CSUSM TRANS & GENDER NON-CONFORMING TASK FORCE

REPORT & RECOMMENDATIONS

SUBMITTED TO PRESIDENT KAREN HAYNES

MARCH 17TH 2017

Contents

Trans and Gender Non-Conforming Task Force Charge

In May of 2016, members of the California State University San Marcos (CSUSM) community issued an open letter to President Karen Haynes advocating for actions to encourage the inclusion of trans and gender non-conforming individuals at CSUSM. In November of 2016, President Haynes issued a call for participation in a Trans and Gender Non-Conforming Task Force (TGNCTF) "in an effort to ensure ongoing support for members of our Trans and Gender Non-Conforming community at Cal State San Marcos." The TGNCTF was convened in December 2016 as advisory to the President, and by March 17th, 2017 was charged to "*Review and make recommendations regarding protocols, programs and services for CSUSM Trans and Gender Non-Conforming Communities to include: Preferred Name Policy Implementation; Restrooms; Training; Housing. Your participation and knowledge will greatly benefit the University and the goals we are working to achieve, which include providing an open, welcoming and safe environment all members of our community."*

In response to this charge, the TGNCTF is pleased to provide an overview of the current status of policies, procedures, and actions relevant to trans and gender non-conforming communities at CSUSM, and to provide recommendations to further improve the environment and experience of our trans students, staff, and faculty. We do so from a variety of perspectives, including those of trans-identified and trans-allied task force (TF) members, trans and allied communities at CSUSM, and stakeholders critical to the implementation of these recommendations. Careful consideration was given to federal and state law, as well as best practice guidance from organizations dedicated to trans advocacy.

Task Force Membership

Char Booth - Associate Dean, University Library (Chair)
Zev Anbar - Student
Bridget Blanshan - Associate Vice President and Title IX Coordinator
Wesley Dayhoff - Student
Jessica Dockstader - Student
Anne Rene Elsbree - Professor, School of Education
Lisa McLean - Director, Labor & Employee Relations, Human Resources
Lisa Medina, Registrar - Enrollment Management Services
Deborah Morton - Assistant Professor, Public Health
Steve Ramirez - Interim Director, Planning, Design and Construction
Betsy Read - Professor, Biology
Jay Robertson-Howell - Psychologist, Student Health & Counseling Services

Questions about this report or its recommendations can be submitted to transtf@csusm.edu.

Guiding Documents

The work of the TGNCTF was informed by a series of guiding documents, including:

- *Dear Colleague Letter on Transgender Students* (2016) – U.S. Department of Education & U.S. Department of Justice. https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf
- *Examples of Policies and Emerging Practices for Supporting Transgender* Students (2016) U.S. Department of Education. https://www2.ed.gov/about/offices/list/oese/oshs/emergingpractices.pdf
- *Comprehensive Model Policy on Transgender Students for Four-Year Colleges and Universities (2016)* – Trans Student Educational Resources. http://www.transstudent.org/college
- *Suggested Best Practices for Supporting Trans* Students* (2014) - Developed by the Trans* Policy Working Group, Consortium of Higher Education LGBT Resource Professionals. https://lgbtcampus.memberclicks.net/assets/consortium%20suggested%20trans%20policy%20recommendations-compressed.pdf
- *Developmental Pathways to Trans Inclusion on College* Campuses (2016) – ACPA – College Educators International. http://www.myacpa.org/publications/developmental-pathways-trans-inclusion-college-campuses#sthash.y8rGQ360.dpuf
- *Transgender Inclusion in the Workplace: A Toolkit for Employers*. (2016) – Human Rights Campaign. http://hrc-assets.s3-website-us-east-1.amazonaws.com//files/assets/resources/Transgender_Inclusion_in_the_Workplace_A_Toolkit_for_Employers_Version_10_14_2016.pdf
- James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *Executive Summary of the Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality. http://www.transequality.org/sites/default/files/docs/USTS-Executive-Summary-FINAL.PDF

The Task Force encourages review of these documents in the interest of raising awareness about the experiences of trans individuals and communities, gaining insight into best practices, and building an understanding of the trajectory of trans inclusion in higher education and beyond.

Stakeholder and Community Input

The Task Force sought stakeholder and community input over the course of our work, which has allowed us to present as complete a picture as possible of the current status of policies, procedures, and campus climate impacting trans communities at CSUSM. This input was instrumental in enabling the Task Force to create a series of recommendations informed by the individuals and departments that will be most directly involved in their implementation.

Direct Stakeholder Input
CSUSM departments and organizations directly consulted over the course of the Task Force's Work included:

- *Office of Human Resources*
- *Labor & Employee Relations*
- *Institutional Planning & Analysis*
- *Housing & Residence Life*
- *Planning, Design, & Construction*
- *Department of Athletics*
- *Student Health & Counseling Services*
- *Enrollment Management*
- *Faculty Affairs*
- *University Police Department*
- *Office of Diversity, Educational Equity, & Inclusion*
- *LGBTQA Pride Center*
- *Gender Equity Center*
- *Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Ally Faculty Staff Association*
- *University Library*

Community Review of Draft Recommendations

The Task Force shared a draft version of its report and recommendations with the CSUSM community on March 3rd, 2017, and invited review and comments through March 14th, 2017. A resource mailbox and anonymous comment form were created to field comments on the draft report and recommendations, and were promoted by campus-wide emails from the Office of Communications. Two open comment forums for discussion of draft Task Force recommendations were also held during the community review period:

- *Cross-Cultural Center on March 7th, 2017 from 1-2 pm, immediately following a Civility Project Dialogue on Gender Identity & Politics.*
- *LGBTQA Pride Center on March 9th, 2017 from 6-7pm. Co-sponsored by the Gender Equity Center.*

The Forums saw over a hundred in combined attendance with representation from a broad spectrum of CSUSM students, staff, faculty, and administration, including several offices that were consulted in depth on Task Force recommendations. Response to the Task Force's recommendations was overwhelmingly positive at these events, while comments and questions raised at these events resulted in clarifications and additions to the final version of this report.

In addition to public forum feedback, roughly 20 individuals submitted comments to transtf@csusm.edu, the online comment form, or directly to the Task Force Chair. Approximately 70% of these comments expressed support for the recommendations and endorsed the work of the Task Force, and most included substantive suggestions from campus stakeholders who would be directly involved in the implementation of recommendations. Other comments in this category provided insight into the experience of trans individuals on campus - two trans-identified students anonymously shared critiques of their experiences receiving medical care on campus and with procedural aspects of preferred name change process, respectively. Approximately 20% of comments critiqued the work of the Task Force by objecting to its recommendations on personal or religious grounds, questioning the legitimacy of the Task Force's charge, providing constructive criticism of recommendation feasibility, and/or expressing concerns about specific recommendations (e.g., one commenter questioned the safety of multi-stall gender inclusive restroom facilities). The remaining 10% of comments expressed transphobic sentiments without offering constructive critique of the Task Force's recommendations.

Terminology & Definitions

Throughout this report, the word "trans" is inclusive of all transgender and gender non-conforming identities, including those who identify as transgender, non-binary, genderqueer, gender non-conforming, gender questioning, agender, gender creative, gender fluid or elsewhere on the gender spectrum. The following definitions are essential for understanding the nuances encompassed by the term "trans", as well as the content and recommendations presented in this document.[1]

CISGENDER/CIS
An adjective that means "identifies as their sex assigned at birth" derived from the Latin word meaning "on the same side." A cisgender/cis person is not transgender. "Cisgender" does not indicate biology, gender expression, or sexuality/sexual orientation. In discussions regarding trans issues, women who are trans are differentiated from those who are not by saying trans women and cis women. Note that cisgender does not have an "-ed" at the end.

TRANSGENDER/TRANS
An adjective describing people whose gender identity differs from the sex they were assigned at birth (e.g. Janelle is a transgender woman). The term transgender gives no indication of sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. Transition paths and identities differ from person to person. Note that transgender does not have an "-ed" at the end and should never be used as a noun.

NONBINARY
Preferred umbrella term for all genders other than female/male or woman/ man; used as an adjective (e.g. Jesse is a nonbinary person). Not all nonbinary people identify as trans and not all trans people identify as nonbinary. Sometimes (though rarely), nonbinary can be used to describe the aesthetic/presentation/expression of a cisgender person.

TRANS WOMAN/TRANS MAN
Trans woman generally describes someone assigned male at birth who identifies as a woman. *Trans man* generally describes someone assigned female at birth who identifies as a man. Sometimes trans women identify as male-to-female (also MTF, M2F, or trans feminine) and sometimes trans men identify as female-to-male (also FTM, F2M, or trans masculine). Please ask before identifying someone. Use the term and pronouns preferred by the individual.

TRANSPHOBIA
Attitudes such as fear, discomfort, distrust, or disdain directed at trans people, which serve to marginalize and incite systematic violence against the community. This word is used similarly to homophobia, xenophobia, misogyny, etc.

CISSEXISM
The social system that privileges and normalizes cisgender bodies and identities, and by extension, brands trans people as abnormal, deviant, and unnatural. Cissexism - whether intentional or unintentional, overt or microagressed - can include assumptions about people's bodies and how they relate to them, and what sort of transgender bodies are deemed "acceptable" in society.

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[1] We are indebted to the Trans Student Educational Resources' (TSER's) *Comprehensive Model Policy on Transgender Students for Four-Year Colleges and Universities* for these definitions, which are slightly adapted here. For additional definitions, see www.transstudent.org/definitions.

Introduction

Transgender individuals and communities worldwide face systemic stigmatization, repression, and violence. The *2016 U.S. Transgender Survey*, which queried over 27,000 trans respondents in the United States, reports "disturbing patterns of mistreatment and discrimination" and "startling disparities" in access to basic human rights between trans and cisgender populations in the United States (i.e., physical safety, employment, family support structures, and medical care).[2] A summary of key findings illustrates the stark challenges facing trans populations in the United States:

- "The majority of respondents who were out or perceived as transgender while in school (K–12) experienced some form of mistreatment, including being verbally harassed (54%), physically attacked (24%), and sexually assaulted (13%) because they were transgender.
- In the year prior to completing the survey, 30% of respondents who had a job reported being fired, denied a promotion, or experiencing some other form of mistreatment in the workplace due to their gender identity or expression.
- In the year prior to completing the survey, 46% of respondents were verbally harassed and 9% were physically attacked because of being transgender. During that same time period, 10% of respondents were sexually assaulted, and nearly half (47%) were sexually assaulted at some point in their lifetime.
- Nearly one-third (29%) of respondents were living in poverty, compared to 14% in the U.S. population. A major contributor to the high rate of poverty is likely respondents' 15% unemployment rate—three times higher than the unemployment rate in the U.S. population at the time of the survey (5%).
- A staggering 39% of respondents experienced serious psychological distress in the month prior to completing the survey, compared with only 5% of the U.S. population. Among the starkest findings is that 40% of respondents have attempted suicide in their lifetime—nearly nine times the attempted suicide rate in the U.S. population (4.6%)."[3]

The Survey also reports that intersectional factors such as race, ethnicity, and class have a compounding negative impact on trans individuals, in some cases precipitously increasing the incidence of poverty, violence, discrimination, and/or illness among trans communities of color and trans individuals who are economically disadvantaged. The intersectional diversity of the CSUSM learning community makes this finding particularly noteworthy.

National College Health Assessment (NCHA) results from 2016 confirm the health and safety risks among trans and non-binary students within the CSU system. The NCHA study surveyed health and wellness data submitted by over 23,000 students across the 23 CSU campuses, and found trans students (described as "non-binary" throughout the report) represented 3.1% of the population, with

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[2] James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *Executive Summary of the Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality. http://www.transequality.org/sites/default/files/docs/USTS-Executive-Summary-FINAL.PDF
[3] Ibid., p 2-3.

similar cross-campus distribution. The 2016 CSU NCHA study reports "threats to health, wellness, and safety were most prevalent among students of color and students of non-binary gender."[4] Compared to cisgender male and female respondents, non-binary CSU students reported significantly higher incidences of verbal harassment, physical and sexual assault, depression, anxiety, and intimate partner violence:

- Being *physically assaulted* was twice as prevalent among non-binary and Black/African American and 'Other' students compared to other groups (5-7% vs. 3% overall. Prevalence of being *verbally threatened* was also higher among non-binary and 'Other' race/ethnicity students (20-25% vs. 15% overall)
- *"Attempted rape* and *rape* were much more prevalent in non-binary students (6.2% and 5.4%) compared to females (3.5% and 2.0%), both of which were several fold higher than among males (0.8% and 0.4%).
- *Emotionally abusive* relationships were more prevalent among non-binary students compared to females, and nearly twice as compared to that of males (13.2% vs. 9.7% and 6.1%, respectively).
- Non-binary students reported significantly higher prevalence than males or females on 10/11 surveyed [mental health] items. For example, 53% reported *depression* compared to 38% among females and 31% among males. 70% reported *anxiety* compared to 62% of females and 45% of males. 21% *seriously considered suicide* compared to 9% of females and 8% of males.
- Prevalence of *attempted suicide* was 1.5% overall, and ranged from 1.1% among White females to 10.3% among Black/African American non-binary students."
- Overall prevalence of *ever being diagnosed with depression* was 18% with significant differences between genders (females 19%, males 12%, non-binary 36%)[5]

Non-binary CSU student participation in the NCHA survey is significantly higher than national trans population estimates. A 2016 study by UCLA's Williams Institute gauged the size of the transgender community in the United States to be approximately 1.3 million or .06% of the population, nearly double the last published estimate in 2011.[6] Higher rates of CSU non-binary and trans identified respondents in the NCHA study may be indicative of demographic trends and improvements in survey design. The Williams Institute report finds that, due in part to "a growing awareness of transgender identity," adults ages 18 to 24 are more likely than older adults to identify as trans. Higher density non-binary populations tend to occur in states and large urban areas with progressive tendencies (e.g., California's trans population is higher than the national average). Estimates of the trans and gender non-conforming populations are likely to continue to increase with improved survey techniques[7] and greater social visibility.[8]

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[4] Aydin Nazmi. *The California State University Student Health, Wellness, and Safety Report: Results from the 2016 Systemwide National College Health Assessment.* CSU Chancellor's office, p. i.
[5] Ibid.
[6] See https://www.nytimes.com/2016/07/01/health/transgender-population.html.
[7] As this Report explores in Recommendation Section 3: Forms and Surveys, trans people are often not accurately captured by traditional population survey methods; they may not find their gender identity represented in demographic queries, may not yet be ready to acknowledge their trans identity, and/or may fear recrimination even when surveys ensure anonymized results.

Legislative Outlook

Although gains in social acceptance and legislative protection have been made across the LGBTQ spectrum in recent years, anti-trans legislation is on the rise at the state and federal level. Trans individuals are increasingly targeted by discriminatory legislation (e.g., "bathroom bills" such as North Carolina's HB2, denial of transition-related medical care, marriage restrictions, etc.) and are now subject to stigmatization in public discourse and a consequent repressive social climate. The Human Rights Campaign tracked 44 anti-trans bills nationally in 2016, over twice the number in 2015.[9] Justified by spurious claims of increased risk of predatory violence when trans people use restrooms aligned with their gender identity, in 2017 14 states introduced legislation imposing biological sex bathroom use restrictions on trans people.[10] In contrast, research has shown that it is actually trans and gender non-conforming people who are at risk in gender segregated restroom facilities.[11] A 2013 study by the UCLA School of Law's Williams Institute found that *"about 70 percent [of trans participants] reported experiencing being denied access to restrooms, being harassed while using restrooms and even experiencing some forms of physical assault."* Nine percent of the study population reported having been physically attacked while in a restroom.[12]

California has unusually robust legislative protections for LGBTQ communities. Gender identity and expression are protected in state-wide nondiscrimination policies that were passed in 2012 under Assembly Bill 887, and more recent legislation was passed to express resistance to anti-LGBTQ and transphobic laws in other states (e.g., Assembly Bill 1887 restricts state agencies from mandating that employees travel to state(s) that have enacted discriminatory legislation on basis of sexual orientation, gender identity, and/or gender expression.)[13] The California Education Code was amended in 2013 via Assembly Bill 1266, "The School Success and Opportunity Act," to ensure students can participate in activities and access facilities in a manner consistent with their gender identity. In addition, this Bill ensures names, pronouns and student records accurately reflect the realities of trans students.[14] Several CSU Executive Orders explored in Recommendation Section 1 – Nondiscrimination Policies also protect trans learners and employees from discrimination.[15] Despite these measures, trans Californians still exist in a world that is implicitly and explicitly cis-gendered, and thus have lived experiences that are heavily impacted by trans-inclusionary or trans-exclusionary actions and commitments of the communities and organizations with which they are affiliated.

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[8] See http://williamsinstitute.law.ucla.edu/wp-content/uploads/How-Many-Adults-Identify-as-Transgender-in-the-United-States.pdf

[9] Human Rights Campaign (2016). HRC Previews Anti-LGBT State and Local Legislation. Retrieved from http://www.hrc.org/blog/hrc-previews-anti-lgbt-state-local-legislation.

