

Northwestern University

Gender-Queer, Non-Binary, and Trans (GQNBT)¹

Task Force Report

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September 2019

¹ **Nomenclature**: We use the terms “trans and gender non-conforming” as the gender identity labels of choice requested by task force members who belong to the target populations. We also use the term “all-gender” (rather than other terms such as “open gender” or “gender neutral”) to refer to facilities that are or are recommended to be all-gender inclusive. While we recognize that gender identity nomenclature evolves and shifts over time, and may do so again, we strongly recommend that Northwestern University standardize the use of these terms in all University signage and communications.

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Executive Summary

Co-Chairs: **Sekile M. Nzinga**, Director of the Women’s Center and Gender & Sexuality Studies Lecturer; **Héctor Carrillo**, Professor of Sociology and Gender & Sexuality Studies and Co-Director of the Sexualities Project at Northwestern (SPAN).

Sponsors: Provost **Jonathan Holloway**, Associate Provost and Chief Diversity Officer **Jabbar R. Bennett**, the late Vice President for Student Affairs **Patricia Telles-Irvin**, and former Vice President and Chief Human Resource Officer **Pamela Beemer**.

I. INTRODUCTION

The Gender-Queer, Non-Binary, and Trans (GQNB) Task Force met monthly from October 2018 to June 2019 to discuss a wide range of issues that are relevant to promoting the well-being of trans and gender non-conforming students, staff, and faculty at Northwestern University. Specifically, we assessed the current landscape to identify gaps in policies and resources, and to recommend strategies that will facilitate an accessible, safe, and welcoming campus environment for trans and gender non-conforming students, faculty, and staff at Northwestern. This report presents a summary of the task force recommendations, as well as additional materials that can aid specific institutional actors in their implementation.

Each meeting resulted in a thematic report that includes initial recommendations, background information on prior gender-inclusive initiatives at Northwestern, benchmarks, and additional suggestions for reading. Given the emerging nature of this work in university settings, our benchmarks include examples from peer institutions as well as exemplary gender-inclusive work from other academic institutions. The collection of thematic reports has informed a final report, resulting in the seven recommendations listed below. Additionally, we created an action-oriented grid that identifies key University actors/units who are central to the implementation of the recommendations outlined herein.

Following this executive summary, we present:

- (1) A comprehensive action plan that includes the key recommendation, action items, measurable desired outcomes, target completion dates, and action leaders.
- (2) Appendices with supporting materials:
 - Appendix A: Seven Thematic Summary Reports
 - Appendix B: GQNB Task Force Membership

- Appendix C: Student Survey Report: “Genderqueer, Non-Binary, and Transgender Student Priorities and Experiences.”

II. PRIORITY RECOMMENDATIONS

The task force, led by co-chairs Drs. Sekile M. Nzinga and Héctor Carrillo, developed a list of seven recommendations for the University to consider. Throughout the year, three critical priority areas emerged that require the University’s immediate attention. They include:

- Expanding Health Services and Supporting Well-Being
- Creating Accessible and Inclusive Facilities
- Respecting and Affirming Names and Identity

The aforementioned priority areas include the most salient themes that emerged within the task force’s overall equity-oriented recommendations, that when implemented, will greatly enhance educational and professional experiences of trans and gender non-conforming faculty, staff, and students at Northwestern.

III. OVERALL RECOMMENDATIONS

Recommendation 1: Respecting and Affirming Names and Identity:

The task force recommends that Northwestern University create a centralized, “one-stop” identity-management system that would feed into all other systems, including the Registrar, Human Resources, and Health Services.

Recommendation 2: Creating a Gender-Inclusive Learning and Working Environment:

The task force recommends that Northwestern University create an academic culture in which students, staff, and faculty can work and learn in a gender-affirming and equitable environment.

Recommendation 3: Expanding Gender-Inclusive Facilities:

The task force recommends that Northwestern University ensure that University facilities are safe spaces for trans and gender non-conforming individuals, including ensuring access to all-gender bathrooms.

Recommendation 4: Expanding Health Services and Supporting Well-Being:

The task force recommends that Northwestern University strengthen, develop, and implement a host of campus-based health and wellness resources for trans and gender non-conforming students, staff, and faculty.

Recommendation 5: Increasing University Resources:

The task force recommends that Northwestern University strengthen, develop, and implement a host of campus-based resources for trans and gender non-conforming faculty, staff, and students.

Recommendation 6: Creating Gender-Inclusive Residential Services: The task force recommends that Northwestern University provide trans and gender non-conforming students safe, comfortable, and gender-affirming housing.

Recommendation 7: Strengthening Community, Connection, and Collaboration:

The task force recommends that Northwestern University cultivate a campus community that fosters a sense of community and connection for trans and gender non-conforming faculty, staff, and students.

IV. INCLUSIVE METHOD AND LEADERSHIP STYLE OF THE GQNB TASK FORCE

In addition to the task force's monthly meetings, the leadership team:

- Established a *Core Working Group* composed of trans and gender non-conforming students, faculty, and staff and allies in an attempt to be intentional about amplifying the voices of trans and gender non-conforming people and to ensure their ideas and input informed the task force's work. Facilitators included: Adam Davies, student; Shelby Hearn, intern at the Women's Center; and JT Turner, former assistant director, MSA (no longer at NU).
- Structured each session to center the experiences of trans and gender non-conforming people by including an experiential/testimony component before delving into content.
- Developed a *CANVAS* course with resources to deepen task force members' understanding of trans-inclusive issues in university and workplace settings and review trans-inclusive initiatives underway at peer institutions
- Created monthly *Learning Circles* to engage with cisgender task force members who wished to discuss the monthly topics and readings a week prior to the task force meetings so that they could work toward becoming better allies and advocates. The Learning Circles were facilitated by members of the task force and the Core Working Group: Dominique Meali'l Adams-Romena, graduate student; Drew Clower,

Interlibrary Loan Assistant, Main Library; Jessica Ernst, Health Services Assistant; Kate Harrington-Rosen, Equity Outreach and Education Specialist, Office of Equity; and Suresh Mudragada, Associate Director, Northwestern Alumni Association.

- Held *individual meetings* with leaders of campus units that will play central roles in the implementation of the recommendations (e.g., Facilities, Residential Services, Office of Institutional Diversity and Inclusion (OIDI), Alumni Relations and Development, Human Resources, etc.)
- Held *constituency meetings* with members from student groups (e.g., Rainbow Alliance), faculty groups (e.g., Faculty Senate subcommittees) and staff groups (e.g., OIDI Leadership Groups) to gain their feedback on what they view as key priorities and update them on the task force's progress and next steps.
- Built community throughout the year between non-binary and binary people, which helped to facilitate the broader aims of the task force.
- Created a [task force webpage](#) with the support of OIDI.

V. SIGNIFICANCE

The significance of this task force is clearly signaled by:

- The level of enthusiasm and dedication with which the more than 70 task force members participated in our discussions (please see [Appendix B](#) for a list of task force members);
- The fact that, as a result of the task force discussions, several units and groups throughout the University have initiated or expanded efforts to provide a more inclusive and equitable environment for gender-diverse people at Northwestern, including the implementation of a student-led survey (see the report in [Appendix C](#));
- The expressed desire among the very diverse group of task force members and other institutional actors with whom we interacted to ensure that our recommendations are implemented by Northwestern University in a timely fashion;
- The task force's call for prioritizing the hiring of new staff positions in order to implement many of the recommendations herein even with a deep understanding of the University's current fiscal climate.

We can confidently state that the task force membership see the issues under discussion and our recommendations as a top priority for the University from the perspectives of equity and inclusion.

Recommendation 1: Respecting and Affirming Names and Identity

The task force recommends that Northwestern University create a centralized, “one-stop” identity-management system that would feed into all other systems, including the Registrar, Human Resources, and Health Services.

