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# Centrist College Initiatives

University of Akron

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Co-presenters: Lindsey Dever and Megan Vermillion

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# Dr. Philius Fogg and Senior Staff,

On behalf of this training committee, it is our pleasure, serving alongside the Director of Student Services, to present to you a welcoming and inclusive plan to integrate transgendered students into the Centrist College community. Through the use of extensive research, it is our hope that this strategic plan serves the community well in providing a progressive and all-inclusive environment for each and every student attending Centrist College. Additionally, it is our hope that you will glean educational information regarding the modern issues and concerns facing transgender and non-conforming gendered students today while developing the professional tools needed to approach such concerns daily.

Sincerely,

The Training Committee

# Introduction

According to Liberate Yourself, "LGBTQ is an acronym that stands for Lesbian, Gay, Bisexual, Trans and Queer, and is used to designate a community of people whose sexual or gender identities can create shared political and social concerns. The LGBTQ acronym does not encompass everybody and different organizations may use fewer or more letters."

# Overview

- Terminology
- Counseling Services and Statistics
- Ally Training
- Gender-Inclusive Housing
- Living Learning Communities
- Facilities
- Safe Spaces
- Zero Tolerance Policies/Title IX
- Safety
- Retention
- Activity

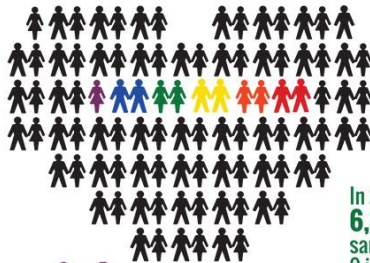
# Terminology

- Gender Identity – A person's sense of being masculine, feminine, or other gendered.
- Gender Variant – A person who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, genderqueer, cross-dresser, etc.).
- Genderqueer – A gender variant person whose gender identity is neither male nor female, is between or beyond genders, or is some combination of genders. Often includes a polit
- Intergender – A person whose gender identity is between genders or a combination of genders
- Transgender – A person who lives as a member of a gender other than that expected based on anatomical sex. Sexual orientation varies and is not dependent on gender identity.
- Cross-dresser – Someone who wears clothes of another gender/sex.

# Terminology Cont.

- Ally – Someone who confronts heterosexism, homophobia, biphobia, transphobia, heterosexual and genderstraight privilege in themselves and others; a concern for the well-being of lesbian, gay, bisexual, trans, and intersex people; and a belief that heterosexism, homophobia, biphobia and transphobia are social justice issues.
- Transition – This term is primarily used to refer to the process a gender variant person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression.
- Bottom Surgery – Surgery on the genitals designed to create a body in harmony with a person's preferred gender expression
- Binding – The process of flattening one's breasts to have a more masculine or flat appearing chest.

# Lesbian, Gay, Bisexual, Trans and Intersex People



**11 in 100**  
Australians are of diverse sexual orientation, sex or gender identity

In 2011, there were **6,300** children living in same-sex couple families. 9 in 10 are in female same-sex couple families



**1996**

**2011**

THE REPORTED NUMBER OF SAME-SEX COUPLES HAS MORE THAN TRIPLED BETWEEN 1996 - 2011



of children born in Australia are estimated to be intersex

PERCENTAGE OF LGBTI PEOPLE WHO HIDE THEIR SEXUALITY OR GENDER IDENTITY AT CERTAIN EVENTS



**80%** of homophobic bullying occurs at school



Experience verbal homophobic abuse



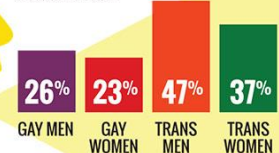
Experience physical homophobic abuse



Experience other types of homophobia

TRANSGENDER MEN AND WOMEN EXPERIENCE SIGNIFICANTLY HIGHER RATES OF NON-PHYSICAL AND PHYSICAL ABUSE COMPARED WITH GAY MEN AND WOMEN

Percentage of gay and transgender people who experienced verbal abuse in 2012



# Collegiate Statistics

In a clinical research done by Effrig, Bieschke, and Locke (2011), with a sample of 27,616 college students who sought counseling services at one of 66 College Counseling Mental Health (CCMH) counseling centers, studies show:

