

# Campus Climate for Transgender and Nonbinary Students

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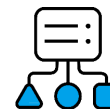
# About ansrsource

- **Who we are:** We are a global team of *multi-disciplinary* experts designing *content solutions*.
- **What we do:** We design, develop, and deliver *customized learning experiences*.
- **Why choose us:** We have close to *2 decades of experience* working in the *content development* business.
- **How we do it:** We design and deliver custom learning solutions with *speed, scale, and sophistication*.

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Course design and development



Accessibility services



Learning assets



User experience services



Assessment



Other digital services



Content curation

In 60  
minutes or  
less...

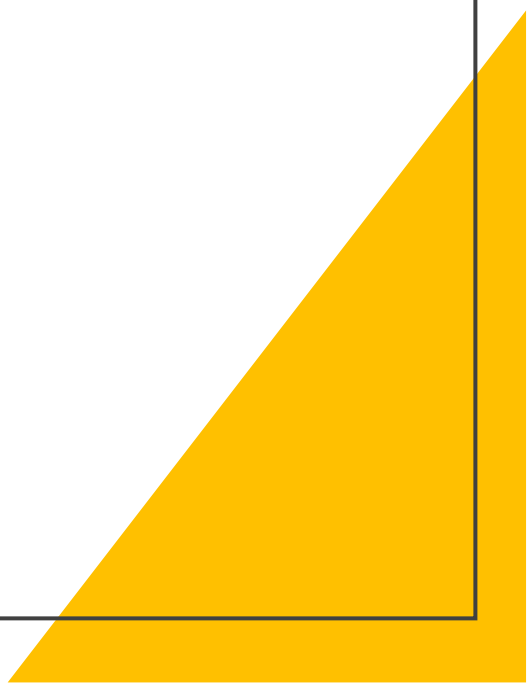
- Vocabulary/terminology
- Gender and socialization
- Pronouns and recovering from mistakes
- Presentation of data and findings
- Discussion of best practices

# The Why...

The truth is that while we may be hearing more about the transgender and nonbinary communities, they have always existed. The terms, language, concepts may be new.

# Review of Terminology

- How did you do?
- Any terms/definitions that were new for you?
- Any terms/definitions that you would like to discuss?



# Gender and Our Socialization

Question 1: Reflecting on your experience as a child or teen, what kind of messages do you remember getting from schools, communities, and the media about what it means to “act like a man” in US society?

Question 2: Reflecting on your experience as a child or teen, what kind of messages do you remember getting from schools, communities, and the media about what it means to “act like a lady” in US society?

Question 3: Reflecting on your experiences as a child or teen, can you remember a time that you were reprimanded by an adult or peer for failing to conform to standards for “acting like a man” or “acting like a lady” in US society?

Question 4: What do you remember hearing about transgender persons from schools, communities, media, etc.?

## Recommendations surrounding pronouns


- Pronouns are never preferred
- When in doubt:
  - Ask: What are your pronouns?
  - Use gender neutral pronouns they/them/their
- Do not assume someone's pronouns just because of the way they are dressed
- Asking for someone's pronouns is encouraged, but respect their silence if they choose not to tell you
- When someone tells you their pronouns, respect and use them
- Ensure the person is safe being out in other spaces

# Real-Life Mistakes & Recovering

## Mistakes

- “Ladies and Gentlemen, we will start in a few minutes...”
- “Hey, guys, let’s go...”
- Refusing to use someone’s name or pronouns.
- Using someone’s deadname.

## Recovery

- Recognize and apologize
  - Avoid making the mistake again
  - Educate yourself
- 
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# Data Collection

Student	Academic Standing	Gender Identity	Pronouns
Alex	Freshman	Nonbinary	They, them, their
Austin	Sophomore	Genderfluid	They, them, their
Ellery	Not disclosed	Nonbinary and trans*	They, them, their
Gwynn	Not disclosed	Transwoman	She, her, hers
Hank	Sophomore	Male	He, him, his
Jay	Sophomore	Transgender man	He, him, his
John	Sophomore	Male	He, him, his
Lucas	Sophomore	Transgender man	He, him, his
Raven	Junior	Genderqueer	They, them, their
Ray	Senior	Androgynous/Genderfucky	She, her, hers

# Areas of Physical/Emotional Safety

Pervasive, cisnormative environments seem to implicate areas where students feel unsafe

Physically/emotionally* safe	Physically/emotionally* unsafe
LGBTQ services* Library* Supportive faculty members coinciding with program of study	Counseling center* Fraternity and sorority housing Poorly lit areas of campus Residence halls (first year in particular) Student fitness center*  Student services building*

