



# **Transgender Inclusiveness: Task Force Training**

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# Transgender Inclusiveness: Task Force Training

- Thank you for attending Part II of the 2-session Transgender Inclusiveness Taskforce training
  - One of new taskforces pioneered by our President
    - Other topics include religion and race relations on-campus
- Part I Overview: Trans 101
  - Definitions
  - Pronoun usage
  - Current issues
  - Discussion / Q&A
- Part II: Developing an action plan
  - What is Centrist doing well?
  - Current issues according to our students
    - Assessed using climate survey
  - Action plan
  - Limitations

## AS A REMINDER:

For the purposes of this training, we will be using “transgender” to refer to transgender, gender nonconforming, gender queer, non-binary, and any other chosen self-identifiers from in-community.

## Centrist University: Who We Are

- Regional Bachelor's Degree Granting Institution with Select Master's Degree Programs
- Mid-Sized Institution with a Student Population of 22,000 Undergraduates and 1,500 Graduate Students
- Student Demographics
  - Race: 74% White or Caucasian, 9% Black or African-American, 9% Asian-American, 5% Latinx, 2% International, 1% American Indian or Alaska Native
  - Gender: 50% Women, 47% Men, 3% Transgender and/or Gender Non-Conforming
  - Age: 85% Students > 25 years old, 15% Students < 25 years old
  - Residency Status: 89% State Resident, 11% Out of State Resident
  - On-Campus Living: 21% of Students Live On-Campus, 79% of Students Live Off-Campus

# Transgender Students On-Campus: Whose Responsibility Is It?

Within the Division of Student Services at Centrist University, we affirm the value that it is the responsibility of all students, staff, and faculty members to provide a safe environment for all transgender students including:

- The 15% of transgender students who experience harassment so severe they must leave K-12 or higher education settings. Of these students who must leave due to harassment...
  - 48% experience homelessness
  - 51% report having attempted suicide
  - Experience an HIV contraction rate eight times higher than the general population
- The 35% of transgender students who experience high rates of abuse by faculty, staff, and students on a college campus
- The 25% of transgender students who are actively denied access to housing and/or gender-appropriate housing on-campus
- The 15% of transgender college students who must leave school due to financial barriers related to transition (Grant, et al., 2011)

# Where Are We and Where Do We Need To Go?

<b>Focus Area</b>	<b>What CU is Doing Well</b>	<b>What CU Needs to Improve</b>	<b>Proposed Solution</b>
Transgender Student Support & Education	We already have an established LGBT Resource Center	The LGBT Resource Center is not very “T” focused	Create a Transgender Student Advocate position and an Ally Training Program, LGBT academic courses, and an Equity and Diversity certificate
Transgender Student Health	We offer free mental and physical health services to enrolled students who have paid segregated fee	The student health offerings are not trans-specific and documentation forms do not support self-identification	Update forms and hire health and mental health staff with trans-specific knowledge
Transgender Student Visibility & Programming	The LGBT Resource Center already has great programming & student groups	Events are not trans-centric & we do not have a trans-student support group at all	Develop trans focused programming & student support group

# Building the “T”: Trans Advocacy in the LGBT Resource Center

**The current issue:** *“The glbt group on campus does not attempt to cover transgender issues, but they often are spread too thin to cover everything. Often times trans issues go somewhat unnoticed (McKinney, 2005, p. 69)”*

**Our proposed solution:** Create a Transgender Advocacy position within the LGBT Resource Center. Job responsibilities would include:

- Serving as a liaison between CU and transgender advocacy groups within the local community
- Addressing harassment, discrimination, and other bias incidents impacting transgender students on-campus
- Creating and advising a Transgender Students’ Organization at CU
- Developing workshops to educate students, campus and greater community members on how to advocate for transgender rights
- Coordinating press releases for internal and external publications regarding transgender services and activities happening at CU
- Coordinate an activist network for referral of students to community partnerships for additional support (Lambda Legal, 2008)

## **Model of Advocacy in Action**

In the University of Michigan Spectrum Center, a full-time position for Campus and Community Engagement has been created. The person in this role has a demonstrated history of identity and advocacy. Areas of passion for the individual include the ways that identities interact in mental health, sexual assault, interpersonal power-based violence, and many other experiences of marginalized populations (University of Michigan, n.d.).