- More than twice as many participants who identified as transgender (42.6%) than participants who identified as male/female reported engaging in self-injurious behavior.
- With regard to attempted suicide, more than 3 times as many participants who identified as transgender than male/female, reported a suicide attempt.
  - A total of 27 (25.7%) transgender students reported making a suicide attempt, compared with 8.4% of students who identified as men or women in the clinical sample and 4.9% of students who identified as men or women in the nonclinical sample



# Counseling Centers

- Counseling Centers with clients of transgender or genderqueer students should include questions that address their unique concerns and increase their sense of safety, comfort, and respect.
- Providers signal their competence by the questions they ask and the language they use.
- The most critical time to establish rapport is during the intake process where the first questions on most intake forms are name and gender.
  - For trans and gender nonconforming students, these questions are complicated. They may not use their legal name and they may not identify with their assigned gender; at the time of intake they may not even have a name or gender that is comfortable for them.

# Counseling Intake Questions



- "Do you have a preferred name?"
- "Do you have a preferred pronoun?"
- "How do you describe your gender or gender identity?"
- "What does (genderqueer, transgender), etc. mean to you?"
- "How did you choose the name ...?"
- "Are you out to the people in your life?"
- "How did you come to your current understanding of your gender?"
- "Do you have transgender or genderqueer friends?"
- "Have you attended any conferences or support groups?"
- "Do you have a desire for gender affirming medical care such as hormones or surgery?"
- "Do you have a plan to transition?"

# Required Ally Training for Student Leaders and Staff

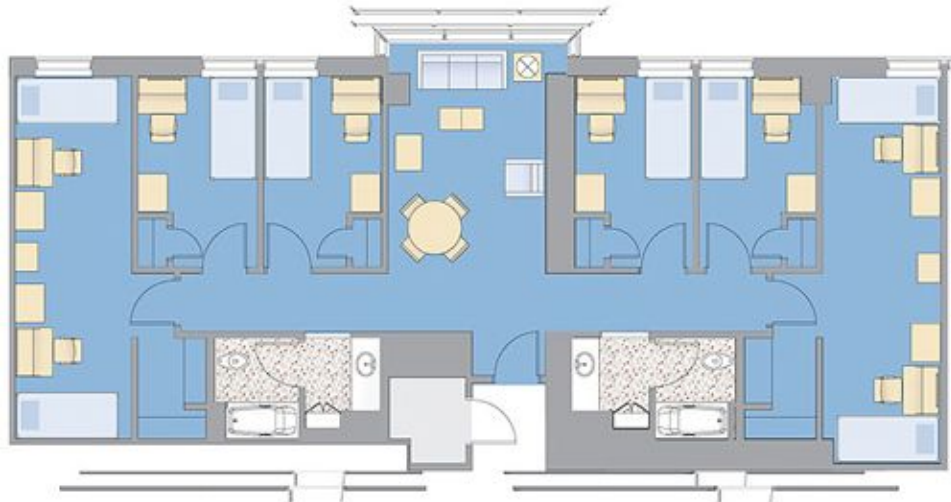
- The coming out process for a member of the LGBTQ community can be a painful and difficult process. For many transgendered individuals, the transition period enables them to reflect on their gender identity since their mental health, personal relationships, and physical well being are in jeopardy (Pryor, 2015).
- An ally is an “individual with the awareness, knowledge, and skills to support those experiencing discrimination, confront injustice, and advocate for social justice” (Woodford, Kolb, Durocher-Radeka, & Javier, 2014, p.317).
- Ally Training will help build a campus environment that is supportive and open towards the LGBTQ community.

# Transgender Housing Statistics

- In a survey done, 46.15% of transgendered students reported that a Gender-Inclusive Housing (GIH) heavily influenced school choice.
- 87.4% believe that students should have the choice to “opt-in” to a gender-inclusive living community/housing
- 80.6% believe that students should sign a community conduct and values agreement to ensure housing space stays prejudice free
- 35.9% of students believe it should be a requirement to attend a certain number of events to build friendships and increase LGBTQ Awareness

(Krum, Davis, Galupo, 2013)

# Gender-Inclusive Housing (GIH) Options



- Options for single or double lockable rooms;
- common living area;
- and two different shareable restrooms which provides option for self-designated gender-specific restrooms if desired by guests

