

Transgender Resource Guide



NASPA & ACPA, 2006

Compiled by Brett Genny Beemyn

How Can Your Campus Be More Trans-Inclusive?

Language and Processes

- Have a college non-discrimination policy that includes “gender identity or expression.”
- If your office has its own non-discrimination policy or diversity statement, be sure that it includes “gender identity/expression.”
- Have protocols that address the needs of students, including your student employees, who transition or who otherwise change their gender expression.
- Establish a simple, one-stop procedure for transitioning employees and students to change the name and gender designation on all of their records and documents.
- Make sure that the language of your website and printed material refers to “people of all genders,” rather than just “men and women.”
- If you need to know the gender of students, revise forms to enable transgender students to self-identify, if they choose. Rather than “sex: male or female,” you can use “gender: male, female, or self-identify _____” or “gender: _____.”
- If you take demographic information from students by phone, be sure to ask and not presume their gender.

Physical Access

- Create gender-neutral restrooms (single-stall, lockable unisex bathrooms) when all buildings, including residence halls, are constructed or renovated.
- Create private changing facilities and single-person showers when residence halls and recreation centers are constructed or renovated.
- Have an inclusive housing policy that enables transgender students to be housed in keeping with their gender identity/expression and, if desired, to have a single room.
- Establish a LGBT and Allies living-learning program and/or offer a gender-neutral housing option.

Organizational Inclusion

- Gender-segregated organizations and programs, including some student groups, intramural and varsity sports teams, and fraternities and sororities, should have policies and practices that enable transgender students to join, where it is appropriate and not limited by national organizational policies.

Support Services

- Hire therapists who are knowledgeable about transgender concerns.
- Enable insurance coverage for trans-related psychotherapy, hormone replacement therapy, and gender reassignment surgeries.

Education

- Require all Student Affairs staff to attend a training session on transgender issues.
- Create a web-based campus resource guide for new and prospective transgender students.
- Know community resources that could assist transgender students.
- Sponsor transgender speakers, performers, and other programs.

Transgender Terminology

Crossdresser: a person who, regardless of motivation, wears clothes, makeup, etc. that are considered by the culture to be appropriate for another gender but not one's own (preferred term to "transvestite").

Drag or In Drag: Wearing clothes considered appropriate for someone of another gender.

Drag King and Drag Queen: A FTM crossdresser (typically a lesbian) and a MTF crossdresser (typically a gay man), respectively, who employ gender-marked clothing, makeup, and mannerisms for their own and other people's appreciation or for entertainment purposes.

En Femme: A term in the male crossdressing community for expressing a more "feminine" personality and displaying more "feminine" gender behavior while crossdressing.

FTM: A female-to-male transsexual, a transsexual man, a transman, or a transguy—individuals assigned female at birth who identify as male. Some transmen reject being seen as "FTM," arguing that they have always been male and are only making this identity visible to other people (instead, they may call themselves "MTM"). Other transmen feel that "FTM" and similar language reinforces an either/or gender system.

Gender: The social construction of masculinity and femininity in a specific culture. It involves gender assignment (the gender designation of someone at birth), gender roles (the expectations imposed on someone based on their gender), gender attribution (how others perceive someone's gender), and gender identity (how someone defines their own gender).

Gender Expression: How one chooses to express one's gender identity to others through behavior, clothing, hairstyle, voice, body characteristics, etc.

Gender Identity: An individual's internal sense of being male, female, or something else. Since gender identity is internal, one's gender identity is not necessarily visible to others.

Gender Identity Disorder (GID): The classification for transsexuality in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (4th Edition, Text Revision, 2001). Most transsexuals strongly object to being considered mentally ill, arguing that it is a completely inaccurate diagnosis and serves to dehumanize and pathologize them. However, some transsexuals in countries such as Canada and Holland support GID being recognized as a mental disorder, because it enables them to have their gender reassignment surgeries covered by government health insurance (gender reassignment surgeries are rarely covered in the U.S.).

