

UCONN

UNIVERSITY OF CONNECTICUT

Gender Transition Guidelines



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PURPOSE

The University of Connecticut is committed to providing safe and supportive working and learning environments for all members of its community. In particular, all University community members have the right to safely express their gender identity, to be judged based on their merit and ability, and to be free from discrimination and harassment. As part of its commitment to ensuring the professional and academic success of transgender employees and students, the University has adopted these guidelines as a resource for the University community.

These guidelines are intended to assist transgender and gender variant members of the campus community with navigating the policies and practices of the University during a gender transition, as well as to assist University community members in their efforts to support transgender community members. While gender transitions may share certain similarities, no two transitions are exactly alike. Each person's transition process is unique to the individual and the specific steps and timing of a transition may vary, as well as how public the individual wants to be about the transition. As a result, to respect the transitioning individual, it is important to remain flexible in implementing these guidelines and to provide choices that an individual can make within this framework. This document is intended to provide guidance to all individuals involved with a person's transition (e.g., the transitioning or transitioned individual, supervisors and managers, advisors, transition teams, colleagues and peers), and includes a list of resources that provides further information.

KEY TERMS¹

- **Gender** – The term “gender” refers to the behavioral, cultural, psychological, biological and social traits that represent the traditional binary understanding typically associated with one sex or another.
- **Gender Expression** – The term “gender expression” refers to all of a person's external characteristics and behaviors – such as dress, grooming, mannerisms, speech patterns and social interactions – that are socially identified with a particular gender. Social or cultural norms can vary widely and some characteristics that may be accepted as masculine, feminine, or neutral in one culture may not be assessed similarly in another culture. A person's gender expression may also be referred to as his or her “gender presentation.”

¹ See *Additional Terms* in Appendix

- **Gender Identity** – Everyone has a gender identity and everyone expresses their gender identity. The term “gender identity,” which is distinct from the term “sexual orientation,” refers to a person’s deeply felt psychological sense of gender. An individual’s gender identity may or may not correspond to the person’s body or designated sex at birth (i.e., the sex originally listed on a person’s birth certificate).
- **Gender Transition** – The term “gender transition” refers to the process through which a person modifies his or her physical characteristics and/or gender expression to be consistent with his or her gender identity. Gender transition may, but does not necessarily, include psychological and/or hormonal therapy, sex reassignment surgeries and/or other medical or surgical components. The process may also include telling one’s family, friends and/or co-workers, and changing one’s name and/or gender on legal and non-legal documentation.
- **Sexual Orientation** – refers to an individual’s sexual or romantic attraction to another person, whether one is lesbian, gay, straight, or bisexual. “Heterosexual,” “bisexual,” and “homosexual” (gay or lesbian) are all orientations. A person’s sexual orientation is distinct from a person’s gender identity or gender expression.
- **Sex** – is the biologically based presumption that reproductive capability determines a person’s label of female or male. This label is usually based on a doctor’s visual assessment of a baby’s genitalia at birth.
- **Transgender** – The umbrella term “transgender” describes people who **experience and/or express their gender** differently from conventional or cultural expectations – either in terms of expressing a gender that does not match the sex listed on their original birth certificate (i.e., designated sex at birth) or by physically altering their sex. Not all persons who identify as transgender will undergo the medical treatment associated with a gender transition. The term includes transsexuals and other gender-variant people.
- **Transsexual** – The term “transsexual” refers to a person who has changed, or is in the process of changing, his or her physical sex to conform to his or her internal sense of gender identity.² Those transitioning from male to female are often referred to as “MTF” or “transwomen” and those transitioning from female to male are frequently called “FTM” or “transmen.”

² In contrast to the term “transgender,” “transsexual” is not typically used as an umbrella term, and many people who identify as transgender do not identify as transsexual.

