



An initiative of the National Center for Transgender Equality

designed and developed by

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PREFACE

This capstone exists in two parts. The primary body of work is the TONI Project itself, which as of this writing may be accessed at www.transstudents.org/newsite. (It will ultimately be moved to the root domain of transstudents.org). This document is a supplement to the website, exploring and analyzing the history and trajectory of the project and the reasoning behind its creation. It is heavily based off of my experience working with TONI as its developer and project manager, supplemented by interviews with NCTE executive director Mara Keisling and communications coordinator Vincent Paolo Villano. Internal documents used by NCTE during the grant application process and emails exchanged between myself and project collaborators were also used as primary sources. Quotations and paraphrasing of the interviews and emails are attributed to the respective speakers where applicable.

During the research process, I explored literature on student development and the experiences of lesbian, gay, bisexual and transgender students and adults to evaluate what resources currently exist and how well the project is addressing known areas of need. These sources are included in the References section.

Due to the sensitive nature of the “Inter-Organizational Conflicts” section, some information is intentionally vague to protect future working relations. This section may be modified or removed in other editions of this document.

This project has been a long time in the making, and seeks to embody feminist ideals by facilitating the sharing of knowledge and the coming together of oppressed persons to empower themselves to create change in their communities. The opportunity to use the capstone process as an avenue to pursue these ideals is greatly appreciated by myself as well as my colleagues who TONI seeks to serve.

A handwritten signature in black ink that reads "Toni". The script is fluid and cursive, with a large, sweeping 'T' and a trailing flourish at the end.

INTRODUCTIONS AND THANKS

The National Center for Transgender Equality (NCTE)

The National Center for Transgender Equality is a national social justice organization devoted to ending discrimination and violence against transgender people through education and advocacy on national issues of importance to transgender people. By empowering transgender people and allies to educate and influence policymakers and others, NCTE facilitates a strong and clear voice for transgender equality in our nation's capital and around the country.¹



Mara Keisling

Mara Keisling is the founding Executive Director of the National Center for Transgender Equality. A transgender-identified woman, she has led NCTE in coalition efforts that have won significant advances in transgender equality such as the passage of the first ever transgender-inclusive federal legislation and the historic first Congressional Hearing on transgender issues. Mara is a graduate of Penn State University and did her graduate work at Harvard University in American Government. Mara has almost twenty-five years of professional experience in social marketing and opinion research.²



Tonei Glavinic

Tonei Glavinic is a senior at American University, double majoring in political science and women's, gender and sexuality studies. Tonei was a work study intern at NCTE in Fall 2009 and Summer 2010, and has been working with NCTE on a contract basis since September 2011. In April 2011, Tonei received the Richard L. Schlegel National Legion of Honor Award in part because of work done on the TONI Project.



The TONI Project Advisory Board

The Advisory Panel consisted of student activists and movement leaders working for the equality of LGBT college students across the country. Many thanks go out to Emilia Dunham of Northeastern University; Genny Beemyn of the Stonewall Center at the

University of Massachusetts Amherst; Jenette Caden of Wright State University; Justin Adkins of the Multicultural Center at Williams College; Peter Dakota Molof of

Portland State University; Sam Menefee-Libey of Campus Progress at

the Center for American Progress; Sara Bendoraitis of the GLBTA Resource Center at American University; Shane Windmeyer of Campus Pride; Stef Shuster of the University of Iowa; Sue Rankin of the Pennsylvania State University; and Taj Michael Smith of the University of California, Santa Cruz.³



The David Bohnett Foundation

David Bohnett and the David Bohnett Foundation are committed to improving society through social activism. They pursue

this mission by providing funding, state-of-the-art technology and technical support to innovative organizations and institutions that, in addition to meeting their funding guidelines, share their vision.⁴ The author is incredibly grateful to the David Bohnett Foundation for its support of this project. For more information, visit bohnettfoundation.org.



DEFINITIONS

Drupal

Drupal is an open-source content management system and framework - in other words, the behind-the-scenes software that makes complex websites work.



According to a technology research firm, 1.9% of websites run on Drupal, making it the third most popular content management system after Wordpress and Joomla. (Over 70% of the Internet does not use any content management system.)⁵ Other organizations using Drupal include Penn State University, Portland State University, the Barack Obama and Hillary Clinton campaigns, and the White House.⁶

LGBT

LGBT is an acronym for “lesbian, gay, bisexual, and transgender,” and is one of several acronyms used to refer to people who are non-heterosexual, gender non-conforming, or both. While the TONI Project focuses specifically on the needs of transgender people, some resources it refers to may be targeted more generally at LGBT people as a whole.

Student

For the purposes of this document, “student” refers to a person enrolled at any level of an institution of postsecondary education.

Trans/Transgender

Transgender is an adjective used to describe individuals whose gender identity does not correspond to the gender they were assigned at birth. NCTE uses “transgender” broadly to “include those who transition from one gender to another (transsexuals), and those who may not, including genderqueer people, cross-dressers, the androgynous, and those whose gender non-conformity is a part of their identity.”⁷ For the purposes of this document, “transgender” and its shortened version “trans” are used interchangeably.



Web Hosting

Web hosting is a service which provides disk space on a server and an address to access that space from via the Internet. Various web hosts have different types of software on their servers, which allows them to provide services to different types of websites. Drupal requires two types of software, a database program called MySQL and a programming language called PHP.

Wiki

A wiki is a website which allows users to “add, modify or delete its content” through their web browser.⁸ Wikipedia is the most well-known wiki, although there are many others of various sizes. While TONI does not run wiki software and may not technically be considered a wiki (largely because its software does not facilitate simple links between pages), the wiki model was a major basis for TONI’s development.

THE TONI PROJECT

What is TONI?

The TONI Project is an online database of user-submitted information about policies and practices that affect transgender people at colleges and universities across the country. Students, faculty and staff are encouraged to create an account and submit information about everything from nondiscrimination policies to health insurance to how to change the name that shows up on an ID card or an email account. Like a wiki, information becomes available immediately when it is submitted - the community is responsible for ensuring that submitted content is helpful, accurate, and appropriate. The site also provides a moderated comments section where users can post personal experiences, questions, and other information which does not fit into the existing framework. The home page of the site appears below.



The screenshot shows the TONI Project website. At the top is the logo "TONI PROJECT" with the tagline "Transgender On-campus Nondiscrimination Information" and a "SIGN OUT" link. Below the logo is a dark blue navigation bar with links: "GET STARTED", "FIND A SCHOOL", "ADD A SCHOOL", "RESOURCES", and "ABOUT TONI". A search bar is on the right. The main content area features a large "Welcome" banner with a photo of four students and the text "What is really going on at your campus? The Transgender On-campus Nondiscrimination Information Project is where students like you can share what it's like to be transgender on college campuses across the country, and find the resources to organize for inclusive policies." Below the banner is a "GET STARTED" button. The page is divided into three columns: "FEATURED SCHOOL" featuring Earlham College, "GET STARTED" with a description of the project and a link to learn more, and "NEWS" with three recent articles from December 8 and 6.

TONI PROJECT
Transgender On-campus Nondiscrimination Information

SIGN OUT

GET STARTED FIND A SCHOOL ADD A SCHOOL RESOURCES ABOUT TONI

Welcome

What is really going on at your campus? The Transgender On-campus Nondiscrimination Information Project is where students like you can share what it's like to be transgender on college campuses across the country, and find the resources to organize for inclusive policies.

GET STARTED

FEATURED SCHOOL

EARLHAM COLLEGE

Earlham College

GET STARTED

The TONI project is a first-of-its-kind space for students to share college and university policies important to transgender people. Use this site to learn about campus housing policies, health plans, and curricula, or add and edit information about the school you currently attend.

