College of Education
Committee on Trans-Affirming Practices
Office of Diversity, Equity, and Inclusion
The University of Georgia
Thankful
Dedication
Who We Are
Welcome and Intros

• Name and identified pronouns
• If your gender was an animal....
Learning Objectives

Our Goals:
- Provide foundational information about trans history and people
- Increase awareness, knowledge, skills, and action about trans people and communities

What are you hoping to gain in our time together?
Workshop Agenda

**Part I** (9:00 a.m. - 10:30 a.m.)
- Welcome and Introductions
- Trans History
- Trans-Affirming Terminology

**BREAK – 10:30 – 10:40 a.m.**

**Part II** (10:40 a.m. - 12:30 p.m.)
- Next Steps in Developing Trans-Affirming Environments
- Q & A
Ask yourself these questions:

“Where are the gaps in my knowledge?”

and

“What can I change?”
Why Trans-Affirming Practices?

“If student affairs professionals are committed to working with all students and helping foster their personal development and academic success, then they cannot ignore transgender students. Transgender students regularly encounter institutional discrimination in higher education, which makes it particularly important that student affairs professionals understand their experiences and the obstacles they confront at most colleges and universities.”

Affirming Trans Narratives

- Trans people know themselves at any age (and they evolve)
- Trans people should be in charge of their own education and mental health
- There is **NO** one way to be trans
- Trans people can have healthy and loving relationships
- Trans people are and need **strong advocates**
Trans History
It’s easy to think that this trans thing began with Christine Jorgensen in our modern times.

However ...
Research shows the existence of trans people throughout recorded history and on every continent inhabited by human beings.
Hmmm...
Trans People and Colonization
Conceptualizing Gender Diversity

gender Nonconforming

Indigenous

Gender Diversity

Transsexual

Transgender

dickey (in press)
Self-Reflection on Gender
Trans-Affirming Terminology
The Gender Unicorn

Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression
- Feminine
- Masculine
- Other

Sex Assigned at Birth
- Female
- Male
- Other/Intersex

Physically Attracted to
- Women
- Men
- Other Gender(s)

Emotionally Attracted to
- Women
- Men
- Other Gender(s)

To learn more, go to: www.transstudent.org/gender

Design by Landyn Pan and Anna Moore
Over the years, I've learned to embrace both my love of lipstick and my facial hair, my affinity for sequins and my broad shoulders.
Use of Pronouns & Scenarios

He  She  Ze
Him  Her  Hir
They  Their  Yo
Multiple (Intersecting) Identities

- Trans
- Race/Ethnicity
- Queer
- Gay
- Religion
- Ability
- Migration Status
- Geographic Location
- Gender Expression
- Lesbian
- Family Structure
- Social Class
- Questioning
Cisgenderism

A pervasive system of oppression that privileges the gender binary system, which may exclude trans and gender variant people.
Get in pairs of 2-3.

What are some ways being cisgender is a privilege in our society?
Internalized Cisgenderism
Words that are **TRANSPHOBIC** and **WHY**

Transphobia: The fear or hatred of transgender people or people who are perceived as not meeting society’s expectations around gender roles, identities, and presentations. Transphobia is closely linked with homophobia and biphobia.

**You’re such a Tranny.**
Whether or not someone identifies as Trans, calling them a “Tranny” can be extremely offensive. This may be a term that people within the community use and reclaim for themselves, but it should not be used as a joke or without consent.

**That person doesn’t really look like a man/woman.**
What does it mean to look like a man or a woman? There are no set-externes. It also should not be assumed that all Trans men strive to be masculine or that all Trans women want to be feminine, or that all Trans people want to look like men or women. Gender presentation is fluid and depends on gender identity and all forms of gender expression deserve affirmation.

**Why would you transition if you’re going to be gay?**
Gender identity and sexual orientation are two separate aspects of one’s identity. This stereotype demonstrates how heterosexism is more valued in our society, and reinforces homophobia and transphobia.

