of the data analysis and report drafting team. We engaged in a participatory data analysis (PDA) process over the course of four meetings between April and June of 2010 in order to conduct content analysis of the 30 interview transcripts and identify the relationship between the emergent themes. While community-based research frequently involves community members in various aspects of research projects, including planning research, recruiting participants, data collection, and verifying interpretations of findings, rarely are community members involved in the actual data analysis phase of the project (for exceptions see the work of Suzanne Cashman, Scott Rhodes, and Nina Wallerstein such as Cashman et al., 2008). However, given that the lead faculty member (Walls) and doctoral students (Nickels and Seelman) involved in the project all identify as cisgender individuals, there was significant concern that the worldview shaped by the privileges bestowed upon cisgender people would obscure or distort important findings of the study. As such, and to insure that trans voices were

consistently centered in the interpretation of findings and the presentation of those findings in this report, the decision was made to engage in a PDA process.

Seelman took the lead in facilitating this PDA process as part of an independent study during her graduate work at the University of Denver. During this series of meetings, she led a tutorial on how to do content analysis, with each of the other five PDA group members spending time coding their own subset of the 30 interviews during and between PDA group meetings. As coding progressed, initial codes were discussed, as well as how to choose those that had the most evidence across the sample, offered the most insight about transgender people's experiences on college campuses, and reflected the purpose of this project. Using the resulting prioritized codes, overarching themes were constructed and defined that described the broader picture of what was emerging from the data. Many of these themes are represented in the titles of the different sections of this report. The coding process was a purposefully collaborative effort that brought about meaningful dialogue and debate about this research, questions about terminology and the intersections of identities (e.g., gender expression, race, role on campus), and insight into what is happening on the ground at many campuses. Atlas.ti, a software program for data management, was used by Seelman to securely store and organize the interview transcripts and resulting codes, themes, and theme definitions from the PDA process; Atlas.ti was also used to produce quotation output for the drafting of the final report.

This report was initially drafted and edited by the six members of the PDA group between November 2010 – July 2012, representing over 250 hours of work. Walls, Seelman, Costello, and Steffens were joined by von Merz in June 2012 to discuss the first draft of the full report. This full draft was then revised and shared with all of CTOC for feedback in August, 2012 after which feedback was integrated, and final editing was undertaken.

ETHICAL RISKS AND CONCERNS FOR PARTICIPANTS, AND PROTECTIONS TAKEN

As this study addresses the concerns of a historically and currently marginalized community, ethical risks were carefully considered. In the original IRB proposal, more than minimal risk was anticipated for participants in several areas of well-being. As such, the coalition incorporated design elements to specifically attenuate these risks (see Table 3).

A FEW FINAL POINTS

This report would not have been possible without the support of numerous organizations and individuals. First, we wish to acknowledge the invaluable financial support provided by the Center for Community Engagement and Service-Learning (CCESL) at the University of Denver, which provided Colorado Trans on Campus Coalition with two public good grants to support participant recruitment and incentives, data collection, interview transcription, and the drafting, editing, and publication of this report. Community-based participatory research faces different

Table 3: Areas of Risk for CTOC Participants, and How the Risks Are Addressed

Area of Risk	Detailed Description of Risks	Aspects of Research Design Meant to Address Risk
Psychological well-being	Since the interview protocol included questions about experiences of harassment/ violence on campus, of disclosing trans identity to others, and of the cultural sensitivity of university services, participants risked psychological distress and discomfort.	<ul style="list-style-type: none"> • This risk was clearly stated in the consent form. • Interviews were conducted by trained graduate level social workers who had experience interacting with trans and gender non-conforming communities. • All participants were offered a list of contact information for trans-competent community resources (see <i>Appendix F</i>).
Economic well-being	Participants who were employed as faculty or staff at a Colorado university faced risks in discussing the level of acceptance/threat they feel in their workplace environment, any instances of harassment, violence, or discrimination they have experienced at work, and specific interactions they have had with coworkers, employment supervisors, and students.	<ul style="list-style-type: none"> • Researchers were committed to maintaining the confidentiality of the interview data. Any mention of specific names, locations, and organizations was removed from the data. Direct quotes used in this report do not include identifying information. • Only the research team had access to the recordings, demographic worksheets, and transcripts, which are securely stored on a server and in a locked cabinet in a locked office. Files will be destroyed when analysis is completed.
Social well-being	Participants may have faced some risk to their social well-being by sharing stories about on-campus interactions that have involved harassment, violence, discrimination, etc. They might fear negative consequences for sharing such details.	<ul style="list-style-type: none"> • Researchers were committed to maintaining the confidentiality of the interview data (see description of steps taken for confidentiality and secure data storage mentioned above).

challenges than traditional research that is based at a university, including considerations of how and when to involve community members in the research process, how to plan for longer timelines for data collection and analysis, and how to collect community members' input on drafts of the research report in a way that is transparent, fair, and efficient. We are incredibly grateful for the support of CCESL under the current leadership of Anne DePrince and Cara DiEnno (and former leadership of Frank Coyne, and Eric Fretz), and for the presence of such a funding mechanism for community-based research housed at the University of Denver. We also would like to acknowledge the Graduate School of Social Work at the University of Denver, which supported Dr. Walls' time on this project. A number of other individuals have been a part

of the development of this research project and the edits to this report, including staff from the University of Denver's Center for Multicultural Excellence, the University of Colorado at Boulder, Metropolitan State University of Denver, Community College of Denver, the University of Colorado at Denver, and Colorado State University.

We would also like to thank the members of the participatory data analysis team who contributed to data analysis and report editing over the course of two years, as well as the broader Colorado Trans on Campus Coalition for their support in designing this project, the interview protocol, and providing feedback on the final draft of this report. Finally, we would like to thank each of the 30 individuals interviewed for this project—we cannot express enough how appreciative we are to you for taking the time to share your stories with Colorado Trans on Campus Coalition as part of an effort to make higher education a positive, welcoming, affirming, and enriching experience for people of all genders. We deeply appreciate your participation in this project!

We hold a number of hopes about what this report will achieve and what its impact will be. First of all, we hope that this report gets into the hands of activists and community groups on university campuses in Colorado and beyond and is used as part of efforts to challenge barriers that commonly impede transgender and gender non-conforming peoples' success on campus. We hope this report encourages further accountability – that the concrete recommendations offered in this report can be used to challenge those who say, "We don't know what to do to support this population." We purposefully have integrated direct quotations from transgender and gender non-conforming people throughout this report so that others can have access to the voices of experience—the people who have been studying, working, teaching, and leading on campuses and have felt the direct consequences of transphobia, discrimination, exclusion, and invisibility.

We also hope that this report helps contribute to a broader effort to increase the awareness and visibility of the "T" within the LGBTQ community, and that those who identify as transgender, genderqueer, transsexual, two-spirit, or another identity within the "T" umbrella can find support and acknowledgement through this report—whether that means simply learning that they are not alone in their experiences, or getting new ideas for ways that their own campus can be changed. Although this report is specific to college and university campuses, we also hope that some of the lessons and recommendations of this research can have implications for how to improve other settings (K-12 schools, businesses, social service agencies, etc.) to better support and affirm transgender and gender non-conforming people.

Finally, we would like to add a caveat: Even though this report is focused on identifying the barriers to an affirming, welcoming, and successful higher education experience for transgender people, we do not want to uncritically add to the predominant tragic narrative that is often told about the lives of transgender and gender non-conforming people. There are very real and devastating experiences of violence and oppression experienced by this population in many settings, including higher education; at the same time, there are also many stories of triumph,

Introduction

resilience, community-building, and self-actualization. While we are not able to highlight all of the stories of positive and uplifting encounters that we heard from our 30 research participants, we have attempted to integrate them throughout this report when relevant. Further, transgender people should not be perceived simply as tragic victims—this community is filled with a great amount of strength, love, and complexity, and, therefore, concluding that all transgender people are powerless victims is an unfair and oppressive overgeneralization. Hopefully, the stories contained in this report will do justice to the nuance present within the transgender community and speak to both the moments of resilience as well as those of challenge, violence, discrimination, and oppression.

AN OVERVIEW OF THIS REPORT

As mentioned in the introduction to this report, CTOC decided to focus data analysis for this project on evidence related to *institutional neglect*: the ways that higher education institutions neglected transgender and gender non-conforming individuals through their policies and practices. This direction was chosen rather than analysis of more interpersonal issues (e.g., bullying, harassment) or individual characteristics.

Through the data analysis process, we found a structure to the data representing transgender and gender non-conforming peoples' campus experiences that consisted of an interaction between: (a) what people bring to campus (their identities, roles, and expectations); (b) contributing factors on campus that influence a person's experience (including the campus environment, use and abuse of power, policy communication and implementation, campus resources, and sense of community); and (c) outcomes of the combination of factors that exist on campus and how they affect transgender and gender non-conforming campus members (inclusion or exclusion, and visibility or invisibility). A diagram of these concepts and their relationship is provided below. We have used these three overarching themes to organize the subsequent sections of this report.

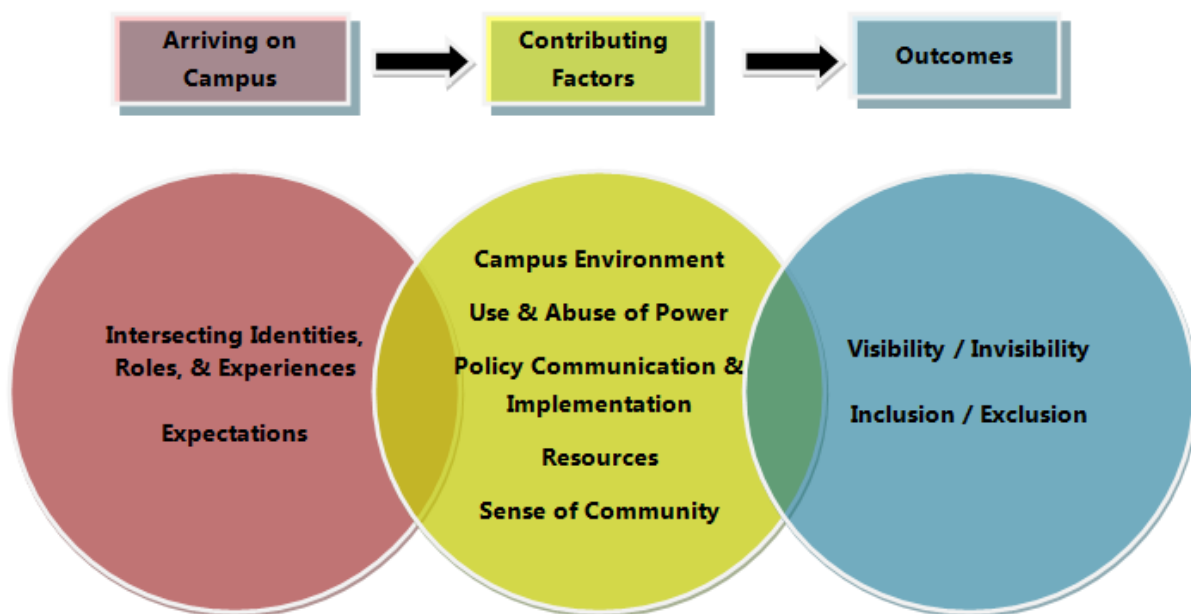


Figure 1. Connection between three major themes of transgender and gender non-conforming individuals' experiences on college and university campuses in Colorado.

ARRIVING ON CAMPUS: WHAT PEOPLE BRING WITH THEM

NO SIMPLE PROTOTYPE: TRANSGENDER AND GENDER NON-CONFORMING PEOPLE REPRESENT A VARIETY OF IDENTITIES, ROLES, AND EXPERIENCES

When trying to describe the overall experience of any subpopulation within a setting, there can be a temptation to oversimplify findings, ignore within-group diversity, and not attend to conflicting results. This is often the case with research that focuses on the transgender community and assumes that findings and conclusions can be equally applied to male-to-female (MTF) transgender people as to female-to-male (FTM) trans-identified people or people who are genderqueer, as well as to individuals across ages, ethnicities, physical and intellectual abilities, and other cultural differences. As part of our report, we have made it a priority to integrate the diversity of identities, roles, and experiences represented by the individuals in the sample into the results, while still being cognizant of protecting the privacy of the participants. The differences highlighted demonstrate how the experiences of a transgender person on campus vary widely depending upon factors including race, ethnicity, ability, gender identity, gender expression, religion, age, sexual orientation, and role on campus (e.g., student, staff, or faculty).

This section of the report first describes some terms related to gender non-conforming identities and experiences that are used by individuals in the sample and/or are often associated with the trans community. Next, we summarize the overall demographics of the sample. Finally, this section ends with some thoughts on the importance of understanding and recognizing that there is not one prototypical experience for what it means to be transgender or gender non-conforming on a college campus in Colorado.

IMPORTANT TERMS

Sex: “Refers to a person’s biological status and is typically categorized as male, female, or intersex (i.e., atypical combinations of features that usually distinguish male from female [in a particular culture]). There are a number of indicators of biological sex, including sex chromosomes, gonads, internal reproductive organs, and external genitalia” (American Psychological Association, 2011, *Sex*).

Gender: May include many different aspects of one’s social being, such as one’s sex category assigned at birth (e.g., female), personality, gender display, gender identity, gendered attitudes and beliefs, and familial roles (Lorber, 1996). “Refers to the attitudes, feelings, and behaviors that a given culture associates with a person’s biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with

these expectations constitute gender non-conformity" (American Psychological Association, 2011, *Gender*).

Transgender (aka "trans"): People whose gender expression or gender identity fall outside of socially assigned gender roles and expectations, or who do not identify as either of the two sexes as currently defined. Transgender is a broad term that includes those who identify as transsexual, genderqueer, two-spirit, and/or gender non-conforming, as well as those who are cross-dressers, drag queens/kings, and many other identities (Jewish Mosaic, n.d.).

Gender identity: The gender(s), or lack thereof, with which a person **self-identifies**. Gender identity is not necessarily based on biological fact, either real or perceived, nor is it based on sexual orientation. The gender identities one may identify as include man, woman, boy, girl, genderqueer, two-spirit, third gender, and other less common terms (Gender Identity, n.d.).

Gender expression: The ways in which people **externally communicate** their gender identity to others through behavior, clothing, hairstyle, voice and emphasizing, de-emphasizing or changing their body's characteristics. Gender expression is not necessarily an indication of sexual orientation or gender identity (International + LGBT at the University of Michigan, n.d., *Gender Expression*).

Gender variance, gender non-conformity: Behavior or gender expression that does not or is not perceived by others as conforming to dominant gender norms. People who are perceived as exhibiting a gender outside of societal norms may identify as gender non-conforming, genderqueer, third gender, or gender atypical, among other identities, or may identify as a man or a woman even if others perceive them as non-conforming (Gender Variance, n.d.). *Note: We recognize that the terms gender variant and gender non-conforming are each problematic, for different reasons; however, due to the familiarity and wide use of these terms within the trans community, we use them within this report despite the drawbacks. We have chosen to use the term "gender non-conforming" in particular to capture those who fall into this group.*

Genderqueer, gender fluid, gender bender, third gender, androgyne: These are some examples of "catch-all terms for gender identities other than man and woman. People who identify as genderqueer [gender fluid, gender bender, third gender, or androgyne] may think of themselves as being both man and woman, as being neither man nor woman, or as falling completely outside the gender binary. They may express a combination of masculinity and femininity, one or the other, or neither" (Genderqueer, n.d., para. 1). "Genderqueer people may or may not identify as transgender" (Gay-Straight Alliance Network, Transgender Law Center, and the National Center for Lesbian Rights, 2004, p.5).

Transsexual: A term for people who seek to live in a gender different from the one assigned at birth and who may seek or want medical intervention (through hormones and/or one or more surgeries) for them to live comfortably in that gender. Transsexuals are people who generally

Arriving on Campus

live full time as a different gender than the one they were assigned at birth (National Center for Transgender Equality, 2009).

FTM or F2M: “Literally “female-to-male”, a person assigned female sex and feminine gender at birth who is either transitioning into a male identity and/or body, or who identifies as an FTM transperson, transman, [trans guy], or transsexual” (University of Minnesota Transgender Commission, *FTM (Female-to-Male)*, 2008).

Trans masculine, trans guy, female-bodied man, butch, boi, (also includes FTM): “Often used to talk about a wider range of how a person might identify their gender and would cover a spectrum of transmen, as well as genderqueers, and people with non-binary genders who’s masculinity or male-ness is being denied” (Hill-Meyer, *Transmasculine*, n.d.).

MTF or M2F: “Literally “male-to-female”, a person assigned male sex and masculine gender at birth who is either transitioning into a female identity and/or body, or who identifies as an MTF transperson, transwoman, or transsexual” (University of Minnesota Transgender Commission, *MTF (Male-to-Female)*, 2008).

Trans feminine, trans woman, male-bodied woman, femme (also includes MTF): “Often used to talk about a wider range of how a person might identify their gender and would cover a spectrum of transwomen, as well as genderqueers, and people with non-binary genders who’s femininity or female-ness is being denied” (Hill-Meyer, *Transfeminine*, n.d.).

Preferred gender pronouns (PGPs): “[T]he pronoun or set of pronouns that an individual would like others to use when talking to or about that individual” (Gay Straight Alliance for Safe Schools, n.d. para. 2). A person may prefer masculine pronouns (he/him), feminine pronouns (she/her), gender neutral pronouns (see definition below), plural pronouns (they/their), a combination, or may have no preference.

Pronoun Chart

Pronoun					
He/him	He laughed.	I called him.	His eyes gleam.	That is his.	He likes himself.
She/her	She laughed.	I called her.	Her eyes gleam.	That is hers.	She likes herself.
Ze/hir	Ze laughed.	I called hir.	Hir eyes gleam.	That is hirs.	Ze likes hirsself.
They/their	They laughed.	I called them.	Their eyes gleam.	That is theirs.	They like themselves.

Gender neutral pronouns: “[P]ronouns that neither reveal nor imply the gender or sex of a person... While these exist in many languages (Traditional Chinese does not use gendered pronouns), there are no universally accepted gender-neutral pronouns in English. Some gender neutral pronouns that have come into use, especially in the trans community, are 'ze' (or 'zie') for she/he, and 'hir' for his/her” (Lehigh University, n.d., *Gender neutral*), as well they/them/theirs.

Outing / Being Outed: “Disclosing someone’s sexual orientation or gender identity to others without permission (i.e., ‘He was outed at work’)” (PFLAG Atlanta, n.d., *Outing*).

Passing: “A term that is used by people who are transgender to mean that they are seen as the gender by which they self-identify. For example, a transgender man...[assigned a female gender marker at birth]... who most people see as a man” (Virginia Sexual and Domestic Violence Action Alliance, n.d., *Passing*).

(Physical) Transition: “The social and/or legal process of changing from a [birth-assigned] gender to the gender with which a person identifies and/or to the medical process involved in changing physical appearance and anatomical characteristics. This term is preferred to the misleading phrase “sex change”, which makes transition seem inextricably linked with genital surgeries. Some people seek transition to non-binary gender identities.” (Youth Pride Inc., n.d., *Transition*). Can involve hormone treatment and/or gender reassignment surgeries (see next definition), and also includes the time during which someone is living full-time in their preferred gender before gender reassignment surgeries.

Gender reassignment surgery (GRS), gender realignment surgery, sex reassignment surgery (SRS): The process of changing/reassigning anatomy through one or more surgeries. Some transsexuals may elect to alter one part of the body or may elect for numerous surgeries to alter many parts of the body. Generally, phrases like “the surgery” or “sex change” are not preferable because they hide the reality that there are many different types of surgeries, such as facial feminization surgery, genital reconstruction, bilateral mastectomy, and chest augmentation (*Sex Reassignment Surgery*, n.d.).

LGBTQ: A common acronym used to identify the lesbian, gay, bisexual, transgender, queer and questioning community and the people of that community.

Queer: Encompassing people who do not identify as heterosexual and/or gender conforming. (Note: some transgender people do identify as heterosexual). “Queer” originated as a derogatory word. Currently, it is being reclaimed by some people and used as a statement of empowerment. Some people identify as “queer” to distance themselves from the rigid categorization of “straight” and “gay”. Some transgender, lesbian, gay, questioning, non-labeling, and bisexual people, however, reject the use of this term due to its connotations of

deviance and its tendency to gloss over and sometimes deny the differences between these groups (International + LGBT at the University of Michigan, *Queer*, n.d.).

PARTICIPANT DEMOGRAPHICS

As mentioned in the section on research methodology, between June, 8, 2009 and April 1, 2010 the Colorado Trans on Campus Coalition recruited a purposive sample of 30 adults (18 years of age and older) who identify as transgender, gender non-conforming, or who are perceived as gender non-conforming by others. To qualify for an interview, an individual had to be a student, staff, or faculty member at Colorado institution of higher education within the last 12 months. The sample was recruited through word-of-mouth and advertisements through campus LGBTQ and multicultural offices and e-mail distribution lists; as a consequence, this sample is not representative of either all transgender people on Colorado campuses or of all transgender adults in the U.S. People who are less “out,” are only beginning to identify as trans, or for whom English is not a primary language were probably less likely to respond to our call for participation. Additionally, individuals who are members of groups that are disproportionately unable to access higher education due to disenfranchisement based upon race, class, or other cultural differences are less likely to be included in the sample as the sample is campus-based.

Most of our demographic variables were collected by having participants fill out a demographics survey before commencing the interview; data about gender identities and gender expressions were gathered from the individual structured interviews.

Age, campus role, campus department, and full-time and/or part-time status. Our sample ranged in age from 18 – 45 years old, with an average age of 29.8 and a median age of 29.5 years old. Over half of our sample (63%) were students, 10% were faculty, 10% were staff, and 17% were in multiple roles on campus (see Figure 2. *Percentage of participants in different campus roles*). They represented a multitude of departments and offices on campus, including departments in the social sciences, arts and humanities, and natural sciences, as well as administrative departments. Two-thirds of participants were on campus full-time, 20% were part-time, and 13% were in a combination of full-time and part-time campus roles (see Figure 3). Length of time affiliated with a campus ranged from only one month to more than eight years.

Campus setting. A total of 10 different college and university campuses located in Colorado were represented among our sample. These campuses ranged in size from having fewer than 2,000 students to over 20,000 students. Thirty percent of the campuses were private colleges and universities, while the other 70% were public institutions (see Figure 4). Eighty percent of these campuses were four-year institutions, while 20% were two-year institutions. All 10 campuses (100%) are located in regions that were classified as urbanized areas according to the 2000 U.S. Census (U.S. Census Bureau, 2011).

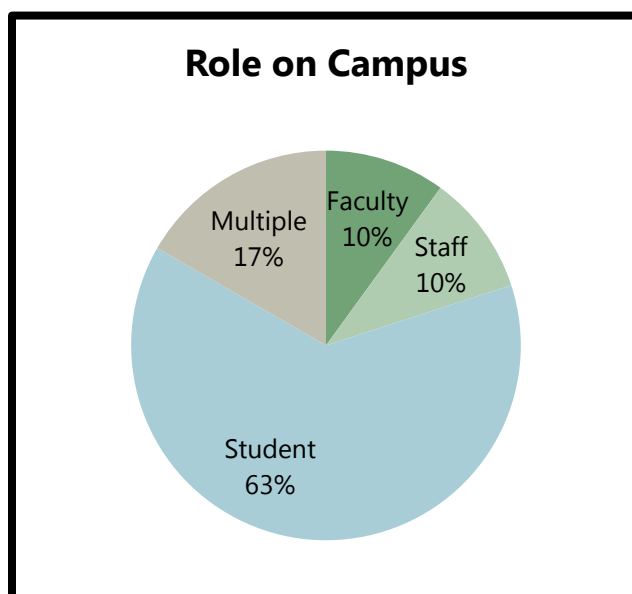


Figure 2. Percentage of participants in different campus roles.

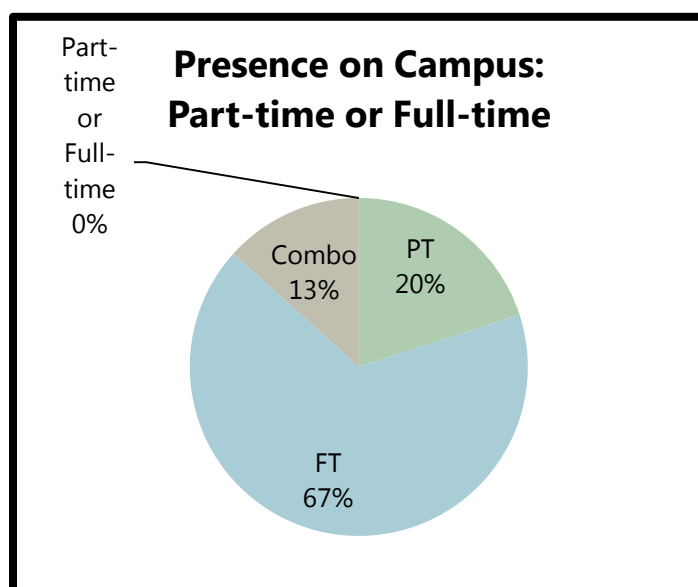


Figure 3. Full-time or part-time presence on campus.

Race and ethnicity. Over two-thirds of our sample identified as White, 16.7% identified as Latino/a (including those who identified as both White and Latino/a), 6.7% identified as having a Jewish ethnicity, and 6.7% identified as some other race/ethnic identity (see Figure 5). In comparison, the U.S. Census Bureau data for 2010 indicate that approximately 70% of Colorado's population was non-Hispanic White, 20.7% were of Hispanic or Latino origin, and 4%

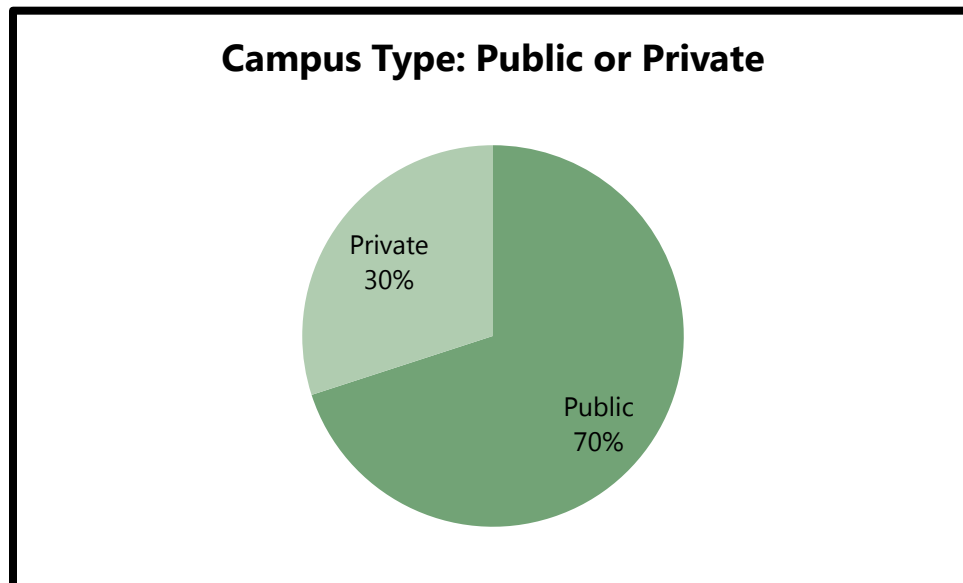


Figure 4. Proportion of campuses that were public versus private.

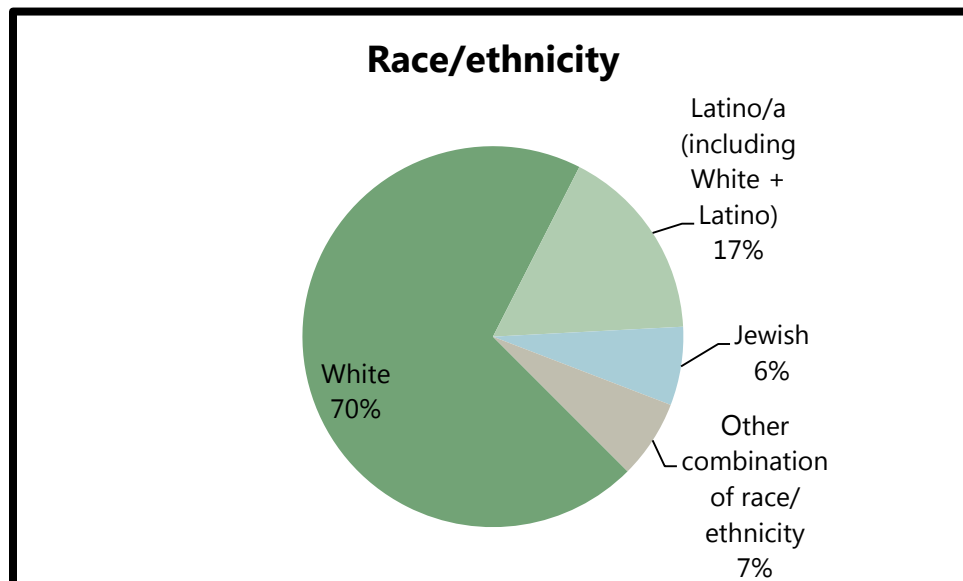


Figure 5. Racial/ethnic identities of participants.

were Black (U.S. Census Bureau, 2012), although one might expect that these figures may differ when focusing exclusively on those who study or work at colleges and universities in the state.

Gender identity and preferred gender pronouns. Since this study has a particular focus on gender, we felt it important to document the myriad ways that our participants vary in their gender on campus, including how they identify, what pronouns they prefer, how their genders

are perceived by others on campus, and whether they have undergone any physical transitions while on campus.

The largest proportion of participants (40%) identified their gender identity when on campus³ as being either genderqueer, gender non-conforming, trans/transgender, gender fluid, androgynous, or another non-binary term (i.e., not related to being man or woman, masculine or feminine, etc.); 23% identified as a man, trans guy, FTM, or another identity on a trans masculine spectrum; 14% identified as a woman, MTF, or another identity on a trans feminine spectrum; and 23% used a combination of identity terms that spanned these different categories—such as identifying as both genderqueer and as a trans guy (see Figure 6).

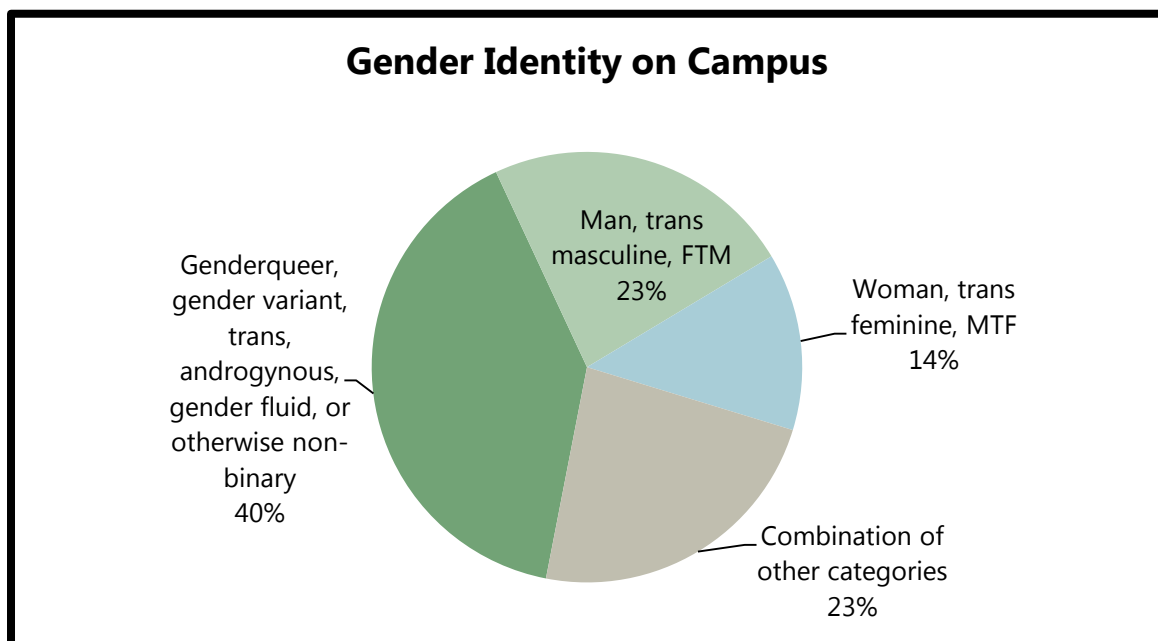


Figure 6. Participants' descriptions of their gender identities.

In terms of preferred gender pronouns (asked in the context of how participants would like to be referred to within this report), 47% preferred masculine pronouns (he/him), 30% preferred feminine pronouns (she/her), 10% had no preference, 7% preferred gender neutral pronouns (e.g., ze/zir), 3% preferred a combination of pronouns, and 3% try to steer clear of pronoun preferences (see Figure 7).

³ Because this study is particularly focused on how campuses can better support trans people, we felt it most important to focus on participants' gender identities on campus. Some participants described how their gender differed when not on campus; such information is not analyzed within this report.

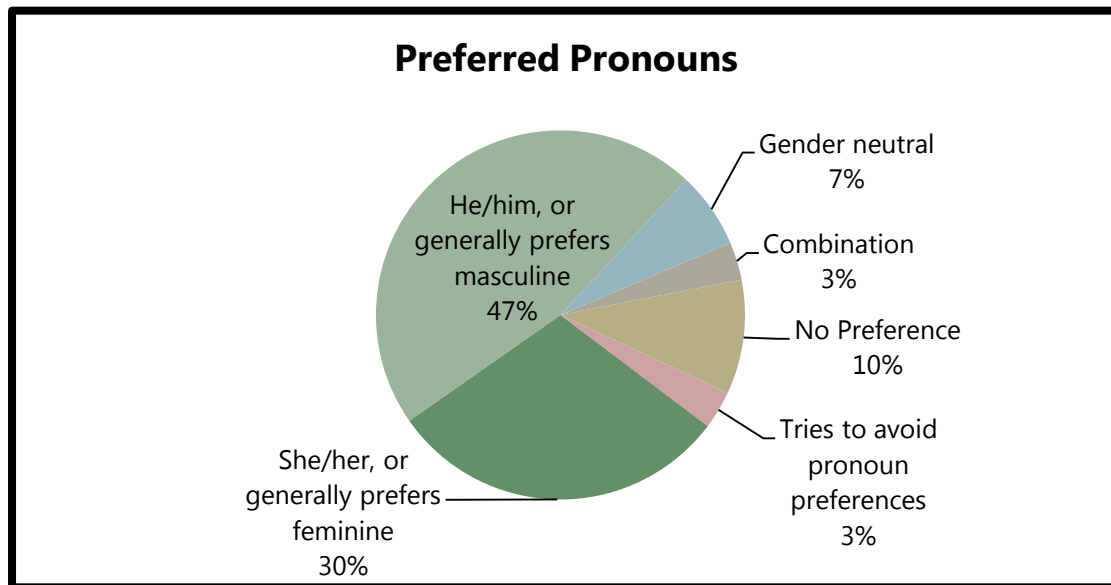


Figure 7. Participants' preferred pronouns for this report.

Gender expression and how others perceive one's gender on campus. In addition to gender identity, another key aspect of gender is how one expresses oneself and is perceived by others, which is often known as *gender expression*. While our interview protocol did not pose a direct question about gender expression to participants, oftentimes within the context of the interviews, our participants spoke about deciding how to dress, speak, style hair, etc. that made sense for who they are and determining how to express gender while on campus. In most cases, information was shared about how participants believed they were perceived by others on campus (e.g., whether a person is perceived as transgender or cisgender). We made summaries of participants' gender expressions based on narratives from the interviews. While we recognize that our interpretations may not fully capture the complex picture of participants' gender expressions, by pulling together lived experiences from 30 people, we have captured a range of experiences that demonstrate potentially important differences. Additionally, because the interview protocol didn't directly ask about gender expression, there were some participants whose gender expression couldn't be ascertained based upon their interview data and were classified into an "unknown" group in each of the categories discussed below.

One way that we examined gender expression is by determining whether participants described themselves as *usually* being perceived by others as cisgender on campus. Twenty-seven percent were *usually* perceived as cisgender, 50% were *sometimes* perceived as such, 13% were *rarely or never* perceived as such, and for the remaining 10% we could not determine whether their gender expression was perceived to be conforming on campus (see Figure 8).

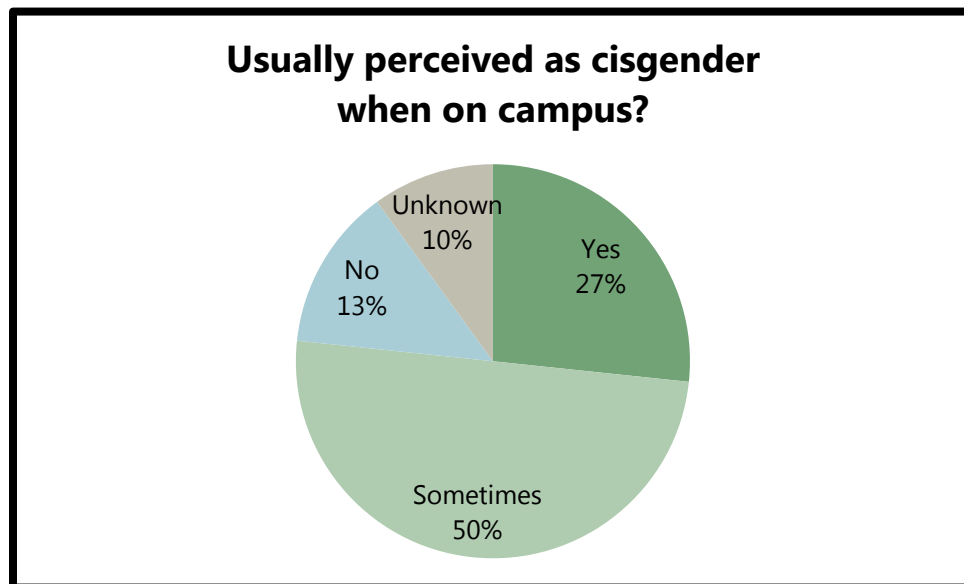


Figure 8. *Degree to which participants are perceived as cisgender on campus.*

Secondly, we examined interview data to see how often participants' gender expressions are perceived by others on campus in a way that matches their gender identities (e.g., if someone identifies as a trans guy or man, is he perceived by others as being a man?). One-fifth (20%) of participants shared stories indicating that they were always or almost always perceived as how they identify, 57% were sometimes perceived as how they identify, 13% were rarely or never perceived as how they identify, and 10% were unknown (see Figure 9).

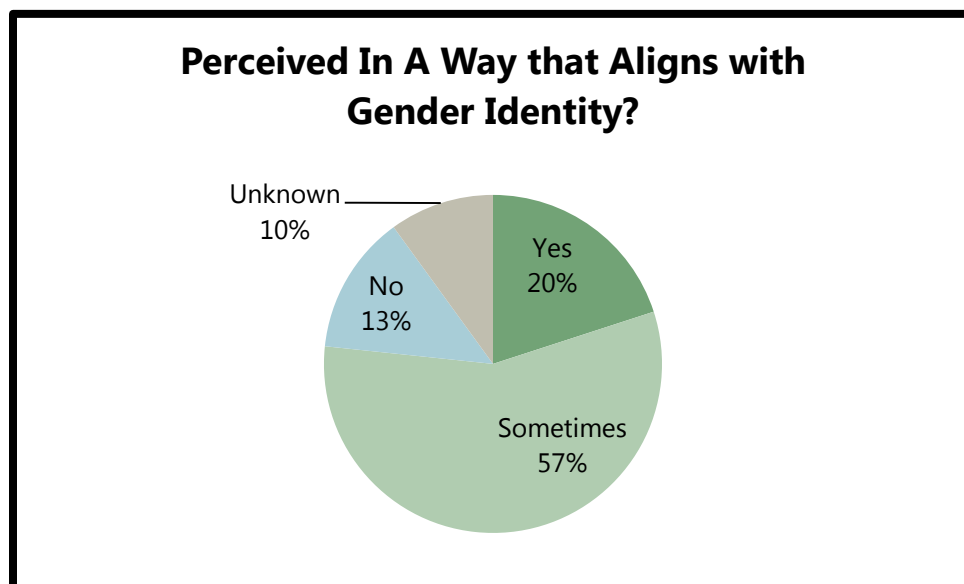


Figure 9. *Degree to which participants are perceived by others on campus in a way that aligns with their gender identity.*

Arriving on Campus

We also looked for data about whether participants are perceived in a consistent way across campus settings (e.g., is a person perceived the same way at a campus meeting, at the gym, and in a classroom). Note that this does not mean a person is only perceived as cisgender across settings; a participant could be perceived as being gender non-conforming, yet is perceived consistently as such across campus settings. Slightly less than one-third (30%) of participants suggested that their gender is perceived the same way across settings, 63% were not perceived the same across settings, and 7% of participants did not share clear information about this to be categorized (see Figure 10). The high proportion of participants whose gender is perceived in different ways suggests the important role of context--- things such as setting, how others are addressing the person, how “out” a person is in a classroom vs. in a work-study position, etc. The role that context plays in relation to a trans person’s experience on campus will be explored more in-depth later in this report.

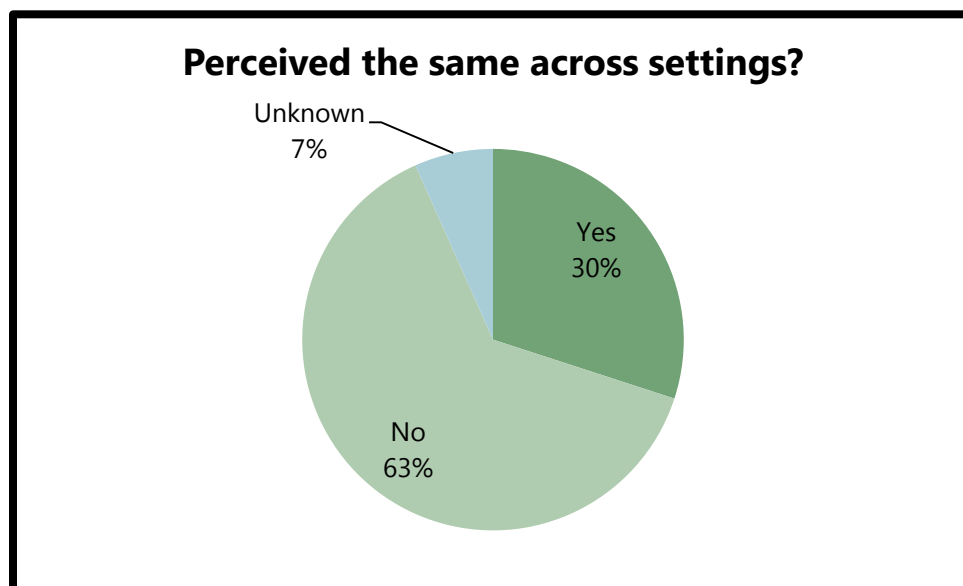


Figure 10. *Whether participants’ genders are perceived the same way across campus settings.*

Finally, one last aspect of gender expression that we identified within the interview data was whether participants said they have tried or had no other option but to express⁴ themselves in gender-conforming ways on campus for basic safety and/or psychological ease. About 43% of participants described trying to be gender-conforming on campus at some point, while another 40% indicated that they did not try to do so or felt it would be counterproductive, and 17% did not discuss this aspect enough to be categorized (see Figure 11).

⁴ Some of those who felt pressure to express themselves in a conforming manner identified their gender as non-conforming or genderqueer, while others identified as trans men or trans women.

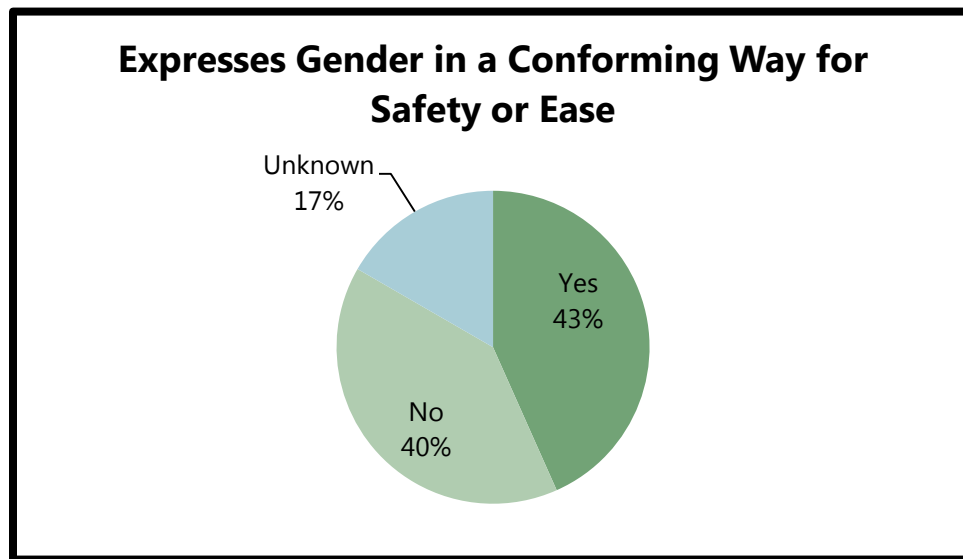


Figure 11. Gender conforming expression on campus.

Undergoing physical transitions while on campus. Another dimension of gender within the trans community is related to decisions of whether to undergo physical transitions, including the use of hormone therapy and/or gender reassignment surgeries, to create changes to one's body that will more closely align with one's internal sense of self. For some transgender people, this is an essential procedure for their health and well-being; for others, medical treatment is not desired, not feasible, and/or not affordable. Our sample reflects this diversity. We specifically were interested in whether participants had experienced physical transitions while in their campus role in order to explore how that has overlapped with their experiences. While 30% indicated that they had undergone some type of physical transition(s) through the use of surgeries and/or the beginning of hormone therapy while affiliated with their campus (es), 60% had not (some of whom had begun transitioning before arriving on campus), and 7% did not share precise details information on this topic in the interview (see Figure 12).

CONCLUDING THOUGHTS ABOUT INTERSECTION OF IDENTITIES, ROLES & EXPERIENCES

Our goal in this particular section is to illustrate the wide variety of experiences for what it means to be transgender or gender non-conforming on a Colorado college or university campus. Among our participants, we have part-time and full-time students, staff, and faculty who are working at campuses that greatly differ in terms of setting, size, and whether they are residential or commuter. Our participants further differ in their age, race, ethnicity, religious/spiritual identity, gender identity and preferred pronouns, gender expression, whether they have physically transitioned on campus, and many other dimensions.

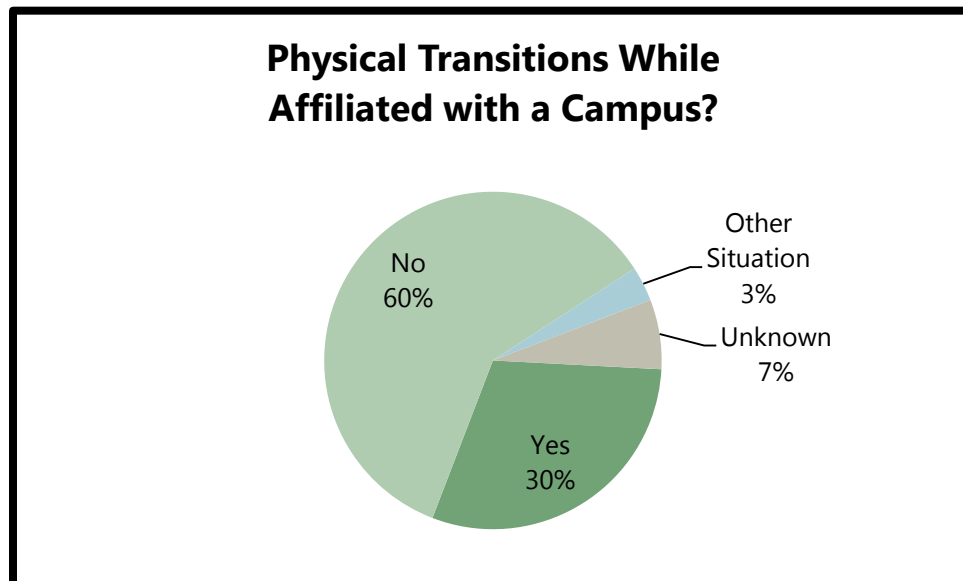


Figure 12. *Proportion of participants who experienced physical transitions while affiliated with a campus.*

Some of the lessons we want to emphasize:

- Transgender people are found at all types of campuses—including private and public, large and small—and are found among staff and faculty as well as among students.
- People identify in lots of different ways, and one might not be able to tell just by looking at a person. Or, as one of the members of our participatory research team said: “You perceive people, but you may not always be correct in how you perceive them-- so be careful!”
- Transgender and gender non-conforming people, just like any population, have differing backgrounds, identities, roles, and experiences...and these differences matter. The unique individual characteristics that each person brings to the table often impact their experience of being transgender on campus.

Our goal is to interweave recognition of diversity throughout this report so as not to make over-simplified conclusions or ignore the way that identity matters on a college campus.

EXPECTATIONS

Like any other group of people who live, work, or study on campus, transgender and gender non-conforming students, staff, and faculty bring certain expectations when first arriving on the campus. These expectations are frequently developed based upon first impressions from

campus visits, promotional materials, research conducted on the Web, and campus interviews. Among our sample, expectations ranged from very high (expecting the campus to be a great, supportive place for trans people) to very low (believing that as long as one isn't physically assaulted or discriminated against, the situation is acceptable). However, there were two themes consistently discussed in relation to expectations: (a) having high expectations that were not met, and (b) having low expectations about the acceptance of trans people on campus. We will review each of those themes here, specifically highlighting expectations in relation to one's role on campus as student, staff, or faculty.

HIGH EXPECTATIONS THAT AREN'T MET

Transgender and gender non-conforming people sometimes arrive on campus with high expectations and great hopes for a welcoming climate based upon positive interactions with campus administrators, interview committees, students, and multicultural offices and through reading promotional materials that highlight multiculturalism and inclusivity. Transgender and gender non-conforming students often put great time and energy into identifying the campuses that will be most supportive for them and offer them the greatest opportunity for long-term success. One student (who was also part-time staff) discussed paying specific attention to the websites of the campus diversity office and the LGBTQ student group in choosing a university and noticed how those websites emphasized many positives about what to expect. This student also spoke of thoroughly investigating the department that most interested him:

I researched at least the [division] very well. And it really portrayed a lot of, "Oh, we really are big on diversity and acceptance and inclusion and we're gay friendly, we're people of color friendly, we're awesome!" And I was like, "Great! I want to go there." And then I think they know how to talk the talk. And then walking the walk, it's very much not really practiced as well. Their theory and their practice, I don't really see [congruence]...

This student experienced a mismatch between how the university was portraying itself on its website to prospective students and how the campus actually was. A different individual, who also filled dual roles as student and staff, discussed how she had been given the impression that college would be more supportive than her high school. She says:

I was hoping to be more out in the open upon moving to college, and I was let down. I expected trans support groups, and I thought it would just be better and easier than high school. You know how high school can just be hard in general... In reality, college didn't change that much from high school. There were no support groups for issues that were important to me on campus—nothing on emotional support or mental health groups at [university], or even in [city] at large.

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This student's expectations highlight one of the key needs of transgender students: having access to specific resources (on campus or in the local community) for trans-competent emotional and psychological support. To best serve trans campus members, colleges and universities need to provide such support services on campus whenever possible, especially since many local communities may not offer such support groups. When a campus does not have the financial resources or numbers needed to provide a support group for transgender students, it is important that campus mental health staff be able to direct trans students to appropriate resources in the local community (or to national or regional transgender groups, when local ones are not available).