[Learn more and get started today.](#)

NEWS

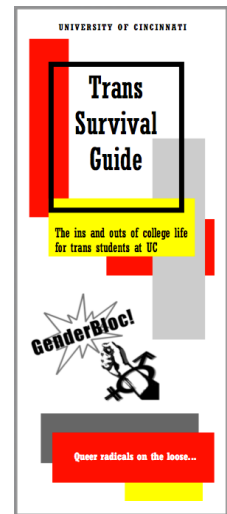
December 8 [Keisling Speaks On Equality Matters Podcast](#)

December 8 [Almost One-Third of the Largest Companies Now Cover Trans Health](#)

December 6 [NCTE Applauds Obama Administrations Historic Call for LGBT Human Rights Worldwide](#)

Inspiration

As part of the National Equality March in October 2009, a series of workshops on transgender equality and activism were held at Gallaudet University. In one of those workshops, a person from the University of Cincinnati discussed a “Trans Survival Guide” brochure available for their students (see Appendix A). Created by GenderBloc, a “radical queer activist, support and social student group at UC,” the guide features 14 frequently asked questions ranging from changing one’s name on various university documents and computer systems, to residence hall housing policies, to what kind of options are available for trans students who want to play sports.⁹ Mara thought, “Boy, that’s really cool, I bet all schools could do that (and should do that), and maybe if there was a way for them all to be in one place that would help.”¹⁰ Later in the semester, Mara gave Tonei a copy of the guide as a starting point, and Tonei came back with a very rudimentary first draft of a proposal for what would become the TONI Project.



Naming the Project

TONI was initially given a working title of “National Transgender Campus Resource Center,” followed by “Trans Student Resource Center.” Everyone involved wanted the project to have a catchier name, but no one had been able to come up with anything sufficiently creative. During the grant application process, Mara and the NCTE staff decided to name it in honor of the project’s creator, Tonei Glavinic (despite vociferous objections from Tonei). It was decided that trying to name it TONEI (perhaps the Transgender On-campus Nondiscrimination Education & Information Project?) would be too unwieldy and confusing for people, so the TONI Project was born.

The School Profiles

The core of the TONI Project is the school profiles. Each school in the database has a page providing basic facts about the institution and information in seven subject areas: Administrative and Legal Protections, Campus Life, Healthcare, Records and

Identity Documents, On-Campus Resources, Community Resources, and Miscellaneous. There are a total of 31 questions across those seven sections. The questions were created and refined throughout the development process, using the GenderBloc guide as the first step and adding important subjects as needed. The list of questions was reviewed by staff from NCTE and its partner organizations, representatives of the Consortium of Higher Education LGBT Resource Professionals, and members of the TONI Project Advisory Board. A review of the literature on trans and LGBT students' needs earlier in the semester (Appendix B) confirmed that TONI is asking the questions that need to be asked.¹¹ Even so, as the project moves forward, it is likely that questions may be added, removed, or changed, and the system has been specifically designed to allow for such ongoing development. Registered users of the site are free to add or edit information in any of them - a profile need not be fully completed to appear to other users. Empty question fields will appear with the text "Nothing has been submitted here yet, [click here](#) to add something!" (directing users to the edit page for that school profile.)

The American University profile appears on the opposite page; a full list of questions can be found in Appendix C.

Additional Resources

In addition to specific information about each school, the TONI Project offers links to a variety of general resources produced by NCTE and its partner organizations. These resources are divided into three subject areas: students, faculty and administrators, and activism. Examples include the National Center for Lesbian Rights' report on transgender student athletes, essential questions from Northwestern University for LGBT students interested in studying abroad, a guide for administrators to make fraternities and sororities trans-inclusive, and a gender-neutral housing advocacy resource from the National Student Genderblind Campaign.

AMERICAN UNIVERSITY

RECENT UPDATES

Last edited Tuesday, 1 Nov 2011

[Earlham College](#)

6 weeks 1 hour ago

[The University of Iowa](#)

11 weeks 5 days ago

[University of California, Santa Cruz](#)

6 weeks 52 min ago

FEATURED SCHOOL



[Williams College](#)

Basic Information

Public/Private:

Private

City:

Washington

State:

DC

Degrees Offered:

Undergraduate

Graduate

Professional (MBA, JD, etc.)



Administrative and Legal Protections

Campus Life

Healthcare

Records and Identity Documents

On-Campus Resources

Community Resources

Miscellaneous

SIGNIFICANCE AND NEED

Experiences of Transgender Students

Lisa Lees, a trans professor at Michigan State University, wrote in 1998 that “for the transgender student the time away at college is often the first chance to challenge the gender role assigned at birth...This can become a consuming concern, interfering to a disastrous extent with their education.”¹² While little research has been done on transgender students, we know that transgender students are more likely than even their lesbian, gay and bisexual peers to report harassment and tokenization (39-54%, depending on identity, vs. 32%).¹³ Trans students are also significantly more likely to consider leaving their school¹⁴, and a number of trans adults (especially women and people of color) say that they had to drop out of college because of harassment or transition-related financial issues.¹⁵

While there have been many successful efforts to address these concerns through the implementation of non-discrimination laws and policies, Mara says “we don’t know about how they’re being implemented and enforced.” This results in students (as well as other groups, such as federal employees) reporting “that the reality of their existence might not live up to what we [as a movement] think we have done.” TONI was developed to help address this gap, providing a way to keep tabs on the real-world outcomes of these policy efforts and ensure that policies are being enforced.

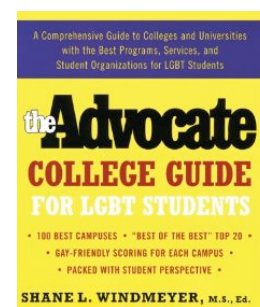
Scope of Existing Resources

There are two current resources (and one outdated one) which publish information similar to the TONI Project, but in very different ways. The first is the LGBT-Friendly Campus Climate Index (CCI) published by Campus Pride.



Established in 2007, the CCI is a voluntary program of self-assessment for school administrators.¹⁶ A limited amount of information from the assessment is made available online in the form of yes-or-no statements on the Campus Climate Index website, as well as a star rating (schools are given a rating from 0 to 5 stars for sexual orientation, gender identity, and overall campus inclusion). Schools are given the choice whether to have their information made publicly available.¹⁷ Additionally, only a handful of its questions pertain to trans students. As a result, it is not especially helpful to incoming trans students, and does almost nothing for current students - in Mara’s words, it is “too blunt of an instrument.”¹⁸

The CCI was launched one year after the Executive Director of Campus Pride published *The Advocate College Guide for LGBT Students*, a list of 100 LGBT-friendly universities across the country (of which American University was highlighted in the top 20). The guide has not been updated in the past five years, so it appears that the CCI is likely meant to replace it.



Genny Beemyn has for some time maintained a listing of college and university policies around nondiscrimination, housing, health insurance and name changes on the Transgender Law and Policy Institute (TLPI) website, as well as resources on best practices and things to look for as a student. The information is difficult to navigate as it is sorted by type of policy rather than by school, and TLPI appears to have become largely defunct (other sections of their website have not been updated since 2007 or 2009). It is anticipated that much of this policy information will be incorporated into TONI after its launch.



Opportunities for Organizing

One thing that was very important during the development of TONI was that it be more than just a resource on what currently exists; the ultimate goal should be to inspire and empower people to create positive change for trans students on their own campuses. This desire goes back to the very beginning of the project, where Mara says NCTE was having ongoing philosophical discussions about the fact that the trans movement has not done a great job of organizing and community building, and whether a national policy organization can and should do that effectively. TONI is a partial solution to that question, something Mara calls “organizing lite...not really organizing, but...at least putting something out there for people to organize around,” and creating “tools or structures that cause organizing to happen.”¹⁹ Part of this is an overhaul of NCTE’s “Transition Your Campus” guide, which will be refreshed to include the latest best practices and refer readers to the TONI Project for more in-depth information.



DEVELOPMENT TIMELINE

Initial Proposal

The first proposal for the TONI Project (Appendix D) was written by Tonei in December 2009. Although fairly rudimentary, it provided a sufficient framework for productive meetings between NCTE and AU staff and effectively guided the first round of website development the following summer.

