

# *2016 StudentAffairs.com Virtual Case Study*

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# *Our Assumptions*

- Public, non-religiously affiliated college
- We have a small LGBTQ Resource Center housed under the Multicultural Center
  - Our LGBT student group is called The Centrist Alliance
- The Multicultural Center also houses the Women's Center
- We are not very active outside of the Multicultural Center, but open to more collaboration in programming
- We currently do not have a Living Learning Community that is gender-inclusive, but we do have alternative housing for students who wish to live in a single occupancy room
- Our institution offers Gender Studies courses as an option for both majors and minors
- The campus community does not have a good foundation on LGBTQ issues, so our presentation will be foundational

# *Creating a Welcoming Environment for Transgender Students*

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Ami Ostman (they/them/theirs)

Brian Richter (he/him/his)

Brittany Royce (she/her/hers)

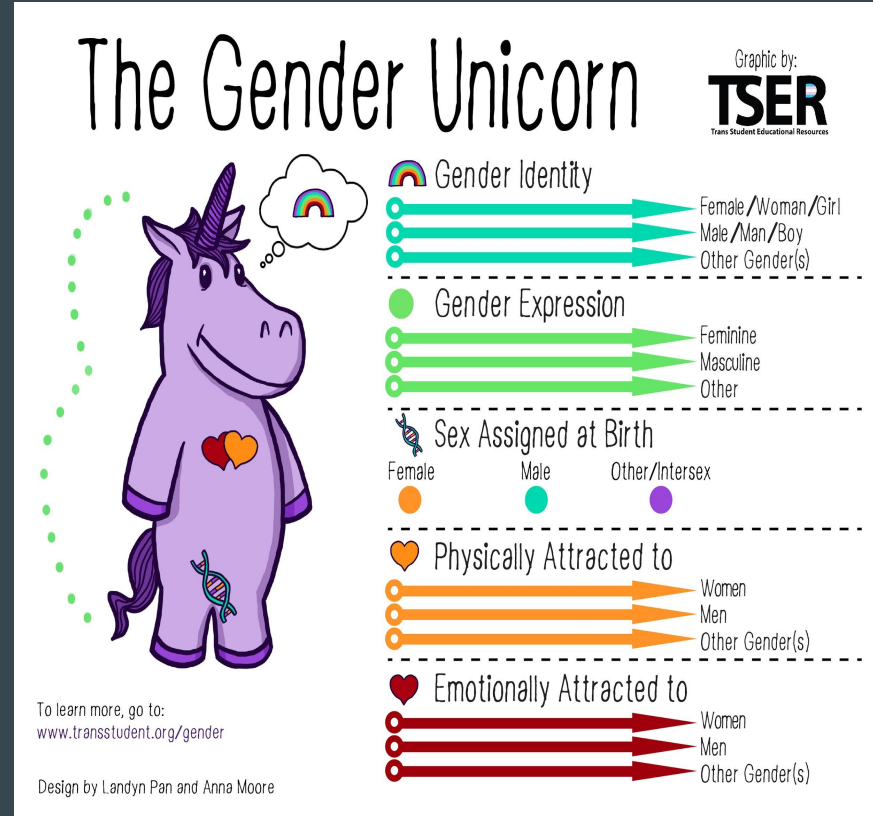
Danielle Buckner (she/her/hers)

