



**A note about notes:** We have included notes on many slides which are intended to be notes for the senior staff facilitating this workshop. The notes are intended as additional talking points and context to get the conversation flowing.

# VISION FOR THIS WORKSHOP SERIES

Dr. Fogg has called on us as senior staff and administrators to **continue to explore how our campus can be inclusive** of all student populations.

This series of workshops is designed for senior staff to discuss and share collaborative approaches to **creating a more welcoming environment** for transgender students at Centrist College.

By the end of this series, we hope to **provide tools for understanding the needs of transgender students** and to develop action plans for creating transgender-specific and transgender-inclusive initiatives and resources on campus.

# WELCOME AND DESCRIPTION

Today's session is intended to set the foundation for addressing transgender inclusion from a broad perspective of functional areas and seek to begin to answer the following questions:

- What is Centrist College doing well?
- What can be done better?
- What actions can your office take?

# OUTLINE OF SESSION & AREAS OF FOCUS

We will walk through the units, departments, and areas a transgender student may interact with throughout their college career and focus, step-by-step, to better understand how we can create a more welcoming environment for transgender students.

Recruitment

Registrar

Residence Life

Facilities

Restrooms

Academic Affairs

Health & Wellness Services

Counseling & Psychological Services

Greek Life

GLBT Support Services

Career Development

Athletics

Assessment

# REVIEW OF RELEVANT TERMS

**Transgender, Trans, Trans\*** -Transgender is an umbrella term for people whose gender identity or gender expression is different from those typically associated with their assigned sex at birth. Trans and Trans\* are shorthand expressions for transgender. Note that transgender persons may or may not decide to alter their bodies hormonally and/or surgically, so their identity as a transgender person is unrelated to physical alterations, such as surgery or hormone therapy.'

**Trans man** - A term for a transgender person who currently identifies as a man. Female to male and FTM are also used.

**Trans woman** - A term for a transgender person who currently identifies as a woman. Male to female and MTF are also used.

**Gender** - One's internal, personal sense of being a man or a woman. For transgender persons, their birth sex and their own internal sense of gender identity do not match.

**Genderqueer/genderfluid** - Genderqueer is a term used by some individuals who identify as neither entirely male nor entirely female. Genderfluid describes individuals with a flexible range of gender identity or expression that may change, even from day to day, such as identifying as a female at times and a male at other times, or a combination.

(Perdue, 2015)

First, we will review some relevant terms that will help us establish a mutual understanding of inclusive terminology

## REVIEW OF RELEVANT TERMS (continued)

**Gender Expression** - This term describes the external manifestation of one's gender identity, usually expressed through "masculine," "feminine," or gender-variant behavior, including clothing, hairstyle, voice or body characteristics.

**Sexual Orientation** - Sexual orientation describes an individual's enduring physical, romantic, and/or emotional attraction to another person. Although gender, birth sex and sexuality are all interrelated, they are distinct. So, for example, a transgender person can be heterosexual or homosexual (or bisexual or asexual or any other way of describing people's sexual attraction(s)).

**Sex** - Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals. Generally, this paper will use the term birth sex to refer to persons' sex assigned at birth.

**Transition** - This term refers to the process of beginning to live in one's gender self-identify rather than one's birth sex. Transition can be social, legal and medical, but may not be all three aspects or all three aspects at the same time.

# ENROLLMENT MANAGEMENT: RECRUITMENT

What do we do well to recruit transgender students?

What can we improve?

- Participate in Campus Pride's annual LGBTQ-Friendly College Admission Fair to target recruitment of this population.
- Target improving our ratings on the Campus Pride LGBTQ-Friendly Campus Climate Index (Campus Pride, 2016) with:
  - Scholarships for transgender students
  - Transgender-specific mentoring program to welcome and assist incoming Trans students
  - Lavender/Rainbow Graduation Ceremony
  - Training Admissions counselors in Transgender-inclusive resources

- The American Association of Collegiate Registrars and Admissions Officers (AACRAO) is striving to become a leader in nationally recognized LGBT recruitment and enrollment efforts (Tremblay, 2012)
- Until the early 2000s, LGBTQ recruitment was fairly non-existent (Einhaus, Viento, & Croteau, 2008).

Discussion Point:

How does this improve the campus environment?

- A more diverse student body with greater representation of transgender students is a goal of Dr. Fogg's. These proposals will improve the campus environment by improving our ranking on transgender-specific indices, bolstering interest among this population for applying to Centrist. Transgender-specific mentoring program will provide role models and connections for prospective students who are transgender to better understand the experiences our current students have.
- Lavender/Rainbow Graduate Ceremony will showcase Centrist's commitment to celebrating *all* of our students and demonstrate to our transgender students our pride in having them in our institution.