Students also expressed an expectation that LGBTQ resources would be available on campus, whether in the form of library materials, specific support staff, an organized LGBTQ student group, or LGBTQ-focused classes. One student, who had transferred from a large campus to a medium-sized campus, had high expectations about student groups that weren't being met by his new college:

I understood that it was a small school, so I wasn't expecting... like a thousand people at a [LGBTQ student organization] meeting, but I was expecting a little bit more I guess in terms of like queer activities on campus or just the queer community being more out there... Like they're not really there like at [previous undergraduate university]... the [LGBTQ student organization] signs—they post them everywhere. It's very clearly stated when and where the meetings are, so I... guessed that it could be a little bit better [at current university] than it was.

This student had previous experiences of a campus where information about LGBTQ student groups was clearly and consistently advertised to the student body. He has realized that such open communication and visibility is not the norm at his new school, which is a disappointment.

Like students, some staff also reported experiencing more challenging situations on campus than they had expected from their initial interactions with hiring committees. One staff person shared the following:

The pictures that got painted for me were a far more progressive, accepting, and knowledgeable campus. I don't feel like or think that's what I walked into. I walked into an office with a student body that had been told that they couldn't talk about politics, religion, or sex... What I was told when I came and when I interviewed was that the campus was exploring trans issues, they were really excited, and for me that's not at all the climate I feel like I got when I got here. Like I didn't need it to be perfect, I needed there to be some consistency and there wasn't... [Interviewer: And who communicates those messages or communicated them to you?] Mostly staff and faculty but also some of the students.

Like the students discussed earlier, this staff member's experience has been significantly less positive than the picture painted by campus representatives.

Faculty, likewise, reported being given an impression that a campus was more accommodating to transgender and gender-variant people than was the reality. One faculty member explained:

And when they took me on the campus tour, the person who took me on the tour made a point of telling me how he thought this was a trans-friendly place and he had a friend who transitioned while he was at [nearby institution]. I was very excited! I was like, "oh my god!" and then I found out, you know, it was illegal in [jurisdiction of university] to discriminate. And I was like, "Oh, this is better yet"... So, when I came here, it wound up being disappointing very quickly. Um, people, when I first arrived here, like the first two months that I worked here, I hadn't done any physical transitioning, and a lot of people in the [work division] called me "she" even though they knew better. I mean, they'd all been informed otherwise.

In this example, a faculty member was told that a campus would be welcoming, which was further supported by the existence of jurisdictional laws prohibiting discrimination. These impressions helped to raise the faculty member's expectations that the campus would be accepting of who he was. Yet, such broad messages of welcoming had not been implemented at the ground level: many of this faculty member's coworkers were continuing to use the wrong pronouns, even after being corrected.

One of the key lessons for campus representatives from the data is that while many campuses are intentional about communicating that transgender and gender non-conforming people are welcomed, much more has to be done to put these words into practice. If a campus is serious about supporting people of gender non-conforming experience, there needs to be both action and methods of accountability for implementing educational trainings, preventing discrimination, and supporting trans-competent services, curricula, and activities. To learn more about specific types of resources that campuses can implement, see the section of this report on Resources (p. 109).

LOW EXPECTATIONS

Sometimes people arrive on campus with low expectations⁵ about what a campus can truly offer to transgender individuals; these expectations are often shaped by an individual's previous

⁵ It is quite possible that these low expectations and related assumptions about the quality of campus life for transgender and gender non-conforming people are a large part of the reason that there are not more trans people in higher education (in addition to numerous other barriers, such as the financial cost, lack of support for people of color, etc.).

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experiences of victimization and harassment. These low expectations may be based upon initial visits to campus, conversations with current students or faculty, or a lack of visibility of or sensitivity to transgender issues in early interactions with campus staff and administrators. One student described a surprising phone conversation when contacting a campus to learn about housing options:

Some of my initial interactions over the phone with [university] were not good. I called to inquire, for example, about gender-neutral housing, and I just got the main switchboard number and asked about gender-neutral housing⁶ and they said, “Just a second let me give you to disability services,” which is obviously problematic for a lot of different reasons. And the person was nice, they just like genuinely thought I needed to talk to disability services. And so... based on some of those initial interactions over the phone, before arriving on campus my expectations were not really that high.

This is an example of how campuses are neglecting to have protocol in place for handling inquiries from potential students, staff, and faculty about trans-specific housing, student support, health insurance, and other resources. In this case, front-line staff at the university were not prepared to handle questions about gender neutral housing, regardless of who was asking. By preparing for such questions, campuses can counteract low expectations about a school’s readiness to welcome transgender people.

Another question that transgender people may ask when first visiting a campus is whether there are organizations on campus that are supportive of trans and gender non-conforming people. Several respondents in our study discussed how they had low expectations about LGBTQ organizations and their ability to effectively reach trans people. One student said:

Well coming into campus... I knew that we had the [LGBTQ student services] and I just figured, “Okay, they’re probably going to be gay and lesbian focused primarily.” I was a little bit apprehensive or potentially concerned about like, was I going to find, was it going to be a comfortable space, would I be able, if folks found out that I was trans was there going to be an issue with that or anything?... I was a little bit apprehensive.

While, in this case, the student actually began regularly giving talks on campus about identifying

⁶ Gender-neutral housing, also known as gender-blind housing, gender-inclusive housing, or co-ed housing, is a campus housing option that is open to people of all genders that does not automatically segregate residents by gender. It is often particularly designed to best serve transgender and gender non-conforming students, as well as others who reject the gender binary or believe that their gender should not influence their housing placement. Typically, students must request this option or designate that they are open to it on housing applications in order to be placed in this type of housing.

as genderqueer, not every person will have the ability or interest in being a spokesperson or trying to change an organization's culture. A staff person at a large campus explained:

I don't know I would say surprised, but the fact that there's some transphobia in the [LGBTQ student and allies group] on campus. It doesn't really surprise me, it just sort of disappoints me or saddens me. It doesn't surprise me because I know there's lots of transphobia in the GLBT community as a whole.

This is another example in which trans people have low expectations about the inclusivity for them, even in LGBTQ groups that are supposedly educated on and inclusive of trans issues because of their mission. To counter these expectations, LGBTQ campus organizations need to be purposeful about including transgender and gender non-conforming people and offering programming that relates to this community.

The reality of low expectations among trans faculty, students, and staff is succinctly captured by the words of one faculty member:

The thing I want to emphasize again is that I feel fortunate to work at a university where there is at least lip service to the concept of not being discriminatory. And, so, of course I'm angry about the fact that I should feel grateful for that, because it's not, it's not much. So, but that's the way it goes... For me, that's one of the worst thing[s] about being trans, I think, is that if someone treats you like a human being, it's a pleasant surprise.

Colorado's colleges and universities can do much more than simply providing lip service. Transgender and gender non-conforming people are already present on our campuses and deserve to be treated with respect and dignity *all of the time*. This basic minimum should be the norm, rather than a rare occurrence that prompts "pleasant surprise."

While most participants described having either high expectations that were not met or very low expectations, one of our participants shared a story of hope and promise. This person described how employment on campus came to exceed all expectations:

When I first came to campus, I started out in [a staff position]. My expectations [about finding support in relation to gender] were probably pretty slim-to-none [Then, after being moved to a different department] all the walls came down. "Oh, shhhhhhh!" You know? ... I mean, everything just opened up... and, holy cow! ... That's when I realized there were so many opportunities, and my expectations changed. And I thought, "Wow, there was a whole lot more to this campus, to be able to do here, than I ever thought possible."

This staff person was the rare exception—someone who was valued and given opportunity to create positive change on campus and made to feel a part of the university. There is much more that Colorado's colleges and universities can do to achieve such outcomes. In the next section of

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this report, our study participants speak to the many contributing factors of a campus' climate that can promote or inhibit the inclusion of gender non-conforming and transgender community members.

CONCLUDING POINTS ABOUT EXPECTATIONS

When first preparing to arrive on campus as student, staff, or faculty, transgender and gender non-conforming people have certain expectations about what they will encounter as part of their campus involvement. Our research indicates that many have either high expectations that are never met or low expectations from start to finish. College and university staff and faculty have the ability to both help the trans community form high expectations about what campus life will be like and confirm those high expectations through concrete action. Some of the key interactions that form initial impressions of a campus include: (a) admissions and job interviews; (b) campus tours; (c) a school's ability to field questions about housing, health insurance, campus climate, student services, LGBTQ organizations, bathroom facilities, and campus safety; (d) promotional materials about the university or college; and (e) the college/university website. These interactions are central to an individual's decision to become a part of a campus community and can be key places for communicating and following through on a commitment to welcoming transgender and gender non-conforming individuals.

However, as noted in the participants' experiences, portrayals of the campus climate as one of support and acceptance without adequate training, education, and commitment is an all too common experience of "false advertising" that trans and gender non-conforming campus members experience. Failure to take concrete action to ensure that campuses are welcoming environments for all students, staff, and faculty, regardless of gender identity and/or expression while advertising the opposite is a fraudulent misrepresentation of what the campus is like. Training must include not only administrators and campus decision-makers, but also front-line staff who are frequently first points-of-contact for potential students, staff, and faculty.

CONTRIBUTING FACTORS ON CAMPUS THAT INFLUENCE A PERSON'S EXPERIENCE

THE CAMPUS ENVIRONMENT

As an individual becomes established at a college or university, the tone of the setting has a great impact on whether the person feels welcomed, accepted, and valued, or excluded, rejected, and ignored. In this section of the report, the focus turns to how transgender and gender non-conforming individuals experience the general tone of various campus environments. The 30 participants in this study spoke most often about two particular settings: work environments, and classroom environments. Therefore, these two environments are described in the greatest detail and depth in this part of the report. However, a brief sample of quotations from participants about their feelings and experiences in other environments—including on-campus housing, restrooms, academic departments/divisions, and the general campus—is provided at the end of this section. More information about these environments can also be found in the section discussing campus policies (see page 71).

WORK ENVIRONMENT

Some of our participants experience the campus environment as their place of employment and spoke to issues that came up in relation to their job(s). Broadly, there were three main themes in relation to employment climates on campus: (a) the role of perceived gender expression and physical transitions; (b) recognition of name and pronoun preferences and acknowledgment of non-static and/or non-binary gender identities; and, (c) predicting whether a department/office will be trans-inclusive is not always related to whether that department has an explicit mission to reach out to the LGBTQ community.

The Role of Perceived Gender Expression and Physical Transitions

Participants noted that experiences with employment on campus differ based upon an individual's perceived gender expression and the status of physical transition(s) while on campus. Some participants noted that transgender people who are often perceived by others as trans may have a more difficult time with jobs than those who are perceived as cisgender. One of the trans women in the sample noted:

I was able to get a job on campus, but I'm not sure if other people, particularly those who are visibly trans, what their chances are... I just don't really know. With trans men, it's

probably easier because they just pass so well. You get a beard and you're just a guy.⁷ After a few months, they've got a beard after they've started testosterone. I think with trans men, because they pass so incredibly well that, within the interview situations, the interviewer probably wouldn't even know. But with the trans women, it's a [dicier] proposition, the whole passing thing.

This participant acknowledges that she holds a certain privilege because she is usually perceived as a cisgender woman, making for fewer discriminatory interactions during the hiring process. She notes that, in general, this is also more likely to be the case for trans men since they are typically able to pass more easily than are trans women. This person's perspective implies that universities may find themselves in hiring situations where a candidate is perceived as transgender by the hiring committee. This displays the need for clear procedures in place ahead of time for preventing discrimination against people who are perceived as gender non-conforming in such situations. At the same time, there is a likelihood that some job candidates will be assumed to be a cisgender man or a woman and their identity as transgender remains hidden. Universities in this scenario may face challenging situations around protecting the person's decision not to disclose and dealing with coworkers or others who "discover" an employee's transgender identity at a later point in time.

A second participant, who identifies as a woman, but is often perceived as masculine or genderqueer, describes her experience with beginning an adjunct faculty position and her worries about how she would be treated. She noted:

I had nervousness getting ready for the first day of school like, "What will I wear?" and you know, "How will students like me?" and all those sort of things that maybe everyone goes through, but I know I do. And you know having a moment of... "This is gonna, it's always an issue." Like it's a first day issue of, you know, I've had students walk into classes and see me and sort of pause and look at their schedule again and then I... talk... "I'm [participant's name]," and they're like, "Oh, it's good to meet you." "You're in the right class..." What made it easier is knowing that if there were issues, like the department I'm in, I would feel supported so, but if I was... adjunct teaching in a different school ... my understanding is it tends to be more conservative—it wouldn't be, I might have compounded fears that if there were problems or students had concerns that, you know, maybe I wouldn't have support. So I felt institutionally supported to be who I am here and that made starting a job here a lot easier.

⁷ Many trans men are more frequently perceived by others as cisgender men after starting testosterone treatments. While some trans men pass well, this is not always the case, especially for those who have not taken testosterone or for whom secondary sex characteristics do not change remarkably or as quickly as expected while receiving hormone treatment. Further, some trans men cannot afford hormone treatments or surgeries, which may make it more difficult for them to pass as a cisgender male.

Contributing Factors

This instructor notes that her gender expression is likely to always be “an issue” with students—where they doubt whether they’re in the right class on the first day or question how to interact with the instructor. Luckily, this participant describes that she felt much supported in her specific department—that if negative experiences occurred, she has allies among the faculty who she can approach for help. As will be evidenced throughout this report, people who are seen by others as genderqueer or otherwise gender non-conforming face daily risks for harassment, inappropriate questions, being challenged in bathrooms, and other interpersonal issues. It is crucial that universities consider the ways that employment settings can be arranged to best support employees of all genders and gender expressions.

Some participants, like the individual mentioned above, while having a genderqueer expression, still experience consistency in that expression across various settings. Others’ gender expression may vary by context or over time while affiliated with a campus, which presents different implications for employment. For example, one student describes how one of his professors who supervises his teaching assistantship (noted as “TA”ing in this quote) has responded to his situation:

The professor that I’m currently “TA”ing for has requested me for next term, so I’ll work under him again, and... he’s somebody that I have talked about the whole trans issue, and since I hope to be starting hormones before next [term], then we decided that it’d be great if I didn’t have to teach and his class doesn’t require recitations. And so, he’s like “I’ll just ask for you as my TA, and then I won’t have to worry.” Yeah, so, so on that level, employment has been great. I couldn’t ask for anything more.

This student has found the employment situation as a TA to be very positive—his supervising professor offered him a behind-the-scenes role when the student’s physical appearance will be most noticeably changing with the start of hormone therapy. This supervisor worked with the student to find workable options that could keep the student employed, while reducing his contact with students⁸ to help reduce the likelihood of being asked inappropriate questions and other high-stress situations. By acknowledging the needs and desires of a trans employee who is going through transitions, this supervisor created a more welcoming employment climate.

Recognition of Name and Pronoun Preferences and Acknowledgment of Non-Static and/or Non-Binary Gender Identities

⁸ While reducing contact with other students was a good option for this particular student in this particular situation, this is not a fix-all solution for supporting campus members during transitions and will not be appropriate for every situation. The individual who is transitioning and other knowledgeable staff should be consulted when deciding how to best address new obstacles that may appear for the trans person during this process.

Another aspect of the work environment that made a difference to participants was whether coworkers addressed them with the appropriate name and pronouns. One faculty participant was hired with the understanding that his coworkers had been informed how to address him:

When I first arrived here, like the first two months that I worked here, I hadn't done any physical transitioning, and a lot of people in the [work division] called me "she" even though they knew better. I mean, they'd all been informed otherwise. [Interviewer: These are employees that didn't interview you?] No, there were people who were part of the interview. Um, people who were mostly involved in the interview were the [work division] faculty, my [colleagues] were mis-pronouncing me was frustrating, and I never found out, I still don't know how many people I work with know. I mean, how many of them were informed [about pronouns to use with me], or how they were informed, before I started working here.

In this case, not only is there a problem with coworkers not properly addressing the person, there is also a lack of clarity about how the division had communicated expectations to staff. While it is inappropriate for anyone to reveal a person's transgender or gender non-conforming identity to colleagues without the person's permission, if management is going to inform staff of a person's preferred pronouns, the process for doing so should fully involve the transgender or gender non-conforming staff person.

A different participant talked about trying to encourage coworkers to realize that gender can be non-binary. This participant spoke of liking when people used mixed pronouns (e.g., mixing "she" and "he") or used gender neutral pronouns. In their experience, students were much more able and willing to use and recognize the fluidity and non-binary gender of this person than were their colleagues:

I think that how I get seen in the context of language of particular pronouns, my students do a far better job than any of my colleagues around either mixing them up. Like for me it's kind of easy, like you can mix them up and be good, and none of my colleagues really do that. And I'm not even sure if and when it comes to fruition that I start taking testosterone for a while that my colleagues will be able to see me in any of that language. No, I almost feel like I have to take testosterone before I get seen, which seems really screwed up to me.

For this individual, being someone who lives in and celebrates genderqueerness has meant that they are not even "visible" on colleagues' radar of gender. This staff person felt that they wouldn't be truly "seen" by work colleagues until taking testosterone in order to fit more into binary expectations of what a trans masculine person looks like.

Not every participant spoke of having experiences in work environments where their name, pronouns, and gender identities were not recognized. However, even if people had a positive experience, they often highlighted that one of the reasons it was positive was because they

Contributing Factors

hadn't been addressed with wrong pronouns or names and their gender identity was respected, suggesting these are contributors to improving the tone of a work environment for trans people. One student who was employed on campus noted:

I haven't had any problems with employment on campus. They send my paychecks to my legal name and everyone still addresses me by the appropriate name, so that hasn't really been an issue.

Predicting Whether a Department/Office will be Trans-Inclusive is not Always Related to Whether that Department has an Explicit Mission to Reach Out to the LGBTQ Community

The final theme related to employment environments suggests that not all LGBTQ or diversity-related offices or departments are automatically trans-inclusive, and sometimes departments on campus that have no direct commitment to LGBTQ people on campus are incredibly welcoming and supportive of transgender and gender non-conforming employees.

One person spoke of working in a diversity office on a campus, yet perceiving that the office's decisions and actions indicated a lack of sensitivity and openness to trans people that communicated a message of "We don't want a genderqueer person... We're not comfortable." This person goes on to say:

This was at the [multicultural student service office], where they're supposed to be all up on their diversity and stuff. Obviously, it didn't work out. If that's supposed to be the most progressive office on campus, and they obviously weren't, then what does that say about the rest of campus? I don't know, for me, it really affected how I felt working at the [multicultural student service office], and I really kind of disengaged.

In this person's experience, there was a lack of interest in creating a climate that would fully include and welcome transgender people, despite the fact that he was working in what is assumed to be "the most progressive office on campus." This person's experience demonstrates that trans inclusion is not guaranteed just by having words like "diversity," "LGBTQ," or "multicultural" in the name of a department, program, or office. Transgender inclusion requires staff to take precise *actions* to make it a reality.

Other participants spoke of work environments that were surprisingly inclusive, even when the office was not generally assumed to be focused on transgender people or diversity. For example, one person described such a job:

In some ways, the [student health education program] was super GLBT friendly, even though they weren't officially a GLBT resource in any way. They were just based on public health and health education, prevention... We did a lot of like cold and flu prevention stuff, and safer sex stuff. But they were really dedicated to being inclusive of GLBT stuff, and I felt like I was really able to voice any concerns I had about the T-

inclusion stuff, without necessarily disclosing the fact that I was trans.

The work team in this environment had a commitment to being inclusive of LGBTQ people in their educational efforts. Consequently, this employee felt safe enough to bring up ideas and concerns related to the health of transgender people and was not immediately tokenized or even viewed as trans when doing so. This is an example of how work environments can be very supportive of trans staff, even when not explicitly LGBTQ-focused. In this particular case, however, the inclusivity appeared to be due to the valuing of inclusivity on the part of the individuals who worked in the space, and not necessarily the specific workplace policies or climate.

THE CLASSROOM ENVIRONMENT

What happens in the classroom is key to the success of any college or university. Most of our participants spent at least some of their time on campus as either a student or faculty member and could speak to the general tone of the classroom environment in relation to transgender people. Many of the stories shared on this topic relate specifically to the pedagogical practices used by faculty; some also relate to interactions with classmates or policies that departments have for classroom instruction. This section reviews three themes: (a) transphobia in the classroom; (b) bringing transgender issues and voices into the classroom without tokenizing trans people, threatening their safety, or excusing cisgender people from educating themselves; and, (c) recognizing and respecting an individual's name and pronoun preferences and gender identity.

Transphobia in the Classroom

Unfortunately, participants spoke of some examples of classroom environments where transgender and gender non-conforming people were the target of jokes, were described with disgust, or were made to feel unsafe. One student described such a situation:

So beforehand, [the professor] was talking about testosterone and its connection to sex drive. Then I spoke up and said, "As a transsexual, I think I have something of importance to offer on this." The professor responded with, "We always seem to have weird people in here." Then, later in another class session, trans issues got brought up again. And the professor asked, "Wouldn't you feel like beating up your wife if she was once a man?" Students started agreeing and just expressing disgust about trans people, and the professor didn't challenge it. I had to leave that space because it was so uncomfortable for me.⁹

⁹ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

Contributing Factors

In this situation, the professor—someone who sets the tone for a classroom environment—responded to a student’s decision to disclose within the classroom by calling the student “weird” in front of her peers. The professor later insinuated that most people would want to “beat up” a partner who disclosed being trans, a very dangerous message that mirrors the justifications often used by those who have committed hate crimes against trans people. As students began adding to the conversation and expressing negative feelings about transgender people, the space became so unsafe for this student that she had to leave the class.

Classroom environments such as the one described above are downright threatening for transgender and gender non-conforming students in terms of their physical safety, their psychological well-being, and ultimately their academic progress at school. There need to be procedures in place for students to report such instances of hateful language or behavior in the classroom and for the school to develop a plan for addressing the situation, including holding professors accountable for such discriminatory and abusive behavior. Because this type of scenario is targeting students based upon how they identify their gender and express themselves through dress and appearance, it is qualitatively different from harassment based upon someone’s perceived sexual orientation. It is for this reason why it is important to have protections for campus members that include gender identity and gender expression in addition to sexual orientation.

Bringing Transgender Issues and Voices into the Classroom without Tokenizing Trans People, Threatening their Safety, or Excusing Cisgender People from Educating Themselves

Participants spoke quite a bit about their desire to have content about the transgender population better integrated into classroom learning. However, such learning should not happen in a way that tokenizes trans-identified students in the classroom; several participants had experiences of having their trans status inappropriately announced to a class or being called on by a professor to speak to “the transgender experience.” For example, one student shared:

I was in a class [related to women’s/gender studies] and we did talk a lot about trans issues and the teacher would continually say, “I’m not sure if I’m explaining this right. [Name] can you explain it for us?”... Like I said, it never comes with malicious intent because one of the things that’s often been said is, “I’m so glad that you’re here to tell us about these things.” And it’s like well thanks, but, you know, like I don’t know. Go read a book.

This student emphasizes that faculty shouldn’t defer to a transgender or gender non-conforming student to educate the rest of the class on that person’s identity or the “truth” of lived experiences for trans-identified people. This student calls on others to do some of the work rather than rely on her for the knowledge of what it’s like to be trans.

A second student speaks of a situation where others in the class didn’t follow her suggestions to

attend a training on cisgender privilege, but then later asked her during class to educate them:

I was presenting my research capstone project in a class-- I evaluated the [LGBTQ and ally training] at [university]. So, I went through the learning objectives, and one of the learning objectives is increasing awareness about cisgender privilege. So, we had to stop and I had to talk about what cisgender means. And we had to go through the whole topic of what gender identity and expression means. It just was a waste of time... the professor had no clue what it meant. I was like, "Excellent, awesome." I did have all these trainings for this project that I told everyone to go to and no one went... You would have learned what that meant... It was pretty frustrating. And it tokenizes you and that's always awkward and uncomfortable... It's like, "I need an ally!"

Again, following the professor's example, this class relied upon a queer student to "educate" everyone else. This student calls for an ally in the moment—someone who can help challenge the way the classroom dynamic is putting pressure on her to tell others why they need to be concerned about gender identity and gender expression issues.

In other instances, students speak of a desire to have faculty better incorporate trans content. In some cases, these stories come from students who are often perceived by others as being cisgender male or female, and they worry that, by asking for more transgender-related content in the classroom, they are being forced to reveal their trans status when they otherwise wouldn't want to do so. For example, one student talks of a class role-playing activity where an opportunity for integrating trans-related content was ignored:

During class, when we're going over Plan B¹⁰ and sort of the major counseling points...what [the professors] do is sort of trip us up a little bit... they'll have different cases at a time. So you might have a Plan B case or you might have eye drops, so you didn't know specifically which case you had, to make sure you sort of prepared for both. So if you have a male, if you go into your role room, and there's a male patient there, don't automatically assume you have eye drops. You might have Plan B. They might be coming to pick it up for, you know, their girlfriend or something... And then, the professor started joking around... "They're actors, so we can tell them to act like women if you want them to." And there's all this giggling... And I was just like, "Well, what if they look male but they need Plan B for themselves?" and you know, "There are situations like that." But I didn't bring that up because I didn't feel really comfortable bringing it up.

In this case, there was an opportunity to encourage critical thinking about the gendering of medical clients in role-play situations, but it was overlooked by the instructor and made into a joke. The instructor also lost the opportunity to educate the student body about working with

¹⁰ Plan B refers to the emergency contraception drug levonorgestrel, known in common parlance as the "morning after pill."

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trans patients, further contributing to the general lack of competence among health providers in working with transgender people. This student also spoke to fears about bringing in personal experiences to the classroom—that although it might help educate peers, it might also make them stop seeing him “as a guy”:

And I think it would be neat if I had some sort of outlet to share my experiences [in the classroom] as well, and I’m sure that some of the other students could benefit from it. But I just don’t know how to do that while still feeling safe and respected and being able to know that people will still see me as a guy.

A transgender student may find it quite frightening to share personal aspects of oneself when there’s a risk of being tokenized as “not a real guy” or “not a real girl.” Another student spoke about how, even in a course in which the professor was trying to use activities that emphasized commonalities, his difference from his peers was deeply felt:

We were playing games like, “Who else has ever, you know, peed in the woods?” or [laughs] “Who else has ever... crashed someone’s car?”... whatever we chose to increase our feelings of togetherness to see how we’re the different and the same, and it’s supposed to increase cultural diversity... Whoever gets left out, they’re in the middle, and they’re supposed to say, “Who else has brown eyes?” or whatever. So, but the things I could think of that were unique about myself... I knew that no one else would step out and I would stay in the middle... And then it was very upsetting and sort of deeply worrisome to me. And I put out one that I thought that any person thinking about gender would be able to, basically I asked, “Who else has ever felt like their gender expression didn’t match the expectations of the culture?” And nobody stepped out... So I realized like, “Wow, people are really not thinking about gender in the same way I am.”

Even though this class activity was supposed to highlight what students had in common, this student was left “in the middle” with all eyes directed toward him as the person who was different from everyone else. This same student offered suggestions as to how a faculty member might instead consider changing the classroom climate for the better:

So to really make use of that [certain] approach, to be like, “Well, how can we bring that person in and make a group that’s cohesive and safe for everyone, and also recognize that everybody is bringing their different things, and normalize on the one hand that person’s difference, but also recognize that they may have normal needs for their particular situation?”

This student called for a classroom environment that normalizes difference and recognizes the strengths inherent in those differences, as well as the needs that are going to be present for people of all backgrounds, such as a sense of belonging.

Participants also noted that instructors need to be more willing to step up and educate

themselves on topics related to gender and be willing to integrate trans content into the classroom, particularly when they claim to be knowledgeable about diversity:

I think [of] the faculty in the room as being advocate[s] [on] queer issues or gender-neutral stuff or not [making] assumptions about anything because of based on gender or looks or appearance... A lot times when people bring up trans-issues, sometimes people just aren't very familiar so they're just like, "Oh, I can't really talk about that because I don't know." And so it would be great if people would be more practiced and able to talk about it more so, or not be afraid to go there. You know... particularly if you're doing that sort of advocacy work to kind of be more inclusive.

On the positive side, several participants identified times when the classroom was structured productively, the instructor did not tokenize them for being transgender or gender non-conforming, and trans-related content was reviewed in a helpful manner. One student said:

I think by far the majority of classes I've ever had, if issues come up that deal with trans issues or gay and lesbian issues, faculty's been very open to allowing a discussion and to ensuring that that discussion is civil. I think that's helpful.

Another student spoke of a time when a professor made a problematic comment, but a cisgender-appearing student challenged it:

She's a good teacher, but she made a comment about like essentially correlating women and uteruses...like if you have a uterus, you're woman...One of the male students chimed up and said, "Some men might have uteruses."...That just freaking floored me because he was somebody that I interpreted as being cissexual... but it doesn't matter because if he is cissexual—that fucking rocked that there was somebody that got it! And so, even though it wasn't a direct support of me, it was a direct support of transsexuality... and I'm like, "Wow, there's somebody that gets it. People are getting it out there."

This situation demonstrates the key role that other students can play in helping to make the classroom a place for open discussion and critical thinking about gender and sex and transgender-related content, without constantly relying on that advocacy from transgender people.

Some courses may already include content focused on gender, and this can be a possible window of opportunity for transgender and gender non-conforming students to bring their own life stories into the classroom, if they desire, as in the following example:

I took a [social science] gender class last [term], and one of the assignments the teacher referred to as a "gender box," which is basically like a ten-minute PowerPoint presentation, and she gave a list of questions about your own personal gender... how were you raised, what religious traditions were you raised in, how do you express like how do you identify, things like that... Before then, I hadn't really spoken to a lot of

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people in the class... I was very frank with my presentation and talking about like my sexual orientation and my gender and my whole history and like I shared... a montage of pictures of how like my facial hair and my body has changed over the years and had a great round of applause and a bunch of people just had incredibly like overwhelmingly positive comments. People wouldn't even be asking questions, they'd just be raising their hand to say like, "I just learned so much, thank you so much for sharing."

Finally, one of our faculty participants noted how her willingness to share stories about her own experiences seemed to positively impact students:

Within the classes, there's an education piece that often happens. I mean I teach [a diversity-related class] so there's a part where... using self make[s] a lot of sense... The students see newer ideas of gender, and so there hasn't been over-resistance or discomfort, but definitely people have expressed to me you know that, "It was helpful to have you in class because I didn't understand gender and the idea that you... struggle in the women's bathroom. Every time I use the women's bathroom now, I think of you and how hard that must be..." So I'm aware that their level of learning is newer.

In this case, the faculty member is aware of how sharing her own story helps students reflect on the meaning of gender and related dynamics of oppression. While this instructor was willing to put her own experiences on the table in this example of professional use of self, this should by no means be either demanded or expected of all transgender and gender non-conforming faculty, but should be an individual decision of the faculty member based upon safety, relevance, teaching style, and other factors. Still, this faculty member's story highlights the importance of creating space and opportunity for students to learn about the diversity of gender and related social issues. Ultimately, this kind of classroom environment will be best fostered when there are institutional protections in place that allow faculty to be "out" in the classroom and to share their experiences with students without fear of harassment, violence, or discrimination from students, colleagues, or supervisors.

Recognizing and Respecting an Individual's Name and Pronoun Preferences and Gender Identity

For transgender and gender non-conforming individuals, another key factor related to perceptions of the tone of a classroom was whether their name and pronoun preferences and gender identity were recognized and respected by others. In some instances, a person may arrive on campus and be documented as having a particular name and sex, but desires to change these records while affiliated with the campus. (For more information about policy issues related to campus records and identity documentation, see the section of this report on page 71.) In other circumstances, an individual may be listed in a record or on a roster with one name, but desires to be addressed with another name or with different pronouns than inferred by the name on record. Those interviewed often said that one of the most basic things that they

desire—and one of the easiest things that colleagues, professors, and supervisors can change in their behavior—is to be addressed with the right name and pronouns. This was mentioned by many of our participants as a frequent classroom issue.

One way that students said they let professors know about name and pronoun preferences was by contacting the professor before the term began. Sometimes, though, professors did not follow through on respecting these requests:

There was an interesting moment where I had told the professor in advance, "I'm changing my name. Your records will say [old name], call me [first name]." And then, he forgot. I'm in classes with like 100 people and stuff like that, and so at one point he called on me. I'm raising my hand, and he calls me [old name], and I say, "It's [first name]." He says, "But it says here it's [old name]." I'm like, "dude!"... And, totally that was hard in a room of 100 people, and I totally blushed.

Participants acknowledged that sometimes, as in the case above, faculty or fellow students may use the wrong names or pronouns only because they forgot. The key factor in the situation above, however, was that the professor failed to listen when the student reminded him of preferences and instead questioned why the student's name didn't match his roster in front of the entire class.

The same type of scenario may appear when the primary instructor is supportive yet fails to give accurate information to substitute instructors or graduate teaching assistants:

This year, I'm in peer counseling class and the fucking substitute that came in and—I don't know how this happened, but instead of taking out my female name... [the substitute says] "[Female Name]? Is [female name] here? [Female name and last name]? Is she not here?" And it just, fuck...I was upset... I was just frustrated because everybody looked at me... I was going by [male name]...and they knew I worked at the [LGBTQ student service office], and so that was really frustrating. So it's still an issue.

This situation could be addressed by requesting that faculty share up-to-date rosters with preferred names and pronouns with anyone who helps instruct the class.

Another student explained why it can become an issue to be mis-gendered in class, regardless of whether people do it intentionally or not:

This [term], some of my teachers didn't check their email until a week into classes... I really got on them about that. I was just like, "You know, I emailed before classes started because this is a safety issue for me. If people find out my gender by my legal name, then that can put me... in danger, I mean if there's someone that's not accepting." All of them replied back "Of course, of course I respect that." And sometimes they'll be even more respectful.

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This student highlights how being unnecessarily “outed” as transgender can put the student at risk for harassment and other negative situations with peers. This student also discussed how being addressed with the wrong pronouns negatively affects his academic performance:

There’s been other times where I just didn’t feel like going to class, don’t feel motivated to do my homework, especially if it’s the teacher that doesn’t even call me “he” and stuff. It’s like, “Ok, I know you care, but at the same time it’s hard to really care...” It’s like I don’t pass and I don’t want to go to class anymore, it’s just this big thing. I’m just so happy I’m on hormones where it won’t be an issue. Like my senior year, it won’t be an issue at all because I mean how can you dispute it if I have a goatee or something like that? But, in the meantime, I’m still not [consistently perceived as male], so there’s all this pronoun fail [ure]. I don’t know how much of it is people... just don’t want to pay attention to it or if they just aren’t listening or if it truly is a mistake.

For this student, it feels difficult to go to class when he anticipates that people will misuse pronouns, which to him indicates he’s not “passing” as a guy. This student only recently started hormones and is looking forward to the physical changes that will develop over time, since he wonders if some of the “pronoun fail [ure]” is due to his physical appearance not looking “male enough.” In the meantime, something that would help make this student’s classroom experience more positive and supportive would be if professors and peers treat him as how he identifies—as a guy.

Another individual also highlighted how difficult it is to be constantly addressed incorrectly and how this connects to feelings about not adequately passing:

[Being called ‘sir’ and being misgendered] happens too often. But keep in mind, even once in my opinion is too often. I guess it’s probably because I’m more sensitive to it, because of the fact that I want to be seen as who I am and I don’t want to be... misgendered because I’ve had to work, fight tooth and nail to be recognized for who I am. And it’s still, I mean my voice still sucks ass and I still need to finish up my electrolysis, which is horribly expensive.

This excerpt highlights that not every transgender person can afford to or desires to undergo physical transitions. Furthermore, the basic expectation of respect in the classroom—of “being seen for who you are” and being gendered correctly—should not be based upon whether an individual looks “male enough” or “female enough.” Instead, all people should be allowed to express their gender and name themselves as they prefer and/or are able (including appearance, legal name, and gender marker).

Several students discussed circumstances where their names and pronouns were openly refused or challenged by others. One student shared:

I have had a few professors who I think do refuse to use gender-neutral pronouns. I think

it actually comes out of their feminist politics... I think it comes from a belief that, in using gender-neutral pronouns, I [must] think everyone should use gender-neutral pronouns, and I don't believe that at all. The example that was actually given to me by a professor was, "If you say 'he raped her,' you know that there's a power relationship there. That's something that we can work with in society to challenge gender-based oppression, right? But if you say 'ze raped ze,' you have no idea what that power relationship is and you destroy any chance of challenging sex- or gender-based oppression, harassment, discrimination, all these sorts of things." And so basically that I was making the category of gender null.

This student's professor was focused on reading into the philosophical implications of gender-neutral pronouns, rather than paying attention to a student's personal request and the student's lived experiences. In this case, the student simply is asking for respect, not for an argument about feminist politics.

In another circumstance, a different student encountered a professor who resisted changing the name she used to address the student:

I didn't expect that she'd be taking roll every day, and it looks like she actually is going to... She reacted the same way that most people do, which is kind of like that pause and then that eyebrow raise and then like "[Preferred name]?" ...or, "How do you spell that?"...She goes, "Well, I'll try to remember that."... After class, I, you know, introduced myself and I said... "Just so you know, the reason that I want to go by [preferred name] is because I'm you know currently going through" and I used the term "gender transition" because I didn't want to explain all the, you know, minutia and everything there... I was hoping that if I could explain that and I could get my face connected with it that, she would be respectful of that. And she seemed standoffish to me when I was explaining that, and I think that she thought that I was attacking her for not remembering when in reality I was trying to say it's like you know, "I'm just not trying to be cute. I'm not trying to screw with you or anything like that... This is the reason why I want that." And she said... "Oh, okay. Well, like I said...I'll do my best to remember." And in parting I was like, "Well, why don't you just mark it on your thing there, you know, just like erase those last letters and that's all it'll take?"

This student spent time trying to explain why name preferences were a crucial issue, yet the professor responded with a lack of care. The student points out how simple the adjustment could be for a professor—"just mark it" on a roster to help remember the student's preference.

While getting faculty to respect student preferences is a big piece to improving the tone of the classroom environment, there can also be issues with getting fellow students to respect one's name and pronoun preferences. For example, one student noted:

Last [term]... there was a kid [in my group], I told him several times "I'm a guy. Call me

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him, I'm a guy call me he." He ended up he kept calling me "she," he kept referring to the fact that we were two girls and a guy in this group, "No, we're two guys and a girl in this group." Then one week, he ended up calling me "it."... It was to the point where I'm like, "It's the end of the [term], you are just that much of a bigot that you can't... get that through your head that a guy might be a guy? Sorry that I don't look like one, but there's probably plenty of cisgendered guys that don't quite look like guys." So then I actually did skip that class one time when our group partner was sick, and I was like, if she's sick and it's just him and I, I'm not going in to deal with this. So I skipped class one time because of that.

This student emphasized that this situation had a negative effect on his schoolwork. This would be another case where having allies in the room could have helped support the trans student in finishing this group work.

While most participants who spoke of the role of pronouns and name preferences in classroom environments were students, some faculty spoke of it as well. One individual described a situation where he was not informed of the proper name preferences of a student:

I had one student that went by one name and she had asked [within the department] to go by a different name, a male name, and when I got the list of students for the class, I called her by the female name... I'm like, "I wish somebody would have told me that they prefer to go by this name," and why it was never changed on record, I don't know. And so it's that kind of thing where it wasn't necessarily me, but then I kind of felt bad because the class heard me say it and the class now knows this and I'm like, "Great. Did I just out this person?"... And I think it's going to vary between people. Some people may be like "Oh, it's okay. I just started going by a different name," which is in this case what happened. They're like, "It's okay. I just started going by this new name, but I prefer you don't ever do that again." I'm like, "Okay, I'm sorry." But then I'm thinking: "What if that wouldn't have been the case? What if I just outed this person and just ruined their life?"

Even though this faculty member was actively trying to be supportive, he ran into hurdles because there was not a way for students to indicate preferred name and pronouns within the roster system. This faculty member recognized the severity of the situation-- that announcing an incorrect name could unintentionally "out" a student and put them at risk for harm.

Another situation that trans individuals may experience is having their gender identity incorrectly labeled within a classroom. One student describes such an instance:

I'm the only one on campus currently that people perceive as being gender variant. I mean I think there are other gender variant people on campus, but I've been tokenized in that way, and I'm continually tokenized in the classroom. I actually had one [discipline] professor when we all go around the room at the beginning of the class we introduce ourselves. I introduce myself, blah blah blah, and I'm the only student in the classroom

that the teacher decided to sort of add to our own self-descriptions and said, “In a [discipline] classroom, [name] is what we would call a transsexual.” And I about went through the roof because, first of all, I don’t identify as a transsexual and that’s really important to me. I’m not transsexual. And also that she would sort of call it out like that in this class was really problematic... I think that she felt comfortable doing that because I’d had classes with her before and I’m clearly out and I always end up talking about it, which is fine and I enjoy it, but like I don’t think that’s her role... It was more problematic to me not that she called out the gender identification, but that she got it wrong and that after sort of calling her out on it, she wasn’t that willing to change. She’s still conflating my trans identity with a transsexual identity and that was sort of a big ball of mess.

This student points out that it’s not the instructor’s role to disclose personal information about a student to a classroom without a student’s consent. Further, this example highlights that “transsexual” and “transgender” do not necessarily mean the same thing and that terms can have different definitions to individuals, so assumptions cannot always be made about how certain words relate to an individual’s identity. Labeling a student in front of classmates—well-intentioned or not—can result in further marginalization and disempowerment for the student. It is critical that faculty recognize that their perception of the level of safety of their classroom or their professional discipline may not be accurate in the lived experience of the trans-identified student in their class.

At least one of the universities represented in this study had sample language that faculty could insert in syllabi that indicated that the instructor was committed to addressing students as they prefer. One individual shared:

I don’t actually say in my email [to my teachers], “I’m a female to male transsexual [who’s] in your class.” I say, “The roster will list me as this, I prefer this. This is my pronoun, here’s something that [university] said.” ‘Cause the university has a whole list of little pre-written paragraphs that they can put in their syllabus... One of them says, “I will respect alternate name and gender pronouns...” So I copy [and] paste that so I can say “See? Even the university has suggested that this is a good thing to do. If you have any questions please let me know.”

This practice—of including language in syllabi about respecting student names/pronouns—is one concrete way that colleges and universities can set the groundwork for a welcoming and affirming classroom environment for transgender and gender non-conforming individuals. For examples of such syllabi language, see *Appendix G*.

Many participants emphasized that what works best is to be simply treated as any other student; just because they may identify as gender fluid or transsexual doesn’t mean that they want to be tokenized as such. They’d like faculty to note their requests for pronouns, etc., but not to draw more attention than is necessary. One participant described how this looks in practice:

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I disclosed to my [natural science] teacher first this [term], and... [she was] unknown to me before I had met her... She was pretty responsive, and she had a lab notebook one day from with like a male name in it and didn't know if it was someone who was in that class, because she wanted the names of all the men in the classroom, and she asked me as well as every other man in the room, which was pretty cool because most other students wouldn't gender me that way. And she... did it without like being awkward or obvious, just kind of like in order. It was pretty cool.

OTHER ENVIRONMENTS ON CAMPUS

While this study captured the greatest depth and detail about work and classroom environments in particular, some participants also described how they experienced the tone of other environments on campus, including restrooms, dormitories, specific departments/divisions, and the campus at-large. A sample of these quotations—which range from positive to very negative—are provided in Table 4.

CONCLUDING POINTS ABOUT CAMPUS ENVIRONMENTS

The overall tone of various campus environments plays a key role in the experiences of transgender and gender non-conforming people at a college or university. The participant stories shared in this section demonstrate how specific actions taken by campus employees and students can create environments of inclusion or exclusion. Such actions include: (a) recognizing the role of perceived gender expression and physical transitions for campus staff and students and how these aspects present risks for discrimination and possible violence that needs to be anticipated and prevented whenever possible; (b) emphasizing everyone's right to self-determination, which includes the right to be addressed with one's preferred name and pronouns; (c) acknowledging and valuing the variety of gender identities and gender expressions that campus members hold, including those identities and expressions that are fluid or differ by setting; (d) establishing a means for campus members to seek support and redress in situations of blatant discrimination and transphobia, whether in the classroom, dormitory, work environment, or other setting; and, (e) encouraging and supporting faculty in developing pedagogical practices that bring transgender issues and voices into the classroom without the tokenization of trans people and without forcing individuals to disclose trans status; at the same time, encourage and challenge cisgender people to educate themselves about the diversity of gender identity and gender expression.

Table 4: Quotations about the Tone of Other Environments on Campus

Campus Environment	Relevant Quotations about the Tone of the Setting
Restrooms	<p>I have been pulled out of restrooms by security at campus events and professors don't get names right, and none of it has come with malicious intent though so that's good. So that hasn't been wholly positive or negative, I guess.</p> <p>I didn't have safe restrooms [in my dormitory]... I just didn't feel safe anywhere.</p>
On-campus housing	<p>I didn't feel safe because I was outed in the hall... So it was a huge struggle... everybody thought I was their source of frustration so it just was really a lot of animosity towards me in the hall. And right after fucking victims' assistance they said, "I'm sorry we can't help you."</p>
Particular Departments	<p>A [division school] is kind of rough for queer stuff in general compared to social work or psychology or those other areas of study, so it's kind of almost "Don't ask, don't tell" around queer stuff in [division school].</p> <p>Well, my experience here has only been within the [academic division] so it feels pretty good. I would say, you know, things as simple... [as] the choice of restrooms and having access to one that's gender neutral. And that, in terms of a systemic macro level, it's very supportive.</p>
The General Campus	<p>I can't think of a campus space where I could go to... and feel safe talking and telling my story.</p> <p>There's no institutional accountability or ownership for the ways in which trans-phobia, heterosexism, sexism, and all of the ways in which oppression shows up, shows up on campus daily, and I think very few things will change until the university as a whole starts to have that conversation with itself and we can fight and organize on the ground as much as we want. If things don't shift on the top, very few things are going to change where I am.</p> <p>I think my experiences have been more positive than my expectations. Like I said, I just wanted to fit in and not be messed with. And I found that there's a room to like, for me anyway, a room to grow and not worry about that. And not worry about being bashed or being treated badly. I think it's been more positive than my expectations were, but I know that other people have had not such great experiences... so it's kind of a mix bag. It depends on where you're at. If you're an adult working in [division], I think you're in a better, more secure place than if you're an undergrad in a dorm. It's just a safer environment to do your thing.</p> <p>I think I've experienced a lot more like sexual harassment and gossiping based on being perceived as female than I have as trans... Yeah, it's more of... unwanted sexual advances or, like, comments and that thing. Usually not in a classroom setting, but in a campus like outdoor setting between buildings or something like that. [Interviewer: Yeah. And this is solely based on people's perceptions of you as female?] Yeah, I think so. And then occasionally probably also people's perceptions of me as a dyke... I don't really get read as trans. I don't think I've experienced that.</p>

USE AND ABUSE OF POWER

Individual interactions with people in positions of power often play an important role in a person's campus experience. The authority inherent in the roles of dean, supervisor, administrator, or professor (among others) allow people in these roles, whether intentionally or unintentionally, to deeply influence the experiences of trans and gender non-conforming students, staff, and faculty on college campuses and determine whether university policies are addressed, enforced, or ignored. These power dynamics, while often grounded in individual interactions, can reflect a larger institutional neglect of people with underrepresented gender identities. Such institutional neglect can affect an individual's access to services and ability to effectively perform a job or work towards a degree.

A major theme that emerged through the 30 interviews was ignorance regarding trans issues on the part of people in power. Administrators and professors can unknowingly "out" people due to their lack of information surrounding the importance of privacy for transgender individuals, and its implications for safety. One participant remarked:

I'd like there to be more privacy around somebody who is changing a name or gender in the system so that information is, if it has to be kept for bureaucratic reasons, that it's kept at a very high level.

The concern here is not that authorized people may have access to information about legal name or gender changes, but that it may be revealed at inappropriate times or in inappropriate ways. People working with official paperwork on campus need to be informed when this information is relevant to the task at hand. While a legal name change may be relevant, for example, when putting together information for a diploma, it does not need to be addressed when a student is registering for classes or buying a membership to a campus recreation center.

Campus information systems are seldom equipped to appropriately process and display changes in name or gender. Though changes in information systems would be optimal, in the absence of these changes, personnel with access to these databases should be provided adequate training on their use, specifically to understand how name and gender changes can be displayed and processed. This would ensure that individuals with access to official information understand atypical displays of name and gender and understand when such information is relevant so as not to inadvertently disclose personal information about people and their identities.

Ignorance regarding trans issues among people in positions of power may lead to a distinct lack of accountability. Because authority figures are unaware that their actions can be harmful, they are seldom held responsible for the very real damage they can inflict on a trans or gender non-conforming person's campus experience. One participant gives an example of such attitudes preventing the implementation of obviously needed diversity training:

And one of the reasons, getting back to accountability, there has been much resistance, is because people have talked to the [administrator] and told her that they don't want to go because they think there will be "white-bashing." And they can just say that and she'll be like, "Oh, okay. Maybe we shouldn't have diversity training." And it's just like, "I'm losing the will to live right here." So...it is what it is.

In this instance, coworkers' resistance to diversity training highlights the obvious need for education, and the administrator in charge can choose not to implement a training to increase the level of safety for an employee (and employees who have different cultural backgrounds). With adequate information about how deeply the lack of education affected her employee's work performance, she could make the decision to implement it.

One participant suggests that people in positions of power keep overall goals of the college institution in perspective when evaluating policy:

I think first and foremost...people with power in institutions – administrators who actually have the power to address very practical policy pieces – need to remember why we're all there: ...learning and acquiring knowledge.

Participants repeatedly described experiences where ignorance regarding transgender issues on the part of campus doctors and professors led to overwhelmingly negative experiences, impacting their experiences on campus. A tangible example is inconsistent enforcement of policies, which place trans and gender non-conforming people in a situation of "having to prove myself to gain access to the basics, where other students don't." There may actually be campus policies whereby students, for example, may be required to present identification in order to turn in or get back their exams. This, however, is rarely enforced, except in the cases of trans and gender non-conforming students. A student, whose gender presentation does not conform to expectations, describes this as a recurring experience:

I pretty regularly have to show an ID to get things done, whether it's [to] accept an exam or turn in an exam, any number of things in places where other students don't...have to prove their identity.

Another participant highlights the importance of providing people in power with adequate information. Often, trans or gender non-conforming people can feel that their job or grade may be in jeopardy if they should provide the education themselves or volunteer personal information for the purposes of educating their peers or superiors:

Do you survive and be visible in a really localized way, or do you become more public, potentially threatening your source of income, or your existence, and yet at the same time decidedly refuse to essentially live in the closet and perpetuate that kind of message to your students, staff, and faculty?

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People in positions of power, whether they are professors or administrators, can disseminate information to be able to make informed decisions. Rather than reacting to “special situations,” one participant suggests campuses take a more proactive approach and ensure that people in positions of power have the education to understand the information they are given and understand the effects of their decisions on others.

POLICY COMMUNICATION AND IMPLEMENTATION

This section of the report examines how college and university-related policies impact the experiences of transgender and gender non-conforming students, staff, and faculty on campus. The term *policy* is used here to refer to the explicit rules that a college or university has enacted that in some way regulate the experience of campus-affiliated individuals. It is important to note that, although we focus on the experiences of transgender and gender non-conforming individuals, these policies can and do impact other groups on campus. This section will explore policy both in terms of *communication* – how effectively and clearly rules are explained and presented to people on campus and how accessible the actual policies are—and *implementation*—the ways these rules are (or are not) carried out on campus and how this impacts transgender and gender non-conforming people.

