

CENTRIST COLLEGE est. 1890

Professional Development Series- Part 1 Transgender/Genderqueer Issues

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Presented By:



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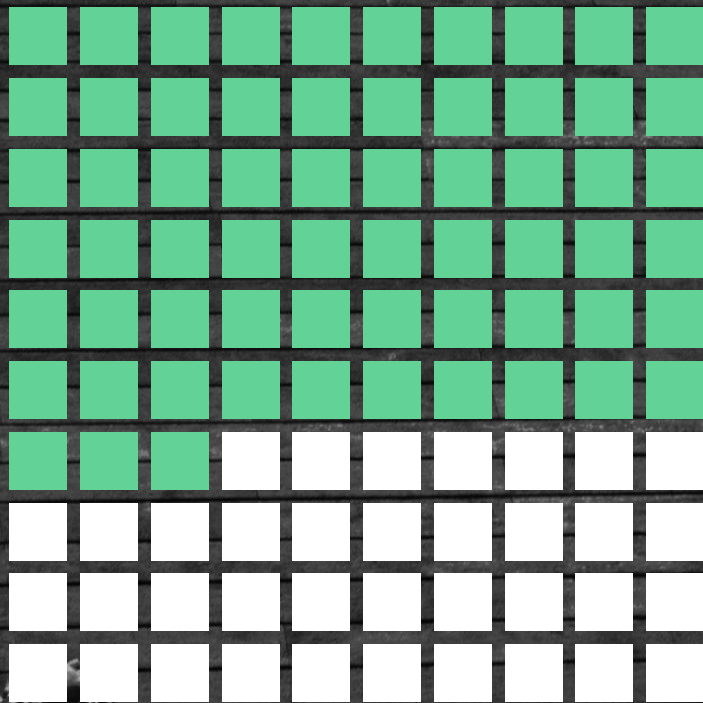
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Sarah Beth works as a Coordinator of Student Programs within the Office of Student Activities and Engagement.

Why now?

Issues of diversity and inclusion are surfacing across the nation

We are prompted as practitioners in the world of higher education to develop our competencies to address these issues as our student populations grow, change and diversify.



Our learning outcomes for the Professional Development Workshop on transgender/genderqueer issues are...

- To increase the *Equity, Diversity, and Inclusion* NASPA/ACPA competency of all student service staff members by providing a foundational education and understanding of transgender issues in higher education
- To address the needs of students who identify as transgender by way of assessing services offered by each functional area within student services
- To introduce standards of service and support that should be provided to transgender students based on benchmarking with peer institutions and best practices in higher education

UNDERSTANDING GENDER IDENTITY

The following graphics are meant to help understand how students may identify and provide definitions or context to those identifications. It is important to note individuals may have their own definition or interpretation of how they identify.

*Despite fulfilling the definition of one of these identities, a person might not identify with the label. Make sure you check how they identify before making *any* assumptions.

GAY refers to any man-identified person who is physically or emotionally attracted to other man-identified people.

LESBIAN refers to any woman-identified person who is physically or emotionally attracted to other woman-identified people.

BISEXUAL refers to a person of any gender who is physically or emotionally attracted to people of the same and of other genders than themselves

TRANSGENDER refers to a person of any gender whose assigned gender doesn't match with their gender identity

TWOSPIRIT refers to an aboriginal person who fulfills multiple gender roles traditionally found in aboriginal culture

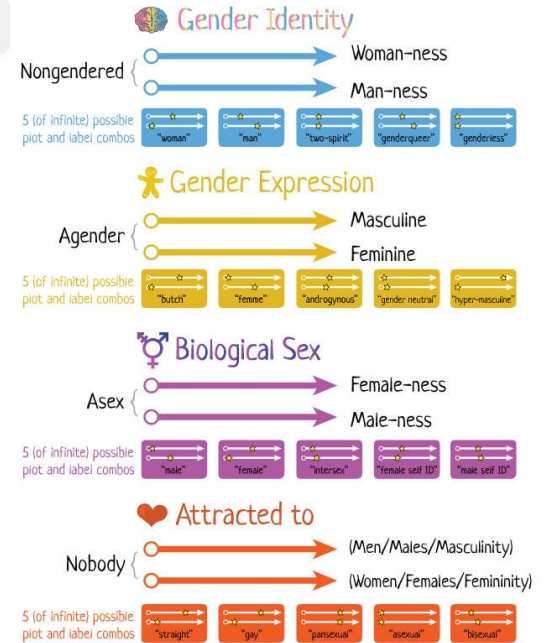
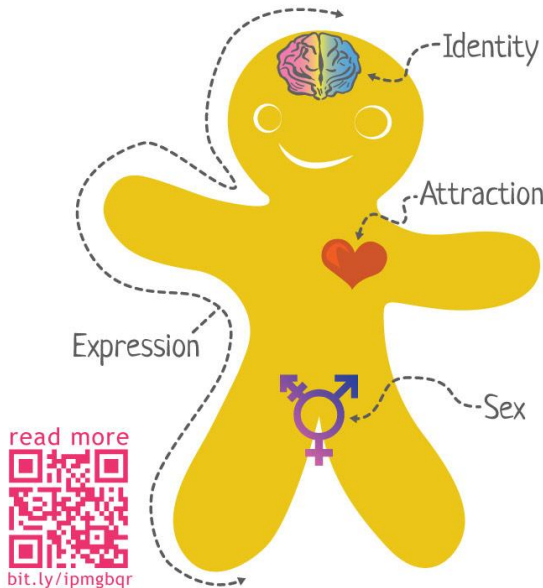
INTERSEX refers to a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