Action Item	Measurable Desired Outcomes	Action Leaders
<p>1. Create a centralized, “one-stop” identity-management system, possibly associated with the Northwestern University Directory.</p>	<p>a. Convene a University-wide team charged with the creation of a centralized, “one-stop” identity-management system.</p> <p>b. This team should address all identity-management needs in relation to names, pronouns, and name pronunciation, and ensure that the resulting product feeds into all systems at Northwestern University where names, pronouns, and identity are relevant.</p> <p>c. Ensure that an individual’s chosen name become the default for the Northwestern University Wildcard and all other printed or electronic name identifying materials.</p>	<p>Office of the Provost, Information Technology (LDAP/NUIT), Human Resources, Registrar, Health Services, Wildcard Office</p>
<p>2. Take temporary harm-reducing measures to alleviate some of the limitations of current systems.</p>	<p>a. Add fields to existing systems where students, staff, and faculty can list their pronouns. Ensure that pronouns appear in course rosters, Canvas, and online directory.</p> <p>b. Clarify the use of the professional name field for staff and faculty and add “preferred name” to this field.</p> <p>c. Allow temporary staff to list professional/preferred names in the HR system and online directory.</p>	<p>Office of the Provost, Information Technology (LDAP/NUIT), Human Resources, Registrar, Health Services, Wildcard Office</p>

<p>3. Implement support services to help Northwestern University students, staff, and faculty navigate how to formally change their names.</p>	<ul style="list-style-type: none"> a. Link these supports to the creation of an ombuds office and navigator program for trans and gender non-conforming students, staff, and faculty. b. Implement financial and pro bono assistance for those who lack the economic resources to change their name. 	<p>Office of the Provost, New Student and Family Programs, Office of Equity</p>
<p>4. Implement training, education campaigns, and awareness programs in relation to identity, names, and pronouns.</p>	<ul style="list-style-type: none"> a. Measure attitudes toward Northwestern University people who change their gender, names, and identity as part of assessments of campus climate and diversity. b. Take corrective actions by implementing appropriate training, education campaigns, and awareness programs. c. Include tools for those supporting a student or colleague who is transitioning and chooses to change their name, gender marker, and/or pronouns. 	<p>Office of the Provost, Searle, Office of Global Marketing and Communications</p>

Recommendation 2: Creating a Gender-Inclusive Learning and Working Environment

The task force recommends that Northwestern University create an academic culture in which students, staff, and faculty can work and learn in a gender-affirming and equitable environment.

Action Item	Measurable Desired Outcomes	Action Leaders
<p>1. Create comprehensive institutionally sanctioned guidelines on names and pronouns for use in the classroom and the workplace.</p>	<ul style="list-style-type: none"> a. Develop guidelines for use in all spheres of interaction at Northwestern (especially in the classroom and University workspaces). b. Explicitly discuss best practices and expectations for signaling gender inclusivity in the classroom and the workplace, especially in terms of pronouns and names. c. Be prepared to respond to shifting best practices and adjust as social and cultural standards shift. 	<p>Searle Center, Office of Equity, Office of the Provost: Office of Institutional Diversity and Inclusion (OIDI), Human Resources</p>
<p>2. Create a comprehensive program of training on gender inclusion and related resources for the classroom and the workplace.</p>	<ul style="list-style-type: none"> a. Create a comprehensive program of training for students, staff, and faculty about the use of names and pronouns. b. Create training tools and programs that are adaptable to the needs of specific units, programs, and departments. Unit directors, department chairs, and program directors should be encouraged to organize training sessions for their constituents. a. Training on names and pronouns—and on gender diversity more generally—should be part of orientation for new students, staff, and faculty. Given that this is a changing field, a program of periodic retraining and re-certification should be implemented (possibly via an online refresher training). 	<p>Searle Center, Office of Equity, Office of the Provost: Office of Institutional Diversity and Inclusion (OIDI), Human Resources</p>

<p>3. Create mechanisms for trans and gender nonconforming individuals to discuss and navigate situations in which they feel misnamed, mispronounced, or mis-gendered by supervisors, professors, coworkers, or classmates.</p>	<p>a. Create an ombuds office and a mechanism within its functions to mediate conversations between trans and gender non-conforming individuals and others who they feel regularly misname or mis-pronoun them.</p>	<p>Office of the Provost, Office of Equity</p>
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Recommendation 3: Expanding Gender-Inclusive Facilities

The task force recommends that Northwestern University ensure that University facilities are safe spaces for trans and gender non-conforming individuals, including ensuring access to all-gender bathrooms.

Action Item	Measurable Desired Outcomes	Action Leaders
<p>1. Expand the availability of all-gender bathrooms in campus facilities. (Stage 1)</p>	<ul style="list-style-type: none"> a. Designate all existing single-occupancy bathrooms as all-gender bathrooms, with standardized signage that does not use gender-binary imagery. b. Create a GPS-based application or widget indicating the location of all-gender bathrooms throughout the University. c. Provide menstrual product dispensers in all bathrooms, including those designated as men’s bathrooms. d. Ensure all-gender bathrooms are wheelchair accessible and have baby changing tables in them. e. Create an explicit policy clarifying that trans and gender non-conforming people at Northwestern can use any bathroom that corresponds to their gender identity and will not be questioned or challenged by University staff or contractors about their gender. 	<p>Office of the Provost, Facilities Management</p>
<p>1. Expand the availability of all-gender bathrooms in</p>	<ul style="list-style-type: none"> a. Generate and implement a plan to create all-gender, multi-stall bathrooms in all large[†] Northwestern University buildings. b. Create a policy for the inclusion of a multi-stall, all-gender bathroom in the 	<p>Office of the Provost, Facilities Management</p>

[†] The term “large buildings” refers to University facilities that are large enough to have gendered multi-stall bathrooms in individual floors.

<p>campus facilities. (Stage 2)</p>	<p>design and construction of new large buildings. c. Consider innovative open designs such as that described in the Stalled! Online video.</p>	
<p>2. Foster a culture of support for trans and gender non-conforming people at Northwestern.</p>	<p>a. Create an educational program that encourages faculty, staff, and students to self-designate as allies. b. Create visually appealing materials that allies can use to signal their support and declare that a space is a safe space. c. Provide resources to increase opportunities for trans and gender non-conforming people—at all levels: students, staff, and faculty—and their allies to meet each other.</p>	<p>Office of the Provost, Office of Global Marketing and Communications, Office of Equity, Women’s Center</p>
<p>3. Educate the campus community on how to make Northwestern University facilities more welcoming, friendly and safe for trans and gender non-conforming people.</p>	<p>a. Create an education campaign to raise awareness about trans and gender non-conforming issues and to indicate Northwestern University’s commitment toward making our university a safe space in terms of gender and sexual diversity.</p>	<p>Office of the Provost, Office of Global Marketing and Communications, Office of Equity, Multicultural Students Affairs, Women’s Center</p>

School, Unit , or
Team Name

Office of the Provost, Human Resources, and Student Affairs

Recommendation 4: Expanding Health Services and Supporting Well-Being

The task force recommends that Northwestern University strengthen, develop, and implement a host of campus-based health and wellness resources for trans and gender non-conforming students, staff, and faculty.