The interview protocol included several questions specifically about policies that the CTOC coalition believed would be particularly relevant to transgender and gender non-conforming people. During the interviews, some participants talked about other campus policies that impacted them in some way or those they wish existed. Policy issues that were discussed in-depth by more than one participant and were related to their gender identity will be discussed herein, including policies related to changing one’s name or gender marker, housing and facilities, and remediation policies. First, this section will look at findings related to policy communication.

CLEAR, CONSISTENT COMMUNICATION ABOUT CAMPUS POLICIES

Campus policies are only effective if those who implement them have clear information about these policies. Further, they cannot be effective if those who are directly affected by them are confused, uncertain, or unaware of these policies. Among the 30 research participants, there was notable variation in how much each knew about policies that directly impact trans people. Some participants knew a great deal about these rules and regulations (and were very confident about their knowledge), while others felt confused or very uncertain. The data collected from these interviews emphasize the importance of clear, consistent communication about campus policies in order to have the biggest “bang for your buck.” If a school is committed, for example, to offering gender-neutral housing, this policy needs to be clearly shared with all incoming students for it to effectively improve the housing experience for transgender and gender non-conforming students.

One way this study assessed policy communication was by asking participants if they knew of specific policies existing on their campus (es). This line of questioning assumes that if people are uncertain about whether a policy exists, it is, at least in part, likely due to poor campus communication about the policy. Conversely, if someone can state with confidence that a policy does or does not exist, this likely means that the campus is effectively communicating that policy to its members¹¹. Therefore, each interview was examined by our research team in order to classify a participant's level of knowledge about the four policy areas that were directly examined in the study: (1) nondiscrimination policies that protect sexual orientation; (2) nondiscrimination policies that protect gender identity and/or gender expression (abbreviated GI/GE in our tables below); (3) health insurance coverage for transition-related care; and, (4) domestic partner benefits. For each type of policy, a person's response was classified by level of confident knowledge about that policy. The four classifications were: (a) clear, confident knowledge about the policy; (b) some knowledge, with a bit of uncertainty; (c) a bit of knowledge, but mostly uncertain; and, (d) does not know/very unsure. Examples of quotations that demonstrate each category are displayed in Table 5.

Table 5: Example Quotations for the Four Levels of Confidence about a Policy

Category	Example Quotation
1. Clear, confident knowledge	"Yeah, they for sure do [have such a policy]."
2. Some knowledge, with a bit of uncertainty	"Uh, I think they say 'variance.' The last time I looked it up—it was actually something that I looked at, though—and the last time I looked at it was when I first applying to be a student there, so it's been awhile. But I think, I'm almost positive, and I think they had just, that was a more recent thing, inclusion of gender variance."
3. A bit of knowledge, mostly uncertain	"I think it has-- I'm not sure if it has gender expression, actually. I would have to go look at it again."
4. Does not know/very unsure	"Actually I don't know if they have a policy or not. I assume they do, but I don't know."

Using these classifications, participant responses for each of the types of policies was tabulated into the four categories. Table 6 through Table 8 below display an overall picture of knowledge for the four policy areas which were queried in the interviews. Table 7 breaks this down further

¹¹ Of course, knowledge about policy may also be a function of one's campus role—student, staff, and/or faculty—as well as the length of time that one has been affiliated with a campus, among other factors. We include a breakdown of knowledge by campus role in Table 7.

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Table 6: Degree of Knowledge about Various Campus Policies

	Confident Knowledge	Mostly Sure, Some Uncertainty	Mostly Unsure, a Bit of Knowledge	Very Unsure / Doesn't Know
Nondiscrimination (sexual orientation)	57.1%	21.4%	10.7%	10.7%
Nondiscrimination (GI / GE)	36.7%	26.7%	16.7%	20%
Health Insurance Coverage	20.0%	20.0%	16.7%	43.3%
Domestic Partner Benefits	26.7%	10.0%	23.3%	40.0%

according to a person's role on campus (student, faculty/staff, or multiple¹²), while Table 8 compares levels of knowledge by public vs. private campuses.

As Table 6 above suggests, across all 30 participants, over 75% had either Confident Knowledge or were Mostly Sure about whether a nondiscrimination policy including sexual orientation existed—the highest level of knowledge among all four policies that participants were queried about. Over 60% had similar levels of knowledge about nondiscrimination policies that included gender identity and/or gender expression, while only 40% had such knowledge about health insurance and less than 40% about domestic partner benefits. The policy area with the largest proportion of very unsure respondents was health insurance coverage.

Table 7 demonstrates how levels of knowledge overlapped with an individual's role on campus. One of the key findings is that students consistently have the least certainty and knowledge about campus policies. Among students in the sample, nondiscrimination policy protecting sexual orientation was the only policy where more than half were either Confident or Mostly Sure about their campus' regulations. Faculty/staff tended to have the greatest level of knowledge about each policy, and everyone in this category had at least some knowledge about three of the four policy areas (health insurance coverage being the one exception). The level of policy knowledge among those in multiple campus roles tended to be between that of students and staff or faculty (i.e., they were not as confident in knowledge as staff or faculty, but were more confident than students); however, those in multiple roles were particularly knowledgeable about whether campus nondiscrimination policies protected sexual orientation. On the other

¹² "Multiple" means having a combination of student, faculty, and staff roles on campus (whether at one campus or across several campuses). One participant, who discussed time spent at two separate campuses, had an unknown role at one campus; this person was classified as having "multiple" roles due to this lack of information.

Table 7: Policy Knowledge by Role on Campus

		Confident Knowledge	Mostly Sure, Some Uncertainty	Mostly Unsure, a Bit of Knowledge	Very Unsure / Doesn't Know
Nondiscrimination (sexual orientation)	Students	42.1%	26.3%	15.8%	15.8%
	Faculty/Staff	80.0%	20.0%	0.0%	0.0%
	Multiple	100%	0.0%	0.0%	0.0%
Nondiscrimination (GI / GE)	Students	26.3%	21.1%	21.1%	31.6%
	Faculty/Staff	66.7%	16.7%	16.7%	0.0%
	Multiple	40.0%	60.0%	0.0%	0.0%
Health Insurance Coverage	Students	15.8%	21.1%	15.8%	47.4%
	Faculty/Staff	33.3%	33.3%	0.0%	33.3%
	Multiple	20.0%	0.0%	40.0%	40.0%
Domestic Partner Benefits	Students	10.5%	15.8%	26.3%	47.4%
	Faculty/Staff	66.7%	0.0%	33.3%	0.0%
	Multiple	40.0%	0.0%	0.0%	60.0%

hand, 60% of them were very unsure about whether domestic partner benefits were available on campus.

Finally, Table 8 breaks down policy knowledge by type of campus (private or public). In general, levels of knowledge are comparable across campus types. One point to note is that no one at a private institution was classified as being “very unsure” about their campuses nondiscrimination policies, while 16.7% of people at public institutions were unsure about such policies protecting sexual orientation, and 31.6% of them were unsure about the protection of gender identity and/or gender expression. However, a smaller proportion of people at public colleges and universities were very unsure about health insurance coverage for transition-related services compared to those at private institutions (26.3% were very unsure on public campuses while 72.7% very unsure on private campuses).

Does This Policy Even Exist Here?

The experiences of participants in this study highlighted a number of themes and/or questions about policy communication and uncertainty. A very basic point of knowledge was whether a certain policy exists. Several participants highlighted this lack of policy communication by their campuses and said that they would need to do extra research in order to retrieve the information. A few example quotations illustrating this are listed in Table 9.

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Table 8: Policy Knowledge by Public/Private Campus

		Confident Knowledge	Mostly Sure, Some Uncertainty	Mostly Unsure, a Bit of Knowledge	Very Unsure / Doesn't Know
Nondiscrimination (sexual orientation)	Public	55.6%	22.2%	0.6%	16.7%
	Private	60.0%	20.0%	20.0%	0.0%
Nondiscrimination (GI / GE)	Public	31.6%	26.3%	10.5%	31.6%
	Private	45.5%	27.3%	27.3%	0.0%
Health Insurance Coverage	Public	26.3%	31.6%	15.8%	26.3%
	Private	9.1%	0.0%	18.2%	72.7%
Domestic Partner Benefits	Public	25.0%	5.0%	25.0%	45.0%
	Private	30.0%	20.0%	20.0%	30.0%

Table 9: Uncertainty about the Existence of a Policy

Example Quotations
There are tons of different policies at different levels. And, I'm pretty certain that [long pause] gender identity is included pretty broadly, but I don't know if it's at the full campus level. It's something we'd have to ask or look up.
[I only know about this policy] because I read it on the website when I was looking it up. When I was looking up what kind of work you [referring to the interviewer] do and folks, what different folks do. I looked, I saw on there and I was like, "Oh, great, so it is in there."
They gave us a couple... uh, let me look... [takes time to ruffle through bag, pulls out a brochure and reads it]... Oh, um, no. I don't know. I don't know.
<u>I believe it does not [have a policy] from my [job] interview process, but I'm not sure.</u>

These quotes suggest that some transgender students, staff, and faculty on Colorado campuses have to navigate a setting with little-to-no knowledge about university policies that directly impact them.

Some participants spoke of how they found out about the existence of a policy by looking at relevant campus materials. A few participants mentioned that they gathered knowledge about health insurance, in particular, from materials about the campus health insurance plan made available to staff, students, and/or faculty. One participant explained:

I know that employee health insurance through [insurance company] doesn't, doesn't cover anything transition-related. It explicitly says so.

Another participant similarly shared that he saw something in the health insurance materials (although he is not completely certain of the policy):

I'm pretty sure they don't. I had it, like, the health care plan, the first [term] and I remember looking over the benefits. I'm pretty sure they specifically exclude that. I've never tried accessing it through the insurance, student insurance, but I'm pretty sure the health benefits exclude that.

If the institution does not provide such information directly to new people as they arrive on campus, these individuals often have to do extra work—find the right person to ask or do additional research—to find out if these policies exist. One problem with this situation is that it may require a trans person to, in some way, “out” themselves in order to obtain desired information on relevant policies. Further, when someone is just arriving on campus, it can be incredibly challenging to know who to approach for information about specific policies. Campuses can address this issue by utilizing multiple methods for communicating such information.

How Does Campus Policy Relate to State or National Policies?

In addition to just figuring out whether a certain policy exists on campus, another frequent point mentioned was if and how campuses have to follow certain state and federal laws, specifically related to discrimination in jobs, housing, and employment, and the availability of domestic partner benefits. Examples are shared in Table 10.

Multiple individuals in our study either expressed confusion about how campus policies relate to state/national policies or noted that this relationship is something that campuses have not addressed. For example, when a campus does not have its own nondiscrimination policy that explicitly includes gender identity and gender expression but is instead covered by state law, this needs to be regularly and clearly stated in campus materials in order for individuals to understand this policy and to know if they are protected.

Confusion and Inconsistencies about University-Specific Policies

In addition to just knowing whether a policy exists and how it relates to state/national policies, campus members have questions about policies related to transgender and gender non-conforming people, what they mean, and how they are interpreted differently across various offices and departments. These points of inconsistency and confusion were noted among health insurance policies, student housing policies, nondiscrimination policies, and policies related to name changes. See Table 11.

Some aspects that seem to be points of confusion are: (a) whether policies are university-wide or limited to certain departments, divisions, offices, or locations on campus; (b) how/why policies may apply differently to transgender people compared to other individuals (e.g., health

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Table 10: The Need for Campuses to Communicate How University Policies Overlap with or Supplement State or National Laws

Example Quotations
<p>I don't know that we have any specific protections yet on campus that cover gender variance, but I do know that we have statewide protections at this point... Like recently there was the, what was it... basically the law that Colorado passed... within the definition of how they define sexual orientation within the law, they included gender-variance... I don't think like a lot of people are really aware of the dynamics of that law. I think it's largely unknown and partially because it hasn't been strongly pushed or tested or anything like that. I know that [staff member of LGBTQ student services]... had been talking to the different schools about what they need to do to make sure they're in compliance with that because... there was a whole accessibility piece, and being able to access... services that are relevant, you know, or like restrooms or anything else that are relevant to your gender presentation.</p> <p>I guess my understanding is some of the colleges do [have a nondiscrimination policy including gender identity and gender expression]. [University] says sexual orientation, but I think there's kind of leeway there with like [former Governor] Ritter's Bill to define sexual orientation to include gender identity, so kind of technically protected there.</p> <p>I worked at the [community-based LGBTQ organization], and they actually put that [nondiscrimination based upon gender identity and gender expression] inside the state law, so I think everybody has to adapt that same state law when that talk about nondiscrimination hiring practices and stuff.</p> <p>It was supposed to be for faculty and staff, but then... the state lawyers came back and said, "Well, since staff at [university] are technically state employees and not university employees, that means that they aren't covered by this because state employees do not get domestic partnership benefits in Colorado." So staff were not part of that, but now with [former Governor] Ritter just signing, just a few months ago, Senate Bill 88 or something, I think it was, that allowed for domestic partnership benefits for state employees. So now, that's no longer an issue, the DP benefits, but that's an issue that we've been talking a lot about in the last three years or so."</p>

insurance coverage that covers hormone prescriptions only when they are not related to physical transitions); (c) how to update one's personal information (name, gender, e-mail address) for all campus information technology systems when they are not synced with one another; and, (d) why some policies are advertised as being present, but are not well implemented or have serious limitations (e.g., a gender neutral housing option that is not well advertised and requires a certain level of student interest to be implemented).

Table 11: *Lack of Clarity about University-Specific Policies*

Example Quotations
<p>I think that some offices have started to include gender identity and expression if they put a nondiscrimination like on their paperwork or something, but I don't know if it's actually the actual college's policy or if it's just individual offices doing it.</p>
<p>I have asked this question and I think that our health center is even unsure of the answer, and it's something that they're looking into. But, for example, I just went to go refill my prescriptions, and in the past I think I had gotten the testosterone, for example, covered. And then I went to use my student health insurance this time around just a couple of days ago and they said that it wasn't covered... We don't know if it's some glitch or if... they realized this was transition-related, I hate that phrasing, but and then decided not to cover it or not, we don't know... They're not sure yet what a lot of their policies are in terms of what they'll provide and in terms of what insurance provides, but it is on their radar in terms of making those decisions and making those policies.</p>
<p>None of the systems are tied together, so a change anywhere doesn't mean anything. So the registrar, you can also change your name once it's legally changed, but you have to know the right person to talk to because if you just go in with a legal name change that won't carry over to your email or anything, and I think you have to do it within a certain timeframe for it to carry over to your transcripts and diploma. So I have to figure that out this summer because otherwise I'll graduate with the wrong name on my certificate.</p>
<p>They say they have gender-neutral housing. Like if you go to their website, it says, "We have gender-neutral housing," but they have this policy where they can't implement gender-neutral housing unless a set number of students express interest. But, no one knows about it. Like, there's a handful of like queer students who know about it, but I think there's a lot of confusion on the student body about what gender-neutral housing is for. And so no one expresses interest because... I think they think that they have to identify as trans, which isn't necessarily the case... And so we haven't actually in practice had it for two or three years is my understanding because not enough people have expressed interest. But the campus has said, like they gave me the option, for example, that I could room with male or female roommates if I wanted to, but that all of those decisions were to be made sort of like on an individual basis, depending on what would be best for the trans person and for the rest of the campus community. So the approach there I think has been pretty good, but I think they need to be a little bit more intentional about making gender-neutral housing known and not advertising that they have it if they really don't in practice. Like I think that's a real problem.</p>

Basic information about campus policies—what they mean, where they apply, and limitations/exclusions—need to be distributed to all students, staff, and faculty, explained in

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plain language, and be easy to locate on the campus' website. More information will be shared later in this section about specific aspects of policy implementation and various issues that arise.

Who Do I Go To for Help?

A final major theme in policy communication was determining who on campus can help with a situation or question about a policy. A list of quotations from the research sample is included in Table 12.

Table 12: *Uncertainty about Who to Approach for Help*

Example Quotations
I should have somebody, and I should know who that is that I can go to and I can say, "This happened. What's the next step?"
They make it really difficult: it's a big bureaucracy. I was lucky that somebody had a lot of connections for me to go to, but there's no published list or anything like that so for anyone else, it's a total crapshoot.
It's just like the housing and stuff where you have to know the person to talk to [in order to get your e-mail address changed to your preferred name rather than legal name].

Participants expressed that there is little direction provided on their campuses about who to approach to get policy-related issues resolved. Many students in particular had to rely upon personal connections with staff or faculty to get help with finding policy information or addressing problems. Rather than expecting individuals to rely on informal connections (who may or may not know the best way to help resolve a problem), campuses could make information readily available about who to contact about policies that are often of concern to transgender individuals, including changing one's name or gender marker on records, ensuring class rosters reflect a student's preferred name, getting health insurance and mental health services, finding appropriate on-campus housing, and addressing situations of discrimination, harassment, or assault. Campuses may choose to have one staff "expert" who is versed on all of these topics and trained to reach out to transgender and gender non-conforming campus members or have a list of individuals who can answer questions for policy areas of specific concern to trans people. This information could be made available at orientations, in student affairs offices, on the FAQ section of the admissions or student life websites, or through a LGBTQ resource center. The key is to make information available to all campus members in ways that do not require people to "out" themselves as transgender to gain access to it.

In summary, clear, consistent communication about transgender-related policies can make a huge difference in improving the campus environment. When people know not only what policies exist on campus but also who to approach for help on certain issues, they are more

likely to be satisfied about their experience and confident about how to resolve issues related to those policies. The next part of this section will focus on *implementation*—how policies are actually put into action on college and university campuses.

POLICY IMPLEMENTATION

The participants in this study were asked about specific campus policy areas during their interviews, including nondiscrimination policies, health insurance, and domestic partner benefits impacting transgender individuals. This section of the report will review participants' thoughts on each of these policy areas (e.g., ways the policies are beneficial or could be improved, problems encountered, etc.), as well as review other policy areas relevant to transgender individuals that were mentioned by more than one participant. Each policy area will be reviewed individually here, with relevant themes emphasized.

Nondiscrimination Policies that include Sexual Orientation, Gender Identity & Gender Expression

A number of individuals shared that they perceived nondiscrimination and anti-harassment policies as being beneficial or wished their campus had such a policy. For example, as one participant said when asked what would most improve the campus for transgender and gender non-conforming people:

"[I would like to see] the [university governance board] taking that final step and actually passing, adding gender identity expression to the nondiscrimination policy for the [university]. That's like the big thing, I think, and that's something that's doable that can be done in the next six months, I think. That's certainly my hope."

The 30 individuals interviewed for this project shared a number of examples of discrimination experienced on campus based upon gender identity and/or gender expression, including discrimination in hiring, in grading/performance evaluation, in access to bathrooms, in treatment by professors/supervisors, and in being fired from a job. Participants also reported experiencing on-campus verbal harassment, damage to property, being threatened, and sexual assault, among other forms of victimization. While these experiences can occur regardless of whether a campus has a nondiscrimination policy, when such a policy is in place, the campus community receives validation that this behavior is unacceptable and transgender people have more options for seeking legal recourse and support, documenting the situation, finding knowledgeable allies on campus, and/or using a campus remediation process if victimization is experienced. It is important that this kind of policy is implemented so that campus members have access to needed help in situations of victimization and that their reports are taken seriously.

These policies can also help protect individuals who undergo physical transitions and/or name changes while on campus. For example, one person who is employed as faculty said:

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There are plenty of places that I couldn't transition on the job... so, to be able to do so without any real reprisal is a good thing, is positive.

Having a nondiscrimination policy in place that includes gender identity and gender expression (or other terms that legally protect transgender and gender non-conforming individuals) can help ensure that campus employees are not punished for transitioning. Additionally, inclusion of gender expression in nondiscrimination policies protects cisgender employees whose gender presentation is non-conforming.

Once a campus has such a policy, it does not mean that discrimination will automatically disappear. Many participants were located at campuses that had nondiscrimination policies, and yet they identified many ways in which their schools were not following through on a stated commitment to nondiscrimination. One issue that was noted by multiple people was how campuses overlooked situations of discrimination even when policies were in place. For example, there may be situations in which those with more power on a campus can make decisions or act in ways that do not reflect the intentions of a nondiscrimination policy. Several people interviewed noted this occurring in relation to campus hiring processes:

I was on the search committee for [a staff position]... and it came down to two people: a gender-conforming [person]... and then a gender non-conforming [person]... So, the search committee chose the genderqueer candidate, and the university went with the other person. It was perceived to a lot of people on campus who were involved in the queer organizations that it was very much a transphobic kind of decision, being like, "We don't want a gender queer person doing this, and we're not comfortable working with her, we don't want to do that." That was pretty awful, I think... And even though gender identity and gender expression is under the nondiscrimination policy, it's very much like, "We don't really want to go there." It just perpetuates the [cisgender, straight] White man in charge on the high levels of the University.

Even though a nondiscrimination policy exists, some people may choose to ignore it without facing any repercussions. This example highlights the importance of ensuring that nondiscrimination policies are actually implemented throughout the campus—the goal should not be establishing the *policy* alone; the goal should be creating an inclusive, welcoming, and safe campus environment for gender non-conforming people.

A number of the participants in this study expressed the importance of having nondiscrimination policies "with teeth"—policies that are fully implemented, from the administration all the way to the student body, faculty, staff, and campus visitors. A selection of quotations that advocate for better implementation are shared in Table 13.

Table 13: *The Need to Fully Implement Nondiscrimination Policies*

Example Quotations
I would like a nondiscrimination policy with teeth to it, so for me it's not enough to have gender identity and expression in the nondiscrimination policy-- I want to know how people are going to get held accountable.
Where to start? I think following up on the fact that there's this nondiscrimination policy and to make it real, whether that's on applications and the paperwork and all that kind of stuff, and really making it accessible and not having to go to [staff person working in diversity office] to be like, "How do you do this? How do you change your name?" Making it accessible and visible for people to see.
I've basically come to the conclusion that nothing will really change. I mean, we may get the policy in place, but it's not going to change enforcement, so. Or at least it won't change while I'm here, so it's just kind of hunkering down and making an effort to really mitigate my risks and that's about it. Yeah, I wish I could see there be some sort of positive impact.

Health Insurance Coverage for Transition-Related Care

During the interview, participants were asked whether their campus provided insurance coverage for any transition-related health care (such as hormones, surgeries, and mental health services). This section will focus on health care more generally, while mental health care will be discussed separately in the next section.

A number of participants who needed transition-related physical health services would like to see it covered by health insurance (i.e., a service that may require a co-pay, but does not require a patient to pay the entire cost of treatment). As one participant said, "It would be great if physical transition was covered by our insurance." Yet, across the board, few schools were thought to provide health insurance coverage for gender reassignment surgeries of any kind (e.g., bilateral mastectomy, genital reconstruction, chest augmentation, etc.). In terms of hormone therapy, participants had a variety of perceptions of the degree to which services would be covered by campus insurance. There was a general theme, though, that the process of receiving coverage for hormone therapies was complicated and could vary based upon: (a) whether the patient had previously undergone genital surgery/ies, (b) how well one's doctor could navigate the insurance system, was knowledgeable about transgender patient care, and could advocate for transgender patient, (c) whether the patient already had an existing prescription for hormone therapy from another doctor, and (d) "knowing the right people" who can help ensure hormone therapy will be covered. See Table 14 for quotations on this theme.

Participants desired to have better coverage through campus health insurance for hormone therapies and gender reassignment surgeries. Additionally, no matter what the level of coverage is, it should be clearly communicated to those receiving that health insurance plan. Campuses

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Table 14: Experiences seeking health insurance coverage for hormone therapies

Example Quotations
<p>But [the campus health insurance] would not cover... the hormones pre-surgery with just a co-pay. I had to pay full price. Once I had the genital surgery, then in [health insurance plan]'s eyes, I had earned my womanly wings, so then I just had to pay the co-pay. That's not an uncommon requirement for things, you have to have had surgery.</p>
<p>Where I've run into sort of a wall is that because I took a very nontraditional path in my transition, like I didn't do the whole therapist, you know, [endocrinologist] thing, because of that, I feel like I don't have access to being able to get prescriptions for hormones just from the campus doctors... None of the doctors are comfortable with prescribing hormones, or if there is, I'm not sure who that would be... I have never been very comfortable with seeking out referrals to elsewhere... So there's been that challenge that I felt so I haven't really accessed the health center as much as maybe I should be in general just for my own general health and maintenance and welfare and that sort of thing.</p>
<p>The medical stuff- I got the name of a doctor who works at [campus health center] who has done hormone therapy before, and I put a call into her this week, and I haven't heard back from her yet. But there is, there does seem to be some debate about whether they'll actually start it. I mean, I've heard, I've talked to the leader of the [LGBTQ student services office], and she said that while there is somebody on campus who has done it through [campus health center] before, it seemed like they were reluctant to start it. They would <i>maintain</i> it, so I'm not sure where that stands yet-if she's going to be willing to do that or not.</p>
<p>So, they have these two levels [of care], and one of them is for if you don't have your own insurance or if you want to use the sports facility or the psychological health. And the other one is just like your basic coverage, but it also includes the [women's health center], and I've been able to get my hormone care through [women's health center]. At the [campus health center], the only thing I've had to pay out of pocket is my co-pay on my actual prescription... there's one person in [women's health center] that has, I think she had some experience, but I was the first person that she actually started on hormones. Everyone else she referred to [nearby city], and then they just came back and she monitored them. So, it's still new, but at least it's covered.</p>
<p>No, [transition-related care is not covered], as far as I know, in fact when I talked to the healthcare provider there for that issue and other issues... they said that they didn't have a problem possibly continuing the prescription, but it had to be, I already had to be on it and whatnot. And I can respect and understand that because it is a campus that may not have all the medical resources and information. But on the flip side, when you're paying \$700, between \$600 and \$700 for insurance I'd like to be able to utilize it.</p>

may consider other means for communicating these policies to students, staff, and faculty as well. It may also be helpful to maintain a list of local medical providers¹³ who can offer needed medical care to transgender students when it is not provided at an on-campus health center.

When discussing health care on campus, a number of participants mentioned the “Harry Benjamin Standards of Care”¹⁴ and how they relate to health insurance coverage issues for transgender individuals. The World Professional Association for Transgender Health (WPATH) is a multidisciplinary professional association that has created Standards of Care (SOC) since 1979 for those providing health services to transgender and transsexual individuals seeking medical care (WPATH, 2011). Historically, the SOC outlined five ordered steps recommended for care of this population when the patients wanted to transition: diagnostic assessment, psychotherapy, real-life experience, hormonal therapy, and surgical therapy (Meyer et al., as cited in Lev, 2004). Some issues with these standards included requiring individuals to fit within the diagnostic criteria for gender identity disorder or transsexualism to receive hormone or surgical treatment, framing gender variance as a “mental illness” that needed to be fixed through psychotherapy, and expecting individuals to be able and willing to satisfy the “real life experience” guideline (living as one’s desired gender for a certain time period before hormone/surgical treatment is begun; Lev, 2004). The newest SOC, released in late September 2011 (after the interviews for this study were conducted), offers some changes and more affirming suggestions, including recognition that gender nonconformity is not a disorder in and of itself, and removal of suggestions that individuals should receive psychotherapy or go through “real-life experience” (for more information, see the WPATH website, <http://wpath.org>).

Individuals who spoke of these standards during their interviews mostly noted that the old SOC were not desirable to them and presented some barriers to obtaining necessary medical care. Quotations on this topic are listed in Table 15.

The quotes above suggest that inflexible guidelines that require transgender individuals to be diagnosed with a mental disorder in order to receive hormone treatment create limitations on the care of such patients and wrongly regard being transgender as a mental illness. Health insurance coverage becomes reliant on the actions of a mental health provider rather than the informed consent of the patient. As the revised version of WPATH’s SOC for health providers are implemented, it will be important to pay attention to how they are received by the transgender community and if these new standards produce better health outcomes and increase patient satisfaction with medical treatment.

¹³ Although, in many communities, medical providers with knowledge of trans-specific health issues may not exist.

¹⁴ Shorthand for the standards of care created by the organization now known as the World Professional Association for Transgender Health.

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Table 15: *The Role of the Benjamin Standards of Care in Receiving Medical Treatment*

Example Quotations
I think with insurance, my insurance I don't know will cover hormones. Over years I have found out in order to do that I have to follow the Benjamin standards, excuse me, unless I can get my doctor to write about something else medically.
I would like to see...transitioning tools be covered under student health as well as staff and faculty medical benefits and inclusive, in that is the option to not work with the Harry Benjamin standards.
I think it's important that [the health center has been] willing to refill the testosterone prescriptions without my having been diagnosed with Gender Identity Disorder, so they're not relying on that diagnosis, which is good.
[The health center has] actually asked for more information on how they can start working off of an informed consent model rather than being tied to Harry Benjamin's Standards of Care, et cetera, so...

A third theme related to health insurance coverage highlighted problems with receiving competent and respectful care following a change in one's name and/or gender. For example, one negative experience that was shared:

[Health center] is kind of a joke when it comes to gender stuff. We had [trans-identified trainer on transgender issues] come last year and he did a training at [health center], but I think what it did is more confused everybody than anything. I had somebody that changed my name in the system after they came, but it was more like from "[male name] to [female name]," or "[Male name] prefers [female name]," and... people started fumbling over my gender... out in the waiting room when they called me, and it just, at that point it's not okay... It became a way of kind of tokenizing me and just like, "We have some worries, we have to come in and talk to you about this," or you know. Just so that was unfortunate, too.

In this instance, the patient was outed in the waiting room by staff members stumbling over the person's gender. Even if staff at a campus health center undergo training, this does not mean that the staff will suddenly be competent and culturally responsive; care needs to be taken to give staff an opportunity to practice how to respond to transgender patients and seek guidance from more experienced staff on how to avoid outing patients or using incorrect names and gender pronouns in addressing them. Further, trainings on cultural competency need to be regularly occurring and provided by multiple individuals, rather than consisting of a one-time training.

Another person shared an example of how a medical provider at the campus health center has effectively provided appropriate care that is respectful of the person's gender identity:

And she [the medical provider] even said, she even went through logistics. "If you don't want to wait in the women's waiting room, we'll find another room for you"... She's very respectful about everything. I had asked her if she could write me a carry letter, which is...the letter that just says like, I can keep in my wallet so if my ID gets rejected I can say, "Hey, this is why, I don't look like my ID." She even wrote that up for me. And she's been working on other things in my file. She put on a specific flag and stuff that says I'm trans, so extra care with my file... The reception desk and like the nurse that checks you in and does your weight and blood pressure and stuff, all of them just kind of know...They just wrote in pencil my name on my file because they can't change it legally and it has to be my name, which is tied to the [registrar] which has to be my legal name. But they have it written in pencil, so they know who I am when I call, when they check me in they know, so they just write it as follow up, or something like that so they know how to code it, so I don't have to pay, and just how to schedule everything... Being female-bodied on my record, when I go through it's like "List all of your conditions" and stuff like that, under gynecological health you can check female to male transgender. So you can't check it as your gender identity or just a thing to keep in mind, it's under gynecological conditions... But it can still be checked so that they know, which I thought was really neat. It's problematic how they put it in there, but I think it's just they're revamping their system this year, and I think they're going to have something with pronoun or gender something in there.

So, there were a number of effective practices utilized by this particular health center: (a) making sure all staff respectfully honor a patient's gender identity (e.g., by using appropriate names and gender pronouns on medical records, on the phone, in the doctor's office, or in the waiting room); (b) advocating for the patient by working around bureaucratic hurdles that do not recognize gender fluidity (e.g., writing the patient's preferred gender and/or name in pencil on the patient's file, even if it cannot be formally changed in records; writing a carry letter for the patient); and (c) thinking logistically about what issues may arise for patients who are gender non-conforming, are transitioning, and/or have changed their name/gender since previous visits and how these issues may affect patient care.

Insurance Coverage for Mental Health Services

Some individuals spoke specifically about mental health services as part of their answer to the question about insurance coverage for transition-related care. A few reported that their campus did not offer mental health services: "Yeah, that's something that [university] doesn't provide, but yet the other schools do." Others said one place to improve their campus was to make sure mental health care is available to transgender individuals: "I would like to see access to, not only hormones, but also therapy if students, staff, and faculty desire it." One student highlighted the benefit of receiving a referral for off-campus mental health providers: "Counseling services—I got myself a referral to go outside of the system, so that's been great." In general, making mental health services available and accessible to campus members are a positive benefit for gender non-conforming individuals. If a trans-competent provider is not available at the

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university health center, then on-campus providers need to at least be able to refer clients to competent off-campus providers (if they exist).

An additional dimension of “accessibility” of mental health services is the cost and the degree to which people need to pay out-of-pocket. Several participants noted, in particular, that once someone reaches the limit of therapy sessions determined by the insurance, it can become costly to pay for therapy sessions. A few quotations on this theme are offered in Table 16.

Table 16: Financial Issues Related to Receiving On-Campus Mental Health Services

Example Quotations
I have a friend who is just completing his transition from female-to-male and he was saying that they actually... have super cheap counseling here and that that's one way because... the actual transition process and being able to get on hormones and everything, incredibly expensive.
For our campus, for mental health services... we can go up to and utilize the health center or the mental health center. I think we have like eight free sessions, and then after that there's a fee for sessions. A lot of counselors there are aware of, you know, they're comfortable with talking about trans related issues... I think that we should have a lot more--and this is for all students-- like a lot more counseling sessions... Some of the issues the students face can be fixed in eight sessions, really. And some students work better with having talk therapy options in general, so yeah, those are the big pieces.
I don't know how much psychological care is covered because you get so many sessions through [student mental health center]. And almost everyone that works there has been through a lot of GLBT training and know about trans issues and are really supportive of them. So, I don't have to like explain, how it is before going into like ask or vent or something. There are walk-in sessions. But their sessions are capped, and I don't know if they write letters. ¹⁵ It's getting a lot better, but in my experience, I went off campus to get my letter. Because I didn't want to run out of sessions. So I had to pay out of pocket for my letter.

The first quote above discusses how therapy costs are actually affordable compared to the costs of hormones and surgeries, and this is viewed as a strength of the mental health services at that campus. The other two individuals detail how some individuals may run into cost concerns if

¹⁵ “Letter” here refers to a *carry letter*—a document explaining that the individual is transitioning and/or receiving treatment for gender identity disorder from a health provider and is therefore dressing and living as the correct gender and using the appropriate bathrooms that match that gender. This document can be useful to access services or help explain why the individual may not look like the picture and/or use the name that is listed on an ID.

they need therapy for more than the amount of sessions that are covered by campus health insurance or mental health services. These are considerations that universities and colleges might examine in an effort to make mental health insurance policies work better for transgender and gender non-conforming individuals on campus.

Domestic Partner Benefits

In general, participants indicated less knowledge or direct experience with domestic partnership benefits compared to other policies. However, one topic that was discussed was the question of how transgender people, particularly those who have transitioned on campus or need to change the gender marker on their legal documents, are incorporated by domestic partner benefits. For example, if an employee is transitioning from one gender to another and has a spouse, how will the university determine whether the couple is considered domestic partners or a married heterosexual couple (since Colorado currently only recognizes marriage between a male and a female)? Some quotations from participants on this topic are listed in Table 17.

Table 17: Questions about Domestic Partner Benefits

Example Quotations
I think somebody told me that they offer same-sex benefits, but I don't really know how that would, you know, how it works for folks that are in transition or have transitioned and are now living [as] another gender. I don't know if that still qualifies... 'Cause then do they consider that person a straight person? Do they consider them, you know, like how that works.
When I first started working here, I had a partner. I had a male partner. And I wanted to have a domestic partnership with him. And, for at least a month, they didn't know how to classify it, because I was legally female. So finally it had to go all the way...oh, it actually happened, it finally got resolved at a [trans-specific campus organization] meeting with [staff of human resources]. He said, "You identify as male, your partner is a male, you have a domestic partnership." So that was good.

The second quotation indicates how complicated this issue can be. An employee may identify as one gender, but yet have legal documents that say another. Universities will want to consider how to respond in such a situation—will the person's gender identity take precedence over legal IDs, as in the case above? Will it matter if the couple has a marriage license from the state of Colorado that was issued before one of the partners began transitioning? Does the university need to know what gender is listed on legal documents in order to qualify a person for domestic partner benefits? These are the types of questions that a campus would need to consider in figuring out how transgender people may be impacted by domestic partner benefit policies.

Identification, Name and Gender Marker Changes, and Transitions

Although participants in this study were not usually asked directly about the role of policies related to identification cards/records, name and gender marker changes, or physical transitions, this theme came up in interviews frequently. This section will be split into two parts: (a) examples of problems that arise related to this topic, and (b) solutions for addressing problems in this area.

Examples of problems that arise.

1. University systems, as a whole, did not respond sensitively, quickly, or effectively to individuals who needed to change their name and/or gender marker. The first major problem, then, was that many **campus information systems (registrar, student IDs, class rosters, housing, employment, etc.) make it next to impossible to consistently change one's name or gender marker across the board**. This theme was mentioned by students, staff, faculty, and by those who held multiple roles (see Table 18 for examples).

Students, staff, and faculty all noted that changing one's name and/or gender marker across all campus records was a problem for transgender people. In some of the cases above, individuals had no way of knowing which systems had the correct name and gender marker and which were still wrong. This could often result in inadvertent "outing" of transgender people in classrooms, on the job, or when seeking assistance from staff on campus, which leads to the next major problem.

2. **Inadvertent/undesired disclosure of one's transgender identity** is a second problem discussed by participants related to policies about identification, name and gender marker changes, and transitions. Few campuses had effective procedures and policies in place for how to respect the privacy of personal information related to name and gender marker changes among students, staff, or faculty. Participants shared that it was often unclear to them how information about their transition was recorded in their files, who knew about it, and how it would affect access to campus services. Several quotations on this topic are included in Table 19.

3. **A third problem is lack of clarity about what information comes up in background checks**. This issue directly impacts any potential hires at a university, but can also be a question for students who are seeking admission to a university and whose previous education records may be required. It is often unclear to transgender applicants how much about their transgender identity, particularly previous names or genders, will appear as part of those background checks. See Table 20 for quotations on this topic.

Table 18: *There is No Easy Way to Change a Person's Name and/or Gender Marker Across All Campus Systems*

Student Quotations

The registrar has my name still listed as [initial], the first initial of my legal name and some professors were getting a roster that said [initial] and some professors were getting a roster that said my legal name and we're not sure why some got one version and some got the other. And so now that I'm going by [male name], either way I just end up saying, "Call me [male name]." So there certainly hasn't been any blow-ups over it or anything, but the campus clearly doesn't have a way of making sure that all the information is standard across the board.

[P:] Freshman year I managed to get my email address changed, and my name on the [electronic classroom management software] system changed. So it's not correct on roll call because that has to be legal. But when I email them it's like [preferred name], and it says from [preferred name] so it doesn't like, it's not that, it doesn't have discrepancies there, so it's made easier for teachers that way... But when they changed that it didn't carry over to my major and stuff, so for a year I wasn't getting the emails from my department or like my advisor and stuff, and I didn't find out until actually a few months ago that I wasn't getting library emails either.

Staff or Faculty Quotations

Where I had one student that went by one name and she had asked for [division] to go by a different name, a male name, and when I got the list of students for the class, I called her by the female name...I'm like, "I wish somebody would have told me that they prefer to go by this name," and why it was never changed on record I don't know. And so it's that kind of thing where it wasn't necessarily me but then I kind of felt bad because the class heard me say it and the class now knows this and I'm like, "Great. Did I just out this person?"

It's very, very difficult if somebody does have a name change. It's nearly impossible. I know getting any name or gender changed on the university documents is incredibly difficult. Just by working with our IT department and the policies that they have in place, I know that is incredibly difficult.

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If you work here...you get a lot of campus-wide mail, like announcements and flyers for things. So, they put those labels on automatically. And, what happens is they print out a huge bunch of them at the beginning of the school year and they just put them on there until they run out. So, for months I kept getting things in my old name. And it was very distressing. So, they were like, "We'll try to tell mail services not to do that." And I was like "Yes, yes you should!"... I think at some point they just ran out of labels and started using my real, my real name. I don't know if there was ever any discussion with all the people about that. I mean, the explanation I heard, they were like, you know, "They're really not supposed to do that." They were reminded that they're not supposed print out tons of labels and hang on to them. So, that was a little awkward because my old name got outed to people at work who delivered mail.

Quotations from People in Multiple Roles on Campus

And part of it is our computer system is so outdated. It's being replaced, but it's more than 20 years old... the name and gender change process is very complicated. And I've become something of an expert on this because I work on the technology side some. One of the biggest issues, the student I was telling you about earlier who was coming back to school, she had started under one name and her previous gender, and that was all still present. So, the first thing I did was to get her name changed in the official system. But then there were at least 15 other campus computer systems that still had the old name there. It's just [an] artifact of how all these computer systems work. Even the parking, when she went to get a parking permit, it had her old name. Because the databases exist separately from each other. So once the data has spread out to the library and the parking system and the medical database, they exist in those different areas so you have to change them one at a time in all those different places. So, it's very annoying. It's one of the more difficult aspects of it.

Some [systems] say [male name], some say [female name]. But yeah, it's, and it seems like I was told there are 15 systems within the university and like I know some don't like the library and [student health center] do not sync with any of the databases. Some sync one-way but not the other. It just, it's a mess...Getting my name changed was, it's basically impossible. I mean I used to be able to change my name in the email system, but it got reverted back. There is, when you register, or sign up at admissions or what have you, there's an entry for preferred name... but there isn't space in the database for that. So, it's I'm told it'll be updated before next Fall, but I think a lot of it has to do with even like the Department of Homeland Security and just you know that documents having a match or at least that's their excuse...In my email and on [electronic classroom management software], which is just, it's kind of electronic place for our classes that wasn't changed, which is probably one of the more important ones that if I'm going to be interacting.

Table 19: *Inadvertent/Undesired Disclosure of Transgender Identity*

Example Quotations
<p>Um, people who were mostly involved in the interview were the [work division] faculty, my fellow faculty members were mis-pronouncing me was frustrating, and I never found out, I still don't know how many people I work with know [about my identity]. I mean, how many of them were informed, or how they were informed, before I started working here. My boss claims she doesn't know.</p> <p>I had somebody that changed my name in the system... but it was more like, "From [male name] to [female name]," or "[Male name] prefers [female name]," and it just, people started fumbling over my gender and just out in the waiting room [of the student health center] when they called me and it just, at that point it's not okay. I mean... it became a way of kind of tokenizing me and just like, we have some worries, we have to come in and talk to you about this, or you know. Just, so that was unfortunate, too.</p> <p>I was a little bit worried about what were people going to know, what weren't they going to know and then how was it going to play out in terms of doing just normal things like finding housing or in terms of like, you know, what name is going to appear on my class roster.</p>

Table 20: *Lack of Clarity about What Information Appears in Background Checks*

Example Quotations
<p>Getting my name changed in university documents was trickier. What that involved was, when you get hired, at the time of hiring, they do a background search on you. And, whatever turns up as your full name is what they enter in to the system as your full name. And, so for most people, those match up, but, I got my name changed, legally changed, maybe, very shortly after I accepted the position here. There were a couple of months in there. So, when I came here, nothing matched. I had already changed my ID and my Social Security card and everything, but that wasn't the name they had. So, I had to, I wound up bringing in my name, my picture ID and Social Security card—which is standard I9 stuff—and the court order stating I had changed my name. And that was okay once I got all that stuff lined up, it was fine, though it was still surprising.</p> <p>One thing that I do wonder about is you have to pass a background check before you get admitted to the [division, university], and I have no idea what comes up on that background check. Like, my former name is not necessarily telling of my, um, it's like, it's a [ethnicity] name, and so some people are like, "I don't know what gender that is." I mean, if you're [ethnicity] you'd know, but if you're not, you probably wouldn't. So, I don't know if like former names that come up...</p>

Contributing Factors

4. A fourth problem mentioned by participants is **requiring gender non-conforming and transgender students to provide “proof” of their identity (e.g., their full name) in order to take exams or receive services**, even when this is not required of their gender conforming classmates. Table 21 includes one quotation from a participant who clearly and directly describes this problem.

Table 21: Requiring Transgender and Gender non-conforming Students to “Prove” Their Identity Before Taking Exams or Receiving Services

Example Quotations
I’m not even interested in a name change, but... so, a simple thing, I pretty regularly have to show an ID to get things done, whether it’s accept an exam or turn in an exam or get back an exam, any number of things in places where other students don’t have, other students don’t have to prove their identity, which is really bizarre because it just seems to me that it would be a lot easier for somebody to pull something over on the system than a girl posing as a guy named [interviewee’s first name]. I mean, it just seems so absurd! If you’re going look for somebody who’s cheating the system, why are you going to look to the person you think is a guy named [female-sounding first name] who’s trying to convince you that, you know, this is who they are, this is where they belong. So that’s something that I’m really, that I’ve been really aware of and feel a lot of resentment around-that I’m significantly more often put into a position having to prove myself just to gain access to the basics, where other students don’t. They don’t have to go through all that. You say you are who you are, and you get to take your exam or collect your exam.

The quote in Table 21 comes from a student who has never changed her name and does not desire to, yet is regularly asked by professors to present an ID to prove who she is. This student described how professors have accused her of being an imposter, since to them she does not look like the “female” name that she has. No one else in her classes is required to follow this identification procedure in order to take class exams. Singling her out for this requirement is discriminatory based on gender expression.

5. The next problem in this area of campus policy is **inconsistent or overly burdensome requirements for transgender people to provide “proof” of a sex reassignment in order to alter their name or gender marker in campus records**. Unlike the previous example, which was in relation to a student who did not desire to change her name or gender marker, this problem is particularly applicable to those who are transitioning or have previously done so. Rather than allowing campus members to self-designate their preferred names and genders, many campuses ask transgender people to produce evidence that they have undergone surgeries or legal change of name and/or gender marker in order to justify a change in university records. Example situations are described in Table 22.

Table 22: Inconsistent/Burdensome Requirements for “Proving” Name/Gender Changes

Example Quotations
<p>I found out that the reason that every [term] those little stickers at the health center would print out actually had to do with the registrar. And I called the registrar’s office recently, and then they called the bursar, and I had to, like, send in forms to both of them because every academic [term] roll-over, it would roll-over and reset to “F.” So I had to fax in all these documents proving, you have to always say, you have to say “sex change” and use all that kind of language that you don’t want to use with people, and I asked for confirmation of the fax, and I never got it. And there was no way I was going to wal-I absolutely refused to walk into that office and take the papers. There was no way I was going to that.</p> <p>[Interviewer: What other, are there other experiences in terms of bureaucracy?] Other than that, no. I mean, some people have to ask to see my surgery letters, but aside from that, not really...[Interviewer: And what for what purposes did they need to see those letters?] Mostly to, I’m not entirely sure to be honest. Keep in mind this was recent... They asked me for it when I was applying back in the Fall.</p>

These examples speak to overly burdensome and irrational practices (e.g., requiring someone to repeatedly demonstrate a sex change every term and not providing confirmation that those documents were received) and a lack of explanation for why transgender individuals need to share evidence of surgeries to campus officials.

6. A sixth problem is that **the vast majority of application forms and other campus documents have limited (no more than 2) options for people to designate their sex and/or gender**. Participants noted that they feel excluded when their campus’ official forms do not recognize more than two genders or that one’s gender identity or sex may change over time; others felt frustrated that the institution wants to collect information about birth sex without explaining why. Two quotations on this theme are included in Table 23.

Many campus applications, records, forms, and personal documents did not acknowledge sex/genders beyond a static male or female identity.

7. Finally, another issue is that campuses may have **unclear policies about how sex/gender transitions affect athletic eligibility**. Since most collegiate sports teams are segregated by sex, there is an unanswered question about how to classify teammates who physically transition (i.e., use hormone therapies, have been through gender reassignment surgeries, etc.). For example, if a female-to-male transsexual is interested in playing basketball, what is the university’s (or athletic conference’s) policy on whether this person would play on the men’s or women’s team? One of the participants shared such a situation:

Contributing Factors

Table 23: *Application Forms Do Not Adequately Include or Acknowledge Transgender and Other Non-binary Identities*

Example Quotations
<p>You know, when I'm, when I'm filling out forms, I hate, I absolutely HATE having to mark male or female. I'm very resistant-every time I come to a website that asks me that, I'm like, "Rrrrr. I'm not going to." I'll stop doing what I'm doing and go to a different one if it asks me that. I'm just like, "You don't need to know that!"</p> <p>The only one I have any really reaction to is that being forced to present as the wrong gender only because you have to check a box and there's only two. And it's like, "Well, but there's something else out there," you know, on all the forms that you have to do, and I realize that some of those are government forms and they're that's a whole other ball of wax. But even forms that are specific to campus, you know, you get two gender options.</p>

I asked how the testosterone would affect my being able to play on the women's team just because I know that in some athletic situations it is considered a drug for female-bodied people, and then in some cases you can disqualify an entire team...So basically I was told that the coach was fine with me playing. She didn't know what the [sport] association's stance was on it. She thought that maybe they didn't have a policy and that if they didn't have a policy, they're probably going to default to the US Olympic Committee Standards, which wouldn't allow me to play... Campus was fine with it, like didn't really have a problem, but also recognizing that they are regulated by outside institutions or authorities as well and trying to like navigate that space and finding something that worked for me, something that worked for the campus, but that also worked for you know like this larger [sport] association. And I ended up not playing partially just because of timing commitments but partially also because it was kind of like, "Well, I'm going to put in a lot of work to be on this team like anyone else and then probably not going to be able to play."... So it's a little bit frustrating, especially because I've never had the opportunity to play sports growing up because actually because I was a girl and because of my family's religious background. So it was the first shot I was ever going to have to play any type of sport and it was sort of being canned by this decision to take testosterone that was made completely independent of any perceived athletic advantages, 'cause I have none, right? Like (laughter) so, yeah.

In this situation, the campus adopted a generally affirming stance of allowing the student to play with the women's team, but they were unclear on how this choice would relate to the policies of the sport's national association that governs play. A university faces a dilemma about whether to follow larger national associations' policies, particularly if those policies limit or restrict how transgender individuals can be involved. Another consideration for universities is whether to adopt their own specific policies for allowing trans-identified athletes to play sports

with the gender team that the person feels is a best fit—for example, some trans men may want to play on the men’s team, while others may feel less at risk for harassment by playing with women.

Solutions for addressing these common problems. There are many ways that colleges and universities can begin to address the policy problems that were discussed above related to identification documents, changes to name and gender markers, and physical transitions. A number of suggestions will be reviewed here—some of which were ideas discussed by participants in this research study, and others that are suggestions based upon the problems identified above and our coalition’s experiences advocating for trans-inclusive campuses.

1. Coordinate campus information systems so that there is an easy, one-stop place for changing one’s name and/or gender marker across all campus records. Participants’ suggestions on this topic are listed in Table 24.

2. Establish a policy that names when/how a person’s trans identity can be disclosed to other individuals on campus. Such information should be on a “need to know” basis only. As with other aspects of a person’s background and medical history, someone’s identity as transgender or transsexual should not be automatically disclosed to everyone in a division, work setting, etc. The transgender individual should have the ultimate choice about how and when to disclose this identity, and all campus members should respect a person’s decision about the level of disclosure. The university may wish to have guidelines for disclosure that mirror guidelines for disclosure of other personal/medical information. Quotations on this recommendation are in Table 25.