[10] See http://www.ncsl.org/research/education/-bathroom-bill-legislative-tracking635951130.aspx

[11] See http://www.npr.org/2016/05/15/477954537/when-a-transgender-person-uses-a-public-bathroom-who-is-at-risk

[12] See http://williamsinstitute.law.ucla.edu/wp-content/uploads/Herman-Gendered-Restrooms-and-Minority-Stress-June-2013.pdf

[13] The full text of AB 887 can be found at http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_0851-0900/ab_887_bill_20111009_chaptered.pdf, and the full text of AB1887 can be found at http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1887.

[14] See http://www.cde.ca.gov/re/di/eo/faqs.asp

[15] See http://www.cde.ca.gov/re/di/eo/faqs.asp

Title IX

In May of 2016, the U.S. Department of Education and Department of Justice jointly issued a "Dear Colleague" letter that clarified the rights of transgender individuals under Title IX of the Education Amendments of 1972, marking the first official legal document that conclusively addressed the relevance of Title IX to gender identity as well as sex assigned at birth.[16] The letter specified that educational institutions (K-12 and higher education) are required to*: ensure safe and nondiscriminatory environments for trans students; respect trans students' chosen names and pronouns; ensure the availability of and access to restrooms, locker rooms, and housing consistent with students' gender identities, and to provide gender-inclusive and/or private restroom, changing, and housing facilities; maintain the privacy of trans students' identity records under Family Educational Rights and Privacy Act (FERPA) guidelin*es. Moreover, the Dear Colleague letter clarified that educational institutions are required to treat trans students according to their gender identity *regardless of their ability to provide legal documentation of psychological diagnoses, gender marker changes, and/or legal name changes*.[17] While gender-segregated athletic and fraternal/sororital organizations are allowed to exist, educational institutions are required to create policies that allow trans students to participate in these activities in a manner consistent with their gender identity and/or expression.

In late February of 2017 the Trump administration withdrew the Obama administration's Title IX guidance specific to trans students,[18] and also halted legal support of a forthcoming Supreme Court case challenging segregation of school restroom facilities by birth-assigned gender.[19] While considered a significant blow to Federal progress toward more inclusive treatment of trans individuals in learning environments, it is important to understand the limited impact of the "Dear Colleague" guidance withdrawal relative to protections afforded to trans students by Title IX. The Trans Equality Project explains that, *"With or without the guidance… transgender students are protected under Title IX. The guidance itself didn't change the law or create protections for transgender students that weren't there before. It just clarified how the Department of Education would be enforcing existing laws. Even though the guidance has been withdrawn, that doesn't change the fact that under Title IX, transgender students have a right to be treated according to their gender identity, including when it comes to restroom access. And in addition to protections under Title IX, transgender students are*

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[16] Dear Colleague Letter on Transgender Students (2016) – U.S. Department of Education & U.S. Department of Justice. https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf

[17] Significant financial and process barriers prevent many trans individuals from obtaining legal and diagnostic documentation that is typically requisite for official gender marker and name changes, and medical intervention is not common to all experiences of "transition." It is thus a best practice for educational institutions to allow gender marker and name changes without state or federally required forms of legal documentation.

[18] See https://www.nytimes.com/2017/02/11/us/politics/trump-transgender-students-injunction.html

[19] Gloucester County School Board v. G.G. See https://www.nytimes.com/2016/10/29/us/politics/supreme-court-to-rule-in-transgender-access-case.html

also protected by the U.S. Constitution and, in many states, by state laws and policies protecting them in schools."[20]

Trans people exist in all communities and cultures - including at CSUSM. It is vitally important for readers of this Report to begin from a baseline of understanding that while the trans population may be smaller in proportion to other segments of society, respecting human diversity and providing equitable access to education as a basic human right - particularly among our highest-risk communities - are shared responsibilities. It is important for readers to know that trans individuals in our community and beyond face tremendous direct and intersectional barriers on a daily basis, and are increasingly targeted by transphobic legislation resulting in heightened social stigma. In acknowledgement of this struggle, the recommendations presented in this report are geared toward fostering a campus climate that is more fully supportive of our trans students and personnel.

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[20] See http://www.transequality.org/issues/resources/faq-on-the-withdrawal-of-federal-guidance-on-transgender-students

Overview of Task Force Recommendations

The TGNCTF is pleased to provide an overview of the current status of policies, procedures, and actions relevant to trans and gender non-conforming communities at CSUSM, and to offer the following recommendations to further improve the experience of members of these communities on our campus. CSUSM has achieved significant progress toward improving the environment for trans students in several critical areas including chosen name policy, gender inclusive restrooms, athletics, and housing accommodations. Further recommendations are provided herein on these and other areas to continue this progress. The Task Force finds, however, that not all of these measures extend to trans staff, faculty, and administration at CSUSM, and therefore additional actions are recommended to enhance the campus climate for trans and gender non-conforming personnel.

Recommendation Structure

Our recommendations model best practices derived from "Guiding Documents" cited earlier in this report, and are further informed by trans-specific metrics developed by the Campus Pride Index (CPI). CPI is a rigorous national evaluation tool aimed at "creat[ing] safer, more LGBTQ-friendly learning environments at colleges and universities."[21] CSUSM is an active participant in the CPI; in 2010 our campus earned a 2.5 on CPI's 5-point scale, a rating that rose to 3.5 out of 5 in 2012. In coordination with numerous campus stakeholders, CPI results for 2016 are currently being compiled by Robert Aiello-Hauser, CSUSM's Director of Student Engagement & Inclusion and the LGBTQA Pride Center. CSUSM's 2016 CPI results will be available later in the 2016-17 academic year, including data from newly established metrics for trans populations. By aligning our recommendations with CPI metrics, the Task Force hopes that CSUSM can ensure that future actions taken by our campus to promote trans inclusion are assessed and reflected in future survey rankings, and that these are made accessible to current and prospective CSUSM students, personnel and affiliates through public information on the CPI website. Our recommendations are organized in the following sections: *1) Nondiscrimination Policies; 2) Preferred Names, Gender Markers, & Records Privacy; 3) Surveys & Forms; 4) Restroom Facilities, 5) Student Housing, 6) Education & Training; 7) Health & Counseling Services; 8) Campus Athletics; 9) Campus Climate, Support, & Resources;* and *10) Academic Life.*

Implementation

Due to the operational breadth of these recommendations, to ensure their effective execution the Task Force suggests that an implementation body comprised of key area stakeholders be convened to initiate and monitor progress on actions resulting from this Report, ideally with oversight and/or representation from the Office of Diversity, Educational Equity & Inclusion (ODEEI) in conjunction with Diversity & Inclusion Strategic Plan implementation, and with student, staff, and faculty representation.

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[21] See https://www.campusprideindex.org/menu/aboutus

Section 1 – Nondiscrimination Policies

Clearly worded, consistent, and discoverable non-discrimination policies that include protections for gender identity/expression as well as straightforward procedures for addressing transphobia are essential components to ensuring a safe and inclusive environment for trans individuals in institutions of higher education.

Current Status

Recent California legislative actions and CSU Executive Orders provide important backdrop to the trans and gender identity/expression-related nondiscrimination policies currently in place at CSUSM:

- Assembly Bill 620, the Equality and Equal Access in Higher Education Act, was signed into California law in 2011. A landmark step toward the creation of welcoming and inclusive environments for LGBTQ communities at California colleges and universities, A.B. 620 required California Community College, CSU, and UC system schools to adopt and publish policies prohibiting harassment, intimidation, and bullying, to designate an employee at each campus as a point of contact to address the needs of LGBT students and personnel, and to revise the definition of gender to include "gender identity and expression." This Bill also specified that students in California higher education institutions should be able to self-report their sexuality and gender identity during the application process for purposes of data collection, a recommendation that in 2016 was put into practice in the common CSUMentor Applications (see additional information in Section 3 – Surveys & Forms).

- In 2014, the Department of Education extended Title IX non-discrimination protections to transgender students and employees of public institutions. In response, the California State University system revised Executive Order 1095 ("Notice of Non-Discrimination on the Basis of Gender or Sex") to specifically include protections for gender identity and expression. CSUSM publicly posts this policy language on its own Title IX site: *"The California State University does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off campus). The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, and gender based dating and domestic violence and stalking."[22]* CSUSM's Title IX Coordinator, Deputy Title IX Coordinator, and Title IX Coordinator for Athletics are the campus personnel designated to address Title IX issues related to gender identity and expression.

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[22] See https://www.csusm.edu/title9/noticeofnondiscrimation.html

- In June of 2015, the CSU system revised Executive Order 1097, which prohibits discrimination, harassment, and retaliation (DHR) against students, to include gender identity and expression – CSUSM posts policy language and procedural information for reporting incidents of DHR on the Dean of Students' website.[23]
- In October of 2016, the CSU system revised Executive Order 1096, which prohibits DHR against University personnel and third parties, to include language specifying gender identity and expression – CSUSM posts policy language and procedural information about E.O. 1097 on the Labor & Employee Relations website.[24]

In addition to policy language and procedural guidance for Executive Orders 1095, 1096, and 1097, CSUSM online recruitment postings for faculty, staff, management, and students feature non-discrimination language that, in almost all cases, include stated protections for gender identity and expression:

- **Faculty Affairs** recruitment postings for lecturer and tenure-track positions include the following statement: "*California State University San Marcos is an Affirmative Action/Equal Opportunity Employer strongly committed to equity and diversity and seeks a broad spectrum of applicants in terms of race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, gender expression, age, disability and veteran status,*"
- **Human Resources** staff and management recruitment postings include the following statement: *"California State University San Marcos is an Equal Opportunity Employer and does not discriminate against persons on the basis of race, color, religion, national origin, sexual orientation, gender, marital status, age, disability or veteran's status."*
- **UARSC** regular (benefited) and student assistant recruitment postings include the following statement: "*UARSC is an Equal Opportunity Employer and does not discriminate against persons on the basis of race, color, creed, religion, ancestry, sex, gender, gender identity, gender expression, genetic information, pregnancy, sexual orientation, age, medical condition, military service, veteran's status, marital status, national origin, physical or mental disability, or any other status protected by federal, state or local laws."*
- **CougarJobs** postings include the following statement: **"***The University is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for under-represented groups. California State University San Marcos is an Affirmative Action/Equal Opportunity Employer strongly committed to equity and diversity and seeks a broad spectrum of candidates in terms of race, sexual orientation and identity, gender, age, and disability or veteran's status."*

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[23] See https://www.csusm.edu/dos/studres/EO1097/
[24] See http://www.csusm.edu/lrer/equal_employment_opportunity/dhr.html

Recommendations

1.1 Create a University web page that features centralized information about and links to all CSUSM non-discrimination policy pages related to E.O. 1095-1097. Ensure that this site is accessible from the CSUSM home page or within one click from the home page.

1.2 Revise Human Resources' and CougarJobs' recruitment posting non-discrimination language to include the phrases "gender identity and/or expression" to align with E.O. 1095/1096/1097, and mirror language already included in Faculty Affairs and UARSC recruitment materials.

1.3 Adopt consistent University-wide non-discrimination policy language in CSUSM recruitment postings that encompasses gender identity and expression as well as other protected classes, and with wording consistent with CSU Executive Orders 1095-1097. Slight variations in non-discrimination language posted on University recruitment sites (and the absence of gender identity and expression in staff/management postings) can be readily resolved by the adoption of a consistent, University-wide non-discrimination statement that includes gender identity/expression as well as all other protected classes.

   a. The Task Force affirms the language currently used by UARSC in its postings as representative of the widest breadth of protected classes.

   b. The Task Force affirms Faculty Affairs' phrasing that CSUSM is "*strongly committed to equity and diversity and seeks a broad spectrum of applicants*" from various protected classes, which signals active engagement in the recruitment of diverse candidates in a manner that is inclusive of gender identity and expression.

   c. If implemented, Recommendation 1.2 is not necessary.

Section 2 – Preferred Names, Gender Markers, & Records Privacy

California state legal processes for changing an individual's birth name and/or gender marker are complex, time consuming, and expensive, which presents a barrier to access for many trans-identified individuals. Providing straightforward processes for students and employees to specify chosen or "preferred" names and gender markers consistent with their identities without legal/medical documentation are essential conditions for ensuring trans inclusion at CSUSM.

Maintaining the privacy of chosen and legal names and gender marker information is also critical to this recommendation area. In addition to concerns students may have about sharing chosen names with family they are not yet "out" to as transgender, the Department of Education/Justice's Dear Colleague Letter stresses that privacy of non-preferred names and gender markers should be protected for trans individuals, and that this information should be suppressed from directory locations and records management interfaces whenever possible.

Current Status

Chosen Names - Students

Led by Enrollment Management, a student-specific chosen or "preferred" name change policy has been active at CSUSM for several years. Students enrolled at CSUSM under their legal name may change their first name to a chosen name that better reflects their gender identity in the University's student records system by *"complet[ing] and submit[ting] the Preferred Name Change Request Form [see Appendix A] or complet[ing] a request online by logging on to MyCSUSM and accessing their Student Center. It can take up to two business days after approval for the preferred name to be reflected in the various third party platforms utilized by the campus community and in communications (email and/or postal)."* [25] After a student's preferred name has been registered, a new CSUSM ID card can be issued reflecting that name. Procedures for the preferred name policy are prominently posted on the Registrar's website and easily discoverable via web searches. They are also listed on the Gender Equity Center's Trans Resources site.[26] There are sundry post-name change steps (e.g., requesting preferred name is reflected in student email) that could be clarified for students on the Preferred Name Change page.

As a result of this policy and through modifications made to PeopleSoft by Enrollment Management, preferred names are currently displayed as the name of record in the vast majority of student records management interfaces, including all third-party platforms that pull student data from PeopleSoft

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[25] See https://www.csusm.edu/enroll/policies/preferrednamechangeprocedure.html
[26] See https://www.csusm.edu/asi/departments/gec/resource%20pages/resources_trans.html

(such as those used by the University Library, University Police Department, Student Health and Counseling Services, and Undergraduate Advising). Chosen names are also displayed in class rosters and Cougar Courses. In addition, legal names are repressed from view in all PeopleSoft and third-party interfaces with the exception of functional areas on campus that are required to have access to legal names, such as those who work with Federal financial aid and transcripts. To help personnel understand and respect students who select preferred names, in 2016 Enrollment Management produced a YouTube video titled "What's in a Name?" that features trans-identified CSUSM students discussing their own experiences - this video is brief and informative, and could be used more widely at the University in a training and awareness-raising capacity.[27] Enrollment Management is producing another video that focuses on student pronoun preferences.

Due to the information architecture of PeopleSoft, campus offices are only able to look up student records by student ID or legal name, which is an existing limitation to preferred name procedures. Scott Hagg of Enrollment Management reports that, based on consultations with IITS, a change to PeopleSoft's core name search capability – switching the primary search field from legal to preferred name – would require a "major" alteration to system architecture. The preferred name change policy site provides guidance to students to "*bring your student ID card with you when requesting assistance from any department on campus. Staff members are able to search for your record via student ID #. Your preferred name will be displayed.*"

An additional limitation of the current process relates to official university materials such as transcripts, campus directory information, and computer login screens, all of which still reflect a student's birth/legal name and require official name change documentation to adjust. As stated on the CSUSM Preferred Name Procedures site, proper process and documentation for changing a legal name includes *"a state issued driver's license and an original signed Social Security card reflecting the new first and/or last name. Processing for name changes is done within the Office of the Registrar by filling out a "CSUSM Change of Legal Name" card and supplying the stated documents above… If you are not a United States citizen, you must show a valid passport and photo ID reflecting the new legal name."* The use of legal names in these cases are variably motivated by privacy concerns and/or legal requirements, but there may be additional flexibility in some of the campus information points that still use legal name as requisite; according to a 2015 statement made by Toni Molle, CSU Chancellor's Office spokesperson, *"There's no system wide [preferred name] policy… It just needs to be approved at the campus level. [Students] can even get that done on their diploma."*[28] Over the course of the Task Force's work, for example, the CSUSM Office of Enrollment management created an option for students to list preferred names on diplomas – the Task Force wishes to commend

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[27] https://www.youtube.com/watch?v=h4aCiUcyobY
[28] http://www.presstelegram.com/social-affairs/20151018/transgender-students-at-cal-state-long-beach-to-choose-names-for-ids-class-rosters

Enrollment Services for this and other efforts to create trans inclusive policies and practices on behalf of CSUSM students.

It is essential to emphasize the importance of allowing students to opt-in to each chosen name area in order to protect information about their gender identity that they may or may not want shared with family members or guardians. The Task Force suggests that campus computer login screens, CougarApps, and Microsoft Office all be incorporated into the inclusive automatic change scope of the Preferred Name Change request process.

Chosen Names -- Personnel

At present, there is no parallel process in place for staff, faculty and administration at CSUSM to designate preferred names. In consultations with Human Resources and Enrollment Management, it appears preferred name functionality similar to that already in use on the "student side" of PeopleSoft can be implemented in Workforce Administration (the personnel interface of PeopleSoft) using the existing system architecture employed by Enrollment Management. While additional investigation is needed to confirm at an operational level, it appears that this change would create functionality for preferred names established by staff, faculty, and administrators that is already in place for students (e.g., displaying chosen names in PeopleSoft and third-party campus software systems that pull identity information from PeopleSoft). If a chosen name policy/process for personnel is implemented at CSUSM, it may be possible that an updated Personnel Information Sheet[29] submitted by the employee to Human Resources would be sufficient to establish a preferred first name, update campus records, and enable the individual to request a new campus ID card. This form could also be used in establishing a preferred name upon employee hire. This would require revision to the current Personnel Information Sheet to include an additional first name field requesting preferred name.