Calling someone “it” or “He/She” is demeaning and does not validate their identity or respect them as a person.

**What is your REAL name?**
This implies the person’s gender identity and chosen name are not “real” and perpetuates the idea that Trans people are deceptive. It removes agency and their right to make decisions for themselves, and is incredibly invalidating. It presumes a right to intimate information, disregards privacy, and places Trans lives on public display.

**Asking others about Transperson’s identity, or offering information about someone.**
Asking someone about another person’s identity is inappropriate. Ask yourself why you want to know. If you are concerned about using the person’s identified pronouns, ask them directly.

**Using the wrong pronouns or making assumptions about others’ gender identities.**
It is vital that we respect the names and pronouns that people prefer. It is impossible to know without asking. If you are not sure, ask: “What are your identified pronouns?”

**What are you REALLY? Have you had surgery? If not then you’re not really a ______.**
Asking anyone personal questions about their bodies and/or surgeries is invasive and inappropriate. We don’t ask non-Trans people what is under their clothes; we shouldn’t ask Trans people either.

For more information contact the UC Davis LGBT Resource Center

[lgbtrc.ucdavis.edu](http://lgbtrc.ucdavis.edu)  
phone: 530.752.2452

Designed by Clinton Andor
Time for a Break!

10-Minute Break
Challenges Trans People Face

• Bullying & Violence
• Mental Health
• Access to Health Care
• Education
• Identity Documents
• Employment & Housing
• Bathrooms
Driver's license policies govern the process by which a state changes a gender marker on a person's driver's license. Many transgender people choose to revise the gender marker on their identity documents so that it matches the gender they live every day.

- **State allows residents to identify as nonbinary, male, or female on their drivers licenses.** (2 states + D.C.)
- **State accepts documentation from a broad range of licensed professionals in order to change gender marker. Does not require sex reassignment surgery.** (32 states + D.C.)
- **State requires burdensome proof of clinical treatment and/or other updated identity document in order to change gender marker. Does not require sex reassignment surgery.** (18 states)
- **State has unclear, unknown or unwritten policy regarding gender marker changes.** (4 states)
- **State requires proof of sex reassignment surgery, court order, and/or amended birth certificate in order to change gender marker.** (12 states)
Many transgender people choose to change their legal name to match the name and gender they live every day. Name Change Policies control the process by which an individual can change their legal name on identity documents.

- **State law permits name change without requiring public announcement of name change (14 states + D.C.)**
- **Requirement of public name change announcement is unclear, circumstantial, or under individual court’s discretion (26 states)**
- **State law requires public announcement of name change (10 states)**
- **State law includes additional restrictions and/or requirements for individuals with a criminal record (19 states)**
Insurance non-discrimination laws protect LGBT people from being unfairly denied health insurance coverage or from being unfairly excluded from coverage for certain health care procedures on the basis of sexual orientation or gender identity. Prohibitions on transgender exclusions in health insurance benefits bar health insurance issuers from denying or limiting coverage based on gender identity and require the removal of “transgender exclusions” from health plans.

- Transgender exclusions in health insurance service coverage prohibited (19 states + D.C.)
- Law prohibits health insurance discrimination based on sexual orientation and gender identity (12 states + D.C.)
- Law prohibits health insurance discrimination based only on sexual orientation or gender identity but not both (1 state)
- No law providing LGBT inclusive insurance protections (37 states)
Birth Certificate Laws

Birth certificate laws govern the process by which a state changes a gender marker on a person's birth certificate. Many transgender people choose to revise the gender marker on their identity documents so that it matches the gender they live every day.