## ENROLLMENT MANAGEMENT: REGISTRAR

What do we do well to include transgender students' needs in our services?

What can we improve?

- Preferred Name Policy - class roster; student ID; e-mail addresses; housing records; academic records
- Use Trans-Inclusive Language on School Forms, Printed Materials, and Web Sites

How does this improve the campus environment?

- An accurate gender designation in college files is critical to avoid outing transgender students and to help protect them from discrimination when they apply for jobs, graduate and professional schools, and at any other time that they would need to show a college document. (Beemyn, 2003)

Where can we create partnerships?

- Office of Institutional Research
- Academic Affairs

CAS Standards call on leaders in Registrar Office to “promote campus environments that result in multiple opportunities for student learning and development” and to “continuously improve programs and services in responses to changing needs of students and other constituents, and evolving learning and development.” (Council for the Advancement of Standards in Higher Education, 2015)

Benchmark with Western Michigan University's “Addressing Transgender-Inclusion at Western Michigan University”

Creating partnerships - create Preferred Name Taskforce w/ Office of LGBTQ Student Services, VP for SA, VP for Diversity and Inclusion, Provost and VP for Academic Affairs, Assoc. Provost for EM, Assoc. Provost for Assessment and Undergraduate Studies, and Assoc. Provost for Institutional Effectiveness

Where can we create partnerships?

Working among the multiple units within Enrollment Management will be key to creating a consistent welcoming voice and experience for transgender students. It will also be critical to work together with the



Office of Institutional Research to track enrollment, persistence, and graduation trends for transgender students with the implementation of these changes. Further, cohesion between the Office of the Registrar and Academic Affairs with regards to forms, rosters, and e-mail addresses will be crucial.

# RESIDENCE LIFE

"A common strategy is to provide individual or single-room housing for the transgender student.

This may frequently be a positive outcome for a transgender student, but for a transgender student wishing to room with friends or with fellow students of the same gender, this option is unhelpful and may result in litigation"

(Perdue, p. 55)

Pose question: How is this quote reflected on the Centrist campus?

# ROOMMATE SELECTION

Currently, Centrist allows students who indicate that they identify as transgender to choose a single room.

How can we make the residential experience more welcoming for transgender students?

- Provide an option for new and returning students to live in gender-inclusive housing

How does this create a more welcoming environment for our transgender students?

- Ensuring that students have an option for gender-inclusive housing allows an equal opportunity for a traditional residential experience while ensuring that the environment is inclusive of a variety of gender identities

# FACILITIES

“Most institutions today unconsciously prohibit transgender individuals from living on campus, fully using recreational facilities, or even spending much time on campus because basic facilities are segregated according to the gender binary: men only and women only.”

(Johnson & Subasic, 2011)

Pose question: How is this quote reflected on the Centrist campus?

# RESTROOMS

"The most common daily difficulty for a transgender student on campus is restroom usage" (Perdue, p. 57)

How are our restrooms accessible and inclusive of transgender campus community members?

The Centrist campus has single-use restrooms available for public use

What can we do better?

- Adjust signage to create gender inclusive restroom options
- Ensure that campus event planning incorporates a plan for restroom access
- Make a publicly available list of all restrooms
- Ensure that our campus policies allow students to use the restroom that aligns with their gender identity

(Johnson & Subasic, 2011)

Expanded notes on what we can do better:

- In offices where restrooms are single-use and designated single-gender, adjust signage to reflect that the restroom is gender inclusive
- In planning campus events, provide information about the nearest inclusive and/or single-use restroom or temporarily designate the nearest restrooms as gender inclusive with appropriate signage

## ACADEMIC AFFAIRS: CURRICULUM

"Instructors are perceived to lack knowledge of best practices in working with and supporting transgender students." (Pryor, 454)

What do Centrist faculty members do to support students?

- All faculty are required to participate in an inclusion training module prior to the start of each academic year

How can we improve the experiences of transgender students in the classroom?

- Separate gender and sexuality as topics in faculty training
- Encourage faculty to incorporate transgender experiences in courses
- Offer more courses focusing on transgender experiences

Expanded Notes on Ways to Improve:

- Expand the LGBT module in the inclusion training to discuss gender and sexuality as distinct topics, ensuring that instructors understand the needs of transgender students
- Encourage faculty to include transgender authors, perspectives, and voices in the materials they assign and utilize in class
- Expand on course offerings that focus on transgender experiences

# HEALTH & WELLNESS SERVICES

## Health Insurance

In cooperation with Student Legal Services, we seek to develop a student health insurance plan that offers:

1. Ongoing counseling services
2. Intake and maintenance of hormone therapy
3. Gender confirmation surgeries

## Wellness Education

Develop educational programs centered on transgender sexual, mental, and emotional wellness; collaborate with the Office of GLBT Support Services to create transgender student panels; include transgender-specific resources in all on-campus wellness programming

### Health Insurance

Transgender students often encounter restrictive policies that prevent them from seeking and receiving health services on campus. By offering a new student health insurance plan, we intend to promote inclusivity in our services

### Wellness Education

Most of our current programming does not offer transgender-specific resources on wellness education. Our goal is to ensure that transgender students have access to sexual, emotional, and physical wellness resources.

