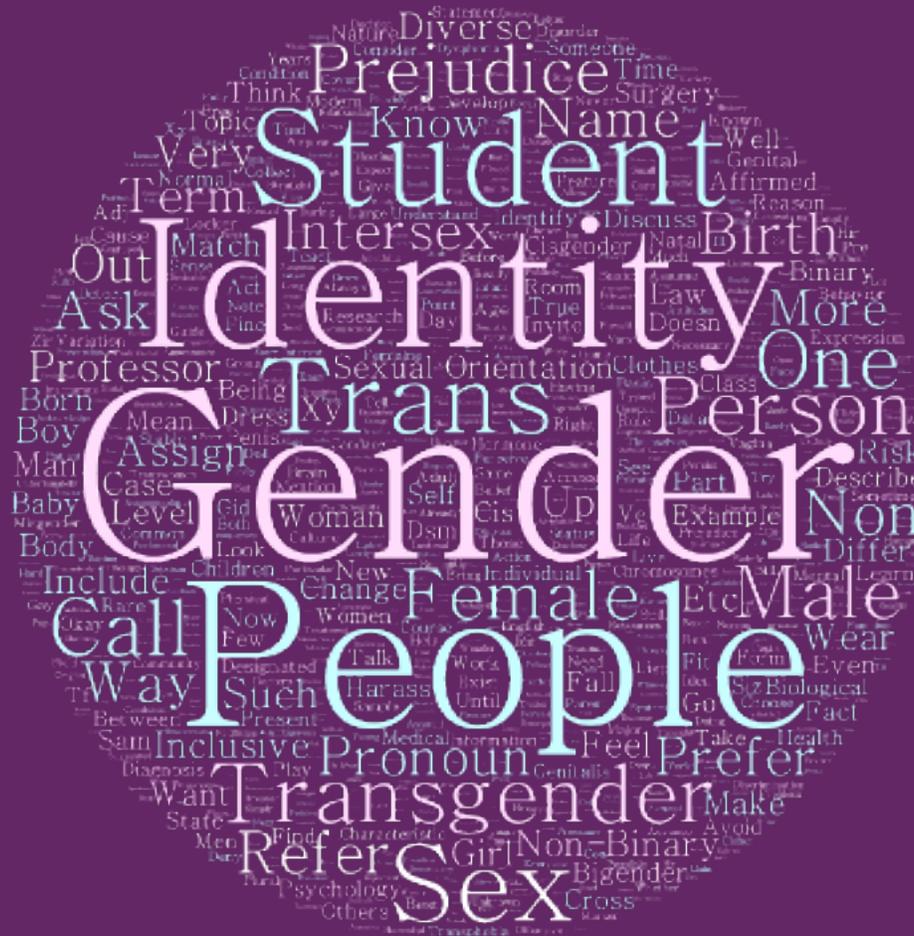


Gender Diversity



A Guide for Higher Education Faculty

by A. Smerbeck, PhD

with support from Empire Justice,
the Rochester Institute of Technology Q Center,
the RIT Women's and Gender Studies Program, and
the RIT Psychology Women and Gender Minority Mentoring Group

WHY SHOULD YOU READ THIS?



Many wiser people than me have written brilliant defenses of transgender rights. I won't try to replicate them here.

What I will say is this: Right now, there is someone who is everything you ever wanted in a student. They're talented, passionate, and completely willing to make photocopies for you. They have so much potential to make a brilliant contribution to the field and they have a billionaire aunt who will gladly donate to your lab. They're the kind of kid you'd give your non-dominant arm to mentor. And they're transgender. And you'll never get to work with them if you don't treat them right. In fact, due to harassment and discrimination, they may drop out before you ever meet them. That kid is out there, and if we don't get our act together, we could be missing out on the mind of a generation.

That's why you should read this.

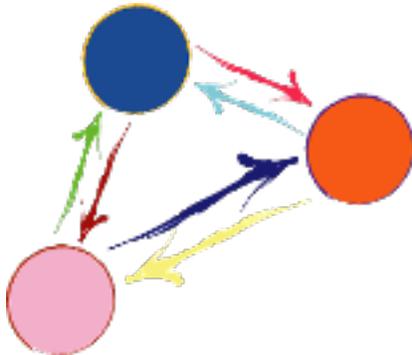
THE BASICS

Invite all students to tell you their preferred names and pronouns. Use these at all times.