- **State Issues new birth certificate and does not require sex reassignment surgery nor court order in order to change gender marker (14 states + D.C.)**
- **State is unclear regarding surgical/clinical requirements and/or may require a court order to change gender marker (9 states)**
- **State has unclear, unknown or unwritten policy regarding gender marker changes (3 states)**
- **State requires proof of sex reassignment surgery in order to change gender marker (20 states)**
- **State does not allow for amending the gender marker on the birth certificate (4 states)**
## Legal Protections for Transgender Individuals

<table>
<thead>
<tr>
<th></th>
<th>Georgia</th>
<th>Federal</th>
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</thead>
<tbody>
<tr>
<td>Workplace</td>
<td>None</td>
<td>Civil Rights Act 1964 Title VII</td>
</tr>
<tr>
<td>Schools</td>
<td>None</td>
<td>Civil Rights Act 1964 Title IX</td>
</tr>
<tr>
<td>Healthcare</td>
<td>None</td>
<td>Affordable Care Act Section 1557</td>
</tr>
<tr>
<td>Public Accommodations</td>
<td>None</td>
<td>None*</td>
</tr>
</tbody>
</table>

*Federal nondiscrimination laws covering public accommodations cover only race, color, religion, national origin, and disability. Federal law does not prohibit discrimination based on sex, gender identity or sexual orientation in public accommodations.
Discrimination in Elections
Trans-Affirming Practices and Next Steps
Five Keys to Service

Adapted from the Office of Justice Program, US Department of Justice

• Don’t Categorize
  — Use the person’s terms

• Know Why You’re Asking, and Explain Why
  — Don’t just ask a question out of curiosity

• Consider the Whole Person
  — Don’t assume problems are always related to being trans

• Partner With the Person
  — Good practice: ask the student/client for their needs when facing a gender-related question

• Manage your Curiosity
  — Remember your role in interacting with the student/client
Trans-Affirming Practices in Education

Pronouns (see also: [https://www.glsen.org/article/pronouns-resource-educators](https://www.glsen.org/article/pronouns-resource-educators))

- Add your pronouns to your email signature line and syllabus
  - **Level up!** Add a “what’s this” hyperlink
- Use name cards with pronouns in class for at least first month
  - **Level up!** Actively model the correct pronoun use

Curriculum

- Talk about topics related to trans and GNC students and history.
  - Include “gender expression” and “gender identity” in discussions about equality
  - Discuss relevant legislation and current events (e.g. ‘bathroom bills’ Title IX)

Know your school or institution’s policies and procedures

- How and where can student’s change their information so that their preferred name is displayed in emails, rosters, etc?
- Be familiar with policies about bathroom and locker room use rules.
  - *Do you know where the closest unisex bathroom is to your classroom(s)*?
Trans-Affirming Practices in Counseling

Awareness: Guideline 4

• How your attitude & knowledge impacts quality of care
• Aware of biases, personal beliefs, stereotypes learned from transphobic society
• Knowledgeable of Psychology’s mistreatment, harm of TGNC persons
• Continue to learn and grow-ongoing process!

Knowledge: Guidelines 1, 2, 3, 5, 11, 12

• Gender identity 101--Adapt what you believe is healthy, normal
• Gender identity vs sexual orientation
• Know the value of affirmative services
• Intersectionality impacts experience of being trans; changes in privilege, social treatment, access to resources, resilience and coping
• Knowledge about how stigma, prejudice, discrimination, violence impact health and well-being
• Develop self-advocacy strategies, navigating public spaces, identifying resources
• Know about central importance of social support, community for resilience
• Working with families may be important—psychoeducation
• Romantic relationships go through a transition experience—support groups

Skills: Guidelines 6, 7, 10, 14, 15

• Help folks navigate institutional barriers, create affirming environments
• Make your office affirming, respectful
• Correct pronoun use, change paperwork and outreach materials to use inclusive language
• **Promote social change to reduce negative effects of stigma on health**
• Policy work
• Know presenting concern may, may not be related to gender identity
• Look out for internalized messages and external experiences
• Know resilience, coping strategies that are helpful
• Collaborate across disciplines for care
Making Your Office More Trans-Affirming

• What in your office signals to trans students and clients that you are trans-affirming?

• What needs to be changed on your paperwork and other documents to signal to your trans students and clients you are trans-affirming?

