

Campus Assessment: Assessing Your Educational Institution's Cultural Competency on Transgender Issues

Part I: Is your college or university welcoming to transgender and gender expansive students? Please answer the following questions about your educational institution by marking the appropriate box.

Yes	No	
		Are there visible signs on the website, in flyers, brochures, posters, educational materials, resource referrals, in counseling rooms, staff offices, etc. that your college or university is welcoming to transgender and gender expansive people?
		Do faculty and staff have a thorough understanding of the spectrum of gender identity and the needs of transgender and gender expansive students?
		Are faculty members equipped to incorporate transgender issues into their curricula?
		Are there academic departments that address transgender issues?
		Does your educational institution's non-discrimination policy explicitly state that you do not discriminate on the basis of sexual orientation or gender identity?
		Are there clear policies for changing name and gender on student records and identity documents? Is there a preferred name option on registration forms?
		Are there faculty and staff members who openly identify as trans? Do they have leadership roles and/or decision-making power? Are institutional policies and the campus climate supportive of transgender and gender expansive faculty and staff?
		Are jokes and pejorative comments about transgender and gender expansive individuals made in class or in administrative offices challenged as inappropriate and disrespectful to this population?
		Do counselors, mental health providers, and other providers ask students if they are exploring or questioning their gender identity? Do students feel comfortable discussing their transgender or gender expansive identity and experience?
		Are there on-campus support resources for transgender and gender expansive students such as support groups, a resource center, discussions, and other activities?
		Are providers at the student health center equipped to treat transgender medical concerns?
		Does your college or university health center provide a transition-related care benefit, including hormones, mental health services, and surgery?
		Are transgender students welcome to participate in gender-specific

		activities, such as restrooms, locker rooms, sports teams, sororities/fraternities, and support groups?
		Does your campus have a number of gender-neutral restrooms?
		Does your educational institution have a clear policy for appropriately accommodating transgender students in student housing?
		Do you provide referrals to community resources that meet the needs of, and are welcoming to, transgender individuals and families?
		Are campus religious and spiritual organizations welcoming to transgender and gender expansive individuals?

Part II: Do you think your educational institution is trans-affirming? Using the model below, how would you assess your educational institution's cultural competency on transgender issues?

Cultural Competency Model

Hostile	Transgender individuals feel that the educational institution is antagonistic to them.
Don't Ask, Don't Tell	There is no acknowledgement of transgender issues. It is assumed that everyone is not transgender or gender expansive.
Naive	There is some realization of the presence of transgender people, but the college or university has not explicitly addressed trans issues.
Tolerant	Some faculty and staff may support trans issues, but such discussions are limited to these individuals rather than the educational institution as a whole. There are few or no academic support programs or policies that specifically serve trans individuals.
Sensitive	There are programs serving trans individuals, but trans issues are only addressed in transgender groups and programs, not in other groups that serve the larger community.
Welcoming	Transgender and gender expansive individuals receive ample cues that the campus welcomes them. Policies, programs, and faculty and staff behavior demonstrate a thorough commitment to creating a non-discriminatory environment for transgender and gender expansive individuals.

Adapted from *A Provider's Introduction to Substance Abuse for Lesbian, Gay, Bisexual, and Transgender Individuals*, Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Treatment, U.S. Department of Health and Human Services (DHHS), Publication No. (SMA)01-3498, page 53.

Part IV: What could you do to increase your educational institution's transgender cultural competency, and the feeling of safety and inclusion among transgender and gender expansive individuals on campus? What changes would you make to your campus's policies, procedures, and programs to create a non-discriminatory educational environment?

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LGBT ACCESS: Advancing Cultural Competency and Equality in Services and Systems