



Facing Trans: Inclusion, Advocacy, and Empowerment
Workbook, Guide, and Resource Packet



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This resource packet is not the “end all be all” resource concerning trans identities, trans college students, or trans resources. The second it is uploaded it is out of date due to progressive changes on college and university campuses. It is also true that this packet is the most frequent download from my website or personally requested resource I have put together. Please use it, update it, and let me know how you will be sharing this information with others. Thank you for your work!

Facing Transgender: Inclusion, Advocacy, and Empowerment is available as a pre-conference training, full or half day training, or an hour and a half workshop and can be customized for your organization. The full training was offered as a “webinar” on September 7, 2006 through Magna Publications. A 90-minute online seminar recording is available as well as a CD or transcript from the following web address: <http://www.magnapubs.com/catalog/cds/598869-1.html>

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Facing Trans: Inclusion, Advocacy, and Empowerment

As we become comfortable with the Lesbian and Gay plight on our college campuses, we continue to overlook Bisexuals and silence Transgender (or 'Trans) populations. Trans students and current, faculty, and staff, as well as alumni, community members, parents, and partners are courageously coming forward and identifying as trans. Currently less than 100¹ colleges and university protect transgender students, faculty, staff, alumni, and visitors in their non-discrimination policies, yet more and more people are coming forward with trans or gender variant identities that directly impact policies, procedures, and campus services. College administrators have two choices (1) quickly react when it happens to you, or (2) strategically plan to provide a safe and supportive campus climate for all. The later involves being a leader in benchmarking how your department and campus can identify needs, include invisible populations, advocate effectively for trans needs, and empower campus community members to feel engaged and equal.

Goals

- Increase awareness of the existence of the trans/gender variant populations
- Transfer this knowledge to proactively identify campus actions steps
- Create more higher education administrator advocates for trans needs
- Elevate home campus as a leader in serving trans populations

Benefits to participants

- Professional Development and on-going education about diverse population on campus
- Hands on resources to take back to campus to be more inclusive of trans/gender variant students, faculty, and staff, alumni, and other community members
- Personal education and training to raise awareness of trans issues
- Safe space to asks questions, check assumptions, and learn about this invisible population
- Participants can be added to a growing Trans Advocacy listserv for on-going support as issues arise on campus

Acknowledgments

Thank you to Brett-Genny Janiczek Beemyn, Ph.D., University of Massachusetts - Amherst, Stonewall Center & Owen Marciano, University of Minnesota Twin Cities, for collaboration and work to produce the following materials. Also thank you to American College Personnel Association for hosting a Drive In Training, Facing Trans in February 2005 which Brett Genny and I facilitated in Washington DC. Similar trainings were conducted by Owen Marciano, Brett Genny, and myself at ACPA and NASPA as Pre-Convention Workshops in 2005 and continues to be included in regional and national conferences.

Facing Trans can be presented and customized for your institution or organization. The following is a listing of the modules that can be edited based on time limits.

Training Modules:

Part One: (1) Introduce/Review transgender terminology and political identity labels used currently and review historical language and pejorative terms no longer used. (2) Discuss the differences between Sex, Sexual Identity, and Gender Identity and the social construction/dependency of each. (3) Trace gender through different lenses (e.g. time, class, race, nationality) to deconstruct gender as culture. (4) Question and Answer Session

Part Two: (1) Review current College and University progress towards Inclusion (2) Discuss department assessment questions (3) Discuss campus assessment questions (4) Review Suggested Steps Towards Trans Inclusion on Your Campus (5) Question and Answer Session

¹ <http://transgenderlaw.org/college/index.htm#policies>

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The Transgender Umbrella

Important Note: These words are social constructs developed over time. New language is constantly formed to unite community members as well as divide groups by experience, politics, and other group memberships. I use the word “Trans” to serve the purpose of inclusion for all listed below, allies, partners, and families.

An “umbrella term” for someone whose self-identification, anatomy, appearance, manner, expression, behavior and/or other’s perceptions of challenges traditional societal definitions of masculine and feminine regardless of sexual identity.

Transsexual

Individuals whose designated sex at birth does not match their gender identity and who, through sex reassignment surgery and hormone treatments, may seek to change their physical body to match their gender identity. Transsexuals can be male-to-female (MTF) or female-to-male (FTM). Transsexuals’ sexual identification can be heterosexual, gay, lesbian, bisexual, etc.

Crossdressers

People, often heterosexual men, who are comfortable with their birth assigned gender and will *privately dress* or take on the mannerisms of the “opposite” gender for erotic, sexual, and/or emotional gratification.

Drag Performers

People who dress and *perform* like the “opposite” gender for entertainment, play, expression, or eroticism. Men are referred to as Drag Queens and women are referred to as Drag Kings. Some identify as trans and others do not.

Intersex Condition

A person who is born with chromosomes, external genitalia, internal reproductive organs, or a combination of that is not considered “medically standard” for either male or female. Some people with an intersex condition consider themselves transgendered and some do not.

Gender Variant/Queer

People who find other gender categories constraining. Their gender identities and/or expression is consciously not consistent with conventional standards for masculine or feminine behavior or appearance. Some identify as a blend or androgynous characteristics, or neither by rejecting a binary gender system entirely.

Gender: The social construction of masculinity or femininity in a specific culture. It involves gender *identity* (the gender designation someone is given and/or claims individually that may or may not be expressed outwardly, and may or may not correspond to one’s physical sex characteristics), gender *roles* (the expectations imposed on or taken on), gender *expression* (someone’s external presentation), and gender *perception* (how others perceive someone’s gender). While one’s sense of gender identity may not be socially constructed, it reflects socially constructed roles and attributions in the way it is expressed.

Sex: The biological assignment of “male” or “female” based upon the external genitalia that an individual possesses at birth. The biological sexes are commonly seen as mutually exclusive, and it is often believed that a person’s assigned sex dictates their gender expression (those born with “male” genitalia should behave in a masculine way and those born with “female” genitalia should behave in a feminine way).

Sexual Identity: A person’s self description of the romantic, sexual, and/or emotional relationships with another or others such as heterosexual, gay, lesbian, bisexual, asexual, etc. Much like gender identifications, sexual identity labels are constantly being created to both unite communities and divide members from others.

Adapted from Arizona State University’s SafeZone Gender Identity 101 curriculum. Edited by J. Pettitt 2007

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Transgender Terminology

Below are the terminology used within the Trans community and for this training. Read the definitions and fill-in the blank. All of the words in the blank can be found in the Word Search below. The Word Search uses each letter only once and can be in any direction (up, down, left, right, forwards, backwards, etc.). Good Luck!

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| <input type="checkbox"/> DRAG QUEEN | <input type="checkbox"/> GENDER VARIANT | <input type="checkbox"/> SIE | <input type="checkbox"/> TRANSSEXUAL |
| <input type="checkbox"/> FTM | <input type="checkbox"/> GENDER QUEER | <input type="checkbox"/> SRS | <input type="checkbox"/> TWO SPIRIT |
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| <input type="checkbox"/> GENDER EXPRESSION | <input type="checkbox"/> HIR | <input type="checkbox"/> TRANSDYKE | |

Originally I used a tool on discovery.com to make this word search. I can't find the link live now, but I did find the following website if you would like to design your own word search join: <http://www.wordsearchfun.com/sys/join>