## *Schedule for the Day*

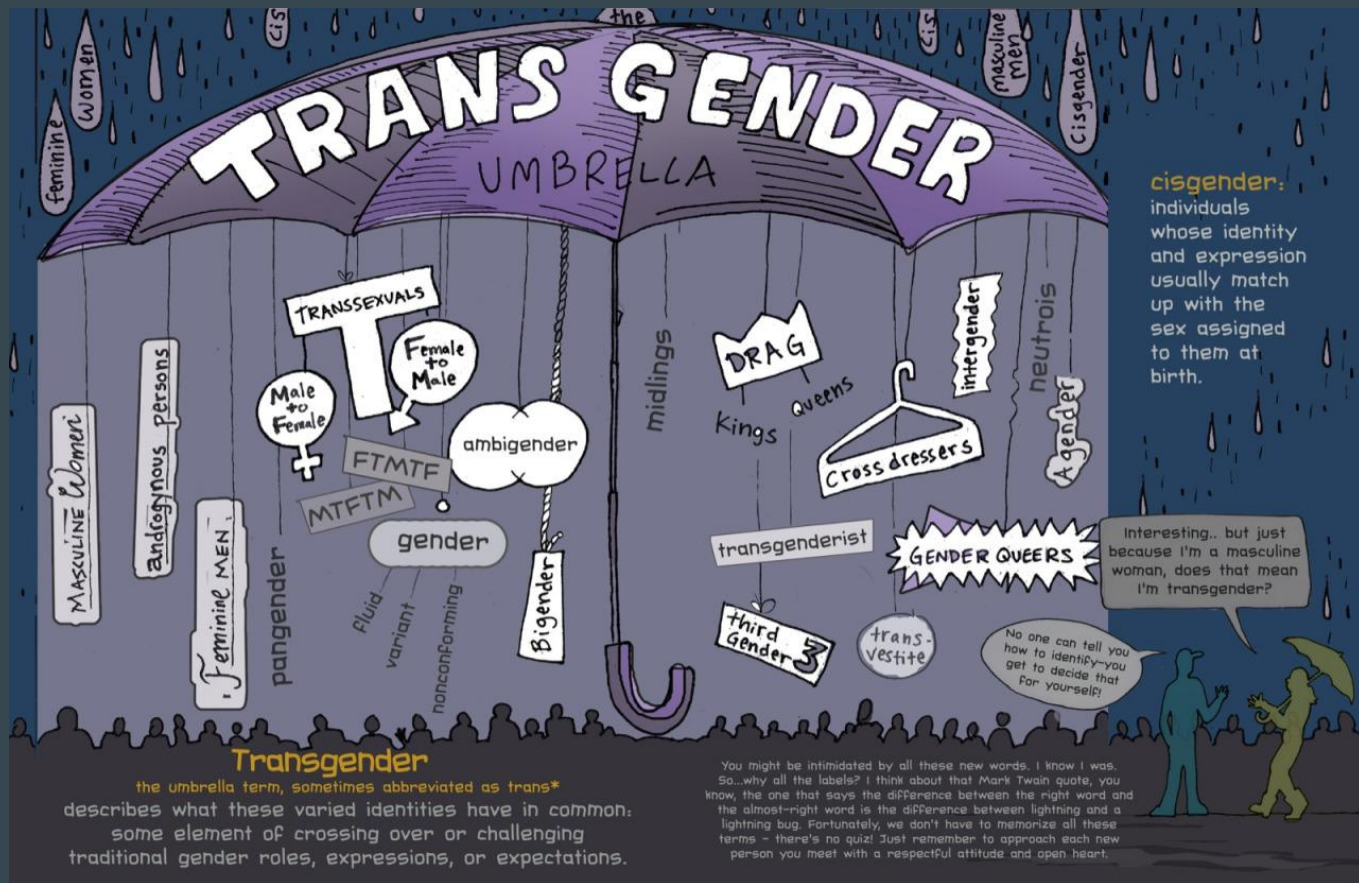
- Starting with the basics
- Skype Chat with Dr. Chase Catalano, (Assistant Professor in the College Student Personnel program at Western Illinois University) a leading expert in trans\* student inclusion with an opportunity to ask any questions.
- Ending with a student panel of current students and their experiences on-campus and with the LGBTQ Resource Center.

