

# Supporting Trans & Nonbinary Students

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Learning & Teaching Commons  
Spring 2024 Resource Packet

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## General Best Practices

including selections from “Welcoming Students to Inclusive Learning Spaces”

Be aware that a **Name/Pronoun Policy Workgroup** including deans, staff, faculty, and students is currently (spring-summer 2024) studying Evergreen’s systems holistically and developing or updating policies and procedures.

See also: [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)

### Before the Quarter Begins

If you send a welcome message before the first class meeting, convey explicitly that you acknowledge students’ power to define their own identities, including names and pronouns. Example statement: “The list of names I receive from Registration may or may not indicate the name you prefer to be called, or the pronouns you use to identify yourself. I’m grateful to hear from you in advance if there is any clarification you can offer regarding your name and pronouns.”

An alternate or additional approach is to request this information from all students in a pre-quarter survey. Sample questions:

- Last name you’re registered under
- First name in class
- Pronouns
- Name and pronouns you prefer in your transcript (narrative evaluations), if different

### First Day of Class

On the first day, you can convey by example the standards of respect, inclusivity, and clear communication to which you will expect students to adhere. Establishing a non-discriminatory and gender affirming environment where everyone is addressed by their preferred name and pronoun can be a part of this.

What you might say about why we are attentive to pronouns:

I’m [name] and I use [pronouns]. It’s important to say this aloud because it’s easy for people to make assumptions about gender that prove to be false. This is true especially given today’s social context in which binary gender is what’s familiar to some of us, while others understand gender to be complex and non-binary. Many people identify with the gender-neutral pronoun “they” and use it in the first person, where others use the gendered pronouns “he” and “she.” All are accepted uses at Evergreen. Everyone is invited to share their preferred pronoun, which helps to establish a climate of openness and respect for gender diversity. [Inviting is probably better than insisting, because it is possible that some students might not want to draw attention to their gender or pronoun use.]

Some approaches to taking attendance on the first day:

- Call last names from the roll sheet and ask students to respond with their first name and pronouns.
- OR - Ask students to introduce themselves, while you make notes on the roll sheet.
- OR - Ask students in twos to introduce themselves to each other, and then to introduce each other to the entire program.
- OR - Ask students to write something about themselves on an index card, and collect names that way.

One useful way to sustain respect for names and pronouns over the course of the quarter is to have students make a paper nameplate to place in front of them in seminar and other small/discussion sessions. Typical supplies are markers and large index cards or cardstock.

### **Privacy and Audience**

Students may share aspects of their identity with a faculty member that they don't share publicly or with all others in their life. Be careful to respect a student's agency over what they share with whom and avoid transposing information to a different audience. Some examples of where to exercise caution:

- Faculty have access to a student's legal name in academic records. Do not convey this name anywhere else; use the student's chosen name only in all other contexts.
- If a student discloses personal information in an assignment, assume that faculty only are the audience and do not share out to other students in the class. If student writing will be exchanged during class activities, make sure students are aware of that ahead of time.
- If a student asks you for a job reference or recommendation letter, confirm how they prefer that you represent their name and gender in that setting.

### **Note on Content Notes**

Trans, nonbinary, and gender nonconforming students may have stress, anxiety, trauma, or discrimination related to their gender identity as part of their past or present. Be sensitive to program materials or conversations that might activate those negative experiences. Consider an explicit content policy with the intention to give warnings for transphobia, gendered hate speech, and gender-inflected violence (an example of a complete policy appears in the [LTC resource guide](#) Navigating Classroom and Student Challenges).

## Narrative Evaluations

see the Evaluation Reminders document sent out by Deans

**Chosen Names in Evaluations (current policy):** The student's legal name must first appear in the first sentence of the evaluation, but the evaluation may use the student's chosen name thereafter. Please consider consulting students about how they would prefer their name to appear.

If the student's legal name is Samuel, that is the name that will show at the top of the page and that is the name which must come first in the evaluation: "Samuel (Sasha) did excellent work..." (with "Sasha" used thereafter). **For now, name variations in evaluations must follow this exact format.**

**Gender:** If the pronoun used doesn't match the gender on record, please make a note. Example (where Jamie's gender on record is M): "Jamie (she/her)..."

**Evergreen recommends removing pronouns from narrative student evaluations.**

<https://sites.evergreen.edu/ltc/2021/05/inclusive-teaching-tip-spring-2021-wk-9/>

**From:** Academic Deans <deans@evergreen.edu>

**Date:** Thursday, May 27, 2021 at 9:49 AM

As we strive to be more student-centered and to remain in compliance with current laws regarding gender identity and gender changes, we encourage you to begin writing your student evaluations without any pronouns starting this quarter, Spring 2021. Describing students' work without pronouns may mean a shift for some of you; others are already doing this.

