

Mills College

Report on Inclusion of Transgender and Gender Fluid Students

Best Practices, Assessment and Recommendations

Revised April 2013

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Gender Identity and Expression Sub-Committee of the Diversity and Social
Justice Committee

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INTRODUCTION

Women's colleges in the U.S. and beyond have their roots in the passionate interest of a small number of educators in providing opportunities for post-secondary study to students who were excluded from or marginalized within mainstream colleges and universities on the basis of their gender. For most of the history of higher education, women have been the sole gender category against whom exclusionary practices were named and codified.

In the 21st century, while women remain marginalized within higher education (particularly within certain fields, leadership and executive posts, and athletics), academic institutions have also come to recognize transgender and gender fluid people as similarly oppressed by cultural, economic, and political systems. Higher education is one of those systems. As a category of institution whose mission has been the education of students marginalized within or excluded from full participation in post-secondary and post-baccalaureate study, the education of transgender and gender fluid students seems a logical and natural fit for women's colleges of the 21st century.

Trans inclusiveness is in keeping with Mills' long history of countering gender oppression by centering the experiences, contributions, and leadership of women. Mills was the first women's college on the West Coast and began granting bachelors degrees to women in the late 1880s. In the 20th century, Mills continued its commitment to social justice oriented education by being one of the first colleges in the nation to offer Ethnic Studies and being the first women's college to grant a computer science major. The Mills community also fought hard to remain a women's college with the strike of 1990 and has retained its commitment to women's education in a context where many other women's colleges have chosen to become co-ed. In more recent years, Mills added a queer studies minor and increased programming for lesbian, gay, bisexual, transgender, and queer students.

Trans inclusiveness represents not an erasure but an updating of this mission. The marginalization of transgender and gender fluid people is rooted in a binary gender system that has its origins in both misogyny (female subjugation and a hatred or fear of the feminine) and patriarchy (male supremacy). As Mills' educational mission places women's achievements and ideas as well as feminist analyses of economic, political, scientific, literary, and artistic modes of inquiry at the center of the curriculum, it offers a basis for understanding and developing critical, scientific, and creative practices that

are aware of and resistant to the gender-based systems of oppression that impact transgender and gender fluid people.

The authors of this report recognize that the language used to describe gender identities is constantly evolving and that, in a society that privileges binary gender, existing language often fails to capture the actual complexity of transgender and gender fluid identities. Transgender (sometimes shortened to trans) is an umbrella term used to describe people whose gender identity and/or expression differ from the sex they were assigned at birth. While transgender was developed as a unifying term for a range of gender identities (including transsexuals, genderqueer individuals, trans men and trans women), there are also important differences in how individuals within the category transgender conceptualize their gender identity. For example, some individuals understand being transgender as part of a conscious effort to destabilize the gender binary whereas for others it is not. Some transgender individuals may conceptualize their gender identities as constantly evolving whereas others seek the freedom to live as the gender they have always been, despite how their sex was categorized at birth. Additionally, transgender is a culturally specific term and may not be embraced by all those whose gender identity and/or expression differs from the sex they were assigned at birth. For this reason, we also use the term “gender fluid” to refer to those whose gender expression does not conform to social expectations related to their assigned sex, but who may not identify as transgender. Periodically, we will also be utilizing the abbreviation “LGBTQT*” which refers to individuals and communities identifying as lesbian, gay, bisexual, transgender, two-spirit, queer, questioning or intersex. For further explanation of these terms, please see the Glossary of Terms in the Appendix.

It is important to recognize that sex and gender diversity has been and always will be present at women’s colleges. Mills has always been home to undergraduate and graduate students of many genders, and there is great diversity in the ways individuals experience and express their gender identity. Womanhood takes many forms, and our enrolled women students include those who were assigned the sex of female at birth as well as those who were not. Also, a portion of those students identifying as women at the time of enrollment may change their gender identity during the undergraduate years. According to the college first year and senior surveys by the Higher Education Research Institute, in 2012, 1.3% of entering first year and transfer students self-identified as transgender or genderqueer, while 2.1% of graduating seniors did so (Pryor, et al). In addition, while the larger grouping of transgender and queer identities together can obscure important differences between these groups, a total of 34.7% of seniors self-identified as lesbian, bisexual, queer, or transgender/genderqueer,

indicating that transgender students are part of a broad spectrum of gender and sexual diversity at Mills. The presence of transgender and gender fluid students at Mills does not compromise our ability to create a positive educational environment for women. On the contrary, it enlarges on and enhances our mission of challenging gender injustice.

It is also important to recognize that trans women have historically faced very specific forms of transphobia within women's spaces and extra effort must be made not to erase these experiences. For these reasons, it is important not to privilege any specific narrative of what it means to be transgender. Rather, this report focuses on ways Mills can create an environment that supports the gender self-determination of students across a spectrum of female, transgender and gender fluid identities.

The purpose of this report is to identify best practices with regard to transgender and gender fluid inclusion, describe Mills' current practices, and make concrete recommendations for change. President Alecia DeCoudreaux commissioned the Transgender Best Practices Task Force in Fall 2011 to investigate best practices at other colleges. Building on their work, this report was developed by the Gender Identity and Expression Sub-Committee of the Diversity and Social Justice Committee after seeking input from the Diversity and Social Justice Resource Center, Housing, Residential Life, Public Safety, Athletics, Admissions, and the Registrar's Office. The report contains many recommendations which have not been approved by the college but which can serve as the basis for continuing discussions with all campus constituents in the coming year.

An earlier draft of this report was circulated to the Mills campus community for comments and suggestions. The committee solicited anonymous feedback online as well as held two consultation meetings, one for faculty and staff and one for students and alumnae/i. We received responses from 19 individuals through the online process, and approximately 20 faculty and staff and 40 students and alumnae/i attended the consultation meetings. The broad participation of the campus community has greatly strengthened this version of the report.

This report reviews key areas including campus climate, classroom experience, curriculum, recruitment and admissions, athletics, names and name changes, housing and residential life, restrooms, public safety, and healthcare. For each topic, the report identifies best practices in literature and the field, describes current practices at Mills, and makes recommendations for change to make Mills more welcoming and inclusive of transgender and gender fluid students.

As Mills reconsiders its practices in relation to transgender and gender fluid students, it is important we also develop conscious ways of informing the Mills community of potential changes. This is important both for addressing possible community concerns about what admitting and graduating transgender and gender fluid students means for Mills' mission as a women's college and for creating a campus climate that is welcoming and safe for transgender and gender fluid students.

While the Gender Identity and Expression Sub-Committee recognizes it is not possible for the college to make all of the changes listed here at once, we make these recommendations in the spirit of building an institutional culture that listens and responds to campus concerns. Based on the findings of this report and continued campus dialogue, our goal is to develop a phased strategy for approving and implementing these recommendations beginning in the 2013-14 school year. We recommend that short term goals should focus on strategies for seeking approval for and implementing official language, policies, and procedures that impact transgender and gender fluid students as well as developing recruitment and retention strategies. We recommend that long-term goals should include similar approval and implementation strategies for changing campus structures that may require capital expenditures and need to be integrated with the Master Campus Plan.