HELLO

My name is...

My pronouns are...



Do not discuss or question students' gender identity or gender expression.

Do not demean or harass transgender people.

Learn and teach current information about gender diversity.



Ignorance is not an excuse.

UNDERSTANDING GENDER DIVERSITY

Gender diversity can seem very complex. There are a lot of new terms that change rapidly. In fact, it's reasonable to expect that parts of this booklet will be out-of-date within a few years. Still, there's one basic principle that makes it all easier to understand:

Your gender identity is your true self.

So, someone with a female gender identity is really a woman regardless of her genitals or chromosomes. She is not dressing up as a woman, pretending to be a woman, tricking people into thinking she's a woman, or acting like a woman. She *is* a woman. Thus, if she is transgender, she may call herself a *transwoman*, *affirmed woman*, or simply a *woman*. If she is romantically attracted to men, she will describe herself as *straight*, whereas if she is romantically attracted to women, she will describe herself as *lesbian*. If she doesn't own a television, she will *bring it up at every party*. *Fine, we get it.*

Let's start with a few basic vocabulary terms:

Sex – Your collection of somatic features that have male and female variations, including chromosomes, genitals, gonads, hormone levels, secondary sex characteristics, etc.

Assigned / designated gender at birth – How other people decided to treat you based on what was between your legs at birth. The DSM-5, the official manual of psychological diagnosis, calls this **natal gender**. It's tempting to refer to this as your **sex**, but biology is broader and more complicated than just the appearance of one's genitals. After all, very few people have their chromosomes mapped or their hormone levels checked at birth. Most babies are assigned female at birth (AFAB), assigned male at birth (AMAB), or really want to catch a whale (AHAB).

Gender expression – The way you act masculine or feminine, both, or neither by your hobbies, interests, clothes, grooming, communication style, etc.

Gender identity – Your sense of who you are as male, female, or some other gender. For most people, this sense emerges very early on and is stable throughout life.

Sexual orientation – The gender(s) you may be romantically or sexually attracted to.

I get it! Sex is biological and gender is mental, right?

Not quite. The brain is part of the body. All of your thoughts, experiences, traits, and abilities are represented in the physical and chemical structures of your brain, which means your gender identity is both mental and biological.

FACT: 63% of transgender people have experienced severe discrimination or harassment based on their gender identity. Nearly 1 in 6 transgender college students were forced to drop out because of harassment.

Source: National Transgender Discrimination Survey, 2011

A DEVELOPMENTAL VIEW



When a baby is born, people look between the legs and **assign a natal gender**. If they see a penis and scrotum, they call the baby a boy. If they see a vagina and labia, they call the baby a girl. These somatic structures are part of what we typically call a person's **sex**. Other elements of sex include the production of sperm or eggs, hormone levels, chromosomes, body shape, and secondary sex characteristics. It's common to assume that sex is naturally binary, but in fact, about 1% of infants are born **intersex**, with a mix of male and female sex features. In some cases, this is immediately apparent, while other cases may never be detected unless the individual seeks treatment for fertility problems.

By two years of age, many children have begun to label themselves as boys or girls. This is the beginning of **gender identity**. Most children will proclaim a gender identity that is consistent with the gender assigned to them at birth, but a small number of children at this age will strongly and persistently state a different gender identity. These are young **transgender** children. With enormous cultural pressure presuming that gender identity will match the gender assigned at birth, many transgender people do not realize their own gender identity at such a young age, but as parents and professionals be-

come more open to the idea, more are being identified.

During the preschool years, children develop a strong sense of which behaviors their culture considers masculine and which their culture considers feminine. This is **gender expression**. Most children choose gender expressions that fit with their cultural schema for their gender identity. However, gender variant behaviors are common in all children, transgender or not. While this should certainly be accepted, it's not the same as being transgender. Being transgender is about your gender identity, your sense of who you are, not just about your gender expression, what you choose to do.

