

TRANSGENDER TASK FORCE

Final Report

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Task Force Charge

- 1) To develop inclusive language to be used across campus
- 2) To review facilities (including restrooms, locker rooms, residence halls and other relevant spaces) to determine their level of support and inclusivity
- 3) To recommend standards around communication of transgender topics
- 4) To research and recommend additional opportunities for campus wide education and training on transgender topics and inclusion
- 5) To review College policies regarding their potential impact on transgender students, staff, and faculty.

Introduction

Transgender people have been in the national spotlight over the last few years. From the publicity surrounding Caitlyn Jenner's transition to the Oscar winning film *The Danish Girl*, American society has been receiving an overdue education on the phenomenon of transgender and gender fluid identities. Opposition to recent legislation requiring transgender people to use the bathroom associated with the gender on their original birth certificate has raised questions of Title IX protection. Colleges and universities have had to closely study their policies and campus climates as they have become more aware of transgender students, faculty, and staff on their campuses. Women's colleges have faced unique challenges, especially when it comes to their admission policies and campus facilities, some of which (such as locker rooms) are available only to one gender. Cedar Crest College has followed the national discussion on college campuses closely. President Ambar

commissioned a task force in August 2015 to research the relevant issues and to make recommendations to ensure that Cedar Crest is an inclusive and welcoming environment for all people, including those who identify as transgender and gender fluid.

1. Inclusive Language

There are two major issues concerning inclusive language that the task force addressed. The most important issue was to determine a way in which transgender students can use their preferred name on ID's, on class rosters, discussion forums, and other college uses that do not require a legal name (such as a transcript or a pay check or tax document). The second issue we discussed was the use of pronouns.

Use of Preferred Name Recommendations

The task force recommends that students, faculty and staff have the option to use a preferred first name.

Members of the community who use a preferred name may include those who prefer to use:

- a middle name instead of a first name;
- an anglicized name;
- a name to which the individual is in the process of legally changing;
- a name that better represents the individual's gender identity;
- a stage or performance name.

College policies concerning the use of a preferred name and the right to refuse a preferred name change will need to be established. Examples of names which other institutions deem inappropriate include use of obscene, profane or vulgar words, names used for fraudulent purposes, cartoon or other commonly known fictional characters, names which create confusion of the individual with another person. We recommend that the policy require that preferred names be limited to alphabetical characters, a hyphen (-) and a space. The Registrar should be designated as the person to decide if a name is appropriate or not.

Admissions: It is recommended that the preferred name field presently found on admissions inquiry and application forms be kept in place, so that students may indicate their preference there.

Post-Enrollment: It is recommended that the preferred first name field on MyCedarCrest presently found under "Personal Info" remain available to students, faculty and staff.

- **Places where Preferred Name Displays (in addition to the legal first name):**
It is recommended that the preferred name be stored in the "Nickname" field in Jenzabar EX, since the "Preferred Name" field in EX has traditionally been used by the Registrar's Office to hold the legal name which appears on a student's official transcript.

It is recommended that the preferred name appear in addition to or in some cases in lieu of the student's legal name on course rosters, grade rosters, Finish Line, housing information,

campus police information, health services records, institutional advancement records, student IDs, MyCedarCrest login, Cedar Crest email account, Merit, and athletic rosters.

- **Systems Implementation**

It is recommended that a working group which would consist of representatives from IT, the Registrar's Office, Admissions, SAGE, Academic Services, Provost/Faculty, Student Financial Services, Student Affairs, Residential Life, Campus Police and the Cressman Library be developed in order to address the implementation of the use of preferred name across campus-wide systems.

2. Facilities

All Gender Bathrooms on Campus

All Gender Bathrooms is an initiative to address the lack of gender neutral bathrooms in Cedar Crest College's buildings. In order to ensure that *all* students, faculty, staff and campus visitors have a place where they feel safe using the bathroom, the College wants to make sure that there are accessible gender neutral bathrooms in academic, administrative and residential buildings within proximity of each other. Currently, there eleven of the seventeen buildings on campus where gender neutral bathrooms can be an option [Please see table below with further details]. The goal is not to turn every bathroom gender neutral, but to make sure that everybody has a choice in every building.