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Transgender Terminology*

1. _____: A person who, regardless of motivation, wears clothes, makeup, etc. that are considered by the culture to be appropriate for another gender but not one's own (preferred term to "transvestite").
2. _____: Wearing clothes considered appropriate for someone of another gender.
3. _____: and _____: A "FTM" crossdresser (typically a lesbian) and a "MTF" crossdresser (typically a gay man), respectively, who employ gender-marked clothing, makeup, and mannerisms for their own and other people's appreciation, performance, and/or for entertainment purposes.
4. _____: A female-to-male transsexual, a transsexual man, a transman, or a transguy—individuals assigned female at birth who identify as male. Some reject this arguing that they have always been male and are only making this identity visible to other people (instead, they may call themselves "MTM"). Others feel that this and similar language reinforces an either/or gender system.
5. _____: The social construction of masculinity and femininity in a specific culture. It involves gender assignment (the gender designation of someone at birth), gender roles (the expectations imposed on someone based on their gender), gender perception (how others interpret someone's gender), and gender identity (how someone defines their own gender).
6. _____: How one chooses to express one's gender identity to others through behavior, clothing, hairstyle, voice, body characteristics, etc.
7. _____: An individual's internal and not necessarily visible sense of being male, female, or something else.
8. _____: The classification for transsexuality in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (4th Edition, Text Revision, 2001). Most transsexuals strongly object to being considered mentally ill, arguing that it is a completely inaccurate diagnosis and serves to dehumanize and pathologize them. However, some transsexuals in countries such as Canada and Holland support the recognized mental disorder label, because it enables them to have their gender reassignment surgeries covered by government health insurance (gender reassignment surgeries are rarely covered in the U.S.). (Also known as GID). Important Note: FTM and MTF related medical treatments and surgeries vary widely in accessibility and coverage.
9. _____: Surgical procedures that change one's body to conform to one's gender identity. These procedures may include "top surgery" (breast augmentation or removal) and "bottom surgery" (altering genitals). For female-to-male transsexuals, GRS involves a bilateral mastectomy (chest reconstruction), panhysterectomy (removal of the ovaries and uterus), and sometimes a phalloplasty (construction of a penis) and scrotoplasty (formation of a scrotum) or a metoidioplasty (restructuring the clitoris). For male-to-female transsexuals, GRS consists of optional surgical breast implants and vaginoplasty (construction of a vagina). Additional surgeries might include a trachea shave (reducing the size of the Adam's apple), bone restructuring to feminize facial features, and hair transplants. Sometimes GRS is referred to as "gender confirming surgery," to recognize that one's gender does not change—it is only being made visible to others. Also known as (GRS).
10. _____: Alternative terms for transgender, meaning one who varies from traditional "masculine" and "feminine" gender roles. Gender Non-Conforming is also used.

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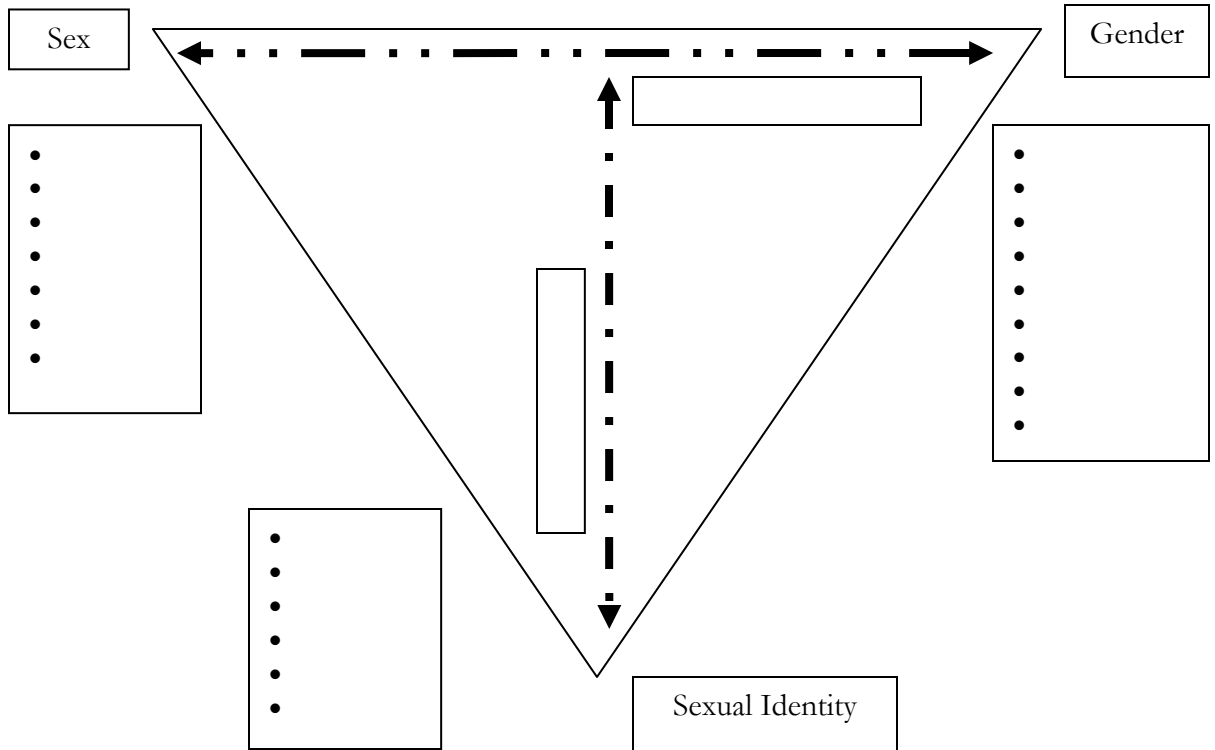
11. _____: A term used by individuals, especially transgender youth, who do not identify as either male or female and who often seek to blur gender lines. Among the dozens of more specific “genderqueer” terms are transboi, boydyke, third gendered, bi-gendered, multi-gendered, andro, androgyne, and gender bender.
12. _____: A non-gender specific pronoun used instead of “her” and “him.”
13. _____: A person who is born with “sex chromosomes,” external genitalia, or an internal reproductive system that is not considered “standard” for either male or female (preferred term to “hermaphrodite”).
14. _____: A male-to-female transsexual, a transsexual woman, a transwoman, or a transgrrrl—individuals assigned male at birth who identify as female. Some reject this arguing that they have always been female and are only making this identity visible to other people (instead, they may call themselves “FTF”). Others feel that this and similar language reinforces an either/or gender system.
15. _____: A non-gender specific pronoun used instead of “she” and “he.” (Also spelled Ze).
16. _____: A transgender community term for a transman who is attracted to biological men and/or other transmen.
17. _____: Most commonly used as an umbrella term for someone whose self-identification or expression challenges traditional notions of “male” and “female.” This collective of people include transsexuals, crossdressers, drag queens and kings, genderqueers, and others who cross traditional gender categories. “Trans” is often used inclusively as well as a stand alone identity.
18. _____: The period during which a person begins to live as their new gender. It may include changing one’s name, taking hormones, having surgery, and/or altering legal documents.
19. _____: A transgender community term for a transwoman who is attracted to biological women and/or other transwomen.
20. _____: The fear, hatred, or intolerance of people who identify or are perceived as transgender.
21. _____: A person whose gender identity is different from their assigned gender at birth and often undergo hormone treatments and gender reassignment surgeries to align their anatomy with their core identity, but not all desire or are able to do so.
22. _____: An American Indian/First Nation term for people who blend the masculine and the feminine. It is commonly used to describe individuals historically who crossed gender boundaries and are/were accepted by American Indian/First Nation cultures (preferred term to “berdache”). The level of acceptance varies by culture and tribe affiliation intersecting with western influences. It is also often used today by transgender and sometimes gay, lesbian, and bisexual American Indians to describe themselves.

Compiled by Brett-Genny Janiczek Beemyn, Ph.D., Ph.D., director of the Stonewall Center at the University of Massachusetts-Amherst, past-chair of the The Consortium of Higher Education LGBT Resource Professionals, and a board member of the Transgender Law and Policy Institute. Address correspondence to Brett-Genny Janiczek Beemyn, Ph.D., Stonewall Center, Crampton House SW, 256 Sunset Ave., University of Massachusetts, Amherst, MA 01060. brettgenny@stuaaf.umass.edu

*Fill-in-the-blank answers are in the order of the word search list.

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Sex, Sexual Identity, Gender – What’s the difference?



Frequently the words or concepts of Sex and Gender are seen as synonyms. For the sake of this training, think of Sex and Gender as two different concepts.

When you think of *Sex*, what comes to mind? (*Biology, Science, Physical Elements, Characteristics*)

When you think of *Gender*, what comes to mind? (*Roles, Identities, Perceptions, Expressions*)

When you think of *Sexual Identity* (often referred to as Sexual Orientation), what comes to mind?