Gender Markers and Pronoun Preferences – Students and Personnel

Currently, legal documentation is required to change gender markers in university records for students and personnel. There is no process in place to allow students or personnel to indicate preferred pronouns to appear in systems such as course rosters and advisor lists, or in records/personnel management systems. Other universities are in the process of implementing the ability for students in particular to indicate preferred pronouns in academic contexts. For example, the University of Vermont allows students to opt: "not marked (nothing listed), she, ze, he, and 'prefer name only." This information is then fed forward into course rosters.[30] Many official personnel reporting areas in Human Resources are still legally required to record and report binary gender (e.g., affirmative action). For personnel, the Personnel Information Sheet may also be able to be used to change a gender marker for new and current employees; however, a final determination of the

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[29] See https://www.csusm.edu/hr/documents/Personnel_Information_Sheet_7115.pdf
[30] See http://www.lgbtcampus.org/suggested-best-practices-for-supporting-trans--students

feasibility of a gender marker change without legal documentation is still pending between the System and CSUSM Human Resources. If and when it is determined legally feasible by Human Resources and compatible with PeopleSoft architecture, the Personnel Information Sheet could also be revised to a) omit inquiring about binary birth sex unless legally required by the University, and b) add a "Gender identity" field with the following "select all that apply" response options: *Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond.*

Separate from preferred name but relevant to gender identity, PeopleSoft features a student "Gender Identification" module that has been tested but not yet implemented by Enrollment Management. This module features a series of three fixed (e.g., non-editable) questions that allow students to provide gender identity information on an opt-in basis from the MyCSUSM student information portal. If implemented, students could indicate gender identity information once enrolled at the University; While Sonoma State University has implemented the Gender Identification module, Enrollment Management finds that the utility of this module is significantly limited by a lack of preferred pronoun options, narrow applications by University personnel specifically designated to do so and aware of the existence of the module, and lack of "push forward" functionality to third-party University applications and stakeholder groups such as Cougar Courses, Advising, and Health and Counseling Services.

Recommendations

2.1 Provide gender identity awareness and/or Title IX/E.O. 1095-7 compliance training that contains content focused on gender identity and expression for University personnel who interact with student and/or personnel records management information/interfaces. Whereas union contractual specifications limit the University's ability to assign required training to many currently employed faculty and staff, requiring training during new employee onboarding is more feasible to achieve. This is discussed in greater detail in Recommendation Section 6 – Education & Training, but the language used in the recommendations below (e.g., 'encourage' vs. 'require') reflects contractual specifications related to broad employment classes at the University.

    a. Encourage all currently employed staff and faculty personnel who interface with student records management systems (Library, Registrar, Human Resources, Health & Counseling, Advisors, etc.) to take SafeZone and/or **Title IX/E.O. 1095-7 compliance training that contains content focused on gender identity and expression**

    b. Require newly recruited staff and faculty personnel who interface with student records management systems (Library, Registrar, Human Resources, Health & Counseling, Advisors, etc.) to take SafeZone and/or **Title IX/E.O. 1095-7 compliance training that contains content focused on gender identity and expression**

c. Require gender identity awareness training and/or Title IX compliance training for new and current administrators/managers in Enrollment Services, Human Resources, Student Advising, Associated Students, Student Health & Counseling Services, and Faculty Affairs.

d. Encourage management in all campus departments to organize and incentivize SafeZone and/or Title IX/E.O. 1095-7 training opportunities for their personnel, particularly personnel who interact with student and/or personnel records management information/interfaces.

2.2 Establish a policy and process that allows University personnel to specify a preferred name, and adopt the PeopleSoft preferred-name functionality implemented by Enrollment Management in Workforce Administration to enable the use of staff, faculty, and administrator preferred names in PeopleSoft and campus third-party software systems.

2.3 Allow personnel preferred name designation or change via submission of a campus Personnel Information Sheet upon recruitment and/or during employment.

a. Revise the Personnel Information Sheet and other Human Resources/Faculty Affairs forms including employment applications to include a "Preferred Name" field in addition to legal name (or in lieu of legal name when this information is not required by the University to collect).

2.4 Establish the feasibility of creating a policy and process that allows students and personnel to change the gender marker on their campus records upon request (i.e., without state-mandated documentation from medical personnel, and/or without the provision of other legal documents reflecting a changed gender marker such as a driver's license or birth certificate).

a. **For students,** record the gender identity self-selected in a student's CSUMentor application in PeopleSoft upon admission, and allow official gender markers to be changed at any time via the PeopleSoft/MyCSUSM student information portal with the following "select all that apply" response options: *Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond.*

b. **For personnel,** confirm the feasibility of allowing a gender identity designation to be established or changed via submission of a campus Personnel Information Sheet upon recruitment and/or during employment. If so, revise the personnel Information Sheet and other Human Resources/Faculty Affairs forms including employment applications to a) omit inquiring about birth sex unless legally required by the University, and b) add a "Gender identity" field to this form with the following "select all that apply" response options: *Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond.*

2.5 Revise the Student Preferred Name Change website to include post-name change procedures for campus email name and other preferred name display processes that require additional action/modification on the part of the student.

a. Consider revising the Student Preferred Name Change application process to allow students to check additional options for automatic processing by Enrollment Management, such as student email name display.

2.6 Include campus computer login screens, CougarApps, and Microsoft Office within the inclusive automatic change scope of the Preferred Name Change request process.

2.7 Conduct a workflow analysis of the Student Preferred Name Change procedures to ensure consistency, timeliness, and thoroughness of name change request processing.

    a. Ensure that all student requests for name changes are expedited, due to the discomfort and challenges that can be created by a student existing with a non-preferred name that is not quickly changed in Cougar Courses, rosters, Health & Counseling Services, and other service points.

    b. Provide clear step-by step-expectations for staff working on various aspects of the name change process as well as training in gender identity sensitivity (see 2.1a-b), in order to ensure consistent and respectful student treatment.

2.8 Recognizing the existing limitations of the PeopleSoft Gender Identification module as outlined by Enrollment Management, continue to determine the desirability of enabling this module and investigate associated methods for ensuring its utility upon application (e.g., parties authorized to view the Gender Identification table, potential integration with CougarCourses).

2.9 Determine the feasibility of building a local PeopleSoft module that would allow students and personnel to designate their preferred gender pronouns on an opt-in basis, and in the case of students "push" these pronouns forward to course/grade rosters as well as advisor lists (suggested options: "not marked (nothing listed), she, he, they, ze, hir, and "prefer name only.")

2.10 Determine the feasibility of allowing University materials that still require the use of legal names to instead reflect student/personnel chosen names, such as transcripts, campus directory information, and/or campus communications messages. Allow chosen names to be used in each of these areas on an opt-in basis.

2.11 Task offices responsible for sending regular campus-wide communications to students and personnel (e.g., the Office of Communications, Human Resources, Faculty Affairs, Housing & Residence Life, Student Life & Leadership, Enrollment Management, etc.) to review their use of legal names, gendered pronouns, and/or other methods of gender-specific address (e.g., Mr./Mrs./Ms., gendered pronouns). Whenever possible, encourage the use of preferred names and/or non-gendered language and methods of address in campus communications.

Section 3 – Surveys & Forms

For many trans people, surveys/forms that require responses about biological sex or assigned birth gender and/or neglect to include options related to self-determined gender identity can be alienating and at times present a barrier to participation. To ensure an environment supportive of trans individuals, it is essential for University surveys and forms to not perpetuate a sex binary (problematic due to non-representation of transgender respondents as well as intersex individuals) and/or a gender binary of "male" and "female" at the exclusion of trans populations. The *American Journal of Public Health* also reports that "*under- or non-representation of transgender individuals in population surveys is a barrier to understanding social determinants and health disparities faced by this population. We recommend using standardized questions to identify respondents with transgender and nonbinary gender identities.*"[31] In alignment with this context and finding, surveys and forms produced by or associated with the University should review the utility of fields and/or demographic queries that provide only binary (M/F) biological sex and/or gender response options, and in all cases should allow respondents to indicate a gender identity representative of their experience and expression.

Current Status

Campus Surveys

Institutional Planning & Analysis (IP&A) is the campus department with administrative purview over both national and locally-created surveys administered to students and employees at CSUSM. IP&A is home to the University Survey Committee (USC), a cross-departmental body with representation from Academic Affairs, Financial & Administrative Services, IP&A, Instructional & Informational Technology Services, Student Affairs, and University Communications. In accordance with the University Survey Policy,[32] any survey administered on campus that reaches 100 or more prospective, current, or former students, 50 or more university employees, or that randomly samples campus constituents, undergoes USC review *"to ensure the information sought serves university interests and is not already available in another form; coordinates the administration of surveys to minimize overlap and duplication in content, sampling, and scheduling; provides support for university survey development, administration, and analysis; approves survey requests by outside entities; [and] maintains the University Survey Calendar."* The USC assesses survey-based research instruments that have passed through the CSUSM Institutional Review Board (IRB) according to the same criteria.

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[31] Esther L. Meerwijk, PhD, and Jae M. Sevelius, PhD. "Transgender Population Size in the United States: A Meta-Regression of Population-Based Probability Samples." *American Journal of Public Health* (2017;107:e1–e8. doi:10.2105/ AJPH.2016.303578).

[32] See http://www.csusm.edu/policies/active/documents/university_wide_surveys.html

With its strong oversight of campus and affiliated surveys and broad campus representation, the USC and the University Survey Policy plays a key role in ensuring consistent review and wording of sex/gender/gender identity based demographic and other questions in University-administered surveys. Trans-inclusive demographic items are already applied as a review consideration of IP&A and the USC. Recently, they ensured that a survey related to the Campus Smoking Policy included a 'transgender' option via a gender identity question, and collaborated with the TGNCTF Chair to integrate preferred wording for a gender identity question in the forthcoming 2017 Employee Survey to align with Task Force recommendations. In conversations with the Task Force, IP&A has indicated interest in enacting consistent suggested wording for gender identity questions and integrating further review criteria for local and national survey questions related to sex/gender/gender identity in the Campus Survey Policy. This will have a significant impact on ensuring that the CSUSM community is queried consistently, sensitively, and sparingly about these characteristics in University-administered surveys.

National Surveys

IP&A administers a series of national survey instruments on an annual, biennial, or occasional basis, including the CIRP Freshman Survey (TFS), the CIRP College Senior Survey (CSS), the National Survey of Student Engagement (NSSE), the Graduation Survey (GS), the Diverse Learning Environments Survey (DLES), and the Alumni Survey (AS). In response to national advocacy and in recognition of Title IX guidance issued under the Obama administration, many of these survey instruments are beginning to feature new and revised items that are more representative of gender identity and expression. For example, the CIRP Freshman Survey and the CIRP College Senior Survey both inquire about biological sex (M/F) as well as whether respondents identify as transgender (Y/N). NSSE queries respondent gender identity (Man/Woman/Another gender identity/I prefer not to respond) and "institutionally reported sex" (M/F). The Graduation Survey includes a direct participant question on gender identity, and draws data on biological sex via institutional reporting from PeopleSoft, and the DLES includes questions on sex (Male/Female/Other - please state) and current gender identity (Man/Woman/Trans man/Trans woman/Genderqueer or Gender non-conforming/Different identity - please state).

The range of question and response structures reflected in these instruments represents a growing recognition of trans populations in higher education, as well as the inherent complexity of creating standardized response options that are comprehensive of the diversity of trans populations. Guidance for best practices in gender identity survey questions varies widely, but one rule of thumb includes allowing participants to select multiple provided options in an attempt to be inclusive of a range of trans identities, and/or to allow respondents to write in an "other" category.

IP&A has the ability to add supplementary questions to some national surveys, and has made a practice of including a gender identity question in surveys that do not feature one (such as a supplementary question for CSUSM's CIRP surveys beginning six years ago). When national surveys include demographic items on sex and gender identity that are not adjacent to one another or when gender identity appears as an addendum or supplementary question, IP&A has indicated their openness to providing guidance in a "special instructions form" indicating that the survey contains items on gender identity/expression and highlighting the location of these items. These measures are sending a strong message to trans and cisgender participants alike that CSUSM is sensitive to recognizing gender identity and expression as a protected class. They are also helping to educate all participants about evolving norms related to gender identity and expression.

Campus Forms and Applications

The Human Rights Campaign's *Transgender Employees in the Workplace: A Toolkit*, notes that *"Questions to ascertain gender identity can be structured to allow anywhere from quite restrictive answers to quite open ones. Employers should evaluate how best to capture the data they need while allowing for a range of expression. To maximize response rates over time, employers need to proactively communicate the purpose for the self-identification questions and emphasize the confidentiality of survey answers in order to address these concerns. As with all sensitive and confidential data, employers asking about gender identity and sexual orientation should take care to protect how the data are used, stored and reported as well as consider any legal restrictions on data collection and storage here in the United States as well as globally."[33]*

A review of official University forms provided by CSUSM Human Resources and UARSC for personnel information gathering purposes indicate that the majority do not include fields for sex or gender, and in general Human Resources does not inquire about non-job related data on personnel forms unless legally required to do so - this can be considered a best practice for maintaining personnel privacy and using sex/gender fields only when they are legally required or purpose-directed. That said, voluntary demographic information surveys provided by the University in recruitment processes as well as injury reporting forms for workers compensation do tend to feature binary sex or gender options, and should be reviewed for potential revision to gender identity options.[34] Occasional forms used by UARSC, Human Resources, Faculty Affairs, and other personnel offices do require indication of binary birth sex, and, depending on legal and records maintenance feasibility, these forms should also be reviewed for potential revision to prioritize rewording of this question when possible to include gender identity with inclusive response options. Internal departmental forms inaccessible to the Task

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[33] See http://hrc-assets.s3-website-us-east-1.amazonaws.com//files/assets/resources/Transgender_Inclusion_in_the_Workplace_A_Toolkit_for_Employers_Version_10_14_2016.pdf, p 34.
[34] See http://www.csusm.edu/uarsc/documents/hr/InjuryandIllnessReporting/reportofinjuryorillnessmaster012510.doc and http://www.surveygizmo.com/s3/2961866/2016-17-Faculty-Applicant-Survey-Form

Force may also include binary gender or sex questions that could be revised to prioritize gender identity, but determination of campus-wide use practices on personnel and other forms will require more systematic analysis by individual departments.

As referenced in Section 1 – Nondiscrimination Policies, as of 2016 the CSUMentor common online admissions application now includes self-reporting options for gender identity and sexuality as mandated by A.B. 620. CSUMentor application instructions for first-year, transfer, and graduate applicants provide the following information for the three questions that refer to assigned sex, gender identity, and sexuality:

"For informational purposes only; no information you provide will be used in a discriminatory manner. This information will not affect any student's application for admission. California bill AB 620 (2011) requests, California State University (CSU) "to collect aggregate demographic information regarding sexual orientation and gender identity of staff and students within other aggregate demographic data collected, and would require annual transmittal of any report to the Legislature, as specified, and posting of the information on the Internet Web site of each respective institution". The data is being collected to "develop recommendations to improve the quality of life for lesbian, gay, bisexual, and transgender faculty, staff and students". CSU collects voluntary demographic information regarding the sexual orientation, gender identity or gender expression of students.

- *This information is only used for summary demographic reporting*
- *Your responses are kept private and secure*
- *Providing this information is optional*
- *The aggregate data will not be used for a discriminatory purpose.*

The information will be used for state and federal reporting purposes. It is optional and voluntary and will not be used for a discriminatory purpose. "Gender", in this context, as protected in The Equity in Higher Education Act, is understood to include "gender identity" and "gender expression."[35]

Recommendations

3.1 Task campus departments to conduct an audit of the locally- and nationally-created surveys and forms they use to gather information from students and employees, and identify those that ask for birth sex (M/F) and/or gender through binary response options (M/F).
Departments should consider the utility of questions concerning sex/gender/gender identity, establish if they are legally required and/or instrumentally necessary, and consider replacing or

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[35] See http://www.calstate.edu/sas/documents/freshmaninstructions.pdf

revising binary gender inquiries with a single or supplementary question focused on gender identity (suggested language below). **Reviewers should consider the following evaluation rubric:**

    a. In University forms/surveys wherein inquiring about birth sex is *legally required or instrumentally necessary*, use standard response options of *Female; Male* when inquiring about birth sex. When possible, add options for '*Intersex*; and *Prefer not to respond.*'

    b. In University forms/surveys wherein it is determined that inquiring about birth sex is *legally required or instrumentally necessary*, immediately follow this item with a trans-inclusive "Gender Identity" question using the following suggested wording when possible – *"Gender Identity (select all that apply): Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond."*

    c. In University forms/surveys wherein it is determined that inquiring about birth sex is *not legally required or instrumentally necessary*, consider whether this item can be replaced with a trans-inclusive "Gender Identity" question with this suggested wording: *"Gender Identity (select all that apply): Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond."*

    d. In University forms/surveys wherein inquiring about birth sex, gender, and/or gender identity is *not legally required and will not provide instrumentally useful information for purposes of service provision or population study*, consider revising the form/survey to omit these questions.

    e. University forms/surveys should whenever possible include language ensuring confidentiality of records, contextual information pertaining to the intended use of collected data, and assurances of non-discriminatory use of collected data (for example, the CSUMentor online application's framing language in reference to gender identity and sexuality questions):

        • *"This information is only used for summary demographic reporting*

        • *Your responses are kept private and secure*

        • *Providing this information is optional*

        • *The aggregate data will not be used for a discriminatory purpose."*

3.2 Require University departments and affiliates to apply the guidelines outlined in 3.1 when creating new surveys/forms, or when revising existing surveys/forms.