An All Gender bathroom is a bathroom that anyone of any gender can use. In contrast, gender segregated bathrooms are those that mark "women" or "men" on the door. All Gender bathrooms can be single or multi-stall. Single stall All Gender bathrooms are ones that you enter, close the door behind you, and have the facility to yourself. Multi-stall All Gender bathrooms are larger rooms with multiple stalls and multiple sinks where anyone of any gender can enter. All Gender bathrooms can benefit several different groups of people including parents with differently gendered children, people who necessitate an attendant in the restroom who may be of a different gender, and trans* and gender non-conforming people.

In order to educate the College community on the All Gender Bathrooms on campus, in consultation with the Director of Diversity and Inclusion, we recommend sending out an email at the start of each semester with information on the locations of the All Gender Bathrooms on campus.

Gender-Inclusive Residence Halls

The office of residence life supports gender-inclusive housing which permits two or more students to agree to share a residence hall room regardless of the students' gender assignment or gender identity. In order to provide gender-inclusive housing, current students will be able to select rooms together during the annual housing selection process in the spring semester. For new students, a statement will be added to the housing application indicating that if a student wishes to request housing arrangements, such as gender-inclusive housing, then the student should contact the office of residence life.

Locations for All Gender Bathrooms:

Building	Proposed Location	#	Currently*
Allen House^	Main level (1)	1	Single Service Bathroom
Alumnae Hall^	100 level (2)	2	W=1S/M=1S 1 U (remove urinal)
Blaney Hall^	100 level (1)	1	W=1S
Butz Hall^	MCC level (2)	2	2 Single Service Bathrooms
Cressman Library^	Top Floor (1)	1	W=2S (remove 1 stall)
Curtis Hall^	By Health Services (1)	1	M=1S
Pool Science Center^	Newly renovated West Hallway (2)	2	W=1S/M=1S 1U
HBB^	n/a but could be with renovation	0	
Hartzel Hall	2nd Floor	0	2 S
Lees Hall	n/a	0	
Miller	n/a	0	
Moore Hall^	Ground Floor (2)	2	W=2S/M=1S 1U
Oberkotter	n/a	0	
Facilities/Campus Police	Campus Police (2)/Printing Services (1)	3	W=2S/M=1S 1U//Single Service
Steinbright Hall^	Dance Studio (1)/Res. Hall Entranceway (1)	2	DS=Single Service/RH=M=1S 1U
Rodale Aquatic Center^	Single Service Bathrooms/Showers (2)	2	2 Family Changing Rooms
Tompkins College Center	Bookstore Level (1)	1	W=2S
Total		20	

*Key *W = Women's Room* *M = Men's Room* *S=Stall* *U=Urinal*

^Current single bathrooms can receive signage and locks: Allen House (1); Blaney Hall (1); Butz Hall (2); Curtis Hall (1); Moore Hall (2); Pool Science Center (2); Steinbright Hall (2); Rodale (2). With current renovations, the following buildings will also include All Gender Bathrooms: Alumnae Hall, Cressman Library; HBB.

3. Communication

Discussions around communication led to a consensus that we need to prioritize people's use of preferred name and preferred pronouns. There are technological challenges to making that happen seamlessly across all platforms (course rosters, discussion boards, etc.). The task force members are committed to the principle that a person should not have to continuously self-disclose status and preferences. We recommend putting a process into place to notify offices and faculty of preferences once a semester automatically in the case of students.

4. Education

As one component of the overall campus transgender plan with a focus on promoting an inclusive environment for transgender students, we recommend that the campus make trans-

inclusiveness explicit through educational and training. We recommend offering discussion forums several times each semester, utilizing the curriculum and resources available through the Safe Zone Project (<http://thesafezoneproject.com/>). Additionally, by developing relationships with local and national LGBTQ groups, we can provide knowledgeable individuals to lead the discussions. These associations can include: GLSEN, Pride of Greater Lehigh Valley, Bradbury-Sullivan LGBT Community Center, etc.