We make this request for a number of reasons:

- Evaluations are a time to reaffirm student work. Gender identity may change over time and pronouns in the permanent record may not be the best way to align with gender identity into the future.
- If and when students do change their gender identity, we then face the prospect of needing to retroactively change records, a significant undertaking and staffing issue.
- Our campus climate survey shows that our trans and non-binary students consistently report some of the lowest indicators of value and belonging at Evergreen. Changing our practices with pronouns in written records is one step in creating a more positive, less discriminatory climate that fosters student success.
- Use of "they/them" in the singular has been a way to meet requests from some students but does not meet the needs of all students. We encourage you not to use they/them for all students. Writing without any gender pronouns is a preferred route.

For these reasons, we highly recommend that you shift your evaluation writing in this direction. This shift in your evaluation writing practice will lead to more equitable outcomes for both students and staff (who would potentially need to change records later).

We want to emphasize that while eliminating pronoun usage in evaluations is supportive of students, affirming students' pronouns and avoiding misgendering in our classrooms fosters students' sense of value and belonging. Please continue to affirm preferred pronouns in communications with all students.

### LTC context: Why is this an equity practice?

When we write about student work using pronouns, we risk unintentionally misgendering students.

In 2017 The Chronicle interviewed Dr. Z Nicolazzo who at the time was an Assistant Professor of Higher Education and Student Affairs at Northern Illinois University (and is now Associate Professor of Trans\* Studies in Education at the Center for the Study of Higher Education and a member of the Trans\* Studies Initiative at the University of Arizona). In [this interview](#) Dr. Z gave the following advice about the use of pronouns:

“The thing that is probably most important to me is that we stop making assumptions and stop putting gendered pronouns onto people. I tell students and peers all the time, there are lots of different ways to talk about people without using their pronouns, because we all have names, right? Or we can ask the question, What are your proper pronouns? And some folks will say, Oh, that’s kind of awkward, and I’ve got to tell you, it’s far more awkward when you misgender someone, especially in public places.”

Gardner, L. (2017, February 22). [Why Trans\\* Students Matter](#). The Chronicle of Higher Education.

Narrative evaluations are part of the students' transcript. Thus, these transcripts will be read by employers, graduate admissions officers, scholarship committees, and many others. Multiple studies have shown that implicit gender bias has an impact on how one's performance and potential gets coded in professional settings.

For example, Paola Cecchi-Dimeglio's 2017 article in Harvard Business Review illustrates how gender bias influences performance reviews:

“In this study, I found that these biases can lead to double standards, in that a situation can get a positive or a negative spin, depending on gender. In one review I read, the manager noted, ‘Heidi seems to shrink when she’s around others, and especially around clients, she needs to be more self-confident.’ But a similar problem — confidence in working with clients — was given a positive spin when a man was struggling with it: ‘Jim needs to develop his natural ability to work with people.’”

Cecchi-Dimeglio, P. (2017, April 12). [How Gender Bias Corrupts Performance Reviews, and What to Do About It](#). Harvard Business Review.

So, as you write narratives that describe and evaluate a students' work in your course or program, support students by using names instead of pronouns. The recent announcement offers a couple of [“fake evaluations”](#) that serve as useful models.

# Genders, First Names, and Pronouns in College Systems

[https://helpwiki.evergreen.edu/wiki/index.php/Genders,\\_First\\_Names\\_and\\_Pronouns](https://helpwiki.evergreen.edu/wiki/index.php/Genders,_First_Names_and_Pronouns)

## Some direction for students on how to digitally represent themselves at Evergreen.

When you were admitted to Evergreen, you started with a recorded legal name and gender marker. In many cases, this name and gender are absolutely important and cannot be substituted or changed except through a legal name and/or legal gender change. Some examples are official college transcripts, federal and state financial aid, payroll and tax information and the like. In systems such as these, we are required to use the legal name and gender. Using a chosen name or gender marker is not optional and is out of our control. In systems internal to Evergreen though, identifiers of people are not so absolute. It is an important Evergreen value to provide students the ability to choose how they represent themselves digitally, which may extend beyond this narrow interpretation of identity when possible. Some ways already exist for students (with help at times from their faculty) to control how their chosen name appears in some of our more frequently used systems.

## Request a Chosen First Name

Registration and Records offers students the ability to have a [chosen first name](#) entered into the college's student information system (Banner). Some Evergreen systems can display this information and other systems not so well.

