



“Navigating the Trans-Continental Highway: Working with Transgender, Gender-Variant, and Gender Queer Students on Campus”

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Learning Objectives



- Identify how gender identity and expression fall into the greater realm of diversity
- Recognize historical and contemporary issues as they relate to transgender, gender-variant, and gender queer students on campus
- Discern pathways and possible roadblocks to advocating for gender minorities on campus

Diversity

- Culturally Diverse Populations

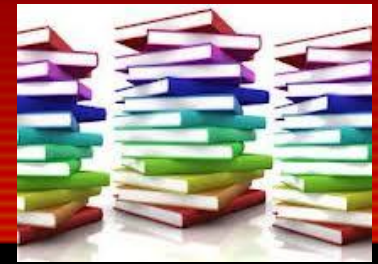
- Gender Identity

- Gender Expression





Terminology

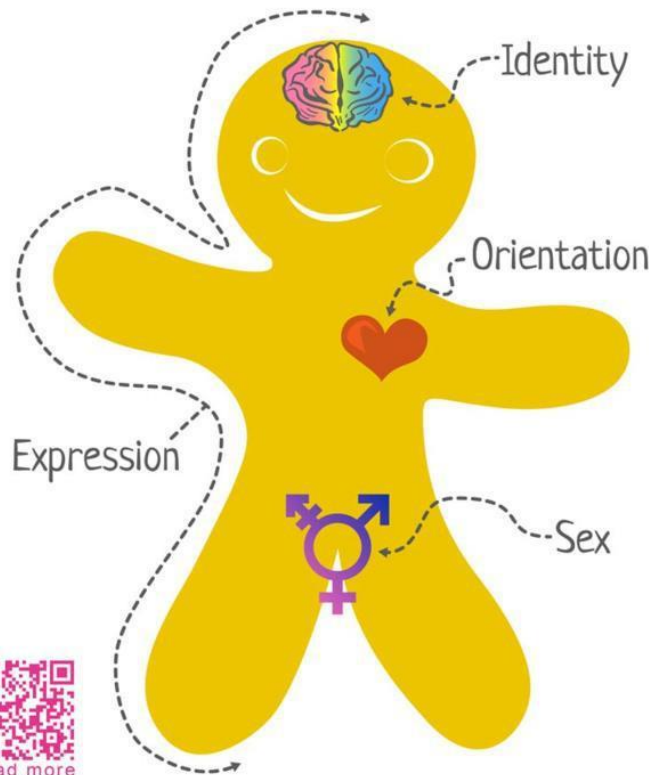


- Gender Identity: one's internal, personal sense of being a man or a woman (or a boy or a girl). For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match (GLAAD: Gay & Lesbian Alliance Against Defamation)
- Gender Expression: external manifestation 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 (GLAAD: Gay & Lesbian Alliance Against Defamation)
- Cisgender - a term used to describe people who, for the most part, identify as the gender they were assigned at birth. A prefix of Latin origin, meaning "on the same side as" or "on this side of" (Schilt & Westbrook, 2009)
- Transgender: an umbrella term for people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth, including but not limited to transsexuals, cross-dressers, androgynous people, genderqueers, and gender non-conforming people. Transgender is a broad term and is good for non-transgender people to use. "Trans" is shorthand for "transgender" (NCTE, 2009)
- Gender Queer: a term used by some individuals who identify as neither entirely male nor entirely female (NCTE, 2009)
- Gender-Variant/Non-Conforming: a term for individuals whose gender expression is different from societal expectations related to gender (NCTE, 2009)
- Two-Spirit: a contemporary term that references historical multiple-gender traditions in many First Nations cultures. Many Native/First Nations people who are lesbian, gay, bisexual, transgender, intersex, or gender non-conforming identify as Two-Spirit; in many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one's community (NCTE, 2009)

Identity, Expression, Sex & Sexual Orientation

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.



Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.