CAMPUS CLIMATE

The 2010 report on *The State of Higher Education for Lesbian, Gay, Bisexual, and Transgender People* found that hostile campus climates present a significant obstacle to transgender and gender fluid students across the nation (Rankin, et al, 2010). The study found that:

- 39% of respondents that identified as transmasculine, 38% of respondents that identified as transfeminine, and 31% of respondents that identified as gender non-conforming reported having experienced harassment on campus whereas only 20% of cisgender men and 19% of cisgender women reported experiencing harassment.
- Amongst those surveyed, transfeminine respondents were the most likely to feel deliberately ignored or excluded on campus and transmasculine respondents were most likely to feel stared at or singled out because of their identity.
- Transgender and gender non-conforming respondents of color were even more likely to experience harassment.

- Transgender and gender non-conforming respondents felt significantly less comfortable with the overall campus climate, with transmasculine respondents being the least likely of all respondents to feel comfortable on campus. (Rankin, et al, 2012).

The findings of this national study resonate with feedback we received from Mills students and alumnae/i regarding the first version of this report. Two of the online respondents were former Mills students who both indicated that harassment based on their transgender identity was their primary reason for leaving Mills. During the student and alumnae/i consultation meeting, current Mills students indicated that the high dropout rate of transgender students was one of their biggest concerns. They also expressed the importance of educating faculty about transgender and gender fluid identities as a priority. This feedback suggests that addressing climate concerns and reducing the isolation transgender and gender fluid students feel is an important retention concern.

Educating different constituencies about gender diversity is an important part of shaping the campus climate for transgender and gender fluid students. Mills already does a great deal of work to create a positive campus climate for its diverse students. Integrating gender diversity into these programs can help make the campus climate inclusive and welcoming for transgender and gender fluid students.

Best Practices

There are multiple components to a positive campus climate such as peer-to-peer interactions, classroom and co-curricular experiences, institutional structures, and the language and representations employed by the college. Educating students, faculty and staff about gender diversity and issues facing transgender communities is crucial for creating a positive climate for transgender and gender fluid students. Additionally, colleges must create institutional structures that recognize individuals' gender self-determination and allow students to make their own informed decisions about how their gender identity will be represented on official documents. Dedicated institutional spaces with trained staff should provide support, resources and information about campus policies to transgender and gender fluid students. Finally, the use of language and representations that reflect the actual gender diversity of its student body is central to creating a positive climate for transgender and gender fluid students.

Rankin, et al, (2010) suggest a number of best practices for improving campus climate for LGBTTQ* students, many of which have particular relevance for transgender and gender fluid students at Mills. Their recommendations include:

- Develop inclusive policies that acknowledge and welcome transgender and gender fluid students.
- Demonstrate an institutional commitment by using inclusive language, creating spaces where transgender and gender fluid students feel free to be themselves, and developing procedures that adequately respond to acts of intolerance and/or harassment toward transgender and gender fluid students.
- Integrate the experiences and concerns of transgender and gender fluid students into curricular and co-curricular education.
- Create spaces for campus dialogue on gender identity.
- Improve recruitment and retention efforts directed at transgender and gender fluid students.

In addition, best practices indicate that the college-wide policies, publications, and public statements convey a message of diversity that includes people of all gender identities and expressions. A statement including “gender identity or gender expression” in institutional nondiscrimination clause(s) is recommended. For greater inclusivity, colleges should include protection for “actual or perceived” identities.

Mills Current Policies/Procedures

Fostering diversity and promoting social justice are fundamental to the mission of Mills College. As a women’s college, historically Mills has strived to create a campus climate that promotes the intellectual and personal development of female students and empowers women to challenge a broad range of social inequalities. While gender fluid people have always been a part of the Mills community, the increasing recognition of transgender and gender fluid students, staff, and faculty challenges the college to push our vision of what it means to be a women’s college beyond gender binaries.

In the past few years, some preliminary progress has been made. For example, in support of the “preferred gender pronoun” initiative created through the leadership of transgender and gender fluid students, the Diversity and Social Justice Resource Center facilitated workshops to raise awareness, build community, and develop allies. These workshops included the critical dialogues series on gender identity and expression, as well as discussions regarding the use of preferred gender pronouns. Some significant changes to language used to represent Mills students have also been made. For example, residential life has already switched from “freshwomen” to “first years,” and the ASMC recently moved to change the SPAM chant to “Strong, Proud, All, Mills” leaving off women to be more gender inclusive. Additionally, transgender issues

are increasingly incorporated into the Heritage Months coordinated by the Ethnic Studies Department in partnership with student affinity groups.

Recent highlights include a screening of *Still Black*, a documentary on black transmen, and a performance by Transcendence Gospel Choir, a music ministry that aims to raise awareness and increase the inclusion of transgender communities. Finally, during the fall semester the Division of Student Life (DSL) sent a memorandum to the President's Cabinet and the Associated Students of Mills College (ASMC) to open a conversation on how Mills can best serve all genders. This spring, DSL coordinated Listening Circles with members of the Mills community to gather their experiences and perspectives regarding gender. All these efforts are important components of building a more just climate at Mills, however, for this work to be effective and sustainable it must be institutionalized within the broader structures, policies, and practices of the college.

Recommendations

The Gender Identity and Expression Sub-Committee of the Diversity and Social Justice Committee recommends that Mills create a climate in which transgender and gender fluid students are not seen as exceptional cases but are viewed as part of the core student constituency. Mills should take proactive measures both to meet the particular needs of transgender and gender fluid students and to normalize their presence on campus. The goal of these measures should be to move beyond frameworks of tolerance and instead create an environment in which all our students genuinely feel as though they belong. These recommendations resonate with Mills' commitment to universal design and promoting accessibility for all students.

- Use gender neutral terms, where possible, to describe our undergraduate student body in official literature, orientation programs and campus wide events (e.g., Mills students rather than Mills women, first year students rather than freshmen.) This effort should be coordinated with the college's marketing department and the branding initiative.
- Provide dedicated space for LGBTTQ* students, with staff trained to provide support, resources, information, and advocacy to transgender and gender fluid students. This should be coordinated with the Campus Master Plan.
- Include gender identity and expression as protected categories under Mills' nondiscrimination policy.
- Include harassment and discrimination based on gender identity and expression in Mills' student, staff, and faculty grievance policies. Inform community members of this policy by including it in easily accessible places on the website.

We also recommend that Mills provide education and dialogue on gender identity for various constituents of the campus community as follows:

1. Students:

- Provide incoming students with information about gender identities and diversity at Mills so they understand that while Mills is a women's college, not everyone in their classes, dorms, etc. identifies as a woman. This information could be sent along with other materials students receive prior to their arrival at Mills and could be discussed during orientation.
- Continue providing programs and events that foster dialogue about transgender issues among students on campus. When possible, provide additional resources and financial support for these events.

2. Faculty:

- Circulate resources about creating a positive environment in the classroom for transgender and gender fluid students.
- Include resources for advising transgender and gender fluid students on the advising resources webpage.
- Use already existing spaces such as the advising workshop, faculty noon lecture series, diversity and social justice dinner, and division meetings to have dialogues about gender identity and faculty's role in creating a positive climate for transgender and gender fluid students. Because it is difficult to make training mandatory, it is important to have frequent and ongoing conversations regarding gender identity and expression at meetings (e.g., division meetings, advising workshop, and new faculty orientation) that many faculty are required to attend.

3. Staff:

- Include discussion of transgender issues in staff trainings at all levels of the institution, particularly for those working most closely with students or prospective students (e.g., residential life, athletics, student life, and admissions).

