

# Promising Policies and Practices for Supporting Trans and Nonbinary People in Postsecondary Education



# A message from the Consortium Executive Board

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We want to thank the many people who shared their time, talent, expertise, and passion to make this project happen. Words cannot express our gratitude for your contributions to our field. In particular, we would like to thank the original authors who approached the Consortium about re-issuing this guidance. Thank you for holding us accountable as an organization and pushing us to live into our commitment. We would also like to thank the new members of the authorship team for their efforts and creativity. This document is so much stronger due to your contributions. Thank you, Warren Scherer, Demere Woolway, and the former members of the Consortium Board who issued the original charge. We hope that our work in this document lives up to what you envisioned a decade ago. And, finally, thank you to the members of the Consortium Board, past and present, for reviewing and providing feedback, and our colleagues who provided consultation to us as we expanded this document to meet the challenges of today.

In October 2022, several authors from the original 2014 guidance document reached out to the Consortium Board to gauge our interest in updating and re-issuing our guidance for supporting trans and nonbinary students in higher education. The original authors had already begun reviewing the document and making edits. The Consortium Board enthusiastically supported updating this guidance, as it had been eight years since the document was first issued and met with the original authors to consider how to best move forward in collaboration.

With a commitment to including a range of identities and perspectives in the authorship team, we appointed three new members: Des Velázquez, Roman Christiaens, and Clar Gobuyan. It was important to us to include the voices of graduate students and early career scholars, as well as a diverse array of trans and nonbinary identities. We also brought in Sarah Simi Cohen and Jesse Beal from the Board to provide infrastructure and project management support. Sarah also agreed to serve as

the copy editor for this project. Nick Pfof joined us at the end of the project as the graphic designer. This project was created by trans and nonbinary people, in service of our communities.

In acknowledgment of the ongoing legislative challenges surrounding the implementation of policies and recommendations to support trans and nonbinary individuals, it is imperative to recognize that many of these initiatives may face barriers to implementation. Despite this reality, we understand the pressing need to revisit and adapt these promising policies and recommendations regularly. The Consortium Board is committing to updating this document every five years. You can expect updated guidance to be issued in 2029. In 2027, the Consortium Board will charge a new authorship team with updating this guidance. This team will include some members of the current authorship team, but will also include new voices. We will issue a call for participants to our members to build the new team.

Our dedication to supporting trans and nonbinary students, faculty, staff, and alumni remains steadfast, irrespective of the sociopolitical climate and the presence of anti-trans legislation. While recognizing the limitations that

student affairs professionals may encounter in adopting certain policies and recommendations, particularly in states with restrictive legislation, we emphasize the pivotal role that faculty can play in championing support for trans and nonbinary students. Faculty and staff must recognize that they have an extraordinary responsibility, and the power, to take on this labor to create liberatory environments. Moreover, despite the challenges posed by legislative constraints, we urge student affairs professionals to explore imaginative avenues for implementing these initiatives, rooted in the pursuit of intersectional liberation and our overarching values and principles. By remaining steadfast in our commitment to inclusivity and advocacy, we can collectively strive towards a more liberatory and affirming higher education environment. It is our sincere hope that this guidance helps you work toward more equitable and just educational spaces for trans and nonbinary people. Thank you for the work you do and the work that is yet to come.

*With respect and in solidarity,  
The Consortium Board*





# Authors and acknowledgements

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The 2023–2024 guidance was developed by Debbie Bazarsky, Jesse Beal, Genny Beemyn, Roman Christiaens, Sarah Simi Cohen, D. A. Dirks, Clar Gobuyan, Chris Hinesley, Chicora Martin, and Des Velázquez. This committee was charged by the Consortium Executive Board. Project Management was provided by Sarah Simi Cohen and Jesse Beal.

The original 2014 guidance was developed by the Consortium’s Trans\* Policy Working Group: Genny Beemyn (Chair), A. J., Chris Hinesley, Chicora Martin, D. A. Dirks, Debbie Bazarsky, Gabe Javier, and lea robinson. This committee was charged by Consortium Board Chairs Demere Woolway and Warren Scherer.



# Disclaimer

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This is not intended to be a legal document.

Nothing within this document is intended to constitute legal advice. The guidance provided in this document does not in any way replace legal advice. Practitioners are encouraged to work closely with their institutional general counsel and Title IX coordinator(s), and to pursue additional advice or consultation as needed.

We will have a specific Title IX Guidance Document released later this fall.



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# Preface

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Almost ten years ago, a collective of scholar-practitioners working across the country in 2SLGBTQIA+<sup>1</sup> roles and campus centers came together to form the Trans\*<sup>2</sup> Policy Working Group in collaboration with the Consortium of Higher Education LGBT Resource Professionals.

The Consortium is a member-based non-profit organization working toward the liberation of 2SLGBTQIA+ people in higher education and beyond. The Consortium charged the Trans\* Policy Working Group with developing a set of suggested policy and practice recommendations to assist colleges and universities in providing services and support to trans and nonbinary students. The Trans\* Policy Working Group drew upon their collective knowledge of the needs and desires of trans and nonbinary people in postsecondary contexts to help inform the work of students, faculty, and staff invested in trans and nonbinary equity and liberation. In consultation with national student affairs associations, the Trans\* Policy Working Group developed the 2014 guidance. These informed the work and scholarship of many scholar-

practitioners and institutions in furthering trans and nonbinary inclusion and equity on their college campuses. Suggested practices informed the work and scholarship of many scholar-practitioners and institutions in furthering trans and nonbinary inclusion and equity on their college campuses.

Since this document was released in 2014, the sociopolitical environment for trans and nonbinary students has shifted dramatically for better and for worse (Goldberg, 2018; Nicolazzo, 2016). Trans and nonbinary individuals have gained visibility, legal protections, and rights across many social institutions and systems. This visibility has led to trans and nonbinary people and their experiences being frequently showcased in the media, political conversations,

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<sup>1</sup> 2SLGBTQIA+: for more information, please review [“Evolving Language: 2SLGBTQIA+.”](#)

<sup>2</sup> The 2014 Policy Working Group used “Trans\*,” which, at the time, was seen as a way to be more inclusive of nonbinary people.



and educational research. Within postsecondary settings, the number of college students who identify as trans and nonbinary has markedly increased (Brown, 2022; Herman et al., 2022). At the same time, this growing visibility has contributed to a spate of anti-trans and anti-nonbinary legislation within the United States and elsewhere globally (Bockting, et al, 2020; Green, 2017; Williamson, 2023). Trans and nonbinary students also continue to report high levels of discrimination on their college campuses (James et al., 2016; Taylor, 2019) and have disproportionate negative health outcomes compared to their cisgender peers (Bhatt, et al., 2022; Holt et al., 2023; Vázquez et al., 2024).

Prekindergarten-12 and higher education settings have become the battleground for intense debates on trans and nonbinary students' rights and access. Those of us who work in these settings have a responsibility to continue to show up for trans and nonbinary students and resist the threads of oppression that are woven into education and our society. From this context and our commitment to trans and nonbinary liberation came the desire to revisit and reimagine our 2014 suggested practices for our present day and age. This project has been a labor of love and is part of our transformative vision of a world where trans and nonbinary identities, experiences, and lives are truly recognized, valued, and celebrated.

## Process

A commitment to trans and nonbinary liberation in higher education must recognize the deep ways that trans and nonbinary oppression are connected to other forms of oppression (e.g., racism, ableism, classism). How trans and nonbinary lives and experiences are rendered in today's society is indelibly wrapped up with white supremacy, anti-Blackness, and settler colonialism. We revised the 2014 suggested practices document to address its gaps and limitations in order to offer policy and practice recommendations that acknowledge the rich diversity of trans and nonbinary experiences on college campuses.

We are intimately connected to trans and nonbinary people and communities in our personal and professional lives and come to this conversation from a range of social locations, positionalities, and professional backgrounds. These commonalities and differences have served to benefit both our revision process and in turn, this document. We endeavored to ensure that our visions for equity and liberation in higher education represent the fullness and complexity of trans and nonbinary lives, while also incorporating the perspectives and suggestions of various communities, particularly individuals with multiple marginalized identities.

## Values

Through collective conversations, we identified the values important to our commitment to trans and nonbinary liberation and ensured that these values were an intrinsic part of our work and the development of our suggestions.

The following values ground our responsibilities to trans and nonbinary college communities and should inform the work of all staff and faculty who are seeking to create better, more positive environments for trans and nonbinary people on their campuses.

### **PARTNERSHIP**

We value working as a collective without hierarchy and recognize the wealth of knowledge each individual brings to this work.

### **SELF-AWARENESS**

We value self-reflection on our identities and privileges and remain committed to recognizing how and when they show up in our work together.

### **ACCOUNTABILITY**

We value holding ourselves and each other accountable in how we advance our work and how we maintain our values.

### **JOY**

We value cultivating joy, as it is an inherent and necessary part of all liberatory work, including the work of trans and nonbinary liberation. Joy is what keeps us grounded and what strengthens our relationships to each other.

### **CARE**

We value taking care of each other and centering our humanity, acknowledging that we may show up at varying levels of presence and capacity. We extend grace, compassion, and understanding to each other throughout our work.

## Principles of Our Work

In addition to the development of a set of values to guide our work together, we also established a set of principles that shape the content and hopes we have for this document. We invite you to consider these principles as you advance trans- and nonbinary-affirming policies and practices at your respective institutions and encourage you to envision your own principles that are specific to you and the needs of your communities.

**We must be committed to the wellbeing and thriving of our trans and nonbinary community members beyond compliance-only models.** Colleges and universities should be doing all they can to support trans and nonbinary students, faculty, and staff on their campuses. While we recognize the importance of compliance models, such as nondiscrimination policies (Goldberg et al., 2019), we also call on institutions to enact trans- and nonbinary-affirming policies and practices beyond these models.

**We must operate from an intersectional lens that recognizes the multidimensionality of trans and nonbinary people’s lives (Crenshaw, 1989).** We cannot take people’s experiences of genderism<sup>3</sup> as separate from the conditions of racism, anti-Blackness, settler colonialism, patriarchy, ableism, and other forms of oppression (Stewart & Nicolazzo, 2018; Duran et al., 2020). As we imagine trans- and nonbinary-affirming policies and practices, we must be grounded

in an intersectional lens that accounts for the many ways that trans and nonbinary identities are understood and experienced.

**We recognize that trans and nonbinary liberation are bound to the liberation of all people.** As Aboriginal activists from Australia remind us, “If you have come to help me, you are wasting your time. If you have come because your liberation is bound up with mine, then let us work together” (Evans et al., 2020). The struggle against genderism and binarism<sup>4</sup> – within and beyond our institutions – is inseparable from the struggles against all forms of oppression and systems of domination (Nicolazzo, 2021).

**We recognize the limits of “best” practices and thus embrace a vision of “promising” practices.** Promising practices are not a lesser form of trans and nonbinary inclusion than “best” practices. Rather, the term “promising” recognizes that what is “best” may vary by institutional context and over time.

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<sup>3</sup> Genderism is the societal, institutional, and individual beliefs and practices that assume that there are only two genders, and that gender is determined by one’s sex assignment at birth or by specific sex characteristics. Genderism privileges cis people and leads to prejudice and discrimination against trans and nonbinary people (Beemyn, 2023).

<sup>4</sup> Binarism is the “legitimizing of, and preference toward, binary trans identities over nonbinary identities,” which perpetuates the idea that nonbinary identities are less legitimate and normal than binary trans ones (Cordes Galbraith, 2022 p. 152).

**We recognize that the work of liberation changes and shifts across time and context.**

The recommendations we make in this document may not be possible on every campus or they may not be enough. To make long-lasting changes on your campus, you need to know the specific cultural, sociohistorical, and community needs and experiences of your students, faculty, staff, and alumni.

**We recognize that this document was created by a group of specific people whose lived experiences limit the perspectives offered.** Just as we

revisited and reimagined this document from its original iteration in 2014, we will continue to update it in the future. More people with consideration of their identities and positionalities will be brought into the process in the years to come to reimagine what trans-and nonbinary-affirming work can look like as the landscape of higher education continues to shift. As such, the Consortium has committed to revisiting this document every five years to ensure that we maintain and uphold this principle and promise. 🏳️‍🌈



# Introduction

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These promising policies and practices were developed by the Consortium of Higher Education LGBT Resource Professionals’ Trans\* Policy Working Group in 2014 and updated by its Trans and Nonbinary Policy Working Group in 2024.