TONIPROJECT

DEVELOPMENT TIMELINE, DECEMBER 2009-DECEMBER 2011

December 2009 – Initial Proposal Drafted.
Meetings held between NCTE and AU staff.

Summer 2010 – First phase of web design.
Prototype site built.

January 2011 – Grant application written

Summer 2011 – Funding confirmed. Advisory board convened.
Web designer hired. Logo created and site redesigned.
Active development based on known issues, and feedback from the advisory board.


Fall 2011 – Continuing development.
October launch date called off at last minute.

November/December 2011 – Project stalls due to communication issues and other priorities.
Developers work on finding new web host due to performance problems

Web Phase One

The first development phase involved a large amount of independent work by Tonei. Telecommuting from Alaska and Oregon, Tonei took advantage of AU's online training library (Lynda) to learn how to create and interact with a Drupal-based website. The first version of the site used a default theme and had little actual content, but most of the Drupal extensions used to build the site (including the complex inner workings of the School Profile pages, seen at right) still exist as the underpinnings of the modern TONI Project site. The original home page is below.

School Profile			
Add fields and groups to the content type, and arrange them on content display and input forms. You can add a field to a group by dragging it below and to the right of the group.			
Label	Name	Type	Operations
+ School Name (capitalized appropriately)	Node module form.		
+ Basic Information	group_basicinfo	Standard group	Configure Remove
+ School Logo	field_schoollogo	File	Configure Remove
+ Degrees Offered	field_schooltype	Content Taxonomy Fields	Configure Remove
+ Affiliation	field_affiliation	Content Taxonomy Fields	Configure Remove
+ City	field_city	Text	Configure Remove
+ State	field_state_taxonomy	Content Taxonomy Fields	Configure Remove
+ Administrative and Legal Protections	group_policies	Standard group	Configure Remove
+ Non-Discrimination Policy	field_nondiscrimpolicy	Text	Configure Remove
+ Local Laws	field_laws	Text	Configure Remove
+ Campus Life	group_campuslife	Standard group	Configure Remove
+ Campus Climate	field_climate	Text	Configure Remove
+ Housing Policy	field_housing	Text	Configure Remove
+ Gender-Neutral Housing Options	field_genderneutralhousing	Text	Configure Remove
+ Special Interest Housing	field_specialhousing	Text	Configure Remove
+ Facilities	field_facilities	Text	Configure Remove
+ Sports	field_sports	Text	Configure Remove
+ Safety and Security	field_safety	Text	Configure Remove
+ Courses and Programs of Study	field_courses	Text	Configure Remove
+ Healthcare	group_health	Standard group	Configure Remove



TONI Project

Transgender On-Campus Non-Discrimination Information Project, an initiative of the National Center for Transgender Equality

[GETTING STARTED](#)
[BROWSE SCHOOLS](#)
[RESOURCES](#)
[ABOUT TONI](#)

SEARCH FOR A SCHOOL

University Name:

[SUBMIT](#)

CONTRIBUTE

- Tonei Glavinic, American University
 - Add a School
 - Feedback Management
 - New Feedback
- Log out

RECENTLY ADDED

Title
Williams College
Maryville College
Emory University

Welcome to the TONI Project

The Transgender On-Campus Nondiscrimination Information Project is an online resource center for transgender students, faculty, staff and allies to share information about their experiences and learn more about policies important to transgender people in higher education.

To find information about a school, select one of the menus above or use the "Search the Resource Center" box to the left.

If you create an account, you can **add or edit** information for an **existing** school simply by visiting its page and selecting the "Edit" button. You can also **create a profile** for a **new** school by selecting the "Add a School" option in the sidebar.

Through your participation, we hope to provide the most accurate information available. However, we cannot guarantee the validity of content on this site. If you see something wrong, we invite you to join this online community and change it.

[Add new comment](#)
[Printer-friendly version](#)

Funding Search

Once the initial prototype of TONI was built, there was a period of nearly ten months - from July 2010 to May 2011 - where very little was being actively done on the project. As Mara put it, “There’s a hundred things we could be doing if we had unlimited resources and bandwidth.” But NCTE isn’t an organization that does work because it can find funding for it - they prefer to come up with ideas first, and the funding second. So once there was a prototype and a written proposal, TONI was sitting in what Mara calls the “idea pile.” Every time a funder said “Hey, we’re interested in funding something, what’ve you got?,” NCTE would present TONI as one option. After two or three unsuccessful attempts, in January 2011 the Bohnett Foundation expressed interest in the project and requested a grant proposal. Funding was confirmed in May 2011, which allowed the project to enter its second active phase of development.

The Advisory Board

Once funding was confirmed for the project, NCTE Communications Director Vincent Villano began assembling a team of students, activists, scholars, and administrators to guide the TONI Project through its second stage of development. As an national advocacy organization, NCTE did not feel that it had the necessary expertise or appropriate experience to develop this project on its own. To remedy this, NCTE worked with the Consortium of Higher Education LGBT Resource Professionals to identify trans people working in student affairs, and did outreach through referrals and social media to find trans students interested in supporting the project. The creators of similar resources mentioned earlier were also invited to participate, as well as staff from some of NCTE’s coalition partners.

The Advisory board participated in several conference calls in June and July 2011, reviewing the website and providing feedback about both content and functionality. A tiny fraction of the over 100 submitted comments can be seen on the opposite page.