## Where your chosen name will appear

At this point in time, we know these systems are connected to, and can use the chosen first name information from Banner:

- **Timesheets and Paychecks**– If you are a student staff and are paid by the College, your chosen name will display when you are logging your time or certifying your timesheet. Your legal name will display on your paychecks.
- **Evaluations**– Your chosen first name will appear on the page where you write and submit your evaluations. No name (legal or chosen) appears on your academic progress or academic statement pages. On the faculty side, your faculty sees your legal name and gender on record. We must use your legal name and gender in your transcripts. However, your faculty may use your chosen name and gender-neutral pronouns in the text of your evaluations. To help those who read your evaluations, the faculty must reference your legal name in the first sentence. They may then use your chosen name throughout the rest of the evaluation. You should give careful consideration when requesting to use a chosen name and/or pronoun, as this choice will be permanently reflected in the narrative portions of your transcript.
- **Canvas** – Your chosen name in Banner will automatically fill in Canvas if the “display name” in Canvas has not already been altered. You can go back at any time and change your display name in Canvas. More on Canvas further down.

- **Evergreen email** – Your assigned Evergreen email is based on the same you select from the student name change portal. This can be changed three times per academic year and can either reflect your legal name, chosen name or a random set of letters if you don't want your email to be name-based.
- **Microsoft Teams and Microsoft 365 Apps** - Your chosen name in Banner will automatically fill your Teams and Microsoft 365 apps “display name.”

### Where your chosen name will not appear

Evergreen has many systems that display student name, gender and/or username (what you use to login to my.evergreen.edu). Some are not currently able to display a chosen name. Some are required to display your legal name. Most obvious of these student systems are:

- **Academic Statement** – This document is the first page of your transcript and therefore is required to have your legal name in the header.
- **Class lists** – Class lists currently display legal name. We are working toward adding your chosen first name from Banner to these lists.

### What you can control - with or without requesting a chosen name

Some systems use Evergreen "usernames" as identification instead of Banner information. In these systems, people can update the displayed or chosen name in the profile information. These systems include:

- **WordPress** – This is the application that runs sites.evergreen.edu. You can update your profile to whatever you want.
- **Canvas** – If you have a chosen name on file, it will automatically display here unless you change it. Like WordPress, you can change your display name to whatever you want. Here is the link on how you change your Canvas display name: <http://guides.instructure.com/m/4212/l/41957-how-do-i-change-my-user-settings>

### Formal Name or Gender Change Process

Students can go through the process of requesting a formal name change. This process is a legal change and, therefore, requires the necessary documentation to process. Find the form for a legal name change on the [Registration and Records](#) site under Changing Your Personal Information. There is also a form for a Gender Designation Change.

To reiterate, this is an imperfect system. We are working to actively improve this important service for students to be easier, cleaner and more predictable. As with many similar technical ecosystems where newer applications are built on top of many previous older applications, it will take time and resources to sort it all out.