Based on the findings of research on the experiences of trans and nonbinary students in higher education, the suggested policies and practices are designed to assist colleges and universities in providing services and support to this rapidly growing campus population. While schools will vary in their ability to implement all of these recommendations according to their size and structure, institutions should strive to enact these policies and practices to address the needs of trans and nonbinary students, staff, faculty, and alumns.<sup>5</sup>

Many colleges and universities have implemented policies and practices to support trans and nonbinary students in the last two decades (Campus Pride, 2024), yet institutions must do more, as trans and nonbinary students continue

to indicate that they often encounter institutional discrimination and hostile campus climates (Beemyn, 2019; Dirks, 2016; Goldberg & Kvalanka, 2018; Thompson et al. 2021; Whitley et al., 2022). Consequently, trans and nonbinary students today experience higher rates of minority stress (Budge et al., 2020), worse health and academic outcomes (Goldberg et al., 2019; Greathouse et al., 2018; Oswalt & Lederer, 2017), and are more likely to drop out of college (Goldberg et al., 2019) than their cisgender peers. These negative experiences and mental health outcomes are compounded by the unprecedented number of laws that have been passed in the last few years targeting trans and nonbinary youth (Dhanani & Totton, 2023). Higher education professionals have a responsibility to recognize and

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<sup>5</sup> Alumns is the gender-inclusive terminology we have chosen to use in replacement of alumni/alumnus. Alumnx is also an acceptable term. See the “[Recommendations for Alumni Affairs and Advancement Offices](#)” section for additional information.

improve the lived experiences of trans and nonbinary college students, and this document provides them with the necessary tools and knowledge to be able to do so.

Additionally, this document highlights the responsibility and agency of higher education professionals to facilitate and advance trans- and nonbinary-inclusive campus environments. Our work in developing these policies and practices came from a place of recognizing the ways in which trans and nonbinary liberation requires addressing anti-Blackness, racism, settler colonialism, and other vectors of oppression that impact the lives and experiences of trans and nonbinary individuals across their identities and communities. In creating this document, our team embraced dialogue and collectivism and sought ways to incorporate multiple marginalized perspectives. These policies and practices are meant to serve as a guidepost for individuals to recognize their responsibility to improve the lives of a student population that continues to experience hostile campus climates. We hope that our work will further the role that trans and nonbinary liberation play in the field of higher education and encourage others in their commitments to critical consciousness, collectivism, and humanization.

## Evolving Language

### 2SLGBTQIA+

Language and abbreviations in the 2SLGBTQIA+ community are always evolving. “2SLGBTQIA+” stands for “Two Spirit, lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual/ aromantic/agender.” The “plus” represents the many identities not listed in the initials (e.g., same-gender loving, pansexual, genderfluid, genderqueer) and denotes expansive and emerging identities (Bazarsky, et al., 2015). As we define 2SLGBTQIA+ identities, we also consider and include multiple intersecting identities (e.g., race, ethnicity, nationality, immigration status, class, disability, age, religion, spirituality) embedded alongside marginalized gender and sexuality experiences.

It must be recognized that some BIPOC (Black, Indigenous, and People of Color) communities do not use the terms in the 2SLGBTQIA+ abbreviation, as many of them are derived largely from the experiences and identities of white people. Moreover, in white Christian European colonized territories, gender and sexuality are considered distinct, if interlocking, categories. The concept of Two Spirit is not translatable in this framework. It is therefore important to recognize that Indigenous Two Spirit identities are not synonymous with “trans

and nonbinary” or other English-language words used to describe gender and sexual identity. The Two-Spirit community in the colonized territories of the United States and Canada grew out of the Native American and First Nations gay and lesbian movement. The initial meeting of Two-Spirit people was held at the first international gathering in Minneapolis in 1988. Those who attended the third annual gathering in Winnipeg, Manitoba in 1990 focused on finding a new term for Native American and First Nations sexualities and gender diversity (Thomas & Jacobs, 1999). It was in this context that the term Two-Spirit was created.<sup>6</sup>

## TRANS AND NONBINARY

“Trans” is used as an all-encompassing term for people whose gender identity differs from the gender associated with their sex assigned at birth. The “trans” umbrella includes a wide range of gender identities, such as transgender, nonbinary, genderqueer, genderfluid, gender nonconforming, and agender, among many others. After much discussion, the authors chose to use the words “trans and nonbinary” in this

document to reflect the multitudes and vastness of identities within the broader trans definition. Still, we recognize the limitations of this linguistic choice, as gender is expansive, and language is often not expansive enough.

Some trans people identify within the gender binary (e.g., trans women and men), some do not (e.g., nonbinary individuals), and some identify as both binary and nonbinary (e.g., a genderqueer woman, a gender-nonconforming trans man). There are many different identities, and what trans and nonbinary people call themselves is always expanding and evolving. For instance, for college students in 2024, nonbinary and genderfluid are more common identities than genderqueer or gender nonconforming, which were more frequently used by students a decade ago. Our presumption is that some of the terminology we are using will likely change within a few years, as trans and nonbinary youth, empowered to describe themselves, develop new identities and labels, and dust off old ones, to best represent who they are.

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<sup>6</sup> There are varied terms used to describe the Indigenous peoples of the United States and Canada in English, including (but not limited to): Native American, First Nation, Aboriginal, Indian, and Indigenous. In the settler colonial nations of the United States, the most used term is Native American. In Canada, the current term most used is Indigenous. People choose to self-identify with additional terms not included here (i.e., by their sovereign nation, tribe, or clan’s specific name or in their specific language). If you are interested in learning more about the histories, either written or oral on this topic, we offer some recommended readings at the end of this document.

## CHANGING DEMOGRAPHICS

Over the past several years, the population of students and employees who identify as trans or nonbinary has grown significantly. Studies from the Williams Institute, specifically from Herman et al. (2022), show that trans and nonbinary identification in the U.S. is correlated to age; the younger someone is, the more likely they are to identify as trans or nonbinary. Similarly, the 2021 Canadian Census showed that Gen Z Canadians, aged 17 to 24 years, were seven times more likely to identify as trans or nonbinary than individuals aged 76 years and older.

Data from the 2023 National College Health Assessment demonstrated that 6.5% of U.S. college students identify as trans or nonbinary (American College Health Association, 2023, p. 18). Other studies have found similar results. For example, the Pew Research Center found that 5.1% of 18–29-year-olds identify as trans or nonbinary (Brown, 2022, p. 2). In an earlier study of Gen Z individuals by the J. Walter Innovation Group, more than a third strongly agreed that gender does not define a person as much as it has previously and 56% know someone who uses gender-neutral pronouns (VML, 2016, p. 1). Thus, the ever-growing data on trans and nonbinary individuals demonstrates both a shift in societal perceptions and understanding on gender identity and

expression and an increase in need for more support services. Nonetheless, even with this shift in perception and increase in demographics, there remains a large gap in knowledge on how to serve trans and nonbinary students in ways that are beneficial for their holistic wellbeing in both K-12 and higher education environments.

## POLITICAL LANDSCAPE

The bullying and harassment experienced by trans and nonbinary students both parallels and is fueled by the rise of anti-2SLGBTQ+ legislation. As documented by the American Civil Liberties Union (2024) and the Movement Advancement Project (2024), Republican-dominated U.S. states have passed, or sought to pass, hundreds of laws targeting trans and nonbinary people since 2020. According to the Trevor Project (2021), 94% of LGBTQ youth and young adults reported that recent politics negatively impacted their mental health. In response to this dangerous political landscape, the Human Rights Campaign (2024) declared a state of emergency for LGBTQ+ Americans in 2023. Following their emergency declaration, the Biden administration announced actions to protect LGBTQ+ people at the federal level (The White House, 2023). Nonetheless, this did not stop the onslaught of anti-queer and trans legislation, nor the increase in anti-queer and trans sentiment and ideology.



Prior to the current onslaught of anti-trans and anti-nonbinary legislation in many U.S. states and Canadian provinces, many trans and nonbinary college students reported experiencing discrimination, including harassment, and bullying from other students, instructors, and staff (James et al., 2016; Taylor 2019). The Williams Institute (Goldberg, 2018) provides an excellent overview of the topic and concludes that trans- and nonbinary-inclusive policies and practices improve their wellbeing in college. In general, trans and nonbinary students report having a much more negative college experience than their cis classmates because of bullying, harassment, and other barriers to their education.

In Canada, a federal law was passed in 2017 that adds “gender identity or expression” to the country’s nondiscrimination, hate speech, and hate crime laws (Dragicevic, n.d.). However, under the guise of parental rights, the ruling Progressive Conservative Party of New Brunswick took away the rights of trans and nonbinary students in provincial schools in 2023 (Department of Education and Early Childhood Development, 2023). This exemplifies the ways in which residing in a place that brings forth gender-affirming sentiments may not guarantee access to competent care or social support from family, schools, or friends. Therefore, once a student reaches our campuses,

it is particularly important that they find social support and access to gender-affirming providers.

Along with anti-trans and anti-nonbinary legislation, Texas (Burch, 2023) and Florida (Lu, 2023) have passed laws that ban diversity, equity, and inclusion programs at state-funded universities, setting a concerning precedent for other states to emulate. These laws have led to the closure of 2SLGBTQIA+ centers, including centers at the University of Houston (Alonso, 2023) and the University of Texas at Austin (Field, 2024). These closures not only have a negative impact on the given colleges and universities, but also have a chilling effect on higher education itself. This trend casts a chilling shadow over academia, prompting practitioners nationwide to become increasingly aware of the precarity of our work in the face of such coordinated political attacks. As such, it is imperative that concerted efforts are made to protect and support trans and nonbinary students, faculty, and staff within our higher education institutions.

## HEALTH RISKS

In light of the political landscape described above, trans and nonbinary students are living in a time of precarity concerning their physical and mental health. With an elevated risk of suicidal ideation, depression, anxiety, and substance use, limitations to access

of health and mental health care are exacerbating an already difficult set of challenges. State-by-state bans on gender-affirming care for trans and nonbinary youth pose serious new health risks to an already underserved, at-risk population. As of April 2024, over 38% of trans and nonbinary youth aged 13–17 live in states that ban gender-affirming care (Human Rights Campaign, 2024). More aggressive legislation has been proposed to extend the ban to age 26. Providers and the organizations representing them have taken a strong stance against these bans, recognizing both the beneficial outcomes of gender-affirming care and the inevitable harmful effects of the bans, widely agreeing that gender-affirming care, particularly when coupled with social support, is effective in reducing suicidality, decreasing overall health risks, and providing a pathway to overall mental and physical wellbeing.

Most college students will have “aged out” of the bans currently in place which may allow them to access the care they need if their campuses can provide or refer them to appropriate resources. This presents challenges for campuses in states with bans as they look for ways to provide support, while at the same time it presents opportunities for campuses that can provide openly affirming safe havens (Babbs et al., 2023). Therefore, by fostering inclusive environments, providing access to gender-affirming care, and advocating for policies that

protect the rights and well-being of trans and nonbinary individuals, colleges and universities can play a pivotal role in promoting liberatory environments for their trans and nonbinary constituents.

## **ABOUT THESE PROMISING PRACTICES**

Trans and nonbinary students are valuable members of colleges and universities. Their often-negative campus experiences indicate the urgent need for institutional change. Staff and faculty must recognize the importance of serving and supporting trans and nonbinary communities inside and outside the classroom. To address the needs of trans and nonbinary students, staff, faculty, and alumni, institutional leaders and other campus members must be intentional in broadening their understanding of the impact of genderism, racism, anti-Blackness, settler colonialism, and other modes of oppression on campus climate and on the wellbeing of trans and nonbinary people.

While this document can serve as a guide to better serve and support trans and nonbinary students, staff, faculty, and alumni, advocacy for trans and nonbinary communities should not stop here. We invite you to consider this document to be an intervention—a starting point in moving toward the full liberation of trans and nonbinary

people—rather than as a checklist for obtaining immediate solutions. We urge you to use this document as the beginning of your lifelong (re)commitment to dismantling structural oppression and engaging in advocacy for the humanity and life chances of trans and nonbinary people and other historically marginalized communities.

This document is an opportunity to be in community with and work alongside trans and nonbinary people in our collective fight toward liberation. We recognize that our recommended policies and practices are critical and necessary, and, at the same time, are not sufficient in and of themselves to dismantle genderism and the other forms of oppression that exist on college campuses. Therefore, we urge and challenge all campus community members to be more active on issues of access, equity, inclusion, justice, and belonging in and outside of higher education. We must commit to move beyond performative allyship. This is only the beginning of our collective work for trans and nonbinary liberation. 🇺🇸



# Recommendations Across the College or University

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## Knowledge and Awareness



**Ensure to cultivate strong relationships with the centers, offices, and practitioners that you work with and rely upon.**

These relationships should not be extractive on either side, rather, should have care and thoughtfulness around how we engage with gender and sexuality centers, personnel, offices, and practitioners.



**All policies, documentation, and handbooks should use gender inclusive language.**



**Include the experiences of trans and nonbinary people in required competencies for all employee hires.**



**Ask questions related to supporting trans and nonbinary students, staff, and faculty in job interviews.**



**Ensure all faculty and staff, including student employees, attend trans and nonbinary educational workshops.**

- If such training sessions are not provided on your campus, work with trans and nonbinary students and staff to develop them or bring in an outside educator. Ensure that the campus or outside educators are appropriately compensated for their work.