Date of Entry	Suggested Change	Link to page of suggested change	Resolution	Assigned to
4/28/11	LGBT-Friendly Campus Climate Index is the correct name -- right now it just says Campus Climate Index	Please correct on Resource pages	Done [TG]	TG
9/29/2011	Add resource under Action: 23 Ways to Put Trans Advocacy Into Action, Campus Pride, http://www.campuspride.org/23ways.asp	Take Action page	Done [TG]	VV/TG
9/29/2011	Mainpage sliding banner ad for Campus Pride's LGBT-Friendly Campus Climate Index	Main home page	Per box E38, Vincent needs to discuss long-range marketing and identity concerns with Mara before providing a resolution	VV/MK
4/28/11	Add: Recruit Trans Students to Your Campus, Campus Pride's LGBT-Friendly National College Fair Program, www.CampusClimateIndex.org/events	Take Action page	See E43	
9/29/2011	Find out your LGBT-Friendly Rating, Campus Pride, LGBT-Friendly Campus Climate Index, www.CampusClimateIndex.org	take Action page	Duplicate (see 43)	
9/29/2011	I would like the Transition Your Campus resource to be updated, if not already) and mentions the resources mentioned such as the LGBT-Friendly Campus Climate Index, the college fair programs, Campus Pride Trans (www.campuspride.org/transgender -- etc.	Transition your Campus Download	We are aware that the document needs to be updated, but it is being used as a temporary holding place for a similar resource down the road. However, updating the document will not be a priority for the Oct. 11th deadline. When it is updated, it will include mentions to Campus Pride and our other TONI Project sponsors. [VV]	VV
9/30/2011	Add to each school listing the overall Campus Pride Index rating for the G/G+ star 1-5 and, or the overall Campus Pride Index rating. This can be achieved dynamically by Campus Pride giving you the RSS feed to those scores so they can be updated on your site instantly. Let Campus Pride know.	School profile page	We'll connect Campus Pride with developers. [VV] Need to figure out how to match up TONI project pages with entries in GCI, and how to make data output appear as stars -- will work with Andy. Related to #5. [TG]	AW/TG
9/30/2011	The login is really confusing. Will it be easier to log-in with the launch?	Login	Login issues were a product of the site transition; new users will not go through this process [TG]	
9/30/2011	PDF on scrolling first page not opening - DOWNLOAD A PDF OF THE GUIDE	Home	Duplicate (see 26) [TG]	
9/30/2011	I think some of the information I added to Northeastern is no longer there, and I'm having trouble figuring out how to add new information to Northeastern. How is this done and will it be easier after launch? Do you have to add attachments for things to be posted?	Find a school - Northeastern	There were some slight migration problems and we lost some school data on the new server. However, being able to add a school and edit school content is easy to identify in the new site. The "Add A School" function appears only for people who Sign Up; an option in the main navigation bar appears. To edit school content, an "Edit" button appears on each school profile, and users can add, edit, subtract content there. [VV]	
9/30/2011	Under "records and identity documents" I think it would be useful to define what's meant by registrar's office, do you mean how easy is it to change one's gender marker and/or name, or do you mean how friendly is it or what it's policy is or something else?	records and documents	Duplicate (see 23)	
9/30/2011	It might be useful to instead of only listing fields that folks have added to, to be clear that no information is known, that it's not listed. That way others may know that we are still looking for that info and be prompted to complete it or know that it may potentially be a problem or unknown area.		This is part of the "default" language for boxes that are empty or incomplete. [VV] Duplicate (see 28)	
9/30/2011	I think this is another area that you may consider defining further. By facilities do you mean lockers/bathrooms or something about facilities staff?	Administrative and legal protections - Facilities	Duplicate (see 23)	
9/30/2011	Is this document intended to provide contact information for the different offices folks would need to contact? For instance with Campus Health Services, would you want the contact information as well as a description of the environment? Whether they even have services?	Healthcare - Campus Health Services	See 23	
9/30/2011	Again, define Resource Center under On-Campus Resources. A campus could have several - for student life/activities, a women's center or anti-violence center (these may be something to add to see if they are trans friendly or inclusive)	On campus Resources - Resource Center	Duplicate (see 9, related to 23)	
9/30/2011	Add LGBT Centers, trans specific programming, LGBT advisory board or group, LGBTQ academics, LGBTQ scholarships	Community Resources of individual profiles	Will reword question help text [TG]	TG
9/30/2011	Overall it seems like there are several pages missing like the About Us and Faculty Resources, so I feel like I'd have a better idea how to review if those were in place.		Adding content to missing pages is in progress, and we will be in touch for further review/edits/suggestions. [VV]	VV
9/30/2011	Is there any way to get user-generated rankings or grades to summarize the big text chunks? I'd love to see a rating system like on ratemyprofessor.com for each school and each sub-section.	School Profile page	It's totally possible, but may need to be generated after launch. [VV]	
10/1/2011	Figure out why site is running so slowly and take any possible action to resolve	All pages		AW/TG
10/1/2011	Make City and State fields show as "Location: [City], [State]"	School profiles		IA/AW
10/4/2011	Automatically add sign-ups who opt-in for NCTE's mailing into Constant Contact.	Sign-up page.		AW
10/4/2011	Embed PayPal into donate page.	Need to create the donate page (currently, sliding banner links offsite)		TG/IA
10/18/2011	Install flags module to allow flagging of inappropriate content	School Profile pages		

Web Phase Two

In June 2011, NCTE hired Ankerson Communications to assist with the graphic design and technical development of the website. A small woman-owned business in Michigan, Ankerson Communications specializes in working with nonprofit social justice organizations and causes.²⁰ Ingrid Ankerson worked with Tonei and Vincent to create a logo and brand for the project, and her colleague Andy Wahl of Walrus Creative provided the technical support to make changes and enable features that Tonei did not have the experience to implement. Over the course of the summer, the website received a complete face-lift; a rotating banner and stories from NCTE's blog were added to the home page; comments were added to the school profile pages; and a custom Drupal extension was built to pull data from the Campus Climate Index into their corresponding school profiles (one of the most difficult technical aspects of the development process). Without the team's development abilities and their willingness to work with a very limited budget, there is no way the project would be where it is today.

CHALLENGES

Timeline

The most challenging and frustrating aspect of the development process has been the timeline, and how easily deadlines have repeatedly slipped away. NCTE initially told the Bohnett Foundation that the project would be launched in September 2011. This was later pushed back to National Coming Out Day, October 11th. Four days prior to that date, all parties agreed that lingering technical issues were going to make that date an impossibility, and the launch date was pushed back indefinitely. The lack of a set date since that time has resulted in a period of dormancy, where most of the people directly involved have been focused on other projects.

A Changing Vision

One thing that became evident through the development process and the interviews for this document is that not everyone was initially on the same page about their expectations for the project. Mara had initially envisioned an interactive forum where students would be able to share their personal experiences and insights in a semi-structured but informal way, rather than the more authoritative resource the website became. The addition of the comments section on the school profile pages was an attempt to address this shortfall. However, she still has concerns about school administrators “feed[ing] a lot of propaganda about [their] university to the students,” and at this point that concern remains something that will have to be monitored as the project launches.

Inter-Organizational Conflicts

Some of the changes in trajectory and intent for the project, as well as slipping deadlines, were the result of tensions between NCTE and members of the Advisory Board who do similar work. For example, Mara and Tonei would both have liked TONI to feature more quantifiable information, to make it easier to see at a glance whether a school offered certain services or opportunities for students. Unfortunately, one individual on the Advisory Board struggled to understand how TONI differed from

his own (largely quantitative) work, and would object to certain aspects of TONI that he felt overlapped with his project. This individual also insisted on having data from his project integrated into the site, leading to technical delays, and tried to get TONI to prominently feature his project in a front page banner and in the sidebar of every page on the site. These behaviors led one person working on the project to remark, “The TONI Project is the bane of my existence. It might be the reason why the world ends in 2012.”²¹

This was just one example of what Mara calls the “inherent tensions” in the project. If TONI had been implemented as Mara originally envisioned, it would have necessarily been critical of the very people who sit on its advisory board. Students would be reporting on ways that the Campus Climate Index and other existing resources failed to accurately reflect their own experiences, and at least some of the Consortium members would start getting questions from their administrations about “how come these students are saying bad things about [our] university?”²² Ideally, some of this spirit will be preserved in the comments, and reflected in an evidence-based way in the body of the school profiles, but it has resulted in a sometimes precarious balancing act between the two roles of colleague and advocate.

Mara says the fact that TONI cannot be as robust as she had hoped due to such conflicts has been the most challenging part of the project for her, but ultimately “the Advisory [Board] complications are a very minor thing in the big picture...they might be annoying some days, but they’re not really that big of a deal.” In the long run she is almost certainly correct, but that is of little comfort on the annoying days.

Technical Issues

A variety of technical issues posed major roadblocks to the project’s development, which was especially frustrating as they were completely out of the control of Tonei and the NCTE staff. As mentioned earlier, the Campus Climate Index integration was the most difficult aspect. Ankerson Communications had to bring in another, more experienced Drupal developer to build a custom extension, which had to pull in the

data, match it to the corresponding school profile page, and display it in an appropriate section of the profile in the form of a star rating. The developers and staff literally spent several months figuring out the best way to implement that data, and that process was the primary reason that TONI did not launch in October as planned.

Another feature that seemed simple but was actually very difficult to implement was creating a single search function that would allow users to search both by the name of a school and by its location. Tonei and Andy both went through several rounds of experimentation and compromise before finally settling on a search page that provided most of the features that NCTE wanted to see.

As the second web design phase neared its end, the developers started noticing that the site was having severe speed issues. After some research, they realized that although Dreamhost, (site's webhost) was providing free and virtually unlimited space for the TONI Project under their nonprofit hosting plan, the Dreamhost servers were not optimized for large Drupal websites and the size of TONI's database was overloading the amount of memory allotted for it to use. As of this writing, the developers and staff are still evaluating alternative web hosting providers to determine which will be the best place from which to launch the project.

MOVING FORWARD

Usability Testing

According to Vincent Villano, the final step before the project launches will be usability testing. Based on her background as a research consultant, Mara will host a conference call with Tonei, Vincent, and several students who have not been involved in the project. The students will be asked to perform certain tasks and report their experiences, which Vincent will record and report back to the development team. This will help ensure that the developer and staff vision of how to use the site is in fact clear to its end users, and provide an opportunity to make any necessary improvements before the site is released to the public.