PROCESS OF TRANSITION AT UCONN

GUIDELINES FOR EMPLOYEES AND STUDENTS

- I. TRANSITIONING INDIVIDUAL**
- II. MANAGERS, SUPERVISORS AND ADVISORS**
- III. TRANSITION TEAM AND CREATING A TRANSITION PLAN**
 - A. CREATING A TEAM AND A PLAN**
 - B. IMPORTANT CONSIDERATIONS**
 - C. COMMUNICATING WITH CO-WORKERS, COLLEAGUES, PEERS, AND OTHERS**
- IV. COMMUNITY MEMBERS**

I. TRANSITIONING INDIVIDUAL

As early as is comfortable, the transitioning individual is encouraged to disclose his/her intention to transition to key personnel who can assist with the process. Because the process described in these guidelines may take time, persons may benefit from disclosing their planned transition as early as they are comfortable. A transgender employee may first wish to express his/her intent to transition to a coworker or peer ally with whom (s)he has a trusting relationship, with someone in his/her union (if applicable), the Office of Institutional Equity (OIE), the Rainbow Center, the Women’s Center, and/or Labor Relations. Similarly, a student may first wish to express his/her intent to transfer with a trusted professor, Resident Assistant, or academic advisor.

Persons planning a gender transition may wish to create a team to assist with the various aspects of his/her transition. Upon notification of an individual’s intent to undergo a gender transition, trans-knowledgeable staff can assist in coordinating the people who will serve as immediate contacts for the individual, the University, and other appropriate parties. This group or “transition team” will be able to collaborate with the employee or student to create an individually tailored transition plan and discuss a means of disseminating information to colleagues and/or classmates and professors in an appropriate, accurate and well-timed manner. The individual will be able to explain his/her intentions, needs and concerns to the team to help craft the plan to suit his/her particular situation. More information on the transition team and transition plan is contained below.

II. MANAGERS, SUPERVISORS, ADVISORS

Managers, supervisors and advisors are in a position to provide leadership and serve as points of contact for the employee and/or student, as well as to other members of the University community. This leadership is demonstrated by supporting the transitioning individual, publicly and privately, and assisting in the implementation of the transition plan.

The support of managers, supervisors, and/or advisors is important to a student or employee who articulated his/her desire to transition or that (s)he is transgender. Sensitivity to the needs and concerns of the individual is an important part of this process. Willingness to participate in developing a transition plan that meets the joint needs of the individual and the University will help with the transition. A manager's, supervisor's, or advisor's actions will be particularly important because other staff and students will look to managers, supervisors and advisors as role models on how to behave appropriately during this time.

With appropriate notice, managers and instructors are expected to provide sufficient flexibility to meet the transitioning individual's needs for medical or personal appointments related to his/her transition. Time off for medical procedures should be treated in the same way as other requests for sick or medical leave.

III. TRANSITION TEAM AND CREATING A TRANSITION PLAN

Persons undergoing a transition may choose to utilize a transition team. The primary role of a transition team, as assembled in close consultation with the transitioning individual, is to assist in developing a transition plan and to provide support and guidance to the transitioning individual through the process. It is important that each member affirm their support of the individual and ask the individual for suggestions on what that support/assistance might look like. Team members should be willing and able to discuss the needs and concerns of the individual and to assist with the individual's workplace or learning needs during the transition process. Team members may also provide guidance, as needed, to the transitioning individual's co-workers and peers. For transitioning employees, a good team might consist of the individual, a union representative, a colleague from the Women's Center or Rainbow Center, and a representative from Labor Relations and/or the Office of Institutional Equity. The employee may also request a specific person to be on the team as another support person

Once assembled, the transition team, with specific input from the transitioning individual, can help to create a transition plan that addresses the steps involved in the individual's gender transition and the timing of the changes that will occur, to the extent that such changes are relevant to the individual's workplace or learning environment. The plan will be tailored to the individual and his/her own plan for the gender transition will be taken into account. A gender transition plan can address many issues, including, but not limited to, the following:

- Determining when the individual will begin presenting in accord with his/her gender identity;
- Determining when the individual will begin using the sex-segregated facilities that match his/her gender identity;
- Facilitating the creation of gender neutral facilities where practicable;
- Assistance with accommodating leave time that is needed for medical procedures;
- Identifying any potential roadblocks and strategies for addressing them; and
- Creating a communication plan that includes when and how this will be communicated and to whom.