- If your institution has restrictions around the creation and implementation of these trainings, consider different approaches to language and curriculum by partnering with local community organizations, academic departments and/or alumni associations to work around these restrictions.
- Consider partnering and establishing relationships with faculty who are already doing this work to help implement such initiatives.



**Offer trans studies courses and support the integration of trans and nonbinary topics in the curriculum broadly, beyond just a single week or topic-based discussion** (see “[Recommendations for Faculty in the Classroom](#)”).



**All centers, offices, and practitioners that serve students should operate from an intersectional approach and recognize the ways that 2SLGBTQIA+ students who are additionally minoritized face multiple invalidations and marginalizations.** Centers, offices, and practitioners whose focus is on serving minoritized students should have staff members who specialize in working with students with multiple marginalized identities.



**Utilize research to advocate for change.** There is research that describes the individual and systemic discrimination that trans and nonbinary people experience, such as the [2022 U.S. Trans Survey](#). There is also significant research about the mental and physical health implications trans and nonbinary people experience specifically when policies and procedures are not inclusive. Below are two examples. Familiarize yourself with these studies. Utilize this research to advocate for change at your institution. Review the “[Appendix: Suggested Reading and Resources](#)” for additional sources.

- [The Trevor Projects’ U.S. National Survey on the Mental Health of LGBTQ Young People](#) reports that trans and nonbinary youth have significantly lower suicidality when all of the people they live with respect their pronouns; when they have access to an all-gender bathroom at school; and when they have access to binders, shapewear, and gender-affirming clothing as compared to those who do not.
- Moreover, [The Healthy Mind Network](#) data has led to several academic

articles, which address the connection between inclusive policies and services and the mental health of trans and nonbinary college students.

## Staffing and Hiring



**Use gender-inclusive language in job descriptions and position announcements.**



**Market job openings to trans and nonbinary communities.**



**Make sure that bias awareness education for hiring committees includes anti-trans and anti-nonbinary bias.**



**Employ at least one full-time staff person whose job description includes supporting and advocating for trans and nonbinary students, staff, faculty, and alumni as a primary work responsibility.**

- Too often, when such a position does not exist on campus, 2SLGBTQIA+ staff and faculty are expected to shoulder this responsibility (i.e., outside of their primary role at the institution) without compensation for this labor or the competencies to lead this work (Bazarsky et al., 2022; Kortegast and van der Toorn, 2018). For schools where this is the case, it is imperative that a review is conducted to better understand the needs of the trans, nonbinary, and 2SLGBTQIA+ campus communities and that a position be created (Bazarsky et al., 2022).
- For institutions who can only employ a graduate assistant to provide student support, ensure they have direct access to appropriate compensation, culturally relevant mentorship, and workplace protections.



**At larger institutions and at institutions with greater financial resources, more than one full-time staff person should be responsible for supporting and advocating for trans and nonbinary students, staff, and faculty.**

- The number of employees dedicated to supporting and advocating for trans and nonbinary students, staff, faculty, and alumns should be determined based on the campus size, student population, role expectations, and the scope of work. Factors such as internal and external equity should be considered. *For reference, the largest gender and sexuality center has 6 full-time professional employees and one part-time professional employee. This is at a large public university with a student population of over 50,000. Center leadership is currently advocating for two additional full-time employees to meet the needs of 2SLGBTQIA+ communities.*
- With the dearth of data on 2SLGBTQIA+ people and communities in higher education, it may be difficult to determine the number of trans and nonbinary students on your campus. This lack of data can impact resource allocation for 2SLGBTQIA+ students, faculty, staff, and alumns (Garvey, 2020). *If your campus does not collect accurate, inclusive, and complete data on gender and sexuality, use larger data sets, such as the [National College Health Assessment from the American College Health Association](#), to determine population size and better advocate for your campus.*



**Ensure that staff whose positions entail supporting and advocating for trans and nonbinary students, staff, and faculty are compensated for their work in alignment with the compensation of individuals in similar positions across the institution.** This is a matter of equity, and aids in fostering a sustainable work culture.



**Follow the [“Recommendations for Human Resources Offices/ Departments”](#), and [“Recommendations for Academic & Faculty Affairs: Hiring”](#), and [“Appendix: Suggested Reading and Resources”](#) for additional resources.**

# Communication



**Train staff and faculty to avoid the use of gendered language (e.g., “sir/ma’am,” “Mr./Ms.”) when interacting with other people.** This should be considered and applied in both larger scale communications and individual interactions.



**Always use the name and pronouns that a student goes by in all communication with them and when speaking about them to other people.** Using a trans or nonbinary student’s deadname (i.e., the legal name that they have rejected) or not using the personal pronouns that a student has indicated can be considered a form of harassment, especially if done repeatedly.

Also consider checking in with students on how they want to be referred when interacting with them outside of the typical space you use their name. Note that not all students are out in all spaces, and may use different names and pronouns for a variety of spaces and reasons.



**If students’ name must be used in letters to parents/guardians, allow students to choose which name is used.**

Many trans and nonbinary students are not out to their families yet so using their lived name might out them and put them in a financially precarious and potentially physically and emotionally dangerous position. Using one’s legal name might bring less harm to students overall, but letting the student choose is the best option.



**Ensure that you communicate with students if you are a mandated reporter, or if your office/department is a confidential resource.**



# Institutional Practices



**Have a web page, like [American University](#), the [University of Michigan](#), and [UMass Amherst](#), that outlines all of the trans- and nonbinary-inclusive policies of the institution and how students, staff, faculty, and alumni can navigate these policies.** This page should include:

- How trans and nonbinary people can change their names and gender markers and add their pronouns to campus systems.
- Where a student's or employee's lived name will appear and where legal name has to be used (e.g., for payroll, tax forms, student billing, financial award letters, housing contracts, and health insurance cards).
- The housing options specifically developed for trans and nonbinary students and how to apply for them.
- The location of gender-inclusive restrooms and locker rooms on campus
- How trans and nonbinary student athletes will be supported.
- If possible, a list of local trans- and nonbinary-supportive medical providers and therapists. If you are not allowed to make referrals due to state law or institutional policy, explain why on your website.



**Include a question on gender identity in institutional studies and surveys.** For how to ask about gender identity, see the "[Recommendations for Asking Gender for Campus Forms, Surveys, and Campus Records](#)".



**If student legal services are available, ensure that they understand state laws about name & gender marker changes and are able to assist students in these processes.**



**Revisit policies and procedures yearly to ensure they are up to date with current recommendations for supporting trans and nonbinary students, faculty, staff, and alumni.** 🇺🇸



# Recommendations for Asking Gender on Campus Forms, Surveys, and Campus Records

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How a college should ask about gender identity depends on how this information will be used and where it might be stored. What might work best for a survey with a small sample size may not work for an admissions form or a student information system. Further, how to collect information will be affected by state and federal regulations, the capabilities of institutional software, and the nature of the sample.

In this section, we endeavor to address these challenges by providing important considerations, trans- and nonbinary-inclusive guidelines, and different suggested models. We strongly urge campus administrators who oversee data collection to include a question(s) on gender identity on all forms and surveys, and in terms of how to do so:



**Consult with the gender and sexuality resource center or personnel on your campus.** If your campus does not have a person in this role, bring together trans and nonbinary faculty, staff, and students to weigh in on decisions related to how data will be captured, stored, and

accessed.

*Within our recommendations, we use the term “legal sex” to mean the marker on a person’s birth certificate, driver’s license, and other government-issued identification. This is*

*commonly referred to as “sex”*

*within institutional systems. We use the term “gender” to mean gender identity.*

## Considerations

- The ways that many institutions today collect information on gender and legal sex are not inclusive, accurate, or comprehensive.
- Many institutions have processes in place for people to change their gender marker on their campus records, even if they have not changed their legal sex on their birth certificate or driver’s license.
- More than 20 states allow individuals to change their legal sex to “X” on state-issued identification. The Common App began including an “X” option for legal sex in Fall 2023.
- Institutions use thousands of software programs, and the options for gender may be more limited in some systems. Administrators from IT and institutional research should be involved in discussions on how to ask gender on forms and surveys to ensure that the options decided upon are logistically feasible.
- Federal and state policies often require “sex” to be reported as a binary. Many institutional vendors and third-party organizations also do not have the means to accommodate more than female/male in their systems.
- However, this does not prevent an institution from asking an additional question(s) about gender.
- Furthermore, colleges are able to use gender identity, rather than legal sex, in how they recognize and treat members of the campus community.

# Trans- and Nonbinary-Inclusive Guidelines

While the practices of collecting and managing inclusive, accurate, and complete data on gender are nuanced, there are some basic guidelines that colleges should follow to ensure trans and nonbinary inclusion.

Only ask birth-assigned sex if it is required (e.g., for employee benefits or in the context of medical care). Birth-assigned sex is the preferred terminology to biological sex. Please note: birth-assigned sex and legal sex may or may not be in alignment.



## Ask legal sex only if required for reporting purposes. If it is:

- Be sure to also ask gender.
- Explain what legal sex is (i.e., the gender designation on your most current birth certificate and/or driver's license or U.S. state or Canadian provincial ID) and why it is being asked.



## When asking gender:

- Allow people to select more than one option.
- Include a write-in response where feasible.
- If a write-in response is not feasible, be sure to offer a range of binary and nonbinary gender options.
- Do not include “male” and “female” as gender terms. These are terms generally related to birth-assigned sex. It is more accurate to use “man” and “woman.”
- Do not write “nonbinary” as “non-binary” because a hyphen is not needed grammatically and identities should not be hyphenated.
- If you include the term trans, also include the term cis.
- For example, you may include “trans man” and “cis man” on a list of terms, but you should not include “trans man” and “man.” The latter assumes that a trans man does not also identify as a man. It also reinforces the idea that cis men are somehow more “real” or “legitimate.” That is simply not so.
- If possible, include hover over text with definitions of the gender terms or a link to a vocabulary page.
- Enable people to easily update their gender information.



**Indicate why sex and gender questions are being asked and why the specific format matters to the form and/or survey.**

This includes noting limitations of software (e.g., student information systems), state and federal reporting requirements and an explanation of where the data will be housed.



**In addition to including this information on the specific form or survey, it is important to indicate to the campus community how gender data will be used and who will have access to this information.**



**Ensure that information on birth-assigned sex and legal sex (if different from gender identity) will be kept private.**

A person’s legal sex should only be viewable by those who have a legitimate business need to have this information. On most campuses, a wide range of staff members (e.g., department managers, academic advisors, supervisors) have access to legal sex designations, but do not need this information.



**Enable students and employees to indicate their legal sex as nonbinary on their campus records by having an “X” option, along with “M” and “F.”**

Over the past decade, U.S. states and other countries have increasingly provided the option of “X” on driver’s licenses, birth certificates, passports, and other legal documents, and colleges and universities need to ensure they can accurately reflect this data.

# Suggested Models

The following suggested models follow the recommended trans-inclusive guidelines and can be adapted according to your institution and audience, as well as the purpose of the survey or form.

## GENERAL COLLEGE FORMS, SURVEYS, AND CAMPUS RECORDS

### GENDER

**Recommended disclaimer:** We value the diversity of identities we have on our campus, including gender identities, and ask gender in order to know how well the institution is doing in recruiting and retaining people with a wide range of gender identities and what their experiences are. This information will only be reported in the aggregate (in other words, as a group). Your individual responses will be kept strictly confidential, and this information will not be used for discriminatory purposes.

**Are you transgender (trans), nonbinary, genderfluid, genderqueer, agender, or another non-cisgender identity? (select one):**

- Yes
- No
- Prefer not to disclose

**What is your gender? (select all that apply):**

- Agender
- Demigender
- Genderfluid
- Genderqueer
- Man
- Nonbinary
- Woman
- My identity is not listed above (please specify): \_\_\_\_\_
- Prefer not to disclose

### LEGAL SEX

**Recommended disclaimer:** While we recognize that some individuals do not identify with their legal sex, the following question is being asked for \_\_\_\_\_. (Please include the reason why you are asking the question, e.g. federal reporting, state reporting, as well as who will have access to this information and how it will be protected).

**What is your legal sex (the marker on your birth certificate, driver's license, or other government-issued identification)? (choose one):**

- Female
- Male
- X or another legal sex

## MEDICAL FORMS

**Recommended disclaimer:** We value the diversity of identities we have on our campus, including gender identities, and ask gender in order to respect how our patients identify. This information will not be used for discriminatory purposes.

Ask the same two questions as above, but replace the third question with:

**What was the sex assigned to you at birth? (choose one):**

- Female
- Male
- Intersex

## SOCIAL SCIENCE SURVEYS

**Example disclaimer in the consent form:** This research aims to better understand the experiences of individuals across gender identities, including differences between cis women and men, trans women and men, and nonbinary individuals. This information will only be reported in aggregate (in other words, as a group). Your individual responses will be kept strictly confidential, and this information will not be used for discriminatory purposes. Furthermore, providing this information is entirely optional and you can end the survey at any time.

