Trans Allyship Workshop

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Introductions
“Trans”

A prefix taken from Latin

Definitions:
1) across, on the other side of
e.g., transatlantic, transsexual
2) beyond, transcending
   e.g., transempirical
“Allyship”


1) Aspiring Ally for Self-Interest
   • Selfish: I do this for the people I know and care about
   • Problem is bad individuals; does not see their own privilege

2) Aspiring Ally for Altruism
   • Othering: I do this for them – ally when an out trans student present, “treat everyone the same”
   • Problem is others in agent group; feels guilty about their own privilege

3) Ally for Social Justice
   • “Combined Selfishness”: I do this for us
   • Problem is the genderist system; recognizes and challenges own privilege
“Allyship”

“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”

-Aboriginal activists’ group, Queensland, Australia, 1970s (Lilla Watson)
Campus Queer: The Experiences and Needs of LGBTQ+ College Students

Genny Beemyn

Johns Hopkins University Press
Systemic Level: How Colleges Fail Trans Students

1. Not Providing Gender-Inclusive Bathrooms
2. Misgendering and Misnaming
3. Maintaining a Gender Binary on Records and Forms
4. Not Offering Gender-Inclusive Housing
5. Not Educating about Gender Diversity
6. Not Providing Trans-Inclusive Health Care
7. Lacking Trans-Supportive Spaces
Title IX Overview

- Schools and colleges must prohibit discrimination based on gender identity and expression; entitle trans people to have equal access to all school/campus programs, facilities, and activities; and recognize the right of trans people to be treated in accordance with their gender identity.

“As a condition of receiving Federal funds, a school agrees that it will not exclude, separate, deny benefits to, or otherwise treat differently on the basis of sex any person. . . . The Departments treat a student’s gender identity as the student’s sex for purposes of Title IX and its implementing regulations.”
Title IX Overview

- Schools/colleges must treat students in accordance with their gender identity, regardless of:
  - their gender presentation
  - how legal documents identify their gender
  - whether they have seen a therapist or had a psychological diagnosis
  - whether they have begun to medically transition
  - objections from other students, parents, or community members.

“The responsibility for determining an individual’s gender identity rests with the individual.” (Arcadia School District Agreement, 2013)
Dear Colleague Letter

Issued on May 13, 2016 by the Departments of Education and Justice to clarify the rights of transgender students under Title IX of the Education Amendments of 1972.

The letter explains that K-12 schools and colleges are required under Title IX to protect the rights of trans students by:

- Providing safe and nondiscriminatory environments
- Respecting students’ chosen names and pronouns
- Ensuring the use of restrooms, locker rooms, and housing consistent with students’ gender identities and providing gender-inclusive and/or private facilities
- Maintaining students’ privacy on school records.
Safe & Nondiscriminatory Environments

► Under Title IX, colleges and universities have a responsibility to:
  - “provide a safe and nondiscriminatory environment for all students, including transgender students”
  - should harassment occur, “take prompt and effective steps to end the harassment, prevent its recurrence, and, as appropriate, remedy its effects.”
Examples of Harassment Against Trans People

- Purposely and continually referring to a trans person by their dead name (birth name) or wrong pronouns.

- Asking invasive questions about a trans person’s body or gender transition.

- Disclosing a trans person’s birth name and gender assignment to others.

- Challenging a trans person’s right to use bathrooms and locker rooms that are in keeping with their gender identity/expression.
Violence Against Trans People

Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

2015

- 75% of TGQN* undergrads had experienced sexual harassment, as compared to 62% of cis female undergrads.
- Only 15% of TGQN students reported an incident of sexual harassment to campus authorities. TGQN students were the least optimistic about a report of sexual harassment being taken seriously, and they were the most likely to say that retaliation would occur if they reported.

*“transgender, genderqueer or nonconforming, questioning, or not listed”
Addressing Harassment Against Trans People

• Recognize that trans college students are more likely to experience rape, sexual harassment, intimate partner violence, and stalking than cisgender female students.

