



# CREATING A TRANSGENDER-INCLUSIVE ENVIRONMENT

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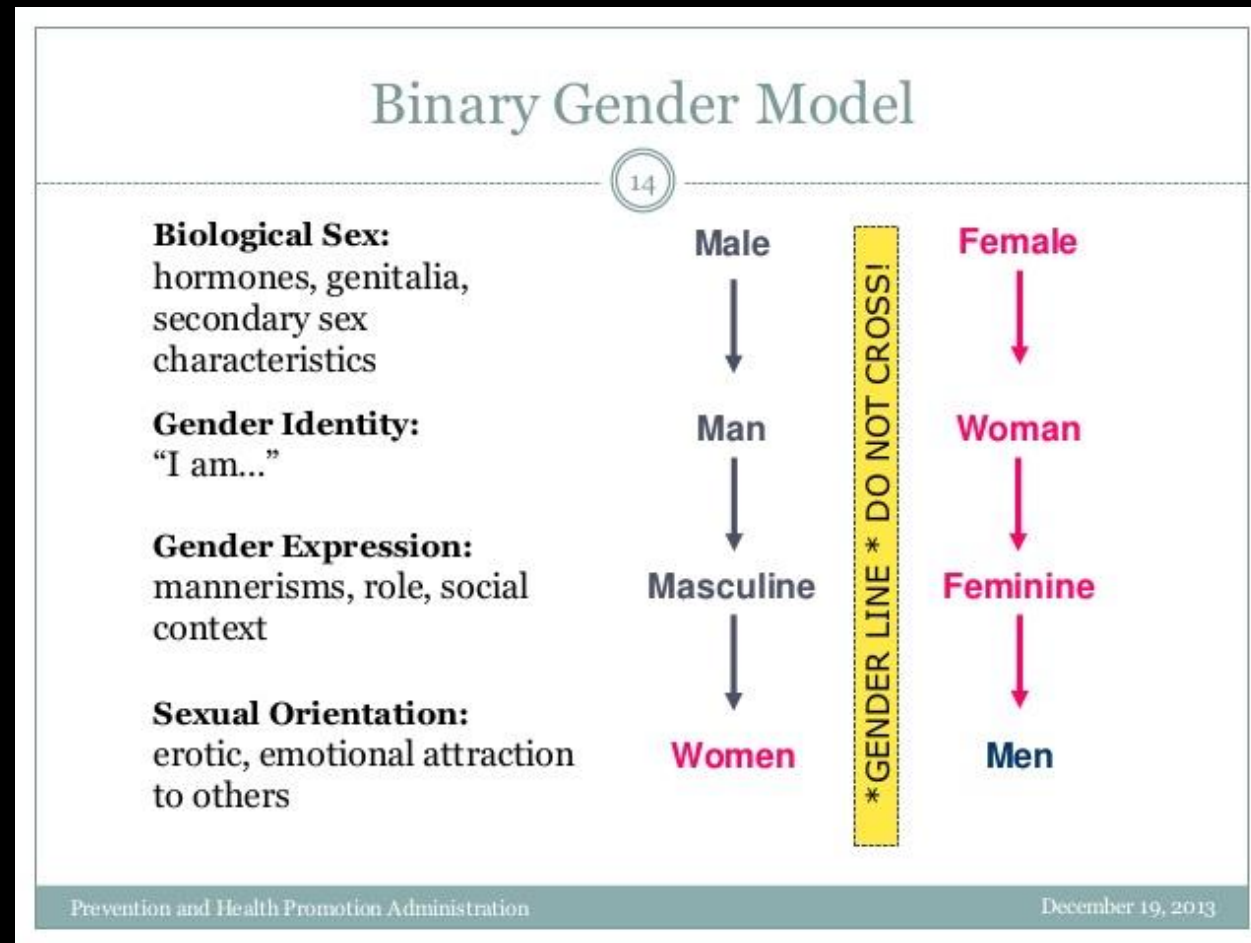
# WHAT TO EXPECT FROM THE PROFESSIONAL DEVELOPMENT SERIES

<b>Series Days (11am-2pm)</b>	<b>Outcome</b>
Day 1 "Intro" (1 <sup>st</sup> Friday of June)	Develop a comprehensive understanding of the transgendered student experience and needs, pronoun usage, and defining ally-ship
Day 2 "Spaces" (2 <sup>nd</sup> Friday of June)	Identify spaces that meet the needs of transgendered students
Day 3 "Programming" (3 <sup>rd</sup> Friday of June)	Providing educational awareness through interactive and passive programs that promote inclusivity
Month of July "Directors Gauge"	Discuss how Directors collect information as to what their specific student service areas do to help create an inclusive environment for transgendered students
Day 4 "What Now" (3 <sup>rd</sup> Friday of July)	Continuous improvement of campus efforts (minutes, etc)

# DAY 1 “INTRO TO THE TRANSGENDERED COMMUNITY”

- Icebreaker Activity – Introduce neighbor excluding the use of pronouns
- Formulating inclusive language
- Overview of the Gender Binary Model (next slide)
- National trends concerning transgender students
  - “A major obstacle to LGBTQ students developing a positive self-concept is that they continue to remain invisible (Turrel & de St. Aubin, 1995)”