Gender Reassignment Surgery (GRS): Surgical procedures that change one's body to conform to one's gender identity. These procedures may include "top surgery" (breast augmentation or removal) and "bottom surgery" (altering genitals). For female-to-male transsexuals, GRS involves a bilateral mastectomy (chest reconstruction), panhysterectomy (removal of the ovaries and uterus), and sometimes a phalloplasty (construction of a penis) and scrotoplasty (formation of a scrotum) or a metoidioplasty (restructuring the clitoris). For male-to-female transsexuals, GRS consists of optional surgical breast implants and vaginoplasty (construction of a vagina). Additional surgeries might include a trachea shave (reducing the size of the Adam's apple), bone restructuring to feminize facial features, and hair transplants. Sometimes GRS is referred to as "gender confirming surgery," to recognize that one's gender does not change—it is only being made visible to others.

Gender Variant or Gender Non-Conforming: Alternative terms for transgender, meaning one who varies from traditional "masculine" and "feminine" gender roles.

Genderqueer: A term used by individuals, especially transgender youth, who do not identify as either male or female and who often seek to blur gender lines. Among the dozens of more specific “genderqueer” terms are transboi, boydyke, third gendered, bi-gendered, multi-gendered, andro, androgyne, and gender bender.

Hir: A non-gender specific pronoun used instead of “her” and “him.”

Intersex: A person who is born with “sex chromosomes,” external genitalia, or an internal reproductive system that is not considered “standard” for either male or female (preferred term to “hermaphrodite”).

MTF: A male-to-female transsexual, a transsexual woman, a transwoman, or a transgirl—individuals assigned male at birth who identify as female. Some transwomen reject being seen as “MTF,” arguing that they have always been female and are only making this identity visible to other people (instead, they may call themselves “FTF”). Other transwomen feel that “MTF” and similar language reinforces an either/or gender system.

Second Self: A term in the male crossdressing community for an individual’s alternative gender preference. Male crossdressers express their second self through wearing “feminine” clothing and expressing “feminine” characteristics.

Sie or Ze: A non-gender specific pronoun used instead of “she” and “he.”

Trannyfag: A transgender community term for a transman who is attracted to biological men and/or other transmen.

Trans or Transgender: Most commonly used as an umbrella term for someone whose self-identification or expression challenges traditional notions of “male” and “female.” Transgender people include transsexuals, crossdressers, drag queens and kings, genderqueers, and others who cross traditional gender categories.

Transitioning: The period during which a person begins to live as their new gender. It may include changing one’s name, taking hormones, having surgery, and altering legal documents.

Transdyke: A transgender community term for a transwoman who is attracted to biological women and/or other transwomen.

Transphobia: The fear, hatred, or intolerance of people who identify or are perceived as transgender.

Transsexual: A person whose gender identity is different from their assigned gender at birth. Transsexuals often undergo hormone treatments and gender reassignment surgeries to align their anatomy with their core identity, but not all desire or are able to do so.

Two Spirit: An American Indian/First Nation term for people who blend the masculine and the feminine. It is commonly used to describe individuals historically who crossed gender boundaries and were accepted by American Indian/First Nation cultures (preferred term to “berdache”). It is also often used today by transgender and sometimes gay, lesbian, and bisexual American Indians to describe themselves.

Who Are Transgender Students?

Anecdotal evidence suggests that more and more transgender students are coming out on campuses across the country. The term “transgender” encompasses a wide range of identities, appearances, and/or behaviors that blur or cross gender lines. Within this transgender umbrella are: transsexuals, who live some or all of the time in a gender different from their biological gender; crossdressers (formerly transvestites), who wear clothes typically associated with the “opposite” gender; drag kings and drag queens, who crossdress within a performance context; and genderqueers, who identify outside of a binary gender system.

Transgender students may be of any age, ethnicity, race, class, or sexual orientation. Some enter higher education open about being transgender, while others “come out” during college or graduate school. Still others may never use the term “transgender,” but will strongly identify themselves as a man, woman, transsexual, or another (or no) gender. Some students may choose to transition; that is, to live as a gender different from the one assigned to them at birth. Transitioning is a complex, individual process that often includes changing one’s name, appearance, and body.

Identity development is a dynamic process for many transgender college students. For example, Sky entered college as a lesbian. During her sophomore year, she realized she felt like neither a woman nor a man and began identifying as genderqueer. Over time, Sky identified as an effeminate gay man, but found it difficult to find male partners as a gender-different student. During Sky’s senior year, he initiated hormone treatment and lived as a man.