3.3 Engage IP&A and the USC in the following actions related to trans inclusion in locally-created and national surveys:

    a. Implement the guidelines specified in Recommendation 3.1 as additional review criteria for locally-created surveys that are submitted for USC's consideration.

    b. Integrate wording that summarizes the guidelines specified in Recommendation 3.1 in USC's *University-wide Survey Policy*.[36]

    c. Based on the guidelines specified in Recommendation 3.1, provide guidance to survey creators on the IP&A/USC website for evaluating the appropriateness of including sex/gender/gender identity demographic questions in campus and affiliated surveys that will be submitted for USC review, and suggest wording for these items when they are legally necessary and/or instrumental to the purpose of the survey.

    d. Implement consistent design of all gender identity-related questions approved by the University Survey Committee using the following wording: *"Gender Identity (select all that apply): Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond."* OR *"What is your gender identity? Select all that apply. Woman; Man; Transgender; Non-binary/non-conforming; Prefer not to respond."*

    e. In national surveys that do not include items related to gender identity and expression or that include items that are deemed inconsistent with the guidance provided in this section, continue to include supplementary question modeled on the guidance provided in this section, and/or revise sex/gender/gender identity demographic items in these surveys if such adjustments are possible.

    f. When national surveys include demographic items querying sex and gender identity that are not adjacent to one another or appear as an addendum or supplementary question, provide guidance in a "special instructions form" that signals to participants that the survey contains items that will allow them to indicate gender identity/expression and that highlights the location of these items.

3.4 In recognition that preferred wording and options in gender identity/expression queries are dynamic and evolving, in collaboration with the Title IX Coordinator, the LGBTQA Pride Center Director, and the Chair of the Campus Survey Committee, the Office of Diversity, Educational Equity, and Inclusion should periodically review and provide updated guidance to campus departments on suggested standard survey/form language related to gender identity and expression. **The suggested frequency of this review is every three years.**

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[36] See http://www.csusm.edu/ipa/surveys/surv-policies.html

Section 4 – Restroom Facilities

Effective gender inclusion practices on college and university campuses include providing a physical environment that is accessible to and respectful of all individuals, regardless of gender identity and/or expression. Many trans and gender non-conforming individuals experience difficulty, harassment, violence, and/or inconvenience when using cis-gendered restrooms and other gender-segregated facilities like changing rooms, locker rooms, and showers. In addition, parents as well as caregivers can face difficulties in accompanying individuals of different genders in gender-segregated facilities. The conversion of single- and multi-occupancy gender specific restrooms (e.g., "male" or "female") to "all gender" facilities is becoming more widespread in educational institutions, government facilities, and other cultural institutions nationwide in keeping with Title IX guidance during the Obama administration and out of a desire to respect civil and human rights.[37] In spite of the culture shift that this conversion can represent, the 2016 Department of Education/Justice Dear Colleague Letter reminds us that *"the desire to accommodate others' discomfort cannot justify a policy that singles out and disadvantages a particular class of students."* An essential aspect of creating an inclusive environment at CSUSM will therefore be ensuring the availability of safe, convenient, reliable, and accessible gender inclusive restrooms for students, employees, and campus visitors, and working toward achieving this goal in *all* campus buildings.

Current Status

In 2012, the CSUSM Gender Inclusive Restrooms Task Force was convened by President Karen Haynes and charged with "supporting CSUSM Educational Equity strategic priority, by developing a policy that addressed the need for a safe and affirming restroom use policy for all members of the CSUSM campus community… [and] developing strategies and recommendations regarding universal restrooms to ensure a safe environment for all." This Task Force created a gender inclusive restrooms policy statement,[38] and issued recommendations[39] including: 1) the conversion of existing gender specific (e.g., "male" or "female") single-occupancy restrooms to gender inclusive restrooms and two multi-stall gender specific restrooms in Craven Hall to single-occupancy gender inclusive restrooms, 2) the application of basic gender neutral signage to indicate converted single-stall gender inclusive restrooms ("Restroom"), 3) the construction of gender inclusive single-stall restroom facilities in future campus construction projects, 4) posting information about the policy statement and

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[37] See https://www.nytimes.com/2015/11/08/style/transgender-restroom-all-gender.html.
[38] Policy Statement - "CSUSM strives to be a community demonstrating respect for oneself and for others, treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure and supportive climate enabling community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed. In accordance with that philosophy and commitment, CSUSM fully supports the right of any member of the CSUSM community to use the restroom that corresponds to that member's gender identity." CSUSM Gender Inclusive Restrooms Task Force Report, p2 (see Appendix B).
[39] See Appendix B.

the locations of gender inclusive facilities on the Title IX website and through other campus communications, and 5) the pilot creation of two multi-stall gender inclusive restroom facilities in Commons 202 and 204 with signage reading "Multi Use Inclusive Restroom" based on "anecdotal evidence that these restrooms are already being used by students... on a gender inclusive basis." At the time of the Task Force's recommendations, Commons 202 and 204 were in close proximity to "social justice centers" that have since relocated to the new University Student Union, and the Task Force believed that a pilot conversion of these facilities "would allow sufficient time to review whether multiple occupancy gender inclusive restrooms can work at CSUSM on a larger scale." The Task Force further recommended that no additional gender specific restroom facilities on campus be converted to gender inclusive based on prohibitive costs. Additional detail on these recommendations including conversion costs can be found in the Task Force's 2012 report (Appendix B). The Task Force's recommendations did not extend to the Temecula campus, which currently has two gender specific single-occupancy restrooms in addition to two gender specific multi-occupancy restrooms.

With the exception of the multi-stall gender inclusive restroom pilot in Commons 202 and 204, the Task Force's recommendations were implemented, and conversion and re-signing of existing
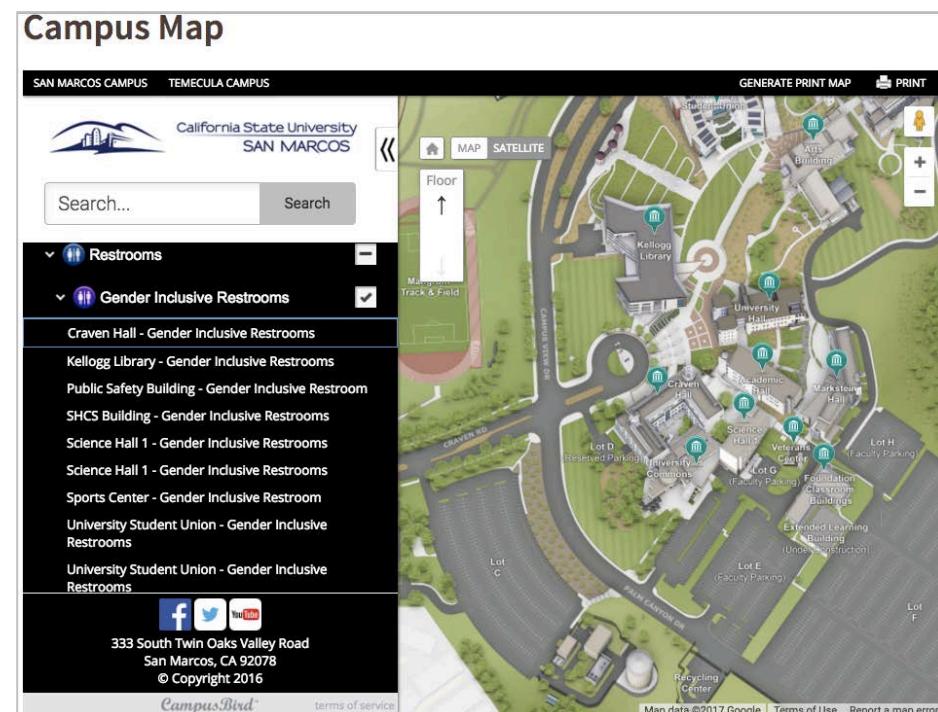

Figure 1 - Gender Inclusive Restrooms in Campus Interactive Map

gendered single-occupancy restrooms began 2013. The locations of these facilities are currently available through the interactive campus guide under "Restrooms", as well as in a map featured on the campus Title IX website.[40]

Restroom conversion at CSUSM's main campus and the inclusion of gender inclusive single occupancy facilities in new buildings constructed since 2012 (the University Student Union, Student Health and Counseling Services, and the Sports Center) has resulted in gender inclusive single occupancy restrooms in 9 out of 23 – or, approximately 39% - of campus buildings, which includes Temecula campus buildings. The University Library recently installed signage reading "GENDER INCLUSIVE

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[40] See https://www.csusm.edu/guide/ and https://www.csusm.edu/title9/campusmap.html.

RESTROOMS" in the vicinity of its three single-stall gender inclusive restrooms to help direct individuals seeking these facilities.

Table 1 provides a detailed breakdown of current gender inclusive restrooms (GIRs) and gender specific restrooms (GSRs) at CSUSM.

Table 1 - Gender Inclusive Restroom (GIR) and Gender Specific Restroom (GSR) Facilities at CSUSM

Building	Single Stall GIR	Single Stall GSR	Multi-Stall GSR	Multi-Stall GIR	Existing GIR
Craven Hall	2	0	16	0	yes
Science hall 1	4	0	2	0	yes
Kellogg Library	3	0	10	0	yes
Student Health Center	7	0	7	0	yes
Center for Children and Families (includes children's restrooms)	3	0	12	0	yes
Central Plant	2	0	2	0	yes
Public Safety Building (includes restroom in jail cells)	6	0	2	0	yes
Sports Center	1	2	6	0	yes
University Student Union	9	0	8	0	yes
University Commons	0	0	6	0	no
Markstein Hall	0	0	8	0	no
Academic Hall	0	0	8	0	no
University Hall	0	0	8	0	no
Clarke Field house	0	0	4	0	no
Arts Building	0	0	10	0	no
Social Behavioral and sciences Building	0	0	8	0	no
Science Hall 2	0	0	6	0	no
University Services Building	0	0	4	0	no
McMahan House	0	0	2	0	no
Foundation Classroom Building	0	0	2	0	no
Temecula (Margarita Road)	0	0	2	0	no
Temecula (Tierra Alta Way)	0	2	2	0	no
Transit Center	0	0	2	0	no
Totals	**37**	**4**	**137**	**0**	**yes = 9 no = 14**

Significant progress was made in response to the work 2012 Gender Inclusive Restrooms Task Force. However, despite the campus' gender inclusive restrooms policy and prior restroom conversions, the still-limited availability of GIRs at CSUSM presents difficulties for trans individuals and others who may feel unsafe using GSRs and/or who find themselves in campus buildings that do not have GIRs.

Trans individuals seeking GIRs at the San Marcos campus are required to travel at times considerable distances from the 12 (or 57%) of campus buildings that do not feature these facilities to one of 9 campus buildings (or 43%) that do. It is important to note that the majority of buildings where classes are held do not have GIRs. Students at the two Temecula campus buildings, moreover, do not currently have access to GIRs.

GIR Restroom Conversion & Feasibility

Acting on recommendations from the 2012 Gender Inclusive Restrooms Task Force, CSUSM succeeded in converting all existing "low hanging fruit" restrooms on the San Marcos campus from cis-gender to gender inclusive status (in most cases, by transforming single-stall gender specific restrooms into single-stall gender inclusive restrooms), and has since constructed three new campus buildings that feature GIRs. The 2012 Task Force acknowledged that creating GIRs in the remaining buildings that do not present straightforward single-occupant conversions requires a cultural shift toward multi-stall gender inclusive facilities, or is prevented by California Building Code and/or the outsized cost of alterations.

On behalf of the TGNC Task Force, Planning, Design, & Construction (PDC) recently analyzed the feasibility of converting existing multi-occupancy GSRs to single-stall GIRs (similar to the conversion of two Craven Hall restrooms in the last campus GIR project). California Building Code has been revised since the 2012-14 GSRs conversions, and according to PDC interim Director Steve Ramirez that in buildings that do not already feature GIRs *"California Building Code will not allow us to further reduce the number of fixtures down to single occupant use. There are a certain number of fixtures required based on the occupancy of the building."* This means it will be *"very difficult"* to convert additional multiple occupancy restrooms to single occupancy. Furthermore, in most cases the cost of constructing new single-occupancy restrooms in existing campus buildings is not functionally feasible and/or is cost-prohibitive. Because of cost and California Building Code constraints in almost all cases with the exception of the Temecula, Tierra Alta Way campus, creating gender inclusive facilities in buildings where none currently exist will require converting two adjacent or close proximity multi-stall GSRs to multi-stall GIRs. The 2012 Task Force's "pilot" recommendation to create multi-stall gender inclusive facilities appears to be the only cost-effective and/or Code-feasible method of expanding GIR availability in existing buildings on the San Marcos campus.

New Campus Buildings – Rethinking Gender-Segregated Restrooms

Increasingly, educational and other public/private institutions are constructing multi-stall restrooms in new buildings with gender inclusivity in mind. An article in *Metropolis* published in late 2016 states that *"While the transgender movement may be currently illuminating the issue, toilet privacy affects a much broader group, including families with young children, adult caregivers, and people that are mobility-challenged or have health issues. Enhancing equity through privacy is a basic human right*

that primary, secondary and higher education institutions can uphold through thoughtful design solutions. By rethinking bathroom design in retrofits or new facilities, what was once an afterthought for architects can become a way to not just promote self-esteem, health and well-being, but improve safety and security."[41] By creatively designing gender inclusive restrooms that also allow for safety, privacy, family-friendly access, and multiple occupancy needs as required by building Code, this article presents several design concepts that circumvent the traditional model of multi-stall gender segregated facilities. The Task Force strongly encourages campus to consider gender-inclusive multi-stall designs for all multiple occupancy restrooms in all new campus buildings.

One of the concepts presented in the article was designed by the Mahlum Architects, Inc. for Grant High School in Oregon, which "*center[s] around replacing all existing 'gang-style' bathrooms with individual toilet rooms with full doors opening to a shared space for wash basins and drinking fountains… Urinals will not be installed. Two entrance and exit points eliminate the feeling of going into a 'dead-end' room, increasing safety and security. Signed with a simple pictorial representation of a toilet, not the ubiquitous 'his' (pants), 'hers' (skirt), or 'their' (both), the toilet room is open for use by all.*" (see Figure 2).
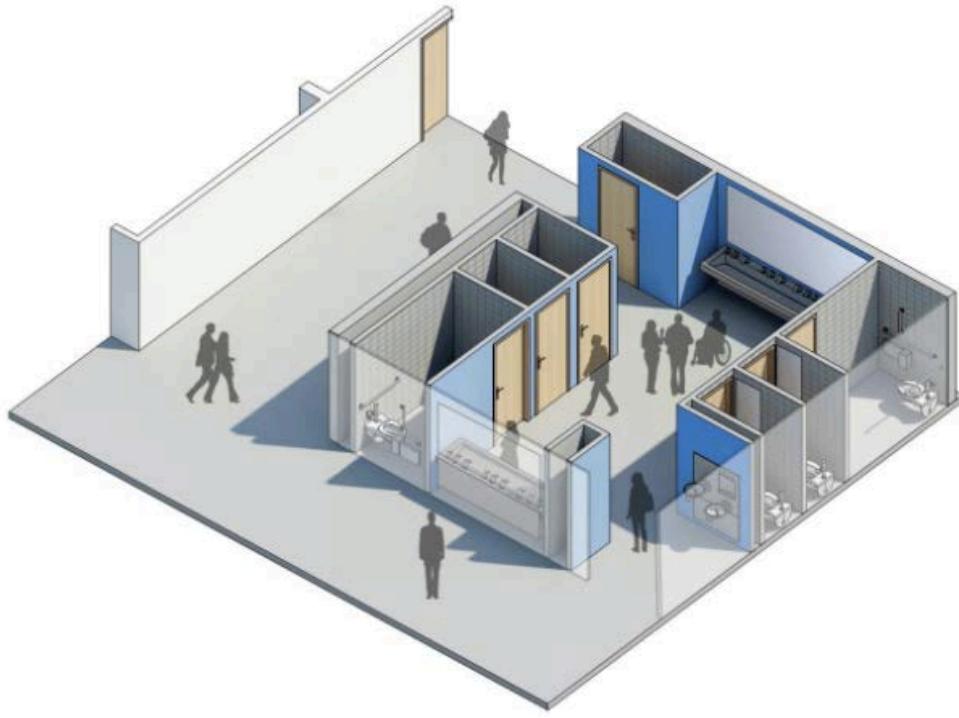
Recommendations

4.1 To provide accessible and reliable gender inclusive restroom accommodations in all CSUSM buildings, the Task Force recommends creating 2 gender inclusive restrooms on a main entrance/ground floor in all buildings that do not currently have gender inclusive facilities

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[41] See http://www.metropolismag.com/Point-of-View/November-2016/Why-Architects-Must-Rethink-Restroom-Design-in-Schools/

on a main entrance/ground floor. To achieve this goal, the Task Force presents three scenarios with varying costs and characteristics. It is important to note that pricing estimates in each scenario represent preliminary direct construction costs, and that in all cases project totals are likely to include additional costs related to building code plan checks, State Fire Marshal review, and other factors.

a. **SCENARIO A – INTENSIVE MULTI-STALL GSR to GIR CONVERSION**. On a per-building basis, "intensive conversion" of multi-stall GSRs to GIRs entails creating 2 "mirror" GIRs where 2 GSRs currently exist by removing urinals and installing commodes/stalls in an existing men's room, and replacing signage on both existing men's and women's restrooms. The intensive conversion of 2 adjacent multi-stall GSRs to identical multi-stall GIRs in San Marcos in campus buildings without GIR facilities on their main/ground floor would require the following:

    i. Replace restroom signage on the converted men's and women's rooms with descriptive multi-stall gender inclusive signage at a cost of approximately $100 each, or $2,200 total. Signage should indicate "MULTI-STALL ALL GENDER RESTROOM"

    ii. Remove urinal(s) from one currently male-designated GSR and install toilet(s) with stalls in the same location. In all but FCB and McMahan House, GSRs on the same or an immediately adjacent floor will still be available for those who prefer to use such facilities; the location of the nearest GSRs could be indicated on revised GIR signage.