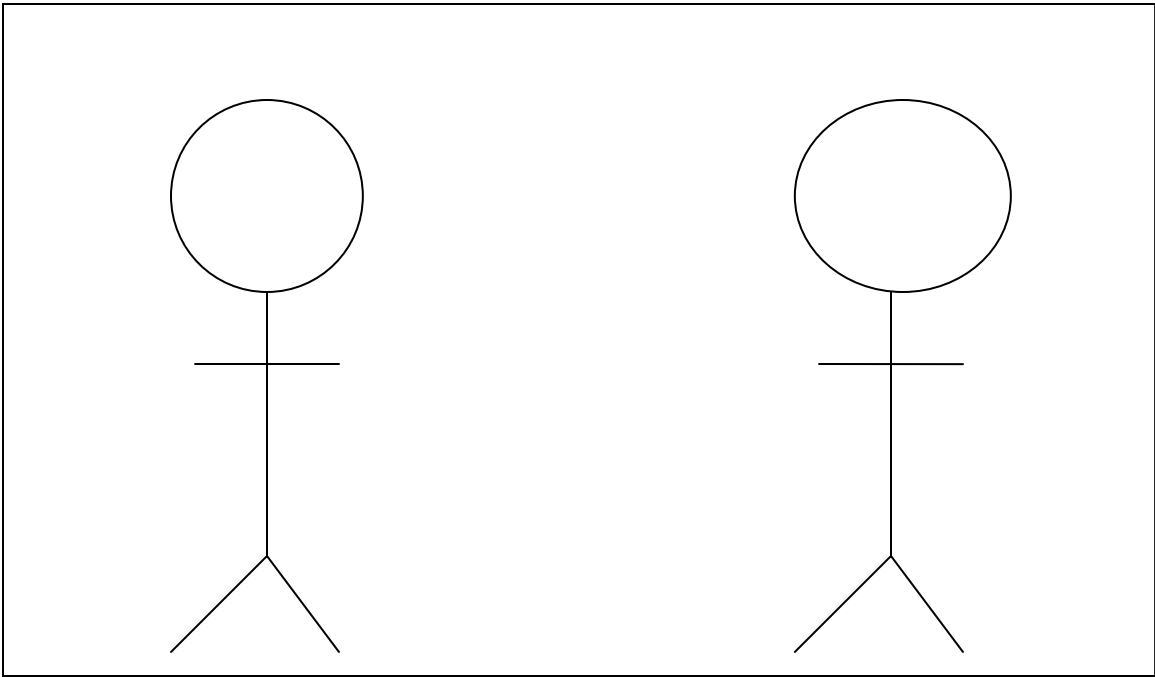
What “isms” maintain this structure?



Developed by Owen Marciano and Jessica Pettitt

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Gender This!



Name that child... Which one is Maya, Ioan, and Lucas?

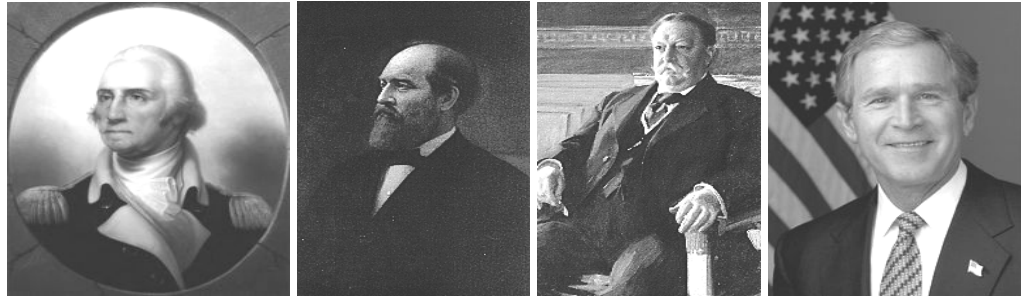


Developed by Jessica Pettitt

Questions & Notes:

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How time changes things...



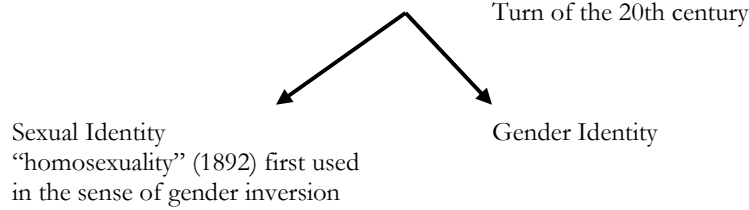
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A Few Dates in Transgender History Crusaders of their Times

- 5th century BCE transgendered god Dionysus is a major religious deity in western Mediterranean.
- 1431 Jeanne d’Arc (Joan of Arc) is executed for dressing in male clothing and refusing to change.
- 1654 Queen Christina of Sweden abdicates the throne and adopts male garb and name.



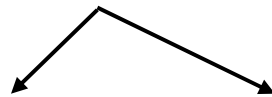
Transvestites (1910)

German physician Magnus Hirschfeld, a crossdresser himself, coined the term transvestism (Latin for crossdressing) and argued that transvestites were not fetishists, but were overcome with a “feeling of peace, security and exaltation, happiness and well-being . . . when in the clothing of the other sex.” Challenging the claim by other sexologists that crossdressers were homosexuals and almost always men, Hirschfeld demonstrated that transvestites could be male or female and of any sexual orientation (in fact, only one of the 17 people in his study was homosexual). Hirschfeld, though, did not distinguish between people who crossdressed but identified as their birth sex, and people who identified as a gender different than their birth sex and who cross-lived, which included crossdressing.

Circa

- 1923 First M-to-F sexual reassignment operation is performed in Europe.
- 1933 On May 6th Nazis burn the library and institute of Magnus Hirschfeld, which had contained a wealth of material about lesbian, gay, and transgendered people.

Gender Identity



- 1952 Christine Jorgensen is the first American to have sexual reassignment surgery in Copenhagen. This is the most talked about story of 1952.
- 1953 The word “transsexualism,” coined about five years earlier comes into general American usage as a result of a wild journalistic frenzy of Christine Jorgensen.
- 1965 First sexual reassignment surgery performed in the United States that June.
- 1966 Harry Benjamin writes, *The Transsexual Phenomenon* (1966)
- 1969 Lesbian, gay, and transgender patrons of the Stonewall Bar in New York City start the “Gay Revolution” and the ensuing “gay” civil rights movement.
- 1976 Rene Richards transitioned from born-male Richard Raskin. She became the first woman to graduate from Yale. On August 27, 1976, Rene was barred from competing in the U.S. Tennis Open. Later, she coached the great tennis player Martina Navratilova.
- 1976 Tri-Ess (the Society for the Second Self) founded by Virginia Prince, bringing together several older crossdressing clubs; has more than 30 U.S. chapters, many in the South: 1,100 crossdressing members and more than 300 wives
- 1978 Harry Benjamin International Gender Dysphoria Association: about 400 doctors who set the standards of diagnosis and care for transsexuality—maintain gatekeeping function American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders (DSM) in under “Gender Dysphoria.” Remains in the DSM today under the diagnosis “Gender Identity Disorder.” Note that homosexuality was removed in 1973

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- 1987 Lou Sullivan began the FTM Newsletter in September, which included information on support group meetings, transition advice, and FTM history. This newsletter and support group eventually led to the formation of FTM International after his death. Sullivan is particularly noted for his advocacy on behalf of gay FTMs, educating the leading researchers and practitioners on the difference between gender identity and sexual orientation.
- 1991 Jamison Green took over the leadership of the FTM Newsletter and support group in March, upon Lou Sullivan's death. Later to serve as the President of FTM International, Green went on to become a noted speaker, writer, and advocate for FTM concerns. His 2004 book, *Becoming a Visible Man*, is now an adopted text at many colleges and universities.
- 1993 Cheryl Chase founded the Intersex Society of North America (ISNA) and currently serves as its Executive Director.
- 1995 Kate Bornstein was born Al Bornstein in 1948 and underwent a sex reassignment surgery in 1986 and "became a woman." A few years later, she discovered that being a woman didn't work for her any better than being a man had worked. So, she stopped being a woman and settled into being neither. Kate Bornstein is an author and performance artist. She is most known for her book *Gender Outlaw: On Men, Women and the Rest of US* (1995).
- 1995 In August, America's first large-scale FTM conference was held in San Francisco. This conference received a proclamation from the mayor, and coincided with the formal birth of FTM International.
- 1995 100 transgender lobbyists from across American meet with the U.S. Congress to push for full civil protections.
- 1996 Loren Cameron published *Body Alchemy: Transsexual Portraits*, a book of photography depicting FTM lives.
Book Title?
- 1997 *Read My Lips: Sexual Subversion and the End of Gender* is published by gender activist Riki Anne Wilchins.
Book Title?
- 2003 Mara Keisling, an MTF transsexual, founded the National Center for Transgender Equality (NCTE) in Washington, D.C. She has been a key leader in passing several laws protecting transgendered people.
- 2004 The International Olympic Committee in Lausanne, Switzerland decides transsexuals will be able to compete at the Athens Olympics if they have had appropriate surgery and are legally recognized as members of their new sex
- 2005 Trans characters, storylines, etc., are becoming more common place in television and *Transamerica* released (2006) in mainstream theaters and Felicity Huffman is nominated for an Oscar for her role as Bree.
- 2006 The Harry Benjamin International Gender Dysphoria Association is renamed to The World professional Association for Transgender Care - the omission of the the term 'Social Care' from the title having angered many non medical support workers worldwide.

Adapted and expanded from: History compiled by Denise Ottoson, 1997 from <http://www.sexuality.org/1/incoming/trbasic.html>; updated using <http://www.transgenderzone.com/features/timeline.htm>

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Who Are Transgender Students?