# COUNSELING AND PSYCHOLOGICAL SERVICES

## Overview

- Transgender students have unique physical, emotional, sexual, and psychological needs that are often not explicitly addressed in traditional counseling and psychological services

## Steps for creating a welcoming environment

1. Develop explicit support services for transgender students
  - a. Counseling before, during, and after transitioning
  - b. Medical and legal counseling on transgender procedures and policies
2. Ensure that all medical records make the students' preferred name
  - a. Create a Record Change form for students to self-report gender and sexual identity, name, and pronouns
3. Create visible signs supporting gender and sexual diversity
4. Revise staff biographies to include relevant identities and experiences

(American Counseling Association Competencies for Counseling with Transgender Clients, 2010).

## Overview:

Emily A. Johnson & Allison Subasic (2011) note that while many college students face similar physical, emotional, sexual, and psychological concerns, transgender students often experience difficulty in accessing counseling services due to restrictive policies and procedures. Our duty as the Counseling and Health Services department on campus is to increase the accessibility and inclusivity of counseling and health services to transgender students.

## Services Offered:

In what ways do our current services support transgender students? In what areas might we improve to promote transgender inclusivity?

## Steps:

Overview the four-point steps for creating a welcoming environment for transgender students, emphasizing



# COUNSELING & PSYCHOLOGICAL SERVICES: APPROACH & COMPETENCIES

Integrate a three-prong approach

- a. Holistic wellness
- b. Resilience
- c. Strengths-based practices

Implement transgender-specific competencies in the following areas

- a. Human Growth and Development
- b. Social and Cultural Foundations
- c. Helping Relationships
- d. Group Work
- e. Professional Orientation

(Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling [ALGBTIC] Competencies for Counseling with Transgender Clients, 2010)

Our three-prong approach to counseling transgender students is intended to create a more welcoming environment for those seeking counseling and psychological services on campus

“These competencies should not be used in lieu of professional training in working with transgender clients, and supervision of trainees by licensed professionals (as well as consultation among professionals) is essential and provides ongoing continuing education for individuals working with transgender clients” (Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling [ALGBTIC] Competencies for Counseling with Transgender Clients, 2010, p. 51)

The transgender-specific competencies outlined by the ALGBTIC will become a required component of each counselor’s initial and ongoing training

# GREEK LIFE

## What can we improve?

- Promote transgender inclusion for Sororities and Fraternities
  - Role models:
    - Sigma Phi Epsilon nationally Delta Upsilon and Delta Tau Delta at University of Oregon
    - Pi Lambda Phi at Winona State University
- Review housing policies with housed Greek chapters to insure inclusive language of Transgender members.

## Where can we create partnerships?

- Work together with IFC and National Headquarters
- Create relationships between Student Services and Greek chapters

## What can we improve?

It is important to promote greater inclusion and value of transgender members in Greek life. We can point to myriad chapters across the country that have paved the path for implementing these changes and highlighting the successes they have had.

We should provide a structure for housed greek chapters to update their housing and recruitment policies to promote new member recruitment of transgender students and insure their safety, comfort, and success in the house.

## How does this improve the environment?

Promoting inclusion of transgender students in Greek Life is critical to affording all of our students the same opportunities as well as increasing student organizational commitment to diversity.

It is difficult to recruit transgender students to spaces where they do not feel comfortable. As such, reviewing housing policies and accommodations for creating a welcoming and inclusive space for transgender students is critical for ensuring not only consideration of but commitment to transgender students.

## Where can we create partnerships

Working with IFC and National Headquarters to provide information on transgender students experiences in college and policies that have been implemented nationally (such as Sigma Phi Epsilon) to be more inclusive of transgender students could provide a ground-up change from within Greek Life.

Creating relationships between Student Services departments, especially GLBT Support Services, and Greek chapters can facilitate programming opportunities for the Greek Community to learn more on transgender issues and how to implement inclusive policies

# GLBT SUPPORT SERVICES

## What are we doing well?

- Recognizable physical space on campus
- Inclusive marketing materials
- In-office counselors and wellness educators

## How might we improve?

- Collaborate with other departments to support their efforts toward transgender inclusivity
- Establish a Transgender student panel

### Overview

The GLBT Support Services at Centrist College is known as a safe, affirming environment for transgender students. However, we have few transgender-specific resources, programming, and spaces on campus for students.