3. Provide “sample” results of a background check (or at least a website that provides such information) to all job applicants and anyone else subject to background checks as part of campus involvement. As was noted by participants, many people are unclear about precisely what details comes up on a background check, and this can be a fear-inducing situation for trans people who do not know whether their previous names or genders will be disclosed. A straightforward way to address this issue is to compose a template of background check results based on an imaginary job candidate, along with FAQ about what typically does/does not appear on a background check, and make this information available to all job candidates. Another option would be to provide a link to a website that already offers this information. This procedure would be helpful for many other groups besides transgender-identified people, including cisgender people who might be worried about whether (or how) their credit history or criminal history will appear on a background check.

Table 24: An Easy, One-Stop Fix for Changing Name/Gender Across All Campus Systems

Example Quotations
<p>Immediate improvements would be fixing the computer systems so that, if you change your name or your gender in one location that it populates to all the other computer systems. There's not enough integration of those to make that happen.</p> <p>Some sort of legitimate actual system and policy where you can go in and you can say, "Okay. I'm trans." ...Because to get the M and the F switched, people are really hooked on you having to have had surgery, and that's so not okay and it's certainly not a reality for many college students. So a system and policies in place so that someone could go one place and say, "Look, here's what's up. Can you use my initials and can you switch my gender designation?" And, that being able to be taken care of in the bureaucracy in a timely manner and cover all the bases. That would be really great.</p> <p>I would like to see there be a streamlined process for records changing, name changes that are specific to queer and genderqueer students, gender non-conforming students.</p> <p>I think that if everything were finally just integrated and you could just go into the office and say, "Hi, I have a preferred name," and they could just put it in, I think that would save so much because then you wouldn't have to deal with professors, you wouldn't have to deal with the students, you wouldn't have to deal with doctors, or all these things I've run into problems with could be fixed really easily. Even though they probably wouldn't, like they couldn't change your legal name or gender marker. But they could just put a little flag on there or a little comment or something.</p> <p>What they're trying to do with the new student ID system is have a, something similar to an alias, so that they can fulfill something where if somebody does have a name change, that they would be able to have an "a.k.a" relative to a name change.</p>

- 4. Have standard rules in place about requiring forms of identification (ID cards, driver's licenses, etc.) to take exams, receive campus services, etc. and ensure that those rules are followed.** No one should be singled out and asked to "prove" their identity just because they look gender non-conforming when it is not required of everyone. If a campus desires to have a policy in place to prevent impersonation, this policy should apply to all members of the affected groups, not just gender non-conforming or transgender people. Further, campus employees who check identification as part of their job should receive streamlined training that discourages them from making subjective judgments about how a person should look or express their gender based on the name or gender marker that appears on the person's ID.

Table 25: Policies about Disclosing a Campus Member's Transgender Status

Example Quotations
<p>I'd like there to be more privacy around somebody who is changing a name or gender in the system so that that information is, if it has to be kept for bureaucratic reasons, that it's kept at a very high level.</p> <p>I found out through a basic conversation that the human resources person in the [work division] had been outing me to employees. What happened is that, this is before I started hormones and I guess [was] kind of ambiguous, and people would ask her, you know, if I was a he or a she. And she would tell them, but then she would explain why... So I was very upset when I heard about that... Once I'd calmed down a little, I went and told my boss who said that this person was just trying to be helpful and, you know, she didn't mean anything by it. And I'm like, "I don't care if she didn't mean anything by it, it's still violating my confidentiality and my privacy." And, so, I went to [multicultural student service office] and... we wound up having a conversation with... University Human Resources, this co-worker of mine, [staff of multicultural campus organization], and me were there and we made it really clear that if people ask me if I'm male or female, she can say male, but... she should end her response at that. And she felt very bad. It was ironic because she really wants, she said she really wanted to be an ally for me on campus.</p>

5. Have consistent rules about what documents, if any, must be presented in order to change one's name and/or gender marker on campus records, regardless of whether the person requesting the change is transgender. There are many different scenarios that may lead a person to want to change their name or gender on campus records—including after marriage or divorce, or when one desires to protect oneself from abusive ex-partners or family members. Campuses should establish clear, and ideally simple, procedures for changing one's name and gender marker, including a policy about what documentation is required. Some individuals we interviewed described how their campuses are already doing this effectively, while others said they'd like to see things improve (see Table 26).

6. Evaluate how to best design campus forms to respect sex/gender diversity. With some creative problem-solving, colleges can develop application forms that allow trans people to identify outside of the male/female categories (or choose not to report their identity) while still being able to satisfy reporting requirements for the federal government and other entities that restrict gender identity to a binary model. Some examples of campuses that are working on this issue include Duke University, Oberlin College, the University of Hawaii, Tufts University, and the University of Oregon (Beemyn, n.d., *Forms*). Participants in this study said they would like to see campuses improve their process for collecting demographic information about sex and gender (see quotes in Table 27).

7. Encourage and respect the athletic involvement of transgender and gender non-conforming individuals in collegiate sports. When a college or university has single-sex

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Table 26: Establish Clear, Consistent Rules about What Documents are Required to Change Name or Gender Marker on Campus Records

Examples of Successful Implementation
<p>It's very simple because I just say, "Get your name legally changed and we'll change it." And then we change it in the e-mail. So, and it hasn't come up yet that, I mean it's first initial last name, so that basically makes it a lot easier.</p> <p>[Getting my gender changed in university documents] wasn't difficult. Um, I just said, you know, "I'm male" and as far as I know that's what they put. And then with regards to getting me changed in university email, that was also not really an issue, because here it's first name dot last name, but you can put a nickname for first name.</p> <p>In our school... people are just changing their name all the time, so it's like, doesn't really seem like a big deal to change your name at all</p> <p>in terms of bureaucracy, I haven't had too many problems. I just told the registrar what my preferred name was and then they pretty much fixed it.</p>
Desire for Improvement in this Area of Policy
<p>I've also heard of this... add-on piece to the software for registration that can allow a student to put in their preferred name and pronoun without legally changing it, and I, yeah, I would really love to see something like that. I haven't had to deal with name changes so I can't really relate to it, but I would absolutely love it if, yeah, if the, your pronoun or and chosen name were like on the professor's roster from day one so you didn't have to answer to an obviously gendered name.</p> <p>There's been some work with the registrar about name changing and making that easier. Could they make a space in their computer file for each student so there would be a blank for a preferred name? Or what about gender designation changes with the university? Does there have to be a court-ordered change, or does the driver's license have to be changed before the university would change it?... So, there's been a lot of debate about ID issues with university changing names, changing sex designations, preferred names, all that kind of thing.</p> <p>Don't give people a hard time about their name change; think about what that means when they go to hang their diploma up on the wall, and they're a psychotherapist and it has to say "Susan" instead of "Stan," or whatever. Just think about that for a second, it's very practical.</p>

athletic teams (or even co-ed teams that rely upon a certain distribution of male and female players), there should ideally be a plan in place that anticipates the involvement of transgender people, including team assignment (placing this decision in the hands of the trans person would be ideal, if possible). Colleges may wish to research their athletic divisions' and specific sports associations' policies about trans inclusion; if those policies are not inclusive or affirming,

Table 27: Formatting Applications and Other Forms to More Accurately Record Sex/Gender Diversity

Example Quotations
There's a lot of, a lot of it's just little systematic things. Like for example... getting rid of asking for gender on things like college application forms or if it's really necessary being able to put in a larger range of options for gender.
I would like the common app to actually ask sex and not gender. If they're going to ask gender that they have more options.
I also know for a fact that trans is listed as a gender option on the admissions forms... It's not write in yet... I tried to talk with [staff member in admissions office] about that, but I'm going to talk about admissions to ask about that.
[Example of positive implementation:] And then there's a--there's another section when you're like, filling out paperwork, that, you know, male, female, transgender and then like, do not want to respond or something like that. So, there's that aspect... I've seen it on paperwork.

consider advocating for policy change in those associations. Finally, it is important to plan for when a trans person may join a sport and the team's eligibility is questioned. Teams/campuses should preemptively consider how they will handle challenges to eligibility and address them in a way that respects the transgender athlete's desired level of privacy (e.g., not "outing" the person to the whole team in the process of discussing eligibility questions).

Housing and Facilities Policy

Another area of policy that was not inquired about directly but was mentioned by a number of the 30 participants was that related to on-campus housing and other campus buildings. When it comes to discussing changes in student housing, building construction, and bathroom redesign, the issue of cost is often discussed as a barrier to these needed changes. As one staff person in this study notes:

I think actually the biggest barriers to our trans-inclusive policies have been cost-related, they haven't been attitudinal. But, I'm not saying that the attitudinal barriers are not there, but I'm saying that, when you get into a discussion about remodeling the bathrooms so that they are gender neutral or all-gendered, those discussions usually end up at someplace being about the cost- and not so much resistance to the idea.

As this person notes, sometimes concern about financial cost becomes a justification for not making changes to building policies that would be more trans-inclusive. However, many of the changes that our participants advocate for related to housing and facilities policies can be

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implemented with minimal costs. This section will cover a number of different policy ideas related to bathrooms on campus, student housing assignment, and athletic facilities.

Policies related to bathrooms/locker rooms. One of the key policies that can make a campus' buildings more inclusive for all gender non-conforming¹⁶ individuals is integrating gender-inclusive bathrooms in a variety of campus buildings. These bathrooms may take the form of single-stall, gender-inclusive bathrooms with a lock on the outside door (e.g., similar to "family-style" or ADA accessible facilities seen in airports, malls, etc.), or multi-stall bathrooms that are open to people of all genders. Further, if the campus has new construction planned or underway, those are key opportunities for talking with architects and other planners about integrating such bathrooms in creating buildings that are accessible to all campus members; this does not necessarily mean removing all gendered restrooms—these gender-inclusive facilities could be created in addition to gendered (men's/women's facilities). Participant quotations related to gender-inclusive bathrooms are included in Table 28.

Table 28: Integrating Gender-Inclusive Bathrooms in Campus Buildings

Example Quotations
I would like to see gender inclusive restrooms be required in any new building that goes up on campus and any single stall existing restroom have their... signage changed.
You know, some schools get so caught up in the bureaucracy that because it's an unusual request, that they don't recognize what's actually incredibly simple to put up new signs in the bathroom and it's going to make a lot of people feel really welcome and happy. Done! And just think about it from a very compassionate, human point of view, as opposed to like [deepens voice]: "This is an issue of gender! And equality! And oppression!" Like those things are really important, and people need to recognize that, but when it comes down to simple things, can you just do it? You need? ... Just don't make it into a big deal. "Oh! You need a different sign on the restroom. No big deal, we can do that for you." Those have been the most important things.
One piece...you might want to include [would be] using things like the activity centers and stuff like that because I like to go swimming... so there's the whole dynamics of gyms and changing rooms and stuff like that... I really, really wish that we had, like, single occupancy changing areas and, like, lockers that, you know, <u>connected to ...the general the swimming area, the changing area and stuff like that.</u>

¹⁶ Gender-inclusive bathrooms can often be critically important for people who do NOT identify as transgender, but may be perceived by others as androgynous or gender non-conforming. They can also be safe spaces for people with disabilities who have a caretaker of another gender and parents who wish to accompany their young children of different genders in a public bathroom.

Making sure such bathrooms exist in multiple locations (classroom buildings, dormitories, recreation centers, student unions, etc.) can help ensure access for transgender and gender non-conforming people, regardless of role on campus. For on-campus housing, in particular, providing gender-inclusive bathroom options can increase students' quality of life:

All the other floors were single sex, but they put me on the coed one, I had my own bathroom, I didn't have any worries. It was the most stress-free living situation I could have imagined.

Individuals living on campus have a particularly acute need for safe bathrooms, as they have no off-campus location to retreat to for bathroom use. Therefore, it is critical that those planning housing policies consider making dorm bathrooms as accessible as possible to students of all gender identities.

Another recommended policy in relation to bathrooms and locker rooms is emphasizing that behavior, not gender expression, is what matters in terms of facility use and safety. When only single-sex bathrooms and locker rooms are available, it is not okay for staff or other campus members to force gender non-conforming individuals to leave the bathroom. Rather than challenging someone's gender, the emphasis needs to be on behaviors—and what behaviors are not tolerated (e.g., harassment, assault).

One participant described how her campus had such a policy, but she had not been aware of it and was therefore quite nervous about using the women's locker rooms:

Apparently our campus, from what I understand, they don't question the gender of anybody going into the locker rooms, and like if anybody comes up to them, they're supposed to say... "Is there inappropriate activity going on?", so I didn't know that at first, but I would go into the women's changing room, and I would, you know, use one of the bathroom stalls to change. It was still very edgy and kind of scary for me for a while, but I've never had any... negative experiences with any of that, so we've been okay there.

Housing policies. There are a number of policies related to housing that can affect the safety and quality of life for transgender campus members. One issue is **roommate assignment**—including whether/how the university screens applicants who will be placed with transgender individuals for previous knowledge/awareness and openness, and how to place transgender people in relation to policies about "single-sex floors" and the gender of roommates. A student noted that his campus does not ask housing applicants to in any way designate their openness to LGBTQ people:

Housing does kind of need a little help...you also don't have an avenue to just put it on an application. There isn't a checkbox, like "Please, I'm GLBT friendly or GLBT identified," something like that, so. I know people have gone through several roommates because people just don't want to live with them or they don't feel safe with their roommate.

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Campuses should therefore take the proactive step of preparing for transgender housing applicants by asking all who apply for housing to designate openness to LGBTQ roommates.

Another best practice is allowing transgender housing applicants to designate if they would prefer sharing a room/floor with women, men, or both. If a campus offers LGBTQ-specific housing, this should also be presented as a housing option, but not a requirement, for transgender-identified people. Officials should not assume that they “know” how to best assign a transgender or gender non-conforming person to housing without first asking that person. For example, one trans woman had the experience of being assigned to house with men before she had started transitioning:

On-campus housing: I was there in my first year... [and] when I was there, I had to stay with guys. They didn't really say much to me, and I hadn't started my transition then, but I did feel uncomfortable. I'd say our campus does generally have problems with housing and providing options that work for people.

In this example, the student's comfort was negatively impacted by being placed with only men. One way to improve her situation would have been to allow her to choose the type of sex-specific on-campus housing that was safest for her.

Participants did report some positive housing situations, even if they seemed to happen by chance or luck rather than due to an explicit campus policy. One student described:

I fortunately had a really accepting roommate my freshman year. I was going to send an email [to housing staff] to say like, “Hey, since you're putting me in this hall, could you maybe put me with someone who's like ok with it, or like email them first?”... Fortunately I got paired with someone that was accepting anyway. I was so worried about coming out to her, and she was kinda like, when she realized I was coming out to her she's like “Oh, don't worry about it! You can do it! You can do it!” Like acting like a little cheerleader... She was like “Yay! I'm so glad you trusted me!” Then she told me she started her high school GSA...It was like, perfect coincidence there.

With proper policy planning, campuses can create more opportunities for such positive living situations. A person's comfort and safety in housing should be guaranteed, not reliant on luck.

Another policy issue related to housing that was discussed by participants as impacting their campus experience was **the availability of single-occupancy room options**. Having the choice of living in a single-occupancy room, particularly on campus with otherwise restrictive housing arrangements, can be an option for ensuring that transgender individuals have a safe, comfortable on-campus housing option, including reliable access to a bathroom. If a campus does not have single-occupancy rooms, another option is to create a “waiver”—that if students are typically mandated to live on campus during certain years, and if a student cannot locate an adequately safe option on campus, the on-campus mandate should be waived for that person.

Examples of both positive and negative experiences on this topic are shared in Table 29.

Table 29: Providing Transgender Students with Single-Occupancy Room Options or Being Flexible about On-Campus Housing Mandates

Example Quotations
I also like the fact that I couldn't get a single on campus and [for the] first two years [you] have to live on campus, and he, the guy, waived it so I could live off campus, so I wouldn't have to live with another girl because I did that one [term] and it was horrible.
I would like for there to be safe housing, and I almost wonder if there could be somewhere that wasn't the gay floor for trans folks where there was a gender-neutral bathroom that they could be safe and/or single rooms, you know, no roommates. Because, what ended up happening was they put in a gender-neutral bathroom, and everyone freaked out, and they took it away. And then they put it back in, and my friend got bullied and graffiti on the room wall and all this horrible stuff.
So I went into the housing office, and got a name of someone to speak to, it was [housing office staff]. And I said, "Here's the deal, I'm transgender I'm wondering if there's a way I can get a single in this building?" And he was like, "Of course!" "You don't even need a letter from a therapist? You don't need to prove this?" He was like, "No, no, no, I totally trust you. I totally understand, we're here to help you." So he let me do paper application to get it in first priority, he had, they were redoing the building so he had all the floor plans because they were redoing it. And he even laid it on his desk and was like, "Here are all the singles, you get to pick whichever one you want," really awesome with it.

Finally, a third housing policy for consideration is **gender-neutral (aka gender-blind) housing**. This means having a housing option (perhaps an entire dorm or floor, or on a room-by-room basis) where individuals are placed in rooms or on floors without regard to gender. No one would be placed in this housing without designating an interest in it, just as many campuses will not place students on a co-ed floor without their approval. If a campus chooses to offer this housing option, it should be well-advertised to all students and not dependent on a minimum quota, as was explained by this student:

They say they have gender-neutral housing. Like if you go to their website, it says, "We have gender-neutral housing," but they have this policy where they can't implement gender-neutral housing unless a set number of students express interest. But, no one knows about it. Like, there's a handful of... queer students who know about it, but I think there's a lot of confusion on the student body about what gender-neutral housing is for. And so no one expresses interest because they think they have to, I think they think that they have to identify as trans, which isn't necessarily the case, I think, as it should be. And so we haven't actually in practice had it for two or three years is my understanding

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because not enough people have expressed interest. But the campus has said, like, they gave me the option, for example, that I could room with male or female roommates if I wanted to, but that all of those decisions were to be made sort of like on an individual basis, depending on what would be best for the trans person and for the rest of the campus community. So the approach there I think has been pretty good, but I think they need to be a little bit more intentional about making gender-neutral housing known and not advertising that they have it if they really don't in practice. Like I think that's a real problem.

Gender-neutral housing options can be a great resource for students of all genders who desire a housing situation that is not assigned and/or segregated by gender, but such housing needs to be sensitively and thoroughly advertised and implemented to be effective. Other groups that may benefit from gender-blind housing include those who simply feel more comfortable with a roommate of a different gender and friends or siblings of different genders who wish to share a room.

Remediation Policies

One final area of policy that was brought up by research participants was in relation to remediation—that is, official procedures on campus for addressing problems, issues, and concerns that impact transgender students, staff, and faculty. Comments on this theme generally fell into one of two categories—(a) a desire for greater accountability so that when other people act disrespectfully or abusively, specific action is taken to address the situation; and (b) a need for clear instructions to campus members about where to go and who to approach for help in situations of harassment, discrimination, abuse of power, etc. Quotations on these two themes are displayed in Table 30.

Colleges and universities can improve their ability to address both major and minor problems affecting transgender and gender non-conforming community members by (a) having clear procedures about the consequences of unethical or disrespectful actions by community members, and (b) widely distributing information about who people should contact to deal with problems such as harassment, name and gender marker change requests, discrimination, etc. Perhaps there is a key person in human resources who is available to deal with a wide range of issues, or maybe there is a team of people across campus who are specifically knowledgeable about transgender people and would be able to sensitively respond to reported problems. Either way, campuses do a disservice when they do not make such help available or widely advertise information about remediation policies and procedures.

Table 30: *The Need for Clear Remediation Policies and Procedures on Campus*

(a) Need for Greater Accountability
I think it would help if there was accountability. [Interviewer: In terms of?] Like, if you screw something up, somebody's going to talk to you about it, I mean with regards to respectfulness and stuff. Where before, it's just been like, "Oh, well, you know they didn't mean it." And like, that's you know, that's kind of unsatisfying.
(b) Clear Instructions about Who to Go to/Where to Find Help
It would great if there was some avenue for recourse. If I knew that there was some sort of procedure around grievances and who I could take my grievances directly to, not so that I would have to depend on somebody else's follow-through, you know, in this case [LGBTQ student services office], but as a student, I felt empowered to say, if I'd been mistreated or if I feel like something has happened that is out of, out of the realm of your own policies and procedures and guidelines of respectful behavior, I should have somebody and I should know who that is that I can go to and I can say, "This happened. What's the next step?"
They make it really difficult: it's a big bureaucracy. I was lucky that somebody had a lot of connections for me to go to, but there's no published list or anything like that so for anyone else, it's a total crapshoot. And, you know, the registrar and the bursar experience was, they didn't ever get back to me, so I don't really know.

CONCLUDING POINTS ABOUT POLICY IMPLEMENTATION AND COMMUNICATION

Some of the key points about policy implementation and communication include:

- Transgender and gender non-conforming campus members were most confident in their knowledge about nondiscrimination policies and least confident in knowledge about health insurance coverage for transition-related care and domestic partner benefits. Campuses could work to more effectively educate students, staff, and faculty about health insurance coverage and domestic partner policies to better support transgender and gender non-conforming campus members.
- Students tended to be less confident in their knowledge of campus policies compared to staff, faculty, and people in multiple roles. Campuses need to better target policy information to the student body so that gender non-conforming students are informed of their rights.
- Some key policy questions campuses should aim to answer are: What policies affecting transgender people exist here? How do campus policies relate to or supersede state/national policies (e.g., in relation to nondiscrimination)? Is a

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policy campus-wide or limited to certain departments, offices, or locations on campus? Do policies apply differently to transgender people compared to other individuals? Who do I go to for help on this issue?

- Participants experienced a variety of forms of discrimination on campus, even though many campuses had nondiscrimination policies that included gender identity and gender expression. There is a need for these policies to be better implemented, with specific plans for how to prevent discrimination and directly address instances when it does happen.
- Few schools were thought to provide health insurance coverage for gender reassignment surgeries of any kind. In terms of hormone therapy, participants had a variety of perceptions of the degree to which services would be covered by campus insurance based upon: (a) whether the patient had previously undergone genital surgery/ies, (b) how well one's doctor could navigate the insurance system, was knowledgeable about transgender patient care, and could advocate for a transgender patient, (c) whether the patient already had an existing prescription for hormone therapy from another doctor, and (d) if one "knew the right people" who can ensure hormone therapy will be covered.
- Inflexible medical guidelines that require transgender individuals be diagnosed with a mental disorder in order to receive hormone treatments or surgeries create limitations on patient care and inappropriately treat being transgender as an illness. As the revised version of WPATH's Standards of Care are implemented, it will be important to pay attention to how they are received by the transgender community and if these new standards produce better health outcomes and increase patient satisfaction with medical treatment.
- Some example effective practices for providing health care to transgender individuals at campus health centers include: (a) making sure all staff respectfully honor a patient's gender identity (e.g., on medical records, on the phone, in the doctor's office, or in the waiting room); (b) advocating for the patient by working around bureaucratic hurdles that do not recognize gender fluidity (e.g., writing the patient's preferred gender and/or name in pencil on the patient's file, even if it cannot be formally changed in records; writing a carry letter for the patient); and (c) thinking logistically about what issues may arise for patients who are gender non-conforming, are transitioning, and/or have changed their name and gender marker since previous visits to the health center and how these issues may affect patient care.
- Mental health services need to be available, accessible, and affordable to gender non-conforming individuals. If a competent provider for working with

transgender and gender non-conforming people is not available at the university health center, then on-campus staff need to be able to refer clients to competent off-campus providers.

- In general, participants indicated less knowledge or direct experience with domestic partnership benefits compared to other policies. However, one topic that was discussed was the question of how transgender people, particularly those who have transitioned, are included in domestic partner benefits. Universities will want to consider: (a) Will a person's gender identity take precedence over legal IDs? (b) Will it matter if a couple has a marriage license from the state of Colorado that was issued before one of the partners began transitioning? (c) Does the university need to know what gender is listed on legal documents in order to qualify a person for domestic partner benefits?
- Transgender individuals often have negative experiences with campus policies related to identification cards/records, name and gender marker changes, and/or physical transitions. Suggested improvements that campuses can make include:
 - Coordinating campus information systems so that there is an easy, one-stop place for changing a person's name and/or gender marker across all campus records;
 - Establishing a policy that names when/how a person's trans or gender non-conforming identity is allowed to be disclosed to other individuals on campus;
 - Providing "sample" results of a background check to all job applicants and anyone else subject to background checks as part of campus involvement;
 - Having standard rules in place about whether forms of identification (ID cards, driver's licenses, etc.) are required to take exams, receive campus services, etc. and ensure those rules are enforced consistently;
 - Having consistent rules about what documents (if any) are required to change one's name and/or gender marker on campus records, regardless of gender identity (i.e., cisgender, transgender, genderqueer, etc.);
 - Evaluating how to best design campus forms to respect sex and gender diversity;
 - Encouraging and respecting the athletic involvement of transgender and gender non-conforming individuals in collegiate sports.
- Suggestions for campus housing/facilities policies included
 - Offering gender-blind housing options, and ensuring that those options are widely known among the student body;
 - Having some bathrooms designated as gender-inclusive (especially within on-campus housing);

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- Emphasizing appropriate *behaviors* rather than appropriate *gender* in bathroom use policies;
 - Asking all housing applicants to designate level of interest in and/or openness to LGBTQ roommates;
 - Allowing housing applicants to designate if they would prefer sharing a room/floor with residents of a particular gender or if they do not have a preference;
 - Having alternate housing options for transgender and gender non-conforming individuals who, for safety reasons, would rather not have a roommate (e.g., single-occupancy dorm rooms; off-campus housing options).
- Colleges and universities can improve their ability to address both major and minor problems affecting transgender and gender non-conforming community members by having clear procedures about the consequences of unethical or disrespectful actions by community members and widely distributing information about who should be contacted in cases of harassment, name and gender marker change requests, and discrimination.

FINDING NEEDED RESOURCES ON CAMPUS

One of the important steps to feeling “at home” on a campus is knowing how and where to find the help and support needed to navigate the university environment. The 30 participants in this study spoke about the many different resources they seek on campus, as well as the ways these resources could be improved. For the purpose of this report, a campus *resource* is any institutionally sanctioned and recognized form of help, support, acknowledgement, and/or information provided by a college or its employees for the benefit of its students, staff, and faculty. The availability of resources for transgender and gender non-conforming individuals is often highly related to campus policies about inclusivity, the wider campus culture, the size of the student body, the university’s commitment to diversity, and the amount of institutional funding for LGBTQ initiatives.

This section will review research participants’ experiences seeking out, using, and/or avoiding different resources. The following types of resources will be reviewed:

1. Campus organizations for students, staff, faculty, and/or alumni that are intended to have some focus on the transgender community
2. LGBTQ, Multicultural, and Women’s Resource Centers
3. Transgender-related Campus Programming and Events
4. Administrative Task Forces
5. Student Services (e.g., Career Services, etc.)
6. Sexual Assault Programming/Victim’s Assistance

7. Trans-Inclusive Curricula for Trainings, Workshops, and Classroom Learning
8. Academic Programs with a Focus on Gender Issues
9. Health and Mental Health Resources
10. Safe Spaces for Transgender People on Campus

This section will conclude with participants' recommendations for improving campus resources for transgender and gender non-conforming people.

CAMPUS ORGANIZATIONS FOR STUDENTS, STAFF, FACULTY, & ALUMNI

In the past few decades, an increasing number of colleges and universities in the U.S. have established LGBTQ groups for staff, students, faculty, and alumni. These groups are often established with the intent of creating a campus climate that is more inclusive of LGBTQ people. In recent years, some campuses have established official groups that are working on issues related to transgender and gender non-conforming people, often within the LGBTQ umbrella or in relation to women's or gender studies organizations.

To explore transgender and gender non-conforming people's experiences and perceptions of these groups, each participant in this study was asked: (a) What staff, student, or faculty groups or organizations are specifically focused on transgender issues on campus?, and (b) What staff, student, or faculty groups on campus do NOT specifically focus on transgender issues but still try to address them as part of their overall goals?

Knowledge of such campus groups ranged from high familiarity (especially among participants who were highly involved on campus or had been with that campus for a long time) to vague awareness. Some examples of these varying levels of knowledge are shared in Table 31.

Most of the campuses represented in our sample were said to have LGBTQ groups, while a much smaller number had groups that focused exclusively on transgender issues. It is important to note that participants' level of knowledge about trans-inclusive campus organizations may vary based upon a number of factors—from how well a campus advertises such groups to a person's level of interest in openly affiliating with transgender or LGBTQ people on campus. Additionally, some people may have other more pressing concerns than being involved in such organizations, as was expressed by one student:

As far as I know they don't [have such groups]... But again, I haven't had the opportunity to really research as well as I would like to because I've been dealing with my own health to even get to this point.

Individual characteristics that may impact the types of campus resources sought are discussed in detail later in this section.

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Table 31: Differing Degrees of Familiarity with Campus Organizations that Work on Trans Issues

High Level of Knowledge	Vague Knowledge
<p>There's groups that are focused on both sexual orientation and gender identity and then there's the [trans-specific campus organization] groups that's kind of inactive in the past couple of years since I've been there, that really just focused on trans issues and gender identity. But then there's tons of queer organizations that do work with, work on, gender issues. But not just specifically, not just focused on that. It's just kind of general queer issues.</p> <p>There's the [LGBTQ campus organization] at the [division] school. I was [leadership position] of that and definitely tried to push more gender identity, gender issues. There's the [LGBTQ campus organization], there's [LGBTQ campus organization], there's the undergrad [LGBTQ campus organization]. There's the faculty queer group. Then there's the staff queer group. So there's multiple groups on campus.</p>	<p>There is this one, I think, GLBT program that I think is more of like a staff/faculty program, so I don't really know much about it. It's called [staff/faculty LGBTQ organization], but I've never seen or heard them or know what they do. I just know that they vaguely exist.</p> <p>To my knowledge there's not even an LGBT faculty group at all. I mean, we have, um, one out and visible staff member who's trans on this campus, and that's it.</p> <p>Well I think that [university] is absolutely horrendous when it comes to posting their groups and like what's going on in the [student union center]. The only reason why I know about [LGBTQ student organization] was because I like Googled it for like months prior to coming here and then even then they didn't have the updated days and times on there so I had to kind of troubleshoot... Most of it, I mean no matter how much I look on the internet, I can't find it. Find various groups. Most of them, I found out through other people.</p> <p>I've seen, there's LGBT awareness in general, but I don't know that I've seen anything trans specific... I don't know of any specific student, staff, faculty trans support.</p>

Some of our participants were highly involved in transgender or LGBTQ/women's campus organizations and had direct experience with them, while others were occasional members or were nonmembers with secondhand knowledge. The stories shared about these organizations generally fit into four themes: (a) there are groups on my campus putting forth a strong effort to be inclusive of transgender people and gender non-conforming people and issues concerning this population, even if that is not their exclusive focus; (b) there are groups on my campus that try to be inclusive, but they still have a lot of work to do to reach this goal; (c) the groups on my campus have significant struggles with being inclusive of transgender people, keeping members from year to year, combating racism, or other major problems; and (d) I have never attended or been involved in such campus groups, but I have heard negative stories from friends or

colleagues about a lack of transgender inclusion in these groups. Each of these themes will be reviewed here using examples from participants.

1. First, a minority of participants said that there were one or more campus organizations for students, staff, or faculty that put forth great effort to be inclusive of transgender and gender non-conforming people. For example, a student participant noted:

There is also an [LGBTQ student organization], which is the student organization, and again they will, they're generally an inclusive organization for essentially the movement...but it's not trans-specific, so we don't have any trans-specific [organizations].

In this case, the LGBTQ student organization worked hard to include transgender people, even if it was not a group focused only on transgender issues (only a few of the campuses represented were said to have had transgender-focused groups). Yet, it was not always the LGBTQ group on campus that felt most inclusive to transgender individuals; a second student noted that ze felt less supported in the LGBTQ group on campus than in a feminist group:

None of them are specifically trans organizations, but last year [feminist student organization], which is our feminist [group] on campus, they did a [trans awareness event] and as a group they invested tons of time and energy and even money into that project. And [feminist student organization] is also looking at doing several specific trans events this year as well, so that was encouraging... I feel actually a lot less supported in the queer groups than in [feminist student organization].

Thus, even if a campus does not have a transgender-specific group, there are many ways that other groups might make an effort to include transgender people—through the events they plan, the inclusiveness of their mission statement, and whether they openly and consistently welcome transgender and gender non-conforming people. In many cases, the groups on campus that were said to be most inclusive of transgender and gender non-conforming campus members were either designed to focus intentionally on the transgender community or were LGBTQ groups, women's/feminist/gender-focused groups, or other groups focused on multicultural populations.

2. Some campus groups may try to be inclusive, but improvement is still needed.

LGBTQ campus groups, among others, may have a mission statement that includes a commitment to include transgender and gender non-conforming people, but these groups may have challenges in enacting these intended principles, especially if the group leadership is not familiar with or educated about the transgender community. Sometimes LGBTQ or women's groups may even be named in a way that does not suggest transgender inclusion, such as when a group is called "Gay Pride" or "Gay Straight Alliance." A student commented on such a case:

We have a [LGBTQ student organization]. It isn't really trans-inclusive, though. [The

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LGBTQ student services office] has been trying to help them address it, and even reconsidering their name, since “[LGBTQ student organization]” is already not sounding like it includes trans people. They did start to have people share their preferred gender at the start of meetings... but they focus mostly on sexual orientation... which is fine, but if that’s the case they should advertise clearly about that.¹⁷

This individual makes the case that if LGBTQ groups are not going to include transgender-relevant programming, they should not advertise themselves as if they are inclusive. Another participant posed the question:

We’ve been using the acronym LGBT for a long time. The B and the T are oftentimes silent in that acronym, and so I think one of the questions for campuses to consider is do we need to do our trans work with our gay and lesbian communities, or is it time to start doing some separate work?

These organizations have a decision to make about how much to emphasize members of the community who are often marginalized within gay rights activism—including those who are transgender, bisexual, queer, intersex, or gender non-conforming.

Participants did note that there are some LGBTQ organizations that have made the effort to include transgender people through their programming, but that emphasis may fluctuate from year to year based on the leadership and students involved:

So there’s [LGBTQ student organization], which has incorporated [trans student organization]... And I know [LGBTQ student organization - 2nd one] focuses a lot on transgender issues.... [but] not as much as when I still attended last year. Like this year we’ve not done it as much that I’ve been there, but it’s still a huge part of it. And every GLBT group I, that I’ve been to, which is most of them, will, like, take care to be like, “What’s your preferred pronoun?” Or, you know, or what, “Let’s be inclusive of gender variant folks,” and stuff like that.

This student discussed several actions that groups can take to communicate a basic level of openness—including openly communicating a message of inclusivity and encouraging respect for members’ preferred pronouns. It should be noted, though, that not all participants agreed that the practice for asking for preferred pronouns made them feel welcome, as is discussed within the next theme.

3. “Like I’m talking against a wall”: Campus groups often face significant struggles with being inclusive of transgender people, keeping members from year to year,

¹⁷ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer’s notes.

combating racism, or other major problems. Documented issues with campus groups ranged from trans people feeling completely invisible and “alien” within a group to problems with racism or asking trans people to take responsibility to educate other group members (i.e., tokenism). Some examples are included in Table 32.

Table 32: *Campus Groups Face Significant Struggles with Trans Inclusion or Other Issues that Discourage Participation*

Example Quotations
<p>[Trans issues are] invisible. Yep, I was saying, we, the [LGBTQ student organization]... they had...three members, and then one of them graduated. He was the [leader] and so it didn't get picked back up again, so I mean, you know, queer issues aren't even really acknowledged there, and so gender is just on the furthest backburner. I think that you know there's potential there, but it just you know hasn't been taken up yet.</p> <p>One of my initial experiences actually with [LGBTQ student organization] was really negative. I, you know, we had our introductions and we kind of introduced ourselves and who we were, and I said something about being trans, and at the end of the meeting someone comes up—and I think they were well intentioned—but say something like, you know, “We’ve never had to deal with any trans issues. We don’t know anything about it and we’re glad you’re here so you can teach us,” or something like that, and I was...immediately stepping into space of educator even in queer-identified spaces.</p> <p>I went to some [LGBTQ student organization] events, but I’m not really involved with it...I don’t go because I don’t like the feeling like I’m talking against a wall to people who won’t really listen. There are lots of trans people in the group, but they don’t go to meetings. They tend to fall out quickly. Especially if they’re a straight trans person, like me... I almost feel alien to this kind of organization because it doesn’t deal with my identities.</p> <p>Within the GLBT population here there’s a lot of issues with racism. It’s bad. I think we spent most of last year dealing with the bad situations from that. Like somebody dropped the n-word in the [LGBTQ student organization]...It doesn’t directly relate to trans but just speaks to a broader culture... [LGBTQ student organization] speaks a little bit about [trans issues], but I don’t really want to go because of all the shit that happened last year.</p> <p>I used to ask [LGBTQ student organization] to do pronoun check-ins and that was more frustrating than helpful... I was challenged by one or two members or officers, actually, who really thought it was completely unnecessary and that it was my job to disclose at the beginning of meeting... The other people... would check in with their pronouns with like a, “You can call me whatever you want,” or “I don’t care,” which is like unfair to say... They basically use it as a chance to show off that they don’t deal with being mis-gendered</p>

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These stories highlight examples of the struggles that LGBTQ and other groups may face. Some of these groups isolate, marginalize, and insult transgender people by ignoring issues that are priorities for this community, relying on transgender individuals to educate cisgender group members, and not hearing the voices of transgender members when they are active in a group. Additional issues for consideration are how to include transgender people who are *heterosexual* in groups that are predominantly GLB and how to discuss preferred pronouns in a way that does not dismiss the severity of the emotional impact of pronoun mislabeling for transgender individuals (particularly those who are in the process of transitioning, are androgynous, or do not pass as their chosen gender). Additionally, as suggested in one of the quotations above, racism and other “isms” too frequently arise within campus groups, and the intersectionality of racism with transphobia, heterosexism, ableism, and other issues have a deep impact on whether a group is generally seen as culturally inclusive.

4. Finally, there were several participants who never attended campus groups focused on transgender or related issues, but have heard negative stories from peers and colleagues that dissuaded them from attending. As will be discussed later in this section, some individuals who are transgender or gender non-conforming did not have the interest, time, or energy to be involved in LGBTQ or other groups on campus. Still, they may hear about such groups from friends, coworkers, students, professors, and others that may give them a sense of the group’s openness to transgender people and level of inclusion:

The [LGBTQ specific student organization]. I don’t go, so it’s second-hand information, but I’ve been told about the very few instances they’ve tried to include trans people in the group and that that’s gone very badly, so they don’t really talk about trans issues.

If a transgender person hears that things have gone “very badly” when a group has tried to include trans people in the past, this may be reason enough not to get involved. Word gets out not only to students, but also faculty and staff. The following quotation is from a staff member at one campus:

I think there is some transphobia in the [LGBTQ student and allies group] in [university] from what I’ve heard, so it’s kind of problematic... ‘Cause I know that the [LGBTQ student and allies group] has been pretty problematic about trans stuff and about racial stuff too. You know, not in a horribly overt way, but in some kind of unpleasant ways, so it’s just difficult to hear the GLBT community is by far not free from all the other isms that are out there.

This perspective again highlights that LGBTQ groups struggle with not only trans inclusion but also the inclusion of people of color and other marginalized populations. If a college or university intends for LGBTQ groups to function as resources for transgender students, these problems need to be addressed.

LGBTQ, MULTICULTURAL, AND WOMEN'S RESOURCE CENTERS

Just as many universities have seen the creation and growth of LGBTQ and other trans-focused organizations for students, staff, and faculty, many have also established campus offices or resource centers that include some focus on the transgender population. Some campuses, especially those that have large student populations, may have LGBTQ-specific centers, while others may incorporate LGBTQ programming within the broader umbrella of the multicultural or diversity office on campus. The participants in this study frequently knew whether these resources existed, and many have had interactions with them. Additionally, some individuals mentioned seeking out or using Women's Centers for help as well.

Three general themes were spoken about in relation to these resource centers: (1) regularly turning to these offices for support and community and finding them to be positive resources; (2) these offices, and those who work in them, are advocates for transgender-related issues on campus, and (3) transgender people were not visible in these settings.

1. "Like a little shelter": Some participants regularly turn to these resources and find them to be positive. Oftentimes, a transgender or gender non-conforming person may have few places on campus that are openly affirming of their identities and organize programming that increases the visibility of transgender issues. When a campus has an office or center that is exclusively focused on LGBTQ people, gender, or other identities, it communicates a message that the institution is willing to dedicate resources—space, funding, staff time—to making sure they are welcomed, supported, and can succeed in the campus setting. This can be a key message of affirmation in what may be an otherwise intimidating and unwelcoming campus environment for gender non-conforming people. The value of such resources was reflected in a staff member's comments:

I think the things that I've mentioned have been really helpful. Just having a [LGBTQ student services office], an organization on campus, an office on campus that's dedicated to queer people and queer issues and trans people. Both [former staff member of LGBTQ student services office] and now the present director...have been very trans-positive and want to work on trans issues and make that a priority or one of the priorities. [Staff member of LGBTQ student services office]'s... been a real big ally of pushing forward trans issues.

Some individuals, particularly those who are "out," may seek out the LGBTQ office soon after arriving on campus:

It was really great getting hooked up with the [LGBTQ student services office]. That was one of the first things that, I think they came into the building and were doing something with orientation.

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If a campus does not have an LGBT-specific office, some individuals may seek out other generally affirming spaces, as noted by this faculty member:

I have used [multicultural student services office] as like a little shelter for when things at work are too ridiculous. So, I really value...having...the opportunity to deal with colleagues who "get it." It's something I've never had before. I mean, anywhere I've worked.

This individual found the multicultural office to be a "little shelter" from the rest of campus, which has been a positive change compared to past university jobs.

Another individual indicates that, even though there were some moments of disagreement and tensions among those who were in the LGBTQ office, this space was still helpful because it was a place where he could find solidarity with others who have felt uncomfortable on campus:

I think the [LGBTQ student services office] is helpful. I, like I said, all that infighting and stuff happened, so for about two years I just, I didn't even come here. I didn't want to be around here. And I mostly came back here because I got a job to do [specific project] stuff. But I found that being in this space, as much as, you know, just because you're GLBTQ doesn't mean you're going to get along with everybody. Just knowing that there's a place that I can be with other people who also feel uncomfortable has been helpful.

2. These offices, and those who work in them, are generally active advocates on transgender-related issues on campus. A number of participants shared positive evaluations of offices on campus that target transgender-relevant issues as part of their overall mission. Not all of these offices were exclusively LGBTQ-focused—some targeted women's issues or multicultural issues more broadly. Table 33 includes quotations related to this theme.

These quotes highlight some experiences of seeing these offices as key resources on campus for improving the climate for transgender students, staff, and faculty. This is not to say that everyone experienced these offices as positive or trans-affirming, as evidenced by the next theme. Additionally, the very end of this section will include participants' suggestions for ways of improving all campus resources, including these offices and resource centers.

3. Transgender people and related issues were not visible in these settings. Compared to the first two themes, this theme was not voiced as often. However, a portion of participants did express dissatisfaction, particularly with LGBTQ offices that did not adequately include the "T" part of the acronym. A number of participants used this as an example of how the transgender community was made invisible on campus. One student explained:

[Transgender issues] didn't seem visible at all to me, and...it seemed like the, the lesbian population was higher than even the gay population, the gay man population. And I

Table 33: *Perspective of LGBTQ, Multicultural, or Women's Resource Centers as Advocates on Transgender-Related Issues on Campus*

Example Quotations
<p>Actually the [women's student services office] has been pretty progressive on trans issues. There's the [multicultural student services office] and [student services office focusing on victim services]. [Disability Student services Office]. All of those [student services offices] work together in a cluster...And I would say that they are fairly well-informed and they tend to be advocates for issues that are related to gender identity.</p> <p>Well, first there's, part of the [multicultural student services office]... They're trying to do a lot of work and trying to push trans issues on campus more and more.</p> <p>Well, okay, the [multicultural student services office] is part of student affairs... this particular building is very inclusive, intentionally inclusive, of a lot of issues, and a vein of that is definitely GLBT issues, diversity issues, very intentionally being the trans issues, the gender identity issues</p> <p>The [LGBTQ student services office] of course focuses a lot on trans issues. I mean, they do bring in people for other issues. They help, like the graduate student group is something that's through the [LGBTQ student services office] and some other things that aren't trans focused. But I feel that there is a lot of emphasis on trans issues.</p> <p>Also, I should just say that the staff at [the LGBTQ student services office] are absolutely fantastic.</p>

even went to the, [LGBTQ student services office] one time, just to kinda, you know, get a feel of things, and it just wasn't, it didn't, it seemed kinda under-utilized or maybe they didn't have as much funding as they would like. I dunno, so I didn't really, I really didn't come across [transgender issues]. It just seemed like everybody, everybody looked the same and it was one kind of person and anybody that looked different was usually, like, in the art department, or you know, so it didn't seem visible to me at all.

This student made one visit to the LGBTQ student office and came away with the impression that the office was not well utilized or supported, adding to her impression that transgender issues were not visible on campus. Another student expressed a similar perspective:

[Interviewer: How visible would you say in general trans issues are here?]
Almost invisible.

[Interviewer: Okay, okay. And if they're visible at all, in what ways are they visible?]
I would say only the inclusion of the word trans in the [LGBTQ student services office],

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really. I mean, I haven't heard of any speakers in the last three years that have dealt with that issue...So, yeah, invisible I would say.

Again, this emphasizes a key consideration for campus LGBTQ offices—it is easy to “talk the talk” and include transgender in the name of an office, but it takes much more effort to “walk the walk” and actually implement transgender inclusion in everyday practice.

TRANSGENDER-RELATED CAMPUS PROGRAMMING & EVENTS

A third major resource discussed by participants was the presence of transgender-related programming and events. These events were sometimes organized by the LGBTQ offices or other offices discussed earlier or they were organized by informal groups of students, staff, faculty, administrators, or others. Examples of such events include: transgender speaker panels, events to honor the National Transgender Day of Remembrance, lectures, trainings, gender workshops, and conferences. The events that were discussed in detail and offered some findings related to the values of these as resources included: (a) educational speakers, trainings, workshops, and panel discussions; and, (b) conferences.

Educational Speakers, Trainings, and Panel Discussions on Transgender Issues

Participants discussed the existence of programming, such as speakers, trainings, and panel discussions that were offered on campus as a way to educate the community about transgender and gender non-conforming populations and the issues they often face. A few participants discussed these resources in relation to how they have contributed to improving the competence and skills of campus employees and consequently the campus climate. Two such quotes are included in Table 34.

It should be noted that the two individuals quoted above were in some way involved or contributors to the organizations running these educational events.

Several individuals spoke about the benefits of LGBTQ trainings on campus, particularly when those trainings did a strong job of integrating the “T” and distinguishing gender issues from sexual orientation. An individual in multiple campus roles noted:

I know that at the [multicultural student service office] the biggest push was for the [LGBTQ and ally] training and to really push like gender identity and gender expression as part of that training...trying to push that gender identity is important too and different from sexual orientation. So, doing those trainings [are something that I remember happening in relation to gender identity on campus]. And making sure that gender identity was not being defined as sexual orientation, that they are two separate issues and let's not confuse them like people tend to do.

Table 34: *Ways that Speakers, Trainings, and Panel Discussions Improve Campus Services and the Campus Climate*

Example Quotations
<p>[Housing office], our healthcare center, our sexual assault coordinator—they've all also received [trans-specific trainings] so that they can start to sort of make an institutional shift around trans-issues as well.</p> <p>What is generally helpful is the [speakers bureau program]. That's when professors ask for trans people to come in and speak, and that can be helpful. We also generally get positive feedback on such presentations... We also have a [LGBTQ and ally training], which is instead of a Safe Zone training. This one is double the length, and is more theoretical than before. It has helped, especially with the [housing office] trainings. The training is good with its educational standpoint and advice on how to deal with issues... [An example of an issue Resident Advisors might have is] when a trans person is coming out and says they want to room with women. I think these trainings provide preparation and guidelines about how to deal with these situations. They're then better equipped in housing to deal with a larger range of LGBTQ issues.</p>

A faculty member similarly shared:

They... revamped the [LGBTQ awareness] training to make it more intersectional and to emphasize trans issues more. And it's really good.

Further, one of the benefits of these events were simply the opportunity for transgender and gender non-conforming people to speak openly about their experiences and receive support. When asked what has been helpful on campus in supporting gender identity, a staff person mentioned:

Definitely some of the diversity trainings. I, even as far up as the [student services] diversity trainings that have been offered... Even some of those things have been outlets for transgender issues and things like that, so... talking with other staff. Talking with students. Just having somebody to, "Hey, you know what? You know what happened the other day? You know what happened in the bathroom the other day? This lady came and said I was in the wrong bathroom. God, that's frustrating!" And just having somebody to talk to, not look at me like I'm totally crazy.

In one case, a campus offered a gender workshop that involved having participants dress in drag as part of the experience. A staff person discussed how this experience had a profound impact on a number of individuals, including a student who later transitioned and a local news reporter:

We did a gender workshop type thing, and actually the guy [I mentioned earlier], the very first time we put him in drag... was a very life-changing experience for him. We had

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about a two-and-a-half or three hour workshop type thing, and we took a, about 20 students, and we put them in the opposite gender, or the gender that they chose, and we talked about this gender spectrum and femininity and masculinity and this whole identity spectrum. We drew this grid, and all this thing, and how they identified, and then how they identified when they were in their persona, and then, you know, how they graphed themselves and charted themselves. And then, there was a reporter there for the [campus newspaper], or at the [local newspaper], sorry. And she came back, and she said well that was the first time she ever had to think about which bathroom she had to go into...But that was a great experience for a lot of people. Those 20 people went on to, one of them went on to transition...

Thus, even though these types of educational events are usually designed to educate people not familiar with the transgender community, participants benefited by knowing that they existed, seeing improvements in the trans competency of campus staff, and having the space to discuss their own identities and experiences without being confused with or overshadowed by gay, lesbian, and bisexual people.

Conferences

Universities and colleges frequently host various academic and professional conferences. Participants in this research spoke of cases where conferences were held on campus that integrated transgender-related content in some way. Such conferences provided a forum for the university to demonstrate its commitment to transgender inclusion and were an informational and professional resource for transgender campus members. One individual spoke quite powerfully about how the presence of a transgender-focused conference on her campus communicated a dedication to improving the everyday reality of trans people:

So, we're trying to take the first bit of stuff, with all the committees and task forces and the [LGBTQ student services office], trying to make every day existence as a trans person on campus better, and the second prong is the conference where we're trying to make the everyday reality better, but we all want to have a special day or two that's just about trans people [bangs on table]... We're trying to build a higher level of awareness of trans people on campus and trans issues...Both things send a message that, "We value you here as part of the community and we value you enough to set aside a day or two, usually two days, to talk about being trans and what that means and having our allies there"... A special day, plus working really hard to make every day better.

The presence of a conference that integrates transgender issues therefore seemed to have a beneficial impact on the overall campus climate by communicating a message that transgender people are valued.

ADMINISTRATIVE TASK FORCES

Another resource that existed at some of the campuses was an administrative task force: a campus group, usually initiated or led by upper-level administrators, with the purpose of addressing campus-wide issues and improving the campus' ability to recruit, retain, and support specific groups of students, staff or faculty. Some campuses had task forces exclusively dedicated to transgender issues, while others had committees with other primary foci but which addressed some issues relevant to trans people. The individuals who offered the most thorough comments about these resources tended to be staff, faculty, or people in multiple roles on campus, rather than students.