A. COMMUNICATING WITH CO-WORKERS, COLLEAGUES, PEERS, AND OTHERS

Not only do the specific steps of transition and timing vary by individual, but each person will differ in the level of disclosure (s)he decides to provide around his/her transition and identity. Some individuals hope that after his/her transition (s)he can quietly blend in as members of the group they identify with and prefer not to discuss their transition or trans-status. Others are committed to educating the public about trans-issues, are eager to answer questions, and continue to talk openly about being transgender long after his/her transition. Ultimately, this is the individual's choice.

Assisting with the exchange of information about a trans-individual is very important in managing the transition process. The manner in which co-workers and community members are informed about the individual's change and the timing of this disclosure are critical in making the transition progress smoothly. Therefore, discretion should be a primary goal in the early stages of transition planning. To help avoid difficult situations for the transitioning individual, those individuals with knowledge of the transition should be careful to avoid disclosing information prematurely. Following the person's individually-tailored transition plan will help to avoid this problem. The transition team can work with the transitioning individual to create a communication plan to inform the relevant University community members about his/her transition.

Co-workers, colleagues and peers should be aware that if they have questions, they can utilize appropriate campus resources and should not use the transgender employee as their educator, unless the individual wishes to answer such inquiries. Appropriate resources may include these procedures, a member of the transition team, or a member of the Women's Center, Rainbow Center, Office of Institutional Equity, or the Office of Faculty and Staff Labor Relations.

B. IMPORTANT CONSIDERATIONS

1. Restroom Access

Restroom access issues are a common concern. Wherever possible, the University strives to provide transgender individuals with an appropriate level of restroom access. Community members who have concerns about sharing a restroom with a transgendered individual should discuss those concerns with management or, in the case of student housing, with a member of the Department of Residential Life. If necessary, alternative restroom access may be arranged for community members with continuing concerns.

While not every building has a gender-neutral bathroom, there are some unisex bathrooms and single bathrooms on campus. The most current list is maintained by the Rainbow Center and is published online: www.rainbowcenter.uconn.edu.

2. Concerns of co-workers and peers

A lack of knowledge about transgender issues has the potential for creating misunderstanding in the workplace and/or learning environment. Awareness is the key to avoiding these issues. The Transition Team plays an important role in educating co-workers, peers, and other members of the University community that may have concerns about the individual's transition. In the event a student or other University community member has questions or concerns or wants more information on gender transitions, the Office of Institutional Equity, Labor Relations, the Office of Community Standards, the Women's Center and/or the Rainbow Center will work together to identify the best approach to address any questions. All members of the University community remain obligated to conduct themselves in accordance with the University Code of Conduct, University Policies, and state and federal law prohibiting discrimination and harassment.

3. Pronoun and Name Changes

A transitioning individual's name in personnel and administrative records may be changed once the date of transition has been determined. Note: Exceptions may be made where records (e.g., insurance, payroll documents and federal financial aid) must match one's legal name and the individual's legal name has not been changed. For more information, see Section D of the Appendix to these guidelines.

If you are unsure of the appropriate pronouns to use with an individual undergoing transition, it is appropriate to ask respectfully which pronoun is preferred. The individual or members of the transition team, with the consent of the transitioning individual, may also want to take reasonable steps to inform co-workers, instructors, and other members of the University community of his/her preferred pronouns. *Please note that it is considered insensitive at a minimum, and may be a violation of*

the University's Harassment Policy, to deliberately refer to someone by the wrong pronoun after they have communicated a preferred pronoun. For transgender persons, controlling the manner in which persons are informed of their gender identity is very important. Because of this, use of the proper pronoun and name can be very significant.

4. Rights to Privacy

All University community members have the right to work and learn without unnecessary or unlawful disclosure of medical information. Current and prospective employees should feel free to raise any concerns around identification and documentation with the Office of Faculty and Staff Labor Relations, and current and prospective students should raise these questions with the Rainbow Center.