Anecdotal evidence suggests that more and more transgender students are coming out on campuses across the country. The term “transgender” encompasses a wide range of identities, appearances, and/or behaviors that blur or cross gender lines. Within this transgender umbrella are: transsexuals, who live some or all of the time in a gender different from their biological gender; crossdressers (formerly transvestites), who wear clothes typically associated with the “opposite” gender; drag kings and drag queens, who crossdress within a performance context; and genderqueers, who identify outside of a binary gender system.

Transgender students may be of any age, ethnicity, race, class, or sexual orientation. Some enter higher education open about being transgender, while others “come out” during college or graduate school. Still others may never use the term “transgender,” but will strongly identify themselves as a man, woman, transsexual, or another (or no) gender. Some students may choose to transition; that is, to live as a gender different from the one assigned to them at birth. Transitioning is a complex, individual process that often includes changing one’s name, appearance, and body.

Identity development is a dynamic process for many transgender college students. For example, Sky entered college as a lesbian. During her sophomore year, she realized she felt like neither a woman nor a man and began identifying as genderqueer. Over time, Sky identified as an effeminate gay man, but found it difficult to find male partners as a gender-different student. During Sky’s senior year, he initiated hormone treatment and lived as a man.

Many transgender students experience isolation and rejection from family and friends. Curt, an 18-year-old heterosexual male, had been placed into foster care after being rejected by his family when he came out as a female-to-male transsexual two years earlier. Now in his first year of college, Curt is legally changing his name and gender. He is frustrated that professors keep calling him by his female name even though he presents as male and has asked to be called Curt. He feels isolated and is considering leaving school.

Transgender students confront a number of challenges within campus environments, including a lack of access to health care and difficulties with sex-segregated facilities. Maria, a Latina student, was assigned male at birth. Although Maria would prefer that no one know that she is a transsexual woman, she must negotiate with student health to ensure access to hormones and other services. Maria works extra hours so she can afford genital surgery some day.

Other students live genderqueer lives by refusing to limit themselves to any single gender. Ron, a 19-year-old African American male, proudly wears a dress around campus, weathering chronic harassment from other students. Chris, a graduate student, wants to be gender-free and prefers gender-neutral pronouns.

These composite portraits represent but a fraction of the diverse identities of and challenges faced by transgender students. Transgender students offer unique contributions to the campus community. With the assistance of student service professionals, who can help them navigate campus resources and sex-segregated facilities, transgender students can fully realize their potentials.

Excerpt from Beemyn, B., Curtis, B., Davis, M., & Tubbs, N. J. (in press). Transgender issues on college campuses. In R. Sanlo, K. Renn, B. Zemsky, S. Collingsworth, & G. Hermelin (Eds.), *New directions in student services: LGBT issues in student affairs*. San Francisco: Jossey-Bass.

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A Model of Transgender Identity Development

Based on Anthony D'Augelli's Model of Lesbian, Gay, Bisexual Identity Development

Process 1: *Exiting a Traditionally Gendered Identity*

Involves recognizing that one is gender variant, attaching a label to this identity, and affirming oneself as gender variant through coming out to others.

Process 2: *Developing a Personal Transgender Identity*

Entails achieving the stability that comes from knowing oneself in relations to other transgender people and challenging internalized transphobia

Process 3: *Developing a Transgender Social Identity*

Focuses on creating a support network of people who know and accept that one is gender variant

Process 4: *Becoming a Transgender Offspring*

Consist of coming out as transgender to family members and reevaluating relationships that may be disrupted by the disclosure.

Process 5: *Developing a Transgender Intimacy Status*

Involves the creation of intimate physical and emotional relationships.

Process 6: *Entering a Transgender Community*

Involves making a commitment to political and social action and understanding through challenging transphobia.

From: Bilodeau, B. Beyond the gender binary: New perspectives on transgender student identity development. *Journal of Gay and Lesbian Issues in Education*, 3 (2).

Original Model Source: D'Augelli, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco: Jossey-Bass.

Questions & Notes:

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How Can Your Campus Be More Trans-Inclusive?

Language and Processes

- Have a college non-discrimination policy that includes “gender identity or expression.”
- If your office has its own non-discrimination policy or diversity statement, be sure that it includes “gender identity/expression.”
- Have protocols that address the needs of faculty, staff, alumni, and students, including your student employees, who transition or who otherwise change their gender expression.
- Establish a simple, one-stop procedure for transitioning employees and students to change the name and gender designation on all of their records and documents.
- Make sure that the language of your website and printed material refers to “people of all genders,” rather than just “men and women.”
- If you need to know the gender of students, revise forms to enable transgender students to self-identify, if they choose. Rather than “sex: male or female,” you can use “gender: male, female, or self-identify _____” or “gender: _____.”
- If you take demographic information from students by phone, be sure to ask and not presume their gender.

Physical Access

- Create gender-neutral restrooms (single-stall, lockable, single occupancy bathrooms) when all buildings, including residence halls, are constructed or renovated.
- Create private changing facilities and single-person showers when residence halls, health centers, and recreation centers are constructed or renovated.
- Have an inclusive housing policy that enables transgender students to be housed in keeping with their gender identity/expression and, if desired, to have a single room at no additional cost.
- Establish a LGBT and Allies living-learning program and/or offer a gender-neutral housing option.

Organizational Inclusion

- Gender-segregated organizations and programs, including some student groups, intramural and varsity sports teams, and fraternities and sororities, should have policies and practices that enable transgender students to join, where it is appropriate and not limited by national organizational policies.

Support Services

- Hire therapists who are knowledgeable about transgender concerns and health care needs.
- Enable insurance coverage for trans-related psychotherapy, hormone replacement therapy, and gender related surgeries.

Education

- Require all Student Affairs staff to attend a training session on transgender issues.
- Create a web-based campus resource guide for new and prospective transgender students.
- Know community resources that could assist transgender students.
- Sponsor transgender speakers, performers, and other programs.

Developed by Brett-Genny Janiczek Beemyn, Ph.D., Director, The Stonewall Center, University of Massachusetts, Amherst; 413-545-4826; brettgenny@stuaf.umass.edu; Updated by Jessica Pettitt 2007

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**“Suggested Steps to Make Campuses More Trans-Inclusive”
by Brett Beemyn, Andrea Domingue², Jessica Pettitt, and Todd Smith³**

To assist colleges and universities in becoming more supportive of transgender students, staff, and faculty, we offer the following practical recommendations in areas where gender-variant people are likely to encounter discrimination on campuses: health care, residence halls, bathrooms, locker rooms, records and documents, public inclusion, and programming, training, and support. For each area, we suggest beginning, intermediate, and advanced steps. Beginning steps focus on raising awareness of transgender issues and providing trans-related information, intermediate steps involve changing institutional practices, and advanced steps entail implementing long-term policy changes.

Health Care

Beginning

- Ask transgender students about their health-care experiences and how services could be improved.
- Identify, affiliate with, and publicize the names of counselors, nurses, and doctors who are supportive of transgender students and knowledgeable about trans health concerns.

Intermediate

- Require all campus health center staff to attend a training session on trans health concerns.
- Enable patients to identify their preferred name and gender identity on intake forms, rather than having “M” and “F” boxes.
- Train health center staff to ask patients their preferred name and to use appropriate pronouns.
- Ensure that prescription labels match the patient’s preferred name.
- Offer gender-neutral bathrooms and private changing rooms for patient use in health-care facilities.
- Make gynecological exams available outside of women’s health services so that female-to-male transsexual students can receive proper medical care.
- Provide a confidential way for patients to make appointments, such as through a web-based program.

Advanced

- Have campus-affiliated pharmacies stock hormones and intramuscular (IM) syringes.
- Work with the campus counseling center to offer trans-specific services (support groups, individual counseling, community referrals, etc.).
- Hire a therapist who is a trained gender specialist.

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- Create a trans clinic or health-care team to provide comprehensive care to transgender students.
- Enable direct insurance coverage for hormone therapy and gender related surgeries.

Resources:

Sylvia Rivera Law Project: www.srlp.org

Callen-Lorde Community Health Center: www.callen-lorde.org

Trans-Health: www.trans-health.com

LGBT Health Channel: www.gayhealthchannel.com/transgender

The Harry Benjamin International Gender Dysphoria Association, Inc.: www.hbigda.org

New York City Gay and Lesbian Anti-Violence Project: www.avp.org

New York University, Office of LGBT Student Services: <http://www.nyu.edu/lgbt/transbrochure.pdf>

Residence Halls

Beginning

- Identify and publicize the names of individuals within residence life who are knowledgeable about trans concerns and can provide support to transgender students.