Action Item	Measurable Desired Outcomes	Action Leaders
1. Develop and strengthen health- and wellness-related communications.	<ul style="list-style-type: none"> a. Create and disseminate information on how to access gender affirming health care and benefits at the University. Make these benefits and information part of the regular list of benefits on the University's Human Resources (HR) website and the Student Health Services website. b. Communicate to current and prospective students, faculty, and staff information about the available health- and wellness-related resources and supports on campus. 	Office of the Provost, Human Resources (HR), Northwestern University Health Services (NUHS)
2. Adopt best practices and improve quality of care.	<ul style="list-style-type: none"> a. Create intake/health history forms at Northwestern University Health Services (NUHS) and HR for optional disclosure of pronouns. b. Provide transparent, easy-to-understand, and accessible information about available health care to trans and gender non-conforming people at Northwestern University. c. Work with the Aetna health insurance plan to ensure that students who seek medical care off-campus are not responsible for meeting their deductible before coverage for routine office visits begins. d. Ensure health insurance plans are connected to health care providers and hospitals that follow the World Professional Organization of 	Office of the Provost, Human Resources (HR), Northwestern University Health Services (NUHS)

	<p>Transgender Health (WPATH) Standards of Care and other corresponding standards.</p> <ul style="list-style-type: none"> e. Promote sick time policies in Human Resources and medical leave policies for students to better serve those undergoing gender-affirming surgeries and other health matters. f. Provide in print the University's extended sick time policy (EST) for faculty and staff and medical leave policies for students, at the time the person begins at Northwestern University, as part of the materials referred to under recommendation #5 in the University Resources section. g. Provide links to HR Extended Sick Time on websites dedicated to providing resources for trans and gender non-conforming people at Northwestern University. 	
<p>3. Increase the number of health care staff trained in the issues affecting trans and gender non-conforming people.</p>	<ul style="list-style-type: none"> a. Create or designate a trained patient advocate team to help trans and gender non-conforming people navigate Health Services and the pharmacy (e.g., insurance, hormone replacement therapy, speech pathologists, gender affirming surgeries, etc.). b. Employ at least one health care provider at NUHS who is trained in providing hormone replacement therapy and trans-related health care. c. Provide training to current NUHS health care providers, so that trans and gender non-conforming students do not need to leave campus for health care. d. Strengthen Counseling and Psychological Services (CAPS) expertise in trans and gender non-conforming counseling and group supports either by providing trainings and/or hiring additional staff. 	<p>Office of the Provost, Northwestern University Health Services (NUHS)</p>

<p>4. Increase health and well-being services and supports.</p>	<ul style="list-style-type: none"> a. Offer LGBTQ students in-house/campus based identity-focused mental health care within Counseling and Psychological Services (CAPS). This should include individual care and support groups. b. Designate a unit that is responsible for housing trans and gender non-conforming wellness programs that serve students, staff, and faculty. c. Create wellness measures and supports for people who do not want to disclose their gender identity/“remain stealth” or who may be trans and gender non-conforming and do not wish to change pronouns. d. Expand current promotional materials for the Student Emergency and Essential Needs (SEEN) Fund and other financial resources through Student Enrichment Services (SES) that can address some of the financial needs for trans and gender non-conforming students. Explore what amount of information would be necessary to include on financial assistance applications like the Student Enrichment Services (SES) One Form in order to justify need for assistance. e. Identify current resources and provide units and departments with additional training to support the wellness of trans and gender non-conforming faculty, staff, and students. f. Consider the ways medical and surgical transitions impact students’ participation in athletics and create support structures and accountability in the Athletics Department. 	<ul style="list-style-type: none"> a. Office of the Provost, Counseling and Psychological Services (CAPS) b. Office of the Provost c. Office of the Provost, Office of Equity d. Alumni Relations and Development, Office of the Provost, Office of Equity/Title IX, SES/CIC, Financial Aid, Health Services e. Human Resources, Health Services, Office of Institutional Diversity and Inclusion (OIDI), Office of Equity f. Athletics, Title IX/Office of Equity, Office of Institutional Diversity and Inclusion (OIDI), Health Services, Human Resources
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Recommendation 5: Increasing University Resources

The task force recommends that Northwestern University strengthen, develop, and implement a host of campus-based resources for trans and gender non-conforming faculty, staff, and students.

Action Item	Measurable Desired Outcomes	Action Leaders
<p>1. Develop a dedicated campus navigator unit to help coordinate campus resources and advocate for needed resources.</p>	<ul style="list-style-type: none"> a. Create a team of dedicated and trained professionals who can coordinate, identify, and advocate for resources. b. Spearhead the development of a broader infrastructure across campus that can help transform a variety of spaces into gender-inclusive and -affirming settings. c. Educate, train, and engage parents and families. 	<ul style="list-style-type: none"> a. Office of the Provost b. Office of the Provost c. New Student and Family Programs, Office of Equity
<p>2. Identify and create trans and gender non-conforming specific high-impact spaces on campus.</p>	<ul style="list-style-type: none"> a. Conduct an asset-mapping process to identify known physical spaces that support gender non-binary and trans people and provide units, programs, and departments with additional operational resources. b. Create additional spaces (social, physical, intellectual, professional) based on need and interests of gender non-binary and trans people at Northwestern. 	<ul style="list-style-type: none"> a. Change Management and Office of Institutional Diversity and Inclusion (OIDI) b. Office of the Provost, Student Affairs, The Graduate School, Faculty Senate, Human Resources (HR), Gender and Sexuality Studies
<p>3. Dedicate funding for events and programming centered on trans and</p>	<ul style="list-style-type: none"> a. Create an LBGQT unit within OIDI to develop and implement programming, events, and affinity spaces for gender and 	<ul style="list-style-type: none"> a. Office of the Provost b. Organizational Strategy and

<p>gender non-conforming faculty, staff, students, and alumni.</p>	<p>sexual minorities on campus, including dedicated funding for trans and gender non-conforming people.</p> <p>b. Conduct an asset-mapping process to identify known physical spaces that support gender non-binary and trans people.</p>	<p>Change, Office of Institutional Diversity and Inclusion (OIDI), Gender and Sexuality Studies</p>
<p>4. Develop a mentorship program to combat isolation, foster a sense of belonging, and support recruitment and retention efforts.</p>	<p>a. Help connect self-identified trans and gender non-conforming students, staff, and faculty with each other.</p> <p>b. We recommend partnering with the Northwestern University Pride Alumni Club (NUPAC) and the Northwestern Alumni Association (NAA) specially to recruit trans and gender non-conforming alumni and students as part of the association's ongoing mentoring program.</p>	<p>a. Office of the Provost</p> <p>b. Office of the Provost, Alumni Relations, Northwestern University Pride Alumni Club (NUPAC), Northwestern Alumni Association (NAA)</p>
<p>5. Develop targeted marketing materials and outreach/engagement strategies regarding accessing campus resources to message to trans and gender non-conforming people at Northwestern that resources are gender-inclusive and affirming.</p>	<p>a. Develop guidelines for inclusive language for Northwestern communications, including instructional materials, print and digital communications, meetings, events and other programs.</p> <p>b. Educate campus units that provide general resources so that they are trained to serve gender-diverse faculty, staff, and students</p> <p>c. Create a phased-in marketing and promotion strategy that updates all printed and online resources so that they no longer use gendered language and explicitly state they support gender diversity.</p>	<p>a. Office of Global Marketing and Communications</p> <p>b. Office of Equity (LGBTQ training)</p> <p>c. Global Marketing and Communications, Campus webmasters</p>

Recommendation 6: Creating Gender-Inclusive Residential Services

The task force recommends that Northwestern University provide trans and gender non-conforming students safe, comfortable, and gender-affirming housing.