# Findings

Five major themes emerged

- Student resiliency
- Language and visibility
- Availability of and access to resources
- Education and awareness
- Campus spaces

# Findings: Student Resiliency

- Persistence in an oppressive environment
- Through lack of gender recognition
- With extra levels of anxiety that their cisgender peers do not have to navigate

# Findings: Language and Visibility

- Inclusive language is important to establish a welcoming campus climate
- Transgender and nonbinary students are looking for visible recognition from their faculty that they are a part of the classroom

# Findings: Availability of and Access to Resources

- Despite existence of resources, students are:
  - Unaware that the resources exist; and/or
  - Resources are inadequate to meet their needs
- Students struggle to find safe bathrooms in all buildings on campus

# Findings: Education and Awareness

- Specifically related to classrooms
  - Not safe for transgender and nonbinary students
  - Pressure to speak up and accept the responsibility of teaching others about their identity and community

# Brainstorming Activity

Based on the information provided, what are some areas where you, as HR Professionals, can focus to make an impact?

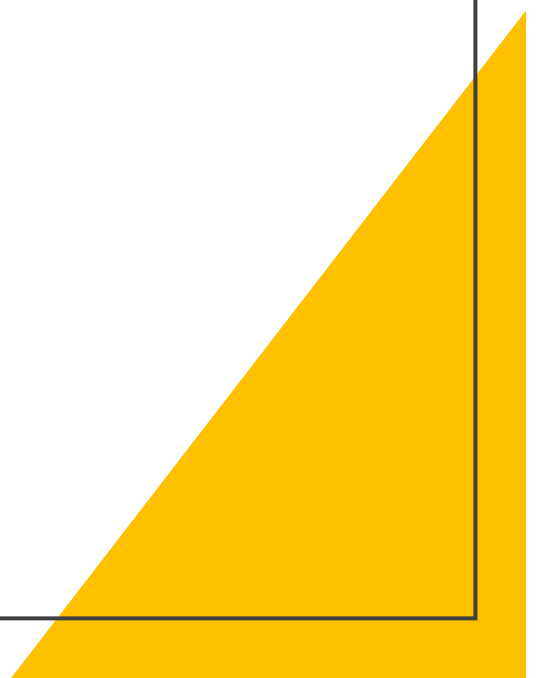


# Small ways to make an impact

- Educate yourself about the community
- Attend programs
- Be aware of resources to help students, faculty and staff
- Use gender-inclusive language
- Share gender inclusive bathroom locations with every faculty, staff, and student
- Respect and use names and pronouns

# IDEAL Space

- Safe Space > Brave Space > Ideal Space
- IDEAL Spaces
  - Inclusive
  - Diverse
  - Equitable
  - Accessible and Authentic
  - Learning



# Conclusion

Current transgender and nonbinary persistence seems to be solely due to the students' ability to remain resilient while navigating a hostile climate, to the LGBTQ services director, and their peer community.

If the university community is truly committed to the success of all students, there needs to be a serious commitment to the success of transgender and nonbinary students.



# Student Quote

*“Part of it is the fact that it is not the best climate for [transgender] students. I think. Like the fact that [transgender] students either don’t come to [the institution] or don’t stay there. You still have to care about their needs because you not caring is the reason why there’s a small population.” - Ellery*

# Discussion

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## How ansrsource partners with universities







# How ansrsource partners with universities



**ansrsource**  
Accelerating Better Ways to Learn™



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## How we can help



- **Our mission:** We make learning more effective, accessible, and affordable.
- **Our expertise:** ansrsource designs, develops, and delivers customized learning experiences and content with speed, scale, and sophistication.
- **Our partnerships:** Partnering with leading universities, corporations, learning technology companies, and publishers, our global team of more than 300 in-house learning experts works together to accelerate better ways to learn.

# The scope of our expertise



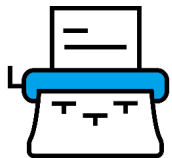
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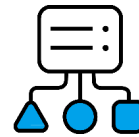
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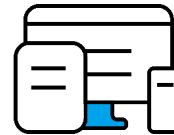
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## How we partner with universities



- One or more instructional designers (IDs) paired with one faculty member subject matter expert (SME)
- Faculty member (SME) and ID form an intellectual partnership
- The syllabus or an outline is the basis of the road map of the online learning experience
- Faculty members provide their content expertise and their understanding of teaching and learning
- **ansrsource's** design and development team translates that content and those ideas into engaging, effective, memorable online learning experiences



# What's next?

Reach out if can **we partner**  
to meet your goals?

[contact@ansrsource.com](mailto:contact@ansrsource.com)