IV. UNIVERSITY COMMUNITY MEMBERS

While every person has the right to their own personal beliefs, all members of the University community are entitled to express their gender identity without harassment or discrimination. Working cooperatively and treating the diverse persons in our community with respect are core values of the University.

There is no one, "right" way to demonstrate your support. It is important that you be open and honest. Ask the individual to be honest with you as well. Take the time to talk, remain open-minded and be prepared to listen.

Your behaviors will serve as a model for others and help create an inclusive working and learning environment. It is important not to make assumptions about a person's sexuality or gender, as not everyone's appearance or behavior reflects societal stereotypes. Let your co-workers and/or peers know that you will not tolerate even subtle forms of discrimination or harassment. This will make a positive impact in your colleague's life.

Resources are available to help build understanding and awareness. Additional support is available from the Rainbow Center and/or the Women's Center.

All employees and students remain subject to the University's Policies prohibiting harassment and discrimination, as well as the Code of Conduct. Any concerns or complaints will be handled consistent with these Policies and utilize the University's existing investigatory procedures.

APPENDIX

I. CAMPUS RESOURCES

A. UNIVERSITY-WIDE SUPPORT AND ADVOCACY

Rainbow Center

www.rainbowcenter.uconn.edu

The Rainbow Center works to ensure that members of the Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, and Allied community have the opportunity to learn, work, and grow in a supportive and safe environment, and provides resources and services to the wider community of students, faculty, staff, and local residents. The center acts as an accessible and safe space for reporting incidents of harassment or discrimination and strives to reduce the effects of alienation experienced by community members by diminishing negative behaviors and attitudes towards the GLBTQ community through education and advocacy.

Women’s Center

www.womenscenter.uconn.edu

The mission of the Women’s Center is to advocate, educate, and provide support services for the achievement of gender equity at the University and within the community at large. The Women’s Center pays special attention to the additional challenges a woman may face due to her race, nationality, class, sexual identity, religion, age, and physical or mental ability.

Office of Institutional Equity (OIE), including the Title IX Coordinator

www.equity.uconn.edu

<http://titleix.uconn.edu>

OIE investigates complaints alleging violations of University anti-discrimination policies and facilitates requests for workplace accommodations pursuant to the Americans with Disabilities Act. The Title IX Coordinator monitors the University’s compliance with Title IX of the Education Amendments Act and ensures that allegations of gender discrimination, sexual harassment, and sexual violence are investigated and addressed by the University. OIE conducts state-mandated diversity awareness and sexual harassment prevention trainings, as well as educational trainings and guidance on recruitment policies and hiring decisions. OIE is available to provide informal consultation and advice on non-discrimination issues related to these areas of focus.

B. STUDENT SUPPORT AND ADVOCACY

Office of Community Standards

www.community.uconn.edu

The Office of Community Standards is responsible for managing ‘Responsibilities of Community Life: The Student Code,’ which sets forth the standards for student behavior in the University community. Community Standards is a resource when student conduct is at issue.

Dean of Students Office (DOS)

www.dos.uconn.edu

The Dean of Students Office can help students with a wide range of issues and has professional staff available on a walk-in basis to answer students’ questions or provide a referral to a professional that can answer the question. The staff in the DOS Office are guided by the philosophy of “providing people with what they need to make informed decisions.”

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C. SUPPORT AND ADVOCACY SPECIFICALLY FOR EMPLOYEES

Department of Human Resources (HR)

www.hr.uconn.edu

HR is responsible for the implementation and administration of human resources programs while ensuring compliance with state statutes, University policies and procedures, and collective bargaining agreements. HR administers University and statewide classification and compensation programs, provides guidance on the search/hire process and organizational design and assessment, and assists administrators with various levels of organizational changes. HR is a resource for information regarding employee benefits, retirement, and leave administration; work/life balance initiatives; and career counseling. HR supports performance management by providing training, advice and counseling to supervisors and administrators; and a range of on-boarding and off-boarding services.