Action Item	Measurable Desired Outcomes	Action Leaders
<p>1. Expand the existing Gender Open Housing policy to create affordable and less isolating options, including doubles and suites in locations throughout campus.</p>	<p>a. Create affordable and less isolating options in a larger number of residence halls.</p> <p>b. Switch from the label “Gender Open” to the “All Gender” nomenclature proposed in this report for use throughout Northwestern.</p>	<p>Office of the Provost, Residential Services</p>
<p>2. Ensure that the procedures for signing up for All Gender Housing are simple, equitable, and sensitive to the privacy needs of trans and gender non-conforming students.</p>	<p>a. Review current procedures that new and existing students must follow to request all-gender housing, keeping in mind the specific needs of trans and gender non-conforming students.</p>	<p>Office of the Provost, Residential Services</p>
<p>3. Educate the campus community, alumni, and parents on the University’s</p>	<p>a. Develop an educational campaign that (1) defines gender, gender identity, and gender expressions not as binary or fixed realities, and (2) demystifies mixed-gender spaces (e.g., bathrooms, showers, student housing, etc.) as</p>	<p>Office of the Provost, Office of Global Marketing and Communications</p>

<p>commitment to gender inclusivity. Include housing issues and other space-related issues in a University-wide education campaign about gender diversity.</p>	<p>being inherently unsafe, devoid of privacy, and/or sexualized.</p>	
<p>4. Change the current binary gender language on housing options websites, as well as any procedures, policies, and practices that assume binary gender for students by strictly categorizing and separating them into men and women.</p>	<p>a. Residential Services' printed and electronic materials should be written in gender-inclusive language.</p>	<p>Residential Services</p>

Recommendation 7: Strengthening Community, Connection, and Collaboration

The task force recommends that Northwestern University cultivate a campus community that fosters a sense of community and connection for trans and gender non-conforming faculty, staff, and students.

Action Item	Measurable Desired Outcomes	Action Leaders
<p>1. Cultivate a climate of belonging and inclusion for gender diverse people.</p>	<p>a. Implement recommendations for basic needs like health insurance and facility accessibility, as outlined in previous recommendations.</p> <p>b. Map, assess, strengthen, and amplify current spaces on campus, including exploring those marked as gender binary, where trans and gender non-conforming people are feeling safe and connected, in order to further build community.</p>	<p>a. Office of the Provost</p> <p>b. Office of Institutional Diversity and Inclusion (OIDI), Student Affairs, The Graduate School, Human Resources, Women’s Center, Gender & Sexuality Studies</p>
<p>2. Encourage staff to foster community and connection for trans and gender non-conforming people at Northwestern, and add new staff dedicated to this goal.</p>	<p>a. Designate staff members who are responsible for the facilitation of fostering community and connection at Northwestern for and among trans and gender non-conforming faculty, staff, and students, with a particular focus on staff and faculty community building.</p> <p>b. Create an additional FTE outreach and engagement position within Multicultural Student Affairs (MSA) to ensure that a full-time staff person is staffing the Gender & Sexuality Resource Center (GSRC) and supporting students.</p>	<p>a. Office of Institutional Diversity and Inclusion (OIDI), The Graduate School, Women’s Center</p> <p>b. Student Affairs</p>

<p>3. Allocate funds to ensure programming for trans and gender non-conforming students, faculty, and staff, and their allies, so that they have resources necessary to foster community and connection.</p>	<p>a. Create an annual affinity-based funding stream that trans and gender non-conforming faculty, staff, and students could apply that would support their efforts to build community and collaborate.</p> <p>b. Allocate an annual affinity-based operational budget that would ensure outreach efforts and programming to foster community and connection would be sustainable and would engage faculty, staff, and students.</p>	<p>a. Office of the Provost, Office of Institutional Diversity and Inclusion (OIDI), Alumni Relations and Development</p> <p>b. Office of the Provost, Office of Institutional Diversity and Inclusion (OIDI), The Graduate School, Human Resources, Student Affairs, Women’s Center, Gender & Sexuality Studies</p>
<p>4. Maintain an accurate and up-to-date website with resources for trans and gender non-conforming students, faculty, and staff.</p>	<p>a. Update all relevant webpages quarterly</p>	<p>a. Office of the Provost, Office of Institutional Diversity and Inclusion (OIDI), Office of Global Marketing and Communications</p>

Appendix A: Thematic Summary Reports

Recommendation 1

Respecting and Affirming Names and identity

I. Recommendation

The task force recommends that Northwestern University create a centralized, “one-stop” identity-management system that would feed into all other systems, including the Registrar, Human Resources (HR), and Health Services.

II. Action items

1. Create a centralized, “one-stop” identity-management system, possibly associated with the Northwestern University Directory.

Northwestern University should prioritize the creation of a centralized, “one-stop” identity- management system that would feed into all other systems, including the Wildcard, Registrar, Human Resources, and Health Services. This system should include fields where individuals can list their chosen name,[‡] pronouns, and name pronunciation (via an audio file recorded by each person).

The use of a person’s legal name should be reserved for conducting official University business where a legal name is required. A person’s chosen name—which the person has designated in the proposed centralized system—should be used for all other purposes within Northwestern University’s day-to-day activities.

Measurable Desired Outcomes:

- a. Convene a university-wide team charged with the creation of a centralized, “one-stop” identity management system.
- b. This team should address all identity-management needs in relation to names, pronouns, and name pronunciation, and ensure that the resulting product feeds into all systems at Northwestern University where names, pronouns, and identity are relevant.
- c. Ensure that an individual’s chosen name become the default for the Northwestern University Wildcard and all other printed or electronic name identifying materials.

It is crucial that a person’s chosen name becomes the default in the Northwestern University Wildcard (with primary names listed only in the absence of a chosen name).

[‡] Defined as a name someone has chosen for themselves in the absence of legal documentation that aligns with that name. We propose this nomenclature as an alternative to the current distinction between “name” (meaning the legal name) and “preferred name.”

2. Take temporary harm-reducing measures to alleviate some of the limitations of current systems.

More immediately, we recommend that Northwestern University take some temporary measures to alleviate the limitations of current systems while a centralized system is designed and implemented. Those include:

Measurable Desired Outcomes:

- d. Add fields to existing systems where students, staff, and faculty can list their pronouns. Ensure that pronouns appear in course rosters, Canvas, and online directory.

This can be achieved by adding optional fields to the Registrar's records and myHR that would allow students, staff, and faculty to list their pronouns. For students, link this field to course rosters and any other name lists in which pronouns would be relevant.

- e. Clarify the use of the professional name field for staff and faculty and add "preferred name" to this field.

This can be achieved by adding a preferred name option in myHR, or alternatively clarifying that a preferred name can be added using the "professional name" option. The University should also clarify how staff and faculty can list a "nickname" on their profile.

- f. Allow temporary staff to list professional/preferred names in the HR system and online directory.

It appears that currently temporary staff are not allowed to list professional or preferred names in the HR system and online directory. There does not seem to be a clear justification for this policy, and we recommend that it be corrected to make it consistent with the policy that applies to permanent staff.

3. Implement support services to help Northwestern University students, staff, and faculty navigate how to formally change their name.

Formally changing one's primary name is bureaucratically complicated and costly. We recommend that Northwestern University create support services for members of the University community who wish to undertake such an endeavor by:

Measurable Desired Outcomes:

- a. Link these supports to the creation of an ombuds office and navigator program for trans and gender non-conforming students, staff, and faculty.

- b. Implement financial and pro bono assistance for those who lack the economic resources to change their name.
- 4. [Implement training, education campaigns, and awareness programs in relation to identity, names, and pronouns.](#)

As part of our broader recommendation for the creation of an ombuds office and of training and awareness campaigns related to gender diversity at Northwestern University, we recommend that the University take steps to:

Measurable Desired Outcomes:

- a. Measure attitudes toward Northwestern University people who change their gender, names, and identity as part of assessments of campus climate and diversity.
- b. Take corrective actions by implementing appropriate training, education campaigns, and awareness programs.
- c. Include tools for those supporting a student or colleague who is transitioning and chooses to change their name, gender marker, and/or pronouns.

III. Current policies at Northwestern vis-à-vis names and identity

a. Students – Registrar’s Office

Northwestern is one of the [255 colleges and universities](#) that have been identified as allowing students to change their name and gender on campus records, but is not among the 19 colleges that enable students to indicate the pronouns they use for themselves on course rosters.