As expressed by the following participant, task forces have the potential to be key resources for helping to address transgender rights on campus:

There's also something called the [LGBTQ administrative task force], which I'm a part of and have been for a number of years. So, in that committee, there's, particularly in the last 2 or 3 years, there's been a real recognition of trans issues as being important, that's something the committee should work on. But the [trans-specific administrative task force] has been the group that that's what they do, that's all they do, is trans issues and gender-variant issues. There's a number of things: [LGBTQ student services office], the [trans-specific administrative task force], and the [LGBTQ administrative task force]. The three of them have made a push to make the campus more welcoming and make trans issues more visible and push trans rights on campus further. So, those are the three main groups slash organizations slash committees that have been behind that what I see as forward progress. Yet, forward progress still to be made in the future.

These task forces were discussed as addressing a variety of different issues, with particular emphasis on systemic problems across the entire university that had an impact on transgender individuals. Such issues included: (a) creating better systems and procedures on campus for dealing with name and gender marker changes for students, staff, and faculty; (b) making facilities (bathrooms, locker rooms, and housing) more inclusive of and safe for transgender people; (c) addressing all forms of gender violence, from verbal harassment and pronoun misuse to physical and sexual assault; and (d) changing campus-wide policies, such as nondiscrimination policies, to be more inclusive and welcoming for transgender and gender non-conforming people. A number of sample quotations on each of these task force issues are included in Table 35.

These examples suggest that administrative task forces can have a broad reach, working on many campus-wide issues that are crucial to welcoming transgender and gender non-conforming campus members.

Table 35: Types of Issues Addressed by Transgender-Specific and Other Administrative Task Forces

<p>Better Systems and Procedures for Name and Gender Marker Changes</p> <p>I know getting any name or gender changed on the university documents is incredibly difficult. Just by working with our IT department and the policies that they have in place, I know that is incredibly difficult. And actually in the [student information system]...which is actually changing here soon, but the current [student information system] is very, very difficult, because they've registered that name with a student ID number, and it has to match to social security number. And what they're trying to do with the new student ID system is have a-, something similar to an alias, so that they can fulfill something where if somebody does have a name change, that they would be able to have an "a.k.a." relative to a name change. But currently they do not have that, so they, it's very, very difficult if somebody does have a name change. It's nearly impossible. And that's something they did—the [trans-specific administrative task force]—they did explore that a little bit, and it was just not even near possible, even on the class roll call type thing that came out, that came printed out.</p> <p>Also, [these task forces have worked] with professors about putting a statement, it's gone out to professors, this was probably a year and a half ago maybe? Wrote some language about that professors could put on their syllabi to say that if you... something about, "If you want to be known by a different name or a different gender than what appears on the roster, the class roll, then you can let me know."</p>
<p>Making Facilities More Inclusive and Safe for Transgender People</p> <p>Things like bathrooms, to work for bathroom rights. There was a survey done a few years ago as part of the [trans-specific administrative task force], "What safe bathrooms are there?"</p> <p>A couple years back, they were, there were [trans-specific administrative task force] that I was involved with that actually formulated the multi-stalled gender-neutral bathrooms that went into a residence hall...At the time, that was the first time that that subject was approached of having bathroom, the bathroom issue. That was kind of a big deal. So that, I think, was one of the bigger things that was visible on campus was the bathrooms. And I think from there, the visibility kind of became more integrated into the campus.</p>
<p>Addressing Gender Violence in All of Its Forms</p> <p>I'm on the [sexual assault and harassment administrative task force] and the topic of gender violence that's directed at trans people and gender queer people is something that is always present in our discussions. It's a sort of central tenet of ours that gender violence prevention requires a very broad definition of what form of gender violence takes. And so anti-trans kinds of comments fit into that rubric pretty well...It's a major goal of the [sexual assault and harassment administrative task force] to change the dynamics that produce these kinds of violence [referring to pronoun misuse]. And our gender violence prevention plan actually is structured</p>

around intervening on the lowest level kinds of slights that we think lead to the much more serious kinds of violence. And we have made some real breakthroughs in that area, and I think it's very promising. There's actually been a fair amount of interest in transgender education among staff on campus, especially in [student services division]. When [trans-identified trainer on trans issues] was on campus, for example, his events were very heavily attended and popular and a lot of staff members were there.

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Then we have a [trans-specific administrative task force] that hasn't met in like a year, but we're meeting this week, so...

[Interviewer: And what does that group sort of, what's the purpose of that group?]

To work on policy initiatives, like trying to get gender expression and gender identity in the non-discrimination policy, and, you know, talking about bathrooms and that kind of stuff. But, it's not that many people, so it's more in the stage of, like, [these] are the things we'd like to do, how do we try to do it?

However, not everyone interviewed believed that these task forces were effective or supportive:

I just didn't really find support here...I was a member of the [LGBTQ administrative task force]...It just was a joke. They didn't really do anything. They just talked about shit. It's like they send out an email, it says, "We need to do more to respond to the biased-motivated incidences that have occurred on campus." I'm like, "Why the fuck didn't you respond to mine?" And it's just, I don't know. It just seems to be like a yippee skippee over like the word "gay," and we're acting like we're doing something, but no.

This is an example of how, despite an institution's apparent commitment to LGBTQ people through the establishment of a task force, there was still a struggle with "walking the walk"—following through on a commitment to ending bias-motivated incidents and other situations that harm transgender and gender non-conforming people. Another individual said:

I'm on the [multicultural administrative task force], presumably so I can get them to address trans issues, but it hasn't happened yet. There's a stated intent though.

Similar to the issues faced by LGBTQ and Multicultural Offices and student groups, task forces that have a broader focus may sometimes struggle with having an impact on transgender issues in particular. Sometimes task force members are hand-picked by administrators based on their identities, research or teaching interests, or general availability, which may not result in an effective team of people. Whether or not the members freely choose to be a part of the committee, these groups sometimes struggle to maintain their energy and to achieve concrete outcomes. One person described how his committee has had some struggles with staying focused, but has ultimately achieved some positive outcomes:

We have a task force, I'm on that task force, it's the [trans-specific administrative task

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force]... We have a group and that group has met off and on and sort of struggles to keep the energy focused at times, but we do make progress. We have a number of [members] who are transgendered and out about it and then we have other people who I think are transitioning or in some sort of state of comfort about their identity but it isn't necessarily something they disclose as much as others do. It's still a very small portion of our campus population regardless.

Administrative task forces thus have the potential to be a resource key for creating a campus-wide collaboration that can push for larger change at the college or university. Still, these task forces face unique challenges due to their top-down design and the difficulty in creating change that will positively benefit those with the least amount of institutional power (students, non-tenured faculty, and lower level and part-time employees).

STUDENT SERVICES (CAREER SERVICES)

A small group of our participants discussed ways in which Student Services offices, including Career Services, were a campus resource for them. One student notes that people in such an office were effective allies because they had been trained on working with transgender and gender non-conforming students and had made some positive changes in how they worked:

I think really effective allies have come from the [multicultural student services office] and from the [student services office] because they've been really open to not only doing the trainings but also in changing things quickly. You know, after they had done the training, they had sent out a survey that used to ask, "Do you identify as a male or female?" Now they put, "Do you identify as male, female, transgender, or other?"... They sent out an email that normally would have said he or she, they wrote he slash she slash ze.

In this case, the student notes that they integrated gender neutral pronouns in their surveys and e-mails without a drawn-out definition or explanation, which the student appreciated because this requires people to educate themselves on why the word "ze" appeared and what it means.

Another individual, who was in multiple roles on her campus, spoke of being surprised at how much the Student Career Services office became a valuable source of support:

And I found [student career services] to be surprisingly supportive as well. I didn't expect them to be aware of trans issues or think they could help trans people with employment issues. And actually, they've shown that they're aware of things they confront, they

present information to trans people about some challenges around job hunting.¹⁸

She notes in particular the usefulness of LGBTQ career panels:

The [student career services office]. They organized these career panels, they called them "[name of panel]" and they were LGBTQ panels about getting jobs and being out. The panel included [staff member at community based trans-specific organization], you know, from the [community based trans-specific organization]. Anyway... so there's a lot of administrative-level people that work on stuff.¹⁹

These examples demonstrate some instances where Student Services offices were mindful of the unique needs of transgender and gender non-conforming students—such as concerns about finding a job as an "out" trans person after college, or feeling like they were actively included and welcomed by these offices in the types of communication that were sent to the student body.

SEXUAL ASSAULT PROGRAMMING / VICTIM'S ASSISTANCE

Transgender and gender non-conforming people are at extraordinarily high risk for verbal and emotional harassment, and physical and sexual assault, whether on a college campus or elsewhere. It is therefore critically important that first responders (including campus police and safety officers) and victim's assistance staff are knowledgeable and competent about helping transgender people and make an extra effort to communicate their supportiveness for transgender and gender non-conforming people.

A number of participants in this research study reported instances of being outed or addressed with incorrect pronouns, experiencing property damage, or being verbally harassed in dormitories, classrooms, bathrooms, and other campus spaces to the point of feeling unsafe, anxious, and under constant threat from others. For example, the following situation was described in which a lack of support from campus victims' assistance further exacerbated the feeling of not being safe:

I just didn't feel safe anywhere. So it was a huge struggle and...everybody thought I was their source of frustration, so it just was really a lot of animosity towards me in the hall. And right after fucking victims' assistance they said, "I'm sorry we can't help you." I think that [administrator] there is actually pretty trans-phobic... So, but it was just like I didn't feel safe because I was outed in the hall. I didn't have safe restrooms.

¹⁸ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

¹⁹ Ditto.

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Another participant described being sexually assaulted on campus and consequent efforts to seek help on campus:

I had an experience of a sexual assault on campus that I think was probably trans-related, and I went to talk to our sexual assault [services staff] and I didn't know if she was already trans-aware or not, so I went actually just as like the [leader of campus group] instead of as myself to say, "Do you have information on this if a student were to approach you?" And the kind of bottom line answer was, "Well, I'm really open to it, but no, I don't really know anything yet." And so I decided to just sort of not disclose my own issue because I didn't want to first have to be the educator and then bring up my issue, so I decided to just drop it.

While in the first situation, the victims' services staff was clearly dismissive of the individual seeking help, in this second case, it's the staff member's lack of knowledge that forms a barrier to effective helping, rather than a lack of openness. This example demonstrates why it's important for victims' services staff to make sure to receive training and education *before* a transgender individual reports an instance of being assaulted or harassed.

TRANS-INCLUSIVE CURRICULA

The participants in this study spoke of ways that classroom and training curricula acted as resources to them on their campuses. Just knowing that curricula existed that included content on transgender people made a difference in terms of how welcomed they felt on campus. Our research team defined *curriculum* as being the actual content or framework of a training, lesson, workshop, or class that was offered on campus; we were interested in whether such frameworks included discussion of transgender identities, transphobia, gender identity, gender expression, cisgender privilege, and related issues.

In some cases, there was resistance by campus officials about offering trans-inclusive curricula as part of workshops or department curricula. One participant described a situation in which he was trying to seek resolution of pronouns misuse by coworkers, and an ally suggested setting up a workshop for the division:

I had become acquainted with [staff of multicultural student service office] before I got here, so I emailed her and said, "You know, I've been working here for a month, six weeks, whatever, and people are calling me 'she' and it's very frustrating. Any suggestions about what I can do?" And, so she suggested that we have, she and I, I should say, lead a Trans 101 in [work division] workshop. It was supposed to be mandatory for all the [work division] employees, well, I don't think students, but faculty and staff. So, we started working on that, and it met with a lot of resistance from the [administrator of division] and [another administrator] because they thought some of the topics that could come up were inappropriate for work. Like, there was a handout about

cisgender privilege, and I think the first thing on it is, "People do not ask me what my genitals look like or how I have sex." And the [administrator of division] was like, "You can't say that! No, we don't talk about that here at work!" So, yeah, I know, right! So, it was...it was very awkward.

In this case, fears about open discussion of gender, sex, and genitalia shut down a workshop intended to make positive change for a transgender employee. Those who are interested in organizing trans-inclusive curricula need to be prepared for responding to such challenges—such as an open discussion of how the curricula can make a huge difference for trans employees and students, what will/will not be part of the curricula, and why such content is important to combating transphobia, ignorance, harassment, etc.

One strong theme in the interviews for this project was a lack of transgender-related content in curricula. A sample of quotations on this theme is displayed in Table 36.

These participants aptly describe the lack of trans-inclusive content on campus and why it is a problem. Some of the consequences of this gap included trans people feeling as if *they* are the ones who have to ask for such content in order for it to happen, feeling frustrated, uncomfortable, and invisible, and worrying about whether professional students who will be working with clients are truly prepared for culturally competent practice with transgender people.

Some of our participants reported that their campuses offered courses and/or trainings about the wider LGBTQ community. However, the curricula in these programs often shortchanged or completely overlooked the transgender population. Quotes from students on this theme are in Table 37.

There is a sizeable and growing body of literature on transgender and genderqueer people that can be used for classes, trainings, and workshops. Lists of such materials can be easily located in a library or on the Internet. However, the challenge continues to be dealing with the resistance that appears from faculty and administrators who have not adequately integrated such resources into curricula. As the second participant above notes, "There are just issues that are unique to being trans," and having content primarily on gay and lesbian individuals is not enough and keeps trans people invisible.

The dilemma of how to incorporate trans content in LGBT-focused curricula is further explored by a staff person who has taught classes on the LGBTQ community:

I think we have curricular problems to solve, and that's there is an important allegiance between GLB issues and trans issues. They need to have a relationship and a shared agenda and then there are also places where they diverge. It's in those points of divergence where the GLB community needs to have more education about the trans issues and has to stand as a strong advocate for those issues... What I found very difficult

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Table 36: Lack of Trans-Inclusive Curricula

Example Quotations
<p>Easier said than done to re-vamp your curriculum to be trans-inclusive. But it would be really nice to have some more visibility in the curriculum itself. At least it would make me feel more comfortable and not having to bring up that stuff on my own and bring attention to myself doing that.</p> <p>I majored in [social science] and...we talked about gay and lesbian issues. We didn't even talk about bisexual or trans or gender variant or anything. <i>[Interviewer: So, how visible would you say in general trans issues are on your campus?]</i> In general? Hardly at all...I think it's important to note that we have a [LGBT-specific academic] program, but...the very few classes that are actually offered don't really include anything about trans folks.</p> <p>I think it would be beneficial to have, we're required already to take a multicultural [social science] class. I think that that's a great thing. But being more in depth with some of the more specific with some of the areas would be much more beneficial to the student body. And not necessarily force a class, but give more classes and more information and more seminars and have, not necessarily seminars either but fun things, fairs and things like that. Because you don't necessarily need to get up, "I am transgender," "Ok, we know you're different. That's great, what does that really mean to us? What does it really mean to the medical community? What does it really mean to society? What does it really mean?" What it really means is I'm a human being who wants to live and what I want to see change is the stigma you think is between my legs or what I appear to be is not important to how I work. I'm a productive member of society that wants to eat and watch my family be as prosperous as your family.</p> <p>I guess generally as a trans student, feel a little frustrating being a [division] curriculum that's related to health care and feeling there's a lot of invisibility around, uh, health care needs of trans patients and populations. And, as a student, just noticing that visibility has definitely had an impact on me.</p> <p>I know that all faculty are supposed to be addressing multicultural issues in every class. I don't know to the extent that's happening... I think if they're not carried through the whole program, particularly for [clinical degree students], I think that concerns me, you know, it's just this like one little slice your first [term] you're here and then it never comes up again. The assumption is that... you'll never have a trans client... and so, you know, is that happening in the clinical class, of like, "What is gender dysphoria, and what do you do when you've got someone with it or parents who are concerned with it in a child?" And so it's sort of the general, like there's that you know kind of LGBT 101, which I feel like is what everyone gets, but then there's the real skill-building of like the realities of like work, just like a doctor who needs to you know get more training on working with a trans person.</p>

I think maybe, and this again is coming from an instructor point of view, is maybe having it incorporated more into the curriculum as a broader picture instead of like, "Okay, well, here's our two-hour class for today. We're going to talk about GLBTQ and then we'll never mention it again."

Table 37: *LGBTQ Courses and Trainings Frequently Exclude the "T"*

Example Quotations

I would love for the [specialized LGBT] program to start including trans issues, trans books, trans anything. My [LGBTQ studies] professor, I asked her why there was nothing trans, and she said, "Well, there's just nothing out there." ... I even actually stretched to the point where I was like, "Well, couldn't we read *Stone Butch Blues*, then?" ... "No." [It's] 2006 and she says there's nothing there, and I sense all this resistance to me being able to give suggestions. So... that's, that really sucks that we have this program and it really is not what it's supposed to be.

I get that it's really complicated when we start talking about LGBT because we lump all those together so it's all one thing. And it's complicated for me because I'm also a lesbian and androgynous at the same time. But there are things I think that trans people deal with that nobody else does or they deal with them in different ways than other people do. And there are just issues that are unique to being trans, so I think maybe greater visibility around those issues and more discussion of them, you know more classes like we did that [specific term].

about teaching the course in [LGBTQ studies] was that they really are now pretty much two different curricula. They have a lot of places of overlap, but they've gone in enough different directions that you really need a separate course on transgender studies and a GLB studies course or a sexual orientation course or something...What's hard to accept about that is that it's really helpful to get people to cross out of their comfort zones to study something that isn't about them, but is about some other community. It's very useful academically to do that. If you just have a [lesbian studies] course, you get all this excitement about being in a course that's about "us." But then, you've got to get people to deal with an issue that's outside of their own. It's not just about you. And so, having those together makes for some very interesting pedagogical moments, and I liked that. But you have to really work to try to cram all those topics into one [term]. You can't do all of them justice. In my particular class, it was the bisexual topic that ended up getting the least attention because I was spending more time on trans and GL issues. There just was, eventually, not enough time.

This participant's words reflect some of the discussions that happen among those teaching LGBTQ courses: there can be a huge benefit for student learning when they learn about

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transgender identities and about groups that they themselves don't identify with, but in order to incorporate that content, other topics may have to be cut or receive less attention.

Just like with LGBT-focused courses, participants discussed how classes, trainings, and workshops focused more broadly on multicultural populations and issues such as racism, classism, sexism, etc. offered little content related to the transgender community. Quotes on this theme are included in Table 38.

Table 38: Diversity/Multicultural Courses Do Not Go Into Enough Depth about Transgender Population

Example Quotations
I was in a diversity class and in the syllabi there was nothing about trans history or the trans equality movement.
I really wish that... in all schools, that issues for genderqueer or trans folks were just brought more to the forefront. It almost seems like it gets pushed aside or put in with like gay people, and it's a, it's a, it is a different set of issues and experiences, so... I mean, I get to talk about it explicitly in my class, but I wish it was more a part of the diversity, they have explicit diversity training here, and I wish that I was hearing on campus that this was a really regular part of that diversity training.
There was maybe one class [session in the multicultural class] that we discussed gender and gender identity. But, for the most part, it was very much not there, I felt at least... it was like the 15 minutes at the end of the class. We actually watched a 20/20 special on gender identity and trans kids and we talked about it for 15 minutes. It was just like quickly rushed over... It was really annoying. But that's kind of how, we're on the [term] system. We have [#] weeks to teach a course on privilege and oppression and multiple identities and intersections of identities. It's hard to focus more than 15 minutes on one particular identity. Across the board, for race, for class, for gender, just everything, it was really quick to talk about.
And then what I've heard from other faculty is that their, you know, their idea around just multicultural framework is still pretty race-based and disabilities, I mean all those other categories are really new for them.

Yet, not all participants agreed that multicultural classes and trainings overlooked trans people. One faculty member who taught such courses felt that the structure of the class (which was designed by other faculty) provided the space and support to integrate trans-related content:

There's articles about gender in [the syllabus of the class I teach] from Kate Bornstein...Good, see. That's good. So yeah, there's a platform to have the discussions and to have those be within a larger, you know, understanding of multicultural, so that's

good, because if it wasn't and you had to force it in...[then that] doesn't feel institutionally supported...I would say again knowing that my identity is sort of part of the active work of the [academic division] feels good... So I would say that the [multicultural course] curriculum has been good and that it's got gender and trans stuff in it and freedom to expand on it... We brought [local trans speaker] in to speak, and that was really powerful and provided opportunity for conversation, so I would say the curriculum [is a helpful support].

Finally, several participants noted specific areas of trans-related content were lacking from curricula. The particular gaps mentioned were: (a) content on cissexuality/cisgender identities and related privileges, and (b) content about people within gender non-conforming communities who are NOT transsexual (e.g., people who are genderqueer, androgynous, gender non-conforming, etc.). See Table 39 for participant quotes on this topic.

Table 39: Specific Curricular Gaps on Trans-Related Content

Example Quotations
[One thing I'd like to see change on campus would be] maybe discussions about cissexuality and cisgendered stuff. I'd love to see those words or terms get out there more.
I was presenting my research capstone project in a class, I evaluated the [LGBTQ and ally training] at [university]. So, I went through the learning objectives, and one of the learning objectives is increasing awareness about cisgender privilege. So, we had to stop [the presentation] and I had to talk about what cisgender means. And we had to go through the whole topic of what gender identity and expression means. It just was a waste of time. Of course I got an A in the class, but the professor had no clue what it meant. I was like "Excellent, awesome"... I did have all these trainings for this project that I told everyone to go to, and no one went to. You would have learned what that meant.
I think that building that trans awareness has to come with building a really broad awareness of a broad range and spectrum of trans identities. We kind of have to stop dumbing it down. That is the absolute biggest thing is that it's not necessarily easy and we have to stop pretending like it's going to be easy by sort of putting them back into these male/female camps. And so I think that when we do education and we do awareness, that we need to be really intentional about how it's being done so that we're not only receiving sort of a transsexual perspective. It's clearly valuable and really important but it can't be the only story that we're telling.

While there were a larger number of participants in this study who spoke about the lack of trans-inclusive curricula, there were a few individuals who talked about the existence of such resources on campus (some of whom purposefully incorporated trans content in the classes or trainings that they themselves taught). Table 40 includes some examples of these positive experiences.

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Table 40: Examples of Trans-Inclusive Curricula on Campus

Example Quotations
<p>Last [term] I took a [social science] class specifically on gender identity, which was fabulous...The faculty was actually trans that taught the class and that was a really, really positive experience. I think the fact that we were able to have that particular class on campus and for the class itself to be so positive was really empowering for the trans students who were in there. So that was really cool.</p>
<p>I feel like probably because of the content I was also studying, like I had one [multicultural] class, which was very much trans-inclusive and that really opened a lot of people's eyes in the class you could tell, but I thought that was pretty amazing the depth of information that [the instructor] shared. That's pretty good.</p>
<p>There are a couple of collaborating partners within campus activities as well as [student life and housing office]. [Student housing office] does a lot of phenomenal collaborations and one of those is with our office around RA training, like I teach RA class, and I always come out and say, you know, "So what are your PGPs--your preferred gender pronouns?" And it becomes like a slice of a teachable moment, so in that way, I think [trans issues are] visible.</p>
<p>I tend to bring trans issues in and gender issues because it's where professionally I have the most experience...so they're definitely getting it from me, but beyond that, I don't know.</p>

Finally, a few individuals spoke of ways of not only incorporating trans-related content in a class, workshop, or training, but also talking about possible solutions and action steps for making things better for this population. One student shared:

There's a class I'm in. It's [LGBTQ sexuality class], and we're discussing all sorts of different queer issues, bisexual, transgender, pansexual, all of them... And it's a group of people might identify as queer and whatnot, we have some folks that are in there identify as heterosexual. But that group, as a class, seems to be addressing it more head-on with, "Okay, we understand the power dynamics to an extent and the labeling dynamics. Now what do we want to do with it?" So I see that group as more of a class that's working towards addressing the issue in a much more cohesive manner than in some ways our [LGBTQ student services office].

In another case, a faculty member, who often talks in her classes about her experiences trying to find public bathrooms that are safe for her, discussed how she'd like to move from just making students think about these difficulties to giving them the tools to create solutions:

It's been impactful so, like giving the bathroom examples, you know, and I think anytime

you can like I try to use speakers a lot in my classes and anytime you can like have the theories, but then like show what it looks like, like you can read the articles on gender, but then if I share... "I feel comfortable using the bathroom here because I have this choice"...I had a student catch up with me a you know a [term] later, and she was the one that said, "Every time I use the women's bathroom now I just think of you and think of how awful that must be"... and then that was an important moment for me because I don't want that to be the take-away lesson either... I don't know. I mean, maybe it was hard to have it reflected back because...it is kind of awful like I so integrate into my day like ideas of restrooms and access and you know waiting until I get home because I'm close enough where and you know spending probably amounts of time thinking about just bathrooms that other people don't have to. So I guess a reflection on the one hand was hard, but it made me [realize] that maybe I want to spend more time with that and disclosure of like the solutions, you know, for me are having these conversations and...what is she doing with it. Like, I don't want her to just feel bad every time she uses a public bathroom, like, so maybe giving people more tools in what it is they can do to address gender in themselves and in others and you know institutionally and those sorts of things.

ACADEMIC PROGRAMS WITH A FOCUS ON GENDER ISSUES

Women's and Gender Studies divisions can be another key resource for transgender and gender non-conforming individuals, particularly because of the expertise that faculty in these departments may have on issues such as sexism and gender discrimination, gender identity, gender expression, and feminist, womanist, queer, and transgender theories. While the interview protocol in our study did not include a direct line of questioning about such academic programs, a small group of the research participants spoke about these programs being important campus resources for them. Two quotes on this topic are included in Table 41.

Thus, while these academic programs may not have "transgender" in the department name, they may be helpful in raising trans visibility. At the same time, faculty and staff in women's and gender studies programs are not always necessarily trans-friendly, as evidenced by participant stories about negative experiences in gender studies classrooms (for example, see the section on The Classroom Environment, which starts on page 56). More research needs to be done on this topic since most participants were not directly queried about these particular academic programs.

HEALTH & MENTAL HEALTH RESOURCES

In order to best thrive in the university, campus members need to have access to effective and competent health and mental health care services. In many cases, such services are provided on-campus to students who are interested and can afford to purchase services and insurance. Most of the stories about health and mental health resources offered here come from our student

Table 41: Women's and Gender Studies Departments as a Resource

Example Quotations
Obviously the Women and Gender Studies department is very active in that. [Faculty name] I know is very active in that, and I've worked with her, I know I've worked with her on a couple of things and put together the [event on trans issues]... I know within that department, they're very active in exploring issues about trans issues and... finding out answers and asking questions. So I know, I know they're very active in that.
You know what I just thought of—there is the [university institute on women]. They have been great on trans issues. They developed a [gender/sexualities] minor that will have a trans-related focus. They have also pushed for trans-inclusiveness in their women-only spaces. Yeah, the [university institute on women] has been a big, big help! They're a department, though, not an organization. They do some programming in partnership with the [LGBTQ student services office]. ²⁰

participants and are related to on-campus health and mental health services.

Several participants spoke of having very positive experiences accessing health and mental health care or health education programs on campus. They described these resources as comfortable spaces with staff who were welcoming and knowledgeable about serving transgender people. A number of individuals spoke particularly of useful mental health services, such as one-to-one counseling sessions and support groups. See Table 42.

Another individual spoke highly of the student health education program on-campus and their openness to better including transgender health issues:

In some ways, the [student health education program] was super GLBT-friendly, even though they weren't officially a GLBT resource in any way. They were just based on public health and health education, prevention of different, we did a lot of like cold and flu prevention stuff, and safer sex stuff. But they were really dedicated to being inclusive of GLBT stuff, and I felt like I was really able to voice any concerns I had about the T-inclusion stuff without necessarily disclosing the fact that I was trans.

For more general visits to the health center (e.g., for doctor's check-ups, physicals, testosterone injections, women's visits, etc.), participants noted that effectiveness of the visit often depended upon getting the "right" doctor—the person on staff who was the most knowledgeable about transgender patient issues and comfortable in working with trans clients. This sometimes

²⁰ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

Table 42: Effective On-Campus Mental Health Services

Example Quotations
<p>I use the [university counseling center] biweekly, and it has been really good. It has a trans-specific counselor-in-training, so I've had really good experiences there. They do occasionally switch my therapists, but I've always had really good ones... they've been really helpful for me.²¹</p> <p>Yeah, it was at the [student counseling center]. I did see a counselor there for like the ten times you got to, and that was really an awesome experience. She was really very supportive, very nice identity-wise and gender-wise. She was very supportive of everything. It was a positive experience, I'd say for sure. And also I did attend a group that was kind of like queer-specific relationship kind of conversation, and that was also a positive experience the times I went.</p> <p>For our campus, for mental health services we have the, we can go up to and utilize the health center or the mental health center...A lot of counselors there are aware of, you know they're comfortable with talking about trans related issues.</p>

depended upon luck of the draw, while other participants spoke of using “insider connections” or placing special requests for the preferred provider. For example, see Table 43. These examples show that health care for participants could be quite variable. Participants spoke of the benefit of hearing through the grapevine which providers were the most competent.

A staff person at one campus spoke of this same issue, noting how challenging it has been to get the campus health center to provide a list of providers with knowledge, experience, or openness to working with transgender patients:

In the [number] years I've been here, there have been more students who are out and visibly trans and genderqueer talking about that. There are places on campus in terms of counseling and the health center that are helpful, but the folks aren't publicized. We publicize the folks who do therapeutic intervention because I can get my hands on those folk like those names, but folks at the health center are rather reluctant to say, “Well this person is more trans-friendly than another,” which I find incredibly problematic and I think the same is true in the community at large outside of [university] that people are reluctant to name trans-friendly folks.

²¹ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

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Table 43: *Receiving Competent Health Care May Depend Upon Getting the “Right” Provider*

Example Quotations
<p>There was a nurse that was working there... that one of my friends who worked at [student health center] had found out was pretty okay with trans issues... I told her I was trans, this is what's going on, and she was really kind about it, didn't really ask any personal question about it, was really sensitive, and like even with a few things was like here's a birth control that can even help you in perhaps masculinizing a little bit. And was really awesome about working with me on what I was comfortable with with my body, maybe suggesting things. But in a respectful manner.</p> <p>So I started with this one doctor ...she's like, "So, you're on testosterone and you have had a double mastectomy?" And I was like, "I'm transgender." She's like, "What's that?" So I had to explain that...and she just kept making all these expressions of kind of like shock and disgust and making me repeat things, and saying, "Well, I don't really understand"... So, [when I got another doctor], same thing, I had to explain it all, and this doctor didn't really make those sort of outraged faces, it was just more like confused... So, she's very good at diagnosing and figuring out what's wrong and coming up with good and simple ways of taking care of things instead of using antibiotics, but she could never, she could never get my pronouns right. She really had a difficult switching, time switching my name. And then, the biggest problem was she blamed every problem I ever had on testosterone...So, I hated going there ...I got really lucky with [a third] doctor who, he'll be like, "Okay, I don't quite know..." ... he was like, "Now just so I get this right when I fill this out with them-I'm supposed to say you are female-to-male and you're on testosterone, and you're trans...?" He really checks and he admits what he doesn't know, and he went to a training. So, he's really good, but it's, like, I was sick and I called to get an appointment with him, and he was out of town. And I was terrified that I was getting this other person.</p>

This staff member wants to be able to direct students toward competent providers, and just having a basic list of open and affirming doctors and nurses on campus would be extraordinarily helpful to that effort.

Unfortunately, participants shared a number of instances of seeking out health or mental health care on-campus and finding that providers were not helpful, knowledgeable, or competent about transgender issues. In some cases, participants said there continued to be major problems even after the health center staff received trainings about transgender competency. Table 44 includes examples about both health and mental health services that were less than adequate.

Table 44: Health & Mental Health Care Services were Inadequate, Sometimes Even After Staff had been Trained

Health Care Services
<p>With medical, I got my annual women's exam and all that good stuff, and I wanted to get tested for HIV and all the STD's and she was like, "Oh, but you're a lesbian, you don't need to worry about that." I was like, "Really?" I was like, "One, you don't know what my sexual behavior looks like and I don't even identify as a lesbian" and all those kind of things. And I just felt like, "Wow, way to silence someone!"... I want to get tested for STD's. It's important. And she's like, "You don't have to come back for another two to three years." But other women have to come back every year. And just because I might not identify as a woman, biologically that's what's going on for me. I feel like you should support that.</p> <p>I wasn't optimistic about [student health center], but I think it turned out to be more appalling and shocking than I thought it would be. 'Cause I just barely scratched the surface with what I told you, and I have friends that things have happened to, so I would say that that was really shocking, it was way, way worse and consistently worse. They've seen [trans-identified trainer on transgender issues] and they still can't do it.</p> <p>[Student health center] is kind of a joke when it comes to gender stuff. We had [trans-identified trainer on transgender issues] come last year and he did a training at [student health center] but I think what it did is more confused everybody then anything.</p>
Mental Health Care Services
<p>My experience with counseling services is that they either tend to think that all problems are trans-related when you go in and talk to them or they completely disengage the problems from your trans identity because they're not sure how to deal with it. So it's like sort of polarized things happening there.</p>

These participants' experiences suggest that it takes more than one training on trans issues for health care staff to reach a point of effective competency and to help allay staff confusion about serving trans patients. Further, while transgender and gender non-conforming individuals will have unique health care needs, not all of their health problems will be related to their trans identities.

SAFE SPACES FOR TRANSGENDER PEOPLE ON CAMPUS

Finally, *safe spaces on campuses* were one last type of resource that played an important role for the transgender and gender non-conforming participants in this study. In using the word *space*, we are referring to the physical qualities of buildings and other locations on campus, such as whether and how these places attempt to segregate people by gender (e.g., bathrooms, locker rooms, and single-sex dormitories), whether the space is accessible to people of all abilities,

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body sizes, and levels of mobility, and whether there are physical aspects of a building or location that contribute to (or detract from) the safety of campus members. The vast majority of stories about space focused on bathrooms and locker rooms, so these locations will be used as a “case study” of the issues that often arise in campus spaces for transgender and gender non-conforming individuals. This section will conclude with a review of a few other themes that were identified related to other types of campus spaces.

“Using a Restroom Can Be a Scary Thing If You’re a Little Chihuahua in the Big Great Dane World”: Searching for Bathrooms and Locker Rooms that Are Safe

Existing social science research about transgender and gender non-conforming people suggests that bathrooms and locker rooms are locations where this population faces heightened risks of harassment, assault, and rape. Numerous participants in the present study spoke of the difficulties in locating bathrooms on campus that they could use safely and without being harassed or questioned. Participants spoke of incidents of being denied access to these spaces, being questioned by people in restrooms or locker rooms, and being asked to leave due to other’s reaction to their gender expression. Some participants, fearing these types of experiences, would avoid using any bathrooms on campus, which both increased their general level of anxiety and placed their health at risk. Some examples of these types of negative situations and anticipations about bathroom and locker room use are displayed in Table 45.

There were several particular aspects of bathrooms and locker rooms that were deemed as helpful resources: (a) multi-stall bathrooms, locker rooms, and changing areas that were “gender inclusive” or “gender neutral” (were not restricted to only one gender); (b) single-stall bathrooms or changing areas with locking doors; (c) multi-stall bathrooms, bathrooms, or changing areas that allow for privacy (i.e., have stall doors that could close and lock and did not have holes, changing areas have curtains or other barriers). Examples of participants’ thoughts on these topics are included in Table 46.

Among the participants, there was strong indication that an individual’s experiences and level of safety in bathrooms and locker rooms was highly related to one’s gender expression—that is, people who were perceived by others in these spaces as “matching” the expectations for the gender listed on the door were at less risk for harassment than those who were perceived as being another gender or as androgynous. Similarly, if someone was earlier in the transition process, they were usually at increased risk for harassment or inappropriate questioning in bathrooms than someone who had been transitioning for a while and more easily passed as their gender identity. Many participants spoke of how they have encountered people in bathrooms who have told them they were in the “wrong” room or that they need to leave. Some of the stories shared on this topic are included in Table 47.

Table 45: *The Difficulties of Accessing and Using Bathrooms and Locker Rooms on Campus*

Example Quotations
<p>I was probably advocating like 20 hours a week for the bathrooms and, like, kind of sacrificing academics for safety. I'd just prefer a place to pee and poop, which is just pathetic. It should have been something that other people did and the diversity staff within the floor was just fucking pathetic.</p> <p>So, it's definitely a scary thing. It's a-, again, if you're not the alpha dog, you're not the big dog, using the restroom can be a scary thing if you're a little Chihuahua in the big Great Dane world.</p> <p>Another thing that happened was at the gym on campus, I wanted to get the locker room code so I could change and go to class not sweaty. And the guy I asked for the women's code...he gave me the men's code. And I was like, "I'm not comfortable going into the men's room." I feel like, that's just someplace I don't feel safe at all, physically or whatever. So I went back there and he was all, "Oh, you want the women's code?" and he like hesitated to give it to me. And I was like, "Ok, great." Finally, I just walked away and got someone else at the gym to let me into the women's locker room. That was like, "Great, I'm not going to come back here anymore."</p> <p>But I know that I could never get away with going into a girls' locker room without just all kinds of messes, and I can only anticipate, based on previous experiences-- everything from just other women feeling uncomfortable and annoyed, sometimes angry, to reporting me and having management or staff [laughs] come in, and then, and sometimes even security or law enforcement. So just thinking about all of that is just too much, and I decided to default to the mens' locker room, and so I use the men's locker room at school. It was an incredibly scary experience the very first time I went in there.</p>

Participants similarly spoke to the struggle when campus spaces, just by how they are built, try to force people into binary gender categories and assume everyone neatly fits into either the male or female box. See Table 48 for examples of how this theme was spoken about.

There are some similarities in how participants are denied access to certain campus spaces due to being transgender and the ways that people with physical disabilities struggle for access as well. One participant said:

There are some places that I just don't go because I don't want to go into them. Because I have the disability status and there are some places I can't get to anyway. There are a couple, I think, rooms that I can't get to because there is no wheelchair access to them.

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Table 46: Physical Qualities of Bathrooms and Locker Rooms that Helped Contribute to Safety

Example Quotations
<p>Gender neutral bathrooms. That's, 'cause that's just an everyday safety piece that I feel uncomfortable about. There's a lot of, a lot of the guys' bathrooms don't, some don't have stalls, they don't lock, they have holes in them, so I always feel unsafe going to the bathroom. So, and that, I mean everybody always says that, but it's so true. That's probably number one.</p> <p>There was a survey done a few years ago as part of the [campus task force on trans issues], what safe bathrooms are there? Somebody went in and just found all the bathrooms on campus and wrote it down and described what kind of bathrooms they were. Mainly we were trying to find, I guess, single-stall lockable restrooms that are often the handicap bathroom. But if you're trans and you don't want to get harassed and you're worried about it, you can just use one of those and not worry about assholes treating you badly. So that was done - this big bathroom survey of the campus.</p> <p>I think being challenged in restrooms definitely occurred a lot and definitely being looked at and being looked up and down being like, "You're in the wrong bathroom". Gender policing in the bathroom was a big one. Luckily, [division] in that building had one stall bathrooms and then my second year had the gender-neutral bathroom, which is always an easy way to not have to deal with that at all. I sought out the one-stall bathrooms on campus if I was in a building that had them.</p> <p>You know I do think that the non-gender specific bathrooms are great. You know I feel like that really is a good way of not people looking at you weird when you walk into the bathroom or people not asking, "Oh, you're in the wrong bathroom," or like I think like that's probably like one of the times where gender's really obvious. People think, "Well, this is my only inclusive little environment—why are you intruding?!"</p> <p>I mean sometimes the [student recreation center] is a big one. I don't feel, it's nothing personal, it's just the way it's set up. Luckily I did find the neutral locker room, but before that if I ever went swimming or anything like that I wouldn't even use the locker roomer because I didn't want anyone to stare at me or ask me to leave because I would, I just wouldn't even be able to go in the other one. So I would have had to just leave the center in general.</p> <p>So that's not a big deal because you have stalls and you can close the door, and everything's all good.</p>

Table 47: *The Way Gender Expression Relates to Level of Safety in Bathrooms & Locker Rooms*

Example Quotations
<p>There's few people that I've had to worry about as far as calling me "she" because I don't look very feminine anymore, so if you call me "she" it just looks like you messed up anymore. But during the vital stages of the initial transitioning, that's an extremely challenging part because, yeah, if you don't pass one way the real boundaries and borders become the restroom. I'm sure you've had plenty of conversations on those. Because if you don't pass a certain way, [it's] dangerous.</p> <p>Safety's something that I really haven't been too worried about. Earlier in my transition I was, but at this point I'm not going to get beat up in a men's room, like, it's just not going to happen, because no guy is going to notice that I don't have a penis unless he's looking, and if he's looking, then there's this whole social game, which--the guys can't look at anything; if they do, then they're the one who's going to get beat up, not who they're looking at... This whole, the restroom culture that I was so afraid of my whole life is really not as bad as I thought it was. So, those kind of things I'm not so concerned for my safety as I used to be. Maybe I should be, I don't know. I guess I'll find that out if it ever gets threatened.</p> <p>When I first, two years ago, when I first started, I was definitely still using the women's restroom because I could pass more feminine. Now that I've started testosterone, it's obviously more challenging. I can, again because I can, I have a disability advantage, I can go into the men's restroom and use the handicapped stall and it doesn't become a question. But on the flip side, for my able-bodied brothers out there, there's the issue of peeing standing up. Yeah, you can go into the stalls and all that, but even females [inaudible] that's squattin' in there. Men take that as a personal thing. "You're peeing like a girl, you're peeing, get over it."</p> <p>The problem, the main problem I have is with the, using the women's bathroom because I always, have always been assumed as a male. When people first look at me and they don't hear me talk, they assume I'm a male. And so it has always been awkward using the women's bathroom. So now it's just more awkward...I've been walking behind females you know into the restroom, and they'll turn around and say, "This is the women's restroom." And I'll be like, "I know," and as soon as they hear my voice, they're like, "Oh I'm so sorry. Blah, blah, blah, blah," and then it's awkward for us all and so... Yeah! If they had fucking neutral-- gender neutral bathrooms, that would be great! That would be my single most biggest focus is that's the one thing that <i>really</i> is such a pain in the ass every single day for me, so...</p> <p>Part of it is that I pass really well so that nobody bats an eye at me when I go into the women's bathroom. It's just like, I mean it doesn't even register with them. It doesn't set off their radar at all. It's just another woman coming in to take a pee.</p> <p>For example, there's male and female bathrooms. And so that stigma of like... "Am I</p>

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going to be okay in this bathroom? Am I going to be told to get out?" If they're in a transition process, because I have one student that was... and then you go into the one bathroom and people are like, "Oh, well, you shouldn't be in here. This is not where you belong. "

Before I had really been transitioning, on hormones or living full-time as trans, I once had a barrette in my hair and I went into a men's restroom. A guy in there laughed at me. That was really the one harassment experience in bathrooms... but I also "Hit the genetic lottery" [direct quote] in a lot of ways and no one typically challenges me..²²

My only experience on-campus is in this building, and because there are gender-neutral restrooms, which I know didn't necessarily come easily and I appreciate the work that was done to have them, but if there wasn't, I think my level of anxiety coming into teach would be higher... I would likely drink less knowing that I wouldn't have access to a bathroom...So if we were in a building where there wasn't a choice and I had to use the women's bathroom and if I knew there were like lots of other people in the building that day...and it's like, "How badly do I have to pee?" and if I don't have to pee that bad, then I won't go in because it often, unless I have a bathroom buddy or someone that I can go in with or talk to as I walk... Sometimes [even] after I talk, I'm still gendered as male, you know, so... that's just how strong people need to see cues of what feminine is... Typically my strategy is: in the door, into the bathroom, don't look up, wash my hands, leave, but if someone's there, you know, I make eye contact and I'm like the friendliest person ever. So like indicate like-- I'm safe. I'm a woman. You know, I'm not going to hurt you. And so not having to gear myself up to do that when I come teach has been really nice.

So that's a boundary that frustrates me. That's not just a boundary as far as transgender. Again, because transgender isn't to me necessarily a disability that is, prevents us from working. But society continues to feel it needs to be a disability, it will become one.

In summary, bathrooms and locker rooms, as well as any other spaces that have gendered boundaries (e.g., single-sex dormitories), present accessibility and safety issues for people who are transgender or gender non-conforming, particularly for those who do not "pass" easily or whose expression reflects a more fluid or androgynous identity. For more ideas about ways campuses can change policies regarding bathroom usage, create gender-inclusive spaces, and integrate these concerns when constructing new buildings, see the subsection on Policy that discusses these topics (page 176).

²² This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

Table 48: Struggles with Spaces that Reinforce the Gender Binary

Example Quotations
Well, obviously the bathroom issues. I think that kind of extends, the bathrooms and the facilities, the recognition within the facilities of having trans or gender-queer people, anywhere there are sex-segregated areas-the [recreation center], the dorms... I think that presents a real blockage for any person with, who's differently gendered or gender-variant. It just stops that flow all of a sudden, of "Gosh, I have to choose," or "What do I do?" or "What if I am outed?" or "What if I don't pass?" or "What if I do pass, and I get caught?" It stops that nice even flow of, "I just want to go in there and do what I'm supposed to do and be done."
We should not have these binary bathrooms. It's just stupid. It drives me crazy all the time. It's just such a simple thing to do to loosen that little grip. I, that would make a huge difference.
For example, there's male and female bathrooms. And so that stigma of like okay where, and I've had myself included and students, kind of like, "Okay, am I going to be okay in this bathroom? Am I going to be told to get out?"... I like the bathrooms where it's just any old bathroom. You know it doesn't have to be male or female. It's just a restroom but it's one of those one-stall ones where anyone can use it. People feel safer, I think, there.
It becomes a lot of pressure for me to choose a restroom... or sometimes I just don't go on campus and wait to get home.

Spaces Where I Do Not Need to Be "Out" if I Choose Not to Be

Some of our 30 participants rarely disclosed information about their identities to others on campus. In such situations, having access to safe spaces where one does not have to be "out" as transgender, yet can still use them and feel safe, are important resources. For example, one participant discussed being placed in an LGBT-specific dormitory in order to have consistent access to a gender-neutral bathroom, but not wishing to be "out" on the hall:

The [gender-neutral] bathrooms had been built [in this campus housing] and there are a lot of things that I've changed so, I don't interact with the floor, which is kind of sad. I'm not presenting...as female, and I don't let hardly anyone know that I'm trans, and just, I can go to the RA and she's really frustrated that I don't interact with the floor, but I don't think she really gets why I do that. I just want the restroom and that's it, you know.

In cases such as the one above, individuals should be able to choose how and when they disclose their trans status, if at all. No one should ever be forced to be "out" on campus.

Spaces Where I Can Find Community

Finally, one last theme was the idea of having access to a campus space where one can find community—a group of people who communicate a message of support and foster a sense of belonging. Participants in this study found such spaces in both expected (e.g., an LGBTQ office) as well as unexpected locations. A few examples are in Table 49.

Table 49: *Searching for Spaces Where I Can Find Community on Campus*

Example Quotations
<p>I think the surprising place of support is the [university institute on women] because, as trans women, we can be unsure about whether such spaces are typically for you or not. When I found that this space was supportive to me, it was truly surprising and made me happy.²³</p>
<p>There was no one I recall in the [division] department that had a little “Ally” sign on their door or whatever those little signs are, the little pink triangles they used to be. And I think that that would have made a difference--then I would have known at least who was willing to be a little more open. And that’s a problem in the [division school]; that there’s not a lot of safe spaces, declared safe spaces for queer people.</p>
<p>I could have just gone to the [LGBTQ student services office] to decompress. Well, that is, if they had like offices like in south classroom because they have their office in the [building] and if you have a 10 minutes in between classes and you have to get from south classrooms to south classrooms or [campus building] to south classroom, you don’t really have time to just sit down and say, “Ugh!” You don’t have that time to decompress. You don’t have the space.... Basically I believe that there need to be branches of the student services, [LGBTQ student services office] in both the central classroom and south classroom.</p>

The individuals above spoke of both finding such space in surprising places—such a space organized around women’s issues—and struggling to find a space that was affirming and accessible within the locations they frequented on campus. Unfortunately, too often, as noted by the second individual, there are few “declared safe spaces” for transgender and gender non-conforming people.

PARTICIPANTS’ RECOMMENDATIONS FOR IMPROVING CAMPUS RESOURCES FOR TRANS INDIVIDUALS

This section concludes with a look at participants’ recommendations for ways that colleges can

²³ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer’s notes.

improve campus resources for transgender and gender non-conforming individuals. These suggestions included²⁴:

1. Better inclusion of the “T” in LGBTQ campus organizations and offices in terms of awareness, programming, and commitment.
2. Create trans-specific campus organizations, academic programs, library resources, support groups, and scholarships, all of which can help support trans individuals, retain them, and ensure their success.
3. Offer frequent trainings on transgender issues to students, staff, faculty, and campus police.
4. During student orientation, include programming, training, or additional support on trans-related topics to incoming students of all genders.
5. Offer some transgender-related campus programming that is uplifting and light-hearted, rather than depressing, serious, or overtly political.
6. Provide an easily accessed list of competent health care providers on campus or in the community and conduct better trainings for on-campus health providers.
7. Have a point-person or a team of people designated as an “advocate” for trans-identified campus members who can help them navigate the university bureaucracy and problem-solve issues that arise.
8. Recognize that people in different points in their transition, with varying identities and degrees of outness, will need and utilize different types of campus resources.
9. Advertise, advertise, advertise! Communicate, in multiple ways, about resources that exist for transgender and gender non-conforming campus members.

Each of these suggestions is reviewed here, with excerpts provided from participant interviews that support each recommendation.

1. Better inclusion of the “T” in LGBTQ organizations & offices in terms of awareness, programming, and commitment.

Participants want to see LGBTQ offices, organizations, programs, and services do better at including transgender people, who often received less attention in campus programming compared to gay and lesbian peers. Quotes related to this suggestion are listed in Table 50.

2. Create trans-specific campus organizations, academic programs, library resources, support groups, and scholarships, all of which can help support trans individuals, retain them, and ensure their success.

²⁴ For participants’ thoughts on improving spaces, particularly bathrooms and locker rooms, for better trans inclusivity, see page 176 in the Policy section.

Table 50: Recommendation: Better Inclusion of the “T” in LGBTQ Campus Organizations & Offices

Example Quotations
<p>We’re very far along on GLB issues, in general, and trans issues have been also getting a lot of attention and a lot of work, but I don’t think that the GLBT community necessarily has focused in as much as it could on the trans issues even e-, even though I actually think [staff of LGBTQ student service office] is very intentional about it, she works very hard on that. But, there’s a ways to go.</p>
<p>In my ideal world, I would like to see the name of our office become trans-gender, bisexual, lesbian, gay, queer, and ally resource center so that it highlights all of the communities that have been given less invisibility, both locally as well as nationally and worldwide, and I was told, “No.” And I think it’s important to have transgender and queer in there.</p>
<p>A big overarching [change that is needed] is to change culture and to be more trans-inclusive, but that’s a big, wide-ranging sort of goal that will be years in the making. Making student groups more trans-inclusive, more trans-sensitive, like the [LGBTQ student and allies group] or whatever other group.</p>
<p>I definitely would like to see...[an LGBTQ student organization] type of thing that wasn’t probably called the [LGBTQ student organization name without transgender in the title].</p>

On many university campuses in Colorado, transgender people and the issues that affect them are kept invisible, making it extraordinarily difficult for this population to find support, to access knowledge, and to ultimately thrive on campus. To remedy this, participants recommended that campuses create resources that are specifically designed for supporting the transgender and gender non-conforming people on campus—whether they be student, faculty, or staff organizations supported with campus funding, books about transgender identities in the library, transgender support groups, or scholarships that are meant for gender non-conforming students. Table 51 includes participants’ suggestions on this topic.