• Have information on the college’s Title IX website that explains the law’s application to trans people and how and to whom trans people can report Title IX violations.

• Train Title IX officers and case managers on the experiences of trans people and how best to support trans people who report Title IX violations.
Under Title IX, colleges and universities are required to respect and use the first names and pronouns desired by students, even if legal documents still use their birth name.

Addressing Documents, Names, & Pronouns

- Do not say “preferred name” or “preferred pronouns,” as the name and pronouns that a trans individual uses are not a preference.
Addressing Documents, Names, & Pronouns

• Give students the ability to have a chosen name on all non-legal records and documents, including course rosters, ID cards, online directory listings, email addresses, advisee lists, unofficial transcripts, diplomas, and in all software systems that do not need a student’s legal name.

• Give students the ability to change the gender marker on their campus records upon request (i.e., without a letter from a therapist or doctor and without the need to change other documents first).

• Give students the ability to indicate their pronouns through the college’s Student Information System that would then appear on course rosters and advisee lists. Suggested pronoun options: she/her, he/him, ze/hir, they/them, and a fill-in-the-blank option.

• Have an easily accessible web page as part of the college’s site that explains how students can change their name and gender marker and indicate their pronouns.
Gender Pronouns

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

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

For more information, go to transstudent.org/graphics

Design by Landyn Pan

transstudent.tumblr.com
facebook.com/transstudent
twitter.com/transstudent
Instructors can include a name and pronoun policy on syllabi to create a climate of respect for trans students. A sample policy:

“Names and Pronouns: Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of non-binary pronouns. Class rosters have a student’s legal first name, unless they have entered a preferred/chosen first name on SPIRE. Pronouns are not included on rosters, so students will be asked to indicate the pronouns that they use for themselves whenever they are asked to share their names. A student’s chosen name and pronouns are to be respected at all times in the classroom.”
Addressing Documents, Names, & Pronouns

• Do not assume the gender of students and that every student identifies as cisgender.
  ▪ Do not use gendered forms of address (Mr./Ms., sir/ma’am), gendered pronouns, or “man”/“woman” unless you know that is how the student identifies.
  ▪ We would never refer to someone based on assumptions about other aspects of identity.

• Respect students’ gender identity and expression by using the names and pronouns that they use.
  ▪ Need to ask the chosen names and pronouns of students.
  ▪ But students should not be required to indicate pronouns.
Addressing Documents, Names, & Pronouns

• Instructors in small-sized classes who call the roll on the first day can have students introduce themselves or have them fill out a form that asks what name and pronouns they use (or can email the students prior to the first class asking for this information).

• Instructors who teach a large-sized class (where students would not introduce themselves) should avoid referring to students by assumed gender or pronouns.

Instructors who repeatedly misgender a student, despite being corrected by the student, risk having the student file a Title IX complaint.
Facilities

- Under Title IX, educational institutions must allow trans students to have access to gendered restrooms, bathrooms, locker rooms, and campus housing in keeping with their gender identity.

- Non-binary students (individuals who do not identify as female or male) need to have access to gender-inclusive bathrooms, restrooms, locker rooms, and housing.

- A trans student may want to use only gender-inclusive or single-user facilities, but they cannot be required to do so.
On October 1, 2016, An Act Relative to Transgender Anti-Discrimination took effect in Massachusetts, which extends protections against discrimination for gender identity/expression to any place of public accommodation, and allows trans individuals to use the public restrooms and locker rooms that match their gender identity. Trans people were already covered under Massachusetts law when it comes to employment, housing, and hate crimes.