Intermediate

- Require all residence-life staff to attend a training session on trans issues.
- Have an inclusive housing policy that enables transgender students to be housed in keeping with their gender identity/expression and, if desired, to have a single room.

Advanced

- Create gender-neutral bathrooms and private showers in existing and newly constructed residence halls.
- Establish a LGBT and Allies living-learning program and/or offer a gender-neutral housing option.

Resources:

University of California, Riverside:

<http://lgbtrc.ucr.edu/themehall.html> and <http://out.ucr.edu/themehall.html>

Pettitt, J. and Krutzsch, B. (2004). 'Translating Boyer's principles and community: Impact on Trans/gender variant campus populations. *Talking Stick: Symbol of International Friendship*, 22 (3), 12-14. Association of College and University Housing Officers- International.

Bathrooms⁴

Beginning

- Conduct a survey of Gender Neutral, Unisex, and Single Stalled/Occupancy women's and men's bathrooms that currently exist and exactly how each it labeled. It is possible that the labeling will be inconsistent which can be used as leverage during discussions as a need for consistency and inclusivity.

⁴ This section has been updated since original publication by J. Pettitt and supported by co-authors.

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- Publicize the locations of gender-free bathrooms through a website/brochure. Using a website allows for broader accessibility of list and is confidential and anonymous for information seekers. Also, a website publication of listing could also include a submission link for other's that have accommodations to add to the list.
- Establish and/or maintain relationships with the ADA compliance and/or service providers as well as any initiative for families. These two populations also benefit from having single occupant bathroom spaces. Bathroom users with disabilities may have attendants that may or may not be similarly gendered needing a single use bathroom space. People with small children may need to accompany the child to the bathroom for assistance and may also be differently gendered and benefit from a single use bathroom space.
- In the absence of gender-neutral bathrooms, establish temporary single use facilities in buildings where events are being held by hanging gender-neutral signs and information outside a set of women's and men's restrooms. It is important to note that not all trans/gender variant folks identify as LGB. The trans community may feel more welcomed at an LGBT event, thus temporary accommodations at LGBT events are important. The heterosexual trans person may not attend LGBT events and would need accommodations as well as other events.

Intermediate

- Have single-occupancy men's and women's rooms converted into Gender Neutral Bathrooms by installing locks (if necessary) and changing signs.
- Create consistent signage for all bathroom facilities that appropriately label the space.

Advanced

- Have new and renovated spaces include visible and accessible Gender Neutral Bathrooms with consistent signage

Resources:

People in Search of Safe Restrooms (PSSR): <http://www.pissr.org>

Sylvia Rivera Law Project: <http://www.srlp.org/documents.html#bath>

University of California Lesbian, Gay, Bisexual, Transgender, Intersex Association web page on gender-free restrooms: <http://www.uclgbtia.org/restrooms.html>

University of Chicago's Gender-Neutral Bathrooms Campaign:

<http://queeraction.uchicago.edu/bathroomindex.html>

University of Arizona's Statement on Restroom Access: <http://fp.arizona.edu/affirm/restroomaccess.htm>

Locker Rooms⁵

Beginning

- Conduct a survey of on site single-person showers and provide the info through a website/brochure. Using a website allows for broader accessibility of list and is confidential and anonymous for information seekers. Also, a website publication of listing could also include a submission link for other's that have accommodations to add to the list.

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Intermediate

- Provide more privacy in public locker rooms, such as by creating individual showers with curtains, lockable doors, or other means of securing a users sense of privacy and safety that are consistently labeled.

Advanced

- Have new and renovated locker rooms include private changing facilities and single-person showers that are consistently labeled.

Records and Documents

Beginning

- Research and publicize state and campus procedures for officially changing one's name and gender designation.
- Identify and publicize the names of individuals within the registrar's office and human resources who can facilitate name and gender changes on records and documents.

Intermediate

- Enable transgender students to request an identification card with a name other than their birth name, even if they have not legally changed their name.

Advanced

- Establish a simple, one-stop procedure for transitioning employees and students to change the name and gender designation on their records and documents, including identification cards, listings in electronic and print directories, and files in admissions, financial aid, human resources, and the registrar's office.

Resources:

Sylvia Rivera Law Project: <http://srlp.org/documents2.html#identity>

Lambda Legal: <http://www.lambdalegal.org/cgi-bin/iowa/documents/record?record=1164>

Transgender Law and Policy Institute:

<http://www.transgenderlaw.org/resources/index.htm#identity>

Public Inclusion

Beginning

- Identify aspects of campus life that are organized along gender lines (fraternities and sororities, sports teams, student organizations, etc.) and educate these gender-based groups about the need for transgender inclusion.

Intermediate

- Build support within lesbian, gay, and bisexual student organizations to change their names and mission statements to include “transgender” and to provide trans and trans-inclusive programming.
- Change forms in admissions, residence life, student health, human resources, and other college units to allow for trans self-identification.

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Advanced

- Advocate for student affairs offices, including student health, residence life, student activities, and campus multicultural centers, to adopt a trans-inclusive non-discrimination policy.
- Have a campus anti-harassment policy that includes “gender identity or expression” and make anti-transgender bias a part of campus bias reporting and response systems.
- Adopt a campus diversity statement that includes transgender people.
- Amend the institution’s non-discrimination policy to include “gender identity or expression.”

Resources:

Transgender Law and Policy Institute: www.transgenderlaw.org.

United States Student Association Foundation, *Transgender Inclusion Guide: A Primer by and for College Students and Student Organizations*, 2004.

Campus Pride, Inc.: campuspride.org

Programming, Training, and SupportBeginning

- Have an event or activity to commemorate the annual transgender Day of Remembrance (middle of November) and hold trans-related events during LGBT pride weeks and awareness months.
- Create a web-based campus resource guide for new and prospective transgender students.

Intermediate

- Establish a transgender student organization or support group.
- Provide training sessions on transgender issues to campus staff, including senior administrators, police officers and other public safety officials, health-care workers, student union personnel, resident advisors and hall directors, campus religious leaders, financial aid, human resources, and registrar’s office workers, and clerical and support staff throughout the institution.

Advanced

- Include trans-focused and trans-inclusive programs as part of general campus programming.

Resources:

Safe Zone Training Information: http://www.lgbtcampus.org/faq/safe_zone.html

Transgender Day of Remembrance, November: <http://www.gender.org/remember/day/>

Intersex Awareness Day, October 26th: <http://www.intersex-awareness-day.org/>

Programming Tip:

http://www.lgbtcampus.org/faq/transgender_DOR.htm

Q. We want to have some sort of recognition of the violence against transgendered people. What sort of events can be done?

A. The National Transgender Day of Remembrance was set aside to memorialize those who were killed due to anti-transgender hatred or prejudice. The event is held in November to honor Rita Hester, whose murder on November 28th, 1998 kicked off the “Remembering Our Dead” web project and a San Francisco candlelight vigil in 1999. Rita Hester’s murder — like most anti-transgender murder cases — has yet to be solved.

Check their website for more information on the Day of Remembrance. The Day is now being observed on **November 20(ish)** (so as not to interfere with Thanksgiving holidays).

gender.org notes that several sites are going to “black out” the main page of their website on the 20th. Your office/program might consider doing the same on that date.