Campus Building	Quantity of Urinal to Toilet conversions	Estimated Cost of $8,000 per urinal to toilet conversion
Craven 1st FL	2 Urinals to 1 Toilet	$ 8,000.00
Commons 2nd FL	2 Urinals to 2 Toilets	$ 16,000.00
Markstein Hall 1st FL	5 Urinals to 5 Toilets	$ 40,000.00
ACD 2nd FL	Remove 3 Urinals	$ 2,500.00
UH 1st FL	2 Urinals to 2 Toilets	$ 16,000.00
Kellogg 2nd FL	2 Urinals to 2 Toilets	$ 16,000.00
Arts 1st FL	1 Urinal to 1 Toilets	$ 8,000.00
SBSB 1st FL	3 Urinals to 3 Toilets	$ 24,000.00
SCI 2 2nd FL	3 Urinals to 3 Toilets	$ 24,000.00
McMahan House	2 Urinals to 2 Toilets	$ 16,000.00
FCB	2 Urinals to 2 Toilets	$ 16,000.00
	Preliminary Rough Estimate	**$ 186,500.00**

b. **SCENARIO B – MODERATE MULTI-STALL GSR to GIR CONVERSION**. By focusing on descriptive signage, per-building "moderate conversion" of 2 existing multi-stall GSRs to 2 multi-stall GIRs is a less construction-intensive and more cost-effective solution. The moderate conversion of 2 adjacent multi-stall GSRs to multi-stall will require the following:

i. Replace existing signage on 2 adjacent existing GSRs restrooms with GIR signage that is highly descriptive of restroom equipment; either ALL-GENDER RESTROOM indicated by pictographs of URINALS AND STALLS, or ALL GENDER RESTROOM indicated by pictographs of STALLS AND CHANGING TABLE. Again, signage with the location of the nearest GSR is desirable. The cost of signage is estimated at $100 for each restroom, or $2,200 total. Examples of such signage are shown below. Although not shown, these will also require braille and nearby GSR location information.

ii. *Optional but recommended where Building Code will permit:* Construct privacy partitions or full stalls around urinals in the men's room included in each GSR to GIR conversion pair:

Campus Building	Quantity of Urinals	Estimated Cost of $4,000 per urinal partition/stall
Craven 1st FL	2 Urinals	$ 8,000.00
Commons 2nd FL	2 Urinals	$ 8,000.00
Markstein Hall 1st FL	5 Urinals	$ 20,000.00
ACD 2nd FL	3 Urinals	$ 12,000.00
UH 1st FL	2 Urinals	$ 8,000.00
Kellogg 2nd FL	2 Urinals	$ 8,000.00
Arts 1st FL	1 Urinal	$ 4,000.00
SBSB 1st FL	3 Urinals	$ 12,000.00
SCI 2 2nd FL	3 Urinals	$ 12,000.00
McMahan House	2 Urinals	$ 8,000.00
FCB	2 Urinals	$ 8,000.00
	Preliminary Rough Estimate	**$ 108,000.00**

c. **SCENARIO C – BUILDING-TAILORED CONVERSION**. To identify a solution that takes into consideration Code-feasible options (e.g., multi-occupant to single-occupant conversion, new restroom construction, conversion of janitorial closets, etc.) in each remaining campus building that does not feature GIRs on a main/entrance floor, hire an external architect/engineer to evaluate the campus building-by-building and provide a

feasibility and action report. **Approximate cost of study: $5,000-7,000; Unknown cost of implementation but greater than Scenario A or B.**

4.2 Establish a design standard for new campus buildings that employs gender inclusive construction in all restrooms. Multi-stall facilities should be designed in alignment with the concept(s) outlined in the *New Campus Buildings – Rethinking Gender-Segregated Restrooms* summary section above,[42] and to respect all restroom access preferences new buildings should also include single stall gender inclusive restroom facilities.

4.3 Convert the two gender-specific multi-occupant restrooms on the 2nd floor of Kellogg Library to multi-user gender inclusive restrooms using one of the above scenarios in the Summer of 2017. These are the only restrooms that will be available in the limited 2nd floor area designated to open with 24/5 access in Fall of 2017 (access will be reserved to the CSUSM community by campus ID check, and the area will be staffed by Library personnel at all times). The rest of Kellogg will be closed to users between the hours of 12am and 6am, meaning that no access will be available to the three gender-inclusive single-stall facilities on Kellogg's 3rd floor, nor would other gender-inclusive restrooms on campus be available. In addition to affirming the Library's commitment to providing GIRs to users during all hours the building is open, this "pilot" would present an opportunity to evaluate campus reaction to conversion of GSRs to GIRs in advance of subsequent and similar restroom conversions**.**

4.4 Convert the two Temecula campus (Terra Alta Way) from single occupant GSRs to single occupant GIRs using the single-occupancy conversion process recommended in the 2012 Task Force report (Approximate cost: $500 per restroom), and consider converting the two multi-occupancy GSRs at Temecula (Margarita Road) to multi-occupancy GIRs according to Scenario A or B above.

4.5 To ensure that converted GIRs are family-friendly and to enhance changing table availability on campus, consider including installation of a changing table to all GIR conversions where these do not currently exist**. Approximate cost: $1000 per restroom.**

4.6 In recognition that multi-stall gender inclusive restroom conversion/creation represents a culture shift for the CSUSM community, in the event that CSUSM establishes these facilities implementers should pursue a comprehensive campus communication plan that addresses cultural and safety concerns, provides education about gender-inclusive facility access, and allows for community conversation about the creation of gender-inclusive multi-stall facilities.

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[42] See http://www.metropolismag.com/Point-of-View/November-2016/Why-Architects-Must-Rethink-Restroom-Design-in-Schools/

Section 5 – Student Housing

Current Status

CSUSM currently offers two Themed Housing Communities inclusive of trans-identified students; LGBTQA Housing and Gender Inclusive Housing. The Gender Inclusive Housing community was introduced in 2015. These communities "offer individualized support and deeper community building opportunities through programming."[43] Quad and University Village Apartment (UVA) housing applications allow students to specify their gender identity on their application (female, male, transgender/self-identify), and Themed Housing Communities (Quad)/Identity-Based Housing (UVA) are described in the application process as: 1) "Gender inclusive – Support for students who identify as transgender or gender non-conforming", and 2) "LGBTQ – Create opportunities for support, exploration, and community building for LGBTQ students and allies." The Director of the LGBTQA Pride Center confirmed that newly hired Residence Life staff participate in SafeZone Training as a regular part of their onboarding, which includes a section on gender identity and expression.

Restroom Facilities

All of CSUSM's student housing spaces (Quad and UVA) are located in apartments/suites that include one or more bathrooms within each unit. These restrooms are single-occupancy, and thus student living spaces are considered gender inclusive. Within common areas of the Quad and UVA, gender inclusive restrooms are available on a limited basis:

- *University Village Apartments:* Within the Community Building (which houses staff offices, a classroom, rec room and TV space,) UVA has multi-stall gender-specific (e.g., male and female) restrooms that are open when the Community Center is open, and does provide one single-stall gender inclusive restroom in a publicly accessible area. The UVA Office also has one unmarked gender inclusive restroom; at this time it is not publicly advertised and is located behind the front reception desk.
- *The Quad:* There are 2 multi-stall gender-specific (e.g., male and female) public restrooms in the Quad common area, which are open 24-7. The Quad office has two unmarked single-occupant gender inclusive restrooms; however, they are not publicly advertised and not accessible after office hours.

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[43] https://www.csusm.edu/housing/futuresidents/communities.html

Recommendations

5.1 Develop and a trans-supportive housing policy for Campus and Affiliated Housing and post this policy on Campus and Affiliated Housing websites. Suggested language for this policy:

- *CSUSM Campus and Affiliated Housing will recognize and respect the stated gender identity of the student.*
- *Students who inform CSUSM Campus or Affiliated Housing that they are trans in a timely manner will be housed in keeping with their gender identity/expression, regardless of their participation in LGBTQA or Gender Inclusive Themed Housing communities.*
- *Every attempt will be made to give trans students safe and comfortable housing assignments. Room assignments will be provided to trans students for review prior to finalization.*
- *Acts of anti-trans harassment and/or discrimination that occur in campus housing will be dealt with in accordance with campus judicial policies.*

5.2 Ensure that LGBTQ-friendly housing options are available to students on an ongoing basis.

5.3 In all cases, allow trans-identified students to review housing assignments prior to finalization.

5.4 Create an easily accessible web page on the CSUSM University Housing site that explains CSUSM's housing policy related to gender identity, and provide a main point of contact for questions related to these policies.

5.5 Allow students who are not trans-identified to participate in Gender Inclusive Housing, which is currently characterized as specific to trans individuals. If this is already the case, clarify the language listed on the housing application.

5.6 Create a *Campus and Affiliated Housing* restroom policy for common areas stating that "individuals should use bathrooms that correspond to their sex or gender identity, depending on which option they feel is safer, or utilize bathrooms that are designated all-gender/gender-inclusive." **Post this policy on campus housing websites and in common spaces.**

5.7 Evaluate existing gender-specific restroom facilities in Quad and UVA common spaces for conversion consistent with options A, B, or C of Recommendation Section 4 of this Report.

5.8 Revise gender identity options provided in the common Quad and UVA housing application to be consistent with the wording provided in Recommendation Section 3 (Surveys & Forms) of this report.

Section 6 – Education & Training

Trans-affirming training opportunities and/or requirements are addressed in various areas of this report, including Section 2 – Preferred Names, Gender Markers, & Records Privacy, Section 5 – Student Housing, Section 7 – Health & Counseling Services, Section 8 – Athletics, Section 9 – Climate, Support & Resources, and Section 10 – Academic Life & Curriculum. This reflects the critical importance of providing University-sponsored educational opportunities for students and employees that focus on gender identity awareness and trans ally behaviors. Individual as well as organizational learning components are both important to acknowledge in this section. While focused training for University departments that interact with trans students in ways that intersect with their gender identities (e.g., Campus Safety, Health & Counseling Services, Human Resources, Enrollment Management, Athletics, and Student Housing) is essential, it is not scalable for the University or organizations within CSUSM to train every member of the community in greater allyship to diverse populations (nor is it reasonable to expect members of the trans community to do this work on behalf of the University). That said, organizational learning structures and resources for self-education can be promoted to create a more trans-inclusive climate at CSUSM.

Current Status

SafeZone Training

The most prominent program that provides LGBTQ ally and awareness training at CSUSM is SafeZone, which was created by LGTBQA Pride Center Director Robert Aiello-Hauser in 2008. The mission of SafeZone is to *"[create] a visible support network for lesbian, gay, bisexual, transgender, intersex, queer, and questioning individuals at the University and within North San Diego County. SafeZone's educational opportunities are designed to value and reflect the diversity within LGBTQ communities, fostering an environment that is affirming, inclusive, and safe. By nurturing open communication and increasing awareness and knowledge, SafeZone empower community members to serve as allies, resources, and advocates for LGBTQ individuals."*[44] The multi-hour SafeZone training is available to CSUSM students and personnel on an ongoing scheduled basis, can be organized for a specific department or stakeholder group, and focuses on a variety of content areas including gender identity and expression. SafeZone allows participants to earn a certification in the form of a decal that can be posted in an office or cubicle, signaling that the owner is an ally to LGBTQ individuals and communities and has engaged in training that will help them be sensitive to a variety of characteristics specific to trans experience (such as chosen names and pronoun preferences). The LGBTQA Pride Center also offers Safe(r)Zone training as a "part two" experience for those who have already completed SafeZone training, which can be further customized to focus on "Trans*, Genderqueer, and Gender Non-Conforming Identities." For example, New Student Orientation team

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[44] See https://www.csusm.edu/asi/departments/gec/resource%20pages/resource_safezone.html

leaders are given a 5-hour SafeZone training that focuses on how to recognize and respond to anti-trans incidents and address both the victim and the perpetrator. Campus sustains robust participation in SafeZone training – student attendance estimates in the past 8 years number in the thousands through integration with on-campus offices, classes in certain departments, specific cohorts that repeat regularly including Mid-Level Education Cohort and Masters of Social Work cohorts, Speech & Language Pathology cohorts, and Spanish graduate student cohorts. Attendance estimates of current employees who have received SafeZone training are between 450-500. Departments and groups that have organized recent SafeZone Training include:

- *Student employees from:*
    - The Sports Center
    - Student Employee Leads at the USU
    - Campus Recreation students
    - ACE Scholars
    - New Student Orientation Team Leaders
- *Administration, staff, and/or faculty from:*
    - CSM
    - CHABSS
    - CoEHHS
    - University Library
    - Office of Diversity, Educational Equity, & Inclusion
    - Athletics Department
    - Student Health & Counseling Interns & Psychologists
    - Undergraduate Advising
    - Educational Opportunity Program
    - University Student Union
    - Associated Students, Inc.
    - Student Life & Leadership
    - Dean of Students
    - Campus Recreation
    - Career Center
    - SS/Trio
    - Enrollment Services
    - Latin@ Center

Employee Training – Required and Optional

Online training on E.O. 1096 (which prohibits discrimination, harassment, and retaliation against University personnel and third parties) is currently required of all CSUSM personnel. This training includes scenarios related to members of protected/underrepresented classes, but none featuring trans individuals. Management and administrative personnel within the CSU system are the most straightforward employees for assigning training due to non-bargaining status, but CSU Union contracts play a significant role in determining what training is required of personnel in faculty and staff positions. New employee onboarding is the most flexible time to require training of any CSUSM employee, but it may not be feasible for the University to require non-mandated System requisite training in some cases/positions. In cases where training cannot be required the availability of competency building support should be promoted and opportunities created with participation encouraged and incentivized, to advance expectations for trans ally behaviors.

The CSU System's online learning platform, the Employee Training Center, does not feature any modules that are specifically oriented to gender identity and/or LGBTQ diversity awareness. The Task Force found that the Chancellor's Office (CO) recently worked with SDSU to develop an online training module related to gender identity, which CSUSM Human Resources is in the process of testing for potential inclusion in employee onboarding. While this training needs to be customized for use on the CSUSM campus, HR characterizes it as "very promising." In recent years other CSUSM departments have had externally provided training with trans-specific content, including the University Police Department. Faculty Affairs hired an outside trainer that provides Title IX training to CSU system schools to offer LGBTQ ally workshops to its staff and management personnel in 2016. The trainer, Liat Wexler, led a session called "Understanding the LGBTQ Community" that included focused content on trans allyship. Michelle Hunt, Associate Vice President for Faculty Affairs, and Rose Brown, Faculty Personnel Analyst, were instrumental in organizing the training and gave it high praise. The training was also made available to Deans, Associate Deans, and HR personnel.

Recommendations

See also recommendations related to gender identity/expression and Title IX/E.O. 1095-7 training in Recommendation Section 2 – Preferred Names, Gender Markers, & Records Privacy (Rec. 2.1).

6.1 **Engage the LGBTQA Pride Center and the Gender Equity Center in creating a campus web page** featuring materials that can assist the CSUSM community in becoming stronger trans allies.

6.2 **Adapt the gender identity training module created by SDSU and the CO** for use in CSUSM new employee onboarding and current personnel training, and provide relevant stakeholders at the CO with feedback on desired future gender identity content in E.O. 1095-7 and other modules.

6.3 **Require Title IX E.O. 1095-7 compliance training that features significant content related to gender identity protections and/or trans-affirming gender identity awareness training** for all CSUSM management and administrative personnel.

6.4 **Recommend Title IX/E.O. 1095-7 compliance training that features significant content related to gender identity protections and/or trans-affirming gender identity awareness training for all CSUSM faculty and staff,** and explore the contractual feasibility of requiring training in gender identity awareness of faculty and staff.