Basic Human Needs

Maslow's Hierarchy of Needs, 1943



Transgender/Transsexual Incidence

Worldwide estimated incidence:

- Female to male (FTM) transsexual: 1 in 100,000**
 - Tend to present in teen years
- Male to female (MTF) transsexual: 1 in 30,000**
 - Tend to present in 20-30s



**American Psychological Association (2009)*

**Adapted from "Transgender Health: Tools to Providing Health Care and Advocacy on College Campuses" by Davis Smith, MD, Heather Eastman-Mueller, Ph.D., CHES, Alexandra Hall, MD and Joleen Nevers, MAEd, CHES (ACHA Annual Meeting Pre-Conference, 2011)*

History of LGBTQ Youth At Risk

- As a result of discrimination, harassment, stigma, or a homophobic/transphobic climate, LGBTQ individuals are at a much higher risk for AOD use/abuse, intimate partner violence, sexual assault, mental illness and suicidal ideation (Centers for Disease Control and Prevention, 2011; Clements, Marx, Guzman, & Katz, 2001; Mayer et al., 2008; Meyer & Northridge, 2007; Solarz, 1999; Wolitski, Stall, & Valdiserri, 2008)
- High-risk behaviors may negatively impact the health and well-being of LGBTQ students, as well as their academic performance, educational outcomes, social adjustment and interpersonal skill development (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Silverschanz, et al., 2007)
- Among LGBTQ young adults who do ***not*** have ***supportive networks***, they are 8.4 times more likely to have tried to commit suicide, 5.9 times more likely to report high levels of depression, 3.4 times more likely to use illegal drugs, and 3.4 times more likely to have risky sex (CDC, 2011)



Trans Politics Are Everyone's Politics

<https://www.youtube.com/watch?v=-f3bPD1eCJA>



Trans-Inclusive Checklist



- *Language and Processes*

- *College nondiscrimination policy or diversity statement that includes “gender identity or expression”
- *Preferred name option for university documents (ID cards, class and grade rosters, directory listings, transcripts diplomas, etc.)
- *Enable transitioning students to change the gender on campus records upon request (i.e, without requiring proof that students have modified their bodies or changed their birth certificates or driver’s licenses)
- *Language on websites/printed material refers to “people of all genders,” rather than just “men and women”
- *Provide forms that enable students to self-identify, if they choose. Rather than “sex (choose one): male or female,” use “gender (mark all that apply): male, female, transgender, or self-identify _____”

- *Physical Access*

- *Gender-neutral restrooms (single-stall, lockable unisex bathrooms) within all buildings including residence halls
- *Private changing facilities and single-person showers when residence halls and recreation centers
- *Inclusive housing policy that enables students to be housed in keeping with their gender identity/expression and/or can request to live with a roommate without regard to gender

Trans-Inclusive Checklist



■ *Organizational Inclusion*

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

■ *Health Services*

*Hire therapists, physicians, and other medical personnel who are knowledgeable about transgender concerns and train existing staff to understand and be sensitive to the needs of transgender students
*Enable insurance coverage for trans-related psychotherapy, hormone replacement therapy, and gender confirmation surgeries

■ *Education*

*Require all Student Affairs staff, Public Safety Officers, and other front-line personnel to attend a training session on LGBTQ and/or transgender issues
*Web-based campus resource guide for new and prospective transgender students
*Sponsor transgender speakers, performers, and other programs on an ongoing basis

*Adapted in part by Campus Pride, 2012

Being Gender Queer

https://www.youtube.com/watch?v=xPc0gK7Nn_M



Possible Campus Initiatives

- Trained staff/faculty & student staff/leadership
- Complete Campus Pride – Campus Climate Index
- Gender-Neutral Forms
- Gender-Neutral Restrooms
- Gender-Inclusive/Neutral Housing
- Trans inclusive healthcare services and/or insurance coverage
- Preferred Name Option in Banner (electronic student management system through Registrar's Office)



Transitions

<https://www.youtube.com/watch?v=1qvNjfSp6-E&feature=autoplay&list=UUOhrwbP1mVTyAzByNPGJbjw&playnext=1>