Many transgender students experience isolation and rejection from family and friends. Curt, an 18-year-old heterosexual male, had been placed into foster care after being rejected by his family when he came out as a female-to-male transsexual two years earlier. Now in his first year of college, Curt is legally changing his name and gender. He is frustrated that professors keep calling him by his female name even though he presents as male and has asked to be called Curt. He feels isolated and is considering leaving school.

Transgender students confront a number of challenges within campus environments, including a lack of access to health care and difficulties with sex-segregated facilities. Maria, a Latina student, was assigned male at birth. Although Maria would prefer that no one know that she is a transsexual woman, she must negotiate with student health to ensure access to hormones and other services. Maria works extra hours so she can afford genital surgery some day.

Other students live genderqueer lives by refusing to limit themselves to any single gender. Ron, a 19-year-old African American male, proudly wears a dress around campus, weathering chronic harassment from other students. Chris, a graduate student, wants to be gender-free and prefers gender-neutral pronouns.

These composite portraits represent but a fraction of the diverse identities of and challenges faced by transgender students. Transgender students offer unique contributions to the campus community. With the assistance of student service professionals, who can help them navigate campus resources and sex-segregated facilities, transgender students can fully realize their potentials.

How Might the Needs of Transgender People Differ from the Needs of Non-Transgender LGB People?

- They may identify as heterosexual, so may not be dealing with sexual identity issues (they will likely be seen by society as lesbian or gay, though, because of the common stereotype or because of appearances. Take, for example, someone who identifies as female but who looks male and who is dating a biological man. She will see this as a heterosexual relationship or maybe a transsexual relationship, but most people will see two men together and perceive it as a gay relationship).
- They may experience more verbal and physical attacks than most LGB people if they are crossdressed or otherwise visibly gender variant. After all, most LGB harassment stems from the perceived violation of gender norms.
- They are generally less accepted in society than LGB people, in large part because of ignorance. There is little understanding of transgender lives; they are not visible in popular culture (beyond the stereotypical images of drag queens) and almost no research has been conducted on their experiences.
- They also often experience a lack of acceptance from the LGB community, which uses transgender people as entertainers, but frequently does not want to see them otherwise.
- As a result of the lack of acceptance in the dominant culture and LGB society, they often lack a community and do not have role models or many positive images. Consequently, transgender people, especially trans youth, may feel more isolated and more marginalized than non-trans LGB people.
- Transgender students may want to remain closeted because of the legitimate fear of how they will be treated by their professors, employers, and in their field.
- If transitioning, they will need access to medical care and mental health care. But the medical profession often fails to support them because of ignorance and a traditional, psychoanalytical understanding of transsexuality.
- If transitioning, they will need to change their identification and all records and documents.
- While butch lesbians and other masculine-appearing women are harassed in women's restrooms, transsexual women are especially vulnerable to attack and embarrassment when they try to use the public bathroom appropriate for their gender.

How to Be an Ally to Transgender and Intersex People

- Validate people's gender expression. It is important to refer to a transgender person by the pronoun appropriate to their gender identity. In other words, if someone identifies as female, then refer to the person as "she"; if someone identifies as male, refer to the person as "he." If you are not sure, ask them. Never use the word "it" when referring to someone who is transgendered. To do so is incredibly insulting and disrespectful. Some transgender people prefer to use gender-neutral pronouns: "hir" instead of "her" and "his," and "sie" or "ze" instead of "she" and "he."
- Use non-gender specific language. Ask "Are you seeing someone?" or "Are you in a committed relationship?" instead of "Do you have a boyfriend/girlfriend?" or "Are you married?" Use the word "partner" or "significant other" instead of "boyfriend/girlfriend" or "husband/wife."
- Challenge your own conceptions about gender-appropriate roles and behaviors. Do not expect people to conform to society's beliefs about "women" and "men."
- Do not assume that someone who is transgendered is lesbian, gay, or bisexual, or that the person will seek to transition to become heterosexual.
- Do not automatically include intersex people in "transgender" and "queer" categories. Many intersex people do not feel included or represented by the trans and queer movements.
- Use the words "crossdresser" and "intersex" instead of "transvestite" and "hermaphrodite," respectively. The latter terms are often considered pejorative.
- Never ask someone who is transgendered or intersexed about how they have sex or what their genitals look like. This is inappropriate in every situation.
- Do not share the gender identity of individuals without their permission. Do not assume that everyone knows. The decision to tell someone about their gender should be left to the person.
- When you learn about someone's transgender identity, do not assume that it is a fad or trend. While public discussions about transgenderism and transsexuality are a relatively recent phenomenon, most transgender people have dealt with their gender identity for many years, often at great personal and professional costs. It is important to trust that someone's decision to present themselves as gender variant is not made lightly or without due consideration.
- Educate yourself and others about transgender and intersex histories and concerns. Introduce trainings, readings, and other resources to your colleagues to continue educational efforts to deconstruct social norms around gender, sex, and sexual orientation.
- Work to change campus policies in areas such as housing, employment, student records and forms, and health care that discriminate against transgender people and seek to include gender identity/expression in your school's non-discrimination policy.