- Gender**- the cultural associations of a person's biological sex
- Sex**- the biological status of being male, female, or intersex
- Trans**- *the umbrella term for those whose gender does not align with assigned sex* (Harper & Quaye, 2015)
- Transgender**- term for those whose gender identities do not conform to binary assumptions of gender and whose given sex deviates from that gender identity (Dugan, Kusel, Simounet 2012).
- Transsexual**- term for those who live with a sex different from their original biological sex (Beemyn, Curtis, Davis & Tubbs, 2005).
- Transman**- *assigned female sex, living as a man gendered person*
- Transwoman**- *assigned male sex, living as a woman gendered person*
- Cisgender**- *gender and sex align. Cis= same.*
- Gender dysphoria**- *the prognosis a trans person can receive as a legal document that describes their assigned sex does not align with their gender.* (Gender Dysphoria, n.d.)
- Gender Non-conforming**- *refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth* (Sylvia Rivera Law Project, 2016).

# Terms



# The Trans Umbrella



- Transgender is often used as an umbrella term for anyone who feels that the sex that was assigned to them at birth fails to describe them.
- These are many of the identities that fall under Transgender

## Stereotypes:

Trans people...

- are just trying to make a statement
- are confused
- are gay
- have the exact same issues as lesbian, gay, and bi peers
- all want to get sex reassignment surgery
- just want to watch members of the same assigned sex in the bathroom
- are only white men who want to transition to be women
- want to transition to female or male sexed person

## Statistics:

- "Harassment, violence, marginalization, tokenization, and exploitation are the core of how trans oppression is manifesting on our college and university campuses are microcosms of the broader societal culture" (Harper & Quaye, p. 135, 2015).
- More harassed than any other group of students (McKinney, 2005).
- Trans students usually face a lack of awareness, and support

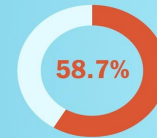
# The Basics

# WHY TRANS PEOPLE NEED MORE VISIBILITY

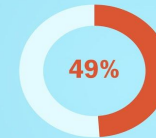
With more visibility comes more understanding. These statistics can and will get better as trans people become more visible in our society.



**80%** of trans students feel unsafe at school because of their gender expression



of gender non-conforming students have experienced verbal harassment in the past year because of their gender expression, compared to 29% of their peers



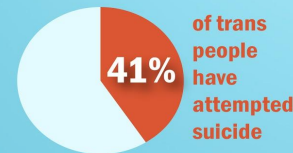
of trans people reported physical abuse in a 2007 survey

The Gender, Violence, and Resource Access Survey found that

**50%**

of trans people have been raped or assaulted by a romantic partner

Trans people of color are... more likely to experience physical violence when interacting with the police than white cisgender survivors of violence



of trans people have attempted suicide



**1 in 5** transgender people have experienced homelessness at some point in their lives



**1 in 8** have been evicted due to being transgender

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go to [transstudent.org/graphics](https://transstudent.org/graphics)

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# The Importance of Pronouns

- Pronouns are terms such as she/her/hers, he/him/his, they/them/their, etc.
- These allow each individual to choose how the individual prefers to be referred by
- Can be compared to being called the wrong name and the feeling associated with this → similarly, being identified with the wrong pronouns you wish to be identified by it is not a good feeling.
- It is easier for many to conform to gender stereotypes and refer to individuals as she/her/hers and he/him/his, however let's practice saying:
  - Jack prefers to practice softball before **they** go to class. This allows **them** time to get **their** homework accomplished after attending class.

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

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# *The Demographics on College Campuses*

According to Gates and Scholar (2011) an estimated 0.3% of the adult population of the United States identify as transgender, however translating this directly to higher education is difficult for a variety reasons .

- GLAAD's (2015) definition of transgender includes both behavior and internal identity which broadens how people may choose to identify
- According to Grant et al. (2011) Many may resist identifying due to a variety of discriminatory factors
  - Job discrimination including loss of job and denial of promotion
  - Housing discrimination
  - Personal and family discrimination
  - Lack of adequate health care
- Increased rates of homelessness and unemployment may make create significantly more barriers to higher education for transgender students (Grant, et al., 2011)

# *The Campus Experience*

Generally, the experience of transgender students is that most do not feel their peers and faculty are knowledgeable on the issues they face. Specifically, on most campuses there are limited resources, programming, counseling services, and health benefits provided through the university to transgender students that would be adequate to meet their needs.