Institutional Support



- *The Rensselaer Plan (Section 7.2: A Very Diverse Community)*
The Institute must commit to leadership in bringing diversity to science and technology by seeking a diverse body of students, including underrepresented minority students (Rensselaer Polytechnic Institute, 2007).
- *CLASS Initiatives:* Undergraduate residential living and learning communities are intended to help students thrive at an academic, environmental, and community level.
- Student Health Center – Health Educator & Job Description
- RPI LGBTQ Task Force – appointed by VP for Student Life



Campus Climate Index

<http://www.campusclimateindex.org/about/default.aspx>

Primary Goals

- Set forth a national standard of LGBT and Ally inclusive policies, programs and practices
- Offer an ongoing, effective measurement tool to improve the quality of life for LGBT and Ally people on college/university campuses and to assist campuses in becoming more LGBT-Friendly
- Advocate nationally for further LGBT and Ally progress by highlighting positive efforts

Student Handbook Policy

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT BILL OF RIGHTS

STATEMENT OF ADOPTION BY THE TRUSTEES

The Rensselaer Polytechnic Institute Student Bill of Rights has been considered by the Trustees.

In order to safeguard the rights of all members of the Institute community, certain specific rules and regulations are necessary. Recognition of the Student Bill of Rights as herein expressed is not intended to limit or restrict the ultimate responsibility and authority of the Board of Trustees to promulgate and enforce rules and regulations reasonably consistent with the general principles set forth in the Student Bill of Rights, which the Board of Trustees deems necessary and appropriate to the Rensselaer community.

By its very nature, the Student Bill of Rights cannot be successful without corresponding student responsibilities and obligations which, although they have not been spelled out in the document, must of necessity be considered a part of it and without which it cannot succeed.

In adopting the document in principle, the Trustees wish to make clear to all concerned that their primary obligation, duty and concern is in the best interest of Rensselaer Polytechnic Institute as an educational institution and that this document, like all other policy statements and decisions concerning the Institute, is subject to the continuing paramount control of the Board of Trustees.

Under no circumstances shall student fees or other Institute funds be used to promote, prosecute, initiate, or defend an adversary proceeding against the Institute without written consent of the Institute.

ARTICLE I: NAME AND PURPOSE

Section A: The name of this document is the Rensselaer Student Bill of Rights.

Section B: The student is a citizen of the nation at large, and the Institute shall not impede or obstruct students in the exercise of their fundamental rights as citizens. It is the purpose of this document to set forth ways in which these rights, some of which may be limited by resources, are applied to student members of the Rensselaer community.

ARTICLE II: FREEDOM OF ACCESS TO HIGHER EDUCATION AT RENSSELAER

Section A: The Institute shall state, in a specific written document, the characteristics and expectations and responsibilities of students which it considers relevant to success in the institution's programs. The Institute shall be open to all students who are qualified according to its admission standards, barring no one on the basis of race, color, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, marital status, national origin, citizenship status, disability, military status, veteran status, prior criminal convictions, genetic information, genetic predisposition, domestic violence victim, or any other basis prohibited by law.

Efforts shall be made to seek out and admit students of diverse socioeconomic backgrounds whose potential could be reached through a Rensselaer education. Prospective students may, before entering the Institute, request Institute regulations, contractual rights, obligations and responsibilities.

Section B: The facilities and services which are normally available to students under the rules and regulations of the Institute shall be open to all of its students without regard to race, color, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, marital status, national origin, citizenship status, disability, military status, veteran status, prior criminal convictions, genetic information, genetic predisposition,

Affirmative Action Policy

professor *within ten (10) Institute business days* of receiving the appeal.

The decision of the Dean of the School may be subject to **final** determination by the Provost (or designee), with good cause and at the written request of either party involved, *within five (5) Institute business days* of notification of the Dean of the School's decision. The Provost is unconstrained in the procedure he or she chooses to employ in the context of such a review. The Provost is the final level of appeal and his/her decision stands as final for both the student(s) and professor involved. The Provost will render a decision based on the circumstances of the case and the appropriateness of the sanction. This determination should be made and communicated to the student and the professor *within ten (10) Institute business days* of receiving the appeal.

Students found in violation of the academic dishonesty policy are prohibited from dropping a course in order to avoid the academic penalty.