Developed by Brett Beemyn, GLBT Student Services, Ohio State University
614-688-8449, glbtss@osu.edu, <http://multiculturalcenter.osu.edu/glbtss>

Some material adapted from the Southern Arizona Gender Alliance: <http://www.tgnetarizona.org>

Gender Normative Privilege

If I am gender normative (or, in some cases, simply perceived as gender normative):

- Strangers do not assume they can ask me what my genitals look like and how I have sex.
- My validity as a man/woman/human is not based on how much surgery I have had or how well I “pass” as a non-transperson.
- When initiating sex with someone, I do not have to worry that they will not be able to deal with my parts, or that having sex with me will cause my partner to question his or her own sexual orientation.
- I am not excluded from events which are either explicitly or de facto (because of nudity) for men-born-men or women-born-women only.
- My politics are not questioned based on the choices I make with regard to my body.
- I do not have to hear “so have you had *the* surgery?” or “oh, so you’re *really* a [incorrect sex or gender]?” each time I come out to someone.
- I am not expected to constantly defend my medical decisions.
- Strangers do not ask me what my “real name” [birth name] is and then assume that they have a right to call me by that name.
- People do not disrespect me by using incorrect pronouns even after they have been corrected.
- I do not have to worry that someone wants to be my friend or have sex with me in order to prove his or her “hip-ness” or good politics.
- I do not have to worry about whether I will experience harassment or violence for using a bathroom or whether I will be safe changing in a locker room.
- When engaging in political protests, I do not have to worry about the gendered repercussions of being arrested. (i.e., what will happen to me if the cops find out that my genitals do not match my gendered appearance? Will I be placed in a cell with people of my own gender?)
- I do not have to defend my right to be a part of “queer,” and gays and lesbians will not try to exclude me from *our* movement in order to gain political legitimacy for themselves.
- My experience of gender (or gendered spaces) is not viewed as “baggage” by others of the gender in which I live.
- I do not have to choose between being invisible (“passing”) or being “othered” and/or tokenized based on my gender.
- People will not assume that I am a top/bottom based on my anatomy.
- I am not told that my sexual orientation and gender identity are mutually exclusive.
- When I go to the gym or a public pool, I can use the showers.

- If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment, or that all of my medical issues will be seen as a result of my gender. (“Your nose is running and your throat hurts? Must be due to the hormones!”)
- My health insurance provider (or public health system) does not specifically exclude me from receiving benefits or treatments available to others because of my gender.
- My identity is not considered “mentally ill” by the medical establishment.
- I am not required to undergo an extensive psychological evaluation in order to receive basic medical care.
- The medical establishment does not serve as a “gatekeeper,” determining what happens to my body.
- People do not use me as a scapegoat for their own unresolved gender issues.

Adapted from:

<http://ftmichael.tashari.org/privilege.html>

The Legal and Political Rights of Transgender People

Hate Crimes and Hate Crime Laws

- Since 1989, about one person a month on average has been reported to have been killed in the U.S. because of their perceived gender identity. Many more murders are not reported or are not classified as anti-transgender hate crimes.
- In 2003, there were 17 known anti-trans murders in the U.S.; in 2004, there were 9.
- While 46 states have hate crimes laws, only eight states (California, Connecticut, Hawaii, Minnesota, Missouri, New Mexico, Pennsylvania, and Vermont) and the District of Columbia include the category of gender identity or expression.
- Only Minnesota, California, and New Jersey currently have laws that ban harassment against students in public schools based on their gender identity or expression.