4. Alumnae:

- Reach out to supportive alumnae (such as the LGBTTTQ* alumnae group) to engage in conversation with other alumnae.

- Include more voices of transgender and gender fluid alumnae in alumnae magazine and other materials sent to alumnae.

RECRUITMENT AND ADMISSIONS

Best Practices

While secular women's colleges generally share the practice of graduating any student who has been admitted to their single-sex undergraduate programs regardless of gender identity at the time of graduation, single-sex undergraduate programs have generally stopped short of offering a clearly articulated admission and recruitment policy for transgender and gender fluid applicants. This provides an opening for Mills to distinguish itself as a national leader and innovator in the area of gender diversity by issuing an unambiguous statement that both welcomes transgender and gender fluid applicants and explicates the relationship of trans inclusivity to the women's college mission. In so doing, Mills College would place itself at the forefront of the national discussion around gender diversity and single-sex education.

Mills Current Policies/Practice

The current official admissions policy at Mills is that all students who claim female identity when they apply are considered for admission. The college generally takes students at their word when they claim such identity; however, this may be amended on a case-by-case basis. The college does not specifically recruit transgender and gender fluid students.

The feedback received from students, staff, and faculty revealed a great deal of confusion and skepticism about the admissions policy across campus. Many people did not know the admissions policy regarding transgender and gender fluid students or reported receiving inconsistent information about the policy. In particular, the greatest confusion about the admissions policy appears to be in relation to trans women. Many people assumed trans women could not apply or needed to provide legal documents verifying their gender. At least two individuals reported knowing of cases in which trans women were asked to verify their gender despite self-identifying as female. Additionally, students at the consultation meeting noted Mills has remarkably few trans women students and suggested the current admissions policy does not do enough to reach that group.

Recommendations

The Gender Identity and Expression Sub-Committee of the Diversity and Social Justice Committee believes Mills should achieve national visibility as a campus committed to creating an inclusive, welcoming, and respectful environment for transgender and gender fluid students. Mills should let academically eligible transgender and gender fluid students know they are welcome to apply and inform prospective students we are committed to embracing and retaining all admitted students, regardless of gender identity at the time of graduation. Additionally, Mills should make it clear to prospective students that Mills considers all applicants who self-identify as female for admissions regardless of the sex listed on legal documents or the FAFSA by taking into account their lived experience. In order to achieve this, Mills should:

- Pursue inclusion in top 10 trans-friendly campuses indexes by Campus Pride and Campus Equality.
- Ensure that Mills College scores 75% on Transgender Law and Policy Institute's Transgender Checklist for Colleges and Universities by Spring 2014, and addresses the remaining checklist questions by 2017.
- Create targeted literature for prospective transgender and gender fluid students, addressing common issues of concern and stating Mills' policies and practices.
- Promote Mills' policies and practices regarding transgender inclusion to transgender organizations and LGBTTTQ* communities as a whole.
- Provide training on transgender and gender fluid student needs and Mills' policies and procedures to all Admissions staff, including student and alumnae staff.
- Coordinate with the college's marketing and branding processes to think about ways in which gender identity is part of Mills' image.

CLASSROOM EXPERIENCE AND CURRICULUM

For transgender and gender fluid students to have positive academic experiences at Mills, it is essential that classroom spaces be affirming of transgender identities and that Mills offer curriculum that is both relevant to transgender and gender fluid students' lives and makes visible a diversity of transgender experiences.

CLASSROOM EXPERIENCE

Transgender and gender fluid students frequently report experiencing obstacles in the classroom. These include being referred to by a legal name that may appear on a class roster rather than their preferred name, being misgendered by faculty or other students, being asked inappropriate personal questions about their gender identities by faculty or other students, and confronting a general lack of awareness of transgender issues and identities amongst faculty and their peers (Beemyn et al, 2005; Case, Stewart & Tittsworth, 2009; Negrete, 2007; Spade, 2011). These experiences can alienate transgender and gender fluid students from their classes, affect their academic performance, and have serious emotional impact as they reproduce the oppression transgender and gender fluid individuals face throughout society. Transgender students often experience either the erasure of their identities or their hypervisibility as novel, strange, or “freakish” in the classroom. This problem can be exacerbated at women’s colleges because faculty and students may assume everyone in the classroom shares the same gender. Therefore, it is particularly important to cultivate classroom environments in which gender diversity, like other differences, is respected and affirmed.

Best Practices

Spade (2011) recommends the following steps faculty can take to improve the accessibility and climate of their classes for transgender students:

- Refrain from calling roll until students have been given a chance to indicate their preferred name so as to avoid revealing a student’s prior name that may be listed on the roll sheet.
- Allow students to self-identify the name and pronouns they prefer. Faculty might solicit this information in writing from students or through introductions on the first day of class.
- Set a tone of respect by including a statement stressing the importance of referring to classmates by their preferred names and gender pronouns in the section of the syllabus that establishes guidelines for classroom behavior.
- Be sure to correct oneself and others if the wrong gender pronoun or name is used so the burden of doing this does not fall upon the student to whom who is being referred.
- Do not disclose information about a student’s gender identity or past history (such as a former name), and be sensitive that transgender students may or may not be out as transgender in different parts of their lives.
- Refrain from asking personal questions of transgender students that would not be asked of other students.

- Consider and challenge the ways gender norms may be reinforced in the classroom.

Institutions should support faculty in taking these steps by listing preferred rather than legal names on class roll sheets, making available educational resources on transgender and gender fluid identities, and facilitating communication between transgender and gender fluid students and faculty when appropriate. For example, Brown University's Office of Student Life offers students assistance in communicating their preferred name, pronoun, and specific concerns as transgender students to faculty. They give students the options of working with someone to develop approaches to having those conversations, writing a letter to give to faculty themselves, or sending a letter to faculty on behalf of students. This array of options acknowledges that power dynamics between faculty and students often make it difficult for transgender and gender fluid students to communicate their needs and concerns. Additionally, Brown has an individual in the Office of Student Life available as a resource to faculty on transgender issues so students do not have to assume the responsibility of educating faculty.

Mills Current Policies / Procedures

Currently, Mills has no official policy or guidelines around creating a positive classroom experience for transgender and gender fluid students. While some faculty members do take some of the steps indicated above, it is generally upon their own personal initiative.

Recommendations

- Circulate resources about creating a positive environment for transgender and gender fluid students in the classroom to faculty.
- Create spaces for faculty to have conversations regarding how to create a positive classroom environment for transgender and gender fluid students. This might include already existing spaces such as the annual Social Justice and Diversity Committee Dinner, the advising workshop, or the faculty noon lecture series.
- Include resources for advising transgender and gender fluid students on the advising resources webpage.
- Encourage departments to include information about creating a positive environment for transgender and gender fluid students in the training they provide graduate student instructors.

- List preferred names of students on class roll sheets in place of legal names.
- Develop a structure similar to the one at Brown University for facilitating communication between transgender and gender fluid students and faculty and supporting faculty education about transgender issues.
- Create a brief guide for faculty in developing courses and curriculum inclusive of transgender studies and concerns.

CURRICULUM

In addition to creating a supportive environment in all classes, it is also important Mills has substantial curriculum that engages transgender experiences and addresses questions of concern to transgender and gender fluid communities.