PANSEXUAL refers to a person of any gender who is physically or emotionally attracted to people regardless of gender

ASEXUAL refers to a person of any gender who lacks sexual attraction or an interest in sex

The Genderbread Person v2.0 by it's pronounced METROsexual.com

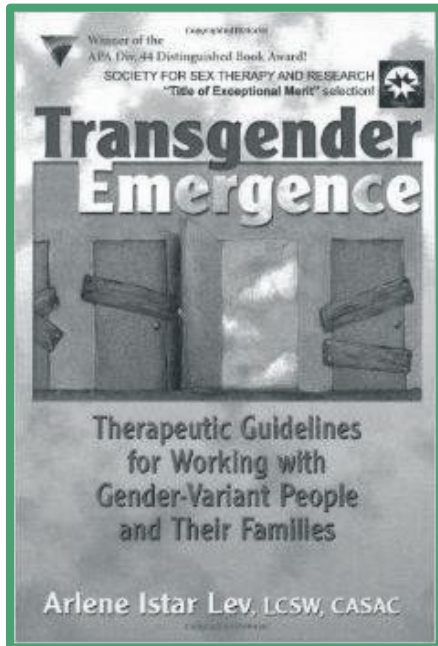
Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



Arlene Istar Lev's “Transgender Emergence Model”

We will be Utilizing Lev's model and recommendation as a basis for better understanding the identity development of our transgender and genderqueer students to provide direction for suggestions to functional area improvements in supporting those students.

Arlene Istar Lev's “Transgender Emergence Model”



1. **Awareness** - often a stage of great distress; acknowledging signs of distress between one's biological sex and feelings of internal self-concept of gender
 - a. Student Affairs task: Providing opportunities and experiences that will normalize and validate their feelings and experiences
2. **Seeking Information/Reaching Out** - seeking to gain education and support about transgenderism;
 - a. Student Affairs task: Creating opportunities for education, outreach and trans community connectedness
3. **Disclosure to Significant Others** - disclosure to significant people in the student's life
 - a. Student Affairs task: supporting that disclosure and integration through safe spaces, such as: support groups, community sharing, counseling, etc.
4. **Exploration (Identity & Self-Labeling)** - exploring the various possible gender identities
 - a. Student Affairs task: support exploration with informed resources that emphasize knowledge of the community and acceptance on the campus
5. **Exploration (Transition Issues & Possible Body Modification)**- exploring options for transition regarding presentation, identity and body modification
 - a. Student Affairs task: providing support for the resolution and advocacy of accepting those exploring and engaging in transitions. Ensuring campus policies are kind to this exploration and ambiguity.
6. **Integration (Acceptance & Post-Transition Issues)** - able to integrate their transgender identity positively into their life
 - a. Student Affairs task: find opportunities to support and celebrate adaptation to transition-related issues

Centrist College Campus Pride Index Rating

3 out of 5 stars



Goal: By 2018 

Peer Institutions Rating:

- Tufts 5/5
- Ithaca 5/5
- Hofstra 4.5/5

Current Transgender Policy and Support within Centrist College

- Non-discrimination statement that includes gender identity
- Process for students to change gender identity on official college records
- Paid staff with responsibility for LGBTQ support services
- Ally training program