**What is your legal sex? (choose one):**  
**(Only ask legal sex if absolutely necessary)**

- Female
- Male

### FOR SMALLER SAMPLES

**What is your gender?:** \_\_\_\_\_

### FOR LARGER SAMPLES

**Are you transgender (trans), nonbinary, genderfluid, genderqueer, agender, or another non-cisgender identity? (select one):**

- Yes
- No
- Prefer not to disclose

**What is your gender? (select all that apply):**

- Agender
- Demigender
- Genderfluid
- Genderqueer
- Man
- Nonbinary
- Woman
- My identity is not listed above  
(please specify): \_\_\_\_\_
- Prefer not to disclose

**Recommended disclaimer:** In order to be able to do comparative analyses between different gender identities, we need to place the many different gender identities into a few categories. Therefore, we ask the following question to better understand your gender identity:

**Which gender identity category best fits your identity? (pick one)**

- Cis Man
- Trans Man
- Cis Woman
- Trans Woman
- Agender, genderqueer, nonbinary, genderfluid

Or

**Which gender identity category best fits your identity? (pick one)**

- Cis Man
- Trans Man
- Cis Woman
- Trans Woman
- Agender
- Genderqueer, nonbinary, genderfluid
- Demigender

## TRAVEL INFORMATION

**What is the full name exactly as listed on your travel documents (e.g., passport, state ID, driver's license)?:**

\_\_\_\_\_

**What is the legal sex as listed on your travel documents?**

- Male
- Female
- X

**The following questions are being asked so that we can refer to you properly during our program** (These can be changed and updated as needed).

- What name do you like to go by?:

\_\_\_\_\_

- What is your gender?: \_\_\_\_\_



# Additional Recommendations for Campus Forms, Records, Documents, and Systems



**Ensure trans and nonbinary students and employees can use their lived name instead of their legal name on campus records,** including course and grade rosters, email addresses, Zoom and other video platforms, directory listings, unofficial transcripts, advisee lists, and other documents.

- Offer confidentiality tools that block out or strictly limit former names on official documents.
- If students, staff, faculty, and alumni are able to change their names, ensure that all connected systems are able to pull the correct (lived) name information.
- If the systems are not connected, ensure an IT person or staff member knows how to manually pull the information to update it across all platforms accordingly.
- Prioritize a person’s lived name everywhere possible. When a legal name must be used, provide information as to why.
- Host a centralized web page with a list of where students, staff, faculty, and alumni can expect to encounter their legal names.
- Train technology, admissions, and registrar staff in how to address problems as they arrive.



**Ensure that trans and nonbinary students and employees can use their lived name instead of their legal name on campus ID cards and diplomas.** If your college says that it sees the ID card or diploma as a legal document, therefore making it have a student’s legal name, work to change that practice (which may require changing state policy).

- There are public colleges in almost all U.S. states that allow a lived name on ID cards and diplomas.
- If this practice is not allowed, offer an additional or alternative ID card that students can use to allow their lived name to show up in the system.



**Enable doctoral students to use their lived name on their dissertation wherever a name is listed, instead of their legal name**, like [University of Oregon](#) and [University of Washington](#). Work closely with your registrar and graduate school to troubleshoot intellectual property and privacy concerns. Publishing a dissertation with a student's legal name can cause harm, including outing that student to potential employers.

- If your campus does not allow students to use their lived name on their dissertation, be sure that you have a process for allowing them to update their name if and when they do so.
- Allow students in the process of changing their name to embargo their dissertation for up to one year to allow their legal name change process to complete.



**Enable students and employees to change the gender marker on their campus records upon their request** (i.e., without a letter from a therapist or doctor and without the need to change other documents) and without having to have changed their name.



**Enable students, staff, faculty, and alumni to indicate the pronouns they use for themselves in the institution's data systems** (e.g., the student information system), and have these pronouns appear on course and grade rosters, advisee lists, and in other administrative systems.

Ensure that the campus community is aware of how to use the pronoun options on platforms like Zoom or Microsoft Teams. In states that do not allow for the collection and/or storage of pronouns, explore more informal ways to ensure that individuals can share their pronouns.

- Suggested pronoun options: he/him, she/her, they/them, xe/xem, ze/zir, any pronouns, and none/name only, with the ability to choose more than one option (note: the software used by some institutions may not allow individuals to indicate multiple pronoun options).
- Include a write-in option for individuals to indicate pronouns that are not listed. If not possible, include an option that says "an option not listed."



On most campuses names are considered part of directory information therefore not protected by FERPA. **Institutions should consider specifying that previous names in a student record are excluded from directory information and like other records protected by FERPA.**



If current university software does not allow users to select lived names, genders, or pronouns, **consider purchasing more inclusive software when the opportunity arises.** Large data systems are usually contracted for many years, but can be reconsidered when a contract expires. Develop a strong working relationship with the registrar and IT to coordinate advocacy efforts. 🇺🇸



# Recommendations in Various Areas of Campus Life

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## Recommendations for Admissions



If your college has its own admissions form, include optional questions on the name that students go by, their pronouns, and their gender identity. For suggested pronoun options and how to ask about gender identity, see the [\*“Recommendations for Asking Gender for Campus Forms, Surveys, and Campus Records”\*](#) and [\*“Additional Recommendations for Campus Forms, Records, Documents, and Systems.”\*](#)



Once students are admitted, work with campus software managers and campus partners who have their own databases and systems to **ensure matriculated students’ lived names and pronouns, as well as their gender (versus sex), are added to their college records across the institution.**



**Have information about campus trans and nonbinary resources available at admissions fairs and open houses.**



**Ensure that admissions representatives and campus tour guides are familiar with campus resources for trans and nonbinary students.**



**Ensure that tour guides are showing where the gender inclusive restrooms are on campus when giving tours.**



**Encourage centers, offices, practitioners, and departments to include their policies related to trans and nonbinary students on their web pages** and, if no other office has done so, create a web page that lists all campus trans- and nonbinary-related policies.



**Have your college participate in the [Campus Pride Index](#)<sup>7</sup>** so that high school students can know the institution’s trans- and nonbinary-inclusive policies and be able to compare the institution to other colleges.



**If your campus has a gender and sexuality center or multicultural center with 2SLGBTQIA+ services, ensure that campus tours involve visiting these spaces.**



**For all admissions events, including overnight/hosting programs, ensure there are gender-inclusive bathrooms and housing available for all students.** Please see “[Recommendations for Residential Life and Campus Housing](#).”



**For overnight/hosting programs, registration forms should allow admitted students to provide their lived names.** Optional sections should allow students to indicate their pronouns and/or gender identity. Provide a checkbox where students consent to whether they want this information shared with hosts as part of the matching process.



**Registration forms should also include questions about rooming preferences or requirements, especially gendered housing.** If your campus offers gender-inclusive housing, include this in the list of options.

- All placement/confirmation materials should include information about the availability of gender-inclusive restrooms/facilities where the student will stay. This should not be exclusive to gender-inclusive housing.

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<sup>7</sup> Although participating in the Campus Pride Index is useful, do not just rely on the Campus Pride Index for the ways in which you demonstrate support for trans and nonbinary students.

- Because registration forms might be shared with parents and some students may not be able to share their lived names and pronouns, send a confirmation email directly to students before their arrival date. In this email, they should be able to edit/update their information, including names and pronouns to be printed on any materials. Share this information with their assigned host.
- Premade nametags may be provided at check-in. However, if a student would like to update their name and pronouns upon arrival, provide blank nametags at check-in for students to reflect their lived name and pronouns.

## Recommendations for Financial Aid



**Train financial aid staff members to be able to help trans and nonbinary students navigate processes in the event that they may not have or lose financial support from their families during college.**

This can include providing support for trans and nonbinary students who need to fill out the FAFSA, especially if they need to file as an independent student. Recognize the barriers they may run into, including questions around sex assigned at birth and name.



**Facilitate a financial literacy workshop for students who may need additional financial support, are interested in filing as independent, and/or looking for a dependency override.**

Ensure the information is pertinent and relevant for trans and nonbinary students.<sup>8</sup> And ensure that the language presented in this workshop is not coming from a deficit lens. Many trans, nonbinary, and/or 2SLGBTQIA+ folks are also low-income and/or first-generation college students and are typically very familiar with broader financial topics.



**Provide information on the office website on how trans and nonbinary students can navigate financial aid,** such as the web page provided by [Western Washington University](#).

<sup>8</sup> It is important to note here that language around student independent status may vary across institutions.



**Provide trans- and nonbinary-specific scholarship and grant funding information sessions to students on a regular basis.** Ensure that each financial aid advisor knows about these funding opportunities and specific trans, nonbinary, and/or 2SLGBTQIA+ scholarships, such as the [Point Foundation](#) and [Campus Pride](#).



**Have a list of trans, nonbinary, and/or 2SLGBTQIA+ scholarships on the office’s website.**



Except where students’ legal names are required by law (such as in award letters), **use trans and nonbinary students’ lived names in all communication with them**, and explain to students where legal names are required for applications and communication.



**Set aside funds for trans and nonbinary students who may experience financial barriers during their time in college.** It is important that these include avenues for funding that do not impact students’ financial aid awards. Work with your financial aid office to create workarounds for lines of funding. *An example of this could be creating a line of funds from your department or office through Workday or a similar human resource software, so the funds are being directly siphoned through a work-based line, not affecting financial aid.*

## Recommendations for Campus Police/Public Safety



Several Trans and Nonbinary advocacy organizations focus resources and education on working with municipal policing agencies. **Consider reviewing those resources and how they may be applicable to campus-based policing and/or public safety systems.** One example includes the [Trans Equality Guide to Policing](#).



**Recognize how trans and nonbinary people, People of Color, and particularly trans and nonbinary People of Color, have often been mistreated, harassed, and targeted by the police because of their gender identity and expression and multiple intersecting identities.** Notably, this violence disproportionately impacts Black trans and nonbinary people. This complicated history and present reality results in many trans and nonbinary people not engaging with the police, and distrusting the police and policing systems.



**Recognize that trans and nonbinary people have the right under the current interpretation of Title IX\* to use bathrooms and other gendered facilities (e.g., locker rooms, changing rooms, dressing rooms, showers, physical fitness facilities, and gymnasiums) in keeping with their gender identity.** Thus, even if your state has a law that requires people to use the restroom or locker room aligned with their sex assigned at birth or legal sex, federal law says otherwise.

- The Department of Education issued a Notice of Interpretation in 2021 that defines sex discrimination under Title to include gender identity. At the time of this document's publication, new Title IX guidance had just been issued from the Biden-Harris administration.
- Developing a strong relationship with your Title IX office is essential to effectively advocating for 2SLGTQIA+ communities.
- *Please note:* The Department of Education is a part of the Executive Branch of the U.S. Government and how it interprets and enforces Title IX changes with the presidential administration.



**Educate yourself on your campus policy, state laws, and local ordinances about access to bathrooms and other gendered facilities.** Look for the most accommodating interpretation for a practice or policy that provides safe facilities for trans and nonbinary people.



**Trust people to be using the gendered facility that best aligns with their gender identity.**

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\* Please note that these recommendations do not constitute legal advice and do not substitute for guidance from your Title IX Office/Coordinator.





**Always believe the gender identity of someone, regardless of the gender marker on their driver’s license or state/provincial identification.** When interacting with people, contacting them, talking about them with others, and in writing reports, use the gender consistent with the person’s identity.



**Always ask people their pronouns and if there are any instances where they would not want you to use these pronouns.** When interacting with people, contacting them, talking about them with others, and in writing reports, use the pronouns they request.



**Avoid using honorifics (e.g., Mr., Ms., and Mx.) and use their name instead.**



**Always ask people for the name they go by, and always respect this name and their gender identity when verifying identification.** If possible, allow people to provide a campus ID number instead of a legal name and do not refer to a person’s name on institutional records as their “real name.” When interacting with people, contacting them, talking about them with others, and in writing reports, use their lived name, even if a person’s legal name must be provided for identification purposes.



**Do not use frisks as a means to determine an individual’s gender and do not subject trans and nonbinary people to more invasive search procedures than cis individuals.** If you have determined that a trans or nonbinary person must be frisked, give them the ability to decide the gender of the officer who does so. The UMass Amherst Police Department has a [model policy](#).



**Consider trans and nonbinary people’s safety and privacy in medical emergencies.** Do not disclose a person’s gender identity to EMTs during transport to a hospital. If the name of the person being transported is different from their legal name, use the name the person goes by and do not deadname them to EMTs or medical providers.



**If a person needs to be transported to a psychiatric or other medical facility, ensure that the person will be admitted and placed based on their gender identity and have the correct**

**name and pronouns used for them.** The person should also be immediately provided with a licensed therapist/counselor who specializes in 2SLGBTQIA+ identities and topics.



**If you have determined that a trans or nonbinary person must be incarcerated, they should have the choice to be housed in accordance with their gender identity.**



**Treat prescription hormones like any other prescription necessary for an individual's health and wellbeing.** Trans and nonbinary people should not be denied prescription hormones and should be provided gender-affirming care while incarcerated.