6.5 **Integrate opportunities for unconscious bias and LGBTQ awareness training** into new faculty, staff, and administrative onboarding.

6.6 **Require regular SafeZone training** for Pride Ambassadors (campus tour guides), Orientation Team members, and student employees at campus student support centers/offices.

6.7 **Identify methods to encourage campus conversations about trans issues/populations that reach beyond implicit ally circles** through partnerships with the Civility Campaign and other stakeholders.

Section 7 – Health & Counseling Services

Access to health care facilities, services, and practitioners that provide gender-affirming care is essential for all trans people, whose medical needs range from mundane check-ups to counseling to hormone therapy and gender confirming surgeries. Trans people can experience significant anxiety, poor quality service, and even denial of service at the hands of untrained medical and psychological practitioners. The anxiety of gender non-conforming individuals seeking medical attention can be significantly reduced when insurance plans that cover the health needs and concerns of trans individuals are available, and when health care practitioners are sensitive to issues affecting trans patients and aware of the Standards of Care established by the World Professional Association for Transgender Health (WPATH).[45] These provisions also promise to improve health care outcomes.

Current Status

Student and Employee Health Insurance

CSU system-wide Aetna student health insurance does not provide coverage for hormone replacement therapy or gender confirming surgeries (also known as sex reassignment surgeries), which can be considered a significant barrier to CSUSM students seeking gender-affirming treatment. Mental health coverage is included in system student health insurance, but Student Health and Counseling Services (SHCS) cannot confirm that services offered are consistent with the WPATH Standards of Care. While lack of gender-affirming coverage in student health insurance is common, the University of California makes trans-inclusive medical services available to its students on a system-wide basis through system student health insurance, and provides guidance to employees about health care plans that offer trans-affirming medical services.[46]

In accordance with the 2005 California Insurance Gender Nondiscrimination Act, in 2013 the California Department of Managed Health Care (DMHC) ordered California's health insurance providers to cease exclusions of coverage based on gender identity or gender expression, and access to trans-affirming health care is a legal right of state employees.[47] While changes to student health care coverage will require significant advocacy at the system level, providing guidance to employees about covered trans-affirming services is fairly straightforward. There are established legal requisites for California state employee access to trans-affirming care, and with the overlap between the CSU and UC systems in terms of provider and plan coverage it may be easy for Human Resources at CSUSM to emulate what has already been done.

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[45] See http://www.wpath.org/site_page.cfm?pk_association_webpage_menu=1351
[46] See http://ucnet.universityofcalifornia.edu/forms/pdf/transgender-health-benefits-fact-sheet.pdf
[47] See http://www.transhealthcare.org/states-that-have-banned-anti-transgender-discrimination-in-health-insurance/

Student Health & Counseling Services

Student Health & Counseling Services (SCHS) is the core health care provider for students at CSUSM. Medical services provided by SCHS are consistent with those found in a family clinic, and students seeking medical interventions for transition (e.g., hormone blockers or hormone therapy) are referred to local clinics specializing in those services. Counselors at SHCS provide affirming therapy to TGNC students, and Dr. Robertson-Howell facilitates an LGBTQIA Support Group inclusive of trans students. Currently, no counseling personnel at SCHS is trained to provide legally-required letters of support for transition and related medical interventions, although Dr. Robertson-Howell plans to become certified through the WPATH training program.

SCHS Facilities:

SCHS has the largest number of gender inclusive restrooms in any campus building, including:

- Four (4) single occupancy, gender/ability inclusive restrooms in the lobby area.
- Two (2) single occupancy, gender/ability inclusive restrooms next to the lab in the medical suite.
- One (1) single occupancy, gender/ability inclusive staff restroom in the medical suite.

SCHS Technology:

Point 'N Click (PNC), SHCS' medical scheduling program, interfaces with PeopleSoft and downloads student information as reflected in PeopleSoft. Thus, if a student adds a preferred name to their records or legally changes their name, that information is communicated automatically to PNC. Titanium, SCHS' counseling scheduling program, allows for a student's preferred name to be added. Currently preferred name information is communicated to Titanium manually, but SCHS is investigating setting up Titanium in a similar fashion as PNC so it interfaces automatically with PeopleSoft for preferred name information.

SCHS Forms & Surveys:

Most of the current forms and scheduling software in use by SCHS do allow for preferred name and gender identity options, but these options are enabled to varying degrees. Since beginning discussions with the TGNC Task Force, SCHS has activated the pronoun feature in Titanium, SCHS' counseling scheduling system, and will allow students to indicate preferred pronouns as they complete intake paperwork. With these changes, preferred pronouns are now part of the client information system that can be checked by a clinician prior to engaging with the student. Additional software modifications are required in PeopleSoft to enable pronoun information to feed into PNC, SCHS' medical scheduling software platform. While PNC has data fields available for pronouns, a local gender pronouns module needs to be built for PeopleSoft in order to feed data into these fields (see Recommendation Section 3 – Forms and Surveys). Review of additional SCHS forms and surveys and use of standardized gender identity response options as recommended in Section 3, will help to streamline the trans student experience in SCHS.

SCHS Employee Training:

SCHS has a variety of training measures in place related to the treatment of trans populations:

- o Incoming pre-doctoral interns and post-doctoral fellow are SafeZone trained.
- o Counseling staff are SafeZone trained at least every other year
- o Medical providers attended a webinar in December 2016 from UCSF Center of Excellence for Transgender Health[48] on the health needs of TGNC students.
- o Pre-doctoral interns and our post-doctoral fellow are provided didactic trainings on counseling and the mental health needs of LGBT individuals.
- o Dr. Robertson-Howell and Christa Wencl, the Sexual Violence Advocate and Educator, attended the Asterisk Trans* Conference at UC Riverside 2016.

Additional SCHS Services:

SCHS offers "Kognito," an online training program, which is accessible at any time, for CSUSM faculty, students, and staff. Kognito focuses on mental health and suicide prevention, and includes an LGBTQ module. SCHS distributes condoms, dental dams, and information related to HIV/STI services and resources. Unfortunately, two agencies that came to campus in the past to offer free, anonymous HIV/STI testing have both lost their grant funding. SCHS now provides local HIV/STI testing for a fee of $15. Although a confidential test, it is not anonymous. Finally, SCHS offers various health educational programs that are not specific to LGBTQ students. These could be reviewed to ensure that they are trans and LGBQ-inclusive.

Recommendations

7.1 Ensure that annual training focused on LGBTQ populations is provided for SCHS medical and counseling staff on an annual basis, and that focused training on trans and gender non-conforming students is provided for SCHS medical and counseling staff by external facilitators on a biennial basis.

7.2 Task SCHS to review their forms and surveys in a manner consistent with Recommendation Section 3 to ensure representative gender identity response options.

7.3 Task SCHS to review educational programming to ensure that it is representative of trans students. As needed, adjust curriculum to be more trans-inclusive and/or affirming.

7.4 Ensure that at least one SCHS clinician is trained to provide medically-necessary mental health assessments in support of gender transition and related medical interventions.

7.5 Increase promotion of Kognito as an LGTBQ-inclusive mental health and suicide training resource available to staff, faculty, and students.

7.6 Engage CSUSM HR in a review of employee health insurance plans, and provide a simple list of trans-affirming services to employees via the Benefits website. This guide should be updated annually.

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[48] See http://www.transhealth.ucsf.edu/

Section 8 – Athletics

Current Status

The CSUSM Department of Athletics has made model progress toward inclusion of trans students in the past several years, including the development and implementation of a Gender Equity, Diversity & Inclusion Plan by its Gender Equity, Diversity, and Inclusion (GEDI) Committee. The GEDI Committee includes Linda Colker: Senior Woman Administrator, Jennifer Milo: Director of Athletics, David Nathanson: Student-Athlete Support Services Coordinator, Robert Aiello-Hauser: Director of Student Engagement and Inclusion, Bridget Blanshan: AVP for Student Engagement & Equity and Title IX Coordinator, Ariel Stevenson: Diversity, Educational Equity, Inclusion Coordinator, Cynthia Chavez Metoyer: Interim Chief Diversity Officer & Associate Vice President of Diversity, Educational Equity, and Inclusion. This plan is currently being approved by the Intercollegiate Athletics Committee (IAC), and once approved, the plan will go to President Haynes for review and endorsement. The GEDI Committee is also in the process of developing a subcommittee to work specifically on trans inclusion and furthering the efforts by the Department of Athletics on trans issues and concerns so that CSUSM and CSUSM Athletics becomes a destination point and safe and welcoming college choice for prospective trans student-athletes. This committee began its work in January 2017. Other highlights of CSUSM Athletics' work toward trans inclusion:

- The Department of Athletics is following NCAA guidelines for trans inclusion – Champions of Respect http://www.ncaa.org/sites/default/files/Transgender_Handbook_2011_Final.pdf.
- The Department of Athletics has ensured that two private (gender inclusive) locker rooms (that include bathroom and shower) are available in The Sports Center to CSUSM students that utilize the Clarke Field House and/or The Sports Center for physical activity.
- A private/gender neutral/family bathroom is located in the lobby of The Sports Center and is available to CSUSM students and fans when attending intercollegiate athletic competitions.
- In Fall 2016, the Department of Athletics co-sponsored the FEARLESS presentation regarding LGBTQ issues and concerns for student-athletes.
- During the 2015-2016 academic year all Department of Athletics paid staff & coaches completed Safe Zone Training.
- Annual mandatory training from CSUSM's Director of Student Engagement and Inclusion for all Department of Athletics employees, volunteers, and coaches.

- Monthly meetings are calendared with the Director of Athletics, Senior Woman Administrator, and the CSUSM Director of Student Engagement and Inclusion.
- The Department of Athletics held its first LGBTQA student-athlete open forum on November 9, 2016 in the LGBTQA Pride Center. These open forums will be held each semester and will include the Director of Athletics.
- The Department of Athletics adopted a Trans Statement in its Department Operations Manual (See Appendix C).
- Produced a gender inclusive promotional video for CSUSM athletes: *"You Can Play - Cal State San Marcos"* - https://www.youtube.com/watch?v=ea2FUWDB9BA

Recommendations

8.1 In recognition of the exemplary work done to date by the Department of Athletics, the Task Force does not have any recommendations beyond what is already outlined in Athletics' Gender Equity, Diversity & Inclusion Plan.

8.2 The Task Force encourages to University to highlight the exemplary trans inclusion work achieved by the Department of Athletics to date, which is model by NCAA, federal, and state standards and provides a roadmap for peer institutions.

Section 9 – Campus Climate, Support, & Resources

Creating safe and inclusive environments for diverse populations must be a shared goal throughout institutions of higher education, and to succeed must be affirmed at the highest levels of leadership and at grassroots levels of advocacy. This section relates to a broad range of initiatives and opportunities that help create a supportive climate for trans and LGBQ individuals.

Current Status

Campus Events and Support Resources for Trans Students

The LGBTQA Pride Center (PC) and the Gender Equity Center (GEC) are thriving established campus entities with professional and student staff that provide trans-affirming space and resources to help trans and LGBQ students build support networks. They are staffed jointly as ASI Community Centers, where each includes a Director of Student Engagement & Inclusion, an Assistant Director of ASI Community Centers (includes both GEC and PC), one student Peer Coordinator, and six student Peer Educators. Usage of both centers has increased dramatically in recent years – in the 2011-12 academic year student visits to the GEC and PC were 5,251 and 11,634, respectively – by the 2015-16 academic year, visits had grown to 23,692 (GEC) and 36,792 (PC).

Both Centers hold regular events relevant to the experiences and needs of trans students. Major annual events include Gaypril, Rainbow Recognition, and the Nu Alfa Kappa Greek Drag Show, which create opportunities for community building and learning that are well attended by students as well as by faculty, staff, and campus administrators.[49] The Drag Show has been offered for 3 years with 550 attendees in 2013, 600 in 2014, and 650 in 2015. The show has always had an educational focus. For example, in 2015 Drag Show attendees received information at tables before entering the ballroom, saw educational videos throughout the show, and participated in a question and answer session where the contestants educated the audience in a variety of ways. Other campus event platforms and centers, such as the Civility Campaign and Cross-Cultural Center, integrate trans-focused events. On March 7th for instance there will be Civility Dialogue on Politics & Gender Identity.[50] The Gender Equity Center provides information for trans students on its website.[51] The ASI Centers also assist in the production of *Queery* is an annual publication created by CSUSM students. This "*predominantly student-written magazine… [features] artwork and articles related to LGBTQ, Queer, and Ally issues and identities;*" issues are archived and available online.[52] In addition to the ASI Centers, the CSUSM LGBTQA Faculty Staff Association is a membership-based organization that provides community to LGBTQA campus employees. Its dues support student-focused events such as LGBTQ Students'

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[49]See https://www.csusm.edu/asi/departments/pc/events.html
[50] See https://www.csusm.edu/civility/newsandevents/events.html
[51] See https://www.csusm.edu/asi/departments/gec/resource%20pages/resources_trans.html
[52] See https://www.csusm.edu/asi/publications/queery.html

Classroom Resources and the LGBTQ Students Graduation Recognition.[53] Continuing to provide and expand support for these organizations and the resources they provide ensures a campus environment that embraces its trans community.

CSU System Policy

The Task Force would be remiss not to discuss the role of the Office of the Chancellor in shaping the climate for trans and LGBQ populations throughout the CSU system. The Office of the Chancellor of the CSU system prominently affirms its obligation to LGBTQ students, noting that "*the California State University is committed to providing an inclusive, safe living and learning environment for all lesbian, gay, bisexual, transgender, queer and questioning students*," and all 23 CSU campuses are home to centers dedicated to serving LGBTQA students.[54]

One can look to the University of California system for examples of effective system-wide action on behalf of trans populations. The University of California system is recognized as a national leader in developing policy-based action intentionally inclusive of trans communities, particularly in the areas of trans-affirming admissions and employment practices, health care provision, and gender inclusive campus facilities. These have derived from ongoing work by Presidential advisory boards and task forces, such as the UC President Janet Napolitano's Task Force and Implementation Team on Lesbian, Gay, Bisexual and Transgender Climate and Inclusion. This group issued recommendations in 2014 that precipitated numerous system-wide policies.[55] The Task Force hopes that similarly forward-thinking guidance will be provided by stakeholder groups in the CSUSM system,[56] and believes that CSUSM is independently poised to be a leader in the system by continuing to build on our established commitment to local trans-inclusive practices that can inspire and provide guidance to CSU peer institutions.

Climate Assessments

As addressed in the overview to this report's recommendations, CSUSM participates in the Campus Pride Index (CPI), a rigorous national evaluation tool with the purpose of "creat[ing] safer, more LGBTQ-friendly learning environments at colleges and universities;"[57] in 2010 CSUSM earned a 2.5 on CPI's 5-point scale, a rating that rose to 3.5 out of 5 in 2012. In coordination with numerous campus stakeholders, CPI results for 2016 are currently being compiled by Robert Aiello-Hauser.

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[53] See http://www.csusm.edu/lgbtqafsa/membership.html
[54] See https://www2.calstate.edu/impact-of-the-csu/diversity/Pages/LGBTQ-Centers.aspx
[55] See http://ucnet.universityofcalifornia.edu/news/2015/06/uc-enacts-measures-to-ensure-campus-environments-are-inclusive-for-lgbt-students,-faculty-and-staff-.html
[56] There are indications that some activity focused on trans populations is beginning to occur at the CSU System level; in 2016 the Chancellor's Office signaled the future convening of a system-wide Transgender Policy Workgroup to "address gender identity and transgender issues and provide guidance to CSU institutions on trans-inclusive policies and practices" (see http://www.csustudents.org/wp-content/uploads/2016/09/Transgender-Policy-Workgroup.pdf). The Task Force was unable to clarify the status and timeline of this Workgroup, and additional information is not available on the open web.
[57] See https://www.campusprideindex.org/menu/aboutus.

Comprehensive data from the 2016 CSUSM CPI survey will be available later in the 2016-17 academic year, and will include newly established metrics focused on trans and gender non-conforming populations. By aligning our recommendations with CPI metrics, the Task Force hopes that CSUSM can ensure future actions taken by our campus to promote trans inclusion are assessed and reflected in future survey rankings, and that these actions are made accessible to current and prospective CSUSM students and personnel as well as affiliates through public information on the CPI website. While the CPI is an essential assessment tool of campus policies, programming, and support networks that impact the LGBTQ student population, it does not directly seek input from students nor does it focus on the experiences of trans employees.

The rapid timeline of this Task Force's work did not permit an in-depth climate study of the experiences of trans students and employees – rather, our work has focused on an assessment of the policies, procedures, facilities, and environments that CSUSM provides to its trans populations. Additional opportunities to gauge the campus climate for trans individuals are available through campus surveys administered by Institutional Planning & Analysis and Student Affairs, which if pursued would aid future implementation work related to the Task Force's recommendations. For example, Diverse Learning Environments (DLE) and other national surveys used that feature demographic inquiries of gender identity can provide additional information on the experiences of trans students and employees and offer insight into risk factors that may prevent barriers to recruitment and retention. These instruments often include the option to integrate customized climate questions; over the course of the Task Force's work, Institutional Planning & Analysis collaborated with the Task Force Chair and the Director of Student Engagement & Inclusion to create several trans-focused climate items for the 2017 CSUSM DLE survey, and to identify ways to encourage DLE participation among the trans student population.