Employee Assistance Program (EAP)

www.hr.uconn.edu/employee_assistance.html

EAP is a free, confidential service available to employees needing assistance with personal problems that may be affecting their job performance. EAP provides a confidential assessment, brief counseling, and referral service.

Office of Faculty and Staff Labor Relations (OFSLR)

www.lr.uconn.edu

OFSLR provides direction and guidance on how to effectively manage relationships with the numerous labor organizations that represent the University's workforce. In close collaboration with Human Resources and the University administration, OFSLR ensures that personnel actions are in compliance with University-specific and statewide collective bargaining agreements. OFSLR actively participates in developing and enforcing workplace policies and procedures and supports the University's ongoing compliance with laws and regulations that govern the employment relationship. OFSLR assists departments and labor unions with conflict resolution, grievance processing and the adjustment of other workplace disputes that are governed by collective bargaining.

D. COMMON ADMINISTRATIVE CONCERNS

Legal Name Changes

To pursue a legal name change, persons must follow the process established by Connecticut Probate Courts. Detailed information about the steps required to complete a legal name change can be found here: <http://www.jud.state.ct.us/lawlib/law/namechange.htm>.

University Records Following Legal Name Change

Changing one's name on University records will first require that the person complete a legal name change through a probate court. Employees that have chosen to legally change their name and gender identification marker should contact the Human Resources Benefits Office and provide a copy of their driver's license or other documentation indicating their name and/or gender change. Forms can be found on the Human Resources website at <http://www.hr.uconn.edu/docs/perschg.pdf>. Students that have chosen to legally change their name and gender identification marker should provide a copy of their license or another document showing the changed name. Undergraduate students should provide this documentation to the Registrar's Office and graduate students should provide documentation to their graduate school. *Please note that even with a legal name change, future employers, schools, etc.*

may locate the student in the University system under both names or the initials of the student's admitted name.

Preferred name and e-mail

Any employee can make changes to their preferred name and e-mail account through the University Information and Technology Services (UITs). For the change to be visible, you should change both your display name and personal name to your new name. Steps to make this change can be found here: <http://mail.exchange.uconn.edu/faq/accounts/namechange.html>. Similarly, students can make changes to their preferred name and e-mail account through their HuskyCT account. This does not change the names on official documents, such as rosters and transcripts, but allows students a more personalized alternative to the standard name assigned to them. Additional information about personalizing e-mail accounts can be found here: <http://accounts.uits.uconn.edu/personal-name-alias/>.

I.D. Change

Students and employees may trade in an old Husky One Card at no cost if there has been a name change. Additional information can be found here: <http://onecard.uconn.edu/>.

Gender Inclusive Housing

The University of Connecticut seeks to provide a living environment welcoming to all gender identities; one not limited to the traditional gender binary. Gender Inclusive Housing allows for same-gender, opposite-gender or other-gender identities to live together regardless of biological sex. Students living in Gender Inclusive Housing are assigned to the 3rd floor of Whitney Hall in East Campus in primarily two person rooms. Additional information can be found here: <http://reslife.uconn.edu/special-interest-housing/>.

E. RESOURCES FOR HEALTH AND WELL BEING

Sexual Assault and Violence

<http://titleix.uconn.edu>

Sexual violence can affect anyone, regardless of sex, gender, and sexual orientation. Sexual violence can happen with someone you have just met, with an intimate partner, or with a stranger in a bias attack. Sometimes a person may have had a sexual encounter that has left them feeling confused, angry, or violated, but they have not defined their experience as sexual assault or sexual harassment. No one asks to be sexually assaulted or sexually harassed. If you or someone you know has been a victim of sexual assault, violence or harassment, you can report those concerns to the Office of Institutional Equity, the Title IX Coordinator, or the Office of Community Standards. If you would like to make a confidential report, you may contact the Sexual Assault Crisis Counseling Center of Eastern Connecticut (www.saccec.org) or the University's Counseling and Mental Health Services.