Eighteen other states and the District of Columbia, as well as more than 200 cities and counties, already banned discrimination based on gender identity and expression in public accommodation.
The University of Massachusetts, Amherst strives to create and sustain a campus environment that supports and values all members of our community. One aspect of creating a supportive environment is providing safe, accessible, and convenient restroom and bathroom facilities. Students, staff, faculty, and campus guests should use the restroom/bathroom facilities that correspond to their sex or gender identity, or may utilize gender-inclusive facilities that are labeled ‘restroom.’” (2014)
Why We Created the Policy

The aim of the policy is to:

- Reinforce the right of trans and gender-nonconforming people to use gendered bathrooms/restrooms on campus without harassment
- Limit the questioning of whether someone is in the appropriate bathroom/restroom, especially in residence halls

Notes:

- The policy says “sex” and “gender identity” because a trans person may want to use the gendered bathroom/restroom that matches the gender assigned to them because of their gender presentation.
  - Example: a trans woman who is just starting to transition may feel safer and more comfortable in a “men’s room” than one for “women”
- The bathrooms in which someone feels “safe” may vary over time or even day to day.
“Employees of a place of public accommodation should not assume an individual’s gender identity solely by appearance. The fact that a woman, whether transgender or not, is perceived as having a ‘masculine’ appearance is not a legitimate reason to exclude her from, or question her presence in, a sex-segregated facility intended for women. Similarly, the fact that a man may appear ‘feminine’ is not a credible basis to exclude him from, or question his presence in, a sex-segregated facility intended for men.”

“If a patron complains about the mere presence of a transgender person in a sex-segregated facility, or a patron expresses concern that someone may be using the incorrect facility based on that person’s appearance, a place of public accommodation should first assess whether there is any reasonable basis to believe that person is not using the appropriate facility most consistent with their gender identity.”
“Gender Identity Guidance for Public Accommodations”

► “Misuse of sex-segregated facilities is exceedingly rare. As a general matter, employees of a place of public accommodation should presume that an individual is using the correct facility (the one most consistent with their gender identity), if the person is not engaged in any improper or unlawful conduct.”

► “Inquiry into a person’s gender identity is generally not necessary. However, if a place of public accommodation has a legitimate concern about whether a person is using the appropriate facility, an employee may attempt to resolve the issue through a private and discrete conversation with that person. . . In most cases, if the person confirms that they are using the facility most consistent with their gender identity, that should be the end of the inquiry . . .”
The Uniform State Plumbing Code establishes the minimum number of “men’s” and “women’s” toilet fixtures required for all state buildings, which includes state colleges and universities.

In public buildings, where there is more than one set of fixtures in a bathroom (more than one toilet or more than one shower), the Plumbing Code requires that the room be labeled as either a “women’s” or “men’s” bathroom.

A variance may be requested from the State Board of Examiners of Plumbers and Gas Fitters to designate single-user facilities as gender-inclusive.
Gender-Inclusive Facilities

► Individuals who do not identify as female or male need to have access to gender-inclusive restrooms/bathrooms, which necessitates institutions to provide these facilities.

► But these facilities are NOT just for trans students, faculty, and staff.

- Gender-inclusive facilities are open to and benefit all campus community members.

- These individuals include, but are not limited to, a male parent with a young female child and vice-versa; people who have disabilities, people who are temporarily injured, and anyone who requires a personal care assistant and that individual is of a gender different from them; and anyone who feels more comfortable in a private restroom/bathroom space.
Addressing Facilities

• Have single-occupancy men’s and women’s restrooms and bathrooms converted into gender-inclusive ones by changing signs and, where needed, installing locks.

• Restroom signs should not use the male and female stick figures, the half-male/half-female stick figure, or the trans symbol.

• Restroom signs should say “all-gender restroom” or just “restroom” and not “gender-neutral restroom,” “unisex restroom,” or “family restroom.”

• Have an online list/map of campus gender-inclusive restrooms.
Addressing Facilities

- Have a policy requiring gender-inclusive restrooms wherever there are multi-stall men’s and women’s restrooms in all newly constructed or significantly renovated buildings, including residence halls.

- Set a goal of having gender-inclusive restrooms in all or almost all administrative and academic buildings on campus.

- Have lockable changing/shower rooms that are labeled “private changing/shower room” in campus athletic facilities and recreational centers.