# Transgender Student Advocate Action Plan

1. Explore funding options to support an additional staff member within the LGBT Resource Center. Considerations may include
  1. Partnering with a local advocacy organization to create a dual appointment position that would serve both the center and the advocacy organization to share costs
  2. Research grants available for supporting transgender students on campus to fund the position, such as the ACPA Coalition for Lesbian, Gay, Bisexual, Transgender Awareness Practitioner Grant
  3. Collaborating inter-departmentally to provide additional support for functional areas (i.e. campus health, housing, etc.) and share the cost
2. Develop a position description based on best practices and student feedback regarding the role of the advocate
3. Create a search and screen committee to oversee the recruitment and hiring process
4. Fill the Transgender Student Advocate role for the 2016 – 2017 academic year



# Transgender Training

**Current issue:** *“Undergraduate students feel that faculty and staff are not educated about transgender issues” (McKinney, 2005, p. 67).*

**Our solution:** Develop a training series to introduce and educate faculty, staff, and students about the LGBT community. Create a certificate program available to faculty, staff, and students.

- Develop one of the five workshops to address trans issues
- Create trans workshops to be included within the certificate program

## Model Program

The University of Minnesota offers five educational programs, including social construction of sex and gender, intersectionality, intersex, transgender, and bisexuality. Students, staff, and faculty are encouraged to attend. The sessions can be taken individually or at a day-long institute. An Equity and Diversity Certificate that consists of ten workshops, service hours, and circle dialogues. The university strives to incorporate LGBTQUI academic courses.



# Transgender Training Action Plan

1. Trans-gender training
  1. Newly hired trans advocate will work with LGBT resource center to develop trans training and LGBT workshops
  2. Require new employees to complete all 5 LGBT workshops within their 9 month probationary period
  3. Require student life department chairs to attend workshops
    1. Encourage chairs to have their departments attend workshops
    2. Encourage academic department chairs to attend
  4. Include transgender training in Freshmen Orientation and/or Freshmen Seminar course
  5. Encourage current students to attend all 5 workshops
    - Provide an incentive to attend
2. Funding
  - Seek out grant opportunities, local donations, and alumni donations in order to pay someone to develop workshops and buy necessary supplies

# Developing Transgender Specific Programming to Raise Awareness & Visibility On Campus

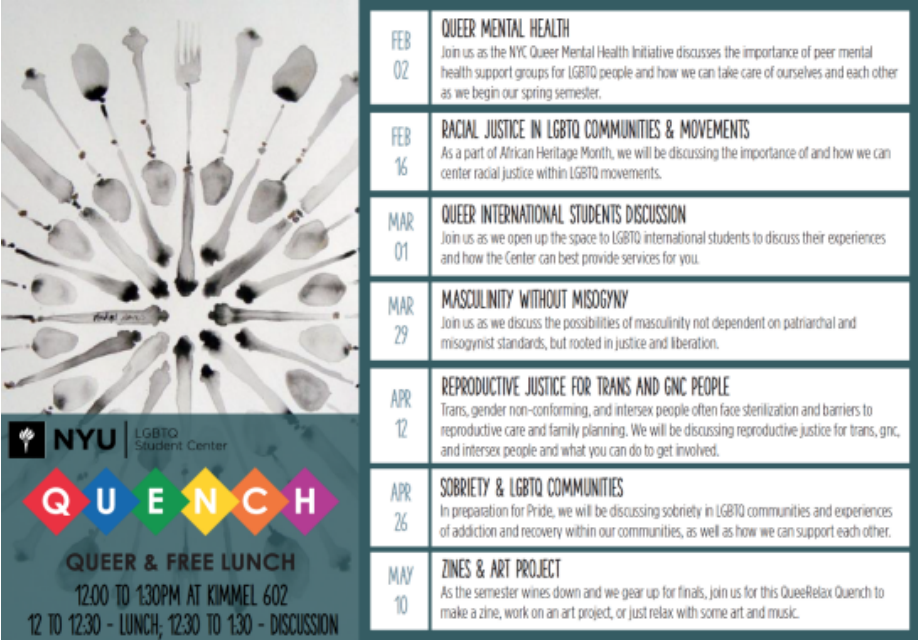
**The current issue:** *“There is a lack of programming on transgender issues.” & “Students do not have enough opportunities to participate in transgender & trans-supportive campus groups.” (McKinney, 2005)*