Discussion of Best Practices

Transgender studies is an emergent field of study and a growing area of scholarship. While currently no colleges or universities offer undergraduate majors or minors specifically in transgender studies, the number of courses is growing. The Association for Gender Research, Education, Academia and Action (AGREAA) lists courses with significant transgender studies content being taught at schools such as UCLA, UC Berkeley, University of Wisconsin, Northwestern, Columbia, Simon Fraser University, Brown University, New York University, University of Oregon, Concordia University, Oberlin College, University of Minnesota, and Sarah Lawrence College. These courses are frequently offered as a part of women's studies and queer studies curriculum. While the relationship between these fields has often been fraught, transgender studies is increasingly acknowledged as occupying a central place within women's studies and queer studies curriculum (Beauchamp & D'Harlingue, 2012; Betcher & Garry, 2009; Drabinski, 2011; Muñoz & Garrison, 2008). Courses in transgender studies cover a range of topics such as historicizing gender identity, social movements led by transgender and gender fluid people, social structures that produce the oppression of transgender people, and the writings or creative work of transgender artists and activists.

Two particular concerns have emerged in relation to how transgender experiences are integrated into the curriculum. The first is the treatment of transgender people as "special guests" or simply adding transgender experiences to the already existing curriculum. This approach often limits engagement with transgender experiences to questions of identity and the body, thereby failing to address the

multidimensionality and complexity of transgender people's lives (Agid & Rand, 2011; Beauchamp & D'Harlingue, 2012; Drabinski, 2011). For this reason, Beauchamp and D'Harlingue (2012) advocate integrating transgender experiences throughout courses rather than designating them to special units. A second concern has been incorporating a diversity of transgender identities and experiences within the curriculum. As in women's studies and queer studies, it is important to resist the tendency to privilege the experiences of white transgender people and to instead adopt intersectional approaches that examine gender identity in concert with aspects such as race, class, national origin, and ability. In addition, because transgender is an umbrella category that encompasses many different gender identities, it is important not to privilege one particular narrative of gender identity over others.

Integrating transgender studies across the curriculum also means engaging transgender experiences in a broad range of disciplines. For example, discussion of sex, gender identity, gendered bodies, and sexuality are often central in biology and psychology classes. It is important these courses also use language and approaches that do not naturalize biological determinism or a binary gender system (Spade, 2011).

Mills Current Policies/Procedures

Mills has a growing but still limited number of courses that engage transgender and gender fluid identities and experiences. The following regularly offered courses contain substantial (defined as 30% or more of course material) transgender studies content:

- WGSS 72: Introduction to Queer Studies (Priya Kandaswamy, offered every Spring)
- WGSS 135: Race, Sexuality and the State (Priya Kandaswamy, offered every Fall)
- EDUC 129/229: Schools, Sexuality, and Gender (David Donahue, offered every other Fall)
- ENG 61R Studies in Lesbian Writing (Rebekah Edwards, offered at discretion of the English department)
- ENG 105/205 The Queer Premodern (Diane Cady, offered every other Fall)

Additional special topics courses with significant transgender studies content include:

- ENG 183/283 Queer Poetics of Embodied Call and Response (Rebekah Edwards, offered at discretion of the English department)
- ENG 183/283 Trans-poetics (Rebekah Edwards, offered at discretion of the English department)

The following regularly offered courses contain some transgender studies content:

- WGSS 101: Feminist and Queer Research Methodologies (Priya Kandaswamy, offered every Fall)
- WGSS 105: Sexuality and the City (Priya Kandaswamy, offered every other Spring)
- WGSS 175: Transnational Sexualities (Priya Kandaswamy, offered every other Spring)
- ETHS 150: Black Feminist Theory (Julia Oparah, offered every third Fall)
- ETHS 157: Race, Gender and the Criminal Justice System (Julia Oparah, offered every other Spring)
- ENG 206: Medieval Romance (Diane Cady, offered every other Fall)

Recommendations

- Support faculty across disciplines and interdisciplinary programs in integrating transgender studies into relevant already existing courses.
- Provide course development funds for faculty to develop new transgender studies courses and support departments in staffing such courses.
- Support faculty teaching courses with a focus on gender to engage with a complex conceptualization of gender that recognizes “woman” to be a contested term, and considers the experiences of trans women and gender fluid individuals alongside those of cisgender women.
- Coordinate with the college’s strategic planning process in thinking how curriculum about gender identity might be integrated into the general education curriculum.

ATHLETICS, PHYSICAL EDUCATION and RECREATION

Athletics, Physical Education and Recreation are considered an integral part of students’ well-rounded educational experiences. Participating in athletics teaches important life lessons about fairness, teamwork, good citizenship, leadership, diversity, self-discipline, and self-esteem. It can bring positive physical, social, and emotional benefits to participants.

Some transgender and gender fluid students enjoy athletics, including competitive team sports, and have the same right to participate and benefit from athletics as any student. Athletic instructors and coaches must ensure transgender and

gender fluid students' equitable participation by creating fair and inclusive policies and practices. Such policies can benefit not only transgender but also non-transgender student athletes.

Best Practices

According to a 2010 report on transgender student athletics by the National Center for Lesbian Rights (NCLR), most schools have no policies on transgender students' inclusion and most are unprepared for issues that might arise. The report, which provides the recommended best practices that follow, advises colleges and universities to take a nuanced policy stance towards transgender students' participation in athletics that is based, in part, upon whether a student athlete is undergoing hormone therapy (Griffin & Carroll, 2010). Intercollegiate athletics are ruled by national governing bodies, which carry out random drug testing. Because testosterone is a banned substance under current rules for intercollegiate competition, inclusion of transgender students needs to be consistent with those rules.

NCLR recommends colleges and universities adopt policies for the inclusion of transgender athletes proactively rather than retroactively. Policies should emphasize maximizing inclusiveness rather than restricting opportunities to participate, maintain the integrity of women's sports, stress the educational value of athletics, allow students to participate in a safe and respectful as well as competitive environment, and respect student confidentiality including the medical privacy of transgender students.

Participation by transgender students in women's collegiate athletics should be consistent with National Governing Board (NGB) policies on banned medications including those that are part of hormone therapy. Such consistency at a women's college means that for transgender athletes undergoing hormone treatment:

- Male to Female (MTF) transgender athletes taking medically prescribed hormone treatment related to gender transition must complete one year of hormone therapy related to transition before competing on a women's team. Concerns regarding an "unfair competitive advantage" for MTF athletes are based on assumptions and stereotypes (e.g., such athletes are not "real" women, being born with a male body provides an unfair advantage, and men would "fake" transgender status so they could gain extra opportunities to compete). None of these assumptions are well-founded.
- Female to Male (FTM) transgender students undergoing medically prescribed testosterone therapy as part of gender transition may not participate on a women's team after beginning treatment.

- For any transitioning student, hormone treatment must be monitored by a physician and the NGB should receive regular reports about athletes' eligibility.

For transgender athletes NOT undergoing hormone therapy:

- Any transgender student athlete not undergoing hormone treatment related to gender transition may participate on a single sex team in accordance with the student athlete's assigned birth gender.
- FTM student athletes not on hormone therapy may participate in women's teams.
- MTF student athletes not on hormone therapy may not participate in women's teams.

Students should take responsibility for keeping coaches and athletic directors informed of any hormone treatment affecting eligibility and athletic directors should keep transgender athletes informed of their eligibility.