Launching the Project

It was very recently decided that the TONI Project is on track to be launched at the National Conference on LGBT Equality: Creating Change, being held this January in Baltimore. This will allow for significant exposure to activists from across the country, including college students, and provides a useful point of reference for press releases and other announcement marketing. A timeline is being developed to immediately begin outreach for field testing (to occur the first week of January), make a decision about a new web host and transfer the site there, and finalize press releases and marketing materials. Due to other projects, Vincent has asked Tonei to take the lead on ensuring that these things happen and that the Advisory Board is kept abreast of new developments.

Long-Term Intentions

Mara says she has “never seen [TONI] as something NCTE desperately needs to own.” She foresees the project eventually moving to a new home, possibly at the Consortium of Higher Education LGBT Resource Professionals. NCTE has existing models for this process; one that Mara highlighted was something now known as the Transgender Religious Leaders Summit at the Pacific School of Religion in Berkeley, California. NCTE partnered with the school’s Center for Lesbian and Gay Studies in Religion and Ministry (CLGS) to create the summit in 2007 and co-sponsored the event for its first three years. After that time, NCTE gave CLGS full ownership of the conference, saying (as Mara put it), “We don’t really do religion, we just thought this was a really necessary thing to have, so we set it up...here you go, happy birthday.” The conference celebrated its fifth anniversary in November 2011, and according to Mara “almost no one remembers that it used to be an NCTE conference.”

CLOSING REMARKS

As the founder and architect of this project, I am not entirely sure how to feel about plans to eventually hand it off to another organization. Between the development process and the capstone, I have become very invested in TONI, and I fear that this eventual hand-off to an organization I am not as involved with might come with a loss of access and involvement in the project. At the same time, it is clearly premature to worry about what will happen to the project three or four years from now when we are still figuring out how to get it off the ground to start with, so it is probably best to simply cross that bridge when we come to it.

I and everyone involved with the TONI Project feel that it has an incredible amount of potential to truly revolutionize the experience of being trans in college and of being a young trans person figuring out the best place to go to college. Despite the setbacks we have experienced, I am still incredibly excited and anxious for the project's launch. The TONI Project has been a long time coming, but I am confident that when it does open its virtual doors to the public, it will do so as a strong and stable resource that will help make the world a better place.

APPENDIX A: THE GENDERBLOC GUIDE

Welcome to the University of Cincinnati

Being a student can be stressful, but when you add navigating gendered restrooms, negotiating roommate situations and dealing with name changes, life can get pretty overwhelming!

Here is some quick and easy information for transgender and genderqueer students at the University of Cincinnati.

The Basics!

- There are 3 LGBTQ student groups at UC**
1. **GenderBloc** – a radical queer activist, support and social student group at UC for LGBTQA students focusing on gender issues including transgender and genderqueer activism.
Meetings are held on Thursdays at 7:00 pm (location found on website)
GenderBloc.org
 2. **UC Alliance** – the social LGBTQ group, meetings are on Wednesdays at 7pm (location found on website) **ucalliance.org**
 3. **Girls Like Us** – the LGBTQ Center's support group for queer women-identified students.
Meeting times and locations found online at **uc.edu/lgbtq**

The LGBTQ Center is located in Steger 681. It is staffed by the full-time LGBTQ Center Director, a our part-time LGBTQ grad assistant and student volunteers.

Community Resources

Gay and Lesbian Community Center
4119 Hamilton Ave. Cincinnati,
Ohio 45223 | 513.591.0200
Gib/CenterCincinnati.com
GenderQueer Coalition of Cincinnati
GenderQueerCoalition.org
TransOhio
TransOhio.org
Crossport Cincinnati
Crossport.org
Equality Ohio
EqualityOhio.org

QUEER BARS

Bronz Club– Northside, Cincinnati
Myspace.com/BronzBar
Club Nantä– Northside, Cincinnati
Yadda Club– Covington, Kentucky
Myspace.com/YaddaClub
The Dock– Downtown Cincinnati
TheDockComplex.com
Hamburger Mary's– Downtown Cincinnati
HamburgerMarysCincinnati.com

*For more copies of this publication go to
GenderBloc.org or contact us at
GenderBloc@gmail.com*

Trans Survival Guide

The ins and outs of college life
for trans students at UC



Queer radicals on the loose...

UNIVERSITY OF
Cincinnati



Created by

GenderBloc

Frequently Asked Questions

1. Can I officially change my name and gender marker with the registrar?

Yes, you can change your gender marker with the registrar by going to uc.edu/registrar. Click "policies and procedures" on the left-side menu and then click "gender marker changes" on the resulting page. A gender marker change does require a letter from an M.D., but does not require a diagnosis of gender identity disorder! Currently, a preferred name policy is in the works with the Office of the Registrar so that your preferred name as well as your legal name will show up on class rosters.

2. How can I change my legal name in Ohio?

Legally changing your name can be a long and expensive process (\$180+). The laws differ by state. In Ohio you must fill out an application with the probate court stating your reason for changing your name and the new name you are requesting. Before you can have a hearing, you must pay to put an ad in the newspaper for 30 days stating the name change (this is not included in the above \$180 estimate). This ad must contain both your old and new name. Then you can go to court, and as long as you have "reasonable and proper cause" for changing your name, the court will approve the change. For more detailed information go to NameChangeLaw.com.

3. What should I expect in the classroom?

In general UC's population is not very informed on transgender and genderqueer topics. It may be a good idea to get a feel for your classroom and classmates before outing yourself in class. Keep in mind that you have the right to discuss offensive language with you classmates, professors or department heads. If you need any help, feel free to contact GenderBloc. In addition, CMJLUDs provides confidential, informal problem resolution for all UC students, faculty and staff. Contact them at (513) 556-5956. Also check out GenderBloc's "Supporting Transgender Students" pamphlet on our website, which you can share with teachers and classmates if you feel comfortable.

4. Can I get hormones from UC Health Insurance?

No, you have to go outside of UC in order to get this kind of service.

5. Can I change my name and gender marker on Blackboard?

Yes, you can:

1. Log into Blackboard.
2. Under "tools" click "personal information."
3. Click "edit personal information."
4. Type in your preferred name and choose your preferred gender. You can even choose "not disclosed."
5. Click "submit" and then "okay."

6. Can I change my name in my UC e-mail account?

Unfortunately you cannot change your name in your UC e-mail account, however you can change your Blackboard e-mail address to a personal e-mail account and use that to converse with teachers and classmates. (Follow the steps outlined in question 5).

7. Where can I get psychological services and counseling?

The Counseling Center on campus provides short-term counseling as well as emergency services for students with or without insurance; payments are done on a sliding scale. For more resources and queer friendly psychologists in the community, go to GenderBloc.org and look under "resources."

8. Are there gender-neutral restrooms on campus?

All multiple-user restrooms at UC are gendered, but most single-user restrooms should be marked gender neutral by fall 2010. For a list of single-user gender-neutral restrooms, go to GenderBloc.org and look under "UC resources."

9. What about names on degrees and transcripts?

When filling for graduation you will be able to choose what name goes on your diploma. Your legal name will be on your transcripts, but if you get your name legally changed you will have to contact the Office of the Registrar and give them documentation in order to get your new name on your transcript.

10. Are there gender-neutral locker rooms at the Rec Center?

There are four non-gendered single-use locker rooms in the Rec Center. Each has a toilet, sink, shower and bench for changing. They are located in between the men's and women's locker rooms and the room numbers are 0222A, 0222B, 0222C and 0222D. It is the Rec Center's rule that if you do not use a non-gendered single-use locker room, you are required to use the locker room based on your natal sex. If a trans or genderqueer student is caught in the "wrong" locker room, they will not be punished the first time; instead, the Rec Center will just explain that the non-gendered locker rooms are available to them.