# All-Gender Restroom Locations

<https://evergreen.edu/student-life/bliss/all-gender-restrooms>

## Arts Annex

- Basement: 2
- First Floor: 2
- Second Floor: 1

## CAB

- First Floor: 2
- Second Floor: 3
- Third Floor: 2

## Carving Studio

- Second Floor: 1

## Children's Center

- First Floor: 1

## COM

- First Floor: 1

## CRC

- Second Floor: 1

## Evans Hall / Library A

### Wing

- First Floor: 1
- Second Floor: 1

## Evans Hall / Library B

### Wing

- Second Floor: 2

## Evans Hall / Library C

### Wing

- First Floor: 2
- Second Floor: 1
- Third Floor: 1

## Fiber Arts Studio

- Second Floor: 1

## Organic Farm House

- Second Floor: 1

## Purce Hall

- First Floor: 2

## Sustainable Ag. Lab

- Second Floor: 1

## Seminar I

- Second Floor: 1

## Seminar II - A

- First Floor: 1
- Second Floor: 2
- Third Floor: 2

## Seminar II - B

- First Floor: 1
- Second Floor: 2
- Third Floor: 3

## Seminar II - C

- First Floor: 2
- Second Floor: 1
- Third Floor: 1
- Fourth Floor: 1

## Seminar II - D

- First Floor: 1
- Second Floor: 1
- Third Floor: 2
- Fourth Floor: 1

## Seminar II - E

- First Floor: 1
- Second Floor: 3
- Third Floor: 2
- Fourth Floor: 1

## Single Occupancy Restrooms

## Carving Studio and Fiber

### Arts Studio

- 101
- 103
- 104

## Evans Hall / Library Building

- 2802
- 3414

## Lab Buildings and

### Arts Annex

- 1032
- 2036
- 034B
- 0101A
- 2106
- 2107
- 1111
- 1112
- 0105
- 0101A

## Organic Farm and Sustainable Ag. Lab

- 101
- 102
- 106
- 107

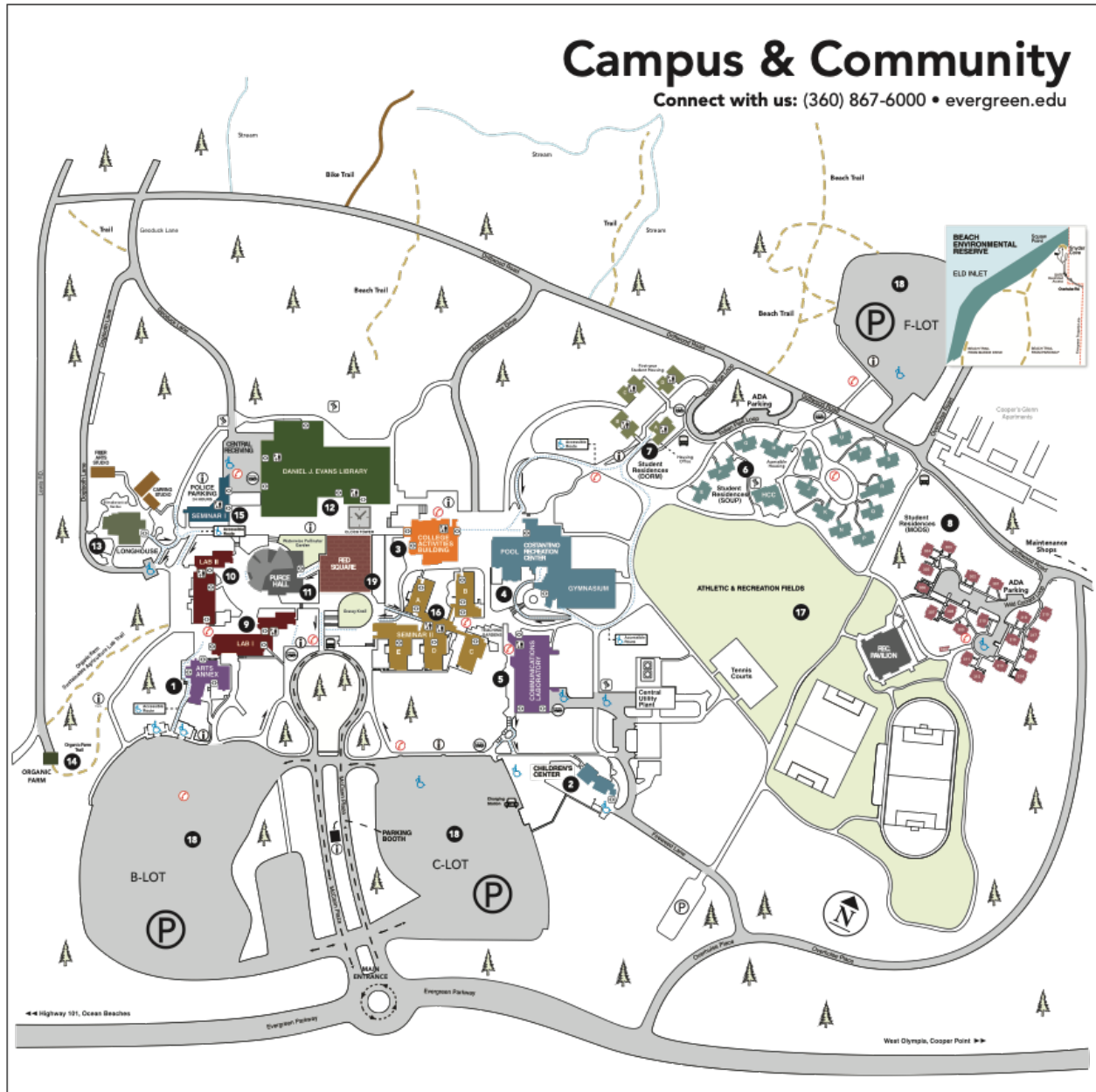
## Purce Hall

- 110
- 113

## Seminar II

- A/B/C/D/E 1101
- A/B/C/D/E 2101
- A/B/C/D/E 3101
- C/D/E 4101

All-Gender Restrooms Map (look for the <> symbol)



## Title IX Information: Sexual Harassment or Discrimination

[https:// evergreen.edu/student-life/health-wellness/title-ix/if-you-have-experienced-sexual-harassment-or-discrimination](https://evergreen.edu/student-life/health-wellness/title-ix/if-you-have-experienced-sexual-harassment-or-discrimination)

The College's Title IX Policy and Procedure provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office, regardless of where they occurred (on or off campus, involving Evergreen people or not):

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

### Your Options

If you have experienced unwanted behaviors, you have choices about what to do.