PREVENTION OF ACADEMIC DISHONESTY

For those courses or academic exercises in which either the instructor or student considers proper definition of academic dishonesty to be open to interpretation, the instructor is expected to outline his or her particular standards. An example for which such definition seems particularly necessary would be collaboration on out-of-class assignments.

Course supervisors are expected to provide adequate and conscientious proctoring for exams. Faculty and proctors may ask a student for identification during an exam or exercise, and take reasonable precautions to lessen probability of academic dishonesty occurring, such as requiring that all personal belongings, texts, etc., be placed away from desks in the exam room.

AFFIRMATIVE ACTION POLICY

It is the policy of Rensselaer Polytechnic Institute that all persons be provided equal opportunities regardless of race, color, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, marital status, national origin, citizenship status, disability, military status, veteran status, prior criminal convictions, genetic information, genetic predisposition, domestic violence victim, or any other basis prohibited by law.

Rensselaer commits itself to affirmative action and will make a major effort to increase the number of minority members and women in the student body, faculty, and staff. While maintaining high standards of excellence, Rensselaer will continue to broaden its pool of available minority and women candidates for positions on the faculty, staff, and in the student body. The Institute will, furthermore, endeavor to graduate men and women with a commitment to affirmative action and to making equal opportunities a reality.

I. Basis for Filing a Complaint of Discrimination

Any adverse action or personnel action or other act of discrimination based on race, color, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age (except to the extent permitted by law), marital status, national origin, citizenship status, disability, military status, veteran status, prior criminal convictions, genetic information, genetic predisposition, domestic violence victim, may be the basis for filing a complaint of discrimination.

II. Who May File a Complaint of Discrimination?

Any employee, applicant for employment, or student at Rensselaer Polytechnic Institute who believes that he or she has been discriminated against may file a complaint of discrimination. A group of eligible people may also file a complaint.

Campus Safe Zone Training



Forms, Surveys & Questionnaires

- 1) What do I know?
- 2) What do I need to know?
- 3) How do I ask in a sensitive, inclusive way?

- Preferred Pronouns
- Preferred Name
- Gender: _____
- Sexual Orientation: _____
- “Prefer Not to Answer” Options



Pre-Entrance Health Form

Form Design Decision Tree	
Description	Result
<input type="checkbox"/> Patient Information-Medical History	
<input type="checkbox"/> Last/Family Name	
<input type="checkbox"/> First Name	
<input type="checkbox"/> Middle	
<input type="checkbox"/> Date of Birth	
<input type="checkbox"/> Home Address	
<input type="checkbox"/> City or Town	
<input type="checkbox"/> State	
<input type="checkbox"/> Zip Code	
<input type="checkbox"/> Country	
<input type="checkbox"/> E-mail Address	
<input type="checkbox"/> Cell Phone	
<input type="checkbox"/> Social Security Number	
<input type="checkbox"/> RIN#	
<input type="checkbox"/> Parent/ Guardian / Emergency Contact	
<input type="checkbox"/> Home Phone	
<input type="checkbox"/> Buisness / Cell Phone	
<input type="checkbox"/> If you are over 18 years of age, please read and accept the following release.	
<input type="checkbox"/> In the event of serious physical or mental illness, I hereby consent to the notification of the person listed here on the emergency contact.	
<input type="checkbox"/> Gender Identity (leave blank if you prefer not to answer)	
<input type="checkbox"/> Preferred Gender Pronoun (e.g., she, he, their, ze)	
<input type="checkbox"/> Preferred Name	
<input type="checkbox"/> Sexual Orientation (leave blank if you prefer not to answer)	
⚠ Academic Information	
<input type="checkbox"/> Semester you will begin at Rensselaer:	
<input type="checkbox"/> Are you an exchange student	
<input type="checkbox"/> Were you previously at Rensselaer?	
<input type="checkbox"/> Will you be enrolled in 8 credits?	

Center for Career & Professional Development

Final Destination Survey

Welcome Class of 2012!