Anti-Discrimination Laws

- Only California, Minnesota, New Mexico, Illinois, Rhode Island, and Maine ban discrimination based on gender identity and expression in housing, accommodation, and employment.
- Close to 70 municipalities, though, do protect the rights of gender-variant people, from large metropolises (including New York City, Los Angeles, Chicago, Houston, Dallas, San Diego, Denver, Seattle, San Francisco, Atlanta, New Orleans, Philadelphia, and Pittsburgh) to small cities (including New Hope, PA [population 2,252] and Huntington Woods, MI [population 6,151]).
- Ohio, Idaho, and Tennessee deny transsexuals the right to change the gender designation on their birth certificates, while courts in Texas and Kansas have refused to recognize the new birth certificates of transsexuals.

Anti-Discrimination Policies

- Since 1996, more than 20 colleges and college systems have added gender identity/expression to their nondiscrimination policies, including the University of California, the City University of New York, the Ohio State University, the University of Wisconsin, the University of Iowa, American University, Brown University, the University of Washington, the University of New Hampshire, Knox College, Kalamazoo College, and DePauw College.
- Fifty-three Fortune 500 corporations have added gender identity/expression to their nondiscrimination policies, including Aetna, American Airlines, Apple Computers, AT&T, Bank One, Citigroup, Ford, IBM, Eastman Kodak, Lucent Technologies, JP Morgan Chase, NCR, Nationwide, Nike, PepsiCo, S.C. Johnson and Sons, and Xerox.

Medical Care

Most private medical plans, many state Medicaid statutes, and federal Medicare explicitly exclude coverage for gender reassignment surgeries and related treatments, including the cost of hormones, based on the misguided belief that such procedures are cosmetic and therefore unnecessary. Increasingly, though, transgender advocates are successfully challenging the denial of basic health care services to transsexuals by using claim appeal processes and by filing suits against insurers and state Medicaid agencies.

Frequently Asked Questions About Gender-Neutral Bathrooms

What are the problems created by only having sex-segregated bathrooms in a particular location?

Bathrooms segregated by sex are potentially unsafe and intimidating places for a variety of people.

Persons who are not easily legible as male or female often experience various forms of intimidation in these places. If a woman in a women's-only restroom is assumed to be a man, there may be real threats to her comfort and even safety. For example, one woman on our campus had security called on her while she was in the women's restroom of her workplace because a client thought she was "a man in a women's bathroom." Assault, insults, and police intervention are frequently part of the reality of sex-segregated bathrooms for butch women, transgender people, and others. Many people have had the experience of being harassed or threatened in public bathrooms; though this is not as strong of a factor on campus, it contributes to a feeling of discomfort with the single-sex bathroom setting.

Certain people feel threatened in single-sex bathrooms based on their presumed sexual orientation rather than gender identity. Students have faced gay-baiting comments in our university's sex-segregated bathrooms. Men's bathrooms may be particular sites for this sort of harassment because of their image as queer cruising grounds. Regardless of whether those making the comments intended to act on the threats made, people were made uncomfortable and felt unsafe.

Bathroom comfort issues are most acute for transgender and trans-questioning people on campus. Members of the transgender community face specific concerns and threats to safety depending on how they are read in certain situations. Choosing a sex-coded restroom is one of the most frequently reported sources of anxiety in this community: often, transgender people will go far out of their way to gain access to bathrooms that are more private or comfortable. For instance, one gender-transgressive graduate student reports waiting to go home rather than using public bathrooms on campus; this is a response to frequent hostility in that setting. Access to public single-occupancy bathrooms would be ideal for undercutting this source of intimidation, but converting existing multi-stall bathrooms to gender neutrality is an excellent, and easy, intermediate step.

It is important to realize that this is not simply a language or labeling issue: the initiative to create gender-neutral bathrooms is not driven by an avoidance of the angst of choosing an icon for one's gender identity. It is, rather, centered on the kinds of interactions that actually occur when some members of our community make either one of the available choices.

The most significant problem that arises in a gendered space is one of intimidation. When that gendered space is one like a restroom, a place that everyone should be able to go without incident and without feeling intimidated, addressing this problem becomes increasingly significant.

Will adding gender-neutral bathrooms help to alleviate these problems?

Yes! If a space is not segregated into male and female categories, it significantly reduces the possibility for gender- and sex-based intimidation toward those whose appearance and presentation does not fit within the traditional male/female paradigm.