Student Health Services

www.shs.uconn.edu

UConn student health insurance currently covers gender confirming surgeries. Much more information can be found by visiting Student Health Services.

Counseling & Mental Health Services (CMHS)www.counseling.uconn.edu

CMHS prides itself on being very open and affirming to LGBTQ students. CMHS is accessible by phone 24 hours a day, and is available on an appointment basis and receives walk-in visitors needing emergency care. CMHS welcomes individuals at any point along the continuum and at any stage of the transition process. Wherever you are in the continuum, you can access general counseling, recommendation letters for sexual reassignment surgery, hormone therapy, and other gender-related medical processes, and proof of identity letters. Students seeking someone to talk to regarding gender identity and/or sexual orientation can meet with any one of CMHS's trained counselors.

II. TIPS FOR MANAGERS, SUPERVISORS AND ADVISORS

- ✓ Make it clear to the individual that your conversations will be private and make note of those questions that require outside guidance.
- ✓ Ask whether the individual is considering a name change. If so, ask what name and pronoun the individual will use and when they will want you and others to begin referring to them using the new name and pronoun.
- ✓ Identify a main point of contact for the University to assist with managing the transition.
- ✓ Volunteer to be part of the individual's transition team. (not required)
- ✓ If you are unfamiliar or uncomfortable with the transition process, seek out guidance and/or support from the Office of Faculty and Staff Labor Relations.
- ✓ Affirm your support of the individual. If you have concerns about the transition, state those separately from your support of the individual.
- ✓ Listen carefully to what the individual is telling you and how they would like to be treated. (e.g., Does the individual want to keep the transition as private as possible or want it to be addressed publicly?)
- ✓ Be open-minded and discuss the transitioning individual's needs and concerns with them.
- ✓ Clarify that all persons are protected by the University's discrimination and harassment policy, which prohibits discrimination and harassment based on transgendered status and gender identity/expression.
- ✓ Ask for suggestions on how you can be helpful and supportive. Discuss the ways that you can assist during the transition.
- ✓ Assist in developing the individual's transition plan. If one already exists, ask to review it so you can help work within the plan.
- ✓ Manager and advisors should work with the individual to create a communication plan. This may include being on-site with the individual on their first day to make introductions, supporting the individual, ensuring respectful and inclusive treatment, and remaining available to address any questions or concerns from co-workers, peers or faculty.

III. RELEVANT UNIVERSITY POLICIES

Policy on Affirmative Action and Equal Employment Opportunity <http://policy.uconn.edu/?p=102>

“Equal employment opportunity (EEO) means nondiscrimination - that is, hiring and promoting without regard to ... **sex**, ... **sexual orientation**, ... **gender identity or expression**, or other factors which cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification.”

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships <http://policy.uconn.edu/?p=2884>

“It is the policy of the University to maintain an academic and work environment free from discrimination. Discrimination is contrary to the mission and standards of the University, it diminishes individual dignity, and it impedes equal employment and educational opportunities. Discrimination is conduct that is based upon an individual’s ... **sex**, ... **sexual orientation**, ... **gender identity or expression**, or membership in other protected classes set forth in state or federal law that excludes an individual from participation, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of an individual’s employment, education, living environment or participation in a University program or activity.”

General Rules of Conduct <http://policy.uconn.edu/?p=384>

“Employees are forbidden to engage in the conduct listed below and may be disciplined or dismissed for doing so. The list is not exhaustive. ... K. Conducting oneself in any manner, which is offensive, abusive, or contrary to common decency or morality; carrying out any form of harassment including sexual harassment.”

Code of Conduct <http://policy.uconn.edu/?p=140>

“The University honors and respects individuality and demonstrates tolerance for the personal beliefs and cultural differences of all individuals. As members of an academic community, we seek to foster a spirit of civility and collegiality through open and honest communication. We strive to protect the health, safety and well-being of all persons. We protect the private and confidential information that is provided by our patients and research participants, faculty, administrators, staff, students, volunteers and others. We value an environment that is free from harassment, intimidation, bullying, incivility, disrespect and violence.”