Please complete the FIRST DESTINATION SURVEY when you have confirmed your post-graduation plans. You may contact Stephanie Perry, the CCPD Recruitment Coordinator, at perrys2@rpi.edu or by phone at (518) 276-6234 if you have any questions. All data is kept strictly confidential and used only to report summary information for the CCPD Annual Report. Submit your completed First Destination Survey by October 31, 2012 and be entered into a raffle to win a prize! Thank you and best of luck from the CCPD staff.

* Required

RIN *

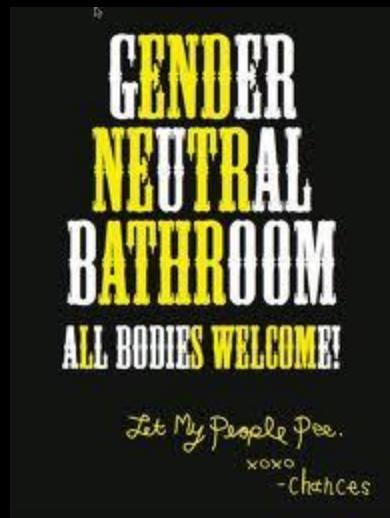
First Name *

Last Name *

What is Your Gender Identity? *

Non-RPI Email Address *

Gender-Neutral Restrooms



Gender-Neutral Housing Options



“The fact of the matter is that people would feel uncomfortable with the idea of coed roommates because they ignore two central points: putting a man and a woman together doesn’t mean that they’ll have a sexual relationship, and putting men with men and women with women doesn’t mean that they won’t.”

~National Student Genderblind Campaign, 2012



Gender-Neutral Housing



College Equality Index

The College Equality Index has three purposes: first, to create public awareness of lesbian, gay, bisexual, transgender, and queer friendly attributes and their availability in higher education; second, to provide detailed, inclusive information to potential students, staff, and faculty who are looking for a friendly environment; and third, to recognize that LGBTQ students, staff, and faculty are also members of other minority groups and have a vested interest in other diversity program offerings.

<http://www.collegeequalityindex.org/list-colleges-gender-neutral-housing>



The National Student Genderblind Campaign

In 2006, the National Student Genderblind Campaign arose as a grassroots network of student activists working to pioneer a movement for broader gender equality. We envision a fully inclusive and free society in which labels matter less—a world in which our social institutions and policies reflect the fact that social identities are not experienced in static, bounded, and homogeneous ways. By joining together to advocate for gender-neutral policy, we can move towards this vision for true equality.

<http://www.genderblind.org/>

RPI Info Link – LGBTQ Resources

RPInfo: Rensselaer's Information System

[Webmail](#) | [Events Calendar](#) | [Inside Rensselaer](#) | [Help Desk](#) | [RPI LMS](#) | [LMS Pilot](#) | [SIS](#) | [Respite](#)   [Capital District](#)

Academics & Research

- Degree Programs
- Academic Calendar
- Admissions: Undergraduate | Graduate
- Computational Center for Nanotechnology Innovations (CCNI)
- Education for Working Professionals
- The Office of Graduate Education
- Course Web Sites
- Final Exams
- Class Hours
- Class Reserves
- Course Catalog
- Provost's Office
- Undergraduate Education
- Material Safety Data Sheets
- Research & Enterprise
- Rensselaer Libraries | Catalog
- Summer at Rensselaer

Support Services

- Acad & Research Computing
- Administrative Computing
- Campus Card Office & RAD

Students

- Advising & Learning Center
- Bursar
- Career Development
- Center for Communication Practices
- Dean of Students
- Financial Aid
- First-Year Experience
- [Greek Life](#)
- [Health Center](#)
- [Housing](#): On Campus | Off Campus
- Internships
- Intramurals
- Registrar
- Student Information System
- Student Life & Services
- Student Rights/Responsibilities
- Student Senate
- Undergrad Research Program

Faculty & Staff

- Administration Division
- Credit Union

ON THE HILL

Special Events

[President's 2012 Fall Town Meeting Scheduled for October 24](#)

[Center for Cognition Communication and Culture Opening Set for November 13](#)

Notices

[Instructors Encouraged to Request Spring 2013 A/V Classroom Equipment Now](#)

[Instructors Encouraged to Make Arrangements for Recording Course Material, Lectures](#)