3. Offer frequent trainings on transgender issues to students, staff, faculty, and campus police.

The experiences of the 30 participants in this research indicated that the vast majority of people in university environments have relatively little accurate knowledge about transgender people, their identities and needs, and the trials they face in day-to-day life. Participants recommended that frequent trainings about the transgender community would help raise awareness and hopefully make people more mindful and aware of the needs of trans colleagues. Some participants thought that these trainings should be mandatory. Table 52 includes participants’ suggestions about increasing the availability of such trainings on campus.

Table 51: Recommendation: Create Trans-Specific Organizations, Academic Programs, Library Resources, Support Groups, & Scholarships

Example Quotations
<p>I'd love to see a trans group here, and maybe... maybe if they were more visible, they'd actually find that more students <i>are</i> transitioning.</p> <p>I definitely would like to see like an explicitly trans-focused student organization.</p> <p>I would love to see there be more, a trans student group, I don't know if there's enough trans students right now to do that, but... but to also have that be, somehow, explicitly addressed of the students.</p> <p>Additionally, I would like to see an overall GLBTQ staff and faculty group that gets created by and sustained by multiple membership, not just me. I would like to see a campus-wide task force that is headed by faculty and staff...That it comes from an academic and student affairs focus that multiple constituencies are represented. I think that [such as task force] would be able to assist us in our campus climate assessment, and then assist in particularly the longer term institutional change, higher hanging fruits as well as the lower hanging fruits... I think that the task group would also work on making sure that the systemic policies of the university are trans-inclusive, and keep in mind from the forefront the values of a land grant institution being that we are supposed to be about access and access to resources and recognizing on a day-to-day basis that those barriers that are thrown up for students, staff, and faculty who are trans and gender non-conforming prohibit that and actually are the antithesis to what a land grant institution should stand for and is. And I think they should give [the LGBTQ student services office] more money.</p> <p>I was hoping to be more out in the open upon moving to college, and I was let down. I expected trans support groups, and I thought it would just be better and easier than high school... In reality, college didn't change that much from high school. There were no support groups for issues that were important to me on campus-nothing on emotional support or mental health groups at [university]...I want to talk about issues related to being outed-you know, like "I went through an experience where someone outed me the other day, and I'm pretty emotional about it." I want to have discussion groups that focus on those emotional responses, rather than the academic types of things, the big systems issues related to prisons and stuff like that..²⁵</p> <p>I mean the [LGBTQ student services office] doesn't advertise a lot anyways in my opinion, and so they advertise probably even less about the trans stuff. I mean like their library--they have a little library over at the [LGBTQ student services office].</p>

²⁵ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

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They have maybe one or two books on trans issues. Um, it'd be nice to see more literature, more phone numbers that you could contact somebody or just general resources.

The problem is that there's no really necessarily solid funding for GLBTQ people on campus, so that's the other piece of it.

I mean, it'd be awesome if there were some scholarships like specifically for queer students or something like that. 'Cause that is part of... I find that it feels good to know that the university values my presence or participation as a [ethnicity] student, partly in because of how they give money. I think that should be a part of how they give money. I don't know. I think that'd be cool.

So maybe we'll have a Queer Studies department someday. I can dream. I hope so.

4. During student orientation, include programming, training, or additional support on trans-related topics to incoming students of all genders.

Orientation is a key moment for communicating a message of being open, welcoming, and supportive to multicultural students, including those who are transgender or gender non-conforming. Participants in this study suggested that colleges include more programming, training, and support on trans-related topics or for trans populations during orientation. As one student said:

I think that when students come to orientation at any school there should be some sort of, like, opportunity or training or something that, "You come into college, there's a diverse group of people that will be here, let's open your eyes to this, so you're aware".... I feel like the education piece really helps break down the stereotypes and stuff like that and...I feel like people need to be exposed to it so it becomes a little more normalized, I guess... 'cause if people aren't exposed to it, they, you come from somewhere that it doesn't exist.

Such a training would, according to this student's experience, help challenge stereotypes of trans people and raise awareness so that students do not enter college without knowing that trans people exist. This student later goes on to say:

What would be really great is if there was a stronger group, a stronger GLBTQ group on campus, and...[at] the orientation you could go and you could have that kind of walk through: "Okay, this is campus, and these are, this is how you navigate campus as a queer person or whatever. And this is how you, you know, these are the things that you need to know to help you, like, even to socialize...feel like you're part of something," as opposed to just, "I gotta get through these four years."

Table 52: Recommendation: Offer Frequent Trainings on Transgender Issues

Example Quotations
<p>Education. Like trainings. Really need more, they call them sensitivity trainings but, there need to be, for the most part, my experience with the professors I've had which I know did not include the entire campus at all, but mostly people have been pretty good about race, ethnicity, religion... so mostly what I've experienced is issues with sexual orientation or gender identity and expression, so making the staff and the faculty go to trainings.</p> <p>Again, at the [multicultural student service office], their resistance to, from the staff that wasn't directly involved with the LGBTIQA Services to be resistant to going to the [LGBTQ and allies] training and to kind of explore that and do that kind of work. And they would talk the talk, but then, in practice, I never really saw it, which is very frustrating to be like, "Just go to a training and learn and do something about it." So that was disappointing to see that at, again, one of the progressive places, to be like, "Hey, you don't know gender identity issues, and that's not okay."</p> <p>I also think that the [LGBTQ and allies training] should be mandatory for incoming staff and faculty, incoming students. I think it's something that needs to be talked about when you first reach campus, if campus is supposed to be so inclusive.</p> <p>I think you should teach everybody and I think diversity training, all faculty members have to go through it anyways, and I feel like it's one of the important issues on diversity training and along with all the other issues that are no less important because you're adding on another issue, but I definitely think certainly as numbers and visibility increase, it'd be nice to have those students feel safe and comfortable and have you know faculty know how to address it or at least a place to go to address it and also I think resource-wise.</p> <p>Obviously I'd like to see more people affiliate...in the university community, whether they're employees or students or both, to just have a heightened awareness of the potential issues. But, at the same time, I'm hesitant to say, "Everybody should go to Trans 101 training" even though that's what I really want to say.</p> <p>The police department, they need to be trained, too. It's the only thing, the only experience I've ever had with, was having to do, having to have them do a wellness check on my trans friend who was being harassed in the dorms, and they actually cuffed her, and...A therapist explained to me exactly what [is] supposed to happen, and they didn't need to cuff her and they cuffed her, and it was horrible and really traumatic, so... they need to be educated and whatever, too.</p> <p>I'd also like to see more trainings for campus police. I heard about cops being</p>

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resistant. Although most seem to be alright, some campus police are shaky. There are so many trainings that target RA's and teachers, but not the campus police..²⁶

What would be great is if you actually incorporated into your curriculum issues of diversity instead of having this one-hour session that's not really, what if, when...we're talking about the endocrine system or we're talking about the female reproductive system, like why aren't we incorporate all these other things in there that relate to these special populations? Like, actually incorporating it into the curriculum instead of making it into this special, after-school thing? That would be amazing. That would be awesome! If they brought in some consultant, some expert, who knew about [discipline] and trans stuff and was like, "Here's how you incorporate these things that you're teaching your students anyways." It would take 5 minutes to mention this or that here and there.

This student asserts that, beyond offering cisgender students a means to learn about trans people, orientation programming should provide trans and other LGBTQ students a way to learn about campus resources most relevant to them.

5. Offer some transgender-related campus programming that is uplifting and light-hearted, rather than depressing, serious, or overtly political.

While some campuses did a decent job at offering programs, lectures, events, and other activities that focused on the trans community, some of our participants noted that these programs tended to be on the depressing side and they wish there would be more uplifting trans-focused events. Thoughts from two participants on this issue are in Table 53.

These individuals noted that many campus programs on trans topics tend to be overtly political, somber, or serious, and this limits their ability to attract a wider swath of the campus community. Further, such approaches to programming may rely upon stereotypes of trans people as tragic figures, ignoring the strengths, resilience, and celebratory aspects of being trans in our society.

6. Provide a list of competent health care providers on campus or in the community and conduct better trainings for on-campus health providers

As noted earlier in this section, transgender and gender non-conforming students, staff, and faculty often face a challenge in finding health care providers who are welcoming, competent, and knowledgeable about trans health issues. Some participants said this situation could be remedied by having access to lists of competent providers (whether on- or off-campus) and

²⁶ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

Table 53: Recommendation: Offer More Uplifting & Positive Campus Programs Related to Trans People

Example Quotations
I'd like to see fun events on campus, like "I want to do a cross-dressing underwear jog that is fun, not so heavy or so political." I think the only people getting involved with the queer community are queers and people who identify as allies. Some people are turned off by how political it is. We should help people see they have a stake in it. The more people who come out, the more people are going to know someone and this will affect how people vote. Obviously, there needs to be a lot more done about gender. Whatever we're doing now is not working as well as it should.. ²⁷
Some other ideas that I have about helpful things would be having happier events on trans people. Having only depressing trans events doesn't really work well.. ²⁸

making sure health providers are given strong trainings about trans health. See Table 54.

7. Have a point-person (or a team of people) designated as an "advocate" for trans-identified campus members who can help them navigate the university bureaucracy and problem-solve issues that arise

This report uncovers a myriad of barriers that frequently arise for transgender and gender non-conforming individuals on university campuses. Participants reported that having an official advocate or resource person who is knowledgeable about these issues could be extraordinarily helpful, particularly for those who are new to a campus. These individuals could be staff in LGBTQ offices or in student services, in human resources, or people in any role who put forth the effort to ensure competency on trans issues. Table 55 includes quotations related to this theme.

8. Recognize that people in different points in their transition, with varying identities and degrees of outness, will need and utilize different types of campus resources

Hopefully this report makes clear that transgender people come from all backgrounds, with varying expectations, desires, identities, and intentions to disclose while affiliated with a college or university. With this in mind, university administrators should recognize that a very "out" trans man in graduate school will not have the same needs as a closeted first year trans

²⁷ The digital recorder battery died in the midst of this interview. What is recorded here is a paraphrase based on the interviewer's notes. Only the portion within quotation marks is a direct quote.

²⁸ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

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Table 54: Recommendation: Provide a List of Competent Health Care Providers & Conduct Better Trainings for Campus Providers

Example Quotations
It'd be nice to have some resource that they could point you to who's actually done gender transition issues before. And technically I guess I actually don't know if somebody does that over at [student health center]. I doubt it... I don't know.
I would like to see mandatory training for all [university] [health center] staff, not done by me and not paid for by this office. So it would not come from the top down at and it would be about bringing somebody from national trans health organizations because they hold more weight and they can speak doctor-ease and I cannot.
I think it would be healthy to have more...doctors... that know more about it so that when a student comes in and says, "I really feel like I need to be this person," or "I really am not comfortable this way and I want to kill myself"...the doctors need to be competent to know, "Okay, we need to get you to someone that is able to help you mentally." Because this is, after 18 years of suppressing it, you're going to need someone to talk to about it and going to need someone that's trained and knows how to deal with the stresses and all those things. So I think that our medical community in general would benefit from a lot of, not only queer knowledge about gay males and lesbians, but also about trans because it would just help thousands of people with their medical.

woman or a part-time genderqueer student. Participants in our study discussed this theme primarily in terms of LGBTQ offices—specifically, that trans people who are very early in their coming out process, who are not “out,” or who in some other way do not easily “fit” within LGBTQ mainstream (e.g., the person identifies as a *heterosexual* trans individual) are less likely to seek out these offices. Quotes on this theme are included in Table 56.

9. Advertise, advertise, advertise! Communicate, in multiple ways, about resources that exist for transgender and gender non-conforming campus members.

Finally, participants said that if campuses really want to reach their trans population and connect them to campus resources, university staff and administrators need to find ways to advertise these resources. Again, this is particularly critical for individuals who are new to campus, and, in many ways, orientations for students and new hires are ideal for distributing information about campus resources. Participants mostly discussed how such communication needs to be improved especially in relation to students. Table 57 includes interview excerpts on this topic.

These narratives support the thought that if you want campus members to use resources like LGBTQ offices, they first need to know about them. Some obvious ways to communicate with campus members about such resources include through student/employee handbooks, during

Table 55: Recommendation: Have Designated Advocates for Trans People on Campus to Help Address Issues that Frequently Arise

Example Quotations
<p>We have no advocacy. We need advocacy for dealing with the bureaucracy and the administration so that when someone graffiti's a trans person's door, there's action involved and it's not left to that person to have to go and talk to the [upper level administrator] and the... I mean, she spent all of last two [terms] trying to advocate for herself in this huge bureaucracy, going to [upper level administrator] and [lead university administrators] and trying to deal with that. It's so, someone who can advocate and address these issues, and really maybe not just one person, I mean ideally this is going to take more than one person, so, I don't know, maybe a group of people with different areas of expertise that could be like a team of support. And even including, there's some really great people who work in [student counseling center] who are queer, and so maybe even having a referral of like, "Okay, so here's this really great therapist, and you can see her for 8 sessions, that's covered by whatever. I think anyone can see her for 8 sessions. And here's someone in housing that can help you figure that out. Here's someone with academics." So a support team. Yeah.</p> <p>It's almost like it would be a mentor program on campus where there's a strong foundation of the GLB-the [LGBTQ student service office] and if you identify you're able to go there and you need a mentor, and this mentor is with you your whole four years. And you're like, you can check in, you, they help you with resources in town, or they help you with resources in housing and employment and they help you navigate the campus especially if you're fresh out high school and you're 18 and you're, maybe you're just starting to figure out who you are, and you're just, like, "I have no idea what I'm doing here." So, that would be really great if campuses did that more.</p>

orientation programming, on the university website, through campus publicity efforts, in materials available at LGBTQ offices and other central areas of support, and as part of e-mails and other communication that target certain audiences.

SENSE OF COMMUNITY

This population of people [is] so isolated, and because they are treated disrespectfully, et cetera, it's hard to know how to socialize normally. It's hard to know how to be able just to walk on campus and not just have that chatter in the back of your head thinking, "Somebody's going to beat the shit out of me in a minute."

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Table 56: Recommendation: Recognize that Different People Will Need and Utilize Different Types of Campus Resources

Example Quotations
<p>When it comes to what's to be expected, I think that question always hinges on where somebody's identify is at the point that they're entering. If they're out and comfortable and well-seated with regard to their identity, then they're going to be looking for certain kinds of resources. And, if they're struggling with their identity, they're going to be looking for another kind, or they might not be looking for anything because they don't know what to look for. That's the problem that's very hard to solve in our educational environments is, if somebody isn't at a place when they know what to ask for, then what do we provide or how do we find them before things get serious for them or difficult? ...The [LGBTQ student service office] concept works great for somebody who has already come to a clear sense of their identity and doesn't work well for people who are struggling with it. We know this from the people, I was one of them many years ago, who will walk back in forth in front of the office and they're always afraid to go in there. You watch them go (makes noises to simulate walking back and forth). And it's sad that it's that way, but this will be an issue as long as there is this tension. I think that the main thing is that, when there is enough of a degree of visibility, people who are out and comfortable about their identity, and when the resources are there for somebody to access them when they want to and when they're ready to, then that makes a big difference. I don't know if there is a solution to how to help the students who are not comfortable, who are not ready to identify. Because, usually, the more you pursue somebody who isn't ready to identify, the more you drive further into a closet of whatever kind.</p> <p>There just aren't many straight trans people on campus. [The LGBTQ office] tries to reach them, but I fear that they don't feel welcome.²⁹</p> <p>I never know how to approach um, [LGBTQ student service office] in any place. I don't ever know how to go in and be like, "Hey, can I, what, what's your program like?"</p>

Transgender and gender non-conforming people are impacted by the degree to which they feel connection and belonging on campus, which we have termed *sense of community*. Based on the 30 interviews conducted as part of this project, *sense of community* is defined as participants' perceptions of whether there is a group of people on campus that they feel a part of, regardless of whether that group was intentionally formed by the campus or has developed organically. This showed up in these interviews as how participants spoke of connecting or not connecting with other individuals (trans or otherwise) on campus, whether they knew other transgender and

²⁹ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

Table 57: Recommendation: Advertise these Resources to All of Campus

Example Quotations
<p>I'd like to see that in the big student handbook, like "We have the [LGBTQ student services office], and we have this, and we have that. And here is this group of people-if you had a problem with a professor or a particular class or all these other things that you know you can go to." And that it's right there in the student resource guide. And also, I think it's even effective if it's IN the student resource guide, some people will see it and then some people will know, "Hey, okay, so it's something that is here." And maybe it's just a fleeting thought, but I think that would make a difference, too.</p>
<p>It would be cool if there was some sort of official recognition of just like if I could have been notified of these policies that [university] has, even specifically just like, "We know you're queer because you've self-identified as such, so you might be interested in knowing these things." And/or if it was just like part of the marketing or something that I was just, you know, more aware of... I think even though I had pretty [much] my head down I might have noticed that there was some sort of positive advertising that made me feel like I might be welcome.</p>
<p>I think I was lucky because I tapped into that early when I got to [university], so I knew what email listservs to go to and knew who the main people were, like [staff of multicultural student services office] and now [staff of multicultural student services office]. And you know [faculty member]. But a lot of people don't know that. I guess kind of getting the word out would be really helpful for a lot of students who just didn't tap into that right away.</p>
<p>I just want to emphasize the advertising thing like for a new student, I mean, I'm not even just talking about queer groups. I'm talking about any kind of group. There needs to be more advertising in general on this campus for everything, so.</p>
<p>But from my administrator perspective, I would say a student should not get to that point where they're failing their classes because they don't have the right kind of support. At the time that [this one student] was in school, I would say there weren't adequate resources or support systems. I would say that now there are. But the question is whether a student knows enough to take advantage of them and if the services open or available enough that the students will say "Yes, that's what I need" and want to connect with it.</p>

gender non-conforming people on campus, and how they described community in relation to the campus environment. As part of this section, one of our goals is to explore specific ways that universities and individuals can contribute to community-building on a campus. The topics reviewed here include: (a) actions that contribute to community building; (b) actions that detract from community building; (c) knowing other transgender or gender non-conforming people on campus (or at least people who are "out" or visible as allies); (d) campus or departmental factors

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that influence one's sense of community; and, (e) successes and challenges in building community among LGBTQ people on campus.

ACTIONS THAT CONTRIBUTE TO COMMUNITY BUILDING

Participants discussed several different types of actions that contributed to a sense of community on campus for transgender people. For example, one helpful action was **acknowledging the unique challenges that transgender and gender non-conforming people face—including being willing to admit when mistakes were made that negatively impact transgender people, and not simply blaming transgender individuals for the problems they face on campus.** Table 58 includes some example participant insight on this topic.

These individuals all describe experiences in which other people acknowledged the difficulties that transgender and gender non-conforming people encounter on campus and were willing to apologize, be accountable, ask questions, and/or take steps to make things better. These actions helped build a sense of community for these participants.

Another helpful action is **checking in with a person about the correct name and pronouns to use when addressing them.** This is a theme that has emerged in many different contexts within this report. Respecting how a person identifies is one of the key ways that an individual can help make a campus climate more welcoming and inclusive. Some examples of such positive interactions are listed in Table 59.

Participants emphasized that respectfully asking for a person's name and/or gender pronouns can be such a welcome change of pace from typical campus interactions. Additionally, the second quote above indicates that having an ally who will correct others' use of wrong pronouns or names without making a big deal of it is a "beautiful" and helpful way of making trans people feel more welcome on campus.

Another example of a helpful action is when **allies are already educating themselves on transgender issues and the frequent needs of transgender and gender non-conforming people on college campuses and taking action steps to try to make the campus more inclusive of this population.** This may show up as people who are advocating for gender-inclusive housing or bathrooms, or faculty and staff who have attended trainings about transgender competency or found other ways to educate themselves, even before they encounter a transgender person on campus. Table 60 includes some example quotes about this topic.

A few participants also spoke of the importance of **knowing at least one safe individual on campus who they could approach for support.** One faculty member said:

Yeah. I, the reason I felt more, the most comfortable at [university] or at [division] is

Table 58: Actions that Contribute to Community Building: Acknowledging the Unique Challenges Trans People Face on Campus & Admitting Mistakes Made by the University

Example Quotations
<p>When we were finished with the workshop session, she came back to the interaction that we had initially had. And she said, "I've thought a lot about it, and I just want to say that I'm sorry. I still don't know entirely where I went wrong, but I want to figure it out, and, you know, my job is to support all students on campus, and so if you need anything at all, if you think of any way that I can help you, please come back." And that was really incredible because it kind of set the stage. I mean, after that point, every time that we run across each other on campus...we now recognize each other. We have this informal relationship, if you will, but she always stops to chat with me. There's something that feels kind of, it definitely feels genuine, but there's something that feels a little bit, almost like she's checking in on me. Like, she'll run into me, and like, you know "How are things going? How are you doing?" And just something about that tells me that maybe she actually hears that I have some unique challenges and experiences on campus. And that, that's been nice, it's been nice just to, just to be able to count on... It's been nice to see how she's kind of, she kind of took it and she handled it, she made it her own. She didn't make it my problem. She owned that it was her thing, and she was going to figure out how to, I don't know, come to peace with it or learn about it or whatever. But, I guess, that would be a big theme that would stand out is that the positive interactions are those who largely come from people who don't make it my problem, my problem that they're confused or they're frustrated or they're not understanding or, but that somebody would actually kind of take that on: "Whoa! I fucked up! I am sorry to YOU."</p> <p>So I sent out an e-mail to selected, to selected people, and especially people I thought I would run into at graduation, and there was one person, [upper level administrator], who's someone I never really communicated that much with. She's much older than me, and my own prejudice or bias was, "I don't know if she'd gets it or whatever." But she made a special trip down to my desk to say, "I wanted to let you know, that e-mail you sent out-- you're just a beautiful writer. You're just such a great writer." And I was like, "Thank you." And she was like, "And it just really pains me to think that you would have to send that [letter asking people to use a different pronoun than usual]...that you would have to ask people to, and get called by the wrong pronoun all day for graduation." And I was like, "Thank you for saying that." I was just really like, I mean, it just blew me out of the water—I was like, "She's [upper level administrator]!" And there was no indication in my mind that she ever even got it, so that really, that surprised me quite a bit.</p> <p>I have supportive folks in [facilities department] and I think as part of [administrative council], the director of the [student union] is a huge support piece for me. He was the only person who, when we presented around gender inclusive housing, came back and asked me why it was so upsetting, out of like 10 different people.</p>

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I think one of the best experiences I had was in supporting that student who was coming back into college. I, literally, I worked with her for two years and most of that was bureaucracy in one form or the other. What I ended up doing was just basically finding a network all across the campus of people who were allies. I am pretty fierce when it comes to advocating for students. When I run up against a barrier of some kind, I say, "Ok, let me see how I can get around this." Basically, I would just keep working until I found the right path to get around the rule, whatever it was. In that, I ended up developing a network of people that I knew were allies on the issue and that I could go to for support in the future and could connect a student with in the future if I needed to. In doing that, I also think I did a lot of education of those people, very few of whom were trans-identified or even GLBT-identified or GLB-identified. They saw it from a more compassionate place because they were dealing with a real student and recognizing that this is a student who very clearly had not performed well only because of her transition issues and then was performing great. So, it was really obvious- this is not a dumb student, this is not a student who doesn't deserve to be here. It's a student who, she was doing great, once she was free of those barriers. So that helped a lot. The network was a big piece of it. And the education that went around with that.

because...one of my colleagues...is one of the most wonderful, most beautiful people I have ever met, and I know that if anything ever were to be a concern that she would be there. So it's like I know that, almost an expectation of, "Okay, I know she's going to be there if something happens."

This person had known this colleague before arriving on campus as faculty, and it made a huge difference to know that this person would be a source of support if needed. A student participant discussed how he determined the presence of allies by looking for which faculty displayed rainbow stickers:

I think it's nice when you know what faculty, like when you see the little rainbow, are people who are like, "I'll advocate for you, I'll be one of your allies," and that's always nice to see in people's windows to feel free to go in and communicate with those individuals more openly, that's nice.

The smallest action of displaying a well-known symbol of the LGBTQ community can be a way of contributing to transgender individuals' sense of feeling welcome on campus.

Finally, a participant who was in multiple roles said that one of the greatest healing moments for him **having people ask how they could best be an ally:**

I just found that people were very willing to, not just be an ally, but, not just be an ally like "I'm supposed to be this certain way or do this certain thing," but to ask me how I wanted them to be an ally, which was really significant to me, and actually was one of the great healing experiences around trans issues for me of my life, so... that, you know,

Table 59: Actions that Contribute to Community Building: Checking In about Correct Name and Pronouns

Example Quotations
<p>She was my lab partner, and she said, "So, can I ask you something?" And I said, "Sure!" And she said, "So, I don't know how to ask this, but your name is [interviewee's first name], and I hear people saying "he," but I thought I just would ask you and see if that's right, or what you want." And I said, "Yeah, actually, I really appreciate you asking. My name is [interviewee's first name] and I'm a woman, and I identify as a woman, and I prefer female pronouns, but things don't usually work out the way I prefer. So, I just kind of go with it." ...I walked out of there feeling like, "Whoa! That was really great. That was so thoughtful of her."</p> <p>And when it's just normalized like, with like "Well, what name do you want to use?" or "Hey, I want to ask you --which pronoun are you preferring these days?" You know what I mean? When those questions can be very natural, then it just is not a big deal, and I think... and it also, when it's very natural, to also make a, when allies can sort of make a comment, like, can stand up for you without making a big deal about it. Like, "Oh, by the way, [first name] uses male pronouns," or somebody in [different division] who's trans, and "Oh, <i>she</i> actually..." When people can do that and it's not a big thing, I think that it's when it's a big thing-even when people are really well-meaning when they're like, "You need to blah blah!" when they really lay into it, then you feel like you've been singled out as this really bizarre person that needs all this special care and special discussion. So, to me it feels really beautiful when people can just make it very every day.</p> <p>Someone, one of the HR, one HR person in the [work division] apparently put two and two together, and called me at work, 'cause I don't think she had my home, no it was during the workday, so she called me at work and asked me what pronouns I preferred. It was a shared phone by everyone in the unit. So, I kind of looked around and said "Um...male" really quietly in hopes that no one else would hear it. And, I really appreciated her asking because she'd prefaced it with, you know, wanting me to be comfortable interviewing. So that was pretty cool.</p>

people of all ages and sexual orientations and genders just were really, been really supportive and have gone out of their way to be supportive, so I really, it helped me feel a reconnection with a bigger community outside of the queer community, and that was really a big deal for me.

As this example demonstrates, asking trans and gender non-conforming people what they most need can be a powerful way of being an ally and thereby contributing to building a community that is inclusive of this population.

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Table 60: Actions that Contribute to Community Building: “Allies” are Already Educating Themselves & Taking Action Steps

Example Quotations
<p>Part of a really supportive thing that I've experienced is just when people like professors that I've talked to, they are already familiar with what I'm talking about and then take the next step of providing me with suggestions or ideas. Like not only do I not have to explain myself to them, but they actually have sort of a complex understanding of me that then enables them to give nuanced advice or suggestions that's like into the future, kind of. I just feel really seen by some of the people who've been really supportive. It's been like, it hasn't come, it hasn't come from long conversations or explanations or anything. It's come from just a real... like, I think my sense is just that they're experienced, they're knowledgeable, personally. They don't need a lot of explanation....They just sort of hear me, and then they're excited to take the next step instead of getting stuck in, like, "No wait. Could you explain your gender identity one more time?" Or, "Could you explain your professional goals one more time?"</p> <p>It's more like that one person in that department that's kind of like the go-to person and really takes, steps up, and kind of like brings up those kind of issues to the whole department... I think [what they do that's helpful is] just kind of...talking about it and speaking up, not being silent, and just bringing that awareness to people. I think that's kind of like the first step. You know, "Let's talk about it a little bit", and then, as you continue doing the work, and working with your department, just kind of bringing up more and calling people out and opening up that world to people who have never gone there before.</p> <p>I think just the resources available have been because I've been able to meet supportive people or people that would be potential allies have become allies because of these resources. I haven't had to do all the educating myself, I haven't had to feel like an outsider. I found a community, I found support really easily. Most professors have heard something before, so maybe emailing them isn't the first time that they've heard about it. I think that's there's just more awareness in general, and probably just a liberal atmosphere in general too helps.</p> <p>The [recreation center], they are the only recreation center that I know who has put, for every pair of gendered bathrooms, a gender inclusive restroom as well as gender inclusive locker rooms -- and not at my behest, but at the directors', that was all their director. And so I think that that kind of leadership and I would say that actually [director of the recreation center] is actually part of my support network, like I could pretty much go to her I think with anything.</p> <p>Last week, and it wasn't a direct piece of support, like the person wasn't directly supporting me, but it was a piece of trans support in general, and we were in class and the teacher was making some-, and she's a pretty cool teacher, so it's like she's</p>

a good teacher, but she made a comment about like essentially correlating women and uterus...implied like, "If you have a uterus, you're woman,"... and one of the male students chimed up and said, "Some men might have uterus," and I'm like, that just freaking floored me because he was somebody that I interpreted as being cissexual, so now I don't, so there's this piece of I don't know, but it doesn't matter because if he is cissexual, that fucking rocked! That there was somebody that got it, and so even though it wasn't a direct support of me, it was a direct support of transsexuality...I'm like, "Wow, there's somebody that gets it. People are getting it out there."

ACTIONS THAT DETRACT FROM COMMUNITY BUILDING

Some participants also spoke of ways that their sense of community on campus was negatively impacted by the actions of others. For example, a staff person discussed how **others' lack of acknowledgment or reflection about how trans individuals face unique challenges** made things harder. In this situation, a supervisor did not give this individual the space to process how

the local murder of transgender woman Angie Zapata may have been affecting zir work:

I think even just taking Angie Zapata's murder last year, like some of my colleagues got how close that was not only in terms of the office in terms of folks who don't fit nicely and neatly into gender boxes, trans-identified or not...So for me, like, the support that I expected to come from my supervisor to hold a space where we could talk about, "Wow you're the [position] of this office and you personally identify as this, and wow, I wonder how this is really going for you?" Like that conversation never happened, and I think for me that makes it harder because it means that I have to make sure that I keep all my shit together for my students, come at it from a theoretically and unbiased place, which I don't think, I think not only is a ludicrous but detrimental place to come from even if you're in higher education.

This participant felt that the lack of support negatively impacted zir effectiveness as a staff member on campus.

Secondly, **in-fighting between campus groups** was another factor that detracted from feeling a sense of community on campus. A student spoke of trying to get involved in organizations on campus, but feeling unsupported and ultimately disengaging because of discord between groups:

And I got here, and I started to try to be in some of the groups, and the groups got in some, like, political in-fighting wars, so I was like, "Never mind." And even though I had heard great things, like there's this [LGBT-focused academic program], which I was really excited about... so I expected it to be kind of like [city of university]. I expected it to be liberal and open, but not perfect, and that's definitely not at all what I encountered, even from the beginning....The kind of political in-fighting that happens with groups, that

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happens, so that happened, and I was just like, “That really sucks,” and I don’t, it made me feel like I didn’t really have any community on campus or any support. So, I... I kind of really retreated into a shell and just went to classes and went home and didn’t really make a lot of friends, and the few friends that I did make identified as straight, so I didn’t really have anyone to talk to about any shared experiences on campus.

In order to best serve students, staff, and faculty, campus organizations need to be able to manage conflict and turf wars between campus groups, or they risk alienating campus members.

Thirdly, just as checking in about preferred names and pronouns is a way to help build community, **making assumptions about person’s pronouns or identity can lead to a trans person not feeling part of the campus community.** Even if a person is “out” as transgender, one cannot assume to know that person’s correct pronouns based solely on transgender status—some trans people, for example, prefer gender neutral or plural pronouns (e.g., ze/zir, they/theirs), even if their gender presentation is judged by others to be masculine or feminine. A student at one university described experiences of being addressed as “young man” by people who were attempting to validate zir trans identity:

So people have sort of had to deal with the name shift and that hasn’t really been, I don’t feel like that’s been that challenging to anyone, but in a lot of ways the pronoun has been. And that that has affected the words that other people use to describe me, like when people are using male pronouns, like very well-meaning people, would say things like, “Young man,” or something like that. And they think that it’s kind of like an ally step, like, “I’m acknowledging your masculine identity by calling you a young man,” and so like I have to really like squish that. I don’t identify as a man and like this is why gender-neutral pronouns are important because this trans identity isn’t being lost in like your vision of male identity and all this other stuff, so...

This is an example how assuming a trans person’s identity or pronouns detracts from a sense of community on campus.

Finally, many of our participants held other marginalized identities, in addition to being trans or gender non-conforming, and experienced a **lack of support over other identities that made them feel less welcome on campus.** Examples of such overlapping identities could include race/ethnicity, religion or spirituality, socioeconomic status, sexual orientation, preferred relationship type (e.g., polyamorous), sexual practices (e.g., BDSM), and being a first generation college student. For example, a participant shared:

I think from [university] I have very few people as part of my support network, in part because they’re only supportive for one piece and not in totality, like they’ll be supportive around the trans piece, but they make assumptions about the kink piece, which doesn’t feel very good to me.

A lack of support around such other identities can lessen one's overall sense of belonging on campus.

KNOWING OTHER TRANSGENDER OR GENDER NON-CONFORMING PEOPLE ON CAMPUS (OR AT LEAST PEOPLE WHO ARE "OUT" OR VISIBLE AS ALLIES)

Simply knowing that someone else on campus shares the same identities can bolster feelings of belonging and community. **A number of participants in our study said that being aware of specific people who were transgender, gender nonconforming, or perceived as androgynous or genderqueer helped them to find community on campus.** Some example quotes about this topic are included in Table 61.

Table 61: *The Importance of Knowing Other Trans or Gender non-conforming People on Campus*

Example Quotations
I think about this woman who works at the copy center. I go in to visit her for all my copies. I don't make any of my own copies because my assumption is that she's queer, and she definitely has a kind of a gender-variant presentation. I don't know anything about how she identifies, I know her name. But she's always been super nice to me, and from the first time I walked in. I don't know what your experiences are, but I feel like I come into contact with individual people and there's just almost this, kind of like, "I know. I know you know. You know I know...The rest of the world is hell, so why don't we just be good to each other here in this moment?"
In addition to queer colleagues, I know at least one other trans person on campus and that has helped [me feel supported].
There are a couple of individuals that I can think of that I stake out. One is a student who is actually also in the [campus division], also in the [specific department]. So, on some of my worst days, I've tried to kind of find her on campus and just get to her...She is [someone I knew before entering this program]. She's somebody that struggles with a lot of the same identity things that I struggle with on campus, in addition to the gender piece: she identifies as a queer woman of color, non-traditional student, she's a little older. But she passes really well, and so she gets, she gets along. She gets along really well, but she's really helpful to me because she knows me, she knows my situation, and she knows what I'm experiencing, even if she doesn't always experience it to the degree that I do.

On a related note, **several individuals said it was very helpful when there were some staff or faculty who were very visible and/or "out" as transgender (or even LGB) while on campus.** Others stated that it would be helpful if this were the case on their campus, or if the university created a support system or network of mentors that could help transgender individuals feel connected. See Table 62 for sample quotes on this issue.

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Table 62: The Importance of Visible and “Out” Trans People & Other Support Systems on Campus

Example Quotations
<p>I know that we have gay and lesbian faculty and certainly we had trans faculty in the classroom I mentioned earlier. I wish that they were more open. I had a class, in fact that same summer when I took the other class, and later found out that the professor was gay. And I just think students need, I think students, whether they're adults in college or young students in public schools, need role models. So I think having “out” faculty I think is a great help.</p>
<p>I think having, for myself, having more people that I knew I could go to talk to about gender issues would have been really helpful. Because my gender identity, definitely, I explored it a lot more throughout my [number] years at [university] and not knowing who I could go to and having that, it would have been really helpful to have that instead of relying on my two genderqueer friends to be like, “What’s this process like? What do I do?”</p>
<p>Like the last new student orientation, I don’t think anybody, at least when I was there, I don’t think they made a whole lot of mention about it. I know that there were instructors that would go up, meet the students, and say, “Oh by the way, I’m LGBTQ-friendly,” or, “I’m head of the trans-whatever.” So I think students that want to know that automatically their ears perk up, like, “Okay, I know I can go to that instructor.”</p>
<p>There was no one I recall in the [division] department that had a little “Ally” sign on their door, or whatever those little signs are, the little pink triangles...and I think that that would have made a difference. Then I would have known at least who was willing to be a little more open. And that’s a problem in the [division school]—that there’s not a lot of safe spaces, declared safe spaces for queer people.</p>
<p>I think definitely knowing who you can talk to and who to go to and who is out on campus and who is involved in the organizations that deal with queer issues. That kind of stuff. Just knowing names and faces. I think [university] is trying to do this and really kind of focuses on getting faculty mentors and trying to really combine the various organizations and making sure that there’s a bigger community so people know who they can go to and where they can get support if they need it. I think it was definitely just tapping into who you knew and really expanding on that and having them, and being involved in the [LGBTQ task force] and getting to know people and faces...That’s another big push and that’s why it’s really important to have more communication across campus. To be like, “If you’re at [division] or you’re at the [division] school, there is this community here. It’s small and it’s kind of invisible, but it’s here and this is how you can tap into it.”</p>
<p>So that was supportive. Just someone naming [that the majority of faculty and</p>

adjuncts in the room were queer-identified], but there's a comfort to name it I think here- that there are other "out" faculty makes a difference, and [by] "out" like I mean out in interest and desire to understand and explore, as well as being, you know, queer-identified.

And then also those "out" professors were helpful, not that I utilized them very much, but it was nice knowing that they were there, so if I did need to, I had their support... Some professors introduced themselves and some professors don't at all. And then a lot of other, because other professors introduce themselves as being out, the students will be like, "This professor is queer, and this one and this one." So, the coming out as a professor is really helpful, I think.

The visibility of the one faculty, or not faculty, sorry the one staff member, even though interpersonally we don't really jive as people, the fact that she's able to be so visible makes me feel somewhat comforted, or maybe even inspired just because so far she's very outspoken, very visible, and so far, you know, nothing bad has happened to her. And so, there's something to be said for that, I've just been like, "Wow! I admire that you are this brave and I'm impressed that you've been vocal about this for several years now and no one has done anything to you."

Other participants described how they knew very few people who were transgender or gender non-conforming, and that made it harder to feel welcomed and at home on campus. One student shared:

I do feel a little bit singled out here at [university] simply because of the fact that I feel as though I'm the only transsexual student. I might very well be the only out transsexual student, but that in and of itself does create a little bit of a feeling of exclusion.

Unlike some of the examples shared earlier, this student felt disconnected and even excluded due to the lack of any visible trans person on campus.

This challenge was not isolated to only students. A staff person reflected on how, although she knew of trans students, she did not know of any other trans staff or faculty on her large campus:

I didn't know any other trans staff people there and I'm still not sure that I know any other out trans people who are staff or faculty, that I know of. There's some students, but I don't think I know any trans staff or faculty other than myself.

One of the interviewers for this project remarked at how she heard this same perception—of being the only trans person on a campus—from multiple participants, some of whom were coming from the same university, but apparently did not know each other. This disconnection among trans people makes it harder to form community on campus.

Importantly, **a subset of our participants described how simply knowing other trans people on campus was *not* enough to feel part of a community on campus.** These participants

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spoke of knowing other trans individuals, but perhaps not sharing much in common with them or not feeling close to them. While they shared the experience of being trans, in some cases this was the only common link, as explained by this participant:

But as far as, like, having friends in my age group that I felt I could connect with as far as different trans stuff—I had one other friend who was a trans guy, but we were never the best friends ever. So yeah, essentially there was not, I didn't really feel like I had this huge sense of community...And there's not like a big trans community there either, at least not... I knew a few of the trans folks that I got along with alright, but we just had like such separate things going on, and our schedules didn't really overlap that much. They were cool or whatever, but they weren't necessarily...the main thing that we had in common is that we were trans, and that was it.

A second participant also remarked on a lack of closeness with other trans individuals on campus:

So other people are born male and are MtF's, and we definitely are aware of each other, and I think probably keep an eye out for each other, but I don't think we're close in any way.

Additionally, some transgender people may feel that their other identities do not “fit” as well with the rest of the trans community on their campus. For example, a transsexual participant described how being straight and presenting as femme put her at odds with trans people she had met:

I can also feel alienated even from my trans group of friends, too. Many of them are pansexual and genderqueer, so to be straight and femme, I almost feel out-of-place. You know, I don't consider myself queer; I don't even like to consider myself transgender, or use that word. I see transgender as different from transsexual, and that's more of my experience. There just aren't many straight trans people on campus. Our office tries to reach them, but I fear that they don't feel welcome.³⁰

This participant goes on to describe some of the internal conflict among transgender people that can lead to a breakdown in community:

I think another thing that happens on campus is that there's this type of war between pre-op and non-op trans people. Like the non-op people feel like they can say snarky things about pre-ops, and vice versa. It doesn't occur very often, but it's like another

³⁰ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

barrier in the trans community.³¹

She also notes the impact of differences in wealth and age:

So that's just different than me... I think these are actually the two biggest for me [are] SES and age. Part of it is related to expectations that everyone would get surgery, when it really depends on wealth... There is this generational gap in the trans community. We sometimes have older trans people come into the [LGBTQ student services office]. You know, I tend to share some of the same issues with older people, yet I have the attitudes of the younger generation. So I feel stuck in-between those groups. The older vanguard talk about how younger trans people don't know the difficulty of transitioning...

These cases act as an exception to the finding about the importance of knowing other transgender and gender non-conforming people on campus, and they suggest that more may be at work than just knowing such others exist—often times, it helps to hold other common interests or identities and to feel welcome among other gender different people on a campus.

CAMPUS OR DEPARTMENTAL FACTORS THAT INFLUENCE ONE'S SENSE OF COMMUNITY

In discussing ways that they felt community on campus, participants noted a few campus or departmental characteristics that influenced their experiences. One issue discussed was the size of the campus—typically, **participants described how a smaller.³² campus meant that they had stronger relationships and that others understood their needs better than would have occurred on a very large campus.** Two quotes on this issue are in Table 63.

Secondly, several individuals reported the residential set-up of the university (i.e., whether it was a residential or commuter campus) impacted the sense of community—specifically, **transgender and gender non-conforming individuals on commuter campuses were more likely to lack a sense of community.** Evidence of this theme is displayed in Table 64.

Another factor was the overall campus culture and diversity of the student body—some participants reported that a lack of diversity made them tentative to express themselves, while others noted that what was more important was the overall openness or culture of the campus. For example, a participant from a large university said:

³¹ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

³² We should note that all of the campuses in this study had at least 1,000 students and were located in urban areas; the role of campus size in promoting a sense of community for trans people may be different for very small campuses (<1,000 students), those located in rural areas, and those with a more conservative culture.

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Table 63: Campus or Departmental Factors that Influence the Sense of Community: Size of Campus

Example Quotations
<p>Yeah, and so far I haven't had any problems and I think that's because of the size of our campus and the relationships that the students have to staff in general is that everything here is really truly one-on-one. Like everyone knows your name here. And, so because staff and faculty tend to know students so well, I think that it's easier for them to register like you know they know me as [name] and they know that I haven't changed my name legally so they just know to go find it without asking me. And so that's a really big deal.</p> <p>Interacting with people who realize that these are issues is, I'm trying to think, I mean I do feel like I'm part of a community on campus, which is good.</p> <p><i>[Interviewer: What do you think helps in terms of building that community compared to--?]</i></p> <p>Mostly just going to these different meetings and, I mean, people talk to me...I mean, I have done that at every other place I've worked, don't get me wrong, and I've had four professional, this is my fourth professional position, and sometimes it has gone really well and sometimes it hasn't. And this is one that has gone really well. And I think that has to do with [university] being significantly smaller than anywhere else I've worked.</p>

Table 64: Campus or Departmental Factors that Influence the Sense of Community: Residential vs. Commuter Campus

Example Quotations
<p>I just feel like a lot of students, besides just being really busy in the program itself, have a hard time dedicating themselves to other extra-curricular activities on campus because a lot of them are like, you know, a half an hour away from there. So, staying on campus later or coming back to campus is not the easiest thing for most people.</p> <p>I mean, I didn't, I was kinda there for one purpose and to get my work done and go there and leave, so it's not like I ever, was ever able to utilize those things or it's not like I lived on campus and lived in the dorms and tried to build a community.</p>

I think there's just kind of a culture of kind of being afraid to express that one is trans outside of the GLBT community because of how hostile this campus is. I mean it's, I mean it's not exactly saying it's all bad or that it's terrible. It's just seeing this campus is majority white and kind of relatively privileged and most of the comments that I have heard are from white people that I would code as white jock types. I'm just yeah it makes for being really tentative.

The hostility of the campus, as well as the way that the culture is predominated by White, privileged students, led to a difficulty in discussing transgender issues outside of LGBTQ campus groups.

Another individual compared experiences at two different campuses and said that, while her previous university had a more visible queer population, she actually felt more confident in disclosing her identity at her current university because of the tone and spiritual approach of the campus culture:

At [previous undergraduate university in Colorado], I probably wouldn't feel safe disclosing to... people, but I have disclosed... here at [university]... At [university], it's a lot more positive and I feel a lot more confident in doing so because [university] being a [particular spiritual approach] college seems to attract a much different population than [previous undergraduate university in Colorado].

Campus or departmental leadership can also have an effect on the degree to which a transgender or gender non-conforming person has a community on campus—for example, the presence of a dean or university president who prioritizes multicultural inclusivity and calls for greater recruitment of trans people can have an impact on a trans person's feeling of belonging and support on campus. An individual in multiple roles on one campus shared:

I taught [LGBTQ studies class] last term, or in the fall [term], and, of course, there are still students who come here who are really struggling with their sexual orientation, and I didn't have any trans-identified students who came out to me in the process of the class. But they're still coming in with that same kind of struggle and what they find is a much easier kind of environment, I think, than it used to be. But, it doesn't mean that there aren't still problems and issues and still tensions that people have to deal with. And I always feel that those forms of support are all based on how much the community is staying together and paying attention to the inter-relationships of those issues. So the change in the [upper level administrator], [university's lead administrator], or different kind of leadership can really shape a new tone in relation to how well we're treated. And so I don't think we can ever become complacent about it. It has to be institutionalized at a certain level.

This participant notes that there is a need for institutionalizing the university's support for trans people, and some of this depends upon choosing leaders who set a welcoming tone.

Finally, feeling a sense of community may also connect to the precise academic division or work setting within which a person is located. One of our student participants in a professions/applied sciences division said that his program did not encourage a lot of interaction or community-building and focused almost exclusively on professional skills and numbers:

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There's not really a lot of personal interaction, like in the classroom, it's pretty much you go in, you learn your journal entries and your numbers, and you go on your way. There's not a lot of, there's hardly even introductions in the beginning of class-- it's like what's your name and what year are you, not any... in a previous, I'd say maybe 10 years ago, I was in school, and I wanted to be a [different] major, and it's a lot, it's a whole different world. You talk about things... and in [division], you don't talk about things...What would I like to see changed? Just kind of more outward support, I think, for students in departments like that.

This student concludes with the suggestion that more support is needed for people in professional divisions so that they can build the relationships and community that are lacking.

A staff member shared a story of how a move from one work division to another at the same university made a huge difference in feeling a sense of community:

When I first came to campus, I started out in [specific office]. My expectations were probably pretty slim-to-none...[Then, I] got relocated basically. And that was what actually changed my entire outlook here because, at the [first office], it was very much a job of "You come in, you do your job, you get your stuff done, you go home." So my expectations there were just, "You have a job, you go do what you do, and you get it done, and pfffft, that's it!" Here, there was very much more interaction with the rest of campus, number one. A lot more students, which opened up a whole lot more doors, a whole bunch of different kinds of people, and, basically the whole rest of campus, the whole campus comes in this building. And, all of a sudden, I was like, "Whoa, there's a whole campus. There's a whole community here...How did this happen? How did I end up here, in such an amazing place here that everybody knows who I am, I don't have to hide anything?" I was just standing there against the railing thinking, "Good grief! I've got all these student groups that come to me and ask me to do stuff for them, queer and not queer."... So I've been very blessed and very lucky to be part of that on this campus and be involved in something like that. I never would have... I never would have, in my lifetime, would have thought that would have been possible.

Part of this change seems to stem from the change in job responsibilities—from a job with little campus interaction to another that involved much more give-and-take with the student body. In addition, though, this staff person was able to be open and not hide anything about being genderqueer in the new role. This combination of factors contributed to a stronger sense of "a whole community" while working in the new position.

SUCCESSES AND CHALLENGES IN BUILDING COMMUNITY AMONG LGBTQ PEOPLE

When colleges and universities do offer organizations, activities, and support groups for transgender and gender non-conforming individuals, they often occur as part of the larger umbrella of LGBTQ programming. This framework meets with mixed reactions from our respondents, as has been discussed elsewhere in this report, since many times LGBTQ groups include the “T” in name only and focus exclusively on issues related to sexual orientation and not gender identity or gender expression. Yet, for some transgender people, a sense of community is related to knowing LGBTQ people or being involved in LGBTQ activities.

Several participants discussed some examples of feeling welcomed and being supported within the LGBTQ community on campus. A student at a public university remarked:

[I consider my support network to include] definitely the [LGBTQ student services office] community. Not just the [LGBTQ student services office] but all the student groups that meet there and stuff. So it’s mostly just the queer community. That’s pretty much it.

A student at a private university also found support on campus, specifically within an LGBTQ student organization:

Some of the people that work to that are like the facilitators...of [LGBTQ student organization], not students or faculty, they’ve been, “Well if you ever need help finding something like this, just email me, I can give you a list,” or, and things like that, so they’ve been really good about trying to help me fit in a little bit more. And same thing with the students. I mean, the students from [LGBTQ student organization] were right on there, just, “Hey do you want to do this? Do you want to go do that? We can hang out, we can try to get you. I can get you a tour of the campus.”

These students had positive campus experiences because of the support and offers of help they have received from within the LGBTQ community.

On the other hand, **other participants felt that major issues within the campus LGBTQ community or the lack of inclusion of transgender people (or other marginalized groups) proved to be a problem and detracted from community.** Examples of challenges in building community among LGBTQ people on campus are displayed in Table 65.