• Where are the opportunities to advocate for trans students and clients in your everyday life?
## (Taking) Action Continuum Activity

<table>
<thead>
<tr>
<th>Actively Participate</th>
<th>Denying and Ignoring</th>
<th>Recognize, No action</th>
<th>Recognize, Action</th>
<th>Educating Self</th>
<th>Educating Others</th>
<th>Support, Encourage</th>
<th>Initiating, Preventing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Derogatory jokes</strong></td>
<td>• Enabling through denial</td>
<td>• Aware but no action</td>
<td>• Aware</td>
<td>• Learn more about oppression and privilege</td>
<td>• Questions and dialogue with others</td>
<td>• Back up others who speak out</td>
<td>• Work to change individual and institutional actions and policies</td>
</tr>
<tr>
<td><strong>Put-downs</strong></td>
<td>• Collusion through inaction</td>
<td>• Fear</td>
<td>• Recognizes oppressive actions by self and others</td>
<td>• Reading</td>
<td>• Share with others why you object to oppressive comments and actions</td>
<td>• Form an allies group</td>
<td>• Plan educational programs or events</td>
</tr>
<tr>
<td><strong>Verbal or physical harassment</strong></td>
<td>• Lack of info</td>
<td>• Experience: discomfort and contradiction between awareness and action</td>
<td>• Takes action to stop</td>
<td>• Workshops</td>
<td>• Join anti-discrimination organizations</td>
<td>• Join a coalition group</td>
<td>• Make sure members of marginalized groups are full participants</td>
</tr>
<tr>
<td><strong>Discriminate</strong></td>
<td>• Confusion</td>
<td></td>
<td></td>
<td>• Cultural events</td>
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Case Scenarios
Case Study 1

You are at an annual networking conference with your colleague Frank, who identifies as a trans man and uses he/him pronouns. As you meet and talk to people, you notice that people are consistently misgendering Frank as “she,” “her,” “ma’am,” or “miss” when he is not around. You also notice that people are misgendering Frank in front of him and you notice that he is becoming uncomfortable. Most of the people in the room are administrators and educators. You observe Frank becoming uncomfortable with having to correct people constantly and explain.

- What actions can you take as an ally?
- How can you intervene?
- What would some of the challenges be?
Case Study 2

You are a student teacher candidate at the local middle school. Your student, Maria comes up to you before the beginning of the first day asking you to use the pronouns “they, them, and theirs” because they identify as genderqueer. Unfortunately, other students hear this exchange and begin saying inappropriate comments to Maria and threatening physical harm.

• How do you intervene as an educator?
• How do you assure or advocate for Maria’s safety?
• How can the classroom setting facilitate this issue?
Case Study 3

Lisa is a 16 year old who identifies as a straight Peruvian trans-female. She is a second generation American, as her mother, Ana, immigrated from Peru during her childhood years. Lisa’s presenting concerns are depression and anxiety, as well as inter-family strains with her mother. During your interview with Lisa’s mother, Ana states that she does not understand her “son” and feels “he” is crazy because “he” thinks “he” is a girl. During your intake with Lisa, Lisa expresses concern around being able to talk with you about her gender identity because she is afraid of her mother finding out what you talk about.

- How do you navigate confidentiality with Lisa and her mother given Lisa is a minor?
- How do you proceed with treatment given the cultural dynamics in this case?
Case Study 4

You are in a staffing meeting, sitting next to your supervisor. The director of your office addresses a proposal to change the bathroom signs within the office building to be more inclusive of students belonging to the trans/gender nonconforming community. This causes quite a stir among your professional peers. Your supervisor then says to everyone, “I feel uncomfortable with some man playing dress up coming into the same bathroom that I use! That just feels unsafe to me. What if there are children in there?” Then she turns to you and asks “Don’t you agree?”

- What is your role as a trans-affirming ally?
- How would you address the supervisor?
- How could this be an education opportunity?
Trans-Affirming Practices

Recognize that being multiculturally competent is a lifelong journey!
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Dedication