Current students are allowed to choose a preferred name (the policy appears in the [“Name or Gender Change”](#) tab of the Registrar’s website, and in the [LGBTQIA section of the Multicultural Student Affairs website](#)). They can choose and list a preferred name in CAESAR (except for students in the Kellogg School of Management, who must list a preferred name in the Kellogg Student Directory. A preferred name will appear in “Class Rosters, Grade Rosters, Course Management System [Canvas], and the Online Directory.”

However, preferred names do not appear students’ Wildcard, which means that trans and gender non-conforming students may be “outed” every time that they must show their Wildcard in the course of their daily activities at Northwestern. Students must also “continue to use their primary [legal] name when conducting official University business.” A separate process exists for students who want to change the name that appears in their email address.

b. Staff and Faculty

Currently, in the “personal details” section of the [myHR](#) page, staff and faculty can select a “professional name indicator” (also listed as “professional/published name”). As indicated in “[Modifying your information in the Northwestern online directory](#),” a professional name becomes a primary name for the purposes of the Northwestern University online directory. Currently there is no “preferred name” option for staff and faculty, and the website does not specify whether a preferred name can be listed in the professional name option.

Information on the use of professional names does not appear anywhere in the Staff Handbook. Currently, the only text available on names appears in Section 8, page 8.4:

“A change of name, marital status, or tax withholding should be reported to Payroll in Human Resources. Name changes must be accompanied by a copy of the Social Security Card bearing the new name to be used in the payroll system.”

Some staff have also been able to select a “nickname,” but to add a nickname they must go to the “edit identity” section of [NU Validate](#).

Additionally, we don’t know the implications of Northwestern University’s voluntary participation in the E-Verify federal program for the University’s policies in relation to staff and faculty names.

Incidentally, the gender/ethnicity and race tab of the “personal details” section in myHR lists only “male” and “female” as the two gender options.

c. Costs and barriers to formally changing one’s name

The [Personal Identification Change](#) tab of the Multicultural Student Affairs website lists an independent free service in Chicago that helps trans and gender non-conforming people change their names:

“Trans/Gender Affirming Name Change Mobilization

(not affiliated with Northwestern University or the LGBT Resource Center)

The last Friday of every month

- The Daley Center – Room 1202
- 50 W. Washington
- 9:00am – 3:00pm
- Phone/text: 773-272-1822
- namechange@TJLP.org

During the Name Change Mobilization, attorney and trained volunteers help transgender and gender non-conforming folks file petitions to change their names

legally at the Daley Center in downtown Chicago FOR FREE. Volunteers then provide follow-up support services to accompany folks to their court dates and to help them navigate the subsequent name change processes at the Department of Motor Vehicles, Social Security Office, Department of Vital Records, etc.”

In the absence of these free services, however, it is costly to officially change one’s name, and trans and gender non-conforming people may face additional barriers, as indicated in this [Inside Higher Ed article](#).

IV. Peer institution benchmarks

A comprehensive list of policies on primary and preferred names, and on pronouns in colleges and universities across the United States, can be accessed [here](#). See the Registrar websites at [Harvard](#) and Yale (pages [1](#) and [2](#)) as examples of good layouts for describing the universities’ policies on names.

V. Further reading and resources:

[*Campus Pride National Trans Policy Clearinghouse: Universities that Allow Name & Gender Changes on Campus Records*](#)

[*Lambda Legal: A Transgender Advocate’s Guide to Updating and Amending School Records*](#)

[Paige, K. \(2016\). *Inside Higher Ed*: “A Call for Flexible Name-Change Policies”](#)

[Yarmosky, J. \(2019\). *NPR*: “‘I Can Exist Here’: On Gender Identity, Some Colleges Are Opening Up”](#)

Recommendation 2

Creating a Gender Inclusive Learning and Working Environment

I. Recommendation

The task force recommends that Northwestern University create an academic culture in which students, staff, and faculty can work and learn in a gender-affirming and equitable environment.

II. Action items

1. Create comprehensive institutionally sanctioned guidelines on names and pronouns for use in the classroom and the workplace.

Measurable Desired Outcomes:

- a. Develop guidelines for use in all spheres of interaction at Northwestern, with a particular focus on interactions within the classroom and University work spaces.
- b. Explicitly discuss best practices and expectations for signaling gender inclusivity in the classroom and the workplace, especially in terms of pronouns and names. As suggested in recommendations issued by a group of students at Northwestern, they should also model ways to “model trans and gender non-conforming affirming language, terminology, and pronouns (e.g., substitute gender binary language for more inclusive language such as “this person” “they” “everybody” and “folks”).”
- c. Given that strategies for addressing these issues in University settings are still developing and evolving, Northwestern should be prepared to respond to shifting best practices, and adjust as social and cultural standards shift.

For instance, the so-called pronoun go-rounds in group settings, including in the classroom, where every person is asked to state their pronouns have been praised as a tool for signaling trans inclusivity, but have also been deemed ineffective at generating true gender inclusivity or discouraged because they can potentially out trans and gender non-conforming participants in situations in which they do not want to disclose their gender identities. Alternatively, some guidelines now encourage professors to email students privately requesting their pronouns, and to include their own pronouns in email signatures.

Note: Please see our third recommendation, which may do away with the need to have specific individual strategies that professors and supervisors must implement to elicit information on pronouns if a centralized, one-stop identity management system is put in place.

2. Create a comprehensive program of training on gender inclusion and related resources for the classroom and the workplace.

Measurable Desired Outcomes:

- a. Create a comprehensive program of training for students, staff, and faculty about the use of names and pronouns.

Regardless of the methods used to elicit information on pronouns, for them to be effective everyone who interacts with trans and gender non-conforming individuals must be skilled at using them and learn how to avoid making assumptions about a person's pronouns (and also names and gender identity).

- b. Create training tools and programs that are adaptable to the needs of specific units, programs, and departments. Unit directors, department chairs, and program directors should be encouraged to organize training sessions for their constituents.
- c. Training on names and pronouns—and on gender diversity more generally—should be part of orientation for new students, staff, and faculty. Given that this is a changing field, a program of periodic retraining and re-certification should be implemented (possibly via an online refresher training).

The proposed training could expand on the currently available [LGBTQ Ally Training](#) (offered by Multicultural Student Affairs, Learning and Organizational Development, and the Office of Equity), which is administered by volunteers.

3. Create mechanisms for trans and gender non-conforming individuals to discuss and navigate situations in which they feel misnamed, mis-pronounced, or mis-gendered by supervisors, professors, coworkers, or classmates.

Measurable Desired Outcomes:

- a. Create an ombuds office and a mechanism within its functions to mediate conversations between trans and gender non-conforming individuals and others who they feel regularly misname or mis-pronoun them.

Currently, individuals who feel that a supervisor, professor, coworker, or classmate regularly misnames them or mispronouns them, and who experience this as a form of gender discrimination, have few options to discuss those issues. They can either approach the person who offends them—which can be difficult, especially in situations of power differences and supervisory relationships—or they can launch a formal complaint with the Office of Equity.

There is a need to develop intermediary options that can help facilitate conversations about these issues between individuals, and can help create a culture of advocacy for

gender minorities in learning environments at Northwestern. For example, an ombudsperson or advocate might mediate and help structure the conversation and facilitate a positive outcome.

Note: Both the Faculty Senate and the Provost's Office Staff Engagement Survey Committee have also suggested the need for an ombudsperson at Northwestern. Ombudspersons are available at many of our peer institutions.

III. Peer institution benchmarks

Classroom suggestions by the [Learning Innovation office at Duke University](#).

Bryn Mawr College has created guidelines for [Asking For and Using Pronouns](#).

Vanderbilt University encourages [Teaching Beyond the Gender Binary in the University Classroom](#).

[University of Kansas](#) offers pronoun guidelines

*Note that most of these guidelines are put out by specific university offices (often those dedicated to LGBTQ issues) and are not explicitly endorsed at high levels of the university.