-Quaye & Harper (2015)

- Additionally, there is often blatant discrimination and harassment against transgender students on college campuses.

# Theory

## Devor's Model of Transsexual Identity Development (2004)

- A process of self-discovery mediated by others' reactions
- Begins with anxiety and confusion of gender and a sense of disconnection
- Engage in "identity comparison" to models of gendered behavior
- Discovery and reconciliation of transgender identity
- Formation of community with others and possible transition

## Bilodeau's Framework for Trans College Student Identity Development (2005)

- Based loosely on lesbian, gay, bisexual development
- Dissonance with traditionally gendered (male/female) identity
- Development of transgender identity
- Developing a trans-identified intimacy status (intimate relationships with others)
- Entering a transgender community

## Gender-Inclusive Housing Preferences: A Survey of College-Aged Transgender Students (2013)

- Housing in residence halls is typically a major concern for transgender students.
- "Another area of concern for transgender and gender-nonconforming students, and one that they often find difficult to navigate, is gender-segregated facilities, such as bathrooms, locker rooms, and residence hall rooms, where they are often at risk for harassment and violence" (originally cited in Beemyn, Curtis, et al., 2005).
- Some ways to make bathrooms and locker rooms more inclusive and safe would be to have individual showers with separate doors and private areas for changing.

## Tinto's Learning Better Together (2003)

Students involved in living learning communities (LLCs):

- Develop "self-supporting" groups
- Are more engaged and involved in classroom learning
- Persist at a higher rate than comparable students not involved in LLCs

## Learning Partnerships Model - Marcia Baxter Magolda (2004)

- Validate learner as knower
- Situate learning in learner's own experience
- Define learning as mutually constructed meaning

# *What We are Doing and What Should We Improve*

## What are currently doing....

- We are offering safe space training through the LGBTQ Resource Center.
  - We have the student group The Centrist Alliance.
- Small amounts of programming on campus about this topic.
- Offering courses in gender studies.

## We are improving on...

- addressing this topic and coming up with innovative ways to make our campus more inclusive.
- creating action plans that involve on and off campus parties in our initiatives.
- currently creating a task force to create a professional development series on the topic.
- our dedication to create an inclusive environment for multiple perspectives and diversities on our campus.

## *So what can we do? (Our action plan)*

- Create a gender-inclusive living learning community with themed programming around gender topics and all students enrolled in a common Gender Studies course
- Large-scale campus programming to promote awareness (such as Trans\* Week) with the help of those in the LGBTQA resource center
- Create Safe space and Brave space training for faculty, staff, and students.
- Provide resources and assistance to help students change name and gender on University Documentation and legal documentation such as State ID, license, and passport
- Reevaluate our on campus facilities
  - Adding more gender inclusive restrooms on campus
- We want to move our language from transgender to trans\*

## *How to be an ally*

- Being an ally is not an identity but a series of actions a person can take to foster an atmosphere of respect among all individuals
- Safe space training is an opportunity to become an Ally

## *Reflection Questions:*

- How would you define being an Ally?
- In your life do you consider yourself an Ally?
- How can you become or further develop as an Ally?

## *Skype Call With Chase Catalano*

Dr. Catalano expertise includes: trans\* student inclusion in higher education, students with marginalized genders and sexualities (LGBTQ students), social justice education, engaged and dialogic pedagogies, and workshop design and facilitation.

Chase will discuss the various issues Trans\* face on college campus, answer questions, and offer resources and references to help support Trans\* students.

## *Student Panel*

- Story-Telling
  - It is important making the space to hear others' experiences. Being able to be with another and gathering more information about them helps develop a deeper capacity for empathy. This is specifically helpful to hear from population or identities that one does not fully understand.
- Questions
  - There will be the opportunity for those to ask questions to gain further insight into experiences students are having within LGBTQ topics. We are also providing the opportunity for you all to write down and submit your questions anonymously. This will allow an opportunity for those who do not want to verbalize their questions in the large group.

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