As children grow into adolescence, many find they experience sexual and romantic attraction to some genders and not others. The gender or set of genders one finds attractive is **sexual orientation**. Sexual orientations are described from the viewpoint of a person's gender identity. Thus, a person who was assigned female gender at birth, has a male gender identity, and is sexually attracted to women would be considered heterosexual. **Transgender people can be straight, gay, lesbian, bisexual, or any other orientation, just like everyone else.**

MYTH: Trans people are confused about their gender identity.

FACT: Trans people **are not** confused about their gender identity. They know their gender identity - other people just have a hard time accepting it.

FACT: Trans people **are** confused about other things, like the infield fly rule, the ending of *Inception*, and unusually tricky riddles.

A FEW NEW WORDS

Transgender / trans (adj.) – having a gender identity that differs from the gender assigned at birth. *Trans* is a Latin prefix meaning “across from.”

Transman (N) – someone who has a male gender identity & was *not* assigned male gender at birth. Some transmen might also describe themselves as FTM / F2M (female-to-male).

Transwoman (N) – someone who has a female gender identity & was *not* assigned female gender at birth. Some transwomen might also describe themselves as MTF / M2F (male-to-female).

Cisgender / cis (pronounced *siz-jen-der / siz*) (adj.) – having a gender identity that matches the gender assigned at birth. In Latin, *cis* is the opposite of *trans* and means “on the same side as.” The terms *cisman* (N) and *ciswoman* (N) are sometimes used as well.

Non-binary (adj.) – not having a purely male or female gender identity. Since non-binary genders are not assigned to babies at birth, non-binary people are also transgender. A synonym for non-binary is **genderqueer**. Some examples of non-binary gender identities include:

- ▶ Bigender – simultaneously male and female identified
- ▶ Agender – neither male nor female identified
- ▶ Genderfluid – an identity that shifts to different genders at different times
- ▶ Transmasculine / transfeminine – a gender identity that is somewhat masculine / feminine, but doesn't fully identify as male / female

Affirmed gender (N) – the gender a person wishes to be known as.

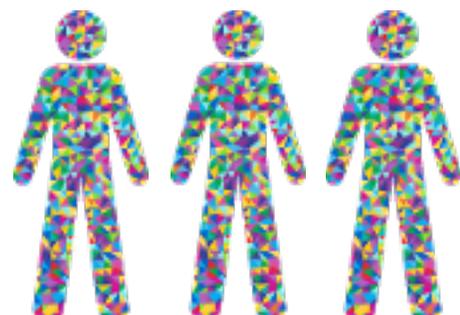
Out (V) – to reveal someone's transgender status, without their permission. This may mean revealing what gender a trans person was assigned at birth or revealing that a person who hasn't transitioned yet wants to do so. Outing trans people is a form of harassment and puts them at risk for discrimination.

Transition (V or N) – the process of changing one's gender expression to be closer to one's gender identity. This typically involves changing one's name and appearance. Some transgender people also use medical services, like hormone therapies or surgery, as part of their transition, but many do not.

Intersex (adj.) – describes a person whose sex features do not fully match the male or female exemplars. The medical term **disorder of sex development (DSD)** is also used. A person could be intersex because some sex features match the male exemplar while others match the female exemplar (e.g., someone with XY chromosomes, labia, and a vagina) or because a given sex feature falls somewhere between the male and female exemplars (e.g., external genitalia have an intermediate appearance). Some intersex people are surgically “normalized” as children, before they were able to give informed consent. These procedures often produce a more typical appearance at the cost of urinary and sexual function, with no clear benefit.

Intersex people are not necessarily transgender. Some identify with the gender they were assigned at birth and are cisgender. Others do not and are transgender.

Present (V) – to express a gender identity outwardly, through clothing, voice, physical appearance, etc. A trans person is **passing** if they present as their affirmed gender in a way that is indistinguishable from a cisgender person's presentation. Some trans people, especially non-binary individuals, don't want to pass. Other trans people would like to pass but aren't able to for a wide variety reasons, which may be temporary or permanent. For example, hormone therapy may be too expensive or incompatible with a pre-existing medical condition. Trans people should be treated according to their affirmed gender, regardless of whether they pass.