Resolutions options could include:

- **No resolution option:** You have the choice not to move forward with any option. Note that if you do not want resolution, you can still be connected to resources, and you can still be provided with Supportive Measures from the Title IX Coordinator.
- **Informal Resolution Option:** If both parties agree, informal resolution may occur under appropriate circumstances. Informal resolutions may be guided conversations, mediation facilitated by a trained mediator, and/or voluntary changes to either or both party's work or class schedules, on-campus activities, or student housing arrangements.
- **Formal Resolution:** Formal Resolution includes an investigation by an impartial and unbiased investigator. The Investigator will create a report of the investigation findings, and a live hearing before an administrative will take place to determine disciplinary actions.
- **Legal Resolution:** Individuals are welcome to pursue resolution within the legal system either with or without pursuing resolution through Evergreen process.

### Resources

There are two types of resources individuals can utilize: confidential and private.

#### Confidential Resources

Confidential resources are not mandated to report any notification to the Title IX Office, and may be used for emotional support and assistance.

- [Student Wellness Services](#) (Olympia Campus) Sem II 3rd floor [studentwellnessservices@evergreen.edu](mailto:studentwellnessservices@evergreen.edu) (360) 867-6200
- [Safe Place Olympia](#) (Off-Campus) 521 Legion Way, Olympia, WA 98501 24 Hour Helpline: (360) 754-6300 Office: (360) 786-8754
- [Rebuilding Hope Sexual Assault Center for Pierce County](#) (Off-Campus) 24 Hour Helpline: 253-474-7273 Office: 253-597-6424

## Private Resources

Private resources are individuals, both on and off campus, who can be used for emotional support, to discuss resolution options, and to assist you in getting support. Private resources must report the incident to the Title IX Coordinator. (\*Note that reporting to a Title IX Coordinator does not mean you must go through a resolution process.)

Employees at Evergreen (Olympia and Tacoma Campus) All employees of Evergreen, with the exception of those mentioned above and temporary hourly employees, are considered Responsible Employees. All Responsible Employees have a mandatory duty to immediately report knowledge they have of any behaviors that may constitute sexual harassment or retaliation.

- Title IX Coordinator (Olympia and Tacoma Campus), Evans Hall 3009, [titleixcoordinator@evergreen.edu](mailto:titleixcoordinator@evergreen.edu) (360) 867-5224
- Affirmative Action and Equal Opportunity (Olympia Campus), Evans Hall 3102, [mastinl@evergreen.edu](mailto:mastinl@evergreen.edu) (360) 867-5371
- Student Rights and Responsibilities (Olympia Campus), Evans Hall 3009, [studentconduct@evergreen.edu](mailto:studentconduct@evergreen.edu) (360) 867-6298
- Police Services (Olympia Campus), Seminar 1 Building 2150, Non-Emergency: (360) 867-6832 Emergency: 9-1-1
- [Thurston County Sheriff](#) (Off-Campus), 2000 Lakeridge Drive SW, Olympia, WA 98502 Office: (360) 786-5500
- [Pierce County Police](#) (Off-Campus) 930 Tacoma Ave S., Tacoma, WA 98402 Office: 253-798-4721

## Formal Complaints

Anyone who would like to move forward with a resolution option (either formal or informal) must submit a Formal Complaint. A Formal Complaint can be submitted to either the Title IX Coordinator, the Director of Student Rights and Responsibilities, or the Affirmative Action and Equal Opportunity Officer.

Use the online form to submit a Formal Complaint. You may also submit a Formal Complaint directly to the Title IX Coordinator by email at [titleixcoordinator@evergreen.edu](mailto:titleixcoordinator@evergreen.edu), by phone at (360) 867-5224, or in person at Evergreen's Title IX office in Evans Hall 3009.

[Submit a Title IX Complaint](#)

## Support Available

If you are going through a Title IX process, you can work with the Title IX Coordinator to receive Supportive Measures. A Formal Complaint or a resolution process is not needed in order to receive supportive measures.