**Our proposed solution:** Develop more transgender focused programming and awareness events that more completely showcase the transgender experience. This will be done in consultation with students, faculty, staff and the local LGBT+ community. Possible programmatic ideas include:

- Queer Prom or Gender Bender Ball
- Brown Bag Lunch Series
- Transgender Day of Remembrance
- Trans Awareness Week
- Starting a transgender and ally support group- “T-Party”

# Model of Programming in Action

New York University hosts their Quench discussion series, a “frequently occurring lunch time discussion that combines distinguished speakers and current events with amazing food” (New York University, n.d.). Topics\* have included Queer Mental Health, Racial Justice in LGBTQ Communities & Movements, Queer International Students, Masculinity Without Misogyny, Reproductive Justice for Trans & GNC People, and Sobriety & LGBTQ Communities.



FEB 02	<b>QUEER MENTAL HEALTH</b> Join us as the NYC Queer Mental Health Initiative discusses the importance of peer mental health support groups for LGBTQ people and how we can take care of ourselves and each other as we begin our spring semester.
FEB '16	<b>RACIAL JUSTICE IN LGBTQ COMMUNITIES &amp; MOVEMENTS</b> As a part of African Heritage Month, we will be discussing the importance of and how we can center racial justice within LGBTQ movements.
MAR 01	<b>QUEER INTERNATIONAL STUDENTS DISCUSSION</b> Join us as we open up the space to LGBTQ international students to discuss their experiences and how the Center can best provide services for you.
MAR 29	<b>MASCULINITY WITHOUT MISOGYNY</b> Join us as we discuss the possibilities of masculinity not dependent on patriarchal and misogynist standards, but rooted in justice and liberation.
APR 12	<b>REPRODUCTIVE JUSTICE FOR TRANS AND GNC PEOPLE</b> Trans, gender non-conforming, and intersex people often face sterilization and barriers to reproductive care and family planning. We will be discussing reproductive justice for trans, gnc, and intersex people and what you can do to get involved.
APR 26	<b>SOBRIETY &amp; LGBTQ COMMUNITIES</b> In preparation for Pride, we will be discussing sobriety in LGBTQ communities and experiences of addiction and recovery within our communities, as well as how we can support each other.
MAY 10	<b>ZINES &amp; ART PROJECT</b> As the semester winds down and we gear up for finals, join us for this QueeRelax Quench to make a zine, work on an art project, or just relax with some art and music.

**NYU** LGBTQ Student Center  
**QUENCH**  
QUEER & FREE LUNCH  
12:00 TO 1:30PM AT KIMMEL 602  
12 TO 12:30 - LUNCH; 12:30 TO 1:30 - DISCUSSION

\*Centrist College would focus on introducing additional transgender specific content

# Transgender Programming Action Plan

1. Explore funding options to support additional programming within the LGBT Resource Center. Considerations may include
  1. Partnering with a local advocacy organization to host events that would benefit both the center and the advocacy organization.
  2. Reach out to alumni or prominent leaders in the LGBT+ community to explore sponsorship potential.
  3. Research grants available for supporting transgender students on campus to fund the position, such as the ACPA Coalition for Lesbian, Gay, Bisexual, Transgender Awareness Practitioner Grant
  4. Collaborate with on campus partners who also develop programs to discuss partnership and cost sharing potential.
2. Develop a programmatic calendar based on best practices and student/community feedback and needs by Fall 2016.
3. Have 25% of LGBT Resource Center programming be transgender focused or oriented by Fall 2017.