PRONOUNS

The English language has many ways to indicate gender, the most ubiquitous being names and pronouns. Some trans people want to continue using the same names and pronouns they were assigned at birth. Some want to use a new name and pronouns that fit their affirmed gender. For some transgender people, the pronouns she/her/hers or he/him/his are a good fit. Others, especially those who identify with a non-binary gender, don't feel comfortable with either masculine or feminine pronouns. English doesn't have a gender neutral third person pronoun for people, so we need to get creative!

The most common choice for gender neutral pronouns is the singular they/them/their, because most people already use it in casual conversation. (I've used it several times in this booklet. Did you notice?) When using they/them/their to refer to a single individual, plural verbs are still used. For example, "I'm having lunch with Jackie. They are meeting me at noon." Some grammar sticklers get hung up on the singular they, but grammar sticklers will eventually have no one to talk to, so it won't matter.

Others use non-traditional pronouns such as ze/zir/zirs, per/per/pers, and ze/hir/hirs.

If you're not sure what pronouns to use, ask!

I've known this person for a long time and their old pronouns are a habit! What should I do?

If you've known a person for a long time as one gender, you may make a few mistakes while trying to gender them correctly. This is okay. Correct yourself quickly in the moment ("She – sorry, he") and move on. Do not belabor the point. Sometimes, a brief private apology to the person is worthwhile as well. Commit to getting it right in the future.

DON'T: When talking about people, the term **it** is considered offensive. Never use 'it' when talking about trans or intersex people.

DON'T: **S/he, he or she**, etc. are used in formal writing when the antecedent's gender is unknown, but are not appropriate to use for trans people. Trans people don't have an unknown gender!

DON'T: There's no way to subtly **avoid** using people's preferred name or pronouns in English. Use the pronouns that people want.

If you know someone's preferred gender terms, use them! But if you don't know or you're talking about a large group of people, it's often a good idea to use genderless nouns. Here's a list of ideas to get you started:

Attendee	Investigator	Performer	Spouse
Author	Learner	Presenter	Staff
Chair	Parent	Relative	Student
Classmate	Partner	Researcher	Subject (in research or monarchy)
Coworker	Partner (for ranchers of all genders)	Resident	Teacher
Faculty		Respondent	Voter
Individual		Scientist	Writer
Instructor	Participant	Sibling	

MYTH: Title IX only protects trans students who have changed the sex on their birth certificate.

FACT: The DCL states that schools must **not** impose burdensome documentation requirements.

FACT: You were never going to look at their birth certificate anyway.

FEDERAL LAW

Title IX is a federal law which prohibits sex discrimination in education. Schools that violate Title IX risk losing federal funding. Individuals whose rights are violated under Title IX can file suit.

In 2016, the U.S. Department of Justice and Department of Education issued a joint Dear Colleague Letter (DCL) to educational institutions around the country which interpreted Title IX protections as extending to transgender students. Based on years of legal precedent, the DCL provides schools with guidance as to what is expected of them under the law. Title IX requires that educational institutions:

- ▶ Refrain from discriminating against transgender students. For example, a professor could not deny a transgender student a letter of recommendation for which they were otherwise qualified.
- ▶ Protect transgender students from faculty, staff, and peer harassment.
- ▶ Refer to students using the names, pronouns, etc. they prefer.
- ▶ Allow students access to programs and facilities appropriate to their gender identity.
- ▶ Respect the privacy of a student's gender identity. The federal government considers transgender status to be personally identifiable information under FERPA, the educational privacy law. Outing a student by revealing their gender assigned at birth or transgender status is a violation of FERPA as well as Title IX.

BATHROOMS & LOCKER ROOMS

Trans people need access to facilities that match their gender identity. Forcing them to use the wrong bathroom or locker room puts them at risk of being outed, harassed, or even assaulted.

What if I don't want a trans person to see my genitals?