Supportive Measures are meant to allow persons access to their educational program or activity or work, minimizing harm and focusing on safety. Supportive Measures can be different for every person based on their own needs, but may include some of the following:

- Adjustments to class or work schedule
- Coordination of schedules for common and shared spaces
- No fault No Contact Orders
- Academic adjustments
- Student housing adjustments
- Safety escorts and patrols

If you are interested in receiving Supportive Measures, contact the Title IX Coordinator at [titleixcoordinator@evergreen.edu](mailto:titleixcoordinator@evergreen.edu).

# Resources from transstudent.org

## Definitions/Glossary

**Transgender/Trans:** encompassing term of many gender identities of those who do not identify or exclusively identify with their sex assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. Note that transgender does not have an “ed” at the end.

**Cisgender/cis:** term for someone who exclusively identifies as their sex assigned at birth, derived from the Latin word meaning “on the same side.” A cisgender/cis person is not transgender. The term cisgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. Cis is not a “fake” word and is not a slur. Note that cisgender does not have an “ed” at the end.

**Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term has a complicated history as a reclaimed slur.

## Basic Terminology

**Sex:** A set of characteristics associated with reproduction and biology that generally assign individuals into categories of “male” and “female.” Also see: sex assigned at birth.

**Gender:** A set of cultural constructs describing characteristics that may historically be related to femininity, masculinity, women, men, nonbinary people, or social norms. The term was coined in 1955 by sexologist John Money after noting the difference between gender and sex.

**Gender Expression/Presentation:** The physical manifestation of one’s gender identity through clothing, hairstyle, voice, body shape, etc. (typically referred to as masculine or feminine). Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth. Someone with a gender nonconforming gender expression may or may not be transgender.

**Gender Identity:** One’s internal sense of being male, female, neither of these, both, or other gender(s). *Everyone has a gender identity, including you.* For transgender people, their sex assigned at birth and their gender identity are not necessarily the same.

**Sex Assigned at Birth:** The assignment and classification of people as male, female, intersex, or another sex assigned at birth often based on physical anatomy at birth and/or karyotyping.

**Sexual Orientation:** A person’s physical, romantic, emotional, aesthetic, and/or other form of attraction to others. In Western cultures, gender identity and sexual orientation are not the same. Trans people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc. just like anyone else. For example, a trans woman who is exclusively attracted to other women would often identify as lesbian.

**Transition:** A person’s process of developing and assuming a gender expression to match their gender identity. Transition can include: coming out to one’s family, friends, and/or co-workers; changing one’s name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgery. It’s best not to assume how one transitions as it is different for everyone.

**Transsexual:** A deprecated term that is often considered pejorative similar to transgender in that it indicates a difference between one's gender identity and sex assigned at birth. Transsexual often – though not always – implicates hormonal/surgical transition from one binary gender (male or female) to the other. Unlike *transgender/trans*, *transsexual* is not an umbrella term, as many transgender people do not identify as transsexual. When speaking/writing about trans people, please avoid the word transsexual unless asked to use it by a transsexual person.

### More Terminology

**Agender:** An umbrella term encompassing many different genders of people who commonly do not have a gender and/or have a gender that they describe as neutral. Many agender people are trans. As a new and quickly-evolving term, it is best you ask how someone defines agender for themselves.

**AFAB and AMAB:** Acronyms meaning “assigned female/male at birth” (also designated female/male at birth or female/male assigned at birth). No one, whether cis or trans, gets to choose what sex they're assigned at birth. This term is preferred to “biological male/female”, “male/female bodied”, “natal male/female”, and “born male/female”, which are defamatory and inaccurate.

**Ally:** Someone who advocates and supports a community other than their own. Allies are not part of the communities they help. A person should not self-identify as an ally but show that they are one through action.

**Binary:** Used as an adjective to describe the genders female/male or woman/man. Since the binary genders are the only ones recognized by general society as being legitimate, they enjoy an (unfairly) privileged status.

**Bottom Surgery:** Genital surgeries such as vaginoplasty, phalloplasty, or metoidioplasty.

**Butch:** An identity or presentation that leans towards masculinity. Butch can be an adjective (she's a butch woman), a verb (he went home to “butch up”), or a noun (they identify as a butch). Although commonly associated with masculine queer/lesbian women, it's used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one also identifies as a woman or not.