While it is not possible to entirely remove safety risks in any space, intimidation in public bathrooms generally happens because queer and gender-transgressive people are perceived to be trespassing on others' sense of space. This would not happen in gender-neutral bathrooms, which would significantly reduce the risk involved in using the facilities.

*Ironically, many of the people who are most resistant to creating gender-neutral bathrooms on the grounds that they constitute “special rights for transsexuals” are also uncomfortable with **either** of the choices a trans person might make about use of conventional sex-segregated public bathrooms.*

It is also important to note that many people in the U.S. are questioning their sexuality and gender identity and coming out at younger ages as lesbian, gay, bisexual, and/or transgender. The University must realize that many potential students and faculty are looking for a campus which is proactively supportive of queer concerns. Transgender and allied people in particular want to know how their needs will be met in terms of comfortable restroom options, because it is a real concern in many day-to-day lives.

Taken from the University of Chicago’s Gender-Neutral Bathrooms Campaign:
<http://queeraction.uchicago.edu/statement.html>

Transgender Campus Resources

Books and Articles

- Allen, Mariette P. *Transformations: Crossdressers and Those Who Love Them*. E.P. Dutton, 1998.
- Beemyn, Brett. "Serving the Needs of Transgender College Students." *Journal of Gay and Lesbian Issues in Education* 1 (Fall 2003): 33-50.
- Beemyn, Brett. "Trans Youth," a special issue of the *Journal of Gay and Lesbian Issues in Education* 3 (Fall 2005).
- Boenke, Mary, ed. *Trans Forming Families: Real Stories About Transgendered Loved Ones*. 2nd ed. Oak Knoll Press, 2003.
- Bornstein, Kate. *My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely*. Routledge, 1998.
- Brown, Mildred, and Chloe Rounsley. *True Selves: Understanding Transsexualism for Families, Friends, Coworkers and Helping Professionals*. Jossey-Bass, 1996.
- Califia, Pat. *Sex Changes: The Politics of Transgenderism*. Cleis Press, 1997.
- Cameron, Loren. *Body Alchemy: Transsexual Portraits*. Cleis Press, 1996.
- Carter, Kelly A. "Transgenderism and College Students: Issues of Gender Identity and Its Role on Our Campuses." In *Toward Acceptance: Sexual Orientation Issues on Campus*. Edited by Vernon A. Wall and Nancy J. Evans. University Press of America, 1999. 261-82.
- Cromwell, Jason. *Transmen and FTMs: Identities, Bodies, Genders, and Sexualities*. University of Illinois Press, 1999.
- Diamond, Morty, ed. *From the Inside Out: Radical Gender Transformation, FTM and Beyond*. Manic D Press, 2004.
- Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Beacon Press, 1998.
- Howard, Kim, and Annie Stevens, eds. *Out and About Campus: Personal Accounts by Lesbian, Gay, Bisexual and Transgender College Students*. Alyson, 2000.
- Israel, Gianna E., and Donald E. Tarver II. *Transgender Care: Recommended Guidelines, Practical Information, and Personal Accounts*. Temple University Press, 1997.
- Mallon, Gerald P., ed. *Social Services with Transgendered Youth*. Harrington Park Press, 1999.
- Meyerowitz, Joanne. *How Sex Changed: A History of Transsexuality in the United States*. Harvard University Press, 2002.
- Nestle, Joan, Riki Wilchins, and Clare Howell, eds. *Genderqueer: Voices from Beyond the Sexual Binary*. Alyson, 2002.
- Rankin, Susan R. *Campus Climate for Gay, Lesbian, Bisexual, and Transgender People: A National Perspective*. National Gay and Lesbian Task Force Policy Institute, 2003.
- Rudd, Peggy J. *Crossdressing with Dignity: The Case for Transcending Gender Lines*. PM Publishers, 1999.
- Sanlo, Ronni, L., ed. *Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators*. Greenwood Press, 1998.
- Sausa, Lydia A. "Updating College and University Campus Policies: Meeting the Needs of Trans Students, Staff, and Faculty." In *Addressing Homophobia and Heterosexism on College Campuses*. Edited by Elizabeth P. Cramer. Harrington Park Press, 2002. 43-55.
- United States Student Association Foundation, *Transgender Inclusion Guide: A Primer by and for College Students and Student Organizations*, 2004.