The forums could include round table discussions that focus on topics specific to faculty, students, and the campus community at large as each population has their own needs and questions. It is important to create a plan that is sustainable and not make inclusiveness a one-shot opportunity. The use of round table discussions is used successfully by some of our LVAIC constituents, particularly Muhlenberg College, as a means of providing pertinent information related to the use of gender neutral pronouns as well as communication with transgender students.

Another component of this education/campus training plan includes the implementation of a peer-led educational program that will provide faculty, staff and students with development opportunities to foster a supportive campus environment that understands the needs of the LGBTQ community in higher education. This will be an on-going endeavor with sustainability to support all current and incoming CCC students.

It is important for the faculty to have opportunities to increase their cultural awareness. However, the goal of faculty education needs to go beyond awareness. The faculty will need educational opportunities that focus on LGBTQ specific language and curricular additions to their courses when appropriate. Venues such as the aforementioned forums, faculty workshops, and faculty meetings may be utilized.

We also recommend providing campus activities that coincide with specific LGBTQ celebrations or awareness. These can include: October – LGBT History Month, National Coming out Day – Oct. 11, **Transgender Day of Remembrance – Nov. 20**, etc.

Finally, it is vital to coordinate any endeavors with the Diversity Task Force and the Multicultural Center here on campus.

5. College Policies

The primary policy issue that the task force identified as needed review is our admissions policy. As a women's college, we have only admitted women to the traditional undergraduate college. Several

students who were admitted as women came to identify as trans men and were permitted to continue as students at the college. We have never admitted a trans woman into the undergraduate women's college.

Women's colleges have charted a variety of paths through the questions raised by the potential admission of people who are not women. They range from colleges that will accept only those who consistently live as female and identify as female (Barnard College) to those who will accept everyone except those born male who continue to identify as male (Mount Holyoke), and various options in between. See Appendix A for a collection of admission policy statements from other women's colleges.

Whatever policy the College adopts, the college will have to make clear its policies on its website with regard to trans men, trans women, and gender non-conforming students.

Proposed Cedar Crest College admissions statement

Cedar Crest College is committed to offering a women's college experience for traditional-status undergraduates who are born biologically female or who self-identify as women, as well as an adult undergraduate program and a graduate program for all genders via its School for Adult and Graduate Education (SAGE).

Cedar Crest does not discriminate on the basis of race, color, marital status, religious creed, national origin, ancestry, sexual orientation, or disability in its admissions policies, scholarship and loan programs, or in the educational programs, co-curricular activities, or residential facilities it sponsors. Cedar Crest's women's college admissions policy is informed by Title IX of the Education Amendments of 1972, which allows for single-sex admissions policies in institutions of higher education that have historically served women. Cedar Crest does not assume a gender binary in its definition of "women."

With regard to admission of traditional-status students, Cedar Crest welcomes all students who self-identify as women and who seek a women-centered education. To qualify for traditional-status admission, a student must select "female" on her application and self-identify as a woman.

Nondiscrimination Policy

The current nondiscrimination policy as listed in the catalog is:

Cedar Crest College complies with all applicable federal, state, and local legislation and does not illegally discriminate in educational programs or in employment on the basis of race, color, religion, national or ethnic origin, age, gender, disability or sexual orientation. Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services at 610-606-4628. Further, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1972 it is college policy that no person shall be denied consideration for admission solely by reason of her/his disability.

The task force recommends updating this nondiscrimination policy to include the phrase "gender identity or expression."

Recommendations

The Task Force makes the following recommendations:

1. The College should pursue a technological fix to Jenzabar to allow students, faculty, and staff to choose a preferred name that would be used on course rosters, discussion boards, and all documents except those requiring a legal name. At the same time, determine a protocol by which faculty can be advised of a student's preferred name and pronouns before classes begin.
2. Implement All Gender bathrooms in the eleven buildings where possibilities have been identified.
3. Implement a policy for Gender-Inclusive housing for students.
4. In coordination with the Diversity and inclusion Center, provide regular development opportunities for faculty, students and staff on transgender issues.
5. The Cabinet should consider what our Admissions policy is with regard to transgender and gender non-conforming students and ensure that such policy is accessible through the College website.
6. The College should update all policies on non-discrimination to refer to gender identity or expression.