[Nominations Now Open for Phalanx, White Key Society, Who's Who](#)

[An Important Update Regarding VCC Building Hours](#)

[Training For New Concur Travel/Entertainment Expense Program Continues Through October](#)

People

[Campus Mourns Passing of Paul M. DeRusso, Former Associate Dean of Engineering](#)

Today's Events

[Moe Monday's](#)

[Consultation Weeks, Advisement for Spring 2013 registration](#)

[Special Seminar - Dept of Chemical & Biological Engineering & Center for Biotechnology](#)

[Biology Seminar Series](#)

[The Sustainable Haitian Orphanage Project \(Engineers for a Sustainable World\)](#)

[Argentine Tango Lessons](#)

[School of Architecture Lecture Series](#)

[RPI Ballroom - Lindy Hop Lessons](#)

Ongoing Events

[INSTRUCTORS: Spring 2013 AV Needs for the Classroom](#)

[Christ Sun of Justice Mass Schedule](#)

["Possibilities" - Works of the Artists from Brunswick Center Services](#)

[RPI Bookstore Springer Verlag 2012 Yellow Sale](#)

The ACPA Higher Education Webinar Series provides quality professional development opportunities for student affair professionals, faculty and graduate students. These 90-minute live streaming Webcasts are designed by experienced practitioners and senior scholars within their content areas. Covering cutting edge and timely topics in higher education, each Webinar will feature presentation materials, live discussion with the presenter(s), a moderator, and opportunities to interact with the presenter(s) to pose questions or make comments. Register your department and join your colleagues in live discussion with others from across the country.

Online Registration Available For:

Creating a Gender-Inclusive Campus

Monday, October 29, 2012, 1:00pm – 2:30pm EST

Sponsor: Commission for Social Justice Educators

Although trans and gender-nonconforming people have become more visible on college campuses and in the media and popular culture over the last decade, many cisgender (non-transgender) Student Affairs professionals lack even a basic understanding of the lives of trans individuals and how to meet their needs through creating a more gender-inclusive campus. This webinar will discuss the complex ways that students understand and express their gender today and the best practices and policies to support trans and gender-nonconforming students. Areas covered will include housing, facilities, health services, student activities, athletics, and admissions. A particular emphasis will be placed on how trans identities intersect with other aspect of student identities.

FACILITATORS:

Genny Beemyn, Ph.D., Director, Stonewall Center, University of Massachusetts, Amherst

Susan (Sue) Rankin, Ph.D. Senior Research Associate in the Center for the Study of Higher Education
Associate Professor of Education in the College Student Affairs Program, Pennsylvania State University

Registration Fees

ACPA Member	\$ 299 per site
Nonmember	\$ 499 per site

To register, go to: <http://www.myacpa.org/pd/webinars/>

Continuing education credits are available for eligible webinars. ACPA is a CEU provider through the National Board of Certified Counselors (NBCC). The CEU credits are available to licensed counselors. Additional information can be found at: <http://www.myacpa.org/pd/webinars/>

Creating a Gender Inclusive Campus-Webinar

Facilitators: Genny Beemyn, Ph.D & Susan Rankin, Ph.D

Discussing the complex ways that students understand and express their gender today and the best practices to support trans and gender-nonconforming students

October 29, 2012, 1-2:30pm

Rensselaer Union, Room 1515 (Mothers)

Sponsored through Commission for Social Justice Educators-ACPA

RSVP to John Killings:

Killij2@rpi.edu

Making Your Campus Safe for LGBTQ Students Webinar

Making Your Campus Safe For LGBTQ Students: Creating A Supportive Campus Climate

Thursday, November 15 ~ 3:00-4:30pm EDT

Registration - http://www.innovativeeducators.org/product_p/265.htm

Innovative Educators

Free Resources

- National Gay and Lesbian Task Force - Campus
- Other Ways to Create a Safe Campus
- LGBTQ Resources: Safe Zone
- Helping Colleges Make the Grade for LGBT Students
- Campus Pride
- Finding a Gay-Friendly Campus
- Comfort Zone: At Rutgers LGBT Students Find Themselves
- Campus Earns High Marks in LGBT friendliness
- Reflections on a National LGBTQ Higher Ed Conference
- Guide to College for LGBTQ Students