These quotes suggest that some of the challenges in community-building among LGBTQ people on campus relate to lack of inclusion of transgender people and programming that focus on them, expectations that people self-disclose their identities upon first getting involved, and prejudices and tensions within the community directed at people of color, transgender individuals, and others. The last quotation in this table reflects the reality that some transgender people in our study ended up searching for community outside of the LGBTQ umbrella because

Table 65: Challenges in Building Community among LGBTQ People on Campuses

Example Quotations
<p>So, sometimes in [the LGBTQ] office or in these discussion groups, I just feel out-of-place. People talk about their sexual identities, and about sexual variance. The only thing I can connect to in the [LGBTQ student services office] is transsexuality, and that just seems to fall by the wayside. Most people don't know what to talk about or say when you bring up transgender..³³</p> <p>I feel like within the GLBTQ community there's a whole lot of, I don't know how to put it, I feel like we hold each other back a lot. I feel like we, we all have this notion of wanting equal rights, equal access, but I feel like in some ways we end up fighting each other or there's some sort of sense of, I don't know, it's really hard to explain, I don't always feel like you walk into an office like that and you're, you're immediately welcome. Because there's, there's such a spectrum of us in our alphabet that people want it, they want to know who you are and what you are right away, and if you don't fit a mold then there's still, I feel like there's definitely still some, some stigma, and some prejudice within our own community.</p> <p>But as a Caucasian person, I don't... I'm part of so-called, quote "mainstream," but I'm very concerned about people of color on campus, and I think it's really important that they feel welcome and they are able to do what they need to do on campus and to create a more aware and more welcoming campus with regard to racial, and ethic issues. I think that's very important. And that's been an issue that has really been tearing at the campus GLBT community 'cause there's a lot of tension and ill-will about it, not so much among faculty and staff, but amongst the students, from what I gather. That it's been a fairly tense thing regarding racial and ethnic issues. That just angers me a little bit that we still have to fight that battle.</p> <p>I think a lot of the people on campus that I know of have that are trans have chosen to just kind of step out of the GLBT community and just not participate and find their relation, like find what they connect with elsewhere. It might be more healthy in then that than not connecting with...a messed up community in my mind.</p>

of current and historical problems of such groups on campus.

³³ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes.

CONCLUDING POINTS ABOUT SENSE OF COMMUNITY

Findings from this section offer a number of suggestions for ways that campuses and their students, staff, and faculty can take action to help build better community for transgender and gender non-conforming people. These actions include:

- Acknowledge the unique challenges that transgender and gender non-conforming people face. Be willing to admit when mistakes are made that negatively impact transgender people, rather than blaming transgender individuals for the problems they face on campus.
- Check in with people about the correct name and pronouns to use when addressing them. If others use an incorrect name or pronoun in addressing someone, correct them in a way that is direct but does not make a big deal or draw unnecessary attention to a gender non-conforming or transgender person.
- Educate yourself about transgender issues and the frequent needs of transgender and gender non-conforming people on college campuses and take action steps to make the campus more inclusive of this population. Take these steps regardless of whether you know of a transgender or gender non-conforming person on campus.
- Make sure that your campus has visible allies—students, staff, and/or faculty who are trained on working with transgender people and are willing to be a support system for this population on campus. Find ways to communicate the existence of these allies to all campus members.
- Provide the space and opportunity for transgender and gender non-conforming people to offer suggestions for ways the campus can be improved. Have at least one method for providing feedback that is anonymous.
- Develop a well-rounded multicultural mission that ensures that students, staff, and faculty from other marginalized groups (people of color, first generation college students, people with disabilities, etc.) can find support and belonging on campus. Increasing support for these initiatives will contribute to the sense of community for gender different people, especially those who are marginalized in other aspects of their identities beyond gender.
- Create a campus culture and system of campus policies that support and welcome “out” transgender employees and students. Have policies that prohibit punishing an employee or student for being “out” and visible as transgender or gender non-conforming. At the same time, respect that it is an individual’s choice of whether or not to be “out” and to disclose their gender identity.

Contributing Factors

- Be mindful of campus and departmental factors that may make it more difficult for transgender individuals and others to build community, such as having a primarily commuter campus or a student body that is not particularly diverse, an administrator who does not prioritize multicultural issues, or how a particular department's focus on professional skills may leave little time for relationship building among students. Problem-solve ways to address the lack of community, such as initiating some student groups, creating a study lounge or meeting room that can be used for socializing, prioritizing administrative candidates who emphasize diversity, or offering a mentorship program for students of color.
- Realize that not all transgender and gender non-conforming people will feel welcome or be willing to participate in LGBTQ groups and programming. Ensure that these groups create a welcoming environment for transgender people and include some focus on topics and issues relevant to transgender and gender non-conforming people. If the campus does not have a transgender-specific campus organization, find ways to offer occasional guest lectures, discussion groups, or other activities about this population and to refer people to applicable community resources.

SYNTHESIS OF CONTRIBUTING FACTORS

This report has discussed various *contributing factors* to transgender and gender non-conforming people's experiences on college campuses in Colorado. These factors included: (a) the Campus Environment; (b) the Use and Abuse of Power by people on campus; (c) Policy Communication and Implementation; (d) Campus Resources; and, (e) the Sense of Community on campus. What each of these factors has in common is that, in each case, there are multiple ways that students, staff, and faculty on a college campus can take action every day to make the campus welcoming and affirming for transgender and gender non-conforming individuals.

Listed below are some examples of positive, affirming actions that can be taken in various areas of campus life.

ACADEMICS & STUDENT SERVICES

- During student orientation, include programming, training, or additional support on trans-related topics to incoming students of all genders.
- Encourage and support faculty in developing pedagogical practices that bring transgender issues and voices into the classroom without the tokenization of trans people and without forcing individuals to disclose trans status; at the same time, encourage and challenge cisgender people to educate themselves on content about the transgender community.

- Have standard rules in place about whether forms of identification (ID cards, driver's licenses, etc.) are required to take exams, receive campus services, etc, and ensure that those rules are followed consistently.

STUDENT, STAFF & FACULTY ORGANIZATIONS ON CAMPUS

- Realize that not all transgender and gender non-conforming people will feel welcome or be willing to participate in LGBTQ groups and programming. Ensure that these groups create a welcoming environment for transgender people and include some focus on topics and issues relevant to transgender and gender non-conforming people. If the campus does not have a transgender-specific campus organization, find ways to offer occasional guest lectures, discussion groups, or other activities about this population and to refer people to applicable community resources.
- Work on increasing inclusion of the "T" in LGBTQ campus organizations and offices in terms of awareness, programming and commitment
- Create trans-specific campus organizations, academic programs, library resources, support groups, and scholarships, all of which can help support trans individuals, retain them, and ensure their success.
- Offer some transgender-related campus programming that is uplifting and light-hearted, rather than depressing, serious, or overtly political.
- Advertise, advertise, advertise! Communicate, in multiple ways, about resources that exist for transgender and gender non-conforming campus members.

CAMPUS HOUSING & BATHROOM FACILITIES

- Offer gender-blind housing options. Ask all housing applicants to designate level of interest in and/or openness to LGBTQ roommates; allow housing applicants to designate if they would prefer sharing a room/floor with other residents of a particular gender or if they do not have a preference. Have alternate housing options for transgender and gender non-conforming individuals who, for safety reasons, would rather not have a roommate (e.g., single-occupancy dorm rooms; off-campus housing options; waiver of the requirement to live on campus);
- Have some bathrooms designated as gender-inclusive (especially within on-campus housing), and emphasizing appropriate *behaviors* rather than appropriate *gender* in bathroom use policies.

ON-CAMPUS HEALTH & MENTAL HEALTH CARE SERVICES

- Provide a list of competent health care providers on campus or in the community and conduct better trainings for on-campus health providers.
- Make sure all staff respectfully honor a patient's gender identity (e.g., on medical records, on the phone, in the doctor's office, or in the waiting room).

Contributing Factors

- Advocate for the patient by working around bureaucratic hurdles that do not recognize gender fluidity (e.g., writing the patient's preferred gender and/or name in pencil on the patient's file, even if it cannot be formally changed in records; writing a carry letter for the patient).
- Think logistically about what issues may arise for patients who are gender non-conforming, are transitioning, and/or have changed their name and gender marker since previous visits to the health center and how these issues may affect patient care.
- Make mental health care services available, accessible, and affordable to gender non-conforming individuals. If a competent mental health provider for transgender and gender non-conforming people is not available at the university health center, then on-campus staff need to be able to refer clients to competent off-campus providers.

ATHLETICS

- Encourage and respect the athletic involvement of transgender and gender non-conforming individuals in collegiate sports.
- Challenge transphobic rules and regulations of larger athletic associations in which the university or college participates.

GENERAL CAMPUS

- Acknowledge and value the variety of gender identities and gender expressions that campus members hold, including those identities and expressions that are fluid or differ by setting. Evaluate how to best design campus forms to respect sex and gender diversity. Coordinate campus information systems so that there is an easy, one-stop place for changing a person's name and/or gender marker across all campus records. Have consistent rules about what documents (if any) are required to change one's name and/or gender marker on campus records, regardless of a person's gender identity.
- Emphasize everyone's right to self-determination, which includes the right to be addressed with one's preferred name and pronouns. Check in with people about the correct name and pronouns to use when addressing them. If others use an incorrect name or pronoun in addressing someone, correct them in a way that is direct but does not make a big deal or draw unnecessary attention to a gender non-conforming or transgender person.
- Create a campus culture and system of campus policies that support and welcome "out" transgender employees and students. Have policies that prohibit punishing an employee or student for being "out" and visible as transgender or gender non-conforming. At the same time, respect that it is an individual's choice of whether or not to be "out" and to disclose their gender identity.
- Establish a means for campus members to seek support and redress in situations of blatant discrimination and transphobia, whether in the classroom, dormitory, work

environment, or other setting. Inform & educate staff about when it is relevant to share information about an individual's change of name or gender within campus systems. Train staff who use campus information systems about how name and gender change requests should be processed and displayed in campus systems. Disseminate information broadly to administrators about the experiences and risks faced by trans people in campus settings and how administrative actions and decisions impact this population.

- Offer frequent trainings on transgender issues to students, staff, faculty, and campus police.
- Have a point-person (or a team of people) designated as "advocates" for trans-identified campus members who can help them navigate the university bureaucracy and problem-solve issues that arise.
- Develop a well-rounded multicultural mission that ensures that students, staff, and faculty from other marginalized groups (people of color, first generation college students, people with disabilities, etc.) can find support and belonging on campus. Increasing support for these initiatives will contribute to the sense of community for gender different people, especially those who are marginalized in other aspects of their identities beyond gender.
- Recognize that people in different points in their transition, with varying identities and degrees of outness, will need and utilize different types of campus resources.
- Acknowledge the unique challenges that transgender and gender non-conforming people face. Be willing to admit when mistakes are made that negatively impact transgender people, rather than blaming transgender individuals for the problems they face on campus.
- Educate yourself about transgender issues and the frequent needs of transgender and gender non-conforming people on college campuses and take action steps to make the campus more inclusive of this population. Take these steps regardless of whether you know of a transgender or gender non-conforming person on campus.
- Provide the space and opportunity for transgender and gender non-conforming people to offer suggestions for ways the campus can be improved. Have at least one method for providing feedback that is anonymous.
- Be mindful of campus and departmental factors that may make it more difficult for transgender individuals and others to build community, such as having a primarily commuter campus or a student body that is not particularly diverse, an administrator who does not prioritize multicultural issues, or how a particular department's focus on professional skills may leave little time for relationship building among students. Problem-solve ways to address the lack of community, such as initiating some student groups, creating a study lounge or meeting room that can be used for socializing, prioritizing administrative candidates who emphasize diversity, or offering a mentorship program for students of color.

OUTCOMES

The third and final theme that emerged regarding campus experiences consists of outcomes—the consequences of the overlap of what people bring to campus and the various aspects of the campus environment. Within the data collected for this project, we found two types of outcome categories: inclusion/exclusion, and visibility/invisibility.

INCLUSION / EXCLUSION

One outcome discussed by participants in this study was the degree to which transgender and gender non-conforming people were *included* or *excluded* on campus. The research team conceptualized these as opposite poles—*inclusion* being the ways in which transgender and gender non-conforming people are welcomed or treated as valued members of campus, and *exclusion* encompassing the ways that trans and gender non-conforming people are treated as outsiders, as inferior or immoral, or as not being welcomed on campus.

Inclusion and exclusion were outcomes experienced in a variety of different dimensions of campus experiences. This section will review some ways that inclusion and exclusion appeared for our 30 participants in the following areas of campus life:

- (a) the university's or department's values, mission statement, or general culture;
- (b) curricula, classrooms, trainings, and workshop content;
- (c) campus LGBTQ groups and other LGBTQ-specific initiatives;
- (d) staff members' areas of competency, knowledge, and expertise;
- (e) processes and spaces that group people by gender, classify everyone as male or female, or ignore or refuse to use a person's correct name, gender, and pronouns;
- (f) advocacy efforts and institutional policies;
- (g) the words and actions of university leaders and their stated priorities;
- (h) intake processes, forms, and applications; and,
- (i) employment settings.

This chapter will briefly review findings in each of these areas, followed by discussions of how others' reactions to one's gender presentation play a role, how transgender individuals on campus sometimes may self-exclude to maintain physical, emotional, and mental well-being, and issues of intersectionality of identities in relation to inclusion and exclusion.

THE UNIVERSITY'S OR DEPARTMENT'S VALUES, MISSION STATEMENT, OR GENERAL CULTURE

When it comes to inclusion, university and departmental values, mission statements, and general culture played a role for many of our participants. Some individuals noted how they felt included

because of the university's culture of openness and efforts to welcome everybody. Others noted that the hostility of the campus culture or lack of care about transgender people made it difficult to be "out" and feel welcomed. Some examples of participants' thoughts are displayed in Table 66.

Table 66: *Inclusion and Exclusion: University and Department Values, Mission Statements, and Culture*

Examples of Inclusion
I was so surprised, it just took me, I was like, "Oh my god...It's really not a big deal around here...what your orientation is or what your gender identification is, what any of that is... [It's] not important around here...What's important is like are you living a life of truth."
I think overall the campus is pretty welcoming and neutral, if not friendly. The difficulty of course is always individual students as opposed to the organization itself. You know there's always the going into the bathroom and there are people who do double takes to make sure they're in the right one sort of thing. So when I'm in the mood for that I try and educate the students as well, but as far as the organization, I'd say it's pretty open.
Examples of Exclusion
I think there's just kind of a culture of kind of being afraid to express that one is trans outside of the GLBT community because of how hostile this campus is. I mean it's, I mean it's not exactly saying it's all bad or that it's terrible. It's just seeing this campus is majority white and kind of relatively privileged... Yeah, it makes for being really tentative.
Other things [I would like to see changed] is just continuing to work with other offices on campus to make it easier for trans people and to continue to work on the campus culture that will be more trans-inclusive. That's like a big overarching thing- is to change culture and to be more trans-inclusive, but that's a big, wide-ranging sort of goal that will be years in the making. Making student groups more trans-inclusive, more trans-sensitive.

In the examples above, participants describe how the general values and culture of a campus drove the degree to which it included or excluded transgender and gender non-conforming individuals. Another participant reflected on how zir campus was not living up to its' mission of access for all:

I think that [there needs to be a campus-wide task force, and that] the task group... [should] work on making sure that the systemic policies of the university are trans-inclusive and...forefront the values of a land grant institution being that we are supposed to be about access and access to resources, and recognizing on a day-to-day basis that those barriers that are thrown up for students, staff, and faculty who are trans and

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gender non-conforming, prohibit that, and actually are the antithesis to what a land grant institution should stand for and is.

In this case, the university's mission as a land grant institution emphasizes access to all, yet, from the perspective of this individual, the school is not living up to these values when it comes to transgender and gender non-conforming people. Instead, these individuals are facing barriers to access that result in exclusion on campus.

CURRICULA, CLASSROOMS, TRAININGS, & WORKSHOP CONTENT

As noted in detail in the section of the report on Resources (see page 109) and the Campus Environment (see page 51), there is a lot of room for improvement in how the curricula, classroom settings, and the content of trainings and workshops incorporate information and resources on transgender issues. As a consequence, these are areas in which transgender people experience inclusion or exclusion. Some examples of inclusion and exclusion in curricula, classrooms, trainings, and workshop content are in Table 67.

The quotes above demonstrate that, when transgender people and related issues are left out of curricula, trainings, and workshops, and when classroom settings are rife with transphobia, feelings of exclusion abound. On the other hand, when faculty, trainers, and workshop leaders both pay attention to including content related to trans populations *and* pay attention to classroom dynamics in order to counter transphobic comments and actions by students, these actions can contribute to feelings of inclusion.

CAMPUS LGBTQ GROUPS AND OTHER LGBTQ INITIATIVES

The chapter in this report on Resources (see page 109) discusses themes related to transgender individuals' experiences and expectations about campus LGBTQ groups and thoughts on the benefits and challenges to using these groups. Further, the chapter on Sense of Community (see page 154) provides findings related to efforts to build community among LGBTQ people on campus and whether, and how, those efforts welcome trans people. As evidenced by the experiences of the participants in this study, inclusion and exclusion were experienced in reference to these types of LGBTQ initiatives on campus. When these groups and initiatives made explicit efforts to incorporate transgender people—through *actions* in addition to *words*—feelings of inclusion were more likely. When LGBTQ groups focus exclusively on lesbian and gay issues, include the "T" in name only, tokenize trans people, or ask them to "educate" LGBTQ members, feelings of exclusion were the likely outcome. Examples of inclusionary and exclusionary outcomes in relation to LGBTQ groups and initiatives are provided in Table 68.

The last quote in this table suggests that if LGBTQ groups do not intend to include transgender people or related programming, then it's important to rethink using the "LGBTQ" acronym to describe their activities. If they are going to advertise themselves as being trans-inclusive by

Table 67: Inclusion and Exclusion: Curricula, Classrooms, Trainings, & Workshop Content

Examples of Inclusion
<p>There [are] articles about gender in [the syllabus template for the class that I teach] from Kate Bornstein, I mean. Good, see. That's good. So yeah there's a platform to have the discussions and to have those be within a larger you know understanding of multicultural [issues], so that's good because if it wasn't and you had to force it in, you know, that doesn't, it doesn't feel institutionally supported...I would say again knowing that my identity is sort of part of the active work of the [academic division] feels good... So I would say that the multicultural curriculum has been good and that it's got gender and trans stuff in it and freedom to expand on it so like we brought [local trans speaker] in to speak and that was really powerful and provided opportunity for conversation so I would say the curriculum [is a positive].</p> <p>It's part of the core curriculum to take classes in diversity, so yeah, I mean, it's definitely talked about in their seminars all the time that are happening in regard to different realms of diversity, but yeah, I think that that's the reason why people feel mostly welcome is, is the-is that their fellow students are working towards unity.</p> <p>I feel like probably because of the content I was also studying, like I had one [multicultural class], which was very much trans-inclusive and that really opened a lot of people's eyes in the class you could tell, but I thought that was pretty amazing the depth of information that she shared. That's pretty good.</p>
Examples of Exclusion
<p>When, talking to the [staff at LGBTQ student service office], sometimes it would be like, "Oh yeah, so I'm dealing with all this shit, but at least people aren't throwing rocks at me." So yeah, it's cool that, I mean, like, I haven't experienced any sort of physical violence or sexual violence or harassment. I haven't specifically felt like I was excluded, but again, there's a much larger picture of, like, feeling like I've, my healthcare issues have never yet to come up in the curriculum to me is sort of a form of exclusion.</p> <p>I really wish that... in all schools, that issues for genderqueer or trans folks were just brought more to the forefront. It almost seems like it gets pushed aside or put in with like gay people, and it's a, it's a, it is a different set of issues and experiences, so... I mean, I get to talk about it explicitly in my class, but I wish it was more a part of the diversity, they have explicit diversity training here, and I wish that I was hearing on campus that this was a really regular part of that diversity training.</p> <p>I would love for the LGBT certificate program to start including trans issues, trans books, trans anything. My [LGBTQ studies] professor, I asked her why there was nothing trans, and she said, "Well, there's just nothing out there."... I even actually stretched to the point where I was like, "Well, couldn't we read <i>Stone Butch Blues</i>, then?" I mean, and that's like not, but that's like, at least a kind of last ditch effort, and "No." 2006 and she says there's nothing there, and I sense all this resistance to me being able to give suggestions. So... that's, that really sucks that we have this</p>

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program and it really is not what it's supposed to be.

I was in a diversity class and in the syllabi there was nothing about trans history or the trans equality movement.

And there's just this culture of, with the frat guys there's just this major culture of taking over the classroom, taking up all the space, making fun of people, not paying attention, and just being really disruptive to the learning environment as well. And they totally get away with it, and they get away with saying homophobic, a couple of times transphobic, sexist, they just, they get away with saying whatever they want, and it's really fucked up. And sometimes it's even been in [gender studies] classes or [social science] classes where you would expect someone to call them on it, and they don't. And even just plain old sexist stuff that has nothing to do with queer stuff.

I mean I feel that maybe it's some trans internalizing thing, but it's like whenever that happens, I mean that this is the problem, it always ends up affecting my schoolwork. Because last [term] when there was a kid, I told him several times, "I'm a guy call me him, I'm a guy call me he." He ended up he kept calling me she, he kept referring to the fact that we were two girls and a guy in this group, "No, we're two guys and a girl in this group!" Then one week he ended up calling me "it." Yeah. I was just like, it was to the point where I'm like, "It's the end of the [term], you are just that much of a bigot that you can't you can't get that through your head that a guy might be a guy? Sorry that I don't look like one, but there's probably plenty of cisgendered guys that don't quite look like guys." So then I actually did skip that class one time when our group partner was sick, and I was like, "If she's sick and it's just him and I, I'm not going in to deal with this." So I skipped class one time because of that.

including the "T" in the acronym, they need to work to make sure this is truly a reality to help produce an outcome of inclusion.

STAFF MEMBERS' AREAS OF COMPETENCY, KNOWLEDGE, AND EXPERTISE

Another dimension of inclusion and exclusion of transgender and gender non-conforming people on campus is in whether university staff members have competency, knowledge, and expertise on issues affecting this community. The 30 individuals interviewed for this project discussed how knowing that there are staff on campus who are familiar and competent in working with transgender people helps create greater inclusivity; on the other hand, when there are few or no staff who have competency, knowledge, or expertise on this community, transgender campus members feel less supported and more isolated, which contributes to feeling excluded. Some participants mentioned that knowing that staff have gone through trans-specific training can be helpful in expecting greater competency from staff when seeking help; others noted that such trainings were needed to better promote a campus climate of

Table 68: Inclusion and Exclusion: Campus LGBTQ Groups and Other LGBTQ Initiatives

Examples of Inclusion
Like the GLBT community here, people keep saying it's not trans inclusive, and I find it that we are always focusing on trans issues and we're almost never focusing on GLB issues...And I know [LGBTQ student organization - 2 nd one] focuses a lot on transgender issues, like not as much as when I still attended last year. Like this year we've not done it as much, that I've been there. But it's still a huge part of it. And every GLBT group I, that I've been to, which is most of them, will like make care to be like, "What's your preferred pronoun?" Or, you know, or what, "Let's be inclusive of gender variant folks," and stuff like that. I mean, and [3 rd LGBTQ student organization] is another one I've been involved with since the beginning...it isn't trans-specific, but a lot of the initiatives have been trans-related.
Examples of Exclusion
I've noticed that people don't talk about trans issues unless they're forced to; the conversations just don't occur spontaneously. Most people in our groups will end up talking about their gay or lesbian relationships. I think, especially among students, trans issues just aren't brought up... even among trans people...So, sometimes in our office or in these discussion groups, I just feel out-of-place. People talk about their sexual identities, and about sexual variance. The only thing I can connect to in the [LGBTQ student services office] is transsexuality, and that just seems to fall by the wayside. Most people don't know what to talk about or say when you bring up transgender. "I'd like it if conversations existed spontaneously, instead of having to be started." ³⁴
I'd say [trans issues are] not very visible besides using the phrase LGBT and paying lip service to the concept. The only really trans-focused energy or language I've heard since I've been here was all around getting the non-discrimination policy changed. After that was passed, it was kind of like...
<i>[Interviewer: Dropped from the radar?]</i>
Uh huh. Right. So it was on the radar for like, you know, a couple days.
One of my initial experiences actually with [LGBTQ student organization] was really negative. I, you know, we had our introductions and we kind of introduced ourselves and who we were, and I said something about being trans, and at the end of the meeting someone comes up—and I think they were well-intentioned—but say something like, you know, "We've never had to deal with any trans issues. We don't know anything about it, and we're glad you're here so you can teach us," or something like that and...so I was kind of like immediately stepping into space of educator, even in queer-identified spaces.

³⁴ This interview was not audio-recorded, and therefore this is a paraphrase based on the interviewer's notes. Text in quotation marks indicates where the interviewer believes to have captured verbatim quotes from the participant.

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I mean, we have the [LGBT-specific student organization]. I don't go, so it's second-hand information, but I've been told about the very few instances they've tried to include trans people in the group and that that's gone very badly, so they don't really talk about trans issues.

I see it on this campus too is that people think because they're very much onboard with gay and lesbian issues for example, that they automatically understand trans issues. And a lot of times gay and lesbian communities themselves have become pretty invested in the process of trans exclusion. That's not an across the board statement but it's happening in some places, right?... I think we need to be a little more intentional about making a decision and that no decision is better than the other necessarily but we just need to be transparent about it and we need to stop using that acronym if we don't mean it. And if we don't mean it, I think that that can actually be okay, but we just have to be transparent about it and we have to stop pretending so campuses also need to I think take some initiative on that as well.

inclusivity. One particular area of concern that was mentioned frequently was in health services: having a doctor, nurse, or other health provider who lacks familiarity with the transgender community or does not know how to sensitively respond to questions and address needs of a transgender or gender non-conforming person detracts a great deal from the effectiveness of health services. Participants frequently discussed how knowing that the medical staff at the campus health center are not competent with trans health care strongly dissuaded them from seeking care from that location.

Some examples of inclusion and exclusion related to staff competency, knowledge, and expertise are displayed in Table 69.

Even if a trans-inclusive training is offered to campus staff, there may be situations where some individuals purposefully avoid attending such training. One research participant discussed a scenario where people used religious reasons to justify not attending, and that this was approved by a superior:

Even though [the Trans 101 training] was supposed to be mandatory, I found out just recently actually...that there were people in my department...who told the [upper level administrator] they wouldn't go to that because of religious reasons, and so they didn't have to go. I was a little put out. So that was, you know, so, for a while there, I was somewhat unhappy here at [university]. But kept thinking that, you know, there are plenty of places that I couldn't transition on the job.

In this case, knowing that some staff members were able to opt out of a Trans 101 training was upsetting for the trans-identified individual working in that department and contributed to greater unhappiness with the campus environment. Administrators will want to consider under what circumstances staff can "opt out" of trainings that are meant to foster inclusivity,

Table 69: Inclusion and Exclusion: Staff Members' Areas of Competency, Knowledge, and Expertise

Examples of Inclusion
<p>There's actually been a fair amount of interest in transgender education among staff on campus, especially in [student services division]. When [trans-identified trainer on trans issues] was on campus, for example, his events were very heavily attended and popular and a lot of staff members were there.</p> <p>It was a positive experience for me that [student health organization] was inclusive and wanted to do more work around trans issues. I wasn't working there anymore, but I helped them collaborate to bring [trans-identified trainer on trans issues] out, so they, they're a positive experience.</p> <p>There was a nurse that was working [at the women's health center]...that one of my friends who worked at [student health center] had found out was pretty okay with trans issues. And I guess she had been doing injections for different trans people for awhile and was just starting to really learn about it more. And I talked to her, and she was really awesome about it. She was like, "Okay." She was even, I told her I was trans, this is what's going on, and she was really kind about it, didn't really ask any personal question about it, was really sensitive, and like even with a few things was like, "Here's a birth control that can even help you in perhaps masculinizing a little bit." And was really awesome about working with me on what I was comfortable with my body, maybe suggesting things. But in a respectful manner...[And, during another visit, a different health provider] said, she even went through logistics. "If you don't want to wait in the women's waiting room, we'll find another room for you."...She's like, "We will work with you on this."...I had asked her if she could write me a carry letter, which is, you know, is the letter that just says like, I can keep in my wallet so if my ID gets rejected I can say, "Hey, this is why, I don't look like my ID." She even wrote that up for me...And she's been working on other things in my file. Like she put on a specific flag and stuff that says I'm trans, so extra care with my file...They just wrote in pencil my name on my file because they can't change it legally and it has to be my name, which is tied to the [registrar] which has to be my legal name. But they have it written in pencil, so they know who I am when I call, when they check me in they know...</p> <p>I got really lucky with this one doctor who, he'll be like, "Okay, I don't quite know..." He'll just say, he was ordering a CAT scan or something for me, and he was like, "Now just so I get this right, when I fill this out with them I'm supposed to say you are female-to-male and you're on testosterone, and you're trans..." He really checks and he admits what he doesn't know, and he went to a training. So, he's really good.</p>
Examples of Exclusion
<p>[The doctor says], "So, you're on testosterone and you have had a double mastectomy?" And I was like, "I'm transgender." She's like, "What's that?" So I had to explain that, and she just kept, I was sitting in a chair just like this with her, and she</p>

Outcomes

just kept making all these expressions of kind of like shock and disgust and making me repeat things, and saying, "Well, I don't really understand." ...I finally got through it, and was like, "Okay, can you listen to my lungs now?" And I felt terribly self-conscious about having to lift up my shirt because there were these scars that were pretty visible at that time. She gave me antibiotics, but I was in there for like an hour. So I left, I'm like, "I never want to see her again."

I also think that the [LGBTQ and allies training] should be mandatory for incoming staff and faculty, incoming students. I think it's something that needs to be talked about when you first reach campus if campus is supposed to be so inclusive. And I quote "inclusive."

particularly when such exceptions may detract from the goal of increasing staff competency and knowledge and of communicating that inclusivity should be a goal of all staff.

PROCESSES AND SPACES THAT GROUP PEOPLE BY GENDER, CLASSIFY EVERYONE AS MALE OR FEMALE, OR IGNORE OR REFUSE TO USE A PERSON'S CORRECT NAME, GENDER, AND PRONOUNS

This report has detailed myriad ways that campus systems are problematic when it comes to gendered spaces such as bathrooms, campus processes used to group people into two (static) genders, and modifying individual records to correctly reflect a person's name, gender, and pronouns. Perhaps not surprisingly, then, these aspects of campus life often reflect successes or challenges in including transgender and gender non-conforming people. Some examples of inclusion and exclusion are offered in Table 70.

When campus processes and spaces are set-up to only recognize two genders, trans people are frequently experiencing exclusion and additional struggles with meeting their basic needs (such as simply finding a bathroom). Similarly, when students, staff, and faculty affiliated with the campus refuse to acknowledge and use a person's preferred name, gender, and pronouns, exclusion is a likely outcome. In order to increase inclusivity, campuses need to pay attention to such assumptions and implement changes such as offering gender-inclusive or gender-neutral bathrooms (see related information beginning on page 138, and again on page 176, for more information about changes to facilities), establishing classroom policies for respecting a student's name and gender pronouns, and including gender-neutral pronouns alongside of male and female pronouns in campus communication.

ADVOCACY EFFORTS AND INSTITUTIONAL POLICIES

Inclusion and exclusion of transgender and gender non-conforming people also appear in campus advocacy efforts and in existing policies. (For more information about the impact of specific campus policies on this population, see the Policy Communication and Implementation

Table 70: Inclusion and Exclusion: Processes and Spaces that Group by Gender, Classify Everyone as Male or Female, or Ignore or Refuse to Use a Person's Correct Name, Gender, and Pronouns

Examples of Inclusion
<p>I think really effective allies have come from the [multicultural student services office] and from the [student services office] because they've been really open to not only doing the trainings but also in changing things quickly. You know, after they had done the training, they had sent out a survey that used to ask, "Do you identify as a male or female?" Now they put, "Do you identify as male, female, transgender, or other?"... They sent out an email that normally would have said "he or she," they wrote, "He slash she slash ze."... They've also been willing to make changes without huge explanations and in some ways I think that that's good. Like they didn't have to define gender-neutral pronouns in their email when they started using them. They just kind of used them, and I think it puts the expectation on other people to learn about it. It doesn't have to be like fed to you. You have some responsibility here, too.</p> <p>I do think that the non-gender specific bathrooms are great...I feel like that really is a good way of not people looking at you weird when you walk into the bathroom or people not asking, "Oh you're in the wrong bathroom," or like, I think like that's probably like one of the times where gender's really obvious. People think, "Well, this is my only inclusive little environment, why are you intruding?"</p> <p>The university has a whole list of little pre-written paragraphs that [faculty] can put in their syllabus to say how accepting they are, or if they want to like, religious holidays type things that they have to put in their syllabi. One of them says, "I will respect alternate name and gender pronouns, blah blah blah." So I copy paste that [into e-mails to faculty] so I can say, "See? Even the university has suggested that this is a good thing to do. 'If you have any questions please let me know.'"</p>
Examples of Exclusion
<p>Well, obviously the bathroom issues. I think that kind of extends, the bathrooms and the facilities, the recognition within the facilities of having trans or genderqueer people, anywhere there are sex-segregated areas-the [recreation center], the dorms... I think that presents a real blockage for any person with, who's differently-gendered or gender variant. It just stops that flow all of a sudden, of "Gosh, I have to choose," or "What do I do?" or "What if I am outed?" or "What if I don't pass?" or "What if I do pass, and I get caught?" It stops that nice even flow of, "I just want to go in there and do what I'm supposed to do and be done."</p> <p>I mean sometimes the [student recreation center] is a big one. I don't feel, it's nothing personal, it's just the way it's set up. Luckily I did find the neutral locker room, but before that if I ever went swimming or anything like that I wouldn't even use the locker roomer because I didn't want anyone to stare at me or ask me to leave because I would, I just wouldn't even be able to go in the other one. So I would have had to just leave the center in general.</p>

Outcomes

I've never been told like I have to dress differently or anything like that, but I think that when people refuse to perceive you as trans, as opposed to seeing you as a man or a woman, and when they refuse to use gender neutral pronouns, I do think that's equivalent to being forced to present as the wrong gender. Because if you're forced to present or to identify as being a man or a woman, exclusively, it's saying that there are no other options and therefore, yeah, it is the wrong gender.

chapter, beginning on page 71). Advocacy in this context encompasses whether campus staff, students, and faculty are teaming together to support trans-identified people, help them connect with appropriate resources, and address any problems that arise. Two descriptions of advocacy efforts and policies in relation to inclusion/exclusion are provided in Table 71.

Both of these quotes exemplify struggles with building campus advocacy efforts to support trans people, as well as changing policies to be more inclusive of this population. These types of struggles were widespread across all types of campuses represented in this study.

THE WORDS AND ACTIONS OF UNIVERSITY LEADERS AND THEIR STATED PRIORITIES

Participants in this project explained that the words and actions of university leaders *matter*. When the campus president, provost, or chancellor regularly speaks to the challenges faced by transgender and gender non-conforming students, staff, and faculty and pushes the campus to take action to improve outcomes for this population, the campus atmosphere is positively influenced. On the other hand, if campus leaders refuse to use the word *transgender* in public speeches, don't extend a welcome to this community, and don't call for the campus to make improvements to better support trans people, this population is more likely to be consistently excluded. A staff person described this particular issue:

Our [university's lead administrator] talks about all kinds of different people and still leaves out folks around sexuality and gender identity and expression when at least half at least ¼ [of the] suicides in the last year, attempted and unsuccessful, have had something, there have been pieces around sexuality and their gender identity present.... There's no institutional accountability or ownership for the ways in which transphobia, heterosexism, sexism, and all of the ways in which oppression shows up, shows up on campus daily, and I think very few things will change until the university as a whole starts to have that conversation with itself and we can fight and organize on the ground as much as we want. If things don't shift on the top, very few things are going to change where I am.

This quote highlights that, without support from "the top" of the campus hierarchy, few significant changes can be made "on the ground" to better include transgender individuals in

Table 71: Inclusion and Exclusion: Advocacy Efforts and Institutional Policies

Example Quotations
<p>We have no advocacy. We need advocacy for dealing with the bureaucracy and the administration so that when someone graffiti's a trans person's door, there's action involved and it's not left to that person to have to go and talk to the dean and the... I mean, she spent all of last two [terms] trying to advocate for herself in this huge bureaucracy, going to [upper level administrator] and [lead administrator] and trying to deal with that...So, someone who can advocate and address these issues, and really maybe not just one person...maybe a group of people with different areas of expertise that could be like a team of support. And even including, there's some really great people who work in [student counseling center] who are queer, and so maybe even having a referral of like, "Okay, so here's this really great therapist, and you can see her for 8 sessions, that's covered by whatever. I think anyone can see her for 8 sessions. And here's someone in housing that can help you figure that out. Here's someone with academics." So a support team. Yeah.</p> <p>It seems like there's a lot of programming that comes out of [the LGBTQ student services office]-- it's nice. And it's informational and specific to the community, so I feel, I think it's a nice thing that there are students in that developmental phase that have access to some of these programs that come through and some of the people that the office brings in for programming, but in terms of actually addressing kind of the hard, practical issues-being out and about in the field, if you will, on campus... at least, and I asked about this when I went in to visit, I asked about any sort of like policy work that's happening, any kind of actual advocacy, power tables, like, "What does that look like? What kind of changes are we pushing for here on this campus?" And I heard about a couple of different committees, but there was mostly this kind of idea that it's just a big bureaucracy and it's hard to get things done. And it's really frustrating because there's, the office exists, and there's being money pumped into it, some of it my money I'm sure, and it doesn't feel like there's a real focus on kind of the practical policy, the piece that would actually impact people's experiences on campus.</p>

the campus environment.

Intake Processes, Forms, and Applications

One of the first interactions that students and employees have with a campus is related to forms that they complete as part of the application and interview process. Further, individuals affiliated a campus will fill out other forms and applications whenever they seek a work-study position, visit the health center, or apply for an internship program. These processes, forms, and applications frequently provide a very basic indication of whether the campus acknowledges the presence of individuals who do not fit into either male or female categories or the possibility that people may change their name and gender. One individual who identified as trans

discussed how the campus health center appeared to be looking more closely at its intake processes to better include folks who transition:

I do know that the [student health center], which is our main health center on campus, was looking at how inclusive their materials or their forms were from a gender identity perspective. We had... [trans-identified trainer] come and talk on campus last September, and I think he worked specifically with the health center, you know, it's one of his areas of specialty. But I don't know how far along they've gotten with that. And that is one of the things on our agenda with the [administrative task force on trans issues]... the specifics had to do with looking at their intake process and the kinds of questions they were asking and the appropriateness of their questions- whether the questions were sensitive to someone who was in transition or who was going through a process of that kind.

This campus appeared to be taking concrete steps toward developing forms and processes at the health care center that respect and acknowledge that some individuals may transition while affiliated with the university. At another campus, a person that identifies as androgynous expressed frustration that campus forms and applications ignore the reality that some people do not identify as either male or female, a form of exclusion that she believes is a way of forcing people to present as the wrong gender. She says:

The only [forms of interpersonal violence] I have any really reaction to is that being forced to present as the wrong gender only because you have to check a box and there's only two. And it's like, "Well, but there's something else out there!" you know, on all the forms that you have to do, and I realize that some of those are government forms and they're that's a whole other ball of wax. But even forms that are specific to campus, you know, you get two gender options.

When forms reflect the assumption that everyone fits into two gender categories, the campus communicates a message that transgender and gender non-conforming individuals do not exist, are abnormal, or are ignorable, furthering the exclusion of this population.

Employment Settings

Among students and staff who worked on campus, inclusion and exclusion sometimes appeared in their office or in the organization where they worked—through the relative competence or ignorance of coworkers about trans issues, to whether correct pronouns were regularly used to address the individual and whether the individual felt supported in being true to their identity within that work environment. Quotes on this theme are displayed in Table 72.

Inclusion in employment thus related to the degree to which an individual was supported and welcomed to be themselves in the job and that their gender was seen as an asset to the work

Table 72: Inclusion and Exclusion: Employment Settings

Examples of Inclusion
<p>My first official role as adjunct, teaching a [multicultural class], you know, I had nervousness getting ready for the first day of school like, "What will I wear?" and you know, "How will students like me?" and all those sort of things that maybe everyone goes through, but I know I do. And you know having a moment of like, you know, "This is gonna, it's always an issue, like it's a first day issue of," you know, I've had students walk into classes and see me and sort of pause and look at their schedule again, and then I like talk... "I'm [participant's name]," and they're like, "Oh, it's good to meet you." "You're in the right class," so, but I knew, like I would say what made it easier is knowing that if there were issues, like the department I'm in, I would feel supported so, but if I was, you know, adjunct teaching in a different school, the law school or something ... I might have compounded fears that if there were problems or students had concerns that, you know, maybe I wouldn't have support. So I felt institutionally supported to be who I am here and that made starting a job here a lot easier.</p> <p>I worked with [student health organization], which is, you know, student, peer-led, health stuff like cold prevention, getting enough sleep, sexual health, and I had worked as the [intern], and then I applied to be a [position]. And, without really thinking about it, I, they actually had a form to check off transgender, and my boss already knew, but so I checked off transgender and I didn't even realize that two of the people that I'd been working with and would continue to work with, read that. So they didn't say anything for awhile, and they were totally, of course they were girls, they were totally fine, and at some point I just, I said something about it to them, and they were like, "It doesn't matter at all! You're awesome and we love you and it's great." And they never even think about it and they didn't have any trouble with pronouns. And, I would only, I would talk to them once I felt comfortable, and then they were always very supportive and they would always sort of advocate for or help me advocate for trans-inclusivity in programming and stuff.</p>
Examples of Exclusion
<p>So, the vast majority of my colleagues at work basically walk around eggshells on me. They treat me as though I'm less and they don't want to get too, because I might get offended...So, it feels exclusionary, though I can't put my finger on anything.</p>

environment. The last quote in the table suggests that exclusion can relate to whether colleagues treat a transgender colleague as an equal, or in some way tokenize or fear that person; such feelings of fear and tokenization might be effectively addressed through a training for employees about the transgender community.

The Role of Gender Presentation and How Others Perceive One's Gender

Across the various dimensions of campus life in which inclusion and exclusion are happening, participants described how one particular factor was regularly involved in increasing or

decreasing one's likelihood of exclusion. This factor was gender expression—specifically, how one's gender presentation (e.g., clothing, hair cut, voice, etc.), transitioning process, and others' perceptions of one's gender affected campus experiences. Often times, people who were perceived by others as cisgender (i.e., they passed as non-transgender) or who "fit" within *either* masculine or feminine presentation norms were affirmed, respected, and less likely to be subjected to negative attention, harassment, or other victimization. On the other hand, those who others perceived by others as transgender, those who had a fluid gender presentation or were undergoing transition, or those who were perceived as genderqueer or not fitting into male/female presentation norms were subjected to greater exclusion and victimization. Some differences by gender presentation and perceived gender are offered in Table 73.

If a campus desires to be inclusive, no one on campus should ever be punished for their gender identity or gender expression, which includes how *others* perceive that person's gender, an individual's choice about whether to transition from one gender to another, and how a person may change their gender presentation from one day to the next. Unfortunately, the stories shared by participants in this study indicate that exclusion was often very interconnected with one's gender expression on campus and others' perceptions of that person as being gender non-conforming.

Self-Exclusion to Maintain Physical, Emotional and Mental Well-Being

While there are many ways that campus environments exclude groups of people, some of our participants spoke of how, in some contexts, they chose to maintain a social distance from others, primarily as a way to protect their own physical, emotional, and mental well-being on campus. Sometimes this was because it was so difficult to relate to people who have not shared their experiences of being transgender or of not fitting into gender norms; other times, this self-exclusion occurred when individuals were simply over-burdened by the amount of extra energy needed to deal with the additional barriers and lack of support that they faced on campus. Some example quotes are displayed in Table 74.

Intersectionality with Other Identities

Finally, it is important to note that the 30 participants in this study had many other identities beyond their gender, such as their age, race, ethnicity, role on campus, physical abilities, religion, and political affiliation. Their experiences of exclusion as a trans or gender non-conforming person were often intertwined with these other identities. Some participants noted in their interviews at how their experiences of exclusion were impacted by other aspects of who they are. Three examples are offered in Table 75.

These descriptions indicate that exclusion may happen in relation to many different identities held by transgender and gender non-conforming people, and gender is only "a slice of deli meat" in the larger sandwich of identities held by individuals. Thus, in attempting to foster inclusion of trans people on campus, a university cannot neglect broader concerns of inclusivity

Table 73: Inclusion and Exclusion: The Role of Gender Presentation and Perceived Gender

<p>Examples of Inclusion: From Participants Regularly Perceived by Others on Campus as Being Either a Man or Woman</p> <p><i>[This participant is a trans woman who is generally perceived as a woman since transitioning]</i> I've never felt excluded. I've never felt really gossiped about. I've never felt like people have really asked me overly personal questions out of the blue that I remember. And if anyone who did ask, it was someone who I'd gotten to know a little bit, so it wasn't a big deal. Nobody's really refused to use my preferred pronouns and I certainly never been forced to present as another gender. But I know that people who are visibly trans or even like butch lesbians on campus have dealt with crap going on in restrooms, have gotten static from people in restrooms on campus. So like genderqueer, female born gender-queer people in women's bathrooms or butch lesbians in women's bathrooms have had to put up with verbal harassment of one sort or another from other people in the bathroom.</p>
<p>Examples of Exclusion: From Participants Regularly Perceived by Others on Campus as Being Gender Non-Conforming or Transgender or Who Have a Fluid Gender Presentation</p> <p>It progressively got worse, depending on the classes that I was taking, because when you start taking classes that are the core requirement classes, like the science ones or sort of the 500-people lecture ones or even some of the smaller classes, basically you end up, there's a lot a lot of privilege around class, ethnicity, everything on this campus, and a lot a lot of male privilege and men taking up space in the classroom, both physically and verbally. So you end up in these, or I ended up in classes where I felt, first when I felt like a visibly queer woman, I always felt kind of uncomfortable because particularly the frat boys would always give me those looks and whisper and nudge because I think that they find queer women or butch-looking women threatening. And then, as I started to transition, it kind of got worse because it would be more confusing for people and I was looking even more androgynous.</p> <p>I think refusal to use pronouns, preferred pronouns is also very true in my life here, and I feel excluded in lots of things, but part of me feels like I have to have some proof. And I don't know that I am forced to present as the wrong gender, but certainly I feel like if I presented as a binary gender that I would have more credibility on campus. And so for me that often feels like being forced to choose. Like that for me it's amazing when I walk in in dress pants, and a shirt and tie how I get treated in contrast to wearing jeans or dress pants and my black sweater Lane Bryant. Like, I get more air time if I wear the sweater than I do if I wear a shirt and tie. So I don't know I, I don't know about forced, I think, I don't know.</p> <p>I was in the early stages of transitioning, I had had surgery, but I, and I was on the hormones, but it confused some people, I looked too androgynous. And I had the initials on the name, so I went up to the [social sciences] teacher and I said, "There's a glitch in the registrar thing, so I'm just supposed to tell you that this is my first name, and here's my last name, and it matches with my student number." And, for</p>

Outcomes

sss-, I don't know what it was, I don't know if...I seemed androgynous or I seemed gay, I'm not sure, but I think it was definitely related to gender presentation, he gave me really bad grades, and when I tried to talk to him about anything...I would show up to his office hours about a test, and he'd be helping all these other people, and then he'd be like, "Actually, I have to end my office hours early." And, he was really strict about being late to class, which lots of professors are, but one time I was late to class by one minute and there was a test, and he was like, "Stand right there, and be an example for your classmates!" ... And another person came in late, and he let that guy go sit and take the test, and then he kicked me out...At the time, some people were like, "You should really go forward with this. He was singling you out either because how he perceived your gender or how he perceived your sexual orientation." And, I didn't want to do it because... I am afraid of ever saying anything about the things that go on here because I feel like it will always come back to the student, like my name will be circulated around and then I'll be known as this troublemaker student who got a professor in trouble. So I mean that would, that's being excluded.

Table 74: Inclusion and Exclusion: Self-Exclusion to Maintain Physical, Mental, and Emotional Well-Being

Example Quotations
Being excluded, this is weird, and I don't, I mean it's not really interpersonal violence, but I feel like it's worth pointing out that I exclude myself a lot just because it's easier-practically and mentally and emotionally. And then I feel resentment about that because I feel like I shouldn't have, I should get to talk to these people. I should have equal access, I should get to go to study groups and not feel the weight of all this other stuff.
I'm also extremely vigilant. I know I've got the eyes in the back of my head at all times, so, but I have been extremely lucky and I know of many people who've experienced [physical or sexual violence]. So... I have felt excluded at times. I think that's probably more of an internal thing, you know, when the girls go shopping or the guys go off and, you know, do their thing... I get, I get, I'm standing right in the middle [going], "Ugh, I should probably go over there, but I really want to go over there. Which way is my boss going to go? Oh, hmmm, my boss is looking at me going, I should probably go over there." I guess the exclusion comes from indecision on my part. And it's a, it's kind of a, it's probably more of a mental exclusion.

of other marginalized groups, including people of color, low-income and first generation college students, people with disabilities, women, and various political affiliations (such as those with more radical trans politics, similar to the individual above).

Table 75: Inclusion and Exclusion: Intersectionality with Other Identities

Example Quotations
<p>I think with the people involved with it, maybe you all considered this but there are a lot of identity pieces at play, so the gender piece is...just another slice of deli meat in my sandwich of identity messes on campus. But it's really hard to juggle because I never know what is the triggering problem here. And so I think academic institutions in a lot of ways do not accommodate a lot of different identities, and so, to tack some of those pieces onto the gender variance piece, just makes everything, I think, feel that much more complicated and overwhelming. But it's pretty real, there are definitely places where that shows up, and I'm not only a gender freak but I'm also, I'm Mexican, presumed, I'm a Mexican gender freak, and that will bring its own set of issues.</p> <p>Being excluded, kind of a tricky question again because I'm in a wheelchair there are some things I naturally get excluded from.</p> <p>It's important to acknowledge in that that I haven't been resisted as an individual in these contexts. I've been supported on an individual level by professors saying like, "Okay we'll use the right name" or you know saying like, "We support you as an individual". But I also feel a large part of my transsexual identity are my trans politics. And that those are heavily resisted, especially in feminist circles I feel like. So, and how do you like separate yourself from your politics?...I don't know, and obviously other people don't know either. They still support me like as [name], but not necessarily as someone of those broader ideologies that feel so salient to my own identity at the same time... even the professor that you know like isn't going to use gender-neutral pronouns for the most part is doing that also not on personal grounds but on ideological grounds. And I think that she sees that as a way of also challenging me in the same way that I'm challenging her. And then at some point are you really discriminating against me? Well, yeah, you kind of are, but you're doing it in this really academic way.</p>

CONCLUDING POINTS ABOUT INCLUSION/EXCLUSION

The evidence presented here suggests that transgender and gender non-conforming people at Colorado universities and colleges experienced the outcomes of inclusion or exclusion in a variety of dimensions of campus life. Some suggestions to improve inclusivity in these areas are:

- Have an explicit mission statement and set of university values that prioritize diversity and inclusion and promote a culture of inclusivity on campus and at university events;
- Include content related to trans populations in departmental curricula, trainings, and workshops, *and* pay attention to the dynamics of the learning environment

Outcomes

in order to counter transphobic comments and actions that are happening in the classroom/learning environment;

- Within LGBTQ campus groups, organizations, and initiatives, make explicit efforts to incorporate transgender people—through *actions* in addition to *words*. Don't include the "T" in name only, tokenize trans people, or require them to "educate" LGBTQ members about trans experiences;
- Offer regular trainings and continuing education to campus staff, particularly health care providers, on working with transgender and gender non-conforming individuals;
- Make targeted efforts to recruit faculty and staff personnel who are experienced and specially trained to provide support to transgender people, or who focus on this population as part of their research or teaching;
- If there are on-campus staff who are familiar and competent in working with transgender people, *advertise* and *promote* these individuals' expertise across campus;
- Work on creating systems and spaces on campus that recognize more than two genders and that people may change their names or gender markers when on campus; some suggestions in this area include offering gender-neutral bathrooms on campus and advertising their presence, establishing classroom policies for respecting students' name and gender pronouns, and including gender-neutral pronouns alongside of male and female pronouns in campus communication;
- Build a trained team of campus staff, students, and faculty who will work together to support trans-identified campus members, help them connect with appropriate resources, and address any problems that arise;
- Identify campus policies that need to be changed to better support transgender and gender non-conforming individuals, including nondiscrimination policies, domestic partner benefits, health insurance coverage for transition-related care, gender violence prevention, etc.;
- Recruit university leaders who desire to be advocates for the transgender and gender non-conforming population and are willing and able to speak publicly to the challenges faced by transgender and gender non-conforming students, staff, and faculty and push the campus to take action to improve outcomes for this population;

- Research ways of changing campus forms and applications to allow non-binary gender identification (such as having individuals write in their gender identity) while still meeting government or funder reporting requirements;
- Ensure that the work environment for campus staff and faculty supports people of *all* genders and welcomes people to be themselves on the job; this may involve establishing policies that prohibit discrimination in hiring, promotion, firing, and tenure based upon a person's gender identity or gender expression, as well as offering regular trainings to campus staff about respecting gender diversity in the workplace;
- Promote a zero-tolerance policy for actions that punish anyone for their gender identity or gender expression, which includes the degree to which *others'* perceive someone to be transgender, an individual's choice about whether to transition from one gender to another, and how a person may change their gender presentation from one day to the next;
- Incorporate these activities alongside of other efforts to promote inclusivity based upon race, ethnicity, nationality, sex, disability status, age, religious beliefs, sexual orientation, etc., particularly because many people within the transgender community belong to other marginalized groups as well.