11. What if I want to play sports?

For varsity sports you are placed on a team based on your birth sex. Intramural sports have both co-ed and single sex teams. For these sports you are placed according to the sex indicated on your ID, and even co-ed teams have rules about the number of males and females on the team. They do allow female-bodied people to play on men's teams as long as they are approved first. We have been told that an FTM would be allowed to play on the men's team, but they would also have to be approved first. For more information on that process contact Amy Fawcett at 513-556-0603.

12. Are there any specific professors I should take classes with or avoid?

There are understanding professors in every department. You may be able to locate them by talking to your advisor or other students, or by contacting the Women's Center or GenderBloc.

13. How should I let my professors know that I am transgender or genderqueer so that they do not out me in class?

It's best to contact your professor before classes start via phone, in-person, or e-mail. Here is a sample e-mail:

Professor _____,

I am a student in your (insert class name here). I am getting in contact with you to let you know that I identify as (insert identity here). My name will probably show up on your roster as (insert legal name here), but I would prefer to go by (insert chosen name here) and (masculine/feminine/neutral) pronouns. I will be putting (insert chosen name here) on my assignments and would appreciate it if you called me that in class.

Thank you very much for your understanding.

(Sign with chosen name)

It may also be helpful to include the Supporting Transgender Students pamphlet found under Resources at genderbloc.org to help your professors better understand how to be an ally...

14. Is there a Transgender/Genderqueer policy in the residence Halls?

The housing website FAQ section addresses this concern here <http://www.uc.edu/housing/FAQs/default.html>. GenderBloc recommends that you preference Daniels Hall floors 11 and 12 when filling out your housing application because these rooms provide the best accommodations for transgender and genderqueer people at the lowest price.

This brochure was updated May 2010. GenderBloc is continually working to make UC a friendly, safe and inclusive environment. So check out GenderBloc.org and come to one of our meetings to find out what's new.



APPENDIX B: LITERATURE REVIEW ON STUDENT NEEDS

Needs of Transgender Students in Higher Education: A Targeted Review of the Literature *October 28, 2011*

Lisa Lees, an openly trans professor at Michigan State University, wrote in 1998 that, “For the transgender student the time away at college is often the first chance to challenge the gender role assigned at birth...This can become a consuming concern, interfering to a disastrous extent with their education.” (in Sanlo, 1998, p. 37). Thirteen years later, this statement still holds true, and underscores the critical need for making resources both available and easily accessible to trans college students.

The nature and efficacy of these support systems are what I hope to understand from the literature in the field. While the student affairs literature on transgender students is quite sparse and tends to become repetitive, this also makes it relatively easy to identify a consensus on best practices in the field. The ultimate goal of this exercise is to determine whether all of the potential support structures and other information necessary for trans students to be successful is adequately being collected through the questions asked on the website. The scholarship that will help clarify this falls into essentially three broad categories: theory, outcomes, and best practices.

Theory is the most complex and least relevant of these three categories, at least for this project. There is student development theory for lesbian, gay and bisexual students that can be extrapolated to describe some aspects of trans student development (Fassinger, R.E., in Sanlo, 1998; Torres, Howard-Hamilton, & Cooper, 2003); student development theory which addresses transgender students specifically (Torres, Jones, & Renn, 2009); and broader works on the development of diverse, multicultural, and multifaceted identities (Abes, Jones, & McEwen, 2007). These authors largely address the concept of identities which are fluid and intersectional, and shift over time. In the context of a transgender student, this may mean that while a student’s gender may be very close to their core identity when they enter as a freshman, that may shift over time: the student’s social class or religion, for example,

may become more of a focus later in their academic career. This underscores the need for a broad examination of the levels of acceptance found across a variety of student services at an institution, not just in the context of an LGBT student resource center. Some of these theoretical works may also be useful for understanding why trans students need certain resources, but that discussion is outside the scope of this project.

Quantitative and qualitative studies of the experiences of transgender students are extremely rare, but those that do exist can provide a starting point for understanding trans students' needs and developing support structures in response. A handful of authors provide accounts specifically of transgender experience (B. Beemyn, 2003; McKinney, 2005), which outline some general areas of concern around campus inclusion and access to resources and services. Lisa Lees, the Michigan State professor quoted at the opening of this paper, wrote an excellent introduction to transgender life on campus in 1998. She cites elements such as support groups, public discussions, letters to the editor or opinion pieces in college newspapers, use of electronic media, and transgender guest speakers as elements to help create a more positive campus environment. While her examples are dated, the ideas and categories are still relevant to today's college students.

There is also a large-scale quantitative study of campus climate focused on the larger lesbian, gay, bisexual and transgender (LGBT) population (Rankin, Weber, Blumenfeld, & Frazer, 2011). Sue Rankin is the preeminent researcher on LGBT issues in higher education, and has done a number of similar projects on smaller scales (Rankin, 2003; Reason & Rankin, 2006). Her 2011 report found that trans students were substantially more likely than LGB students to report harassment and tokenization (62-63) and a general campus climate of discomfort and fear; this also led to trans students being significantly more likely to seriously consider leaving their institution (122-23). This report also discusses the impact of negative campus climates on the personal and professional development of LGBT students and staff, and lists seven areas of focus: inclusive policies, resource centers and student organizations, integration of LGBT issues into "curricular & co-curricular education," bias incidents, on-campus housing, counseling/healthcare, and admissions/retention.

There was another large-scale quantitative study released in 2011 that provides some useful information for this project. The National Transgender Discrimination Survey is the largest ever study of transgender adults in the United States, and its first report mentions some specific areas of discrimination against trans college students, as well as some general areas of discrimination that can also inform this project. The study found that a substantial number of respondents, especially women and people of color, reported having to leave school due to harassment or because of transition-related financial concerns; a smaller but still significant number “said they lost or could not get financial aid or scholarships because they were transgender” (p. 40). The survey also indicated that housing and bathrooms (in an education context) were problems for a substantial portion of their respondents (p. 35). On a larger scale, the survey examines nine overarching categories of analysis that may be useful: Education, Employment, Health, Family Life, Housing, Public Accommodations, Identification Documents, Police and Incarceration, and Cross-Dressers (Grant et al., 2011).

The most directly applicable literature in the field is discussions of best practices in higher education for transgender students. Some of this focuses specifically on LGBT student resource centers (Sanlo, Rankin, & Schoenberg, 2002), which initially appeared useful; however, upon further review it is too specifically focused on the center creation and development process, and offers little help for this research.

There is one substantial anthology addressing a variety of best practices for lesbian, gay, bisexual, and transgender students in general (Sanlo, 1998). While the recommendations are somewhat out of date due to the social changes which have occurred in the past 13 years, many of the points raised, such as students being uncomfortable checking out books about sexuality (p.108), may still be concerns for students - especially those at more conservative institutions. Sanlo’s anthology is largely focused on the experiences of lesbian, gay, and bisexual students, but there are four areas that I found to be applicable to transgender students: residence halls, greek life, graduate students, and libraries.

Matthew Robison raises issues with respect to residence halls which go beyond the basic problems of roommate assignments and housing placements. Focusing more on the residential education aspects of the residence hall experience, he discusses the need for established protocols and nondiscrimination policies, and for staff development on LGBT issues that includes resident assistants as well as professional staff members. Matheny also discusses the processes of norm generation, coming out, and building support networks, and suggests educational campaigns and connections with university counseling centers to aid students in these aspects of personal development.

Douglas Case raises the issue of greek life, which is untouched in the majority of literature on LGBT students. While Case does not even claim to address the concerns of trans students, he does point out that discrimination against LGB students typically happens during the rush process; once students are initiated, they are generally supported by their brothers or sisters whether they were openly LGB prior to initiation or come out at some later point. For transgender students, it seems likely that the first part of this would ring true - that once an openly transgender student (or a “stealth” trans student, one who lives full time in their affirmed gender and does not reveal their transgender status) is initiated, their trans identity would likely be a nonissue. However, thornier issues are raised when a fraternity or sorority member comes out as transgender and declares an intent to transition after initiation, particularly due to the highly gendered nature of greek organizations. It is worth exploring this point further to see if there is enough data anywhere to predict reactions beyond individual anecdotes, or to generate recommendations beyond the educational programs recommended by Case.