I should hope that by this point in your life, you don't gawk at other people's junk in a bathroom or locker room, regardless of gender. Why would trans people be any different? Remember that lesbians, gay men, and bisexuals go into bathrooms and locker rooms all the time without causing any problems.

What if I don't want to see a trans person's genitals?

Don't look. (P.S. This is good advice for cisgender people's genitals too.)

What if I'm worried that cisgender men will pretend to be transgender so they can assault women?

It's good that you're concerned with protecting women from sexual assault. Hopefully, you are concerned with the safety of all people, and not cherry-picking one unlikely fear. You should know that forcing transgender people to use the wrong facilities puts *them* at risk of assault.

That said, it's already illegal to harass people in a bathroom or locker room. If anyone went into a locker room and behaved inappropriately, they could be handled under existing rules and laws regardless of their gender identity.

What if I just don't want to be in a private space with a trans person?

People are often uncomfortable sharing space with others they see as different. There was a time in American history, not so long ago, when many whites refused to use the same restrooms as African Americans. Still, you do have the right to use single stall restrooms or other private locations. You do not have the right to demand that someone else sacrifice their rights for your comfort.

HARASSMENT, DISCRIMINATION, & ERASURE

Transgender people face very high rates of harassment and discrimination. Prejudice against transgender people is called **transphobia** (or **cissexism**). Like other forms of prejudice, it can be manifested overtly as in verbal abuse, physical violence, or sexual assault, or in covert acts that are more difficult to detect and punish, such as housing or employment discrimination. Transphobia often manifests as a refusal to recognize a person's gender identity. This can include using the wrong name or pronouns for a person, creating laws or policies that deny them access to gender-appropriate facilities, or humiliating a trans person by forcing them to reveal their natal gender (often while the perpetrator claims to be "unmasking a fraud"). Nationally, laws protecting transgender people from discrimination and harassment are limited, though New York State has relatively strong regulations protecting trans rights. The effects of transphobia are severe, as found by the National Transgender Discrimination Survey of 2011:

- Trans people are four times more likely than cis people to live in extreme poverty.
- 90% of employed trans people have been harassed or discriminated against at work.
- 1 in 5 trans people has been homeless.
- 1 in 5 trans people has been refused medical care on the basis of gender identity.
- 57% of trans people have been rejected by some or all members of their family.
- About one-third of trans students report they have been harassed by teachers or staff.

More common than outright transphobia is **trans erasure**. Trans erasure occurs when people, often well-meaning, make statements that imply that trans people don't exist. This can happen in academia when trans narratives are omitted from relevant classes or when the contributions of trans scholars are ignored. However, trans erasure is a frequent part of everyday life as well. A typical example would be a health newsletter that states, "Every woman should get an annual pap smear." This discounts the existence of transwomen, who don't have cervixes, and of transmen, who often do. Another way to refer to trans erasure is **cisnormativity**, because it assumes that everyone is cisgender. On the face of it, cisnormativity doesn't sound like a very big deal. If it happened rarely, it wouldn't be. But it happens constantly. When teaching and scholarship assume that all people are cismen or ciswomen, we contribute to trans erasure.



MYTH: Transgender people are "unnatural".

FACT: The natural world includes sex changing fish, female hyenas with phalluses, and an enormous range of gender expression.

Human gender diversity fits just fine in nature's broad and varied picture.

Source: *Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People* (2009) by Joan Roughgarden





HOW TO INTERACT WITH TRANSGENDER STUDENTS



(1) Invite all of your students to let you know what names and pronouns they prefer. Many professors already do this to accommodate students who choose to go by a middle name or nickname. This can be done very easily by including a statement like the example below in your syllabus and mentioning it during class.

(2) Don't misgender your students. Misgendering is when you refer to a person using a gendered word (like mister, Jane, or she) that does not match their gender identity. Misgendering someone intentionally is a form of harassment. Professors are all cognitively able adults; we're all capable of monitoring our own behavior, so mistakes should be few and far between. Even accidental misgendering is disrespectful and not conducive to a positive learning environment. If you're worried you're going to accidentally misgender a student, mentally rehearse what you're going to say before you say it.