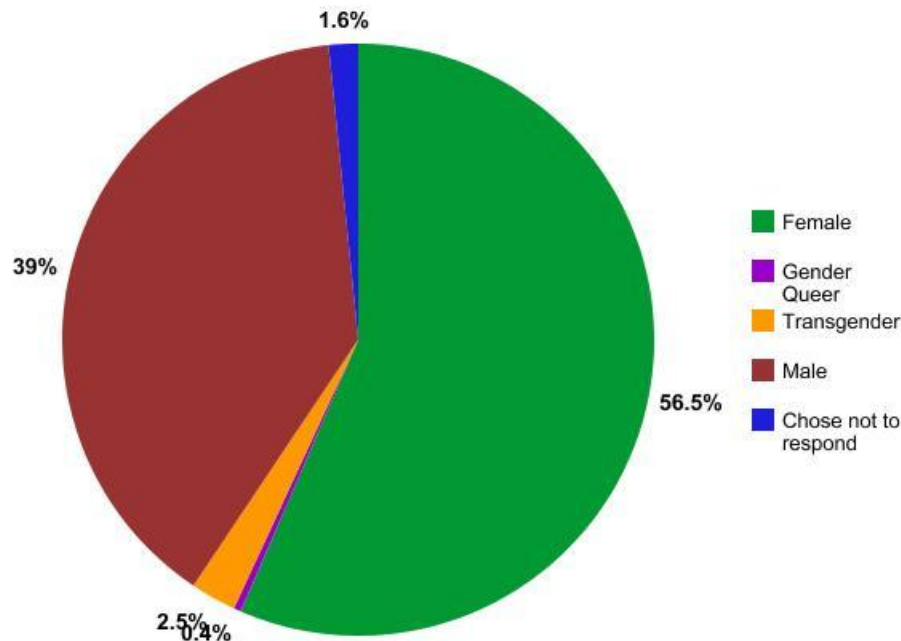
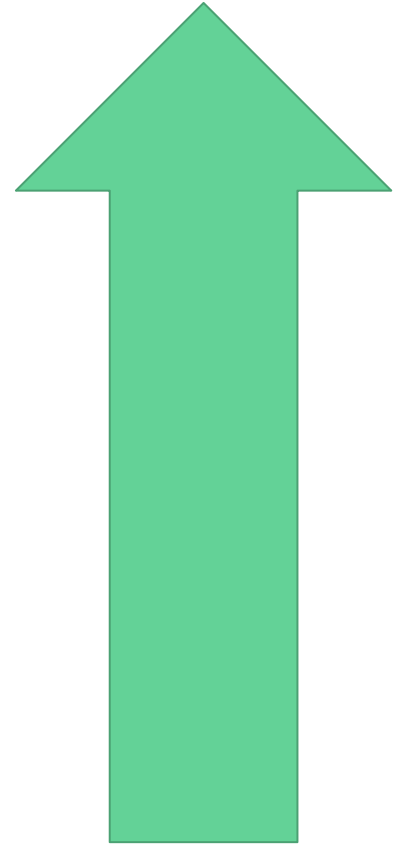


Chart: Gender identity at Centrist

What institutional changes can we make?

- Ask about gender identity on admissions application
 - Move away from binary options
- Gender neutral bathrooms across campus
- Create a physical safe space for transgender students
- Look into creating a Center for LGBT Education, Outreach & Services
- Campus-wide recruitment of transgender-identifying staff and faculty



HOUSING & RESIDENCE LIFE



What we're doing well...

- If a student discloses they are transgender, we make accommodations. Our application allows students to identify as transgender. Accommodations have often been with a single space in a co-ed building.
- Full time & student staff go through LGBT ally training to understand how to navigate issues or roommate conflicts that might arise

What our peers are doing...

- Providing roommate matching system that identifies LGBTQ friendly roommates
- Gender neutral housing that allows residents to share a space regardless of their gender identity
- Providing LGBTQ spaces, themed floors, or living learning communities in a residence hall.

Recommendations going forward...

1. Create **Gamut** (defined as complete range of something) a gender neutral living learning community open to LGBTQ students and anyone who enjoys learning about or supporting this community. This space will contain a LGBTQ friendly community space intended for communal use and programming.
2. Work with Starrez to incorporate a LGBTQ roommatch process in the assignments/roommate selection process

CAREER SERVICES



Bronze Level



What we're doing well...

- In 2015, we utilized **Out for Work's** assessment & consultation services, paying for the all access services. Our assessment resulted in a bronze level certification that came with a specialized action plan.
- We keep our students, staff and faculty informed that we can personalize services for this identity type

What our peers are doing...

- As of 2010, our peer institution, Ithaca 1. College has achieved the **Out for Work**, Gold level distinction.
- Have a designated staff member within career services, that specializes in serving LGBT student needs, while training all staff to understand this population's needs.
- Perform outreach to attract and educate students of LGBT specific career development services

Recommendations going forward...