Graduate students are a rather unique population that remain unaddressed by most LGBT student development and higher education literature. Timothy Matheny argues that graduate students primarily need support in building networks, navigating university bureaucracy, and developing a healthy academic environment. He recommends that professors, admissions staff, and career counselors be educated about the issues that LGBT students face in and out of the classroom, so that they can provide accurate information and meaningful support to their students.

Michael Lutes and Michael Montgomery also have an article in Sanlo's (1998) book about ensuring that library collections are inclusive of LGBT identities. However, because of advancements in library technologies, it is rarer for students to need to rely on their university library's collection as a primary source for information. Additionally, the advancements in LGBT inclusion across society mean that there is substantially less resistance or discomfort with LGBT content in library collections than there was 13 years ago. However, libraries may still be an important resource for some students at some schools, so it is appropriate to include some sort of discussion of libraries when asking students about their campus' climate.

Most of the work that holistically evaluates the needs of trans students stems from one prolific and respected author (B. Beemyn, 2003; B. Beemyn, Curtis, Davis, & Tubbs, 2005; B. G. Beemyn, 2005; B. G. Beemyn, Domingue, Pettitt, & Smith, 2005). Beemyn repeatedly identifies several areas of focus: residence halls, bathrooms and locker rooms, counseling and health care, college records and documents, public inclusion (especially issues of tokenization or inclusion-in-name-only), and programming, training and support. These areas are all included in the questions currently asked in the TONI Project, although it will be prudent to review Beemyn's more in-depth analysis of how to address these areas to ensure that the most important recommendations are indeed being raised on the site. (Genny Beemyn, now at UMass Amherst, is a member of the TONI Project Advisory Panel.)

Bilodeau (2007) addresses several of the same areas in his 2007 dissertation on transgender students in higher education. He specifically identifies campus employment, residence halls, athletic facilities and restrooms as areas that can enforce undesired gender norms on students. Bilodeau draws extensively upon Beemyn's recommendations in order to lessen the impact of the "genderism" often incorporated into these particular aspects of the college experience; indeed, he really offers no recommendations of his own in these areas.

Based upon the literature reviewed here, it appears that the TONI Project's questions are addressing the right areas. Virtually every source identifies housing, bathrooms, healthcare, and documentation as major areas of concern, which are also the areas that I started with when I began conceptualizing the project two years ago.

Libraries and greek life are areas which were added to the project later at the request of the advisory panel, as were career centers and admissions offices (which Matheney discussed in the context of graduate students). After reviewing these authors, I feel confident that the project is on the right track; however, I will continue exploring literature on some of the less obvious areas of focus to ensure that the wording of our questions are adequately reflecting the actual needs of students.

APPENDIX C: SCHOOL PROFILE QUESTIONS

Welcome Message

This is where you can share or update information about your institution. Please keep in mind the following guidelines:

- Keep it professional. Use proper spelling, grammar, and capitalization - we want this to be easily accessible to as many people as possible.
- Speak in the third person. Remember that when people come to check out this profile, they're not going to know that you contributed a certain section - they're looking for a community perspective on the school. Phrases like "My experience was..." or "I don't think we have this" don't make a lot of sense when people don't know who's talking.
- Make it accurate. Don't submit information if you're not sure it's true - we don't want to mislead people or put anyone in a potentially awkward or dangerous situation. If you don't know the answer to a question, just leave it blank - but if you know your school doesn't offer something, say so.
- Stick to the facts. We know that not every school is going to be a great place for trans students - that's what this guide is for. But skip attacks on the school or individuals, and let the facts speak for themselves.

We know there's a lot of information to fill out, but don't be intimidated - you can skip sections you don't have the answer to, and you can stop and come back later at any point. Just remember to click the "Save" button at the bottom before you leave.

Thank you so much for making this resource more useful to others, and please don't hesitate to contact us if you have any questions.

Basic Information

University or Organization Name

Affiliation (public vs. private)

City and State

Degrees Offered

Undergraduate, Graduate, Professional (MBA, JD, etc.), or Vocational/Technical

Administrative and Legal Protections

Non-Discrimination Policy

Please cut and paste the school's non-discrimination policy here. Include a link to the source text.

Local Laws

What local laws exist relating to transgender people? This can be positive (e.g. inclusion in a local Human Rights Act) or negative (e.g. explicit exclusion from protections from such legislation)

Campus Life

Campus Climate

What is the attitude of administrators, faculty, staff and students towards trans people? Think about things like how often trans people are invited to speak on campus, whether the admissions department specifically reaches out to trans or LGBT populations, whether the library has books about trans people, and how often trans issues are discussed in a positive light. Describe your school climate and anything people should know here, including references as appropriate.

Housing Policy

What is the school's policy on housing for transgender students?

Gender-Neutral Housing Options

Does your school have housing options that allow students of different genders to live together? (Some schools may call this "gender-neutral," "gender-blind," "mixed-gender" or "open" housing.)

Special Interest Housing

If your school offers themed or common-interest living and learning communities, is there one related to LGBT issues? If so, name and describe it here.

Facilities

Describe the restrooms, showers, locker rooms, and other similar facilities on your campus. How private are showers and changing areas (e.g. curtains, stalls, open)? Are gender-neutral or single-occupancy facilities available anywhere? If so, is there a list available? Include any other information you think is relevant.

Sports

What are your school's regulations about trans people on varsity, intermural, intramural, and club sports teams? If a waiver or approval process is required for participation, please describe it.

Courses and Programs of Study

Describe any programs of study or regularly offered courses focused on transgender issues.

Fraternity and Sorority Life

Are there any official or unofficial policies affecting the participation of trans students in fraternities and sororities? Do any of these groups at your school have a track record (positive or negative) with respect to trans members?

Safety and Security

Have public incidents, debates, or crimes targeting LGBT people occurred on or near campus? How are hate crimes reported on campus? Can campus police be trusted, and are they trained about trans issues? What about local law enforcement?

Healthcare

Campus Health Services

Is your campus health center sensitive to trans issues? Are health center forms inclusive of multiple gender identities? To what extent, if any, are transition-related services available?

Local Healthcare Providers

Are there any off-campus healthcare providers that specialize in or specifically offer services for transgender people? Do any local hospitals, including university-affiliated hospitals, have an established track record (good or bad) with respect to trans patients? Provide a brief description with name, website, and phone number here.

Health insurance

Do the school's health insurance policies include coverage for transition-related care? To what extent is this coverage provided? Are different levels of coverage available to students versus faculty/staff?

Insurance Requirement

Do students have to buy the school's health insurance? This is useful so potential students know whether they have to pay for a service that discriminates against them or with worse trans-related benefits than their existing insurance.

- N/A
- All full-time students must purchase health insurance through the school.
- Students living on campus must purchase health insurance through the school.
- Students are not required to purchase health insurance through the school.

Records and Identity Documents

Registrar's Office

What documentation and procedure is required to change one's name on transcripts and official academic records? Do these records have a gender marker? If so, what are the requirements and procedure for changing that marker?

Course Management System

If your school uses a course management system like Blackboard or Moodle, what do students need to do to get their name changed on that system?

Student ID Card

What process do students need to go through to get their name changed on their student ID? What documentation is required?

School Email

What documentation and process is necessary to change one's email address? To change the name that appears when sending email?

Employment Records

For staff members and students who work for the university, what is the process for changing the name and gender marker on the school's employment records?

Online Profiles

If your school provides individual profiles on the school's official website that are accessible to other community members and/or the general public, describe the process for changing information on those profiles.

On-Campus Resources

Student/Staff Groups

Does your school have one or more LGBT-related student groups? List them here, along with a website or other contact information. Remember to include undergraduate, graduate, postgraduate and alumni groups as applicable.