IV. Further reading and resources:

[Case, K. and Meier, S. "Pedagogical Best Practices for Trans Youth Ally Training" Farrington, J. \(2017\) Chicago Children's Museum: Gender Pronoun Option for Email Signatures](#)

[Manion, J. \(2018\). Public Seminar: The Performance of Trans Inclusion](#)

[Spade, D. \(2018\) "We Still Need Pronoun Go-Rounds"](#)

Resources for creating trans-inclusive learning spaces:

- [Creating Trans Inclusive Classrooms & Group Space](#)
- [Adapted from Dean Spade's "Making classrooms welcoming for Trans students"](#)
- [UC Berkley: Creating Inclusive Classrooms for Trans* and Gender Expansive Students](#)

Recommendation 3 Expanding Gender-Inclusive Facilities

I. Recommendation

The task force recommends that Northwestern University ensure that University facilities are safe spaces for trans and gender non-conforming individuals, including ensuring access to all-gender bathrooms.

II. Action items

1. Expand the availability of all-gender bathrooms in campus facilities.

Some units and buildings at Northwestern—including the University Library, [Norris](#), University Hall, Kresge Hall, Kellogg, and the Henry Crown Sports Pavilion, as well as several University houses—already have some explicitly designated, single-occupancy, all-gender bathrooms. Other single-occupancy bathrooms are “all-gender” in practice, although the signage for most of them use gender-binary imagery. The only multi-stall all-gender bathroom we are aware of is located at the Institute for Sexual and Gender Minority Health and Wellbeing (ISGMH) on the Chicago campus. Representatives from Facilities Management have indicated that their unit is currently installing menstrual products in some men’s and all-gender bathrooms, but have limited resources to complete this effort.

We recommend that Northwestern create and implement a comprehensive plan to provide all-gender bathrooms throughout the University. The plan should ensure that those who want to use an all-gender bathroom could do so by walking no more than three minutes, which means that an all-gender bathroom should be available in all Northwestern buildings.

Measurable Desired Outcomes:

We propose the creation and implementation of a two-step plan:

Stage 1:

- a. Designate all existing single-occupancy bathrooms as all-gender bathrooms, with standardized signage that does not use gender-binary imagery. This would include all single-occupancy bathrooms in both large[§] and small buildings (including historic houses occupied by Northwestern). “All Gender” is preferred by task force members over “Gender Open,” “Gender Neutral,” and other terms that circulate within and outside of Northwestern.

[§] The term “large buildings” refers to University facilities that are large enough to have gendered multi-stall bathrooms in individual floors.

- b. Create a GPS-based application or widget indicating the location of all-gender bathrooms throughout the University. Include all-gender bathrooms on all printed and online campus maps. It is crucial that these maps are maintained and stay up to date.
- c. Provide menstrual product dispensers in all bathrooms, including those designated as men's bathrooms.
- d. Ensure all-gender bathrooms are wheelchair accessible and have baby changing tables in them.
- e. Create an explicit policy clarifying that trans and gender non-conforming people at Northwestern can use any bathroom that corresponds to their gender identity and will not be questioned or challenged by University staff or contractors about their gender.

Stage 2:

- a. Generate and implement a plan to create all-gender, multi-stall bathrooms in all large Northwestern University buildings. A particularly good opportunity may arise in buildings undergoing renovation. The University should consider creating an altogether new multi-stall, all-gender bathroom in large buildings (or, alternatively, convert a currently gendered multi-stall bathroom were permitted by the [Illinois code](#)).
 - b. Create a policy for the inclusion of a multi-stall, all-gender bathroom in the design and construction of new large buildings.
 - c. Consider innovative open designs such as that described in the [Stalled! Online](#) video. Open design alters the notion of public bathrooms as enclosed spaces. A possible addition to this innovative design involves the creation of a private area with urinals, which would make it more likely that cisgender men would use them, reduce the volume of water used for flushing, increase the availability of toilets for those who need them, and reduce the potential for toilet seats to be soiled with urine.
2. [Foster a culture of support for trans and gender non-conforming people at Northwestern.](#)

Measurable Desired Outcomes:

- a. Create an educational program that encourages faculty, staff, and students to self-designate as allies. This goal directly links with the third recommendation below.
- b. Create visually appealing materials that allies can use to signal their support and declare that a space is a safe space (e.g., buttons, signs for office doors, etc.). Note: These materials may refer not only to gender diversity but also to sexual diversity and LGBTQ people more generally.
- c. Provide resources to increase opportunities for trans and gender non-conforming people—at all levels: students, staff, and faculty—and their allies to meet each other.

3. [Educate the campus community on how to make Northwestern University facilities more welcoming, friendly, and safe for trans and gender non-conforming people.](#)

Measurable Desired Outcomes:

- a. Create an education campaign to raise awareness about trans and gender non-conforming issues and to indicate Northwestern University's commitment toward making our university a safe space in terms of gender and sexual diversity.

Such a campaign should include clear definitions of what constitutes a "safe space." It should also provide information about the importance of all-gender bathrooms, including about the availability of menstrual product dispensers and the desired etiquette of behavior within all-gender bathrooms.

Note that gendered spaces may be safe and affirming toward trans and gender non-conforming members of the University community, provided that they strive to be fully inclusive and free of sexism, transphobia or homophobia. The proposed campaign should also include components that explicitly address what community members can do to turn Northwestern University facilities into safe spaces. Finally, the campaign should be linked to the promotion of an expanded system of ally trainings (see the section on Campus Resources).

III. Peer institution benchmarks

[University of California. Guidelines for Providing Gender Inclusive Facilities.](#)

Emphasizes the availability of safe, accessible, and convenient restroom facilities.

UC Berkeley: ["A first in California: Berkeley opens large-scale universal locker room."](#)

Describes the implementation of a 4,500-square-foot universal locker room at the campus's [Recreational Sports Facility](#) (RSF). The university also has a restroom [locator](#) and website.

UCLA: [Policy example of bathroom conversion](#) and all-gender restroom [map](#).

[Yale University sues Connecticut over gender-neutral bathrooms.](#)

Promoted a statewide change in policies that can limit gender-neutral bathrooms in public buildings.

[Official Guide to Trans Resources at Stanford.](#)

Aims to have all-gender single-occupancy restrooms in all buildings by 2020, as well as a [map](#) of all-gender restrooms on campus.

[UMass Trans FAQ Resources](#)

Recognized the right of trans and gender nonconforming people to use the gendered bathrooms in which they feel safer and more comfortable. The formal policy is listed [here](#).

IV. Further reading & resources

[Crockett, Emily. \(2016\) Vox: "Safe Spaces, Explained"](#)

[Gershenson, O. \(2010\), "The Restroom Revolution: Unisex Toilets and Campus Politics."](#)

[Lodewick, Colin \(2016\), 34th Street Magazine: "The Everyday Struggle of Trans Students at America's Most LGBTQ Friendly School: Dissecting Penn's Trans-Friendly Reputation"](#)

[Rogers, Michaela M. \(2017\). "The intersection of cisgenderism and hate crime: learning from trans people's narratives." *Journal of Family Strengths*: Vol. 17, Issue 2, Article 5.](#)

[Talusan, Meredith. "We've Always Been Nasty: Why the feminist movement needs trans women and gender-nonconforming femmes."](#)

Report: [2015 U.S. Transgender Survey: Experiences in Restrooms](#)

Recommendation 4

Expanding Health Services and Supporting Well-Being

I. Recommendation

The task force recommends that Northwestern University strengthen, develop, and implement a host of campus-based health and wellness resources for trans and gender non-conforming students, staff, and faculty.

II. Actions items

We recommend four broad but interconnected categories of recommendations to strengthen the campus-based resources to support the health and well-being of trans and gender non-conforming faculty staff and students at Northwestern.