Scholarships & Financial Support

Many campuses, including CSU system peers such as SDSU, provide endowed scholarships that support LGBTQ students.[58] Currently, no scholarships for LGBTQ or specifically trans students are endowed at CSUSM. To initiate an endowed scholarship at CSUSM requires a minimum of $25,000. this money is invested and future earnings are then applied toward scholarships. Fundraising efforts coordinated through the Office of Advancement, the ASI Centers, and/or the LGBTQA Faculty & Staff Association could help to establish an endowed scholarship to benefit trans students, who, due to a variety of family and intersectional barriers, are at an increased likelihood to experience financial duress during their college years. The Task Force encourages the University to consider whether endowed scholarship(s) for LGBTQ students aligns with the "Scholarships" *Forward Together* capital campaign priority.

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[58] See http://tcf.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=76218

Greek Life

Although they are among the few organizations on college campuses authorized by Title IX to be specifically gender-based, the CSUSM Greek Life community has demonstrated significant interest in developing trans-inclusive practices and competencies. The CSUSM Greek Leadership Council (GLC) over the past several years has worked with Robert Aiello-Hauser, Director of Student Engagement and Inclusion, to conduct three 1-hour workshops over 3 semesters focused on LGBTQ students and opening the door to SafeZone training for all CSUSM fraternity and sorority chapters. By the summer of 2016, all CSUSM Greek organizations have been Safe-Zone certified (a 2-year process involving 12 organizations and roughly 739 members). SafeZone training sessions were held during fraternity/sorority meeting times to ensure a high percentage of members were present.

In 2015 and 2016 Robert Aiello-Hauser was a facilitator at the summer Greek Retreat, where open discussions were held on topics such as respect for diversity and how to be inclusive of all students including trans and gender non-conforming students. Strategies for recruiting trans students were also addressed. The Office of Student Life & Leadership is engaged in work related to trans-inclusive policy development with the International Offices of CSUSM fraternities and sororities, and CSUSM Greek organizations have been involved in advocacy at the chapter and national level to allow participation by trans students. For example, in May of 2015 the AZD sorority gathered 161 student signatures for a Preferred Name Petition for Transgender or Gender Non-Conforming Students to submit to their parent office. It is also worth noting that NAK has hosted CSUSM's Drag Show since its inception. Strategies to organize gender identity and expression awareness training for CSUSM Greek organizations are currently underway.

Recruitment & Retention

Active recruitment and retention is an essential component of ensuring an inclusive campus climate for trans students and employees. The Director of the LGBTQA Pride Center reports that CSUSM participated in the 2013 LGBTQ-Friendly College Fair (Los Angeles Region). This national, regionally-held event is widely regarded as the best college fair for LGBTQ student recruitment.[59] Unfortunately, CSUSM has not attended the fair since 2013 due to cost (annual Fair tabling registration costs for Colleges/Universities is currently $363.53).

Consistent wording of anti-discrimination clauses including statements of active interest in a diverse workforce in staff, faculty, student, and administrative recruitment materials (see Recommendation Section 1 – Nondiscrimination Policies) can signal interest to prospective employees that CSUSM is a trans-friendly organization. Broader distribution of recruitment materials via diversity recruitment lists and websites can further extend the reach of CSUSM's postings to LGBTQ job-seekers.

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[59] See https://www.campuspride.org/collegefair/

Recommendations

9.1 Engage IP&A, Student Affairs, the Office of Diversity, Inclusion, & Educational Equity, and the Director of Student Engagement & Inclusion in identifying existing surveys at CSUSM that provide climate data specific to the LGBTQ population (e.g., Diverse Learning Environments, National College Health Assessment). Analyze climate data provided by these surveys and distribute information to appropriate stakeholders in order to inform future campus trans inclusion efforts.

9.2 Investigate methods to establish an endowed scholarship fund for LGBTQ students, potentially in coordination with the *Forward Together* capital campaign.

9.3 Engage existing campus arts programs (e.g., Context, Arts & Lectures) to schedule an exhibit and/or lecture by a prominent trans artist or artists within the next two years, particularly those who work with themes related to trans advocacy. Potential but by no means limited sources of advocacy-engaged trans art include the Trans Life & Liberation Art Series, which profiles and celebrates gender non-conforming activists in portraits created by trans artists,[60] and the collections/exhibits featured in the Museum of Trans Hirstory & Art in San Francisco.[61]

9.4 In recognition of significantly increased usage of the GEC and PC, consider funding an additional shared staff position at the Centers at a time when it is fiscally feasible for the University, and recruit with preferred expertise in supporting trans and gender non-conforming populations.

9.5 Fund annual campus participation in the LGBTQ-Friendly College Fair (Los Angeles Region), a yearly cost of $363.56.

9.6 Encourage broader distribution of recruitment materials via diversity- related distribution lists and websites to extend the reach of CSUSM's job postings to LGBTQ job-seekers.

9.7 Include the phrase "gender identity and expression" in characterizations/descriptions of diversity, underrepresented populations, and/or protected classes in campus publications, addresses, and other University communications.

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[60] See http://translifeandliberation.tumblr.com/
[61] See http://www.sfmotha.org/about

Section 10 – Academic Life & Curriculum

Representing trans identities in curriculum and creating trans-inclusive classrooms are separate but aligned elements of ensuring trans-affirming learning environments.

Current Status

Over the last decade, many academic programs across CSUSM have begun integrating trans and gender non-conforming identities into curriculum. Curriculum has been included in, but not limited to: Education, Sociology, Women's Studies, and Criminology and Justice Studies. Curriculum inclusion has been in approved coursework as well as special topic courses in different fields, i.e. SOC 490. Below is a partial list of some of those courses, but it is important to note that the inclusion of trans and gender non-conforming identities into these courses is largely dependent on the instructor, so it is not possible to guarantee that inclusion is happening in each of these classes without a more detailed review of course descriptions, syllabi, and/or learning outcomes:

- EDUC 364: Cultural Diversity in Schooling – Credential Prerequisite
- EDSS 511: Secondary Teaching & Learning
- EDSS 541: Secondary Interdisciplinary Methodology
- SOC 203: Child in Society
- SOC 307: Human Sexuality - Sociology of Sexualities
- SOC 309: Aging & Society
- SOC 314: Health & Society
- SOC 315: Gender in Society
- SOC 317: Youth & Society
- SOC 413: Sociology of Education
- SOC 417: Family Violence
- SOC 418: Domestic Violence Prevention and Intervention
- SOC 490 Special Topics: Sexuality in the Law
- SOC 495: Capstone Seminar in Community Service
- SOC 630: Critical Perspectives in Human Service Delivery
- WMST 205 (3) Gender and Identity in Pop Culture and the Media
- WMST 300 – 19: Introduction to LGBTQ Studies - offered Fall 2013 & Spring 2015
- WMST 301 Race, Class and Gender in Contemporary Society
- WMST 328 (3) Body and Identity
- WMST 338: LGBTQ Identities and Prison
- WMST: 341: Men and Masculinities
- WMST 345 (3) Gender and Violence
- WMST 407 (3) The Politics of Sexualities
- WMST 445 (3) Gender and Development
- WMST 490: Feminist Theories and Research

Women's Studies faculty are currently developing a LGBTQ Minor; to date curriculum has been

created and piloted as Women's Studies Special Topic Courses. In addition, CHABBS has a faculty affinity group working toward increasing sexuality and gender curriculum in courses; this group is interested in providing faculty workshops to aid curriculum development and awareness in these areas. CHABBS' collaborative effort in this regard has the potential to make meaningful change, and provides a model for how other colleges can approach curricular inclusivity in a systematic manner.

Trans-Inclusive Classroom Environments

Faculty in any discipline can take steps to make their classrooms more trans-inclusive. The California Faculty Association endorsed a 2011 ally training that features content on gender identity and expression competencies.[62] Numerous other web resources are available to faculty who are interested in gaining competencies in this area, including a "Recommendations to Make Your Classroom Trans-Inclusive" guide created by CSU Northridge's Pride Center.[63] This guide provides simple tips, including:

- *"Set the tone of the classroom beginning with respect and inquiry. Establish guidelines that the classroom will be set in a respectful environment where everyone can participate without fear or hesitation. Everyone should be referred to by their chosen name and chosen pronoun.*
- *During class introductions have students share pronouns. Allow students to disclose pronouns to use inside the classroom.*
- *Please use the student's preferred name and pronoun the student gives you. If you aren't sure of a person's pronoun ask, or refer to them by their name only. Assuming someone's pronoun can lead to possibly misgendering further ostracizing students. One way to ask is: "I use he/him/his pronouns, how do you like to be addressed?" This often may be very difficult at first, but it is important to respect anyone, regardless of gender identity.*

	Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Gender Neutral	They	Them	Their	Theirs	Themself
Gender Neutral	Ze	Hir	Hir	Hirs	Hirself
Gender Neutral Pronunciation	/zee/	/here/	/here/	/heres/	/hereself/

- *If a student has a previous name and/or pronoun that you are aware of because you have had the student before or because the name is different on the roster do not reveal this information to others.*
- *If you make a mistake about someone's pronoun, correct yourself, apologize and carry on the conversation. Please do not focus on the issue entirely, it may cause problems or make the*

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[62] See http://www.calfac.org/sites/main/files/file-attachments/safe_zone_manual.pdf
[63] See http://www.csun.edu/sites/default/files/Recommendations_for_Professors.pdf and Appendix D.

situation worse. This also saves the student from correcting an incorrect pronoun in front of the classroom.

- *Whether it be in office hours, speaking with other students, professionals, or staff, when someone makes a pronoun mistake, correct them.*
- *Avoid asking transgender students about personal info; such as: medical care, their birth name, status, name/legal marker changes status, sexual orientation, or even other related inquiries.*
- *[Making gendered references that assume that there are] only women and men in the classroom can be misleading, unwelcoming, and discouraging to students. Be aware of language, and try to use inclusive language within the classroom:*
    - *Use "individuals of all gender identities" or "students" instead of "men and women," etc.*
    - *Use "partner" or "significant other" instead of "boyfriend"/ "girlfriend"/"husband"/ "wife."*
    - *Avoid titles such as "Mr.", "Mrs.", "Ms.", "Ma'am", and "Sir."*

In recognition of its utility to CSUSM faculty and with gratitude to CSUN's Pride Center, "Recommendations to Make Your Classroom Trans-Inclusive" has been reproduced in its entirety in Appendix D of this report. Faculty who have questions about putting trans-inclusive activities into practice in face-to-face and online teaching environments or who are interested in seeking additional training, should contact Robert Aiello-Hauser of the LGBTQA Pride Center (rahauser@csusm.edu).

Recommendations

10.1 Ensure that gender identity/expression and other trans-related topics are included in future Diversity Mapping efforts and diversity coursework requirements.

10.2 Encourage ongoing work toward the establishment of the LGBTQ Studies minor through Women's Studies.

10.3 Ensure that trans-related coursework is included in the forthcoming LGBTQ Studies minor.

10.4 At the College level:

    a. Review current curriculum to identify areas that could be enhanced by LGBTQ and gender identity-related topics and/or curriculum.

    b. Identify ways to incentivize the development/implementation of new curriculum in these areas.

    c. Review current LGBTQ and gender identity-related courses, and recommend trans-related learning outcome information be provided for these courses.

    d. Ensure that course descriptions in existing and newly developed courses/curriculum are detailed/specific in order to improve student discoverability.

10.5 Engage the Faculty Center and the ASI Community Centers in customizing a list of tips for campus faculty on creating trans-inclusive classrooms.

Conclusion & Strategies for Implementation

To ensure its effective dissemination, following the President's review of this report the Task Force recommends that a dedicated website be created that summarizes its charge and membership, includes brief information about the Task Force's process and timeline, and posts a PDF copy of the final report. The Task Force also recommends disseminating this report to Divisional leadership, the Office of Diversity, Educational Equity, and Inclusion (ODEEI), ASI, and Academic Senate.

Due to the operational breadth encompassed by this work and the importance of establishing an accountability structure for the implementation of adopted recommendations, the Task Force suggests that an implementation body comprised of key area stakeholders be convened to initiate and monitor progress on actions resulting from this report. The Task Force further recommends that this implementation body reside within or feature oversight from ODEEI, and be aligned with Diversity & Inclusion Strategic Plan implementation.

The Task Force suggests that key area stakeholders on this implementation body include but not be limited to Human Resources, Enrollment Management, Planning, Design, & Construction, Academic Affairs, Student Life & Leadership, Student Engagement & Inclusion, and Title IX compliance. The Task Force further recommends representation of trans-identified and allied students and personnel on this implementation body.

To encourage transparent communication and accountability for the effective implementation of adopted recommendations, the Task Force suggests that an annual report be issued by any future implementing body for the duration of its work, and that reports be posted to a dedicated University website created for the implementation body. The Task Force further suggests that the work of the implementation body be informed and gauged by past and future Campus Pride Index rankings (see p 12 of this report) as well as insights provided by climate data analysis referenced in Recommendation 9.1.

Finally, the Task Force encourages the University to consider establishing a broader LGBTQ Advisory group with consistent trans student and/or personnel representation as an element of its Diversity Strategic Plan implementation, which could help ensure that issues of concern for trans populations at CSUSM are consistently represented in campus actions related to diversity and inclusion.

Appendix A: Student Preferred Name Change Request Form

PREFERRED NAME CHANGE REQUEST FORM

Complete and submit this form to request a preferred **first** name change that will display on class and grade rosters, your student ID, and your CSUSM email. If at anytime the preferred name is to be changed to a legal name, print and complete the Name Change Form at http://www.csusm.edu/enroll/allforms/name_change_form.pdf and bring it to the Office of the Registrar for processing.

FILL IN THE INFORMATION BELOW. PLEASE PRINT CLEARLY.

STUDENT'S LEGAL NAME:

Last Name: _____

First Name: _____ Middle Initial: _____

CSUSM Email: _____

CSUSM Student ID Number: _____

STUDENT'S PREFERRED NAME:

Preferred First Name: _____

Submit this complete form to:
Office of the Registrar
Cougar Central, Craven 3900

Your request will be reviewed and you will be notified of a decision via email.

I certify the above information is true and accurate. This change of first name will not be used for fraudulent purposes and represents a bona fide change in the sense that it is to be used consistently.

I authorize the Office of the Registrar to make the changes requested in this document.

Signature _____ Date _____

For Review Committee Use Only:

Date received: _____
☐ Approved
☐ Denied

Approved Designees Signature _____ Date_____

Appendix B: Gender Inclusive Restrooms Task Force- 2012 Report (not including architectural diagrams)

California State University
SAN MARCOS

Office of Diversity & Education Equity   California State University San Marcos 333S. Twin Oaks Valley Road San Marcos, CA 92096-001

Tel: 760.750.4039   Fax: 760.750.4212   Crawford@csusm.edu   www.csusm.edu/equity

MEMORANDUM

TO: President Karen S. Haynes

FROM: Derrick Crawford, Associate Vice President for Diversity and Educational Equity & University Ombuds, Chair

Bridget Blanshan, Associate Vice President, Student Development Services & Dean of Students

Rodger D'Andreas-Wahl, Executive Director, Associated Students, Incorporated

Bradly Fenton, Director, Planning, Design & Construction

DATE: November 30, 2012

RE: Gender Inclusive Restrooms Task Force Report

The Gender Neutral Restrooms Task Force received its charge from President Haynes on September 1, 2012 President Haynes charged the Task Force with supporting California State University San Marcos's (CSUSM) Educational Equity strategic priority, by developing a policy that addressed the need for a safe and affirming restroom use policy for all members of the CSUSM campus community, as well as our visitors. The Task Force was charged with developing strategies and recommendations regarding universal restrooms to ensure a safe environment for all.

Specifically, the Task Force was tasked as follows:

- Develop a list of recommended changes to existing restroom facilities on campus.
- Create a timeline and cost estimates with identified deliverables, such a signage and renovations.

The California State University

Bakersfield | Chanel Island | Chico | Dominguez Hills | East Bay | Fresno | Fullerton | Humboldt | Long Beach | Los Angeles | Maritime Academy

- Establish a restroom policy affirming that individuals have the right to use the restroom that corresponds to their affirmed gender identity.

- Recommend a policy for extensively renovated and newly constructed buildings to include gender-neutral restrooms.

- Draft a communication plan to inform the campus community of the policy and proposed implementation plan.

In carrying out the charge and related tasks, the Task Force held its first meeting on September 28, 2012. The Task Force reviewed the charge at this meeting and decided to change the name of the Task Force from the Gender Neutral Restrooms Policy to Gender Inclusive Restrooms Policy. The Task Force felt that the term "inclusive" better reflected the goal and spirit of the policy that was being developed, and thus the term inclusive would replace neutral going forward.

The Task Force also agreed upon a regular meeting schedule that would allow for sufficient consultation and collaboration. Accordingly, the Task Force met five time, including a site visit to the University of California at San Diego (UCSD) campus in late October.