# Transgender Student Health Care

**The current issue:** *“Campuses throughout the country lack resources to address transgender/gender identity issues... Students with transgender issues are not receiving adequate counseling on their campuses” (McKinney, 2005, p. 69)*

**Our proposed solution:** Educate health care staff on trans-specific health care topics with at least one dedicated health care and one counseling professional trained in trans-student needs

- Dedicated patient advocate
- Visibility of community resources
- Health offerings
  - Hormones (available for free or through optional student insurance)
  - Gender-affirming surgeries (available through optional student insurance)
  - Regularly occurring trans-specific health clinic
- Provide the necessary therapy to students who are transitioning (even if under the optional student insurance)
- Provide documentation for transitioning students to access hormones
- Facilitate support groups for trans and gender-nonconforming students (Consortium of Higher Education LGBT Resource Professionals, 2014)

## Model Program



NEW YORK UNIVERSITY

### **Ithaca College Voice and Communication Modification Program**

- “One of the only programs like it in the country, the Voice and Communication Modification Program focuses on developing voice, articulation, non-verbal communication, language, voice-related quality of life, and self-perception. It's open to both male to female and female to male transgender people. The program is free to students, faculty, staff, and family of staff or faculty.” (Ithaca College, n.d.)

### **New York University Student Health Center**

- Dedicated Gender & Sexuality team – this interdisciplinary group of providers from the Student Health Center seeks to provide and improve both health and mental health services for transgender and gender nonconforming students
- Student Health Center can prescribe and monitor hormone therapy
- Services that are typically gendered can be provided in a different department to promote student comfort
- Transgender Health and Wellness brochure includes community resources (New York University, n.d.)



# Health Services Action Plan

1. Require all new and existing health care professionals and staff to attend the mandatory ally training once developed and repeat every three years up to date
2. By the start of the 2016 – 2017 academic year, hire two trans-specific health service providers
  1. Create a search and screen committee to oversee the recruitment and hiring process
  2. Hire one health care professional with trans-specific knowledge and one counseling professional with trans-specific for the 2016 – 2017 academic year
3. Documentation Procedures
  1. Rewrite the patient intake form to enable students to self-identify
  2. Train health care providers how to write prescriptions to indicate student's preferred name for prescription/treatment pick-up
4. Increase the visibility of campus and community trans-specific services on the Health Center website and through paper promotional materials
5. Collaborate with Centrist speech pathology department to create proposal for Voice and Communication Modification Program
  1. Reach out to Ithaca College to discuss strategic plan
  2. Present proposal to the Task Force in 3-6 months

# Integrated Action Plan: Moving Forward

1. Schedule monthly taskforce meetings
2. Elect co-chairs and financial specialist
3. Develop 4 sub-committees:
  - Advocacy
  - Training
  - Programming and Visibility
  - Healthcare initiative
4. Sub-committees schedule monthly meetings
5. Begin working on sub-committee action plans

## Limitations

*We will be making recommendations to the President regarding the following initiatives that fall beyond the functionality of the Division of Student Services.*

<b>Initiative</b>	<b>Department</b>
Gender neutral bathrooms	Facilities and Campus Planning
Gender inclusive locker rooms	Recreational Sports
Changing policies regarding trans-students' participation in Intramural Sports	Recreational Sports
Changing policies regarding trans-students' participation in Intercollegiate athletics	University Athletics & Policies
Gender inclusive housing	Residence Life & Auxiliary Services
Introduce LGBT courses to the course offerings	Academic Affairs
Require faculty to attend trans workshop	Academic Affairs

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