Resource Center

Does your school have a staffed resource center, office, or designated official that supports LGBT students? Give its name, location, website, and other appropriate contact information (like Facebook groups and Twitter accounts) here. Use multiple boxes if more than one exists. If there is a multicultural or diversity center on your campus but it is not supportive of trans/LGBT students, include that here as well.

Academic Departments

Are there academic departments on campus that trans students can contact for support or guidance? List them and their contact information here.

Trainings and Workshops

Are there mandatory or optional trainings/workshops that educate students, faculty and staff about trans issues? This can be a general "safe space/zone" training program, or something more specific like a Trans 101. Provide a brief description of the training/s offered, and a link or contact for more information.

Career/Employment Center

If your school has a career or employment resource center, what types of resources does it have for transgender students? Does it have a ranking from the Out for Work Career Center Certification Program?

Religious & Spiritual Organizations

What religious resources exist on campus? Which ones have an established record on support of trans students, or LGBT students generally?

Community Resources

Trans Advocacy and Support Organizations

What trans-specific organizations, if any, exist in your local community? Provide a name and website, or other relevant contact information. One organization per box, please.

General LGBT Organizations

What general LGBT organizations, if any, exist in your local community? Provide a name and website, or other relevant contact information. One organization per box, please.

Miscellaneous

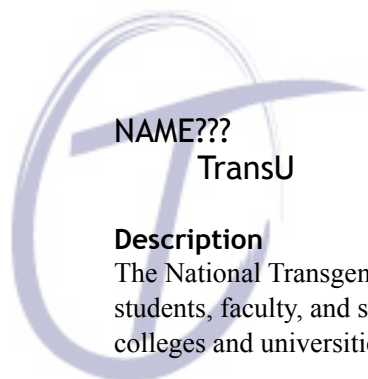
External Links

If you have links to the school's website, Wikipedia article, or any other outside references, please include them here.

Other Campus Policies

If your school has other campus policies that impact transgender people, please include them here.

APPENDIX D: FIRST PROPOSAL DRAFT



NAME???

TransU

Description

The National Transgender Campus Resource Center will provide a central source for transgender students, faculty, and staff to find general resources and specific information on campus life at colleges and universities across the country.

Sponsoring Organizations

The NTCRC would be sponsored by NCTE and the American University GLBTA Resource Center.¹ Through its organizational and institutional connections, the AU RC would seek endorsements from the Consortium of Higher Education LGBT Resource Professionals, NASPA - Student Affairs Administrators in Higher Education, and other higher education and student affairs organizations.

Content Areas

There will be two sections of the NTCRC. The main area of the site will contain a general collection of resources for transgender students: factors to use in evaluating the trans friendliness of an institution, individuals and departments that would be useful to contact for more information, organizing resources, how to come out to professors, and other general information. This section will be maintained by the sponsoring organizations, and will not be user-editable.

The second section will be a user-generated resource with individual institutional profiles. These profiles will contain school-specific information such as institutional policies, local laws governing the institution, name/gender change procedures and requirements, contact information for resource centers and student organizations, locations of gender-neutral bathrooms and changing facilities, counseling resources, and health insurance information. This section could also include the school's LGBT Friendly Campus Climate Index scores² and a link to the school's report card on the Campus Pride site.

Technological Requirements

The NTCRC will require web hosting space, a domain name (perhaps transgendercampus.org), and installation of wiki or similar software to allow user contributions. It would be best if this system required user login, and identified contributors by a screenname and organizational/institution affiliation as applicable. Each page should list the date it was last updated, and there should be some way to track pages which have not been updated in some time so that an

¹ The Consortium of Higher Education LGBT Resource Professionals and the Penn State GLBTA Resource Center have a similar arrangement for the LGBTQArchitect project: <http://architect.lgbtcampus.org/>

² The Index has separate ratings for sexual orientation and gender identity. To ensure proper representation, the profile pages should include both of these scores or just the gender identity score, rather than the school's overall rating.

institutional representative can be contacted for updates. If possible, it would be ideal to have city-specific information (laws, off-campus resources) mirrored across all schools in that city.

Benefits to Sponsors

The NTCRC will enhance the name recognition of the sponsoring organizations, and demonstrate their commitment to college students. It will also provide easy access for students to learn more about the sponsoring organizations and become involved with their work if desired.

Benefits to Students, Faculty, and Staff

The NTCRC will provide an easily accessible location for current and prospective transgender community members to find information and resources, which will make the college search process easier for high school students and enhance the navigability of campus life for current students, faculty and staff.

Benefits to Institutions

The NTCRC will help institutions recruit and retain transgender students, faculty, and staff. It will also make it easier for institutions to provide logistical assistance to transgender community members by having a central location for information rather than needing to contact multiple offices to find answers.

Costs & Funding

Intern Funding

Administration

Web Design

Web Hosting/Domain Registration/etc.

Campus Climate Index Ranking

Sexual Orientation: ★★★★★ 4.5 out of 5 stars

Gender Identity/Expression: ★★★★★ 4.5 out of 5 stars

Non-Discrimination Policy

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. More importantly, however, such compliance stems from the history and tradition of the university that embrace and express the deepest values of the human community – equality, openness, and the dignity of every individual. The fact that the university does not discriminate on the basis of color, religion, national origin, gender, sexual orientation, gender identity and expression, age or disability is, in fact, consistent with and a reflection of its special tradition of social justice. Extending that tradition into the present, equal opportunity affirmative action and non-discrimination apply to every aspect of the university's operations and activities, including admissions, employment and access to university programs and services.

Local Laws

The DC Human Rights Act...

Housing

Housing for transgender and genderqueer students is handled on a case-by-case basis; no official policy exists. For assistance, please contact the GLBTA Resource Center.

Sophomores, juniors and seniors may be interested in the Intersections of Gender and Sexuality floor in Centennial Hall; see "On-Campus Resources" for more information.

Health & Wellness

Health Center

Culturally competent staff

Provide trans health care?

With/without parental notification/consent

If not, do they provide referrals off-campus?

Counseling Center

Trans competent staff?

Safe space

Student Health Insurance

Faculty/Staff Health Insurance

Health Records

Sports Participation

Sample Profile

Bathrooms & Changing Facilities

Changing Records

Registrar's Office/Datatel

Course Management System (Blackboard)

Email

Campus Police/Public Safety

On-Campus Resources

GLBTA Resource Center • www.american.edu/glbta • (202) 885-3347

Intersections of Gender & Sexuality Residential Community Cluster • www.intersectionsrrc.org

Queers & Allies • www.aunqueersandallies.org

Community Resources

DC Trans Coalition • www.dctranscoalition.org

Metro DC GLBT Community Center • www.thedccenter.org/

National Center for Transgender Equality • www.transequality.org

Transgender Health Empowerment

Whitman-Walker Clinic

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ENDNOTES

¹ National Center for Transgender Equality, “About Us.”

² Ibid., “Staff”

³ TONI Project, “About Us.”

⁴ David Bohnett Foundation, “Our Vision”

⁵ W3Techs, 2011.

⁶ Drupal, 2011, “Sites Made with Drupal.”

⁷ Grant et al., 2011, p.12

⁸ See <http://en.wikipedia.org/wiki/Wiki>

⁹ GenderBloc, 2010.

¹⁰ Keisling, 2011, Personal interview.

¹¹ Glavinic, 2011.

¹² In Sanlo, 1998, p. 37.

¹³ Rankin, Weber, Blumenfeld, & Frazer, 2011, p. 62-63

¹⁴ Ibid, p. 122-23

¹⁵ Grant, et al., 2011, p. 40.

¹⁶ Campus Pride, 2007.

¹⁷ Campus Pride, 2011. “About Index.”

¹⁸ Keisling, 2011, Personal interview,

¹⁹ Ibid.

²⁰ See <http://ankerson.com/about/index.html>

²¹ Google chat transcript, 2011. Name withheld for privacy.

²² Keisling, 2011, Personal interview.