**Work within your campus and local community to imagine and think through alternatives beyond policing and working towards transformative justice.** For an example of a different model of community care and wellbeing, see the practices of [Hampshire College](#).

## Recommendations for Residential Life and Campus Housing



**Ensure that housing applications ask for lived name, pronouns, and gender identity in an inclusive manner** (for how to ask about gender identity, see the "[Recommendations for Asking Gender on Campus Forms, Surveys, and Campus Records](#)"). Some institutions may require that a student's legal name be used for housing contracts; however, all other documents and communications should use their lived name.



**Assign all campus housing based on the student's gender identity, rather than their legal sex.** This will require asking gender identity on the campus housing form (for how to ask gender identity, see the "[Recommendations for Asking Gender on Campus Forms, Surveys, and Campus Records](#)"). When making housing assignments, do not "out" trans and nonbinary students to anyone, including their prospective roommate(s) and RAs.

- Recognize that some trans and nonbinary students will choose to be

housed based on their legal sex. This should be their choice.

- Do not use birth-assigned sex terms (female and male) to discuss gender-specific housing options. Instead, use “men” and “women.”



**Do not make assumptions about a student’s preference for a roommate based on their gender identity.**



**Enable students to be housed with other students of any gender anywhere on campus.** For trans and nonbinary students who do not have a roommate in mind, create gender-inclusive housing, in which students are assigned a roommate without regard to gender.



**Have gender-inclusive housing open to all students, including first-year and transfer students.**



**Ensure that gender-inclusive housing is available within all types of campus housing,** such as honors colleges, residential colleges, wellness floors, and housing designed for students in a particular major or who have particular interests.



**Ensure that trans and nonbinary students are still welcome to live in gendered housing, if they so choose.**



**Have gender-inclusive bathrooms (i.e., single- and/or multi-user facilities that are open to people of all genders) in all residence halls.** Educate students as to why these facilities exist.



**Ensure to include gender-inclusive restrooms inside residence halls on any maps of gender-inclusive restrooms.**



**If your campus has 2SLGBTQIA+-themed housing, ensure that this is not the only housing option with gender-inclusive bathrooms.**



**Have a trans- and nonbinary-supportive bathroom policy for campus housing.** Suggested wording: “students have the right to use the bathrooms that correspond to their sex or gender identity, depending on which option they feel is safer, or to utilize bathrooms that are designated as gender-inclusive.”



**If your institution does not have “gender identity and expression” in its general nondiscrimination policy, include it in your housing policies.**



**Have information on the residential life website that explains the school’s housing policies related to trans and nonbinary students** and include the contact information for a residential life staff person who can be the point person for these policies.



**Require RAs and other Housing staff to hold trans and nonbinary awareness programs on their floors and to post trans and nonbinary educational material.**



**For summer programs that include housing (e.g., high school camps, conference services, summer orientation), ensure that students are assigned housing based on their gender identity, unless they specifically request to be housed based on their legal sex.** In addition, provide a gender-inclusive housing option for students who need it or who would prefer to be housed with a friend(s) of a different gender.



**Require trans and nonbinary awareness training sessions for all Housing staff, including point-of-service staff** (e.g., security staff, dining hall staff, facilities staff, reception/welcome desk staff).



**Reconsider practices like door decorations that include decorations with students’ names on them.** If legal names are used, you may deadname a student. If lived names are used, you may out a student to parents or family members that help a student move in. Instead, opt for welcome signs that do not include names or allow students to add their names upon arrival or at their first-floor meeting. Have a few extra door decorations for name changes.



**Support trans and nonbinary caucuses in the residence halls and within Residence Hall Associations (RHA), if applicable.**

# Recommendations for Athletics and Recreational Sports\*



In our current political climate, many state legislatures and sports governing bodies are enacting laws and policies that exclude trans athletes, particularly trans women. **Be aware of state laws and athletic association policies, and do as much as you are able to protect your trans and nonbinary students and enable them to have access to sports and athletics.**



**Develop a policy for the inclusion of trans and nonbinary students in intercollegiate sports and have this policy on the Athletics website.** While colleges need to follow the policies of the National Collegiate Athletics Association (NCAA), the National Association of Intercollegiate Athletics (NAIA), or the National Junior College Athletics Association (NJCAA) in terms of the conditions under which a trans athlete can compete, institutions can and should have their own policies that respect the gender identity of trans athletes in areas such as name and pronouns, locker rooms access, uniforms, and travel housing.



**Develop a policy that enables trans and nonbinary students to compete in keeping with their gender identity in intramurals and rec sports.** In the absence of a mixed-gender team, a nonbinary student should have the choice of competing on a women’s or men’s team.



**Offer lockable, single-user changing and shower rooms that are readily available to trans and nonbinary students in campus recreational centers and athletic facilities and work with trans and nonbinary students on how these facilities are accessed (e.g., a keycard).** For athletic teams, ensure these facilities are available for both your school’s athletes and for the athletes from opposing teams.

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\* At the time of this publication the Biden administration was pursuing a separate rule-making process for Title IX with regard to athletics and the participation of trans athletes in sports at schools that receive federal funding.



**Create greater privacy in men's and women's locker rooms when athletic facilities are built or renovated by adding or constructing privacy panels and equipping private showers with attached changing cubicles.**



**Create a policy that requires the inclusion of gender-inclusive, single-user changing room spaces in all new construction and significant renovations to existing facilities.**



**Train athletic staff and coaches on how to prevent bullying and harassment and how to intervene if it occurs.**



**Support the development of a student organization for 2SLGBTQIA+ athletes and provide funding.**



**Take preemptive steps to protect all of your athletes and staff in advance of your program having a trans athlete.**

Such provisions can include:

- Provide media training for coaches and athletes who may be asked to defend their players' right to participate.
- Provide 2SLGBTQIA+ professional development training for all varsity athletics staff, and those in sports media and communications roles in advance of contact with the media.
- Proactively speak with athletes and other stakeholders to make your trans inclusion policy visible both internally and externally.
- Preemptively determine your plan for managing your response to the media, including who will be the point of contact, talking points related to your values on equity and inclusion, commitment to following the NCAA (or other governing body) and your own internal policy guidelines.

# Recommendations for Restrooms



**Have a trans- and nonbinary-supportive campus restroom policy and have this policy online.** For example, the [UMass Amherst policy](#) states: “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 facilities. Students, staff, faculty, and campus guests should use the restroom facilities that correspond to their sex or gender identity or utilize single-user facilities that are designated as a restroom or gender-inclusive restroom.”



**Have gender-inclusive or all gender restrooms (i.e., single- and/or multi-user facilities that are open to people of all genders) in all administrative and academic buildings on campus that are accessible to students, staff, and faculty.** Making this change should involve a collaboration between groups and centers, offices, and practitioners that are invested in the creation of inclusive restroom facilities, including 2SLGBTQIA+ student services, disability services, multicultural student services, religious and spiritual life, sexual assault prevention services, and family and parent services.



**If your campus has a gender and sexuality resource center, personnel, or an office that supports 2SLGBTQIA+ people and communities, please ensure there is a gender-inclusive restroom within a reasonable distance.** Consider the distance to a gender-inclusive restroom when selecting classroom locations for women’s, gender, sexuality, and 2SLGBTQIA+ courses classes.



**Change single- and multi-stall men’s and women’s restrooms into gender-inclusive facilities in campus buildings and use signage to indicate that they are gender-inclusive restrooms.**

- In the U.S., this may require an application or appeal to a state plumbing board. Colleges can cite the [International Plumbing Code](#), which is more inclusive than many U.S. state plumbing codes.
- In 2017, the Canadian Human Rights Act and the Criminal Code were updated to affirm the rights of all people to use a restroom that corresponds to their gender identity ([Legislative Summary of Bill C-16](#):

An Act to Amend the Canadian Human Rights Act and the Criminal Code), and provinces have developed guidelines for inclusive restroom facilities.



**Have a policy that requires the inclusion of gender-inclusive restrooms in all newly constructed and significantly renovated buildings, including residence halls.**



**Use signage for gender-inclusive restrooms that avoids stick figures for people, beyond the wheelchair accessible symbol.**

Rather than have an image of who should use the restroom, have an image of what is in the facility (e.g., toilets, toilets and urinals, showers, footbaths). See an example [here](#).



**Signage on gender-specific restrooms should indicate the location of the nearest gender-inclusive restroom.**



**At the very least, have menstrual products and trash receptacles in women's restrooms and gender-inclusive restrooms.**

Consider including menstrual products and trash receptacles in all restrooms. If this is not possible, include menstrual products and trash receptacles in specific men's restrooms and provide information (e.g., on your campus map) about these locations.

- Provide menstrual products at central locations throughout the campus.
- Consider using a QR Code to include additional information about restrooms and menstrual products.



**Have a list or map of the location of public gender-inclusive restrooms on the school's "Visiting Campus" or "Campus Map" web page.**

Some of these campus maps are managed by gender and sexuality resource centers, while others are managed by facilities. In general, it is best for this to be a collaborative process. Gender-inclusive restroom locations should be included on campus maps and clearly labeled.



# Recommendations for Sorority and Fraternity Life Offices



If your institution does not have “gender identity and expression” in its general nondiscrimination policy, include it in your sorority and fraternity policies.



Sorority and fraternity life staff should require fraternities and sororities to consider trans and nonbinary members in accordance with institutional nondiscrimination and Title IX\* policies.



National sororities and fraternities have historically discriminated against trans and nonbinary people, and most are still not inclusive of trans and nonbinary members. **Sorority and fraternity life staff should advocate why all national organizations should develop trans- and nonbinary-inclusive membership policies.** Fraternity and sorority life offices should provide a strong rationale for these changes and offer education.



**Do not require trans women and men to provide evidence of medical or legal transition in order to become a member of a sorority or fraternity.** Trust and value their self-declaration of their gender.



**Do not require gender-specific dress codes at sorority and fraternity events.** Allow students to wear the clothing that feels best for them and matches the atmosphere of the event and encourage chapters to do the same.



**Include information about each national sorority and fraternity organization’s membership policies for trans and nonbinary people on the office’s website.** If an organization has no policy, indicate this as well.

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\* Please note that these recommendations do not serve as a legal document or guidance. Please consult your Title IX office/coordinator for additional support and questions.



Work with chapter leadership, council leadership, and alumni advisors to **ensure that trans and nonbinary members have a positive and inclusive experience where they find a sense of community, wellbeing, and belonging on your campus, across Sorority and Fraternity Life, and through the chapter experience** (i.e., including housing/chapter facilities).



**Ensure that the sorority and fraternity life office hosts and mandates trans- and nonbinary-inclusive educational programming to sororities and fraternities as part of your office's regular educational offerings.** If you have a gender and sexuality center or personnel, partner with them on this programming and training.



**Encourage sororities and fraternities to use gender-inclusive language (e.g., sib, sibling, member) over gendered language (e.g., sis, sister, soror, bro, and brother)** to be respectful of nonbinary members and to recognize that gender is not a binary.



**Consider engaging with 2SLGBTQIA+ nonprofits or services agencies for chapter volunteerism, service learning, and/or charitable giving.**



**Take anti-trans and anti-nonbinary bullying, harassment, and incidents of bias seriously.** What may appear to be a minor mistake or a joke made without negative intent can escalate to create a climate of hostility and intolerance.

# Recommendations for Prevention, Survivor Support Services and Title IX Offices\*



**Develop relationships with trans and nonbinary student organizations and with the 2SLGBTQIA+ office/center/ coordinator on your campus, if there is one,** to help build trust in the office among trans and nonbinary students.



**Recognize that the U.S. federal government currently sees the prohibition of “sex discrimination” in Title IX as applying to discrimination based on gender identity, and this information should be included in the institution’s Title IX policy and explicitly stated on its web page.** In addition, gender identity, as well as sexual orientation, are covered under “sex discrimination” in Title VII (i.e., employment discrimination), based on the U.S. Supreme Court’s ruling in *Bostock v. Clayton County* (2020). In Canada, anti-trans and anti-nonbinary harassment and discrimination are prohibited under the federal Human Rights Act and the laws of many provinces, and this information should be included in the institution’s anti-harassment policy and explicitly stated on its web page.



**Train counselors and confidential advocates to ensure that they have the competency to work with and support trans and nonbinary survivors,** with particular attention to the barriers that trans and nonbinary survivors often face in seeking support (e.g., transphobia, outing, ignorance about trans and nonbinary experiences, mistrust of services).



**In communication with trans and nonbinary survivors, utilize gender-inclusive language, ask for the names and pronouns they use for themselves at the beginning of the interview,**

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Please note this section does not serve as a legal document or guidance. Please consult your Title IX office/ coordinator for additional support and questions.

At the time of this publication, over 20 states have sought legal action against the Biden administration based on their updated Title IX guidance.

**and allow them to name their body parts in a way they are comfortable.** In addition, be familiar with trans and nonbinary resources for referrals as appropriate.