(3) Don't expect a transgender student to speak for the transgender community. Even if a student is open about their gender, you shouldn't call on them for a "transgender perspective", nor should you assume that their statements are necessarily based on their gender experiences. Don't ask a transgender student to give you feedback on how you covered an issue of sex or gender in the class (though you should certainly listen if they volunteer comments!). One trans person does not make a representative sample of trans people; asking them to play that role is unfair.

(4) Protect transgender students' privacy. In the United States, transgender people suffer harassment, discrimination, and violent crime at a much higher rate than their cisgender peers. Outing a trans student puts them at risk. If a student discloses that they're transgender, you should treat this information as confidential. For example, you may want to ask a transgender student whether they would like you to use their new name and pronouns publicly, or only in private meetings.

(5) Don't tell your student how they should live their gender. It's inappropriate and unethical for a college professor to give advice on personal medical and psychological decisions. You're not an expert and your advice could be harmful. Even if you are knowledgeable, the teacher-student relationship is different from the relationship a health care provider has with a patient.

(6) Don't expect a transgender student to teach you! First, students aren't here to instruct their professors. A transgender student is at college to get an education, not to be an education. Second, even well-intentioned questions from professors can make a student feel criticized or unwelcome. Finally, there is an enormous power difference between professors and students. It's unreasonable to expect students to freely educate their professors. There are many, many resources available that can help you understand transgender people and their experiences. Use those instead.

Sample Syllabus Note:

Some students have preferred names or pronouns that differ from the information on record with the registrar. If you have a preferred name or pronoun set, please email me this information and I would be happy to accommodate you.

What if my student wants to pursue a career in a field that will be hostile to their gender expression? I'm fine with it, but I don't think employers will be.

Professors sometimes serve as mentors for students' professional development. In this role, you might want to advise your student on how their gender presentation is likely to be perceived at interviews, while traveling, etc. This information is useful to students, but understandably may make them feel attacked and misunderstood. It's hard to give suggestions about a person's gender expression without sending subtle messages about their gender identity. It's also very difficult for a student to decide how much of their identity they're willing to hide in order to advance their career. (Cisgender people might be able to imagine this by thinking about what it would be like to be coached to hide their religious or ethnic identity to get a job.) If you feel that your student really needs to know about attitudes toward minority genders in your field, this is best approached in a three-way conversation between the professor, the student, and a transgender advocate or mentor. Contact your campus LGBT resource center to set things up.



A student came to my office and told me what they want to be called. What do I say now?

Good questions to ask:

“Is this what you'd like me to call you publicly / during class?”

“Is there anything else I should know?”

Bad questions to ask:

Pretty much anything else.

But I'd like to know what this particular gender identity term means! Or I'd like to understand what it's like for people who are transitioning! Or I want to know-

It's great you want to learn, but don't ask your student! Those are very personal, inappropriate questions to ask of a student. Professors are curious people by nature, but it is not a student's job to educate the teacher. Asking them to fill that role is nosy, rude, and unfair. You don't need to know your student's physical status, deep thoughts and feelings about gender, personal understanding of their identity, or really anything else besides their preferred name and pronouns.

What if I need more information to advise a student as part of my official job tasks, not just personal curiosity?

Tell the student what information you need and why. For example, "You said you were interested in studying abroad. I'm wondering if you have any medical needs related to your gender status, because unfortunately, some study abroad locations don't provide ongoing gender services." That allows the student to make an informed decision about how much to disclose.

What if my student is doing something dangerous?

It's great that you care about your student's health. However, different people have different ideas of risk. Binders are a good example of this. Binders are garments worn by some trans people that minimize the appearance of breast tissue. By their nature, they have to be tight to be effective, which can cause soreness, bruising, and mild shortness of breath. A cisgender person might look at that decision and say that someone wearing a binder is risking their physical health, but a transman might say that *not* wearing a binder is a significant risk to his mental health.

Regardless, college students are adults, and they're allowed to make risky decisions if they want. If you feel you absolutely must take some action, refer the student to the campus LGBT resource center.