**Cross-dressing (also crossdressing):** The act of dressing and presenting as a different gender. One who considers this an integral part of their identity may identify as a cross-dresser. “Transvestite” is often considered a pejorative term with the same meaning. Drag performers are cross-dressing performers who take on stylized, exaggerated gender presentations (although not all drag performers identify as cross-dressers). Cross-dressing and drag are forms of gender expression and are not necessarily tied to erotic activity, nor are they indicative of one's sexual orientation or gender identity. Do NOT use these terms to describe someone who has transitioned or intends to do so in the future.

**Cissexism:** Systemic prejudice in the favor of cisgender people.

**Drag:** Exaggerated, theatrical, and/or performative gender presentation. Although most commonly used to refer to cross-dressing performers (drag queens and drag kings), anyone of any gender can do any form of drag. Doing drag does not necessarily have anything to do with one's sex assigned at birth, gender identity, or sexual orientation.

**Dyadic:** Not Intersex.

**Equality:** A state in which everyone is equal. This ignores difference in identity/community and history.

**Equity/Liberation/Justice:** A state in which all marginalized communities are free. This differs greatly from equality.

**Gender Affirming Surgery; Genital Reassignment/Reconstruction Surgery; Vaginoplasty; Phalloplasty; Metoidioplasty:** Refers to surgical alteration, and is only one part of some trans people's transition (see "Transition" above). Only the minority of transgender people choose to and can afford to have genital surgery. The following terms are inaccurate, offensive, or outdated: sex change operation, gender reassignment/realignment surgery (gender is not changed due to surgery), gender confirmation/confirming surgery (genitalia do not confirm gender), and sex reassignment/realignment surgery (as it insinuates a single surgery is required to transition along with sex being an ambiguous term).

**The Gender Binary:** A system of viewing gender as consisting solely of two, opposite categories, termed "male and female", in which no other possibilities for gender or anatomy are believed to exist. This system is oppressive to anyone who defies their sex assigned at birth, but particularly those who are gender-variant or do not fit neatly into one of the two standard categories.

**Gender Dysphoria:** Anxiety and/or discomfort regarding one's sex assigned at birth.

**Gender Fluid:** A changing or "fluid" gender identity.

**Gender Identity Disorder / GID:** A controversial DSM-III and DSM-IV diagnosis given to transgender and other gender-nonconforming people. Because it labels people as "disordered," Gender Identity Disorder is often considered offensive. The diagnosis is frequently given to children who don't conform to expected gender norms in terms of dress, play or behavior. Such children are often subjected to intense psychotherapy, behavior modification and/or institutionalization. This term was replaced by the term "gender dysphoria" in the DSM-5.

**Genderqueer:** An identity commonly used by people who do not identify or express their gender within the gender binary. Those who identify as genderqueer may identify as neither male nor female, may see themselves as outside of or in between the binary gender boxes, or may simply feel restricted by gender labels. Many genderqueer people are cisgender and identify with it as an aesthetic. Not everyone who identifies as genderqueer identifies as trans or nonbinary.

**Heteronormative / Heteronormativity:** These terms refer to the assumption that heterosexuality is the norm, which plays out in interpersonal interactions and society and furthers the marginalization of queer people.

**Intersex:** Describing a person with a less common combination of hormones, chromosomes, and anatomy that are used to assign sex at birth. There are many examples such as Klinefelter Syndrome, Androgen Insensitivity Syndrome, and Congenital Adrenal Hyperplasia. Parents and medical professionals usually coercively assign intersex infants a sex and have, in the past, been medically permitted to perform surgical operations to conform the infant's genitalia to that assignment. This practice has become increasingly controversial as intersex adults speak out against the practice. The term *intersex* is **not** interchangeable with or a synonym for *transgender* (although some intersex people do identify as transgender).

**LGBTQQIAPP+:** A collection of identities short for lesbian, gay, bisexual, trans, queer, questioning, intersex, asexual, aromantic, pansexual, polysexual (sometimes abbreviated to LGBT or LGBTQ+). Sometimes this acronym is replaced with “queer.” Note that “ally” is **not** included in this acronym.

**Nonbinary (also Non-Binary):** 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 (and increasingly), nonbinary can be used to describe the aesthetic/presentation/expression of a cisgender or transgender person.

**Passing/Blending/Assimilating:** Being perceived by others as a particular identity/gender or cisgender regardless how the individual in question identifies, e.g. passing as straight, passing as a cis woman, passing as a youth.

**T:** Short for testosterone.

**Top Surgery:** Chest surgery such as double mastectomy, breast augmentation, or periareolar (keyhole) surgeries.

**Trans:** Prefix or adjective used as an abbreviation of transgender, derived from the Latin word meaning “across from” or “on the other side of.”