# DAY 1 "INTRO TO THE TRANSGENDERED COMMUNITY"



# INTRO

What is an ally? According to Broido (2000), an ally is a member “of dominant social groups (e.g., men, Whites, heterosexuals) who are working to end the system of oppression that gives them greater privilege and power based on their social group membership” (p. 3)

# DAY 2 “CAMPUS SPACES FOR AN TRANSGENDER-INCLUSIVE COMMUNITY”

## What are we doing well?

### 1. Gender-Inclusive Roommate Contract

-Based on the notion that more than two genders - in fact, an infinite amount - exist. Students from all gender identities and expressions may choose to live together

### 2. Google maps for handicap access points

-Currently locates all locations on campus where students can find accessibility

### 3. Gender-neutral bathrooms in the fitness center

# DAY 2 “CAMPUS SPACES FOR AN TRANSGENDER-INCLUSIVE COMMUNITY”

## What can be done better?

1. Establish transgender communities in the residence halls so that they are not isolated

-Critical Race Theory - places for oppressed groups to feel comfortable expressing themselves  
(Delgado and Stefancic, 2001)

2. Add more to campus google map that meets other student needs

3. Have a dedicated changing room for transgendered students

# DAY 2 “CAMPUS SPACES FOR AN TRANSGENDER-INCLUSIVE COMMUNITY”

## What should be a prescribed action plan?

1. Gender-inclusive floors/residence halls
2. A google map of student accessible gender neutral restrooms and places to locate transgender transgender allies (ie “Safe Zone stickers”)
3. A fitness center with a large single stall changing room with a personal sink and mirror



# DAY 3 “PROGRAMMATIC AND PROFESSIONAL DEVELOPMENT ”

## What are we doing well?

1. Addressing the student need (transgender community along with other communities) for student professional development

-Provide a professional development curriculum that is inclusive towards transgendered students

2. PRIDE Student Organization

-Strives to provide and maintain an open, safe, and inclusive atmosphere for lesbian, gay, bisexual, transgender, queer, questioning, intersexes, asexual, allied, and pansexual (LGBTQQIAAP) students. They are a social, educational, and support organization.

3. Faculty/Staff Diversity Training

-Day-long seminar providing awareness, preventative, and by-stander trainings on various topics revolving around diversity

# DAY 3 “PROGRAMMATIC AND PROFESSIONAL DEVELOPMENT ”

## What are we doing well?

4. Comprehensive Health Center that collaborates with Student Services to address student needs
5. Competitive RecSports that is marketed well and has high participation

# DAY 3 “PROGRAMMATIC AND PROFESSIONAL DEVELOPMENT ”

## What can be done better?

1. Addressing the staff need for professional development that is inclusive towards the transgender community

-When discussing identity developmental of LGBTQ students, it is important to understand the effects of cultural and social-political influences on identity. Identity is an evolutionary phenomenon that has no prescribed blueprints (D’Augelli, 1994)

2. Increase intentionality to use current resources

-Survey and reach out to current transgendered students to gauge programmatic interests

3. More focus on practical training for transgender community

# DAY 3 “PROGRAMMATIC AND PROFESSIONAL DEVELOPMENT ”

## What can be done better?

4. Ensure staff is trained to address specific transgendered student needs

5. Market/advertise to transgender students which displays a good level of inclusivity

# DAY 3 “PROGRAMMATIC AND PROFESSIONAL DEVELOPMENT ”

## What should be a prescribed action plan?

### 1. Translating these trainings to the staff level

-Make sure that trainings provide staff with ways to implement inclusive practices for transgendered students

### 2. PRIDE Ambassadors who do outreach programs through guidance from an Ally advisor

-The invisible nature, specifically with visible role models and advisors, is generated by this sense of invisibility (Sanlo, 1998)

### 3. New Faculty/Staff Training Modules for Transgender Awareness

May – have faculty and staff take training modules that assess knowledge of transgendered issues

Summer – create/improve trainings based on results of modules

August – Incorporate findings in the in-person training

# DAY 3 “PROGRAMMATIC AND PROFESSIONAL DEVELOPMENT ”

## What should be a prescribed action plan?

4. Have students evaluate the services of the Health Center specific to the inclusivity of transgendered students

5. Updating registration procedures

-Transgendered to decided which gendered league they choose to partake in regardless of assumed binaries. Staff, officials, and students are given a consistent and appropriate training to be inclusive to the transgendered community.

# DIRECTORS GAUGE

1. Guided conversation about findings from offices about the climate for transgendered students
2. Create three key components from this training that you will implement in your office
  - ie Generate several ideas to be more inclusive to transgendered students through your services and narrow it down to a top three

# DAY 4 “WHAT NOW?”

Collect data from each department to develop a Trans-Ally Task Force

- Comprised of students, staff and faculty members to create an inclusive environment for transgender students through advocacy and collaboration with various campus partners
- Continuous assessment of transgender community to help meet the needs and improve environment
- Send minutes to a shared drive with a running list of campus specific transgender issues
  - Have directors generate a list of areas that can be more inclusive to the transgender community for their services





THANK YOU

# REFERENCES

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