“The University affirms its dedication to foster a community that condemns all forms of discrimination or acts of intolerance including sexual harassment, intimidation and retaliation.”

IV. ADDITIONAL TERMS

- **Coming out** - a lesbian, gay, bisexual, or transgender (LGBT) person's disclosure of their sexual orientation and/or gender identity to others.
- **Crossdresser** - a person who, regardless of motivation, wears clothes, makeup, etc. that are culturally associated with a gender other than their own. This term is preferred over "transvestite".
- **Drag or In Drag** - wearing clothes considered appropriate for someone of another gender.
- **Drag King and Drag Queen** - a female-to-male crossdresser (typically a lesbian) and a male-to-female crossdresser (typically a gay man), respectively, who employ gender-marked clothing, makeup, and mannerisms for their own and other people's appreciation or for entertainment purposes.
- **Gender Identity Disorder (GID)** - the classification given to transsexuality in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (4th Edition, Text Revision, 2001). Most transsexuals *strongly object* to being considered mentally ill, arguing that it is an inaccurate diagnosis and serves to dehumanize them. In certain countries, such as Canada and Holland, some transsexuals support recognizing GID as a mental disorder because it enables them to have their gender reassignment surgeries covered by government health insurance. UConn student health insurance covers gender reassignment surgeries, but most insurance plans in the United States do not provide coverage.
- **Gender Variant or Gender Non-Conforming** - alternative terms for transgender; meaning one who varies from traditional "masculine" and "feminine" gender roles.
- **Genderqueer** - a term used by individuals, especially transgender youth, who do not identify as either male or female and often seek to blur gender lines. Persons may use dozens of more specific "genderqueer" terms, such as transboi, boydyke, third gendered, bi-gendered, multi-gendered, andro, androgyne, and gender bender.
- **Gender** - the behavioral, cultural, psychological, biological and social traits that represent the traditional binary understanding typically associated with one sex or another.
- **Gender Expression** – all of a person's external characteristics and behaviors – such as dress, grooming, mannerisms, speech patterns and social interactions – that are socially identified with a particular gender. Social or cultural norms can vary widely and some characteristics that may be accepted as masculine, feminine, or neutral in one culture may not be assessed similarly in another. A person's gender expression may also be referred to as their "gender presentation."
- **Gender Identity** – Everyone has a gender identity and everyone expresses their gender identity. The term "gender identity," distinct from the term "sexual orientation," refers to a person's deeply felt psychological sense of gender. An individual's gender identity may or may not correspond to the person's body or designated sex at birth (the sex originally listed on a person's birth certificate).

- **Gender Transition** – the process through which a person modifies their physical characteristics and/or gender expression to be consistent with their gender identity. Gender transition may, but does not necessarily, include psychological and/or hormonal therapy, sex reassignment surgeries and/or other medical or surgical components. The process may also include telling one’s family, friends and/or co-workers, and changing one’s name and/or gender on legal and non-legal documentation.
- **Sex** – is the biologically based presumption that reproductive capability determines a person’s label of female or male. This label, at birth, is usually based on a doctor’s visual assessment of a baby’s genitalia.
- **Sex Reassignment Surgery (SRS)** – is one or more surgical procedures that change a person’s body to conform to their gender identity. These procedures may include “top surgery” (breast augmentation or removal) and “bottom surgery” (altering genitals). For female-to-male transsexuals, SRS involves a bilateral mastectomy (chest reconstruction), panhysterectomy (removal of the ovaries and uterus), and sometimes a phalloplasty (construction of a penis) and scrotoplasty (formation of a scrotum) or a metoidioplasty (restructuring the clitoris). For male-to-female transsexuals, SRS consists of optional surgical breast implants and vaginoplasty (construction of a vagina). Additional surgeries might include a trachea shave (reducing the size of the Adam’s apple), bone restructuring to feminize facial features, and hair transplants. SRS may be referred to as “gender confirming surgery” to recognize that one’s gender does not change—it is only being made visible to others.
- **Sexual Orientation** – refers to an individual’s sexual or romantic attraction to another person. “Heterosexual,” “bisexual,” and “homosexual” (gay or lesbian) are all orientations. A person’s sexual orientation is distinct from their gender identity or expression.
- **Transgender** – The umbrella term “transgender” describes people who experience and/or express their gender differently from conventional or cultural expectations – either in terms of expressing a gender that does not match the sex listed on their original birth certificate (i.e., designated sex at birth) or physically altering their sex. The term includes transsexuals and other gender-variant people. Not all people who identify as transgender will undergo the medical treatment associated with a gender transition.
- **Transsexual** – The term “transsexual” refers to a person who has changed, or is in the process of changing, their physical sex to conform to their internal sense of gender identity. Those transitioning from male to female are often referred to as “MTF” or “transwomen” and those transitioning from female to male are frequently called “FTM” or “transmen.” Many persons who identify as transgender do not identify as transsexual.