1. Develop and strengthen health- and wellness-related communications

We recommend that the University improve access to available information and communications for Northwestern University students, staff, and faculty.

Measurable Desired Outcomes:

- a. Create and disseminate information on how to access gender affirming health care and benefits at the University. Make these benefits and information part of the regular list of benefits on the University's Human Resources (HR) website and the Student Health Services website.
- b. Communicate to current and prospective students, faculty, and staff information about the available health- and wellness-related resources and supports on campus.

2. Adopt best practices and improve quality of care

We recommend a series of strategies to improve the quality of care at Northwestern University that is geared toward trans and gender non-conforming students, staff, and faculty

Measurable Desired Outcomes:

- a. Create intake/health history forms at Northwestern University Health Services (NUHS) and HR for optional disclosure of pronouns.
- b. Provide transparent, easy-to-understand and accessible information about available health care to trans and gender non-conforming people at Northwestern University. The goal is for trans and gender non-conforming students, staff, and faculty to be able to navigate their care without needing additional support (unless wanted).

- c. Work with the Aetna health insurance plan to ensure that students who seek medical care off-campus are not responsible for meeting their deductible before coverage for routine office visits begins. This is a broader concern for students who need any type of specialized care, including but not limited to trans-related health care that is not adequately provided at Northwestern University Health Services (NUHS).
 - d. Ensure health insurance plans are connected to health care providers and hospitals that follow the World Professional Organization of Transgender Health (WPATH) Standards of Care and other corresponding standards.
 - e. Promote sick time policies in Human Resources and medical leave policies for students to better serve those undergoing gender-affirming surgeries and other health matters.
 - f. Provide in print the University's Extended Sick Time Policy (EST) for faculty and staff and medical leave policies for students, at the time the person begins at Northwestern University, as part of the materials referred to under recommendation #5 in the University Resources section.
 - g. Provide links to HR Extended Sick Time on websites dedicated to providing resources for trans and gender non-conforming people at Northwestern University.
3. Increase the number of health care staff trained in the issues affecting trans and gender non-conforming people.

Measurable Desired Outcomes:

- e. Create or designate a trained patient advocate team to help trans and gender non-conforming people navigate Health Services and the pharmacy (e.g., insurance, hormone replacement therapy, speech pathologists, gender affirming surgeries, etc.). Note: Advocates should also be able to help navigate *both* the Blue Cross Blue Shield and Aetna health insurance plans. Because of the differences in these health plans and the difference in needs and resources available to each group, it make sense to have at least one advocate be faculty- and staff-facing (HR) and at least one be student-facing (NUHS-Patient Advocacy Coordinator). Feinberg School of Medicine has a patient advocacy unit that could be leveraged for this.
- f. Employ at least one health care provider at NUHS who is trained in providing hormone replacement therapy and trans-related health care.
- g. Provide training to current NUHS health care providers, so that trans and gender non-conforming students do not need to leave campus for health care.
- h. Strengthen Counseling and Psychological Services (CAPS) expertise in trans and gender non-conforming counseling and group supports either by providing trainings and/or hiring additional staff.

4. Increase health and well-being services and support

Measurable Desired Outcomes:

- a. Offer LGBTQ students in-house/campus based identity-focused mental health care within Counseling and Psychological Services (CAPS). This should include individual care and support groups.
- b. Designate a unit that is responsible for housing trans and gender non-conforming wellness programs that serve students, staff, and faculty.
- c. Create wellness measures and supports for people who do not want to disclose their gender identity/“remain stealth” or who may be trans and gender non-conforming and do not wish to change pronouns.
- d. Expand current promotional materials for the Student Emergency and Essential Needs (SEEN) Fund and other financial resources through Student Enrichment Services (SES) that can address some of the financial needs for trans and gender non-conforming students. Explore what amount of information would be necessary to include on financial assistance applications like the Student Enrichment Services (SES) One Form in order to justify need for assistance.
- e. Identify current resources and provide units and departments with additional training to support the wellness of trans and gender non-conforming faculty, staff, and students.
- f. Consider the ways medical and surgical transitions impact students’ participation in athletics and create support structures and accountability in the Athletics Department.

iii. **Current landscape**

Over the years, dedicated members of Northwestern’s campus community have worked to establish a host of health and well-being resources to support gender and sexual minorities. Full review of their current or prior work, and an inventory of existing services, would be required to discern whether gender minorities (trans and gender non-conforming people) have been at the center of these services, supports, and advocacy initiatives. However, we compiled an initial list of the units and groups on campus that have contributed to enhancing the health and well-being of trans and gender non-conforming people on campus. They include:

- Queer Wellness Days
- LGBT Campus Advisory Network→LGBT Support Network
- LGBTQ staff affinity group (provides community and reduces alienation)
- LGBTQ faculty reception (provides community and reduces alienation)
- Out network (provides community and reduces alienation)
- Ally trainings (education promotes harm reduction)
- Rainbow Alliance
- The Queer Pride Graduate Student Association (QPGSA)
- Jeremy Cohen, CAPS (LGBTQ specific therapist)
- Multicultural Student Affairs and the Gender & Sexuality Resource Center
- Institute for Sexual and Gender Minority Health and Wellbeing

- Gender & Sexuality Studies Program
- Sexualities Project at Northwestern (SPAN)
- Women’s Center
- Health Services
- The Northwestern University Staff Advisory Council (NUSAC)
- Human Resources (HR)/Benefits

The above list is not comprehensive but they constitute notable efforts that are worth expanding upon.

Faculty and Staff Groups

The Gay and Lesbian University Union (GLUU) worked on the domestic partner initiative to get domestic partners covered under health insurance. Currently, Northwestern requires partners to have a civil union with Northwestern University employees prior to them and their children being covered under their plan.

The Northwestern University Staff Advisory Council (NUSAC) and LBGTQ Campus Advisory Network were involved in getting the trans-specific exclusions removed from Northwestern University health care policies. Currently there are also no specifics about gender-affirming surgeries in the plan. These changes were made for the 2013 benefits year.

Student Groups

Student groups have advocated for more health services and supports for trans and gender non-conforming people and shared the following with the Office for Institutional Diversity and Inclusion (OIDI) in August of 2018:

“We request that the university provide gender-affirming surgery benefits for both students and faculty/staff under Northwestern health care insurance.

- We request that the university publishes and disseminates information about accessing gender-affirming surgery benefits.
- Although the university insurance does provide gender-affirming surgery benefits, the process to access those services is confusing and difficult. For example, in order to access these benefits, students must obtain one to two letters from a licensed mental health care professional, which is not always financially accessible, and their request must be passed by the Precertification Review Board, which is a lengthy and uncertain process. The insurance plan does not specify how much students have to cover, leaving low-income students uncertain about the accessibility of these services. We request that the university implement measures to alleviate these concerns about the accessibility of gender-affirming surgery benefits through negotiation with Aetna.”

iv. Peer institution benchmarks

[UPenn](#) offers trans health services and uses The World Professional Association for Transgender Health's Standards of Care (SOC) for the Health of Transsexual, Transgender, and Gender Nonconforming People as their clinical guidelines.

[Princeton](#) has a Health Services page dedicated to trans services.

[Yale](#) has a Health Services page dedicated to trans services but requires a "letter of readiness" from a mental health provider.

v. Further reading & resources

- [Trans Health Glossary](#)
- Robinson, Bean and Jeffrey Whitman. [World Professional Association for Transgender Health, Inc.: Clarification on Medical Necessity of Treatment, Sex Reassignment, and Insurance Coverage in the U.S.A.](#)
- Greathouse, Maren. [Higher Education Today: "It Doesn't Always Get Better for Queer-Spectrum and Trans-Spectrum College Students"](#)
- [Howard Brown Health Center: Hormones FAQ](#)
- Smith, S.E.. [Rewire. News: "Does Informed Consent Mean 'Hormones on Demand' for Trans People? Not So Much".](#)
- [Dys4ia – Online Game](#)

Recommendation 5 Increasing University Resources

I. Recommendation

The task force recommends that Northwestern University strengthen, develop, and implement a host of campus-based resources for trans and gender non-conforming faculty, staff, and students.