Access to facilities, including showers, toilets, and areas for changing by transgender student athletes should be consistent with students' gender identity. Such facilities should also include private areas. Coaches and athletic directors, without breaching students' confidentiality, should notify competing schools about needs for private accommodations. Coaches should assign shared hotel rooms based on students' gender identity and accommodate any requests for extra privacy.

Colleges and universities should provide education for athletic directors and coaches about working with transgender athletes. In turn, coaches and athletic directors should educate athletes about transgender identities, use appropriate terminology, and stress the value of inclusion. Athletic directors and coaches should, in all cases, keep a student athlete's medical information confidential.

Mills Current Policies / Procedures

The Mills College Athletics, Physical Education, and Recreation (APER) Department has already developed practices to well serve transgender athletes. For the past several years, at least one transitioning, transgender, and/or gender fluid athlete has participated in team sports at Mills, though none have been on hormone therapy. APER staff report that while there are occasional incidents of transphobia from other teams towards Mills, transitioning, transgender, and gender fluid athletes have not been a problem for Mills teammates. Gender fluid athletes at Mills do report, however, that

NCAA rules about gender binaries make them feel as if they need to be boxed into dichotomous female or male identities.

Helen Carroll, one of the co-authors of NCLR's guide to working with transgender athletes, has spoken with coaches and instructors at Mills a number of times. In fact, data informing the guide's best practices came from interviews with athletes, coaches, and instructors conducted at Mills.

APER's Student Athlete Advisory Committee has held three peer-developed and peer-led gender identity and expression workshops within the past 11 years. All athletes are required to attend and the workshop, which is also open to the general student body as well.

APER's athletic trainer informs all Mills athletes about NCAA regulations, including those regarding banned substances. Currently, Mills athletes are not tested for banned substances although they could be subject to such tests if a team participated in a national competition. Student athletes are left to self-disclose if they are on hormone therapy or taking any banned substance.

APER has already begun developing a Gender Identity and Expression Inclusion Policy.

Recommendations

- Coordinate renovation of the shower facilities in Haas and the pool with other infrastructure changes outlined in the college's strategic plan. Currently, the men's shower area in Haas Pavilion and the men's and women's shower area in the pool are open. Dividers in the shower area and a family changing-toilet-shower space are needed.
- Continue offering training/resources/speakers for APER instructors. These are particularly important for adjunct instructors to insure that classes remain inclusive. These resources could be available to the entire college as well.
- APER representation on any continued work to develop transgender best practices at the college. In many ways, APER has taken a lead in addressing transphobia and creating inclusive environments. Their experience can serve the whole college in creating an inclusive trans environment.

PREFERRED NAME¹ AND NAME CHANGE

Names and pronouns are a crucial part of anyone's identity. Similarly, knowing and using the names and pronouns students want to be used is a crucial part of developing a relationship that serves their safety, inclusion, classroom learning, and their sense of dignity and belonging across the campus. Names are part of many campus offices and processes.

Best Practices

It is best practice to allow the use of preferred first names and pronouns, regardless of whether or not students have legally changed their names on documents such as class lists, grade reports, unofficial transcripts, student ID cards, degree audit reporting systems like MyMills, grade reports, advisee lists, library access, diplomas, and directory listings. Legal names must appear on the following documents: student accounts and financial aid records, official transcripts, enrollment verifications, and School of Education teacher certification records. Students have the option to keep their legal name private by requesting FERPA (Family Educational Rights and Privacy Act) directory exclusion, which revokes a college or university's right to share information, including legal name, with any outside source.

Mills Current Policies / Procedures

Mills students may add a preferred first name, which is then used by the college for email, grade and class rosters, and other records. Currently the preferred name is not used on the ID card or the Library access website. Legal documentation is not required for use of preferred first names on these documents.

Currently enrolled students must submit a completed name change form to the M Center for changes to student accounts and financial aid records, official transcripts, enrollment verifications, and School of Education teacher certification records. Graduating students have until the graduation application due date to submit requests for name change without incurring a fee. After the graduation application due date, if a diploma bearing the preferred name is desired, a separate written request for a diploma is required accompanied by a replacement fee of \$100.

¹ The term "preferred name" is used here because it is currently the language used within Mills' administrative structure. Preferred name refers to the name a student indicates they would like used that is different from their legal name. While for transgender and gender fluid students the preferred name is in fact the student's actual name and not just a preference, this report uses the language of preferred name and legal name to remain consistent with current Mills practice.

Legal documentation of the new name along with the name change form is required for all name changes. After a name change request has been processed, the new name will appear on future transcripts, verifications of enrollment, and other records.

Recommendations

- Allow students' preferred names on additional documents. The use of preferred names should be expanded to include student ID cards and to access library materials. When this change is implemented, a student should not be charged extra to obtain a new id card with their preferred name.

HOUSING AND RESIDENTIAL LIFE

Residential life is not only important to the quality of students' lives, it is an important component of their education at a liberal arts college. Housing policies typically assume students are male or female when assigning students to residence halls, matching students with roommates, and selecting residence hall directors and assistants. As colleges evolve to meet the needs of all students, housing policies must recognize that students represent a spectrum of gender identities and expressions. While the housing needs of transgender students must often be addressed on a case by case basis, residential life offices should have written policies ensuring the equitable, safe, and legal treatment of transgender and gender fluid students.

Best Practices

According to a 2011 report created by the members of the Pennsylvania State University LGBT Student Resource Center and Beemyn, Curtis, Davis, and Tubbs (2005), residential life offices can meet the housing needs of transgender students first and foremost by ensuring they explicitly profess a commitment to accepting and appreciating diversity, including people of all gender identities and gender expressions. This commitment needs to be made in writing and communicated to all students. Residential life offices should clearly publish gender-inclusive housing policies, including gender-inclusive housing options, gender-inclusive restroom/shower locations, how to change roommates, how to request a single room, and how to request a housing requirement exemption. Ohio State, University of Minnesota Twin Cities, and University of California Riverside are examples of colleges with such statements and policies.

Residential life offices should identify and publicize the names of individuals within the office who are the most knowledgeable about gender identity concerns and

can provide support to students of all gender identities and expressions. Note that all staff should be trained to respect and assist people of all gender identities and expressions to provide a safe and welcoming environment, but the identified personnel should be exceptionally knowledgeable about gender identity issues. Training should include not only basic information about transgender and gender fluid students, but best practices about room assignments, working with students who “come out” as transgender, developing trans-inclusive programs, and creating safe spaces for transgender and gender fluid students to approach housing staff.

In terms of practice, residential life offices should examine their housing request forms that typically ask if someone is male or female. A more appropriate option might include: “Your gender is _____.” Similarly, housing request forms should include “transgender” or “gender fluid” as options when asking students about special housing needs. Residential life staff members who are most knowledgeable about gender identity concerns should follow up with students individually to learn about their specific needs. Because some students may not want to self-disclose the status of their physical body, housing offices should accept letters from medical professionals that state students’ housing needs.