Transgender Campus Resources

Books and Articles

- Allen, Mariette P. *Transformations: Crossdressers and Those Who Love Them*. E.P. Dutton, 1998.
- Beemyn, Brett. "Serving the Needs of Transgender College Students." In *Gay, Lesbian, Transgender Issues in Education: Programs, Policies, and Practices*. Edited by James Sears. Haworth Press, 2005.
- Beemyn, Brett Genny. "Trans on Campus: Measuring and Improving the Climate for Transgender Students." *On Campus with Women* 34 (Spring 2005). Available at www.aacu.org/ocww.
- Beemyn, Brett Genny. "Trans Youth," a special issue of the *Journal of Gay and Lesbian Issues in Education* 3 (Fall 2005).
- Beemyn, Brett, Billy Curtis, Masen Davis, and Nancy Jean Tubbs. "Transgender Issues on College Campuses." In *Gender Identity and Sexual Orientation: Research, Policy, and Personal Perspectives*. Edited by Ronni L. Sanlo. Jossey-Bass, 2005. 49-60. Available at www.umass.edu/stonewall/transhand.
- Boenke, Mary, ed. *Trans Forming Families: Real Stories About Transgendered Loved Ones*. 2nd ed. Oak Knoll Press, 2003.
- Bornstein, Kate. *Gender Outlaw: On Men, Women and the Rest of Us*. Routledge, 1994.
- Bornstein, Kate. *My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely*. Routledge, 1998.
- Brown, Mildred, and Chloe Rounsley. *True Selves: Understanding Transsexualism for Families, Friends, Coworkers and Helping Professionals*. Jossey-Bass, 1996.
- Califia, Pat. *Sex Changes: The Politics of Transgenderism*. Cleis Press, 1997.
- Cameron, Loren. *Body Alchemy: Transsexual Portraits*. Cleis Press, 1996.
- Carter, Kelly A. "Transgenderism and College Students: Issues of Gender Identity and Its Role on Our Campuses." In *Toward Acceptance: Sexual Orientation Issues on Campus*. Edited by Vernon A. Wall and Nancy J. Evans. University Press of America, 1999. 261-82.
- Cromwell, Jason. *Transmen and FTMs: Identities, Bodies, Genders, and Sexualities*. University of Illinois Press, 1999.
- Diamond, Morty, ed. *From the Inside Out: Radical Gender Transformation, FTM and Beyond*. Manic D Press, 2004.
- Feinberg, Leslie. *Gender Liberation: Beyond Pink or Blue*. Beacon Press, 1998.
- Howard, Kim, and Annie Stevens, eds. *Out and About Campus: Personal Accounts by Lesbian, Gay, Bisexual and Transgender College Students*. Alyson, 2000.
- Israel, Gianna E., and Donald E. Tarver II. *Transgender Care: Recommended Guidelines, Practical Information, and Personal Accounts*. Temple University Press, 1997.
- Mallon, Gerald P., ed. *Social Services with Transgendered Youth*. Harrington Park Press, 1999.
- Meyerowitz, Joanne. *How Sex Changed: A History of Transsexuality in the United States*. Harvard University Press, 2002.
- Namaste, Viviane K. *Invisible Lives: The Erasure of Transsexual and Transgendered People*. University of Chicago Press, 2000.
- Nestle, Joan, Riki Wilchins, and Clare Howell, eds. *Genderqueer: Voices from Beyond the Sexual Binary*. Alyson, 2002.
- Rankin, Susan R. *Campus Climate for Gay, Lesbian, Bisexual, and Transgender People: A National Perspective*. National Gay and Lesbian Task Force Policy Institute, 2003.
- Rudd, Peggy J. *Crossdressing with Dignity: The Case for Transcending Gender Lines*. PM Publishers, 1999.
- Sanlo, Ronni L., ed. *Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators*. Greenwood Press, 1998.
- Sausa, Lydia A. "Updating College and University Campus Policies: Meeting the Needs of Trans Students, Staff, and Faculty." In *Addressing Homophobia and Heterosexism on College Campuses*. Edited by Elizabeth P. Cramer. Harrington Park Press, 2002. 43-55.
- Transgender Law Center. *Peeing in Peace: A Resource Guide for Transgender Activists and Allies*. Available at <http://www.transgenderlawcenter.org>.

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On the Web

FTM International: www.ftmi.org
International Foundation for Gender Education: www.ifge.org
National Center for Transgender Equality: www.nctequality.org
PFLAG's TNET (Transgender Network): <http://pflag.org/TNET.tnet.0.html>
People in Search of Safe Restrooms (PSSR): www.pissr.org
Sylvia Rivera Law Project: www.srlp.org
Trans-Academics.org: www.trans-academics.org
Trans Family: www.transfamily.org
Trans Health: www.trans-health.com
Trans Proud: www.transproud.com
Transgender Care: www.transgendercare.com
Transgender Day of Remembrance: www.gender.org/remember/day
Transgender Law and Policy Institute: www.transgenderlaw.org
Transgender Law Center: www.transgenderlawcenter.org
Transgender Youth Resources: www.youthresource.com/living/trans.htm
UMass Amherst Transgender Guide: www.umass.edu/stonewall
University of California info. on gender-free restrooms: www.uclgbtia.org/restrooms.html

Films

A Boy Named Sue (documentary about an FTM)
Boys Don't Cry (fictionalized story of Brandon Teena's life)
Call Me Malcolm (documentary about a transgender seminary student)
Drag Kings on Tour (documentary)
Georgie Girl (documentary about a trans New Zealand legislator)
Just Call Me Kade (documentary about a trans male teen)
Ke Kulana He Mahu: Remembering a Sense of Place (documentary about traditional genders in Hawai'i)
Ma Vie en Rose (feature film about a trans child)
No Dumb Questions (documentary about children learning about their trans aunt)
Normal (feature film about a male crossdresser)
The Opposite Sex: Jamie's Story (documentary about a transitioning MTF)
The Opposite Sex: Rene's Story (documentary about a transitioning FTM)
Paris Is Burning (documentary about voguing in New York in the late 1980s)
The Rubi Girls (documentary about a Dayton drag queen troupe)
Screaming Queens: The Riot at Compton's Cafeteria (documentary about a 1966 riot led by MTFs)
Soldier's Girl (fictionalized story of the partner of murdered soldier Barry Winchell)
Southern Comfort (documentary about a trans man who dies of ovarian cancer)
Toilet Training (documentary about the need for gender-neutral bathrooms)
Transamerica (feature film about a trans woman)
TransGeneration (documentary/television series about transitioning college students)
Transparent (documentary about transgender parents)
Venus Boyz (documentary about drag kings)

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Suggestions for How to Have “Gender Identity or Expression” Included in Non-Discrimination Policies

- Learn the different steps for changing the non-discrimination policy
- Identify the key decision makers at each step of the process
- Educate these decision makers and other important administrators (the directors of Human Resources, Student Activities, Judicial Affairs, Residence Life, Recreational Sports, etc.) about transphobia and the experiences of transgender students
- Decide what arguments will work best with different decision makers (an important student need, a human rights issue, keeping up with peer institutions, in line with state and/or city ordinances)
- Involve as many transgender students, staff, faculty, and alumni as possible
- Find ways to involve individuals who may not be open about being transgendered in the process at their comfort level
- Educate and involve LGB/LGBT student groups as well as faculty/staff and alumni groups as advocates
- Identify and cultivate influential allies (student leaders, administration officials, deans, department chairs, etc.)
- Seek resolutions of support from the student government, faculty senate, staff council, and diversity committees
- Anticipate possible questions and concerns (such as someone who appears male in a women’s bathroom or locker room) and be prepared to respond to them
- Turn to other people working in this area as needed
- Visit <http://transgenderlaw.org/college/index.htm#policies> for the most current listing of institutions non-discrimination policy wording.

Developed by Brett-Genny Janiczek Beemyn, Ph.D., Director, The Stonewall Center, University of Massachusetts, Amherst; 413-545-4826; brettgenny@stuaf.umass.edu and Luke Jensen, Office of LGBT Equity, University of Maryland: ljensen@deans.umd.edu. Edited by Jessica Pettitt

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How Have Trans-Inclusive Non-Discrimination Policies Changed Institutions?⁶

Brett-Genny Janiczek Beemyn, Ph.D. and Jessica Pettitt

When Harvard University amended its non-discrimination policy to include “gender identity” last month, the change called attention to a growing movement. Since 1996, more than 55 colleges and college systems have enacted transgender-inclusive non-discrimination policies, from large institutions like the University of California, the University of Wisconsin, and Ohio State University, to smaller schools like Central College, the College of Santa Fe, and Kalamazoo Valley Community College. More than half of the colleges and universities that have added “gender identity/expression” to their non-discrimination policies have done so since 2005 (Transgender Law and Policy Institute, 2006).

But what does it mean for a campus not to discriminate on the basis of gender identity or expression? With more and more students coming out publicly as transgender and reporting experiences of institutional discrimination when they seek to have their needs met (Beemyn, 2005; McKinney, 2005), how have these colleges and universities sought to create a more trans-supportive climate?

To address these questions, we surveyed many of the institutions that have amended their non-discrimination policies to include “gender identity/expression” to determine the extent to which the policy change has begun a process of institutional change. We were particularly interested in examining areas of campus life in which transgender students often report experiencing discrimination: having access to safe and appropriate bathrooms and locker rooms; being housed in keeping with their gender identity/expression; having access to appropriate medical care, including hormones for transitioning students; being able to change the gender designation on campus records; having trans-inclusive gender categories on institutional forms; and offering trans-related programming.

The study involved 19 colleges and university systems that adopted a trans-inclusive non-discrimination policy prior to mid-2005. The institutions in one of these college systems, the University of California, were surveyed individually because of their size, and 7 participated. Thus we had 25 total survey responses. Six of the campuses added “gender identity/expression” to their nondiscrimination policies in 2002 or earlier, five did so in 2003, nine in 2004, and five in 2005. The institutions ranged from small liberal arts colleges like Kalamazoo College, Middlebury College, and Wesleyan University, to large state universities like Arizona State University, Ohio State University, and the University of Wisconsin.