- In the absence of private changing/shower rooms, provide more privacy in group changing/shower areas through having shower curtains, creating changing cubicles, and making lightweight, portable screens available to all users and not just to trans people.
Activities

Colleges and universities cannot offer sex-segregated activities, except in the authorized areas of athletics and fraternities and sororities.

“Unless expressly authorized by Title IX or its implementing regulations, a school may not segregate or otherwise distinguish students on the basis of their sex, including gender identity, in any school activities or the application of any school rule.”
Athletic departments should develop campus-specific policies for the inclusion of trans athletes on sports teams in line with the NCAA’s policies, which can be found in Champions of Respect: Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs (available online).

All athletes and athletics staff members should be required to attend a workshop on the legal expectations and campus policies for the inclusion of trans student athletes.

Athletics directors should set a clear policy that anti-LGBTQ and sexist comments and name calling by athletes, coaches, other athletics staff, and spectators will not be tolerated and result in sanctions, including for the athletes and athletic staff of visiting teams.
When traveling for competition, trans student athletes, like their cisgender team members, should be assigned hotel rooms in accordance with their gender identity. A student who desires extra privacy should be accommodated whenever possible.

Coaches, teammates, and members of the local media should respect the gender identity of trans student athletes by referring to them by the name and pronouns they use for themselves.

Dress codes for athletic teams should not be gendered (such as requiring female athletes to wear dresses or skirts), and trans student athletes should be able to wear uniforms that do not conflict with their gender identity.
Athletics

• Where the national governing bodies of club sports do not have a specific policy on trans athletes, colleges should enable students to participate in club sports in accordance with their gender identity.

• Colleges should enable students to participate in intramural sports in accordance with their gender identity. In instances when a student identifies as neither male nor female, the student should be able to participate on a men’s, women’s, or “co-ed” intramural team.

• Colleges and universities, including their recognized student organizations, should not sponsor Homecoming events, pageants, and other activities that bestow gendered titles, such as “king” and “queen” or “Mr.” and “Miss.”
Respecting Privacy

► Under Title IX, colleges and universities must keep the gender identity, birth name, and gender assignment of trans students confidential and take steps to prevent the public disclosure of this information.

► The Family Educational Rights and Privacy Act (FERPA) prevents institutions from disclosing information from students’ records without their consent, except to “personnel who have been determined to have a legitimate educational interest in the information.”
Personal Level: Microaggressions

“The everyday encounters of subtle discrimination that people of various marginalized groups experience throughout their lives.”
-- Derald Sue, 2014

Microaggressions can be
- Unconscious: Being unaware that what you say is wrong and offensive
- Unintentional: Being unaware of the effects that your words and actions have on the people around you

Some common themes of anti-trans microaggressions:
a) Use of genderist terminology
b) Endorsement of gender-normative cultures and behaviors
c) The assumption of a universal trans experience
d) Discomfort or disapproval of trans people and experience
e) A suggestion of abnormality
f) Denial of bodily privacy
Anti-Trans Microaggressions

Tiq Milan

Zoey Luna

GLAAD Trans Microaggressions Photo Project, 2015
Anti-Trans Microaggressions

**Trans People in General**
- “What is your ‘real’ name?”
- “Why would you want to have your penis/breasts cut off?”
- “So, what do you have down there?”
- “I have a cousin like you.”

**Trans Women**
- “You don’t seem to be a woman to me.”
- “You don’t make a very convincing woman.”
- “Why would I call you ‘her?’ You’re not really a woman!”
- “I’m not comfortable sharing a bathroom with you.”
Anti-Trans Microaggressions

Trans Men
• “I can still tell you were born a woman.”
• “Why couldn’t you just be a butch lesbian?”

Non-Binary Individuals
• “What are you?”
• “Were you born a man or a woman?”
• “You must be confused.”
• “Which bathroom do you use?”
• “How do you find partners who would get you?”
• “I’m not using ‘they/them,’ because that is not grammatically correct.”
• “You use ‘ze/hir’ for pronouns? I don’t feel that I can learn that.”
Questions?

Feel free to email me:
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