**Ensure that Title IX and survivor support training sessions for students, staff, and faculty are gender inclusive, incorporate the unique issues that trans and nonbinary survivors face, and feature the experiences and voices of trans and nonbinary survivors.**



**Implement programs and services that recognize the fluidity of gender and include trans- and nonbinary-specific support programs,** such as a trans and nonbinary peer-led support group for survivors.



**Encourage student organizations focused on survivor issues to highlight and center the experiences of trans and nonbinary survivors** through programs, events, and training sessions.



**Designate staff in your campus gender and sexuality resource center, personnel, or 2SLGBTQIA+ student services staff as confidential resources under Title IX.** This practice allows staff to support students who are often less likely to report interpersonal violence and more likely to experience it. Further, doing so will likely increase help-seeking behavior, as well as reporting of interpersonal violence.



**Ensure that everyone who works in prevention/student support/Title IX offices works to center the experiences of trans and nonbinary people.** This may include participating in ongoing education on sexual and relationship violence in 2SLGBTQIA+ communities.

# Recommendations for Dean of Students/ Campus Conduct Offices



**Have an easily accessible web page as part of the Dean of Students, Conduct Office, or Title IX website that explains the school’s policies related to gender, and trans and nonbinary identities, in particular.** This page should provide the contact information for an official who can help students navigate these policies.



**Offer a bias or campus climate reporting system where students can report trans and nonbinary harassment and discrimination.** Ensure the reports are going to someone who can take action to address these concerns and provide support.



**If your institution does not have “gender identity and expression” in its general nondiscrimination policy, include it in your Dean of Students or Conduct Office policies.**



**Ensure that your student handbook uses gender-inclusive language** (e.g., instead of using “he/she” or “his/her,” use “they/them” or “the student”).



**Train dean of students/campus conduct staff to ensure that they have the competency to work with and support trans and nonbinary survivors, with particular attention to the barriers that trans and nonbinary survivors often face in seeking support** (e.g., transphobia, outing, ignorance about trans and nonbinary experiences, mistrust of services). Consider adding trauma-informed trainings and resources that are rooted in liberatory practices.



**Ensure there is a working list of both on and off campus resources readily available to send to students that include trans and nonbinary specific resources.** If you have a gender and sexuality resource center or personnel, they most likely have this list already. Work with them to ensure it is spread widely, and to collaborate on updating it regularly.



**Work alongside other departments to ensure students do not have to repeat their stories.** Oftentimes trans and nonbinary students who meet with the Dean or Conduct Offices are seeking support for situational contexts that can be triggering, or traumatic. Assist them in reducing this by attempting to get a broader picture of why they are visiting you and situating your meeting in believing and supporting the student.

- Always be upfront and transparent about your capabilities to assist, and do not overpromise.
- Give the student a brief overview of your understanding of their needs based on the information provided and ask for them to provide any additional context they are comfortable with. Ensure these conversations are focused on how you can support them, rather than outlining the details of an event(s).



**Understand that trans and nonbinary students have a higher likelihood to be subject to sudden loss of housing or evictions, or need emergency re-housing due to hostile environments.** They may not have a safe friend or family member to stay with. Provide resources on emergency housing and train staff on how to engage with students in a housing crisis. Ensure these emergency resources will not interfere with their financial aid. See “[Recommendations for Financial Aid](#)” for additional resources.



**Ensure that hardship and emergency funds (sometimes referred to as Dean’s funds) can be accessed by trans and nonbinary students who are cut off from their families or who otherwise experience financial barriers.** See “[Recommendations for Financial Aid](#)” for additional resources on how to ensure students are able to access these funds without impacting their financial aid.



If funding is offered to help students with expenses, **ensure trans and nonbinary students are able to receive funding to cover legal name and document change fees, gender-affirming clothing and accessories, and healthcare costs**, and that these funds are being siphoned from a different line than their financial aid.



**If you offer a clothing closet, be sure that it provides apparel and accessories often needed by trans and nonbinary people, such as binders, traditionally women’s clothing and shoes in larger sizes, and traditionally men’s clothing and shoes in smaller sizes.**

## Recommendations for Student Activities and Events



**Require the leaders of student clubs and organizations to attend trans and nonbinary educational training sessions and assist them in developing trans- and nonbinary-inclusive policies.**



**Encourage gender-specific student clubs and organizations to be trans- and nonbinary-inclusive wherever possible.** For example, a “women in science” group can say that it is for women and nonbinary students.



**Develop an inclusive definition of gender for gender-specific scholarships, programs, and awards.**



**Eliminate gender-based titles in pageants and competitions** (e.g., “Homecoming Royalty” instead of “Homecoming Queen” and “Homecoming King”) or make the titles more inclusive of trans and nonbinary students.



**Develop trans and nonbinary programming if such programming is not otherwise being offered on your campus.**



**Make sure that speakers, performers, and other outside vendors are aware of your campus’ trans- and nonbinary-inclusive policies.** Ensure that they understand the need for gender-inclusive language and equity.



**When the institution is paying for students to travel to an event or conference,** allow them to be identified by their lived name and gender identity whenever legal name and legal sex are not required. Do not assign students to accommodations based on legal sex; instead, allow students to choose their own roommates.



**Evaluate campus traditions and programs to ensure they are gender-inclusive** and offer the opportunity for students to attend events, wear clothes, or participate in ways that align with their gender identity or, eliminates the requirement to dress, act, or align in hegemonic and binary ideals of gender entirely. Some examples include Royal Courts, graduation regalia that is gender specific, class photographs that require suits or dresses by gender, events for Greek letter organizations and/or other societies that require gender clothing for initiates.



**For campus-wide academic programs, like convocation, commencement, other graduation ceremonies, where a gendered dress code might exist, eliminate the separation by gender or offer gender-inclusive options.** For example, if graduation robes are traditionally colored by gender, discontinue this practice or allow students to determine the color they will wear.



**If students' names are printed in a graduation program or read aloud at an event, ask them what name they want used.** If the programming is being livestreamed, allow students to decide whether or not they want their name to be included in the livestream, and allow for a break in the livestream.



**If there are livestreams, videos, or social media posts taking place, ensure students are aware that this is happening at the event.** Always ask for consent before doing so, and make it known before you begin any recording.





**At institutions that require practitioners to report the names of students who attend events, exempt attendance at 2SLGBTQIA+ events from this mandate**, as some trans and nonbinary students are not out and would be discouraged from attending events where they would have their names recorded. Instead, just report the number of attendees at 2SLGBTQIA+ events. If 2SLGBTQIA+ events are not exempted from name-reporting requirements, limit access to these records as much as possible and keep this information strictly confidential.

## Recommendations for Orientation and New Student Programs



**Ensure that trans and nonbinary student resources are shared with all incoming and transfer students** prior to and during orientation.



Partner with your international student center/office to **ensure that trans and nonbinary student resources are shared with all incoming international students** during orientation.



**Have gender-inclusive housing and restrooms available to students** during summer orientation and other programs for prospective and admitted students. See “[Recommendations for Residential Life and Campus Housing](#)” for additional information.



**Develop programs specifically for new and returning 2SLGBTQIA+ students** (e.g., welcome-to-campus events, mentorship programs, cohort-based programs for incoming and transfer students).



**Ensure there are 2SLGBTQIA+ specific trainings and programs offered for all orientations and new student programs.**



**Ensure there is a diverse representation, inclusive of trans and nonbinary voices and experiences when choosing orientation leaders, speakers, and programming.** Partner with

your gender and sexuality resource center or personnel if you have one to do so. In the case you do not, or just have a single representative, ensure you are collaborating with students and asking for their input.



**Facilitate opportunities for incoming trans and nonbinary students to connect with current students or student groups.**



**Create a feedback form for orientation and new student programming that allows students to add suggestions for future years.**



**When conducting any orientation or new student programming tours, ensure you point out where important resources are.** Some examples include but are not limited to: the gender and sexuality resource center or personnel (if present), student group or club spaces, multicultural center(s), the counseling and mental health center, and the location of any gender-inclusive restrooms in the building(s) you are in and where the virtual map is (if applicable)

## Recommendations for Campus Health Centers



**Enable students to indicate their gender and pronouns on the health center's intake form** (for how to ask about gender identity, see the [“Recommendations for Asking Gender on Campus Forms, Surveys, and Campus Records”](#)).



**Enable students to indicate the name they use, and not just their legal name, on the health center's intake form.**

Use this name when calling students in for appointments. Alternatively, use a number system to call students from the waiting room for their appointments. This protects students who are not yet ready to publicly state their name.



**Have prescriptions and lab orders written so that the name a student uses or an assigned number is called out at the pharmacy and lab.**



**Have the name and pronouns that students use for themselves prominently displayed in their electronic medical record.** This is to ensure that they are not misnamed and misgendered by health center staff.



**Include insurance coverage for gender-affirming therapy, hormones, surgeries, and other procedures for students under student health insurance and publicize this policy.**

Provide a list online of what is covered, costs/deductibles, and what is required to access this coverage (e.g., a letter from a provider). If not all gender-affirming procedures are covered by your campus health insurance, advocate for increased and better coverage, as well as a seamless process for students to access this coverage.



**Use the informed consent model of care for gender-affirming hormone therapies** and provide hormone therapies through the student health center consistent with how birth control and other hormone therapies are provided.



**Train physicians so that they can initiate hormone treatment, write prescriptions for hormones, and monitor hormone levels for trans and nonbinary students.**



**Require all campus health center staff members to attend trans and nonbinary educational trainings/workshops.** If possible, bring in an outside educator with expertise in how to provide an inclusive and welcoming healthcare environment for trans and nonbinary students.



**Regularly hold a trans and nonbinary health clinic to provide trans- and nonbinary-specific healthcare services.**



**Include information about accessing gender-affirming healthcare services on the health center website and in printed literature.**



**Use non-gendered terms when referring to parts of the anatomy and bodily processes.** For example, say “people who menstruate” rather than “women,” and “hygiene products” rather than “feminine products.”



**Ensure that trans- and nonbinary-inclusive language is being used in all medical brochures and website information.** This is particularly important in the context of sexual and reproductive health (e.g., when speaking about menstruation, ovaries, uteruses, cervixes, prostates).



**Recognize that the healthcare issues and needs of trans and nonbinary students may not relate to their gender identity.**



**Do not ask trans and nonbinary students questions about their gender identity that are not relevant to why they are being seen.**



**Adopt an informed consent model of care.** At the very least, follow the [WPATH \(World Professional Association for Transgender Health\) Standards of Care](#) for best practices in trans and nonbinary healthcare.



**Offer reproductive services that incorporate the experiences of trans and nonbinary patients.** If a reproductive health clinic is offered, select a name that is inclusive. For example, calling it a “women’s health clinic” implies that only cis women are centered and served. Trans and nonbinary people often avoid medical appointments because of how they are treated in these spaces.



**Have gender-inclusive restrooms** (i.e., single- and/or multi-user facilities that are open to people of all genders) available in all areas of the health center.



**Appoint a health center staff member to be a point person for trans and nonbinary students** having healthcare concerns and publicize the availability of this individual. Additionally, ensure that all staff receive semi-annual training on serving trans and nonbinary patients. Further, more than one health care professional should possess expertise in trans healthcare to ensure service continuity in the event that a staff person departs the institution or is on leave.



**Assemble a gender-affirming healthcare team** like the ones at [Princeton University](#) and [Boston University](#). This can be done in partnership with medical providers, counseling center therapists, sexual assault services personnel, and gender and sexuality center staff or personnel.



**Work with local EMT and emergency room staff to ensure that they can provide gender-affirming and medically appropriate care** when a trans or nonbinary student needs to be transported to the hospital. Keep a list of which hospital(s) or location(s) can do so.



**Develop a list of medical specialists (e.g., endocrinologists, gynecologists, urologists, oncologists, cardiologists) in the area who are knowledgeable about and supportive of trans and nonbinary people for when referrals are needed.** If few such providers exist, help specialists to receive the appropriate training before referring students to them.



**Campus medical clinics that are outside of the health center (e.g., physical therapy, occupational therapy, speech therapy, dental care, sports medicine) should also follow the recommendations in this section to support trans and nonbinary students.**



**Understand the mental and physical health implications of discriminatory health care practices and policies.** One way of doing so is by simply actively listening and believing students' experiences. Another is by staying up to date on current literature, policies, and recommendations. *Both the [“References”](#) and [“Appendix: Suggested Reading and Resources”](#) sections have some suggestions for literature.*

# Recommendations for Campus Counseling Centers



**Hire trans and nonbinary counseling center staff members who are comfortable being known and available to trans and nonbinary students.** If these staff members are available, allow students to indicate if they would specifically like to see a trans or nonbinary counselor. Do not assume this is what every trans and nonbinary student wants.



**Require all campus counseling center staff members to attend ongoing trans and nonbinary educational trainings/workshops** throughout the tenure of their role at the institution.



**Enable students to indicate their gender on the counseling center's intake form** (for how to ask about gender identity, see the [“Recommendations for Asking Gender on Campus Forms, Surveys, and Campus Records”](#))



**Enable students to indicate the name they use, and not just their legal name, on the counseling center's intake form.**

Ensure to ask if this name is acceptable to use when calling students in for appointments from the waiting room. Alternatively, use a number or electronic system to call students from the waiting room for their appointments. This protects students who are not yet ready to publicly state their name.