# CAREER DEVELOPMENT

## What are we doing well?

### Unique challenges transgender students face

- sharing their employment history
- disclosing their identities
- completing background checks
- navigating state, city, county, and municipal laws regarding workplace discrimination
- transitioning while working

## Discussion: How do we currently promote inclusivity through and within our services?

### Steps for creating a welcoming environment

1. Establish a LGBTQIA+ taskforce
2. Create training opportunities for career professionals to explore their own biases and privileged identities
3. Integrate inclusive language and visuals in all career resource materials
4. Compile and publish a reference list of known LGBT-affirming employers and companies
5. Strengthen partnerships with counseling and health services to share best practices

(David A. Scott, Stephanie L. Belke, & Hannah G. Barfield, 2011)

## What are we doing well?

Currently, we offer weekend and evening satellite advising in the cultural centers on campus, including the LGBT Resource Center. Additionally, all career professionals are required to complete introductory training on multicultural counseling and competencies.

## Overview:

According to David A. Scott, Stephanie L. Belke, and Hannah G. Barfield (2011), as the number of transgender students in higher education continues to increase every day, so does the need for transgender-specific employment and career resources.

To date, research has focused primarily on the career development needs of gay, lesbian, and bisexual students, without mention of how transgender students often face additional difficulties in finding safe, affirming workplace environments in which transitioning or presenting a non-binary gender expression is possible (Scott et al., 2011).

At Centrist College, we want to ensure that when transgender students seek out career development or employment counseling, they receive both transgender-specific and transgender-inclusive resources, from resuming writing handouts to advice given on professional attire.

## Discussion:

Encourage senior staff to discuss what practices are currently in place that

promote inclusivity, specifically in working with transgender students

Action steps:

Discuss the five-point steps for creating a welcoming environment for transgender students

# ATHLETICS

What do we do well to recruit and support transgender athletes?

What can we improve?

- Locker rooms - individualized spaces
- Self-identity policy for locker room use
  - A "genuinely asserted" gender standard would require limited evidence of gender identity.
- Transgender participation in sports and athletics:
  - Allow participation of transgender students in intramural sports in accordance with their self-identity
  - NCAA & club sports - use NCAA approach (inclusion plus hormone usage)

How does this improve the campus environment?

- Safety, privacy, minimized embarrassment or harassment, greater comfort for both trans- and cisgender students
- Provide equitable access to campus opportunities for all students

Where can we create partnerships?

- Locker rooms present difficulties for transgender students. Specifically, the existence of nudity and the lack of privacy in locker rooms present distinct challenges for both transgender students and Centrist. Creating individualized spaces in locker rooms, like those available in most restrooms, provides privacy for all students. Importantly, it reduces the risk of harm, embarrassment or harassment to the transgender student.
- Self-identity policy: Centrist should allow access to locker rooms in the same manner it allows access to other university facilities and activities, based solely on gender self-identity. The benefit of the self-identity policy is that it provides the greatest accommodation to gender non-conforming persons. Moreover, this is the current position of the OCR. A "genuinely asserted" gender standard would require limited evidence of gender identity.
- More on the NCAA & Club Sports policy - see Bates College as an example of policy for sports participation

# ASSESSMENT

What do we do well to assess transgender student experiences on our campus?

What can we improve?

- Track hate crimes against individuals because of their gender identity or expression
- Monitor and assess the progress of the recommendations proposed in this series.
- Campus Climate Assessment

How does this improve the campus environment?

Where can we create partnerships?

What can we improve?

A campus climate assessment will serve as an important tool for Centrist to identify what changes still need to be made and to advocate for new recommendations. By collecting data and creating a report of the findings, Student Services can lead the campus in including transgender students.

How does this improve the campus environment?

It is important to keep our students up-to-date on the pressing issues on campus and hate crimes are no exception. Providing statistics will indicate the improvements we strive to make and will keep the campus aware of the work needed to be done, as well as improve recommendations for safety.

A campus climate assessment is key for us to maintain a pulse on the welcoming environment we are providing for transgender students and to understand the experiences they are having at Centrist.



## WHAT NOW?

Take these thoughts back to your staff, and have a discussion about how some of these thoughts could be implemented.

Utilize the **Campus Pride Report Card** (found at [campuspride.org](http://campuspride.org)) to assess your functional area with your staff

# Thank You!

Follow up: After having these discussions with your staff, be sure to take notes to bring with you to the next workshop

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