## Suite-Style Housing



# GIH Logistics

In researching a variety of current styles for GIH and taking into consideration survey input, suggested GIH components include:

- Locking separate rooms
- Same room/different sex pairing option availability
  - Allows students who identify as one gender but not transitioned to live with individuals of different sex but same-gendered identity
- At least 2 different shareable restrooms either within suite-style rooms or on the same floor of a residence hall
  - Note: Restrooms should provide individual stalls for both shower and toilet use
- Option for both restrooms to be gender-designated by students living in area rather than predetermined gendered restrooms

# GIH Logistics Cont.

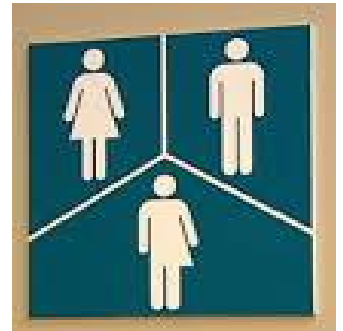
- Students opt-in to GIH
  - Mark opt-in on housing application, select roommates or have assigned of any legal sex/gender
  - Applicants fill out preferred sex/gender of roommates, then matched with roommates based on information provided
  - Complete “roommate compatibility evaluations” for best match
    - Process works to ensure student safety and comfort
- Priority given to students who mark the need for Gender-Inclusive Housing
- Housing contracts and Student Code of Conduct both include abiding by policies, including non-discrimination and anti-hate crime policies.

# Living Learning Community

- The University of California Berkeley provides a residence hall called the Unity House. It addresses engages conversation about gender and sexuality issues and encourages action through academic seminars, socials, reflection activities, and building meaning relationships (University of California, Berkeley, 2012).
- According to D'Augelli's Model of Lesbian, Gay, Bisexual Identity Development (1994) the six main processes that individuals happens over time. The final and sixth process indicates that the individual finally enters into a community to work for political and social action (as cited in Brown, Bryant, Bureau, Haller, Pierre, Piquette, Pohl, Pryor, & Sands, 2012).
- Living learning community encourages growth and development of students within this particular community who identify as LGBTQ.



# Facilities



- Bathrooms and other facilities (locker rooms) where people must pick if they are either male or female should have a third option such as gender neutral. These facilities would make our students feel less threatened by an everyday activity such as using the restroom.
- Using locker rooms in recreational settings could be awkward as well if you are having to choose between male or female.
- Creating the third option lowers anxiety about choosing which facility to use and gives a third general option.

# Safe Space on Campus/Office Space for LGBTQ Organizations

- Providing a safe environment for LGBTQ students to host one on one meetings is important.
- The University of Akron, for example, has an office space specifically dedicated to the organization LGBTU. This office is located in the Center for Service and Leadership. This space allows the officers and students who might want to be involved privacy and a space to feel secure.
- In allowing this organization to have it's own office it shows the university is supportive and ensures safety and confidentiality to members of the organization.

# Zero Tolerance/Title IX

- To be in compliance with Title IX every university receiving state funding must be operating in a non discriminatory manner
- Title IX ensures students are punished properly and the correct action is taken to ensure the safety of the student.
- Ally training should be offered frequently for students, faculty and staff. Ally training includes experiential activities and guided discussions designed to provide knowledge, skills, and attitudes that will help you be an effective Ally to a diverse community.

# Safety

- Safety is high on the list of importance at every college and university. LGBTQ students are at a high risk of being bullied, hearing hateful language, physical and emotional harassment and the threat of physical violence.
- It is our job as administrators to create rules and regulations for students to ensure safety of everyone.
- By creating and implementing an inclusive school climate through organizations, trainings and education we can ensure safety of all students.

# Retention

- A key factor to maintain high retention rates is correlated to the degree in which students have both academic and social integration. If a student feels disconnected from peers, professors and administrators, they may discontinue their education at an institution (Tinto, 2000).
- When an administrator is dedicated to serve the needs of students it will in turn, compel students to persist within higher education (Tinto, 2000).
- Therefore, purposeful engagement and consistency will help institutions expand their resources. Having administrators and professors understand the needs of the LGBTQ students will help move forward with policies that are reasonable (Ladson-Billings, 1995).

# Coming Out Star Activity

To access directions for our interactive activity, please click the following link:

[Coming Out Star Activity](#)



# References

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