Policy Statement & Recommendations

Policy Statement

CSUSM strives to be a community demonstrating respect for oneself and for others, treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure and supportive climate enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed. In accordance with that philosophy and commitment, CSUSM fully supports the right of any member of the CSUSM community to use the restroom that corresponds to that member's gender identity.

Recommendations

1. The Task Force recommends that CSUSM convert all campus single occupancy restrooms into single occupancy gender inclusive restrooms. The Task Force believes that this change is the most effective and efficient way in which to create a gender inclusive restrooms policy, as this change can be easily done and at minimal cost (see attached memorandum from Bradly Fenton re: conversion of standard bathrooms to un-sex bathrooms).

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2. The Task force identified the following single occupancy gender specific restrooms for conversion to gender inclusive restrooms (see map at the bottom of this page, as well as attached blue prints for precise locations):

1. Academic Hall – Second Floor Restroom

2. USB – First Floor Restrooms (2)

3. Craven Hall – Fourth Floor Restrooms (2)

4. Kellogg Library – Third Floor Restrooms (3)

5. Science Hall 1 – First Floor Restrooms (2)

6. Science Hall 1 – Third Floor Restrooms (2)

7. University Policy Department – First Floor Restroom

8. Student Union – First, Third, and Fourth Floor Restrooms (6) – **Future**

9. Student Health Center – First and Second Floor Restrooms (4) – **Future**

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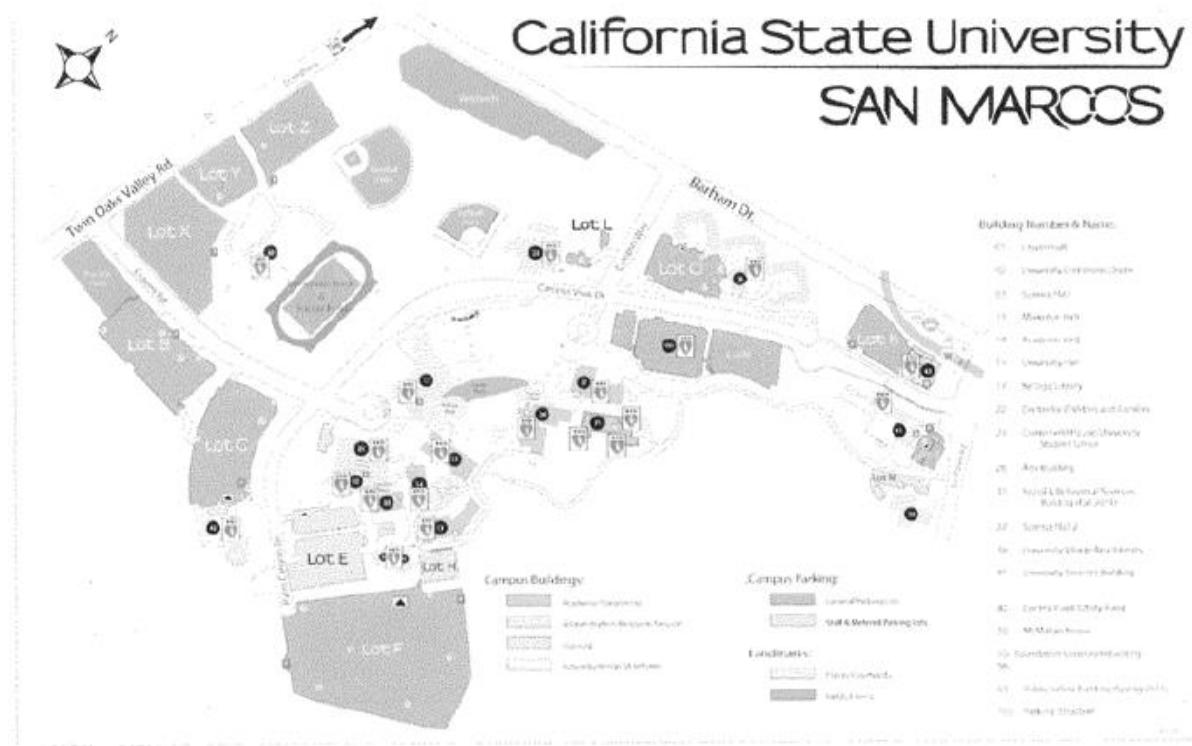
The cost will be minimal to convert all single occupancy gender specific restrooms to single occupancy gender inclusive restrooms, <u>except</u> for the conversion of the fourth floor restrooms in Craven Hall. The conversion of these restrooms will cost approximately $10,000.00 (see attached gender neutral restroom study cost breakdown.)

3. The Task Force recommends that the following signage be approved to identify gender inclusive single occupancy restrooms throughout the CSUSM campus:

Restroom
(Braille)

4. The Task Force recommends that the signage above be affixed to all single occupancy restrooms listed on page three of this memorandum by early spring 2013

5. The Task Force also recommends that the gender specific multi-occupancy restrooms, Commons 202 (women's) and Commons 204 (men's), be converted to gender inclusive restrooms as a pilot program.

The Task Force makes this recommendation based on anecdotal evidence that these restrooms are already being utilized by students who frequent the social justice centers, on a gender inclusive basis.

The Task Force believes that a pilot program would be appropriate for these restrooms, as these restrooms are currently multiple occupancy ones. As such, a conversion to gender inclusive would allow individuals of all genders to use these restrooms, which would be the only multiple occupancy gender inclusive restrooms at CSUSM.

Converting these restrooms to gender inclusive as a pilot program would allow sufficient time to review whether multiple occupancy gender inclusive restrooms can work at CSUSM on a larger scale. It would also allow for these restrooms to be easily returned to gender specific use if necessary.

Members of the CSUSM community who prefer to use a gender specific restroom in the vicinity of Commons 206, may use the gender specific restrooms located in the Dome.

The cost for converting the gender specific multi-occupancy restrooms, Commons 202 and Commons 204, to gender inclusive multi-occupancy restrooms will be approximately $10,000.00 (see attached gender neutral restroom study cost breakdown). Upon approval and obligation the necessary funding, conversion of these restrooms will take

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approximately six to eight weeks. The implementation date for the conversion is early spring 2013.

6. The Task Force recommends that the following signage be approved to identify Commons 202 and Commons 204, as gender inclusive multiple occupancy restrooms:

Multi Use Inclusive Restroom
(Braille)

7. The Task Force recommends that additional multiple occupancy restrooms <u>not be</u> converted to gender inclusive restrooms at this time, due to the prohibitive cost associated with the conversion (see attached gender neutral restroom study cost breakdown).

8. The Task Force will develop an appropriate campus-wide communication announcing the gender inclusive restrooms policy. This communication will be developed in consultation with CSUSM's Office of Communications and will be disseminated campus-wide in early spring 2013. The chair of the Task Force will be responsible for the development of this communication and will forward a final draft of the communication to the Task Force for review and comment by December 14, 2012.

9. The Task Force recommends that the Gender Inclusive Restrooms Policy and related information, be located on the CSUSM Title IX Resources homepage. The link for that web address is as follows:

<u>www.csusm.edu/geneq/resources/titleix.html</u>

10. The Task Force recommends that gender inclusive restrooms be included in the design for all future CSUSM buildings and construction. The precise location and number of gender inclusive restrooms will be designed in consultation with the Office of Planning, Design and Construction and the Office of Diversity and Education Equity.

The Task Force thanks Mr. Robert McManus, Chief of Police, university Police, Mr. Bill Thomas, Risk Manager, Office of Risk Management & Safety, Mr. Bill Thomas, Risk Manager, Office of Risk Management & Safety, Mr. Steve Ramirez, Project Coordinator, Office of Planning, Design & Construction, and Dr. Shaun Travers, Campus Diversity Officer & Direction of the Lesbian Gay Bisexual Transgender Resource (LGBT) Center, UCSD, for their significant contributions to the development of the Gender Inclusive Restrooms Policy.

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Memorandum

Date: August 14, 2012

To: Gary Cinnamon, FDM
                  VP Linda Hawk, FAS

From: Brad Fenton, PDC

RE: Conversion of standard bathrooms to uni-sex bathrooms

The following is a summary building code and cost review for the conversion of existing standard single sex bathrooms into uni-sex bathrooms. I will address converting bathrooms in concept for the campus and then specifically for Commons 202 (women's) and 204 (men's).

General Campus bathroom conversions

1. The 2010 California Building Code and Plumbing Code are both specific about the minimum number of toilet/urinal fixtures that are required. This is based on the both the size of the building and the uses within the building. The code states, separate toilet facilities shall be provided for each sex (see attached code).
2. We need to assume most existing buildings on campus were designed with budget in mind and most likely have the minimum number of fixtures allowed by code. This then logically means any reduction of fixtures (removing) or restriction to fixtures (bathroom with multiple fixtures limited to one person at a time) will violate code.
3. Most existing bathrooms are multi-fixture bathrooms, which would be difficult to convert. In order to meet code we would need to separate each fixture with walls, within the bathroom. Regardless of cost there will not be enough physical space to meet codes for all the new rooms.
4. There are some bathrooms on Campus that will easily accommodate the conversion, such as the two single user bathrooms on the first floor of Science Hall 1. These will only require a sign change and in the men's room the removal of a urinal if required.
5. Multi-fixture bathrooms, if required, must be within one floor vertically to meet code. So in the example above, if we convert the bathrooms on the first floor, there are available multi-fixture bathrooms on the second floor above which meet that code requirement. This will be possible in most existing buildings.
6. We can just change signs and as long as there are other facilities that meet the code requirement of separate toilet facilities, I believe we will be in compliance. The social and privacy issues of shared facilities would need to be addressed separately.

Commons 202 & 204
1. Commons 202 & 204 have 4 required fixtures each. Below is a list of possible options to convert the bathrooms to uni-sex, the code implications and rough estimate on costs.
    a. Leave interior as existing and change signs to uni-sex. This should still meet code but may cause other issues related to privacy between users. Cost for this should be less than $500
    b. Provide signage above and provide two partitions to enclose the two urinals in the now men's room. This should still meet code but may cause other issues related to privacy between users. Cost for this should be approximately $7,500.
    c. Provide signage and partitions above, and convert the two urinals in the now men's room to water closets. This should still meet code but may cause other issues related to privacy between users. Cost for this should be approximately $18,000.
    d. Leave interior as existing and change signs to uni-sex and provide standard bathroom privacy locks. This will not conform with code as it restricts use of the multi-user bathroom to a single use. Cost for this should be no more than $1,500.

Appendix C: CSUSM Department of Athletics Operations Manual Trans Statement

1.14. TRANSGENDER STUDENT-ATHLETES Athletics programs are widely accepted as integral parts of the college experience. The benefits of athletics participation include many positive effects on physical, social, and emotional well-being. Playing sports can provide student-athletes with important lessons about self-discipline, teamwork, success, and failure—as well as the joy and shared excitement that being a member of a sports team can bring. All students, including those who are transgender, deserve access to these benefits. CSUSM has adopted the NCAA's policy recommendations regarding the participation of transgender student-athletes in collegiate athletics. For information regarding transgender student-athlete issues, please refer to the NCAA's Transgender Handbook which can be found at http://www.ncaa.org/sites/default/files/Transgender_Handbook_2011_Final.pdf.

The Department of Athletics Trans* Statement in Student Athlete Handbook:
University/Departmental Policies & Values on Diversity and Inclusion As a core value, CSUSM and the NCAA believe in and are committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes, coaches, and administrators from diverse backgrounds. Diversity and inclusion improves the learning environment for all student athletes, while also enhancing the overall experience of all. The NCAA and Transgender Student-Athletes Athletics programs are widely accepted as integral parts of the college experience. The benefits of athletics participation include many positive effects on physical, social, and emotional well-being. Playing sports can provide student-athletes with important lessons about self-discipline, teamwork, success, and failure—as well as the joy and shared excitement that being a member of a sports team can bring. All students, including those who are transgender, deserve access to these benefits. CSUSM has adopted the NCAA's policy recommendations regarding the participation of transgender student-athletes in collegiate athletics.

Appendix D: CSUN's "Recommendations to Make Your Classroom Trans-Inclusive"

CSUN | Pride Center

Recommendations to Make Your Classroom Trans-Inclusive

For the Classroom

For students, it is important to feel safe, especially in the classroom. Regardless of their gender identity, students have the right to learn in a healthy and safe classroom environment. By reading this handout you can be more inclusive in your classrooms. Please read this information with an open mind, some information may be new and seem discouraging, but this is to inform you of some incidents that happen in the classroom at CSUN.

Classroom Guidelines and Standards

Set the tone of the classroom beginning with respect and inquiry. Establish guidelines that the classroom will be set in a respectful environment where everyone can participate without fear or hesitation. Everyone should be referred to by their chosen name and chosen pronoun. A chosen name is given by the student

Roll Call

On the 1st day of class have students introduce themselves instead of calling roll, some students feel they shouldn't disclose their trans identity in the class room, or even avoid telling professors their chosen name all together. Often when the roster is read aloud for attendance, transgender students don't feel comfortable disclosing their chosen name in front of the entire class if a previous name was used. If you require attendance for your classroom, please pass along the attendance sheet. Avoid making assumptions that the name they prefer is on the roll sheet already. There may be an error if they have filled out a preferred name request form.

Pronouns

During class introductions have students share pronouns. Allow students to disclose pronouns to use inside the classroom. Please use the student's preferred name and pronoun the student gives you.

If you aren't sure of a person's pronoun ask, or refer to them by their name only. Assuming someone's pronoun can lead to possible misgendering further ostracizing students. One way to ask is: "I use he/him/his pronouns, how do you like to be addressed?" This often may be very difficult at first, but it is important to respect anyone regardless of gender identity.

	Subject	**Object**	**Possessive Adjective**	**Possessive Pronoun**	**Reflexive**
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Gender Neutral	They	Them	Their	Theirs	Themself
Gender Neutral	Ze	Hir	Hir	Hirs	Hirself
Gender Neutral Pronunciation	/zee/	/here/	/here/	heres/	/herself/

Previous Names

If a student has a previous name and/or pronoun that you are aware of because you have had the student before or because the name is different on the roster do not reveal this information to others. It will unnecessarily draw attention to the student and may cause discomfort in the classroom. For example, if you knew a student last semester with a different name, use the name the student gives you for the new semester.

Identification Cards

If you must require identification after an exam, please be aware not all students' identification matches their preferred name on the class roster. Please be respectful of this matter and talk to the student privately if you have questions or concerns. This can be very stressful for students to go through. Please be aware and cautious when asking for identification.

Address Mistakes

If you make a mistake about someone's pronoun, correct yourself, apologize and carry on the conversation. Please do not focus on the issue entirely, it may cause problems or make the situation worse. This also saves the student from correcting an incorrect pronoun in front of the classroom.

Correcting Others

Whether it be in office hours, speaking with other students, professionals, or staff when someone makes a pronoun mistake, correct them. It is important and polite to provide the correct information whether the student is present or not. Allowing the mistake going untreated can cause repeated offenses and uncomfortable interactions.

Respect Boundaries

Avoid asking transgender students about person info; such as: medical care, their birth name, status, name/legal marker changes status, sexual orientation, or even other related inquiries. These questions are inappropriate and would not be asked of other students. These questions are irrelevant to your relationship to this student unless they voluntarily share this information to you or the classroom. It is a student's choice whether or not to disclose in class. Please don't rely on the student to educate the class or speak for the transgender community.

Frequently Used Terminology

Cisgender – A person who by nature or by choice conforms to gender/sex based expectations of society

Transgender – people are those whose psychological self ("gender identity") differs from the social expectations for the physical sex they were born with.

Gender Non-conforming – A person who don't conform to society's expectations of gender expression based on the gender binary, expectations of masculinity and femininity, or how they should identify their gender.

Agender – A person who is internally ungendered or does not have a felt sense of gender identity.

Genderfluid – A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations.

Genderqueer – A person whose gender identity is neither man or woman, is between or beyond genders, or is some combination of genders.

Two Spirit – American Indian/First Nations/Native American persons who have attributes of both men and women, have distinct gender and social roles in their tribes, and are often involved with mystical rituals (shamans).

Challenging the Gender Binary

There are many CSUN students, who identify outside of the gender binary of woman/man. Students may identify as genderqueer, genderfluid, or a number of gender identities. The reference to only women and men in the classroom can be misleading, unwelcoming, and discouraging to students. Be aware of language, and try to use inclusive language within the classroom:

- Use "individuals of all gender identities" or "students" instead of "men and women" or "ladies and gentlemen."

- Use "partner" or "significant other" instead of "boyfriend"/ "girlfriend" or "husband"/ "wife."

- Avoid titles such as "Mr.", "Mrs.", "Ms.", "Ma'am", and "Sir."

Taking it Further

Include transgender issues on your syllabus and help your students learn to talk about issues of gender respectfully and understand the importance. State on your syllabus that discrimination will not be tolerated within the classroom and everyone's gender identity is valid. Include a nondiscrimination statement on the syllabus which includes gender identity. Important transgender issues can be found in housing, healthcare, employment, criminal justice, education, public benefits and legal protection.

The Pride Center at California State University, Northridge is always readily available to help students and faculty. To request a transgender awareness presentation email trans@csun.edu to schedule a workshop.

Contact & Citation Information

If you have questions about this Report or its Recommendations please email transtf@csusm.edu.

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