**Enable students to indicate their pronouns on the counseling center's intake form and always use these pronouns.**



**Have the name and pronouns that students use for themselves prominently displayed in their electronic medical record.** This is to ensure that they are not misnamed and misgendered by counseling center staff.



**Develop and publicize a list of area therapists who can provide long-term, supportive counseling for trans and nonbinary students.**



**Cover long-term, gender-related therapy for students under student health insurance.**



**Have at least one counseling center therapist who has the expertise to be able to write letters for trans and nonbinary students to access hormones.** Publicize the availability of this therapist through online and print literature directed toward trans and nonbinary students.



**Include information about accessing gender-affirming healthcare services on the health center website and in printed literature.**



**Offer a gender-affirming support group for trans and nonbinary students.** If resources are available, consider offering multiple groups for different identities (e.g., trans men/masculine, trans women/feminine, nonbinary people). Recognize that trans students of different genders can and do have different lived experiences.



**Recognize and never assume that the mental healthcare issues and needs of trans and nonbinary students may not relate to their gender identity.**



**Do not ask trans and nonbinary students questions about their gender identity that are not relevant to why they are being seen.**



As mentioned in the previous “[Recommendations for Campus Health Centers](#)” section, **adopt an informed consent model of care.** At the very least, follow the [WPATH \(World Professional Association for Transgender Health\) Standards of Care](#) for best practices in trans and nonbinary healthcare.



**Have gender-inclusive restrooms (i.e., single- and/or multi-user facilities that are open to people of all genders) available in the counseling center.** Provide menstrual products in all center restrooms, including men’s rooms.



**Appoint a counseling center staff person to be a point person for trans and nonbinary students** having mental healthcare concerns and publicize the availability of this individual.

## Recommendations for Human Resources Offices/Departments



**Hire trans and nonbinary Human Resources staff and ensure they are supported throughout the recruitment, hiring, and onboarding processes.**



**Have a critical eye for any centers, offices, or departments with a history of dismissing trans and nonbinary staff within their probation period, and understand that this can be a pattern.** Intervene with these centers, offices, or departments if necessary.



**Have an easily accessible web page for both prospective and current employees, as part of the Human Resources site, that provides resources and explains the school and workplace policies and protocols that affect trans and nonbinary employees** (e.g., name and gender markers, gender-affirming healthcare, restrooms and locker facilities, and information about transitioning in the workplace). This page should provide the contact information for an official who can be the point person in Human Resources for trans and nonbinary employees and help them navigate the institution around these policies and practices.



**Include gender-affirming surgeries, procedures, and therapies in the insurance healthcare plans and publicize this policy.** Provide a list online of what is covered, costs/deductibles, and what is required to access this coverage (e.g., a letter from a provider, multiple letters). Advocate with insurance providers and institutionally for increased and better coverage, as well as a seamless process for accessing this coverage.





**Throughout the application process, ask all candidates the name and pronouns they would like to be used in the interview process.** Work with all hiring managers to ensure that these are honored through the hiring process.



In addition to asking “sex,” which is required for Department of Labor reporting, also **ask gender in an inclusive way consistent with how the schools ask gender for students.** Please refer to [“Recommendations for Asking Gender on Campus Forms, Surveys, and Campus Records”](#) for suggestions. *At the time of this publication, binary sex values are required for processing employee benefits, such as health insurance. Although this information is required, consider how your benefits office can ask for legal sex, while still prioritizing gender in other systems.*



**Prepare recruitment/talent acquisition staff to equip hiring managers about the hiring process with regard to trans and nonbinary employees.** This includes:

- Using lived name and pronouns throughout the recruitment process
- Not outing candidates to others through the hiring process
- Not discriminating against candidates based on sex, gender, gender identity, and other protected classes
- Providing all hiring managers and teams with a list of illegal questions that include questions about sex, gender, and gender identity as well as other protected classes. Some examples of illegal questions can be found on [Yale’s Office of Career Strategy](#) page, and on the [U.S. Equal Employment Opportunity Commission’s FAQ](#) page.
- Providing all candidates with information about where to find gender-inclusive restrooms during the interview process, so candidates do not have to ask.
- Providing details about the gender-affirmative health coverage included under general benefits, so candidates do not have to out themselves during the hiring process to learn this information.
- If a hiring manager is concerned about a gap in a trans or nonbinary employee’s resume, they should understand that research shows that trans and nonbinary people have unemployment and underemployment at higher rates due to workplace discrimination (Smith, 2022).



**Prepare recruitment/talent acquisition staff, hiring managers, and the HRIS team to ensure that all systems indicate lived name (not legal name) when shared through electronic systems and databases on campus.**

Let all incoming employees who have a different legal name than lived name know all places where their legal name will appear (e.g., paychecks, IRS statements, insurance cards, visa paperwork) and places where employees may need to manually change their name (e.g., learning management systems, conferencing platforms, internal communication and information systems). Endeavor to address all this prior to the employee's first day to minimize discomfort and outing.



**Ask employees who are enrolling in healthcare benefits to indicate their sex rather than automatically pulling it from the job application.**



**Work with all Human Resources/benefits vendors (including medical vendors) to use lived name rather than legal name in correspondence with employees.**

This includes both mail to one's residence or office as well as email and online portals.



**If electronic systems (e.g., HR, finance/purchasing, travel, directory) are unable to pull lived name, establish a committee that can troubleshoot all systems in real-time to ensure employees are not deadnamed and outed.**

This committee should include colleagues from IT, HR, and trans and nonbinary staff and faculty.



**Ensure that sex and gender markers are not visible to managers or other colleagues.**

There should be a defined business case for why this information should be shared in identifiable ways. Ideally, gender is collected and shared in aggregated or disaggregated ways but not identifiable on a personal level.



**Prepare and train Human Resources staff who work with managers about how to best support trans and nonbinary employees in the workplace, how to honor names and pronouns, ways to respect confidentiality, and how to support a team member who is coming out and/or transitioning at work.**



**Develop a guide for both managers and for employees about how to best support a staff member who is coming out and/or transitioning to make sure this is a seamless process.** Some employees may want to tell their colleagues individually; others may want to send an email to the team; and some may prefer the manager to notify colleagues. This should be handled in a thoughtful and intentional manner that supports the trans or nonbinary employee through this process. There should be someone on the Human Resources team that can serve as a consultant through this process for the manager and employee. Training and resources should be made available for the manager and colleagues by Human Resources, in collaboration with their campus gender and sexuality resource center or personnel, rather than putting the onus for education on the employee.



**Ensure new employee orientation and onboarding is inclusive of trans and nonbinary employees and topics.**



**Ensure learning and development offerings are inclusive of trans and nonbinary employees (e.g., including professional development and management programs) and provide annual education and training about how employees can best support trans and nonbinary students, staff, and faculty, which includes trans and nonbinary campus resources.**

## Recommendations for Alumni<sup>9</sup> Affairs and Advancement Offices



**Use “alumn,” rather than “alumna” and “alumnus,” and use “alumns,” rather than “alumnae” or “alumni.”** Numerous colleges and universities have shifted to using alumn and alumns, as has the AP Stylebook. Alumnx is also acceptable.

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<sup>9</sup> We use the term alumni here to acknowledge and represent the language that most offices use. However, in line with our recommendations, we utilize alumn, alumns, and alumnx throughout.



**Develop an easy process for alumni to be able to change their names in directories and ensure that their names are changed in all alumni and advancement offices databases and in their academic records.**



**It is recommended that gender markers are not included in alumni and advancement office databases.** However, if they are, ensure that there is an easy way for alumni to provide updated information.



If an alumni has legally changed their name since graduation, **develop an easily accessible process for alumni to request a reissued transcript and diploma with their current legal name.** If they have not legally changed their name, they should also be allowed to request a reissued transcript and diploma with their lived name.



**Honor trans and nonbinary alumni who do not want their previous name, previous affiliation with a gendered campus organization, or other identifying characteristics acknowledged in any way by the school.**



**If your college or university at any point defined itself as a “single-sex college,” be mindful and inclusive of trans and nonbinary alumni.** Do not assume that all alumni identify as women or men. This is particularly the case for historically women’s colleges, historically men’s colleges, and for alumni who graduated prior to co-education at the institution.



**Provide an affinity group for 2SLGBTQIA+ alumni and provide programming and reunions activities for 2SLGBTQIA+ alumni.** [Princeton University’s Every Voice Conference](#) is a wonderful example.



**Ensure you are speaking to the lived experience of and being inclusive of trans and nonbinary alumni when speaking about 2SLGBTQIA+ alumni.**



**Stop using gendered honorifics (e.g., Ms., Mr.) on invitations and departmental mailings. 🚫**





# Recommendations for Academic & Faculty Affairs

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## Hiring



Follow “[Recommendations for Human Resources Offices/ Departments](#)” for additional language and suggestions on hiring processes.



Ensure that candidates are not discriminated against based on sex, gender, gender identity, and other protected classes.



Require diversity, equity, and inclusion training to all search committee members that includes clear guidance about hiring trans and nonbinary faculty, which is informed by current data on inclusion and belonging.



Ensure that candidates are not outed through the hiring process.



Ask all candidates their lived name and pronouns as part of the application process.



Work with search committee chairs to ensure that lived name and pronouns are used throughout the recruitment process (e.g., when talking about candidates, when introducing candidates, in interview sessions, at job talks, and in casual interactions).



**Ensure that a candidate’s identity does not become a focal point of their candidacy, or through the interview process.**



Trans and nonbinary job candidates may have previous publications under a different name (e.g., the deadname that they no longer go by). **Do not ask questions about a candidate’s name change and prepare hiring committee members to discuss a candidate’s previous research without deadnaming them.**



**Provide those who are a part of the interview process with a list of illegal questions that include questions about sex, gender, and gender identity** as well as other protected classes. Some examples of illegal questions can be found on [Yale’s Office of Career Strategy](#) page, and on the [U.S. Equal Employment Opportunity Commission’s FAQ](#) page.



**Provide all candidates with information about where to find both gendered and gender-inclusive restrooms in all campus buildings that will be accessed during the interview process,** so candidates do not have to ask. If applicable, provide them with a map of where the gender-inclusive bathrooms are on campus, and in your specific building(s).



**Consider creative ways to ask questions related to diversity, equity, and inclusion that are still in alignment with your state’s legislation.**



**Provide all candidates with information about gender-affirmative health coverage included under general benefits,** so candidates do not have to out themselves during the hiring process to access this information.



**Provide a specific and explicit itinerary of what the candidate can expect during any visitation or interview day(s),** indicating the location and time of where any and all breaks, meetings, and appointments will be held, who they will be expected to meet with, and plans for travel.



**Allow candidates to have agency over their travel planning, specifically allowing them to determine what states they are willing to travel to and through due to anti-trans legislation.**

If your institution is in one of those states, ensure you are ready to support the candidate and have resources and funding available.



**Communicate, plan, and ask the candidate their preference for any travel plans to and from airports, train, or bus locations in advance**

to ensure candidates feel comfortable and safe in how they are getting from their travel location to your institution.

## Promotion and Tenure



**Faculty members should never be deadnamed or outed during their tenure and promotion process.**



Many prominent publishers and research journals, as well as all of the Department of Energy's 17 U.S. national laboratories, have **adopted policies which streamline the process for authors to change their name on previously published works** (e.g., articles, books, and conference papers) in all digital editions. For institutional records (e.g., faculty information, course and teaching information, publication and grant data, tenure packets) **in the promotion and tenure processes, this should be mirrored if a faculty member requests this change.**



**Recognize that trans and nonbinary faculty may have previously published under a different name** (e.g., the deadname that they no longer go by). These publications should be included in the tenure and promotion packet and process, and this information should be handled sensitively and with discretion if that is the faculty member's wishes.



Research and scholarship on trans and nonbinary topics is not viewed as rigorous by some prestigious journals, which results in faculty publishing their work in 2SLGBTQIA+ academic journals, or not getting as many publications as some of their other academic peers due to inherent bias in



the field. **Tenure and promotion committees should recognize the credibility of these academic journals, so faculty who research and write about trans and nonbinary topics are not penalized by this prejudice that exists in academia.**



**Ensure that the promotion and tenure committee has trans and nonbinary representation throughout.**



**Consider the additional and often unsupported emotional and mental labor that trans and nonbinary (and many other marginalized identity groups) faculty face in their roles,** especially if they are doing work that aligns with their identity. This may include service or committee work that counts towards promotion and tenure.



**If there are not mentorship opportunities available already for trans and nonbinary faculty and staff, consider creating them to ensure access and support throughout the promotion and tenure process.**



**If promotion and tenure are not present, or, tenure is not legally allowed at your institution, consider creating other ways to promote trans and nonbinary faculty work both within and outside of your institution.** Some examples could include but are not limited to: monthly or quarterly newsletters that promote trans and nonbinary faculty work and publications, and increased collaboration with your institutions' gender and sexuality resource center or personnel.