- 2 student career ambassadors will be attend the 11th Annual National LGBTQ & Ally College Student Career Conference to gain a student perspective on what we can do
2. Going forward, all career service professionals with student contact need to undergo training for career development with this population. One staff member will be undergoing certification to be designated as the main point of contact for LGBT career services
3. The Career Center will continue to work with **Out for Work**, to follow the action plan to achieve silver status in 2016 and gold by 2017. This report and plan is available upon request to anyone interested.

STUDENT ACTIVITIES



What we're doing well...

- Supporting and advising undergraduate LGBTQ & Ally student organization
- Regularly providing access to Ally & SafeZone trainings to all staff and student organization executive boards
- Holding annual campus events to honor Transgender Awareness Week and Transgender Day of Remembrance

What our peers are doing...

- Ithaca College offers a Voice & Communication Modification Program that focuses on developing vocal mannerisms, non-verbal communication, etc. for students who have transitioned from male to female or female to male
- Support & advise several graduate and undergraduate student organizations devoted to the LGBTQ community and gender identity issues
- NYU puts on large scale campuswide trans-focused social events such as NY Drag U and the Gender Bender Ball

Recommendations going forward...

1. Advising student leaders to create educational & social events centered around gender-variant identities
2. Working with undergraduate and graduate student governments to develop committees focused on advocating for transgender needs and voices
3. Increasing trans visibility on campus by creating a LGBTQ presence in student media, i.e. LGBTQ sections in the student newspaper, forming transgender-focused student publications such as literary magazines, etc.

ACADEMIC SUPPORT



What we're doing well...

- Training on inclusive counseling practices
- Required ally training for staff
- Ally safe space signage outside of office space

What our peers are doing...

- Transgender reading lists
- Online database of resources for faculty
- LGBTQ seminar offerings
- LGBTQ minor/major
- Tracking retention and academic success of out transgender individuals
- Electronic academic alert system for students of concern

Recommendations going forward...

1. Reinforced training on cognitive coaching for transgender students
2. Transgender-inclusive fiction for summer reading
3. Online and physical library of academic resources, including [Queer Theory](#)
4. Actively recruit transgender staff
5. Create transgender history and education modules for CC 1000

LEADERSHIP DEVELOPMENT & ORIENTATION



What we're doing well...

- Creating spaces for dialogue at orientation
- Inclusion of multicultural services within orientation

What our peers are doing...

- Use of trans-inclusive language in orientation marketing
- Sponsoring of transgender speakers on campus
- Including gender neutral bathrooms at orientation sessions

Recommendations going forward...

1. Inclusive verbiage on student leadership applications
2. Choice of gender pronouns at orientation
3. Hosting an extended orientation for LGBT students to connect
4. Better training student leaders through requiring Ally or Safezone training & teaching students trans-inclusive language

MULTICULTURAL SERVICES



What we're doing well...

- Paid staff person devoted to serve as a resource to the LGBTQ community
- Safe Zone Training
- LGBTQ Task Force
- Campus wide programming about intersectionality

What our peers are doing...

- Ithaca College, Stand alone Center for LGBT Education, Outreach, and Services
- Campus wide programming
- List of faculty in the LGBT Community students can connect with

Recommendations going forward...

1. Formation of a stand alone LGBTQ center on campus
2. Hiring another Full-time staff member to support expansion of services
3. Development of resource of faculty and staff on campus within the community
4. Implementing Lavender Graduation ceremony

HEALTH & WELLNESS



What we're doing well...

- Trans-inclusive student health insurance plan
- Trans-specific health information and services
- Paid counselor trained specifically on transgender student issues
- Online health resources for transgender students
- Inclusion of transgender interpersonal violence issues in student/staff training

What our peers are doing...

- Tobacco cessation initiatives specific to LGBT populations
- Gender-neutral bathroom options
- Transgender-inclusive campus recreation facilities and services
- Training for staff to identify trans students at risk for suicide and depression

Recommendations going forward...

1. Transgender counseling support groups
2. Train all counselors on transgender student issues
3. Option to change name and gender on medical records
4. Look into offering ongoing hormonal treatment
5. Gender neutral bathrooms and locker rooms in health center and recreation facilities
6. Write transgender inclusion policy for intramural and club sports

Resources & References:

- [Genderbread Person](#)
- [8 Queer Identities to Understand](#)
- [Massachusetts Transgender Political Coalition Policy](#)
- [Campus Pride Index - Tufts University](#)
- [Campus Pride Index - Ithaca College](#)
- [Transgender Emergence Model - Arlene Istar Lev](#)
- [Practices at the Top 10 Trans Inclusive Schools](#)
- [Out For Work](#)
- Dugan, J.P., Kusel, M.L. & Simounet, D.M. (2012) Transgender college students: An exploratory study of perceptions, engagement, and educational outcomes. *Journal of College Student Development*, 53(5), 719-736.