Residence hall staff should do an inventory of rooms that meet transgender and gender fluid students’ needs, including rooms with private toilets and showers. They should also consider how single sex buildings and floors provide a safe environment for transgender students who may not be able to “pass” in such accommodations given norms regarding gender expression. Where single occupancy rooms are not available, transgender and gender fluid students should have the option to be paired with a transgender-friendly roommate. Colleges should also consider offering living and learning community housing options focused on gender identity and gender expression for transgender and gender fluid students and allies. Often, students in upper classes have had more time to consider questions of gender expression and identity and may be more accepting of transgender and gender fluid classmates

Transgender and gender fluid students should not be punished financially for securing housing that meets their needs. Housing options available to transgender and gender fluid students should be on par with other housing options in terms of price. Transgender and gender fluid students should not have to incur an additional financial burden to obtain housing (e.g., requiring individuals to purchase a single room or making gender-inclusive housing only available in the campus’s most expensive housing facilities).

Mills Current Policies / Practices

While there are no official policies regarding transgender and gender fluid students, HMDS does work with students on an individual basis to place them in living environments that will best support their needs. Most students are housed in single rooms so roommate issues are generally not a problem, although there may be hallway issues regarding including students who do not identify as female (e.g., restroom usage).

Resident advisors (RAs) are trained to understand a variety of issues that affect community life in the residence halls, including how best to include transgender and gender fluid students. RAs are aware of the preferred name of students on the hallway from the very beginning and refer to “first year students” rather than freshmen. If harassment or bullying of a transgender or gender fluid student occurs, RAs work with the targeted student to learn how they would like the RA to respond. Options may include either silent programming (e.g., flyers on the bulletin boards and walls regarding the issue) or active programming (e.g., bringing the hallway together for a film or dialogue). When students have complained about the presence of transgender or gender fluid students in a residence hall, the first response is to explain that residential life respects how all students identify themselves and uses names that reflect how they want to be called. If the issue cannot be addressed through dialogue, it is ultimately resolved by moving the student with the complaint, not the transgender or gender fluid student.

Recommendations

- Publish gender-inclusive housing policies, including gender-inclusive housing options, gender-inclusive restroom/shower locations, and how to change one’s housing location.
- Identify and publicize the names of individuals within residential life who are most knowledgeable about gender identity and can support transgender and gender fluid students.
- Provide training on gender identity for all residential life staff. Ensure Residential Assistants are trained in handling transphobic incidents and take the lead in educating cisgender students about how to make residence halls welcoming for transgender students.
- Use housing intake forms that ask for a student’s gender, their preferred name, and preferred pronoun.
- Ensure housing options for transgender and gender fluid students are offered at the same cost as those for cisgender students.

- Consider developing a Living Learning Community (LLC), or other programmatic or physical housing option, that is explicitly inclusive of transgender and gender fluid students and their allies.

RESTROOMS

Restrooms designated “male” and “female” reflect the binary thinking that persons are one of two unambiguous and “opposite” genders, as well as the assumption that gender identity and expression are the same as one’s biological sex. Transgender and gender fluid students challenge such thinking and assumptions and consequently restrooms present some of the greatest dangers for harassment and violence for them. Transgender and gender fluid persons face physical assault, verbal harassment, and even questioning by police when they use public restrooms.

Best Practices

Best practices should allow transgender and gender fluid persons to use bathrooms without fear for their safety. Pennsylvania State University’s LGBTQA Student Resource Center recommends that the Student Code of Conduct should include a statement that students should and will be permitted to use the restroom that corresponds to their gender identity.

Beemyn, Curtis, Davis, and Tubbs (2005) describe a number of best practices regarding restrooms. As a first step towards providing restrooms that are safe, colleges should inventory all gender-inclusive and single-occupancy women’s and men’s restrooms on campus and publicize their locations on a visible website. The website should include a way to submit additional locations that might be missing. Restroom maps should include how each restroom is labeled.

Colleges and universities should work to provide all-gender or single-occupancy, gender-inclusive restroom facilities in all campus buildings and ensure restrooms have consistent signage. This can be accomplished by changing single-occupancy men’s and women’s restrooms into single-occupancy, gender-inclusive restroom facilities where plumbing codes allow. Restroom facilities should have consistent and accurate signage, including signs outside all gender-specific restroom facilities indicating the location of the nearest gender-inclusive or single occupancy restroom. All new and renovated buildings should have at least one all-gender or single-occupancy, gender-inclusive restroom facility.

To accommodate transgender and gender fluid persons at major events such as reunion and graduation, colleges should establish temporary gender-inclusive restrooms in buildings where those events are held and post gender-inclusive signs and information outside a set of women's and men's restrooms during the events.

Mills Current Policies / Practices

Mills has a map of gender-neutral bathrooms on its website. The map can be viewed at: http://www.mills.edu/diversity/gender_neutral_bathroom_campus_map.pdf

Not all buildings, including those open to the public (e.g., art museum and concert hall), offices such as Cowell, and classroom buildings (e.g., Vera Long, Mills Hall, GSB) have gender-neutral bathrooms.

Recommendations

- Where possible, the college should work to insure that every building on campus has at least one gender-neutral bathroom. Buildings that should be priorities include Mills Hall, the Concert Hall, the Art Museum, Cowell, and the Graduate School of Business. The creation of new gender-neutral bathrooms should be incorporated into the Master Campus Plan and addressed as part of other campus renewals and upgrades.
- Mills should develop an official policy that supports community members' self-selection of the appropriate restroom. Mills should make this policy publicly known and post signs outside all multi-stall bathrooms to inform patrons it is inappropriate to question, harass, or assault people using the bathroom of their choice.

PUBLIC SAFETY

Campus public safety departments play an important role in promoting and protecting the safety and security of all those living, learning, working, or visiting on campus. As noted in the Campus Climate section above, transgender and gender fluid students across the nation experience significant rates of harassment. Through effective training and informed practices, public safety staff can facilitate a more welcoming and responsive environment for transgender and gender fluid students.

Best Practices

Rankin, et. al., (2010) suggest a number of best practices regarding campus public safety departments. Their recommendations include:

- Staff receive training regarding issues of gender identity and expression.
- Conduct outreach to transgender and gender fluid students and organizations.
- Establish procedures for reporting gender related bias incidents and hate crimes.

Additional best practices applicable to college campuses, as outlined by the District of Columbia Metropolitan Police Department (2006), include:

- When situations arise involving uncertain gender identification, staff members should inquire how the individual wishes to be addressed.
- Treat transgender and gender fluid individuals in a manner appropriate to their gender presentation, which includes referring to them by their preferred names and gender pronouns.
- A staff member will not require proof of an individual's gender (i.e., identification or anatomy) to determine an individual's gender without articulable reasons.

Mills Current Policies / Practices

As it is inherent in their role to help screen campus visitors and protect the campus, it is imperative public safety officers are trained regarding transgender and gender fluid issues and concerns so they might exercise their duties with awareness, sensitivity, and discretion. During the student and alumnae/i consultation meeting, participants described being harassed and/or refused services by Public Safety staff who expressed doubt regarding their student status due to their gender presentation (e.g., "You have to be an undergraduate student and there is no way you're an undergraduate student"). Over the past year, Public Safety has begun conducting an intentional training series to increase the knowledge, skills and certification of its members. The department is planning on including training to improve officers' knowledge and practices regarding gender identity and expression as part of this series.

Recommendations

- Provide training regarding issues of gender identity and expression.
- Outreach with student leaders involved in clubs/organizations connected with transgender and gender fluid interests and concerns (e.g., Mouting Off, In Living Queer) to establish relationships and lines of communication.
- Clearly identify procedures for reporting gender related bias incidents and hate crimes on campus and make them easily accessible via the website.