On the Web

American Boyz: www.amboyz.org
FTM International: www.ftmi.org
International Foundation for Gender Education: www.ifge.org
Ohio State University's "Transgender Guide and Resources": www.multiculturalcenter.osu.edu/glbts
PFLAG's TNET (Transgender Network): www.youth-guard.org/pflag-tnet
People in Search of Safe Restrooms (PSSR): www.pissr.org
Sylvia Rivera Law Project: www.srlp.org
Trans Health: www.trans-health.com
Trans Proud: www.transproud.com
Trans*Topia: www.youthresource.com/community/transgender/index.cfm
Transgender Care: www.transgendercare.com
Transgender Day of Remembrance: www.gender.org/remember/day
Transgender Law and Policy Institute: www.transgenderlaw.org
University of California LGBTI Association web page on gender-free restrooms:
www.uclgbtia.org/restrooms.html
University of Chicago's "Gender-Neutral Bathrooms Campaign":
<http://queeraction.uchicago.edu/bathroomindex.html>

Films

A Boy Named Sue (documentary about an FTM)
Boys Don't Cry (fictionalized story of Brandon Teena's life)
Drag Kings on Tour (documentary)
Georgie Girl (documentary about New Zealand's trans legislator)
Just Call Me Kade (documentary about a trans male teen)
Ma Vie en Rose (feature film about a trans child)
No Dumb Questions (documentary about children learning about their trans aunt)
Normal (feature film about a male cross-dresser)
The Opposite Sex: Jamie's Story (documentary about a transitioning MTF)
The Opposite Sex: Rene's Story (documentary about a transitioning FTM)
Paris Is Burning (documentary about voguing in New York in the late 1980s)
The Rubi Girls (documentary about a Dayton drag queen troupe)
Soldier's Girl (fictionalized story of the partner of murdered soldier Barry Winchell)
Southern Comfort (documentary about a trans man who dies of ovarian cancer)
Toilet Training (documentary about the need for gender-neutral bathrooms)
Venus Boyz (documentary about drag kings)

**“Suggested Steps to Make Campuses More Trans-Inclusive”
by Brett Beemyn¹, Andrea Domingue², Jessica Pettitt³, and Todd Smith⁴**

To assist colleges and universities in becoming more supportive of transgender students, staff, and faculty, we offer the following practical recommendations in areas where gender-variant people are likely to encounter discrimination on campuses: health care, residence halls, bathrooms, locker rooms, records and documents, public inclusion, and programming, training, and support. For each area, we suggest beginning, intermediate, and advanced steps. Beginning steps focus on raising awareness of transgender issues and providing trans-related information, intermediate steps involve changing institutional practices, and advanced steps entail implementing long-term policy changes.

Health Care

Beginning

- Ask transgender students about their health-care experiences and how services could be improved.
- Identify, affiliate with, and publicize the names of counselors, nurses, and doctors who are supportive of transgender students and knowledgeable about trans health concerns.

Intermediate

- Require all campus health center staff to attend a training session on trans health concerns.
- Enable patients to identify their preferred name and gender identity on intake forms, rather than having “M” and “F” boxes.
- Train health center staff to ask patients their preferred name and to use appropriate pronouns.
- Ensure that prescription labels match the patient’s preferred name.
- Offer gender-neutral bathrooms and private changing rooms for patient use in health-care facilities.
- Make gynecological exams available outside of women’s health services so that female-to-male transsexual students can receive proper medical care.
- Provide a confidential way for patients to make appointments, such as through a web-based program.

¹ Brett Beemyn, Ph.D., is the coordinator of the Office of GLBT Student Services, the Multicultural Center, at the Ohio State University, co-chair of the National Consortium of Directors of LGBT Resources in Higher Education, and a board member of the Transgender Law and Policy Institute. Address correspondence to Brett Beemyn, GLBT Student Services, Ohio State University, 460 Ohio Union, 1739 North High St., Columbus, OH 43210.

² Andrea Domingue, M.Ed., is the program advisor for the Office of LGBT Student Services at New York University and a board member of the National Consortium of Directors of LGBT Resources in Higher Education.

³ Jessica Pettitt, M.Ed., is the Student Success Coordinator for gender and sexuality issues at the Multicultural Student Center at Arizona State University, the Gender Advocate for ACPA’s Standing Committee for LGBT Awareness, and treasurer of the National Consortium of Directors of LGBT Resources in Higher Education.