## General\*



For trans and nonbinary faculty who do not have the protection of tenure, **ensure that all the policies and procedures are accessible to adjunct faculty.**



**Ensure that trans and nonbinary faculty are aware of their rights if a colleague (e.g., faculty member, department chair, dean, administrator, etc.) refuses to use their lived name or pronouns.**

- For US-based faculty, speak with your Title IX officer about pervasive misgendering as being a protection under Title IX.
- For Canadian-based faculty, speak to your union representative regarding personal harassment policy protections. This is true regardless of whether faculty invoke academic freedom as a cover for trans hatred and harassment.



For campuses with faculty governance and/or a faculty senate, **ensure there are protocols in place to provide awareness about and protection for trans and nonbinary faculty members.** Indiana University School of Social Work Faculty Senate has an excellent example of [Faculty Statement of Solidarity with Trans Gender Rights](#).



**Ensure that there are clear non-academic misconduct policies in place for students who deadname or refuse to use a faculty member's pronouns.**

- To take action, for US-based faculty, speak with your Title IX officer about pervasive misgendering as being a protection under Title IX.
- For Canadian-based faculty, speak to your union representative regarding personal harassment policy protections. Additionally, student conduct and dean of student offices often handle these types of complaints in both countries.

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\* Please note that these recommendations do not serve as a legal document or guidance. Please consult your Ombudsman Office or Title IX office/coordinator for additional support and questions.

- For support, many schools have confidential resources, such as an ombuds office, employee assistance program, and/or campus counselors or chaplains who are confidential. It is important that if trans and nonbinary employees are seeking out these confidential resources that the providers are trained and knowledgeable in how to best support trans and nonbinary employees.



**As has been recommended throughout, training and professional development on trans and nonbinary topics is critical.** It is imperative that colleges and universities engage and pay their campus gender and sexuality center or personnel accordingly or hire an experienced presenter, in order to not tokenize trans and nonbinary faculty, staff, students, or alumni. This minimizes the expectation that faculty are merely on display to share their experiences and provide additional unpaid labor at their institution.



Junior and adjunct faculty often feel they are unable to say no to requests to serve on committees, deliver talks, and other service commitments. Trans and nonbinary faculty are often put in the position of being asked to speak about their identities, which results in alienation from the institution and mental and physical exhaustion (i.e., burnout). **In an attempt to be “inclusive” campuses often single out and tokenize trans and nonbinary faculty in direct opposition to institutional goals around inclusion and belonging.**



For trans and nonbinary faculty who have experienced harm by colleagues or the institution, **provide an opportunity for restorative or transformative justice.**



**Review the “Recommendations for Human Resources Offices/ Departments” section for additional suggestions.**



**Provide mentorship opportunities for trans and nonbinary faculty.** If there are not other trans and nonbinary faculty in your specific department, collaborate with other departments both in and outside of your institution.

# Recommendations for Faculty in the Classroom\*



**Recognize the knowledge and power trans and nonbinary students bring to the classroom.** Challenge any preconceived assumptions you may have about trans and nonbinary students and their communities by accessing education, through workshops or research.



**Acknowledge that while some trans and nonbinary students may have similar experiences, they are not a monolith;** students have diverse social identities.



**Develop inclusive and culturally sustaining pedagogy and curriculum.** Be cognizant about how your discipline/field currently discusses and historically has addressed gender.



**Be intentional and respectful in how you address gender in your classroom.**

- Do not conflate sex, gender, and sexuality.
- Teach about trans and nonbinary identities, communities, and topics through an intersectional lens, including but not limited to race, class, disability, and immigration.
- Be sure to teach about trans and nonbinary joy, healing, and resilience.



**Integrate readings and content about trans and nonbinary people throughout the semester and not as just a standalone unit.** This is an opportunity for trans and nonbinary students to see themselves represented in the curriculum and also educate about trans and nonbinary identities and experiences. Additionally, bring in LGBTQIA+ voices (e.g., guest speakers on their topic of expertise, video clips, readings).



**Use the lived name and pronouns for students indicated on the course roster.** If your campus does not have a comprehensive system to share name and pronouns, prior to the first day of class, ask

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\* Please note that these recommendations do not serve as a legal document or guidance. Please consult your Ombudsman Office or Title IX office/coordinator for additional support and questions.

students the name and pronouns they use and then use them in all communication (i.e., verbal and written) both in class and when speaking about the student to colleagues and students.

- If you are unaccustomed to neopronouns, practice using them so that you do so appropriately. Do not rely on students to correct you and do not assume that a trans or nonbinary student who does not correct misgendering by faculty or other students is okay with it.
- Remember that pervasive misgendering (i.e., not using the names and pronouns requested by students), whether intentionally or by failing to learn their lived names and pronouns, is a violation of Title IX in the United States. The law has often been read by the U.S. federal government as applying to the mistreatment of trans and nonbinary students.



**Do not call roll (or if you do by last name only) and understand that students’ names or pronouns may change over the course of the semester.**



**Provide a nondiscrimination statement within your syllabus that includes gender identity and expression.**



**Offer a pre, mid, and post semester survey to ask students about their names, pronouns, access needs, learning goals and objectives,** and any helpful information that they would like to share.



**Consider providing information that you are comfortable sharing about yourself, your identities, background, and teaching philosophy before, early on, and throughout the class** to help establish trust and deepen relationships with students.



**On the first day of class, let students know about your inclusive name and pronoun policy and address misgendering if it occurs in the classroom.** Consider including language on your syllabus. Here is one example from [Michigan State University](#):

Name and Pronoun Policy: All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or

other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://gsc.msu.edu/trans-msu/msu-preferred-name-policy/>. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.



**Indicate where the nearest gender-inclusive bathroom is on the syllabus/course outline** (e.g., for in-person classes).



**If your institution has a gender and sexuality center, personnel, or another office or staff-person who specializes in 2SLGBTQIA+ identities and topics, include their contact information on your syllabus.**



**Share pronouns in your email signature to model gender-inclusive practices.**



**Address biased and anti-trans comments in the classroom and do not rely on trans and nonbinary students to speak up for themselves.** Use university processes to address this type of conduct (e.g., student conduct, ombuds office, Title IX).



**Get your questions answered about gender identity and how to best support trans and nonbinary students by a reliable colleague on campus,** such as a gender and sexuality resource center or personnel, or a faculty whose research centers 2SLGBTQIA+ identities and topics **rather than expecting a trans or nonbinary student to teach you.** 🗣️



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# Appendix:

## Suggested Reading and Resources

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### SUPPORTING TRANS AND NONBINARY STUDENTS IN HIGHER EDUCATION

- Trans and Nonbinary Inclusive Web Pages
  - [American University](#)
  - [University of Michigan](#)
  - [UMass Amherst](#)
- Navigating Financial Aid for Trans and Nonbinary Students
  - [Western Washington University](#)
- [Point Foundation](#) Scholarship
- [Hampshire College's](#) Model of Safety and Community Care
- Gender-Affirming Healthcare Teams
  - [Princeton University](#)
  - [Boston University](#)
- [The Williams Institute 2018 Report on Transgender Students in Higher Education](#)
- [Princeton University's Every Voice Conference](#)

- [Indiana University School of Social Work Faculty Senate Statement of Solidarity with Transgender Rights](#)

### SUPPORTING 2SLGBTQIA+ STUDENTS IN HIGHER EDUCATION BOOK RECOMMENDATIONS

- [Trans\\* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion](#) (Nicolazzo, 2017)
- [Supporting Queer and Trans Students Amidst a Rise in Anti Queer and Trans Legislation and Policies](#) (Lemerand and Duran, 2024)
- [Perspectives on Transforming Higher Education and the LGBTQIA Student Experience](#) (Herridge and Prieto, 2024)
- [LGBTQIA Students in Higher Education: Approaches to Student Identity and Policy](#) (Prieto and Herridge, 2024)

## NATIONAL SURVEYS AND DATASETS ON TRANS AND NONBINARY POPULATIONS

- [Project AVANT–Advancing Voices of Adolescents Identifying as Nonbinary and Transgender](#) - This is one of the first national, longitudinal studies surveying trans and nonbinary youth & began in 2020.
- The [2022 US Trans Survey](#)
- [The Trevor Projects’ U.S. National Survey on the Mental Health of LGBTQ Young People](#)
- [How Many Adults and Youth Identify as Transgender in the United States?](#)

## TRANS AND NONBINARY EXPERIENCES IN HIGHER EDUCATION

- Articles and papers
  - [High Impact of \[Whiteness\] on Trans\\* Students in Postsecondary Education](#) (Stewart and Nicolazzo, 2018)
  - [Workplace Experiences of Transgender Faculty at Institutions of Higher Education](#) (McKenzie, 2020)
  - [Navigating the Academic Borderlands as Multiracial and Trans\\* Faculty Members](#)

(Harris & Nicolazzo, 2017)

- [Being and Becoming Professionally Other. Understanding How Organizations Shape Trans\\* Academics’ Experiences](#) (Pitcher, 2016)

- [The Importance of Trans-Sensitive Police Policies and Practices](#)
- [Campus Pride Index](#)

## MENTAL HEALTH

- [The Healthy Mind Network](#) data has led to several articles that address the connection between mental health and inclusive policies and services for trans and nonbinary college students.
- Active Minds & MTV have created an [interactive YouTube video](#) that aims to provide tools for supporting mental health.

## PROMISING POLICY EXAMPLES

- Dissertation Inclusive Name Policies
  - [University of Oregon](#)
  - [University of Washington](#)
- The UMass Amherst Police Department’s [model policy for interacting with trans and nonbinary students](#)

- Restroom Policies and References
  - [UMass Amherst Restroom Policy](#)
  - [International Plumbing Code](#)
  - [Legislative Summary of Bill C-16: An Act to Amend the Canadian Human Rights Act and the Criminal Code](#)
  - [California State University San Marcos Restroom Signage Example](#)
- [Michigan State University's name and pronoun policy for syllabi](#)

- [Impacts of colonization on Indigenous Two-Spirit/ LGBTQ Canadians' experiences of migration, mobility, and relationship violence](#)
- [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a](#)

## TWO-SPIRIT AND INDIGENOUS RECOMMENDED RESOURCES

- [Indigenous & Two-Spirit Resources - SOGI UBC | Faculty of Education](#)
- [Native Youth Sexual Health Network](#)
- [Two-Spirit Archives | Archives | The University of Winnipeg](#)
- [Getting Started - Two-Spirit & Indigiqueer Studies - Research Guides at University of British Columbia](#)
- [Two-Spirit identities - 2SLGBTQ+ identities and child welfare](#)
- [The History of Two-Spirit Folks — The Indigenous Foundation](#)
- [Two-Spirited People of College of Nursing](#)

## HIGHER EDUCATION RESOURCES

- [National College Health Assessment from the American College Health Association](#)

## OTHER

- Resources
  - [WPATH \(World Professional Association for Transgender Health\) Standards of Care for best practices in trans and nonbinary healthcare](#)
  - [Accessible trans and nonbinary articles, books, and literature](#)
  - [Supporting Transgender and Gender Diverse Employees in the Workplace: For Employees, Supervisors and Managers – Government of British Columbia](#)

- Illegal Hiring Question  
Examples and Information
  - [Yale's Office of Career Strategy](#)
  - [U.S. Equal Employment Opportunity Commission's FAQ](#)
- Articles
  - [Arrested for Walking While Trans: An Interview with Monica Jones - ACLU](#)
  - [Violence and Law Enforcement Interactions with LGBT People – The Williams Institute](#)
  - [Trans Equality Guide to Policing – National Center for](#)

#### Transgender Equality

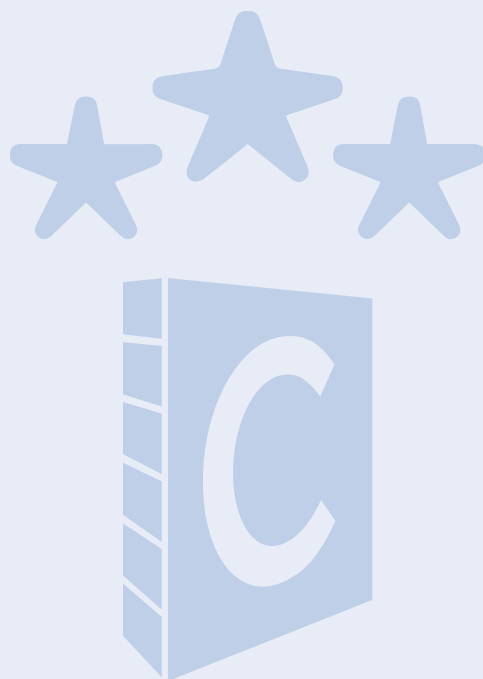
- [Being Transgender on the Job Market – Inside Higher Ed](#)
- [Transgender People Still Face a Significant Wage Gap in the U.S. - CNBC](#)



# Suggested citation

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