VISIBILITY / INVISIBILITY

The second outcome experienced on campus was the level of *visibility/invisibility* of transgender and gender non-conforming people, communities, and the issues that impact them on campus. *Visibility* occurs when transgender and gender non-conforming people and related issues, policies, groups, resources, supports, etc. are seen and able to be seen in a positive light on campus, whereas *invisibility* occurs when these are not seen or able to be seen in a positive light on campus. Further, invisibility is closely connected to feelings of *uncertainty*—when transgender campus members are not able to see themselves represented on campus and are left in the dark about where they can find support, what policies exist to protect them, or what resources are available, they likely experience campus without a sense of stability and without the information and resources needed to succeed. Such a situation is a consequence of a lack of communication and information on the part of the campus administration about trans-specific policies, services, supports, and programs, and of bureaucratic systems that are complex, not responsive to individual situations, and not reflective of transgender lives.

This section will review participants' experience of outcomes of trans visibility and/or invisibility in the following areas of campus life:

- (a) campus programs and organizations, including LGBTQ organizations;

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- (b) the presence of other transgender and gender non-conforming people in the campus population;
- (c) university policies;
- (d) campus records about one's identity;
- (e) curricula/trainings;
- (f) the presence or absence of allies, advocates, and trans-competent individuals on campus; and
- (g) the availability of gender-neutral bathrooms.

CAMPUS PROGRAMS AND ORGANIZATIONS, INCLUDING LGBTQ ORGANIZATIONS

One of the primary areas of campus where participants discussed outcomes of visibility and invisibility was in terms of campus programming and organizations, including LGBTQ organizations. Generally, when a campus has organizations that offer trans-inclusive programming, and they do a strong job of *advertising* these programs, this brings about greater visibility of transgender issues and people on campus. On the contrary, when a campus either does not offer any organizations or programs that speak to transgender-related issues, or they struggle to adequately advertise the presence of such organizations and programs, this results in invisibility. Some examples are included in Table 76.

According to these participants, having trans-related programming on campus, widely publicizing such events, and having a strong turnout all contributed to greater visibility of transgender issues. Other practices included asking for preferred gender pronouns at trainings, incorporating the transgender community in broader conversations about gender-related violence on campus, having awareness-raising events such as conferences, and adequately funding LGBTQ initiatives.

Even when a campus has such programming and it is well-advertised, it's important to recognize the role that a person's identity and coming out process may play in terms of whether they pay attention to the presence of such programs and share information with others. Someone who is just starting to question their identity or beginning to identify as genderqueer on campus may not wish to immediately begin publicly inquiring about LGBTQ campus organizations. One faculty participant shared reflections on this topic:

And it may just be either because I'm so new or because I haven't really researched [campus organizations focused on gender identity and gender expression] much, because it's almost like I have this mindset like, "Okay, when I'm at work it's about work, and I don't want people to know about my personal life," so I feel like if I was to be more open about it then I probably would be looking for that. Like, "Oh okay. What is on campus? What is there one for students? What is out there for faculty?" But it's almost like I won't let myself get there at work because I'm so kind of so in the closet about it,

Table 76: Visibility and Invisibility: Campus Programs and Organizations

Examples of Visibility
<p>Last year when Angie Zapata was murdered, and [the LGBTQ student services office] along with the [community-based LGBTQ center] and the [community-based anti-violence program] took a leadership role and a visible role in terms of being at the vigils, in terms of making sure that our Facebook group posted stuff about it...I think that the trans issues are visible in those ways as well.</p>
<p>I'm on the [administrative committee on sexual assault and harassment] and the topic of gender violence that's directed at trans people and gender queer people is something that is always present in our discussions. It's a sort of central tenet of ours that gender violence prevention requires a very broad definition of what form of gender violence takes. And so anti-trans kinds of comments fit into that rubric pretty well.</p>
<p>We've had three trans-themed conferences, which we call [trans conference]... the third one we had...there had been some sort of critical mass that had built. It just felt like there was more people attended, there was a little bigger buzz about it. It just felt like we'd moved up a level or two higher. Something had happened, maybe just 'cause we'd had the first two, and it's starting to become part of the campus culture that, "Oh yeah, they do these trans conferences here and I should go, or whatever, I hear they bring cool people in"...So, we're trying to take the first bit of stuff, with all the committees and task forces and the [LGBTQ student services office], trying to make everyday existence as a trans person on campus better and the second prong is the conference where we're trying to make the everyday reality better, but we all want to have a special day or two that's just about trans people [bangs on table]. So there's this higher level of aware..., we're trying to build a higher level of awareness of trans people on campus and trans issues and then once of year, so there's this spike, that's just about trans people. So that it sends, both things send a message that, "We value you here as part of the community," and "We value you enough to set aside a day or two, usually two days, to talk about being trans and what that means and having our allies there and blah blah blah." A special day, plus working really hard to make every day better.</p>
<p>There are a couple of collaborating partners within campus activities as well as [student life and housing office]. [Student housing office] does a lot of phenomenal collaborations and one of those is with our office around RA training... and I always come out and say, you know, "So, what are your pgps--your preferred gender pronouns?" and it becomes like a slice of a teachable moment, so in that way I think they're visible.</p>
<p>None of them are specifically trans organizations but, last year [feminist student organization], which is our feminist collaborative on campus. They did an international trans awareness day and as a group they invested tons of time and energy and even money into that project. And [feminist student organization] is also</p>

Outcomes

looking at doing several specific trans events this year as well so that was encouraging. Our queer group, our queer and questioning group, [LGBTQ student organization] helped with trans day of visibility. They, I don't think they did any trans-specific programming, but those co-chairs definitely or that co-chair tried to sort of put it on the radar more than it had been in the past.

There's certainly a much larger queer presence [here than in my previous university]. Like I went to the drag show last year and there was a huge turnout, like I couldn't get a seat, and it was very positive and so I think that you know, while that's put on by you know the GLBT community, certainly there's an emphasis on that T there so I mean I feel like [university] does have support for that.

They were pretty visible. They have their [LGBTQ student services] center there. I don't know what it's called. But they have an office in the student center and everything...And they did a lot of different talks and stuff on campus, where they sponsored them and stuff so there was definitely a visibility there. So it was... something I hadn't experienced in college or previously.

Examples of Invisibility

[Interviewer: How visible would you say in general trans issues are here?]

Almost invisible.

[Interviewer: Okay, okay. And if they're visible at all, in what ways are they visible?]

I would say only the inclusion of the word trans in the [LGBTQ student services office], really. I mean, I haven't heard of any speakers in the last three years that have dealt with that issue. I haven't even heard of anything... that's dealt with the issue. So, yeah, invisible I would say.

Like as far as being not really visible outside of the GLBT community. And even then it's kind of an afterthought or at least it was until probably late last year...Part of it is just resources students have and just not having the people available. We just had a major shift in the [LGBTQ student services office]. We just hired two more full-time staff...So there's a lot more energy and a lot more ability to focus on everything instead of just on the administrative stuff. But I know it seems to be kind of behind the scenes hush-hush at least until this year.

Well, I think that [university] is absolutely horrendous when it comes to posting their groups and like what's going on in the [student union center]. The only reason why I know about [LGBTQ student organization] was because I like Googled it for like months prior to coming here and then even then they didn't have the updated days and times on there so I had to kind of troubleshoot.

Transgender issues aren't...I don't participate in a lot of the GLBT on campus things because I don't really see a lot of it. And when I do see things it's one o'clock in the morning, this is what we're doing this afternoon at 2 o'clock in the afternoon. I'm like, a little bit more notice folks.

[Interviewer: So the publicity could be better for sure?]

Yeah. Publicity and organization, it's a challenge to find that.

There's not much that can be done other than trying to get better lines of communication through the school. And I kind of lucked out, I think, by connecting to the [multicultural student service office] and having that and then a lot of other students didn't even know it existed. So, there's a lack of awareness of what else is on campus.

so I'm still trying to figure it out for myself.

This individual emphasized that one reason he is not aware of trans-related campus organizations is because he has not allowed himself to investigate such organizations due to being in the closet about his gender identity on campus. Campuses need to realize that some transgender individuals may not access or research such programs, but nonetheless it remains important to make such programs visible for those who *do* want to access them.

One final point to make is that there is sometimes a dilemma related to increasing the visibility of LGBTQ-focused offices and programming: increasing their visibility may attract the attention of university administrators, alumni, or others who provide funding to the school and who oppose LGBTQ programming. When they begin to hear more and more about such programming, this may result in a backlash from these groups and attempts to remove such programs or decrease their presence on campus. One of our participants at a public university described this issue:

I think with our [LGBTQ student services] office that creates a double message: "Be visible, but don't be too visible or else you'll go away," because the deal is that if the [university governance board], theoretically this is what I continuously get told, if [university governance board] finds out about us, as if we don't exist already, then they can potentially take us away because they're governed by the state which is governed by the governor, and I think part of the task group or the workgroup would be really soliciting board support and creating this strategic plan for state funding, of which there is no desire and no plan to create a strategic plan for state funding for our office because it would be contingent on the [university governance board] finding out, and I'm just sort of like, "Really? If you got to do it with that so much secrecy, maybe you shouldn't have it at all," which is about the point I'm at right about now, which my students would probably have my head if they heard me say because I think it's a catch 22. Do you survive and be visible on campus and in really localized way, or do you become more public, potentially threatening your source of income, or your existence, and yet at the same time decidedly refuse to essentially live in the closet and perpetuate that kind of message to your students, staff, and faculty?

Many funders, upper level administrators, and alumni may continue to harbor strong negative perceptions about LGBTQ people, and campuses will want to anticipate possible reactions among these individuals to increased transgender visibility and how to proactively deal with

them. LGBTQ staff and students will feel additional strain and stress if they are forced to try to keep their campus organizations (as well as their own identities) “in the closet” to please members of the university governance board, upper level administrators, alumni, and donors, which can lead to feelings of resentment and dissatisfaction and considerations of leaving the campus for a more welcoming environment. This is the type of dilemma that may arise by working to increase the overall visibility of transgender issues on campus.

THE PRESENCE OF OTHER TRANSGENDER AND GENDER NON-CONFORMING PEOPLE

Interviews with the 30 individuals in this study indicate that when transgender and gender non-conforming people regularly see others on campus who look like them, there is a greater sense of the visibility of trans people at the university. On the other hand, when a transgender individual perceives that they are the only trans-identified or gender non-conforming person on campus, this results in feeling that trans communities and support systems are relatively invisible. Quotations on this topic are provided in Table 77.

While it’s not the university’s prerogative to determine how “out” transgender campus members are or how they might express their gender presentation, campus members can make an effort to foster an environment that welcomes all gender expressions and has zero tolerance for discrimination, harassment, or violence based upon gender identity or gender expression. Campus administrators can also make a targeted effort to better recruit, support, and retain staff and faculty who have androgynous or other gender non-conforming presentations and ensure that they thrive on campus.

UNIVERSITY POLICIES

As was discussed in the Policy Communication and Implementation chapter (see pp. 68 -105), surprisingly large portions of the 30 participants in this study reported being uncertain about campus policies that impact the transgender community, such as nondiscrimination policies that include gender identity and gender expression, domestic partner benefits, gender-neutral housing, and health insurance coverage for transition-related care. This was particularly true among students in the sample. Perhaps not surprisingly, then, the lack of information distribution about campus policies led to this being an area of campus life where invisibility (and uncertainty) were common outcomes. Table 78 includes a variety of quotes about invisibility and uncertainty in various campus policies, including whether policies exist, whether they apply to all departments on campus or are department-specific, how such policies are supposed to be communicated to campus members, how they relate to statewide policies, and how one can go about pursuing policy change on campus.

These quotes demonstrate that there is a lot of room for improvement in how campuses communicate policies about nondiscrimination, housing, bathrooms, and health insurance

Table 77: *Visibility and Invisibility: The Presence of Other Transgender and Gender Non-Conforming People*

Examples of Visibility
<p>And I think that the trans issues are visible because I'm out. I think it would be very different and was very different when the folks, when there weren't any out trans staff and faculty voices. People have continued to tell me about students who were here before me, but they can't really identify any staff or faculty.</p> <p>My friend...he wrote out letters to everyone, and he wrote out that the first time he saw me on campus, he saw that I was walking across by the stadium, and he looked up and he saw somebody that looked like him. He hadn't transitioned at the time, but... he saw somebody that he related to, and I wasn't doing anything that was out of the ordinary for me, but he saw, like, that mirror, you know? Like "Oh my gosh, there's someone here like me, here on campus!" And that struck me as... that struck me as very important to just be myself, and there was somebody walking there, just "Hey that's somebody like me!"...It was very nice to hear that from him... he said "I saw that little swagger." Like, I didn't know I swaggered, but... I didn't know that's what it was, but that's what he saw in that, and that he recognized, that's what it was. But, there I was, just walking, so, I guess that's just being myself and maybe having that realization that other people may just be realizing, "Huh! That's maybe somebody different or somebody like me." I think it made me a little bit more mindful that I am who I am and it's totally okay. Yeah. And that I am very unique, and that I probably do stand out, and that's completely okay with me.</p> <p>[University], I can't really speak to nearly as much yet, but I've noticed even just you know, people watching and walking around campus that there are a lot more sort of, I guess you could say, obviously gender variant people, and that's helpful for me... I feel like I'm going to be able to express that a lot more.</p> <p>I know that we have gay and lesbian faculty and certainly we had trans faculty in the classroom I mentioned earlier...And I just think students need, I think students, whether they're adults in college or young students in public schools, need role models. So I think having out faculty I think is a great help.</p> <p>So I was a little bit scared about what was going to happen based on those initial interactions, but also knew that there was going to be probably some support because we had at least some portion of a visible queer community.</p> <p>Another thing that has happened is that, when people come across another transgender person at [university] or someone comes out to them or whatever and wants to start the transition process, they refer them to me. Which is also, you know, really not my job, but yeah, I kind of like it. It's cute. Obviously [multicultural student service office] needs to give me a part-time job.</p>
Examples of Invisibility
<p>I don't think, I never...I never met any trans people. I never, it didn't seem visible at</p>

Outcomes

all to me, and I also see, it seemed like the, the lesbian population was higher, than even the gay population, the gay man population. And I even went to the [LGBTQ student service office] one time, just to kinda, you know, get a feel of things, and it just wasn't, it didn't, it seemed kinda under-utilized or maybe they didn't have as much funding as they would like... So...I really didn't come across it. It just seemed like everybody, everybody looked the same and it was one kind of person...so it didn't seem visible to me at all.

coverage. The last quote in the table above offers one suggestion for distributing policy information—perhaps information could be targeted for distribution to people who are known to identify as LGBTQ; another option might be to widely distribute policy information at orientations, diversity trainings, LGBTQ offices and organizations, and other aspects of campus with which most individuals will interact.

CAMPUS RECORDS ABOUT ONE'S IDENTITY

There were very few participants in this study who remarked that the campus system for tracking individuals' names and gender markers was straightforward and transparent. The vast majority of participants said that IT systems that tracked one's identity were complicated, inconsistent, and unclear. Further, participants noted that it was quite difficult to effectively make changes to names or gender markers in a consistent way across all campus systems. Those who requested such changes would often find out (sometimes months later) that other information systems on campus still had the wrong information about them. In general, then, campus records systems were invisible in the sense that they were incredibly difficult to navigate and there was no clear information about them distributed to campus members, which led to remarkable feelings of uncertainty. Some example quotations on the invisibility of campus records systems are provided in Table 79.

The experiences shared by participants suggest that campus IT systems make it extraordinarily difficult to change one's name and gender marker consistently across all campus systems. This frequently puts transgender people in the position of having to navigate complicated bureaucracy with little or no guidance from anyone, facing the risk of continually being outed when staff has incorrect information about their name or gender, and dealing with lost correspondence because of inconsistent records on campus. These types of issues need to be addressed and anticipated by administrators to better serve those who may need changes made with their name and gender marker on campus records.

CURRICULA/TRAININGS

Transgender people and issues were also experienced as visible or invisible in relation to curricula (within classroom settings) and trainings (educational workshops and other programs for campus-affiliated individuals). Generally, when a university or college offered curricula and

Table 78: Invisibility: University Policies

Example Quotations
<p><i>[Interviewer Do you know if your campus has a nondiscrimination policy that specifically lists sexual orientation?]</i></p> <p>It does.</p> <p><i>[Interviewer: And does it list gender identity or gender expression?]</i></p> <p>It does not. Theoretically I am supposed to receive a memo that says our definition now follows the state's definition of sexual orientation, but they are not going to put gender identity and expression in the non discrimination policy...</p> <p><i>[Interviewer: And how is that going to be communicated to the student body or to anyone?]</i></p> <p>Well, that depends. From my point of view this is about grants and money in part. But once I actually have the memo, like, there's a whole other conversation that needs to happen around making sure that information gets disseminated. But for me, like, I don't want to do that until I actually have a memo because I have been trying to get clarity for over a year and I still don't have a memo and that also affects our office and the students we serve because I can't apply for most any grant that specifically targets GLBT students, so I'm a little frustrated.</p> <p>There are tons of different policies at different levels. And, I'm pretty certain that.. [long pause]... gender identity is included pretty broadly, but I don't know if it's at the full campus level. It's something we'd have to ask or look up... Many of us have it on departmental levels and so I just am not certain about the campus-wide. And I think so but I couldn't tell you for certain about it.</p> <p><i>[Interviewer: Do you know if [university] has a nondiscrimination policy that lists sexual orientation, gender identity, or gender expression?]</i></p> <p>They have sexual orientation, and I believe... I believe they've added... Gosh, I believe they've added gender expression. I believe they have, I am not absolutely positive on that. Now, the city... I'm not real up on that. The city has gotten coverage for that. And I don't know if that supersedes the campus or not...and I'm not exactly sure where they're at, as well. That's something that I've not absolutely followed to the tooth and nail.</p> <p>They say they have gender-neutral housing. Like if you go to their website, it says, "We have gender-neutral housing," but they have this policy where they can't implement gender-neutral housing unless a set number of students express interest. But, no one knows about it. Like there's a handful of like queer students who know about it, but I think there's a lot of confusion on the student body about what gender-neutral housing is for. And so no one expresses interest because they think they have to. I think they think that they have to identify as trans, which isn't necessarily the case...I think they need to be a little bit more intentional about making gender-neutral housing known and not advertising that they have it if they really don't in practice. Like I think that's a real problem.</p>

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I was trying to push for gender-neutral restrooms and apparently there'd been a push, there'd been somebody working on that before me and they'd tried to get it through like the student government and it just kind of floundered and nothing really ever has come of that on any of that, like an idea of having gender-neutral restrooms, and I think a lot of it is in part because essentially on [university] campus we have four organizations. We have each of the schools and then we have the [campus administration]. And so like anything that would have to get changed that is directly campus related has to go through [campus administration] itself and I have no idea on anything how that would happen or how they could be persuaded to do anything, so.

[Interviewer: Yeah. An extra layer of complexity.]

Yes. Very much so.

There is a psychiatric clinic that's connected with our health center and I believe that the psychiatric clinic is able to... [long pause]... I don't know whether they do specific counseling for people who are in transition or provide hormones. But, I'd heard something about that. They are able to provide medications for something that has been established previously. What I don't know is whether they will prescribe or do counseling in the transition kind of arena.

Where to start? I think following up on the fact that there's this non-discrimination policy and to make it real, whether that's on applications and the paperwork and all that kind of stuff, and really making it accessible and not having to go to [staff member at multicultural student service office] to be like, "How do you do this? How do you change your name?" Making it accessible and visible for people to see.

It would be cool if there was some sort of official recognition of just like if I could have been notified of these policies that [university] has, even specifically just like, "We know you're queer because you've self-identified as such, so you might be interested in knowing these things." And/or if it was just like part of the marketing or something that I was just, you know, more aware of... I think even though I had pretty my head down, I might have noticed that there was some sort of positive advertising that made me feel like I might be welcome.

trainings that included content on the transgender population, how gender identity differs from sexual orientation, and how to best serve gender non-conforming people on campus, there was a subsequent increase in visibility. Alternatively, when a campus lacked such content within the curricula across departments or within workshops and trainings, transgender people and related issues were considered invisible. Some example quotes are included in Table 80.

In summary, then, by infusing content on transgender and gender non-conforming people and related issues into classroom curricula and on-campus trainings, universities and colleges can contribute to a greater visibility of this population. Participants emphasized that education about this population is greatly needed on campus, and it's not enough to educate people on lesbian and gay people alone because the transgender community faces different issues and has

Table 79: Invisibility: Campus Records about One's Identity

Example Quotations
<p>I found out that the reason that every [term] those little stickers at the health center would print out actually had to do with the registrar. And I called the registrar's office recently, and then they called the bursar, and I had to, like, send in forms to both of them because every academic [term]...it would roll-over and reset to "F." So I had to fax in all these documents proving... you have to say "sex change" and use all that kind of language that you don't want to use with people, and I asked for confirmation of the fax, and I never got it. And there was no way I was going to...I absolutely refused to walk into that office and take the papers. There was no way I was going to that. The woman, the one woman- <i>[Interviewer inserts: Did it ever get changed? Do you know?]</i> It's changed right now, but I don't know if that was my friend, he was the system, he hacked it, I mean he works at [student health center], so he could get in and change it, but I don't know if he needs to change it again or what, so I'll find out again in the fall.</p>
<p>And it speaks to some of the bureaucracy. I mean, like getting my name changed was, it's basically impossible. I mean I used to be able to change my name in the e-mail system, but it got reverted back. There is, when you register, or sign up at admissions or what have you, there's an entry for preferred name, but there's in the paper form, but there isn't space in the database for that. So, it's I'm told it'll be updated before next Fall, but I think a lot of it has to do with even like the Department of Homeland Security and just you know that documents having a match or at least that's their excuse... Some of the systems sync, some don't with the databases and my name got changed in like the bursar, but not the registrar. I don't know. In my e-mail and on [electronic classroom management software], which is just, it's kind of electronic place for our classes that wasn't changed, which is probably one of the more important ones that if I'm going to be interacting... some say [male name], some say [female name]. But yeah, it's, and it seems like I was told there are 15 systems within the university and like I know some don't like the library and [student health center] do not sync with any of the databases. Some sync one-way but not the other. It just, it's a mess.</p>
<p>I got my e-mail and everything changed, not everything. My e-mail, the, my name on the [university online classroom management system]...the online classroom. I got those changed my freshman year, I think sometime during my second [term]. But I had to, I ended up having to track down this one person that I've worked with on all the [IT] stuff from now on...But when they changed that, it didn't carry over to my major and stuff, so for a year I wasn't getting the e-mails from my department or like my advisor and stuff, and I didn't find out until actually a few months ago that I wasn't getting library e-mails either.</p>
<p>The woman who worked for [the IT department] was really great with the e-mail. And she erased my other name and made it all switch to just my initials, and so I thought everything was fine and great...But then I started getting, I have all my e-</p>

Outcomes

mails forward to my gmail, and somebody who I haven't talked to in several years I think got a spam e-mail and it sent to a bunch of people, and it sent to my first, my old first name dot my last name at [university]. And I was like, "What the fuck?! You're not supposed to exist as an e-mail address!"...And I was, I'm at this point where I'm trying to figure out who to talk and all the emotional energy it takes to talk to someone, and it's such a crapshoot who you're going to talk to. I was just like, "Okay, I guess that e-mail address is going to be floating around out there."

So there's this other system that's tied to the bookstore, and the key checkout, and a few other random places from first [term] that have a different name. When I swipe my card when I buy my textbooks down, like at the bookstore, like, they always have you swipe your card. So my card has my legal name, which is also tied to some things with my preferred name, but because of first [term], when I buy textbooks the receipt prints my name from first [term], which is this in-between name. And all the systems, none of the systems are tied together so a change anywhere doesn't mean anything. So the Registrar, you can also change your name once it's legally changed, but you have to know the right person to talk to because if you just go in with a legal name change that won't carry over to your e-mail or anything, and I think you have to do it within a certain timeframe for it to carry over to your transcripts and diploma. So I have to figure that out this summer because otherwise I'll graduate with the wrong name on my certificate.

What took longer was the mail services people, you know, if you work here, I guess even if you are a grad student here, you get a lot of campus-wide mail, like announcements and flyers for things. So, they put those labels on automatically. And, what happens is they print out a huge bunch of them at the beginning of the school year and they just put them on there until they run out. So, for months I kept getting things in my old name. And it was very distressing. So, they were like, "We'll try to tell mail services not to do that." And I was like "Yes, yes you should!". So...
[Interviewer: And they addressed it at some point?]

I don't know. I think at some point they just ran out of labels and started using my real, my real name. I don't know if there was ever any discussion with all the people about that. I mean, the explanation I heard, they were like, you know, "They're really not supposed to do that." They were reminded that they're not supposed print out tons of labels and hang on to them. So, that was a little awkward, because my old name got outed to people at work who delivered mail.

different needs in campus settings.

THE PRESENCE OR ABSENCE OF ALLIES, ADVOCATES, AND TRANS-COMPETENT INDIVIDUALS

When it comes to the relative visibility of transgender people and issues on a university campus, another important factor is whether there are known allies, advocates, and trans-competent

Table 80: Visibility and Invisibility: Curricula/Trainings

Examples of Visibility
I know that at the [multicultural student service office] the biggest push was for the [LGBTQ and ally] training and to really push like gender identity and gender expression as part of that training...really trying to push that gender identity is important too and different from sexual orientation...I think it's the first time a lot of people heard of going through gender identity and gender expression and going through all of those like definitions. "What's trans mean? What's genderqueer mean?" I think it was the introduction for a lot of people, being like, "Oh, wow! I've never thought of that before."
Examples of Invisibility
I guess generally as a trans student, [I] feel a little frustrat[ed] being a [division] curriculum that's related to health care and feeling there's a lot of invisibility around health care needs of trans patients and populations. And, as a student, just noticing that visibility has definitely had an impact on me...Easier said than done to re-vamp your curriculum to be trans-inclusive. But it would be really nice to have some more visibility in the curriculum itself. At least it would make me feel more comfortable and not having to bring up that stuff on my own and bring attention to myself doing that.
<i>[Interviewer: So, how visible would you say in general trans issues are on your campus?]</i>
In general? Hardly at all. It's really just localized to the [LGBTQ student service office]. And, I think it's important to note that we have [an LGBT-specific academic program], but the cla-, the very few classes that are actually offered don't really include anything about trans folks. So, it's that not visible.
I think diversity training, all faculty members have to go through it anyways, and I feel like it's one of the important issues on diversity training and along with all the other issues that are no less important because you're adding on another issue, but I definitely think certainly as numbers and visibility increase, it'd be nice to have those students feel safe and comfortable and have, you know, faculty know how to address it or at least a place to go to address it and also I think resource-wise... I feel like it should be everywhere. It shouldn't be like this little dirty secret because it's just as any other sort of minority identity that needs support.

individuals on the campus. The participants in this study suggested that, when there are efforts to create a list of "go-to" people for trans folks to receive help, this both highlights the need for special support for trans people (contributing to their sense of belonging) and helps them to meet their needs as a campus member. A number of individuals also mentioned how helpful it can be to have faculty or staff who put themselves out there as allies and are knowledgeable on trans issues—whether by displaying rainbow flags or Safe Zone stickers in their offices, by participating in a trans-specific task force or LGBTQ organization, or by communicating their familiarity with transgender topics to students in the classroom. Nonetheless, many campuses

represented in this survey struggled with making these support networks visible to trans campus members: multiple participants reported that it's very difficult to know who to approach for help, or if they figured out who to approach, it was through luck or chance. Some example quotations about the ways that allies, advocates, and trans-competent individuals on campus relate to outcomes of visibility/invisibility are displayed in Table 81.

One step that campuses can take to increase the visibility of allies, advocates, and trans-competent people is to create a way for these individuals to communicate their presence to others—whether through a listserv, a formal mentor or resource network for transgender people, or through a resource list made available in multiple settings on campus. Another suggestion is to create incentives for staff and faculty to go through trainings that increase competence for working with transgender people and to volunteer to be visible allies/mentors on campus.

THE AVAILABILITY OF GENDER-NEUTRAL BATHROOMS

As has been discussed throughout this report, access to safe bathrooms is an important issue for all members of campus, including those who are transgender or gender non-conforming. Consequently, the outcomes of invisibility and visibility showed up in this area of campus life. Campuses that had gender-neutral or single-stall bathrooms *and* advertised where they were located produced greater visibility of this issue for transgender campus members, whereas those that only had single-sex bathrooms or did not advertise the presence of other bathroom options maintained an invisibility about this issue. The participants in this study felt the most comfortable, welcome, and stress-free on campuses where information about gender-neutral and single-stall bathrooms were made *visible* for all campus members. Some quotes about bathrooms are listed in Table 82.

One important note is that all three participants highlighted in the table above who referenced the *visibility* of gender-neutral bathrooms came from the same campus. Perhaps all three participants spoke of this issue because it had recently received a lot of attention on campus, or because that university was doing a particularly good job of communicating information about the presence of gender-neutral bathrooms on campus. Participants from other campuses did not speak as much about how gender-neutral bathrooms reflected visibility of trans issues on campus. However, the last quote in this table comes from a participant at a different university, who points out that it became uncomfortable for him to be in other departments on campus because he would have to search for gender-neutral bathrooms. An example of how to better increase the visibility of this issue is for a campus to develop a map of campus that points out where there are single-stall and gender-neutral bathrooms in each building. This map could be distributed at student/staff orientations, workshops on trans issues, and at LGBTQ and multicultural offices or other settings that receive a lot of traffic from the general campus population.

Table 81: *Visibility and Invisibility: The Presence or Absence of Allies, Advocates, and Trans-Competent Individuals*

Examples of Visibility
<p>I think definitely knowing who you can talk to and who to go to and who is out on campus and who is involved in the organizations that deal with queer issues [is helpful and supportive]. That kind of stuff. Just knowing names and faces. I think [university] is trying to do this and really kind of focuses on getting faculty mentors and trying to really combine the various organizations and making sure that there's a bigger community so people know who they can go to and where they can get support if they need it. I think it was definitely just tapping into who you knew and really expanding on that and having them, and being involved in the [LGBTQ task force] and getting to know people and faces... That's another big push and that's why it's really important to have more communication across campus. To be like, "If you're at [division] or you're at the [division] school, there is this community here. It's small and it's kind of invisible, but it's here and this is how you can tap into it."</p> <p>I think it's nice when you know what faculty, like, when you see the little rainbow, are people who are like, "I'll advocate for you, I'll be one of your allies," and that's always nice to see in people's windows to feel free to go in and communicate with those individuals more openly, that's nice.</p> <p>I'm, I'm very open. I talk about my partner, I've had discussions with students about gender issues and they're taking classes, and I said, "If you need any help with it..." they're talking about something in their class, and I'll say, "You know, that's an interesting subject. I know a little bit about that, if you want to talk about it, feel free to ask about that."</p>
Examples of Invisibility
<p>I think having, for myself, having more people that I knew I could go to talk to about gender issues would have been really helpful. Because my gender identity, definitely, I explored it a lot more throughout my two years at [university] and not knowing who I could go to and having that, it would have been really helpful to have that instead of relying on my two genderqueer friends to be like, "What's this process like? What do I do?"</p> <p>So the bureaucracy has been very complicated. When, you know I called the [LGBTQ student services office], "What do I do for all this stuff?" And, somebody, I think it was a guy who works in the orientation department, was working here and he was like, "Okay, here's the name of someone at the registrar, here's the name of someone at all the different places who is either queer or an ally." So, I would find this one person, I would go and I would say, "Okay, so my name," and it wasn't legally changed yet, so the woman at the registrar's office was like, "Okay, we can use your initials. That's all we can do. We can use your initials and then you can say, 'Hey, there's a mix-up. This is my name.'" So that was easy, but there's not a list or anything of those people, so I have no idea who to tell other people they were because it was a couple of years ago.</p>

Outcomes

When I've worked with trans students who, for the most part, and this is something that's lacking in our infrastructure, I often will end up getting connected with someone through an informal network rather than there being somebody clearly that they can go to that will help them...But from my administrator perspective, I would say a student should not get to that point where they're failing their classes because they don't have the right kind of support. At the time that she was in school, I would say there weren't adequate resources or support systems. I would say that now there are. But the question is whether a student knows enough to take advantage of them and if the services open or available enough that the students will say "Yes, that's what I need" and want to connect with it.

Also I think [a change I would like to see is] probably for all faculty members, no matter what department they're in, to be more familiar with trans issues and not to be like (mumbling) you know, not be hush-hush, but like have an open dialogue about it or have a place where people can have open dialogue or get more information about it or like a resource, "Hey, if you're...[transgender], these are some resources in the community and on-campus,"...I just feel like if it wasn't just so like, "Shh, shh, oh the T, what does that T mean?" like GLBT you know, ... [like] the T doesn't even belong there. Is it the same issues, you know, I just feel like in general if people just a bit more aware, more talk about it.

CONCLUDING POINTS ABOUT VISIBILITY/INVISIBILITY

The 30 participants in this study reported outcomes of visibility and/or invisibility in various areas of campus life, depending upon whether their university or college acknowledged and anticipated the presence of transgender people among students, staff, and faculty. In most cases, transgender people were relatively invisible on campus, as were any support systems or policies that may offer assistance to this community. In order to increase visibility, the following recommendations are offered:

- Offer trans-related programming on campus, and ensure these events are widely publicized. Improve these programs by making sure to ask for preferred gender pronouns at trainings and other small group events, incorporate the transgender community in broader conversations about gender-related violence on campus, offer transgender awareness-raising events such as conferences, and adequately fund LGBTQ initiatives. Realize that some transgender individuals may not access or research such programs, but they are nevertheless important to increasing visibility. Widely distribute information about university policies related to nondiscrimination, housing, bathroom access, domestic partner benefits, and health insurance coverage at orientations, diversity trainings, LGBTQ offices and organizations, and other aspects of campus with which most individuals will interact.

Table 82: Visibility and Invisibility: The Availability of Gender-Neutral Bathrooms

Examples of Visibility
<p>I think they're, they're becoming more visible. They're not blatantly visible to a lot of people, but the people who are involved in the community are making them more visible. A couple years back, they were, there were transgender/gender queer task force that I was involved with that actually formulated the multi-stalled gender-neutral bathrooms that went into a residence hall that now house the [LGBTQ housing], which is the gender-queer floor of [university building] that has some transgendered students, genderqueer, gay, lesbian, bisexual, basically an umbrella that they call [LGBTQ housing], a [LGBTQ housing] floor... At the time, that was the first time that that subject was approached of having bathroom, the bathroom issue. That was kind of a big deal. So that, I think, was one of the bigger things that was visible on campus was the bathrooms.</p> <p>I spend a lot of my time within the GLBT community, I'd say that they are extremely visible if you are in that community. And even like outside of that, like [student government], that's our student government which is like the largest student government in the country I guess. Like, they're really powerful. And even they have been working on gender-neutral bathrooms, like they understand the need for renovation in the rec center to accommodate trans-students.</p> <p>We do have a group on campus called [trans-specific campus organization]. We have a fair amount of attention to gender neutral bathrooms, that's a big topic. And we have a lot of administrative focus on the issue from that perspective. It's come up a lot in that way. And [staff of LGBTQ student service office] foregrounds the issue quite a bit. It's something that she's been a strong advocate for.</p>
Examples of Invisibility
<p>[Division] did have gender-neutral bathrooms, where other places in the university didn't or you had to search really hard for them and it felt uncomfortable.</p>

- Develop a simple method for campus members to request changes to their name and gender marker consistently across all campus systems.
- Infuse content on transgender and gender non-conforming people and related issues into classroom curricula and on-campus trainings.
- Create a way for allies, advocates, and trans-competent campus staff to communicate and advertise their presence to others—whether through a listserv, a formal mentor or resource network for transgender people, or through a resource list made available in multiple settings on campus.
- Offer incentives for staff and faculty to go through trainings that increase competence for working with transgender people and to volunteer to be visible allies/mentors to transgender people on campus.

Outcomes

- Develop a map of campus that points out where there are single-stall and gender-neutral bathrooms in each building. This map could be distributed at orientations, workshops on trans issues, and at LGBTQ and multicultural offices or other settings that receive a lot of traffic from the general campus population.

CONCLUSION

Throughout this study, examples of barriers to full participation in campus life have been documented in the lives of the study's participants. While there were numerous examples of unexpected surprises where individuals found support and allies taking stands for greater inclusivity of transgender and gender non-conforming individuals, there were many more examples of neglect, disregard, invalidation, and violence targeting members of the trans community on the campuses of Colorado colleges and universities. Clearly, much is left to be done.

If institutions of higher education are to deeply embrace their commitment to provide a quality education for all who enter their hallowed hallways, moving towards a zero tolerance policy on transphobic harassment, exclusion, and invisibility is critical. As is evidenced throughout the testimony of the participants in this study, this means not only protecting and supporting those whose gender identity is something other than cisgender or whose gender identity does not fall in line with binaristic notions of gender, but also those whose gender expression (regardless of their gender identity) does not neatly line up with cultural ideas of what it means to be a woman or what it means to be a man. And, perhaps the even bigger challenge is to move away from conceptualizing gender as necessarily static, and to create policies and space on campuses that not only allow for gender fluidity – across identity and expression – but that also support such flexibility.

Our challenge to administrators, instructors, students, staff members, and faculty at our state's higher education institutions is to begin to think seriously about the emotional, cognitive, physical, and spiritual trauma that is inflicted daily upon members of our communities who have much to offer, and to join us in our commitment to make real a vision of true justice and equality for transgender and gender non-conforming people on our campuses.

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APPENDIX A: STUDY ANNOUNCEMENT**BARRIERS TO FULL CITIZENSHIP
ON COLORADO CAMPUSES
FOR TRANSGENDER AND GENDER VARIANT
STUDENTS, STAFF, AND FACULTY**

We invite you to participate in a qualitative research study exploring the lived experiences of transgender and gender variant students, staff, and faculty members within institutions of higher education in Colorado.

This project has been developed in collaboration with the Colorado Trans on Campus working group of the Colorado Anti-Violence Program. The working group consists of trans-identified and non-transgender allies who are student leaders, activists, staff, and faculty from numerous Colorado colleges and Universities.

The project consists of one-on-one interviews lasting 60 to 90 minutes which explore the barriers and supports that participants have encountered in their experiences on campus. All information collected in the study is confidential and will only be reported in aggregate form to insure that participants' identities are not recognizable. Participants will receive a \$25 gift certificate from a local or online retailer for their participation in the study.

The study is being led by Dr. N. Eugene Walls, Assistant Professor, Graduate School of Social Work at the University of Denver and has been approved by the Institutional Review Board for the Protection of Human Subjects at the University of Denver. Questions regarding the study can be directed to Dr. Walls at 303-871-4367 or via email to ewalls2@du.edu

To be eligible to participate, you should be:

- A. Current student, staff, or faculty member at a Colorado institution of higher education;
OR
Have been a student, staff, or faculty member at a Colorado institution of higher education within the last 12 months;
- B. 18 years of age or older
- C. Identify as transgender, identify as gender variant, or be perceived as gender variant by others. (Gender variant may also be known as gender non-conforming, genderqueer, gender fluid, etc.)

To schedule an interview, contact Dr. Walls at 303-871-4367 or by email at ewalls2@du.edu

APPENDIX B: INFORMED CONSENT FORM**Barriers to Full Citizenship: Transgender Experiences on Colorado Campuses**

You are invited to participate in a study that aims to document the barriers faced by transgender and gender-variant students, staff, and faculty members which prohibit their full participation and inclusion into higher institution communities in Colorado. This study was designed by Colorado Trans on Campus, a coalition of individuals representing students, faculty, and staff from a number of institutions of higher education located in the state of Colorado. The ultimate goal of this research is social change for the purpose of greater inclusion and participation of transgender and gender-variant students, staff, and faculty in institutions of higher education. The Principal Investigator of this project is Dr. N. Eugene Walls, PhD, faculty at the University of Denver Graduate School of Social Work. If you have any questions or concerns about this research or your rights as a participant, please contact Dr. Walls at (303) 871-4367 or ewalls2@du.edu.

Participation in this study should take about 1.5 - 2 hours of your time. Participation will involve a face-to-face interview. You will be asked a series of questions about your experiences as a student, staff member, or faculty member at your college/university campus. These questions will cover topics such as your perception of the campus climate on gender identity and expression issues, whether your campus has organizations actively working to address these issues, your support network, and what has been helpful for you. You will also be asked questions about your experiences with harassment, being asked inappropriate questions, physical/sexual assault, disclosing your identity to others, cultural sensitivity of university health and counseling services, and classroom and/or workplace environments.

Participation in this project is strictly voluntary. You may experience some discomfort during the interview process. If you experience discomfort, you may discontinue the interview at any time. We respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from participation will involve no penalty or loss of benefits to which you are otherwise entitled. The person interviewing you will provide a list of trans-friendly counseling and crisis support agencies and their phone numbers to you in case you experience discomfort during the interview.

There are a number of potential benefits to your participation. First, as a small thank you, we will give each participant a gift certificate. Second, our hope is that your contributions to this project will help our Trans on Campus coalition to improve the lived experiences of trans-identified students, staff, and faculty on Colorado campuses. We anticipate that the final project report will be both a valuable contribution to the scholarship on transgender issues in higher education as well as providing needed evidence on the barriers to full citizenship experienced by transgender community members on Colorado campuses. Project findings will be utilized by the Colorado Anti-Violence Program, organizational members of the Colorado Trans on Campus coalition, campus GLBT resource center staff, and activists on various Colorado campuses to address the unique needs of trans-identified students, staff, and faculty. The study will be distributed to Colorado campuses as well as to educational policymakers.

Your responses will be identified by code number only and will be kept separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will

have access to your individual data and any reports generated as a result of this study will use data that cannot be connected back to a specific individual or college/university. However, should any information contained in this study be the subject of a court order or lawful subpoena, the University of Denver might not be able to avoid compliance with the order or subpoena. Although no questions in this interview address it, we are required by law to tell you that if information is revealed concerning suicide, homicide, or child abuse and neglect, it is required by law that this be reported to the proper authorities.

If you have any concerns or complaints about how you were treated during the interview, please contact Susan Sadler, Chair, Institutional Review Board for the Protection of Human Subjects, at 303-871-3454, or Sylk Sotto-Santiago, Office of Research and Sponsored Programs at 303-871-4052 or write to either at the University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121.

You may keep this page for your records. Please sign the next page if you understand and agree to the above. If you do not understand any part of the above statement, please ask the researcher any questions you have.

I have read and understood the foregoing descriptions of the study called Barriers to Full Citizenship: Transgender Experiences on Colorado Campuses. I have asked for and received a satisfactory explanation of any language that I did not fully understand. I agree to participate in this study, and I understand that I may withdraw my consent at any time. I have received a copy of this consent form.

Signature _____ Date _____

___ I agree to be audiotaped.

___ I do not agree to be audiotaped.

Signature _____ Date _____

_____ I would like a summary of the results of this study to be mailed to me at the following postal or e-mail address:

APPENDIX C: INTERVIEW PROTOCOL (ORIGINAL)

Barriers to Full Citizenship: Transgender Experiences on Colorado Campus Semi-structured Interview Protocol

Introduction:

Again, I would like to thank you for participating in this research study. Our hope is that the information that you and other participants provide will help us document the experiences that trans-identified and gender variant people have on the college campuses here in Colorado as a way to begin to create more inclusive and just communities.

Part I: Context Information

I'd like to start by hearing from you about your overall experience of the campus community at __ (name of school) __.

1. What is your overall perception of the campus environment when it comes to trans and gender expression issues?

Follow-up questions:

- a) How visible would you say – in general – trans issues are on your campus?
 - In what ways are trans issues visible?
- b) What staff, student, or faculty groups/clubs/organizations are specifically focused on trans issues on your campus?
 - Are you involved in those organizations? If so, in what way? (As a leader? As a member? Attending their events?)
- c) What staff, student, or faculty groups/clubs/organizations on your campus do NOT specifically focus on trans issues, but try to address trans issues as part of their overall goals? (For example, multicultural centers, queer organizations, etc.)
 - Are you involved in those organizations? If so, in what way? (As a leader? As a member? Attending their events?)
- d) Do you know if your campus has a non-discrimination policy that specifically lists sexual orientation? Gender identity? Gender expression?
- e) Do you know if your campus provides insurance coverage for any transition-related health care (such as hormones, surgery, mental health services, etc.)?
- f) Do you know if your campus offers domestic partner benefits to employees or students?

Part II: Gender identity and disclosure

Now that I have a better sense of your campus community, I would like to talk with you about your identity and how that interacts with your campus experience and expectations.

1. What words (or terms) do you use to describe your gender identity?
2. How did you identify when you first came to campus?
3. How have your experiences on campus influenced the words you use to describe your gender identity, if at all?
4. What were your expectations about campus in relation to your identity, finding support, and relating to staff, students, and faculty?

5. What influenced what your expectations of what it would be like?
6. How have your experiences matched or been different from your expectations?
7. What have been your experiences with disclosing your identity to students, staff, and faculty?
 - a. What influences your decisions to disclose?

Part III: Experiences on campus

Next, I'd like to ask a few more questions about your experiences on campus in some specific settings and in relation to other people. *** NOTECARD***

1. What has been your experience with employment on campus?
2. [STUDENT] What about your experiences with on-campus housing?
3. On-campus medical and counseling services?
 - Insurance?
4. [STUDENT] Classrooms? Lack of discussion of trans issues in classrooms?
 - Lack of discussion of gender identity and expression issues in classrooms? With colleagues/students?
5. Have you come across any difficulties with the bureaucracy on your campus? This could be things like difficulty in getting your name and/or gender changed in university documents? Email?
6. This next question is really about interpersonal violence. The way we are thinking about interpersonal violence includes things like physical violence, sexual violence, harassment, being excluded, gossiping, asking personal questions, refusal to use preferred pronouns, and being forced to present as the wrong gender.

I know I just gave you a whole list of examples. If it's helpful, here's a visual. [give notecard with list as a prompt]. We'd like to know about any of these experiences you've had that you are willing to share.

Part IV: Things that worked

I'd like to shift gears now and talk a bit about what is working or has worked on your campus and where you have found support.

1. What kinds of things have you found to be helpful – with colleagues, with _____ students, with coworkers, etc.?
2. Where have you found support on campus?
 - a. Who do you consider part of your support network? (not names, just roles- colleagues, friends, teachers, etc. Probe if needed: on campus? Off campus?)
 - b. Were there instances or places of support that surprised you? Could you give me one or two examples?
 - c. Were there instances or places of resistance that surprised you? Again, could you give me a couple of examples?
3. What would you like to see changed that would improve the campus for trans-identified and gender-variant students, faculty, and staff?

Part V: Other Thoughts

Is there anything you'd like to share that we haven't covered?

Part VI: Conclusion

Again, thank you very much for taking your time to have this conversation with me. It has been very helpful and will add so much to the findings of our study.

APPENDIX D: DEMOGRAPHICS QUESTIONNAIRE

This questionnaire was approved by the University of Denver's
Institutional Review Board for the Protection of Human Subjects in Research.

Subject Number: _____

1. What college or university are you affiliated with?

2. What are your current roles on campus? (Or previous roles if no longer on campus.)

____ Student ____ Staff ____ Faculty

____ Other: _____

3. What department or unit?

4. How long have you been on campus in that role?

5. Are you:

____ Full-time ____ Part-time

____ Other: _____

6. What is your age? _____

7. How you define your race/ethnicity?

____ African American/Black

____ Asian American/Pacific Islander

____ American Indian/Native American

____ European American/White

____ Latino/a/Hispanic/Chicano/a

____ Other: _____

APPENDIX E: FLASH CARD PROMPTS

Flashcard 1:

Interpersonal violence can include:

- physical violence
- sexual violence
- harassment
- being excluded
- gossiping
- asking personal questions
- refusal to use preferred pronouns
- being forced to present as the wrong gender
- being questioned in bathrooms

Flashcard 2:

On campus experiences:

- Employment on campus
- On-campus housing
- On-campus medical and counseling services
- Insurance
- Classrooms
- Bureaucracy (getting your name and/or gender changed in university documents, getting name changed on university email system)
- Bathrooms & locker rooms

APPENDIX F: LIST OF COMMUNITY RESOURCES**REFERRAL LIST****CLIP Legal Hotline**

If you have been discriminated against in Colorado because of your sexual orientation, gender identity/expression, or HIV status, call the CLIP Legal Hotline at 303-282-6524.

SUICIDALITY**Are you in crisis? Please call 1-800-273-TALK**

Are you feeling desperate, alone or hopeless? Call the National Suicide Prevention Lifeline at **1-800-273-TALK (8255)**, a free, 24-hour hotline available to anyone in suicidal crisis or emotional distress. Your call will be routed to the nearest crisis center to you.

- Call for yourself or someone you care about
- Free and confidential
- A network of more than 130 crisis centers nationwide
- Available 24/7

VICTIMIZATION*Colorado Anti-Violence Program*

[24 hour crisis](http://www.coavp.org) [Link went to: <http://www.coavp.org>]

303-852-5094

1-888-557-4441

APPENDIX G: EXAMPLE SYLLABUS LANGUAGE - STUDENT NAMES/PRONOUNS

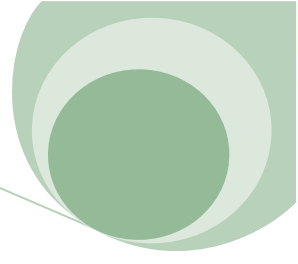
From the University of Denver Graduate School of Social Work, December 2011:

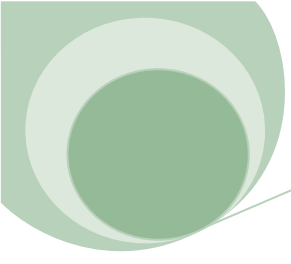
Language

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my language use in the classroom.

From the University of Colorado at Boulder, suggested language for syllabi, retrieved on July 24, 2012 from <http://www.colorado.edu/glbtrc/transguide/names.html>:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at colorado.edu/policies/classbehavior.html and at colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.





A full copy of the final report can be found at <http://portfolio.du.edu/ewalls2>.

If you have any questions about the report, you may send them to Eugene.Walls@du.edu.