TEACHING RESPECTFULLY AND ACCURATELY

Use non-pathologizing language to talk about transgender, non-binary, and intersex people. Remember that some of the information you may have learned in graduate school and in fact some of the information still included in modern textbooks is outdated, inaccurate, and offensive. Avoid erasing trans identities by acknowledging multiple possibilities for sex and gender. In general, good teaching will focus on what is true for the majority of gender-diverse or intersex people rather than emphasizing lurid, unusual cases. Gender diverse people should not be unduly lionized or pitied, but neither should they be vilified or erased from the curriculum.

Non-preferred	Preferred	Explanation
{normal, real, legal, biological} man / woman	cisgender / cis	Trans people are real, and the brain is a real, biological organ. Legal status is complicated and rarely relevant.
{chosen, new} gender	affirmed gender	Gender identity is not a choice. People's gender identities rarely change, so what you are seeing is not their "new" gender identity, but rather the one they've had all along.
transvestite <i>(This term can refer to several different groups of people and is too vague to be useful, in addition to being derogatory.)</i>	cross-dresser – This is a general use term that covers any situation in which a person chooses to wear clothes that are typed for another gender. Various reasons include practicality, comfort, acting, hiding from the Mafia in an all-female jazz band, etc.	
	drag – This is the practice of temporarily wearing clothes typed for another gender for the purposes of social display, often to publicly flaunt norms of gender and sexuality.	
	transvestic disorder – This is a psychiatric diagnosis. It refers to a very narrow segment of cross-dressers that (1) cross-dress for purposes of sexual gratification and (2) are in some way distressed or impaired by this behavior. If transvestic disorder is discussed in class, it should be clearly differentiated from other types of cross-dressing.	
	transgender – Some people incorrectly refer to transgender people as transvestites or cross-dressers. A transgender person is not cross-dressing; they're wearing clothes that match their gender identity.	
transsexual	transgender	<i>Transsexual</i> used to refer exclusively to transgender people who've had gender affirming surgeries. Now, the term is falling out of use and is sometimes offensive. For the most part, it's neither useful nor desirable to discuss someone's genitals.
Sex-reassignment surgery; sex change	gender-affirming surgeries	The preferred term emphasizes that a person is bringing their body in line with the identity they've always had. The use of the plural is also important. Some gender affirming surgeries include genital reconstruction, "top" surgery to change breast appearance, tracheal shaving to reduce an Adam's apple, and facial reconstruction. But remember, for the most part, it's neither useful nor desirable to discuss someone's genitals.
hermaphrodite	intersex; having a disorder of sex development (DSD)	<i>Hermaphrodite</i> is still used in biology to refer to non-human animals, but should never be used to refer to people. Intersex is usually the preferred term, but DSD is appropriate in a medical context.
transgendered	transgender	<i>Transgendered</i> implies that gender identity was an event that happened to the person, not an ongoing identity.