Survey Results

The participating colleges and universities were asked how the inclusion of “gender identity/expression” in their non-discrimination statements led to changes in different campus practices and policies. Most indicated that few changes had occurred as a result of the non-discrimination policy. For example, nearly half of the institutions had made no effort to establish gender-neutral bathrooms. Three of the campuses were in the process of “degendering” single-gender bathrooms and three had agreed to include gender-neutral bathrooms in new and renovated buildings. Nine colleges had some or many gender-neutral bathrooms, but in most cases, these facilities existed prior to the non-discrimination statement

⁶ Beemyn, B. G., Pettitt, J., *How Have Trans-Inclusive Non-Discrimination Policies Changed Institutions?* GLBT Campus Matters 3(1), June 2006. page 6-7.

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change. Given the amount of time required to construct new restrooms and the brief time that most of the campuses have had a trans-inclusive policy, this finding is not surprising.

Similarly, few of the institutions considered or had an opportunity to create private showers and locker rooms in recreational centers to enable many transgender students to use the facilities. Only seven of the 25 colleges and universities offered these privacy options. Another campus' recreational center had private showers, but not lockers; and one had private lockers, but not showers.

The establishment of a gender-neutral housing option does not require a physical change to a facility, but a change in how facilities are used. On campuses that have policies against people of different genders sharing a room, this change can be even more difficult to make. Only two of the institutions surveyed—Wesleyan University and the University of California, Riverside—offered a gender-neutral housing opportunity (since the study was conducted, a third participating college, the University of Pennsylvania, has created a gender-neutral option for returning students). These findings are indicative of campuses in general. Regardless of their nondiscrimination policy, only about a dozen colleges and universities in the U.S. offer a gender-neutral housing opportunity (Beemyn, 2006).

The overall lack of access to hormones through campus health centers was also reflected in the survey results. Only a handful of institutions nationwide and just one college that participated in the study—the University of California, Santa Barbara—cover the cost of hormones for transitioning students. Few colleges and universities in the country even dispense hormones for transitioning students, and only four of the institutions in the survey did so (Beemyn, 2006). Some small colleges do not have campus health centers, but instead rely on their local communities, where trans-supportive medical services may not be any more available.

Few colleges and universities also have trans-inclusive policies regarding records and forms. Transitioning students need to be able to change the gender designation on their college records to avoid being “outed” on class rosters, identification cards, email addresses, mailings, prescription labels, transcripts, diplomas, etc. Yet only six of the 25 campuses surveyed had a process for students to change the “M/F” box on their documents without having gender reassignment surgery. It is important for colleges and universities not to require complete transition, as few students can afford surgery, are in a position to have it, or even desire it.

Some students identify and want to be recognized as transgender, but none of the colleges and universities in the study offered the option for students to self-identify beyond “male” and “female” on all institutional forms. Seven of the campuses did have housing, admissions, or health care forms that used a non-binary gender question (typically “gender: male, female, self-identify: _____” or simply “gender: _____”).

The one area where most of the institutions surveyed were trans-inclusive was in providing transgender-related programming. Twenty of the 25 institutions offered some or frequent events that address transgender issues. That this would be the main “bright spot” is not surprising, as providing programming does not require changes to facilities or institutional policies. Most of the colleges and universities also provided at least some transgender-specific programming prior to the addition of “gender identity/expression” to their nondiscrimination statements.

Implications: What Does This Mean for Your Campus?

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At first glance, the responses seem disappointing, if not dismal. However, the general lack of progress on transgender inclusion sends an important message: *all colleges and universities have work to do on transgender issues and no campus is so far behind other institutions that it cannot catch up.* Colleges and universities seem to fall into one of three camps. The majority do not recognize or serve the needs of the transgender students on their campuses. Some are developing trans-supportive services, policies, and practices. Relatively few have created trans-inclusive non-discrimination statements and implemented other trans-supportive policies.

No college or university is overwhelmingly out front on transgender inclusion, perhaps because there is still too much risk and controversy associated with being a pioneer on transgender issues. Even such a progressive institution as Wesleyan University may have experienced the pressure of being a frontrunner when it received extensive national media coverage in 2003 for beginning a gender-neutral residence hall floor. The following year, Wesleyan took a step back, disbanding the floor and at least temporarily excluding first-year students from gender-inclusive housing.

The lack of a real trailblazer is disappointing, as it can be easier to follow another college or university and learn from its mistakes. However, in the absence of a completely trans-inclusive campus, institutions do not need to feel that they are too far behind and progressing too slowly. Instead, they can see their common situation as an opportunity to support each other, share resources, and learn from the institutions that have taken further steps toward trans-inclusion. It is our hope that these findings can help colleges and universities assess their progress in meeting the needs of transgender students and begin dialogues that can lead to further trans-supportive changes.

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How Might the Needs of Transgender People Differ from the Needs of Non-Transgender LGB People?

- They may identify as heterosexual, so may not be dealing with sexual identity issues (they will likely be seen by society as lesbian or gay, though, because of the common stereotype or because of appearances. Take, for example, someone who identifies as female but who looks male and who is dating a biological man. She will see this as a heterosexual relationship or maybe a transsexual relationship, but most people will see two men together and perceive it as a gay relationship). It is important to note that a person may have identified as heterosexual prior to transition as well, and may need to explore their sexuality to embrace an LGB identity while transitioning.
- They may experience more verbal and physical attacks than most LGB people if they are crossdressed or otherwise visibly gender variant. After all, most LGB harassment stems from the perceived violation of gender norms.
- They are generally less accepted in society than LGB people, in large part because of ignorance. There is little understanding of transgender lives; they are not visible in popular culture (beyond the stereotypical images of drag queens) and almost no research has been conducted on their experiences.
- They also often experience a lack of acceptance from the LGB community, which uses transgender people as entertainers, but frequently does not want to see them otherwise.
- As a result of the lack of acceptance in the dominant culture and LGB society, they often lack a community and do not have role models or many positive images. Consequently, transgender people, especially trans youth, may feel more isolated and more marginalized than non-trans LGB people.
- Transgender students may want to remain closeted because of the legitimate fear of how they will be treated by their professors, employers, and in their field.
- If transitioning, they will need access to medical care and mental health care. But the medical profession often fails to support them because of ignorance and a traditional, psychoanalytical understanding of transsexuality.
- If transitioning, they will need to change their identification and all records and documents which vary widely by institution, county, and state. These documents may provide access to marriage, international travel, etc., that otherwise may be denied.
- While butch lesbians and other masculine-appearing women are harassed in women's restrooms, transsexual women are especially vulnerable to attack and embarrassment when they try to use the public bathroom appropriate for their gender.
- Transwomen may be more visible (thus receive more attention and violence) than transmen due to a number of factors. Transwomen may have been socialized with male privilege and may not "blend" or "pass" because of a knowledge of social rules that accompany this privilege. Also, "passing" may be difficult as gender conforming women due to height or size (ramifications of testosterone during puberty). Transmen are less likely to have been socialized with male privilege, but has less social guidelines for "blending" or "passing" as men have a broader variety of socially acceptable physical appearances than women. Transmen may be more likely to successfully navigate the gender binary system creating less visibility, community, and misperceptions of others leading to violence.

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The Legal and Political Rights of Transgender People

Hate Crimes and Hate Crime Laws

- Over the last decade and a half, more than one person a month on average has been reported to have been killed in the U.S. because of their perceived gender identity. Many more murders are not reported or are not classified as anti-transgender hate crimes.
- While 46 states have hate crimes laws, only 11 states (California, Colorado, Connecticut, Hawaii, Maryland, Minnesota, Missouri, New Mexico, Oregon, Pennsylvania, and Vermont) and the District of Columbia include the category of gender identity or expression.
- Only Minnesota, California, Iowa, New Jersey, and Washington currently have laws that ban harassment against students in public schools based on their gender identity or expression.

Anti-Discrimination Laws

- Twelve states—California, Colorado, Illinois, Iowa, Minnesota, New Jersey, New Mexico, Maine, Oregon, Rhode Island, Vermont, and Washington—and the District of Columbia ban discrimination based on gender identity and expression in housing, public accommodation, and employment (a 13th state, Hawai'i, covers housing discrimination and public accommodations only).
- More than 85 municipalities protect the rights of gender-diverse people, from large metropolises (including New York City, Los Angeles, Chicago, Houston, Dallas, San Diego, Denver, Seattle, San Francisco, Atlanta, New Orleans, Philadelphia, and Pittsburgh) to small cities (including New Hope, PA [population 2,252] and Huntington Woods, MI [population 6,151]).
- Ohio, Idaho, and Tennessee deny transsexuals the right to change the “sex” designation on their birth certificates, while courts in Texas and Kansas have refused to recognize the new birth certificates of transsexuals.