HEALTHCARE

Providing access to mental and physical health care services is important for all students. Although transgender students will generally face the same challenges many students encounter with regard to their physical, sexual, emotional, and psychological health, it is sometimes more difficult for them to access conventional counseling and health care services due to restrictive policies or uneducated staff. Transgender students routinely report being denied care or receiving inadequate care from counseling and health care professionals who are not knowledgeable about transgender issues (Beemyn, Curtis, Davis, & Tubbs, 2005).

Best Practices

In addition to facing physical violence and verbal harassment, transgender and gender fluid students may face rejection from family and friends and marginalization and discrimination at school, all of which can lead to stress, anxiety, depression, substance abuse, and threats of self harm. These mental stresses can affect students' success in school (Dean, 2000; Gould, 2004).

Although being transgender is not a mental illness, counseling services are key to helping students explore and understand their developing gender identities in a world built on binary thinking regarding gender and restrictive gender norms. Transgender and gender fluid students share many of the same developmental questions and issues as their cisgender peers, as well as possess particular questions and issues related to their gender identity and expression. These include: "coming out" to self, family, and friends; adjusting to a new identity; negotiating gendered environments and gender-based discrimination; deciding whether to "transition" physically; and navigating romantic and sexual relationships.

Just as transgender and gender fluid students need access to knowledgeable counselors, they also need access to health care professionals who understand their specific health and medical needs. Health care professionals should understand that medical and health needs should never be assumed based on students' external appearances. If for any reason, including lack of staff training or insurance coverage, institutions are unable to meet the needs of transgender and gender fluid students, they should be prepared to refer students to counselors and health care providers who can offer appropriate services. These include referrals for hormone therapy and surgery related to transitioning from one gender to another. Providing students with access to

appropriate and supportive care benefits students' academic success and the college's efforts to support the retention and graduation of all students.

Mills Current Policies / Practices

Counseling and Psychological Services (CPS) has staff with expertise in issues related to gender identity, expression, and transition; however, not all staff have the same level of expertise and the counseling center will be instituting additional training in this area. Transgender and gender fluid students can utilize the counseling center for individual or group counseling, crisis intervention and referrals to resources off-campus, including clinicians in private practice and clinics such as the Pacific Center and Lyon Martin Health Services. In keeping with the counseling center's recognition of gender diversity, CPS intake forms ask students to indicate their gender identity. The next revision of these forms will ask for preferred gender pronoun.

All students at Mills are eligible to receive up to 8 sessions of individual counseling at the counseling center each year. Research indicates that individuals who are transitioning or gender fluid may have higher rates of suicidal ideation and suicide attempts than the general population. With this in mind, CPS offers crisis intervention and the possibility of additional counseling sessions for transgender or gender fluid students deemed at risk for suicide or who may need extra support as they undertake medical transition. If students indicate interest, a transgender and gender non-conforming support group, facilitated by CPS staff, may also be offered on campus.

Counseling and Psychological Services is interested in sponsoring or co-sponsoring campus forums on wellness and other issues related to diversity of gender identity, expression, and transition.

Mills students covered by the student insurance plan receive health care services through the Student Health Center and the Oakland Medical Center, both operated by Kaiser Permanente. Transgender and gender fluid students can learn about available services by visiting "A Guide to Navigating Kaiser for LGBTQ Mills College Students" on the Mills website at http://www.mills.edu/diversity/lgbtq_guide_to_navigating_kaiser.pdf

Transgender and gender fluid students can have a preferred name on medical records and charts. While Kaiser does require all patients to select male or female on forms, transgender and gender fluid students can also be covered for medical services not related to the gender they use on their forms. For example, a trans man can ask to be covered for gynecological services. Currently psychiatric services are covered by

Kaiser on the student insurance plan, however hormone therapy and surgery related to sexual reassignment is not.

In the feedback we received online and in the student consultation meeting, a number of transgender students noted having negative experiences with health services and suggested the need for an anonymous feedback system.

Recommendations

- Provide resources for continued training of counseling center staff for working with transgender and gender fluid students.
- Expand health insurance coverage to meet core medical needs.
- Develop an anonymous feedback system for health services.

CONCLUDING REMARKS

With this report, the Gender Identity and Expression Sub-Committee of the Diversity and Social Justice Committee seeks to promote recognition of the complex relationship many of our students have with the category of "woman," while honoring our commitment to Mills' history and identity as a women's college committed to challenging gender injustice in all forms. Fighting gender-based oppression is at the heart of Mills' mission as a women's college. Valuing and fostering diversity and supporting social justice are also central to Mills' mission. Including transgender and gender fluid students in the life of the campus and ensuring they have a positive educational experience at Mills is important to fulfilling these aspects of our mission. We are guided in this work by the following three-pronged strategic vision, developed by the Gender Identity and Expression Sub-Committee:

- To build Mills' reputation as an institution committed to fighting gender injustice by actively including and affirming transgender students.
- To build Mills' reputation with LGBTTTQ* communities as a leader among inclusive and affirming colleges.
- To position Mills as a leader among women's colleges by updating the mission of women's colleges to include gender diversity and fluidity.

The Gender Identity and Expression Sub-Committee welcomes feedback on this report and looks forward to engaging in dialog with students, staff, faculty, and alumni about the information and recommendations presented here. We invite the involvement of all Mills constituencies as well as the support of the wider LGBTTTQ*

community as we work toward greater inclusion of transgender and gender fluid students, staff, and faculty at Mills. You are encouraged to offer your suggestions and comments via the web at <http://www.mills.edu/diversity/lgbtq-feedback-form.php> or send them via email at tbfeedback@mills.edu

Appendix I

GLOSSARY OF TERMS

The following definitions were developed by Mills students in collaboration with Student Diversity Programs in 2011 and are cited from *Transgender 101, Mills Edition*:

Transgender (adjective)- an umbrella term for a variety of trans identities, including (but not limited to) transsexual, genderqueer, gender fluid and genderfluid. Transgender people have gender identities that cannot be fully described by their sex assigned at birth.

Transsexual (noun/adjective)- similar to transgender but often referring specifically to people interested in or engaged in medicalized transition.

Genderqueer (adjective/noun)- describes a multitude of non-binary gender identities (not exclusively woman or man.)

Gender-non conforming (adjective)- an umbrella term that refers to people who do not adhere to the social norms and expectations attached to their (self-defined) gender (this can include both transgender and cisgender people).

Cisgender/Cissexual (adjective)- non-transgender people. Cisgender people have the privilege of their gender identity matching their assigned sex at birth. This terminology serves as an alternative to saying "transgender people and normal people."

Transphobia (or trans-prejudice) (noun)- includes the words, ideas and actions of people who have negative attitudes, negative feelings, discomfort or aversions towards transgender people. Alternatives include, trans-prejudice, trans-hating, and trans-ignorance.

Trans man (noun)- a male person (who was assigned female at birth). Trans men are as varied in gender expression and sexual orientation as cisgender men. Not all trans men want to or are able to medically "transition."

Trans woman (noun)- a female person (who was assigned male at birth). Trans women are as varied in gender expression and sexual orientation as cisgender women. Not all trans women want to or are able to medically "transition."