Nonpreferred	Preferred	Explanation
gender identity disorder <i>(old psychiatric diagnosis that referred to any trans person)</i>	gender dysphoria <i>(new diagnosis that refers to the distress <u>some</u> trans people experience due to a mismatch between their assigned gender and their gender identity)</i>	GID is no longer a diagnosis because it inappropriately pathologized all trans people. Gender dysphoria is a diagnosis that only refers to a subset of transgender people: those who are <i>suffering distress</i> because their gender identity doesn't match their assigned gender. Its main purpose is to allow these people to access gender-affirming medical therapies.
When he was a boy <i>(talking about a transwoman)</i>	When she was eight years old Before her transition	Most trans people want their chosen name and pronouns to be applied to their whole lives, even before the time before they transitioned.
Not totally trans <i>(describing a non-binary person)</i> Different levels of transgender <i>(describing a trans person who opted against gender affirming surgeries)</i>	<i>(describe the specific characteristics of the individual)</i>	Different trans experiences do not fall on an ordinal scale, any more than do racial or religious identities. They cannot be ranked or ordered. If necessary for the conversation, identities and experiences should simply be described without attempt to describe one as greater or more real than another.
She used to be a man. She changed from male to female. They were born female.	She was designated male at birth. They were assigned female gender at birth.	Your gender identity is your true self, so it's inaccurate to say the person "changed" from male to female or vice versa. It's often not necessary to talk about a person's pre-transition state, but if it is, you can mention the gender others perceived them to be at birth.
In this study, there were 60 subjects, 50% of whom were women.	There were 60 subjects: 30 self-identified women and 30 self-identified men. The paper doesn't say, so we don't know if there were any trans or intersex participants.	Don't presume that all people are ciswomen or cismen. It's also ambiguous as to whether the first statement refers to sex or gender.
Biological men are at an increased risk of colorblindness.	People who have XY chromosomes are at an increased risk of colorblindness.	First, your brain is part of your body, so your gender identity has a biological representation. Second, not everyone who has XY chromosomes has masculine primary and secondary sex characteristics. The preferred statement is simply more accurate.
Women spend more than \$60 per year on sanitary napkins.	People who menstruate spend more than \$60 per year on sanitary napkins	Not all women menstruate, and not all people who menstruate are women. Again, the second statement is more accurate.
Choose one: M F	Choose gender: <input type="checkbox"/> Male (including transmale) <input type="checkbox"/> Female (including transfemale) <input type="checkbox"/> Genderqueer / non-binary	Decide whether you want to know about sex or gender. If you want to know about sex, be specific about exactly what you attributes you care about (e.g., facial hair, genitals, breast growth, etc.) because these attributes don't always line up with the expected sex. If you want to know about gender, be sure to include options for trans and non-binary gender identities.
Gay men demonstrated against a police raid at the Stonewall Inn.	Gay, lesbian, bisexual, and transgender people demonstrated against a police raid at the Stonewall Inn. Miss Major Griffin-Gracy, a transwoman, was a key leader of the protests.	You get to choose which information to emphasize and which to omit, but you should be careful to avoid erasing transgender people from the curriculum.
Students of either gender are welcome to apply.	Students of all genders are welcome to apply.	If you want to get the best applicants, you should make sure that everyone knows they're welcome.

IF YOU WANT TO LEARN MORE

CAUTION: There are now a variety of popular media (fiction and nonfiction) about trans people and their experiences (e.g., *Orange is the New Black*, *Transparent*, *I am Cait*).

It's important to remember that none of these is necessarily representative of the trans community at large.

Transgender people can have internalized transphobia, as well as sexist and homophobic attitudes, just like anyone else. Unfortunately, famous trans people don't always use their fame to help the transgender community. Just because a statement was made by a (real or fictitious) trans person doesn't mean it reflects the reality of gender diversity. While popular media presentations can be an easy way to introduce yourself to trans issues, they should not be your main source of information.

Since it's not fair to demand that trans people educate you, you'll have to do your own research. Luckily, academics have more resources than most when it comes to gathering information. Here are a few suggestions:

- Your institution's LGBT resource center - at RIT, this is the Q Center.
- Most college libraries have access to thousands of physical and ebooks on gender diversity. I particularly recommend the book *Trans Bodies / Trans Selves: A Resource for the Transgender Community* (2014) edited by Laura Erikson-Shroth.
- Wikipedia's hub of articles on gender diversity: <https://en.wikipedia.org/wiki/Transgender>
- The New York Times' Transgender Lives Project: <http://www.nytimes.com/interactive/projects/storywall/transgender-today>
- National Center for Transgender Equality: <http://www.transequality.org/>
- Organization Intersex International - US: <http://www.oii-usa.org>
- There is a large and growing body of formal, peer reviewed research on gender diversity. A Medline search for "transgender" yielded over 2,000 hits. A PsycInfo search yielded over 4,000. As academics, we are uniquely prepared to comprehend this work. We owe it to our students to take this topic seriously and investigate it with the same rigor we would approach any other.

Note that books and academic articles sometimes use language or promote ideas which lag behind modern standards. This is a rapidly changing field and older works may grow out-of-date very quickly, so be careful and read critically. Just because a term is used in an article doesn't mean that it's accurate and respectful. Use your best judgment. Or use someone else's best judgment - just be sure to return it when you're done.



WE DON'T LIVE IN A
BINARY WORLD