**Transmisogyny:** Originally coined by the author Julia Serano, this term designates the intersections of transphobia and misogyny and how they are often experienced as a form of oppression by trans women.

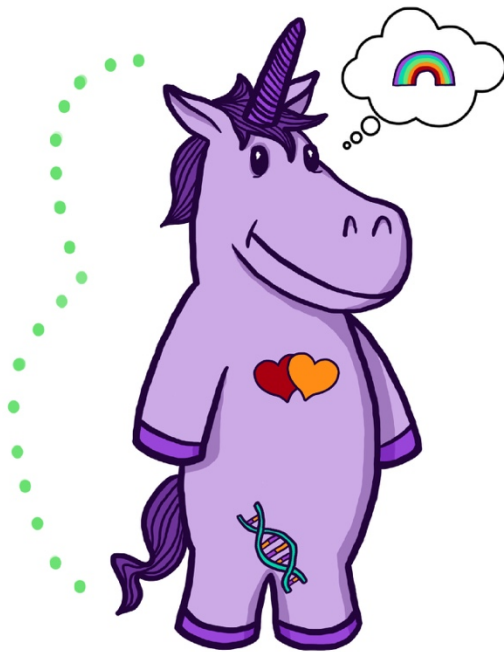
**Transphobia:** Systemic violence against trans people, associated with attitudes such as fear, discomfort, distrust, or disdain. This word is used similarly to homophobia, xenophobia, misogyny, etc.

**Trans Woman / Trans Man:** Trans woman generally describes someone assigned male at birth who identifies as a woman. This individual may or may not actively identify as trans. Many trans individuals prefer a space between trans and woman/man. Other do not. Often it is good just to use woman or 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.

**Two Spirit:** An umbrella term indexing various indigenous gender identities in North America.

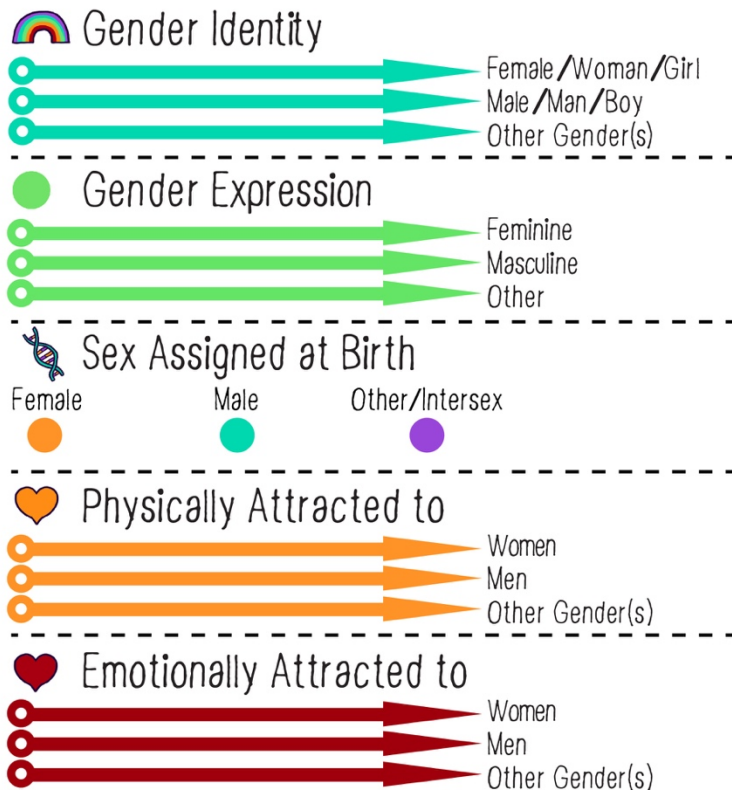
# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore



**Each arrow is a continuum: place dots on the arrows to fill out your own Gender Unicorn!**

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<http://www.transstudent.org/gender>.

## Accompanying Definitions

**Gender Identity:** One's internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also not necessarily linked to each other but are just six common gender identities.

**Gender Expression/Presentation:** The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Many transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.

**Sex Assigned at Birth:** The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes. It is important we don't simply use "sex" because of the vagueness of the definition of sex and its place in transphobia. Chromosomes are frequently used to determine sex from prenatal karyotyping (although not as often as genitalia). Chromosomes do not always determine genitalia, sex, or gender.

**Physically Attracted To:** Sexual orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

**Emotionally Attracted To:** Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth. There are other types of attraction related to gender such as aesthetical or platonic. These are simply two common forms of attraction.

## Resources from glsen.org

<https://glsen.org/supporting-trans-and-gnc-students>