Webinar Overview

A new report entitled *2010: The State of Higher Education for Lesbian, Gay, Bisexual and Transgender People* sheds light on the safety situation on campus for LGBTQ students. Dr. Sue Rankin of Penn State completed a 30-year study of LGBTQ safety on college campuses. She found that the truth is that college campuses are not any safer today than 30 years ago for LGBTQ students. Only 7 percent of colleges have resources available for this population despite the fact that we know having a visible and identifiable LGBTQ community with administrative support is key to reducing bullying and violence against LGBTQ students on campus.

It is vital that institutions of higher education create a welcoming and inclusive environment for their LGBTQ student populations. This webinar will look at Dr. Rankin's research along with 10 strategies for reducing targeted violence on campus that offices can use to serve LGBTQ students effectively in their day-to-day practice. We will explore ally programs and the creation of safe space training. Are these programs effective and how can they be used to increase safety for LGBTQ students on campus? What are the programming and community wide efforts that we know work? Participants will learn about important regional and national resources including Safe Zone/Safe Space programs. The psychological damage for the students individually and collectively will also be explored.

Webinar Objectives

Participants will:

Free Offerings

Webinar:
[Top 10 Mistakes Deans Make
\(And How Best To Avoid Them\)](#)
_October 26

[Go2Knowledge Preview:75+
On-Demand Trainings](#)

[StudentLingo Trial: On-
Demand Student Success
Workshops](#)

Announcement

In recognition of excellence in community college teaching and leadership, the League is proud to announce the establishment of the John & Suanne Roueche Excellence Awards.

[Click here](#) to submit your college's nomination(s) for the Awards.

Upcoming Webinars

October 25 -Creating, Improving & Implementing Student Satisfaction Surveys For Student Affairs Programs

October 26 -Enabling Vs. Empowering Students: Expanding The Realm & Reach

Transgender Student Health Services Survey

Dr. Alexandra Hall and Dr. Ted Coleman are administering a survey on transgender student health services. If your school hasn't already, please consider taking 15-minutes to fill out the survey by clicking on the following link:

<https://www.surveymonkey.com/s/TransgenderStudentHealthServices>

Information garnered from this survey (that queries schools about their student health services/programs for trans students, training for staff on trans issues, and insurance coverage for trans students), will be presented at a future ACHA Annual Meeting.



**14th Annual International
Transgender Day of Remembrance
Nov. 20th**

<https://www.facebook.com/transdayofremembrance>

Transgender
Day of



20th Nov.
Remembrance

College Health LGBT Listserv



Sponsored by the ACHA
Coalition of Allies for LGBT Health

*Please note this listserv is not directly affiliated with ACHA, but rather is hosted by Washington University. Therefore, if you ever run into any technical difficulties, you will want to contact either myself (schust@rpi.edu) or Washington University directly as opposed to ACHA.

Email Patrick O'Leary to Join: patrickoleary@wustl.edu

ACHA Coalition of Allies for LGBT Health

Sponsored Program at ACHA Annual Meeting 2013

"A Response to Suicide Risk Among LGBT Youth and Young Adults"

Nancy Mullen, Executive Director of Youth Outlook

Andrea Drott, Interpersonal Violence Prevention Health Educator,
Northern Illinois University



Promising Practices for Inclusion

Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education

Transgender and other gender nonconforming people face discrimination and harassment on a daily basis. In addition, transgender individuals are often denied access to basic services and facilities, such as restrooms and housing. Some campus administrators are beginning to understand that the needs of these individuals are going unmet, but many are at a loss for knowing what needs to change and how to change it. This collection of recommendations and promising practices is meant to lead campus administrators toward those answers. By implementing these recommendations, an institution will improve campus climate, resources, facilities, and programs for students, faculty, and staff of all gender identities and expressions.