Transition - this term is widely used to refer to the medicalized process of altering one's physical sex to be more cohesive with one's gender identity. This may include both surgeries and hormones. Not all trans people have a desire to, or an ability to medically

transition for many reasons. Trans people who do not transition, or stop transitioning, are not any "less" of the gender with which they identify.

SRS (noun)-sex reassignment surgery/surgeries; **GCS** (noun)- gender confirmation surgery/surgeries. The above two terms are preferable to terms like "sex change" or "the change."

PGP- Preferred Gender Pronoun; as in, "what's your PGP?" Gender neutral pronouns- some trans people prefer gender-neutral pronouns. These pronouns can also be used to refer to people whose pronouns you do not yet know. Some examples include: the "they" (singular) pronoun, the "ze" pronoun, the "hir" pronoun (pronounced: "hear"), the "sie" pronoun (pronounced: "see".) For example: "I like his/her/hir/their new boots. He/She/Ze/Sie/They look(s) fancy."

In addition, the following definitions are provided by the Gay and Lesbian Alliance Against Defamation, www.glaad.org

Sex - The classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals.

Gender Identity - One's internal, personal sense of being a man or a woman (or a boy or a girl). For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match.

Gender Expression - External manifestation of one's gender identity, usually expressed through "masculine," "feminine" or gender-variant behavior, clothing, haircut, voice or body characteristics. Typically, transgender people seek to make their gender expression match their gender identity, rather than their birth-assigned sex.

Sexual Orientation - Describes an individual's enduring physical, romantic and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be straight, lesbian, gay or bisexual. For example, a man who transitions from male to female and is attracted to other women would be identified as a lesbian or a gay woman.

Intersex - Describing a person whose biological sex is ambiguous. There are many genetic, hormonal or anatomical variations that make a person's sex ambiguous (e.g., Klinefelter Syndrome). Parents and medical professionals usually assign intersex infants a sex and perform surgical operations to conform the infant's body to that assignment. This practice has become increasingly controversial as intersex adults speak out against

the practice. The term *intersex* is not interchangeable with or a synonym for *transgender*.

Cross-Dressing - To occasionally wear clothes traditionally associated with people of the other sex. Cross-dressers are usually comfortable with the sex they were assigned at birth and do not wish to change it. "Cross-dresser" should NOT be used to describe someone who has transitioned to live full-time as the other sex or who intends to do so in the future. Cross-dressing is a form of gender expression and is not necessarily tied to erotic activity. Cross-dressing is not indicative of sexual orientation.

Two-Spirit – Refers to Native American/Alaska Native lesbian, gay, bisexual, transgender individuals and is often considered to mean having both female and male spirits within one person. The term is also used to refer to culturally prescribed spiritual and social roles within a community, however the term is not applicable to all tribes (Naswood & Mattee, 2010).

PROBLEMATIC TERMS

Transgender 101 identifies a number of terms to be avoided:

Hermaphrodite (noun)- scientifically and politically inaccurate for all people, cisgender and transgender alike.

Transgender(s) (noun)- grammatically incorrect, reduces transgender people to their trans-ness.

He-she/shemale/shim/tranny - derogatory slurs. Dehumanizing and deeply connected to a sex industry that fetishizes and commodifies trans women.

Trannyboy/T-girl - diminutive and often fetishizing.

FtM (female-to-male) or MtF (male-to-female) - These terms imply an origin and a destination and place equal emphasis on both. They are still used somewhat widely. We recommend against using them, unless a trans person explicitly requests it.

It - dehumanizing. Never use this unless it's someone's preferred gender pronoun (PGP.)

Sex change - implies that there is a single magical surgery that can alter one's sex. We prefer "gender confirmation surgeries" or "sex reassignment surgeries."

"Really" (a) man/woman - puts too much emphasis on sex assigned at birth, and implies that trans men and trans women are not authentic men and women

"Born/Anatomically/Biologically/Wants to be/used to be" male or female - irrelevant to person's current gender identity (unless otherwise stated by an individual trans person)

"Becoming" male/female - implies that trans peoples' identities are invalid prior to (or without) medical intervention

A man/woman "trapped in the wrong body" - does not accurately describe the way that many trans people feel about their bodies.

The following problematic terms and preferred terms are also provided by GLAAD:

Problematic: "transgenders," "a transgender" Preferred: "transgender people," "a transgender person" Transgender should be used as an adjective, not as a noun. Do not say, "Tony is a transgender," or "The parade included many transgenders." Instead say, "Tony is a transgender man," or "The parade included many transgender people."

Problematic: "transgendered" Preferred: "transgender" The adjective *transgender* should never have an extraneous "-ed" tacked onto the end. An "-ed" suffix adds unnecessary length to the word and can cause tense confusion and grammatical errors. For example, it is grammatically incorrect to turn *transgender* into a participle, as it is an adjective, not a verb, and only verbs can be used as participles by adding an "-ed" suffix.

Problematic: "sex change," "pre-operative," "post-operative" Preferred: "transition" Referring to a sex change operation, or using terms such as pre- or post-operative, inaccurately suggests that one must have surgery in order to transition. Avoid overemphasizing surgery when discussing transgender people or the process of transition.

Appendix II

Gender Identity and Expression Sub-Committee Membership 2012-13

Skylar Crownover, Undergraduate Student and Vice President of Mousing Off

Dave Donahue, Associate Provost & Professor, School of Education

Laura C. Engelken, Director of Spiritual and Religious Life

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Julia C. Oparah, Professor & Chair, Ethnic Studies

Kehontas Rowe, Undergraduate Student

Neil Virtue, Head Swimming Coach, Athletics, Physical Education, and Recreation

Appendix III

Online Resources

Campus Pride serves LGBT and ally student leaders and campus organizations in the areas of leadership development, support programs and services to create safer, more inclusive LGBT-friendly colleges and universities. <http://www.campuspride.org/>

The National Center for Transgender Equality is a social justice organization dedicated to advancing the equality of transgender people through advocacy, collaboration and empowerment. <http://transequality.org>

The Transgender Law Center (TLC) works to change law, policy, and attitudes so that all people can live safely, authentically, and free from discrimination regardless of their gender identity or expression. <http://transgenderlawcenter.org/>

TLC's list of colleges and universities that follow best practices in relation to transgender students. <http://www.transgenderlaw.org/college/index.htm>

The Transgender Legal Defense & Education Fund is committed to ending discrimination based upon gender identity and expression and to achieving equality for transgender people through public education, test-case litigation, direct legal services, community organizing and public policy efforts. <http://www.transgenderlegal.org/>

The World Professional Association for Transgender Health (WPATH) is an international multidisciplinary professional association that promotes evidence based care, education, research, advocacy, public policy and respect in transgender health. <http://www.wpath.org/>

The University of Vermont's President's Commission on LGBT Equity provides a good example of best practice in transgender and LGBTIQ* inclusion.

<http://www.uvm.edu/president/?Page=commissions/lgbt/lgbtclimate.html&SM=submenu5.html>

Safe Zone is a program that identifies faculty and staff who will provide empathy, acceptance, support and resources for gay, lesbian, bisexual, transgender, cross-dressing and intersex students. <http://www.gayalliance.org/safezonet.html>

Making Colleges and Universities Safe for Gay, Lesbian, Bisexual and Transgender Students and Staff: Report and Recommendations of the Massachusetts Governor's Commission on Gay and Lesbian Youth, report summary. http://www.uas.alaska.edu/safezone/docs/safe_campus.pdf

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