Resources

Harris, Elizabeth A. "Barnard College, After Much Discussion, Decides to Accept Transgender Women." *NY Times*, 4 June 2015.

http://www.nytimes.com/2015/06/05/nyregion/barnard-college-to-accept-transgender-women.html?_r=1

Mills College Undergraduate Admissions Policy for Transgender or Gender Questioning Applicants
http://www.mills.edu/academics/undergraduate/catalog/admission_applying.php

"Model Admissions Policy on Transgender Students at Women's Colleges." Trans Student Educational Resources.

<http://www.transstudent.org/admissionspolicy.pdf>

Mount Holyoke: Admission of Transgender Students

<https://www.mtholyoke.edu/policies/admission-transgender-students>

Smith College: Gender Identity and Expression

<http://www.smith.edu/diversity/gender.php>

Appendix A

Women's Colleges Admission Policies

Barnard College

In furtherance of our mission, tradition and values as a women's college, and in recognition of our changing world and evolving understanding of gender identity, Barnard will consider for admission those applicants who consistently live and identify as women, regardless of the gender assigned to them at birth. We will also continue to use gendered language that reflects our identity as a women's college. [Note: does not accept gender non-conforming students or trans men]

Mount Holyoke College

Mount Holyoke College welcomes applications for our undergraduate program from any qualified student who is female or identifies as a woman.

As a pioneer in higher education, Mount Holyoke remains committed to its historic mission of providing access to excellence for academically talented women regardless of socioeconomic background. The College values each student's development, both academically and personally, and recognizes that self-identity may change over time.

The following academically qualified students can apply for admission consideration:

- Biologically born female; identifies as a woman
- Biologically born female; identifies as a man
- Biologically born female; identifies as other/they/ze
- Biologically born female; does not identify as either woman or man
- Biologically born male; identifies as woman
- Biologically born male; identifies as other/they/ze and when "other/they" identity includes woman
- Biologically born with both male and female anatomy (Intersex); identifies as a woman

The following academically qualified students cannot apply for admission consideration:

- Biologically born male; identifies as man

Mills College

Mills admits self-identified women and people assigned female at birth who do not fit into the gender binary.

Smith College

[From their Gender & Inclusion FAQ]

Is Smith still a women's college?

Absolutely. In its mission and legal status, Smith is a women's college. And, like other women's colleges, Smith is a place where students are able to explore who they are in an open and respectful environment.

Does Smith have transgender students?

Like nearly every college, university and school today, Smith College has a diverse and dynamic student body that includes individuals who identify as transgender. Students at Smith, whatever their gender identity or gender expression, are diverse, accomplished and various in their views.

Are trans women eligible for admission to Smith?

Applicants who were assigned male at birth but identify as women are eligible for admission.

How does Smith decide who is a woman?

It doesn't. With regard to admission, Smith relies upon the information provided by each student applicant. In other contexts, different definitions and requirements may apply. For example, the definition of a woman for NCAA competition may differ from the definition of a woman for purposes of admission to Smith or other single-sex colleges.

What is required of trans women applicants to be considered for admission?

Smith's policy is one of self-identification. To be considered for admission, applicants must select "female" on the Common Application.

Are trans men eligible for admission?

Smith does not accept applications from men. Those assigned female at birth but who now identify as male are not eligible for admission.

Are applicants who identify as genderqueer or gender non-binary eligible for admission?

Our focus on women's education means that we consider for admission applicants who identify as women and who seek entrance into a community dedicated to women's education.

Wellesley College

6. How does Wellesley consider applications from transgender students?

Wellesley will consider for admission any applicant who lives as a woman and consistently identifies as a woman; therefore, candidates assigned male at birth who identify as women are eligible to apply for admission. Those assigned female at birth who identify as men are not eligible for consideration for admission. Steadfast in our commitment to the College's mission of educating women, Wellesley

will consider for admission women who are prepared for a rigorous academic environment that challenges them to achieve at their highest potential.

7. Are individuals assigned female at birth who identify as non-binary eligible for admission?

Yes. Wellesley accepts applications from those who were assigned female at birth and who feel they belong in our community of women. The College provides students with a uniquely empowering learning environment—one designed specifically to prepare women to thrive in a complex world.