Not the Transgender Umbrella:

cisgender: describes one whose gender identity matches their sex at birth, and who also fits into the gender binary
cisperson/cissexual: one who is cisgendered

intersex: sometimes included under the transgender umbrella, but more often not; describes any physical condition that is not distinctly "male" or distinctly "female"; can be unusual chromosome patterns (single X, XXY, XYY, XXX, and other patterns are possible), hormone imbalances, ambiguous genitalia, etc. (there are many intersex conditions, and at least one occurs in every 1 in 100 births; 1% of the population or ~70 million!)

The Transgender Umbrella

The Basics

sex: one's physical aspects (chromosomes, hormones, genitalia)

gender: one's psychological and sociological aspects

gender identity: one's psychological sense of self; one's identity; who someone is intrinsically

gender presentation or **gender expression:** how one presents oneself in society

gender role: the social role someone takes in society

orientation: who someone is attracted to; can be declared relative to one's gender (not sex), can be declared simply as the partner's gender, or can be completely unrelated to gender
All of these attributes are independent of each other (there are straight transwomen, lesbian transwomen, straight transmen, gay transmen, and everything in-between)

transgender: adj. 1. describes one whose gender identity does not match their sex at birth; 2. more generally, can describe one whose existence challenges the idea that gender exists only as two mutually exclusive categories of male and female (the **gender binary**)

transperson: n. one who is transgendered

transsexual: one whose sex at birth is "opposite" their gender identity; i.e. one who was born with male parts but is actually female (**MTF** or **male-to-female**; a **transwoman**) or one who was born with female parts but is actually male (**FTM** or **female-to-male**; a **transman**)

crossdresser: one who wears clothing intended for the "opposite" gender for personal comfort or relaxation

transvestite: usually an offensive term, especially when used incorrectly; one who wears clothing intended for the "opposite" gender for sexual satisfaction

drag queen or **drag king:** one who wears clothing intended for the "opposite" gender for the entertainment of others

bigender: one whose gender identity is both male and female at the same time; may exhibit aspects of both

androgynous: one whose gender identity is somewhere in-between male and female; may exhibit some aspects of one and some of the other

agender: one who has no gender at all

genderqueer: one whose gender identity is something completely different from male or female; may also include the other gender identities on this side of the umbrella

third and **fourth:** two genders that exist outside of "male" and "female"; like male and female, they cannot really be defined as anything other than themselves

gender fluid: one whose gender identity can change (for most people, including most transpeople, gender identity cannot be changed; however, some people can change their gender identity)

Standard Disclaimer: This is one transperson's understanding of the meaning of these terms. Others may have a different understanding and define these terms slightly differently. Created by Rebecca G. Bettencourt: Cal Poly, San Luis Obispo: Jan 9, 2009. Format based on an adaptation from Arizona State University's SafeZone Gender Identity 101 curriculum.

The Transgender Umbrella can be found online at <http://studentlife.calpoly.edu/pride/files/TGUmbrella.pdf>