Anti-Discrimination Policies

- Since 1996, more than 90 colleges and college systems have added “gender identity/ expression” to their nondiscrimination policies, including the Ohio State University, the University of Wisconsin, the University of California, Harvard University, Princeton University, the University of Washington, the University of New Hampshire, Knox College, Kalamazoo College, and DePauw College.
- More than 125 Fortune 500 corporations have added “gender identity/expression” to their nondiscrimination policies, including Aetna, American Airlines, Apple Computers, AT&T, Citigroup, Ford, General Motors, Google, IBM, Eastman Kodak, Lucent Technologies, JP Morgan Chase, NCR, Nationwide, Nike, PepsiCo, S.C. Johnson and Sons, and Xerox.

Medical Care

- Most private medical plans, the Medicaid statutes of 26 states, and federal Medicare explicitly exclude coverage for transsexual surgeries and related treatments, including the cost of hormones, based on the misguided belief that such procedures are cosmetic and therefore unnecessary. Increasingly, though, transgender advocates are successfully challenging the denial of basic health care services to transsexuals by using claim appeal processes and by filing suits against insurers and state Medicaid agencies.

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Gender Normative Privilege

If I am gender normative (or, in some cases, simply perceived as gender normative):

- Strangers do not assume they can ask me what my genitals look like and how I have sex.
- My validity as a man/woman/human is not based on how much surgery I have had or how well I “pass” as a non-transperson.
- When initiating sex with someone, I do not have to worry that they will not be able to deal with my parts, or that having sex with me will cause my partner to question his or her own sexual orientation.
- I am not excluded from events which are either explicitly or de facto (because of nudity) for men-born-men or women-born-women only.
- My politics are not questioned based on the choices I make with regard to my body.
- I do not have to hear “so have you had *the* surgery?” or “oh, so you’re *really* a [incorrect sex or gender]?” each time I come out to someone.
- I am not expected to constantly defend my medical decisions.
- Strangers do not ask me what my “real name” [birth name] is and then assume that they have a right to call me by that name.
- People do not disrespect me by using incorrect pronouns even after they have been corrected.
- I do not have to worry that someone wants to be my friend or have sex with me in order to prove his or her “hip-ness” or good politics.
- I do not have to worry about whether I will experience harassment or violence for using a bathroom or whether I will be safe changing in a locker room.
- When engaging in political protests, I do not have to worry about the gendered repercussions of being arrested. (i.e., what will happen to me if the cops find out that my genitals do not match my gendered appearance? Will I be placed in a cell with people of my own gender?)
- I do not have to defend my right to be a part of “queer,” and gays and lesbians will not try to exclude me from *our* movement in order to gain political legitimacy for themselves.
- My experience of gender (or gendered spaces) is not viewed as “baggage” by others of the gender in which I live.
- I do not have to choose between being invisible (“passing”) or being “othered” and/or tokenized based on my gender.
- People will not assume that I am a top/bottom based on my anatomy.
- I am not told that my sexual orientation and gender identity are mutually exclusive.
- When I go to the gym or a public pool, I can use the showers.
- If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment, or that all of my medical issues will be seen as a result of my gender. (“Your nose is running and your throat hurts? Must be due to the hormones!”)
- My health insurance provider (or public health system) does not specifically exclude me from receiving benefits or treatments available to others because of my gender.
- My identity is not considered “mentally ill” by the medical establishment.
- I am not required to undergo an extensive psychological evaluation in order to receive basic medical care.
- The medical establishment does not serve as a “gatekeeper,” determining what happens to my body.
- People do not use me as a scapegoat for their own unresolved gender issues.

Adapted from: <http://ftmichael.tashari.org/privilege.html>

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How to Be an Ally to Transgender and People with an Intersex Condition

- Validate people's gender expression. It is important to refer to a transgender person by the pronoun appropriate to their gender identity. In other words, if someone identifies as female, then refer to the person as she; if they identify as male, refer to the person as he. If you are not sure, ask them. Never use the word "it" when referring to someone who is transgendered. To do so is incredibly insulting and disrespectful. Some transgender people prefer to use gender-neutral pronouns: "hir" instead of "her" and "his," and "sie" or "ze" instead of "she" and "he."
- Use non-gender specific language. Ask "Are you seeing someone?" or "Are you in a committed relationship?" instead of "Do you have a boyfriend/girlfriend?" or "Are you married?" Use the word "partner" or "significant other" instead of "boyfriend/girlfriend" or "husband/wife."
- Challenge your own conceptions about gender-appropriate roles and behaviors. Do not expect people to conform to society's beliefs about "women" and "men."
- Do not assume that a trans person is lesbian, gay, or bisexual, or that the person will seek to transition to become heterosexual.
- Do not automatically include people with an intersex condition in "transgender" and "queer" categories. Many members of the intersex community do not feel included or represented by the trans and queer movements.
- Use the words "crossdresser" and "intersex" instead of "transvestite" and "hermaphrodite," respectively. Some people may use the latter terms as their identification labels which should be respected and not used outside of that context as they are often considered pejorative.
- Never ask someone who is trans or intersex about how they have sex or what their genitals look like. This is inappropriate in every situation.
- Do not share the gender identity of individuals without their permission. Do not assume that everyone knows. The decision to tell someone about their gender should be left to the person.
- When you learn about someone's transgender identity, do not assume that it is a fad or trend. While public discussions about transgenderism and transsexuality are a relatively recent phenomenon, most transgender people have dealt with their gender identity for many years, often at great personal and professional costs. It is important to trust that someone's decision to present themselves as gender variant is not made lightly or without due consideration.
- Educate yourself and others about transgender and intersex histories and concerns. Introduce trainings, readings, and other resources to your colleagues to continue educational efforts to deconstruct social norms around gender, sex, and sexual orientation.
- Work to change campus policies in areas such as housing, employment, student records and forms, and health care that discriminate against transgender people and seek to include gender identity/expression in your school's non-discrimination policy.
- When asking for sex or gender on surveys or other forms of demographic information forms, foster a conversation as to why this information is relevant and how it can be confirmed. Often, like in cases of federal funding, a gender binary breakdown is necessary. Discuss within your department or with colleagues how broadly sex or gender can be depicted to be inclusive of your full community. When reporting survey results, be careful not to lump non-binary responses into a binary coding system.

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Case Studies on Campus Transgender Issues

1) Lucy, a female student at your college who identifies as genderqueer and often dresses in a traditionally masculine manner, is assaulted but not seriously injured by three unidentified men in an anti-transgender hate crime the previous evening. The attack occurs on campus and the perpetrators are thought to be other students. Seeing that you have a “Safe Space” placard on your office door, ze (Lucy’s preferred pronoun to “she”) comes to you first for support. What steps might you take to help hir (Lucy’s preferred pronoun to “her”)? How might Lucy’s needs be different from a non-transgender student who has been assaulted?

2) Charlie, a cross-dressing male student who lives in one of the residence halls at your small college, has experienced constant harassment ever since his roommate discovered him in traditionally female clothing and told others. Now it seems that everyone on campus knows that he cross-dresses in private. He has heard others in his building make negative comments about “that faggot” and, at one point, anti-gay epithets were scrawled on the dry erase board of his door. His roommate has been so hostile that Charlie does not feel safe in the room. Charlie would like to continue to live on campus, but cannot afford a single room. How do you serve his needs? How might you advocate on Charlie’s behalf if he asks for your support?

3) Your university’s health plan has a clause specifically excluding “transsexual surgery or any treatment leading to or in connection with transsexual surgery.” The campus health center is using this clause to deny hormones to transsexual students, some of whom are protesting the policy as an act of anti-transgender discrimination. How would you address their complaint? How would you make a case to administrators on behalf of the students?

4) Linus, a male-presenting transsexual student, wants to change the female name and gender status on his records. However, he is told by the school’s registrar’s office that they won’t alter his records unless he receives a court-ordered name change and brings in a letter from his doctor indicating that he has completed gender reassignment surgery. Linus states that he cannot afford these procedures and hasn’t decided for sure that he even wants surgery. Thinking that you might be supportive, Linus comes to you. How do you intervene in this situation?

5) A female staff member in Student Affairs is upset that a transsexual woman who also works in the department is using the women’s restrooms in their building. She complains to you about being made uncomfortable by “that man in the bathroom.” How do you respond to her and address this conflict?

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Questions & Notes:

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