<http://issuu.com/campuspride/docs/transpromisingpractices/1>



Promising Practices for Inclusion

Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education

Created by The Pennsylvania State University LGBT Student Resource Center
Emily A. Johnson
Allison Subasic

With guidance from
Genny Beemyn, Ph.D.
Chicora Martin
Sue Rankin, Ph.D.
Nancy Jean Tubbs

Funded by The Calamus Foundation

Supported by the Consortium of Higher Education LGBT Resource Professionals

2011



THE 12TH ANNUAL

Philadelphia Trans-Health Conference

June 13th – June 15th 2013

A Program of the Mazzoni Center



<http://www.trans-health.org/>



FREE conference that offers three full days of workshops and activities focused on the health and well-being of transgender people, communities and allies.

Now in it's 12th year the conference draws a diverse group of around 2,500 people of many genders and gender experiences from all over the country and around the globe.

This is also a great space for our families, friends, allies and providers.

<http://www.campuspride.org/resources/trans-advocacy/>

In the past few years, there has been a rise in the presence of trans and genderqueer students on college campuses across the country. With this heightened visibility comes increased backlash that manifests itself in physical harassment and other forms of discrimination toward trans people. More than 90% of two- and four-year institutions in the United States remain completely inaccessible and inhospitable to transgender students. These resources share successful strategies and tools for by trans and genderqueer advocacy on campus.

transgender issues



Center of Excellence for Transgender Health

<https://www.facebook.com/transhealth>

The mission of the Center of Excellence for Transgender Health is to increase access to comprehensive, effective, and affirming healthcare services for trans and gender-variant communities.





National Center for
TRANSGENDER
EQUALITY



dedicated to advancing the
equality of transgender people
through advocacy, collaboration
and empowerment

transequality.org

The National Center for Transgender Equality is a national social justice organization devoted to ending discrimination and violence against transgender people through education and advocacy on national issues of importance to transgender people. By empowering transgender people and our allies to educate and influence policymakers and others, NCTE facilitates a strong and clear voice for transgender equality in our nation's capital and around the country.



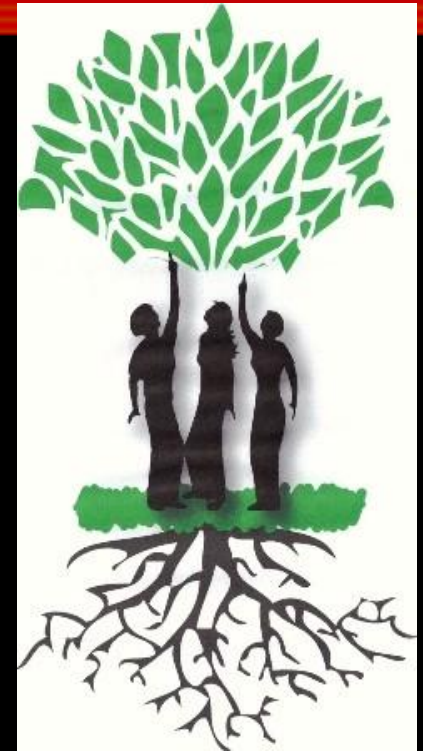
Pathways & Possible Roadblocks

- Funding
- Resources
- Administration
- Alumni/Donors



Lessons Learned

- Network - Find Your Allies!
- Benchmark/Policies/Best Practices
- Higher-Level Administrative Support
- Visibility on Campus
- Help Reduce Stigma
- Professional Development Opportunities
- Time, Money & Resources/Shared Tasks



RPI Campus & Capital District Resources

- RPI LGBTQ Task Force
- RPI LGBTQ Mentoring Network
- RPI Safe Zone Program
- Rensselaer Pride Alliance
- RPI Greek Spectrum
- HOMORadio (WRPI)
- The *CLASS Initiative* of the *Rensselaer Plan*
- Pride Center of the Capital Region
- The Monthly News Journal of The **COMMUNITY**



Small Group Exercise



- 1) Discuss possible “pathways” and “barriers” you might encounter when trying to create more trans-inclusive programs, services and support on your campus.
- 2) Discuss the “key players” you will need to network with in order to create such trans-inclusive programs/services on your campus.
- 3) Identify 3 feasible “action steps” that you can begin taking upon you return to campus, as a means to create more inclusivity for trans students, staff, and faculty.

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