⁴ Todd Smith, M.Ed., is the manager of the Office of LGBT Student Services at New York University and co-chair of the National Consortium of Directors of LGBT Resources in Higher Education.

Advanced

- Have campus-affiliated pharmacies stock hormones and intramuscular (IM) syringes.
- Work with the campus counseling center to offer trans-specific services (support groups, individual counseling, community referrals, etc.).
- Hire a therapist who is a trained gender specialist.
- Create a trans clinic or health-care team to provide comprehensive care to transgender students.
- Enable direct insurance coverage for hormone therapy and gender reassignment surgeries.

Residence Halls

Beginning

- Identify and publicize the names of individuals within residence life who are knowledgeable about trans concerns and can provide support to transgender students.

Intermediate

- Require all residence-life staff to attend a training session on trans issues.
- Have an inclusive housing policy that enables transgender students to be housed in keeping with their gender identity/expression and, if desired, to have a single room.

Advanced

- Create gender-neutral bathrooms and private showers in existing and newly constructed residence halls.
- Establish a LGBT and Allies living-learning program and/or offer a gender-neutral housing option.

Bathrooms

Beginning

- Conduct a survey of gender-neutral (unisex) and single-occupancy women's and men's bathrooms on campus.
- Publicize the locations of gender-neutral bathrooms through a website and brochure.
- In the absence of gender-neutral bathrooms, establish temporary unisex facilities in buildings where LGBT events are being held by hanging gender-neutral signs and information outside a set of women's and men's restrooms.
- Educate campus leaders about the need for gender-neutral bathrooms, such as by having them view the film *Toilet Training* (available from the Sylvia Rivera Law Project: <http://www.srlp.org>).

Intermediate

- Have single-occupancy men's and women's restrooms converted into gender-neutral bathrooms by installing locks and changing signs.

Advanced

- Have new and renovated academic buildings include gender-neutral bathrooms.

Locker Rooms

Beginning

- Conduct a survey of campus locker rooms with private changing facilities and single-person showers and publicize this information through a website and brochure.

Intermediate

- Provide more privacy in public locker rooms, such as by creating individual showers with curtains.

Advanced

- Have new and renovated locker rooms include private changing facilities and single-person showers.

Records and Documents

Beginning

- Research and publicize state and campus procedures for officially changing one's name and gender designation.
- Identify and publicize the names of individuals within the registrar's office and human resources who can facilitate name and gender changes on records and documents.

Intermediate

- Enable transgender students to request an identification card with a name other than their birth name, even if they have not legally changed their name.

Advanced

- Establish a simple, one-stop procedure for transitioning employees and students to change the name and gender designation on their records and documents, including identification cards, listings in electronic and print directories, and files in admissions, financial aid, human resources, and the registrar's office.

Public Inclusion

Beginning

- Identify aspects of campus life that are organized along gender lines (fraternities and sororities, sports teams, student organizations, etc.) and educate these gender-based groups about the need for transgender inclusion.

Intermediate

- Build support within lesbian, gay, and bisexual student organizations to change their names and mission statements to include "transgender" and to provide trans and trans-inclusive programming.
- Change forms in admissions, residence life, student health, human resources, and other college units to allow for trans self-identification.

Advanced

- Advocate for student affairs offices, including student health, residence life, student activities, and campus multicultural centers, to adopt a trans-inclusive non-discrimination policy.
- Have a campus anti-harassment policy that includes "gender identity or expression" and make anti-transgender bias a part of campus bias reporting and response systems.
- Adopt a campus diversity statement that includes transgender people.
- Amend the institution's non-discrimination policy to include "gender identity or expression."

Programming, Training, and Support

Beginning

- Have an event or activity to commemorate the annual transgender Day of Remembrance (November 20) and hold trans-related events during LGBT pride weeks and awareness months.
- Create a web-based campus resource guide for new and prospective transgender students.

Intermediate

- Establish a transgender student organization or support group.
- Provide training sessions on transgender issues to campus staff, including senior administrators, police officers and other public safety officials, health-care workers, student union personnel, resident advisors and hall directors, campus religious leaders, financial aid, human resources, and registrar's office workers, and clerical and support staff throughout the institution.

Advanced

- Include trans-focused and trans-inclusive programs as part of general campus programming.