II. Action items

1. Develop a dedicated campus navigator unit to help coordinate campus resources and advocate for needed resources.

We recommend that this unit be charged with serving faculty, staff, and students, and be affiliated with the Office of the Provost and/or the Office of Institutional Diversity and Inclusion (OIDI).

This unit would also assist in developing a broader infrastructure across campus that can help transform a variety of spaces into gender-inclusive and -affirming settings. And it would be responsible for educating, training, and engaging students' parents and families.

Measurable desired outcomes:

- a. Create a team of dedicated and trained professionals who can coordinate, identify, and advocate for resources. They could help with name changes, changing gender markers, navigating the campus as “stealth” (meaning someone who presents themselves as their desired gender at all times) and/or as non-binary, identifying both campus and community-based resources, including in terms of accessing campus and emergency housing.
 - b. Spearhead the development of a broader infrastructure across campus that can help transform a variety of spaces into gender-inclusive and -affirming settings.
 - c. Educate, train, and engage parents and families.
2. Identify and create trans and gender non-conforming specific high-impact spaces on campus.

The University would benefit from creating centrally located physical spaces that are welcoming trans and gender non-conforming individuals (see Common Spaces recommendations), which should include, but not be limited to, affinity spaces. We encourage the University to organize support groups for trans and gender non-conforming individuals. Finally, we recommend that the University also foster intellectual/academic spaces that center on trans and gender non-conforming experiences (i.e., trans studies, endowed fellowships, coursework on relevant topics, reading/study groups/learning circles, learning institutes, etc.).

Measurable Desired Outcomes:

- a. Conduct an asset-mapping process to identify known physical spaces that support trans and gender non-conforming people and provide units, programs, and departments with additional operational resources.
- b. Create additional spaces (social, physical, intellectual, professional) based on need and interests of trans and gender non-conforming people at Northwestern.

3. Dedicate funding for events and programming centered on trans and gender non-conforming faculty, staff, students, and alumni.

We recommend that the University foster an intellectual and academic culture that is more explicitly inclusive of gender diversity, dedicating specific funding to encourage different programs, departments, and units to organize events and programming that give visibility to trans and gender non-conforming individuals, their life experiences, and the issues that they face. The goal would be not only to increase the levels of knowledge and awareness about trans and gender non-conforming issues on campus, but also to generate a greater sense of inclusion among those groups in University life.

Measurable Desired Outcomes:

- a. Create an LGBTQ unit within OIDI to develop and implement programming, events, and affinity spaces for gender & sexual minorities on campus including dedicated funding for trans and gender non-conforming people.
- b. Conduct an asset-mapping process to identify known physical spaces that support trans and gender non-conforming people and provide units, programs, and departments with additional operational resources.

4. Develop a mentorship program to combat isolation, foster a sense of belonging, and support recruitment and retention efforts.

A mentoring program could serve to connect students, staff, and faculty who disclose their non-binary or trans identities and wish to be paired with other students, faculty, staff, and alumni.

It is important to note that trans and gender non-conforming people often face multiple/compounded forms of societal and institutional marginalization and may wish to also be connected to other affinity and support spaces (e.g., older members involved in Multicultural Student Affairs, racial and ethnic identity-based alumni networks, and staff and faculty associations, etc.).

Measurable Desired Outcomes:

- a. Help connect self-identified gender non-binary students, staff, and faculty with each other.
- b. We recommend partnering with the Northwestern University Pride Alumni Club (NUPAC) and the Northwestern Alumni Association (NAA) especially to recruit

non-binary and trans alumni and students as part of the association's ongoing [mentoring program](#).

5. [Develop targeted marketing materials and outreach/engagement strategies regarding accessing campus resources to message to trans and gender non-conforming people that resources are gender-inclusive and affirming.](#)

The goal should be to message to trans and gender non-conforming individuals that University resources are gender inclusive and gender affirming. These efforts could be linked to a proposed broader educational and communication campaign on gender diversity, gender non-binary, and trans issues at Northwestern.

Measurable Desired Outcomes:

- a. Develop guidelines for inclusive language for Northwestern communications, including instructional materials, print and digital communications, meetings, events and other programs.
- b. Educate campus units that provide general resources so that they are trained to serve gender-diverse faculty, staff, and students.
- c. Create a phased-in marketing and promotion strategy that updates all printed and online resources so that they no longer use gendered language and explicitly state they support gender diversity.

III. Strengthening the current Network of LGBTQ, sexuality, and gender-related resources at Northwestern

Over the years, members of the University community have created a host of resources to support gender and sexual minorities. Implementation of our recommendations would strengthen this network, with a particular emphasis on trans and gender non-conforming members of the University community.

A full audit of these on campus resources' current or prior work would be required to discern whether and how trans and gender non-conforming people have been at the center of support and advocacy initiatives. However, the task force Core Working Group identified several units, groups, and people on campus who have contributed to the inclusion of trans and gender non-conforming people at Northwestern**:

- a. LGBT Campus Advisory Network→LGBT Support Network
- b. LGBTQ staff affinity group
- c. LGBTQ faculty reception
- d. Out network
- e. Ally training
- f. Rainbow Alliance
- g. QPGSA

** This list is not meant to be exhaustive. Some groups and individuals may have been inadvertently omitted.

- h. Multicultural Student Affairs and the Gender & Sexuality Resource Center
- i. The Institute for Sexual and Gender Minority Health and Well-Being (ISGMH)
- j. Gender & Sexuality Studies Program
- k. The Women's Center
- l. The Sexualities Project at Northwestern (SPAN)
- m. CARE-OVW grant to look at the intersections between sexual violence and LGBTQ folks
- n. Queer Studies Reader
- o. Joel Ellison, campus champion for trans and gender non-conforming people
- p. JT Turner, former assistant director, MSA (no longer at NU)
- q. Jeremy Cohen, CAPS (LGBTQ specific therapist)
- r. Northwestern University Pride Alumni Group (NUPAC)

We emphasize the need for these groups and individuals to be taken into account as new resources and strategies are developed, and to involve them in the implementation of our task force recommendations. In other words, Northwestern should build on the already existing network of individual projects, programs, initiatives, and groups that have formed over the years to address specific LGBTQ issues at Northwestern.

IV. Peer institution benchmarks

Brown University's [Trans@Brown](#) services offer “affirming support for the trans and gender non conforming community at Brown.”

Yale University's [Trans@Yale](#) services offer “resources for transgender, gender nonconforming, genderqueer and gender-questioning students, faculty and staff at Yale”

University of Pennsylvania's [Trans@Penn](#) offers a host of resources such as “Steps to Change a Sex Marker,” “Trans Support Groups,” “Mental Health Support and a fund dedicated to support trans people who are transitioning (e.g., Leslie Townsend Fund).

University of Chicago's [Trans@Chicago](#) offers a host of trans resources on and off campus such as “Athletics,” “Name Changes,” and “NETID/email changes,” “Health,” etc.

V. Further reading & resources

[Suggested Best Practices: Suggested Best Practices for Supporting Trans Students – Mental Health & Counseling.](#)

[Bilgehan Ozturk, M. & Tatli, A. \(2015\) “Gender identity inclusion in the workplace: broadening diversity management research and practice through the case of transgender employees in the UK” \(*Conclusion on pg 16 \).](#)

Nicolazzo (2016). "Just Go In Looking Good": The Resilience, Resistance, and Kinship-Building of Trans* College Students (beginning at "the tiring labor of practice trans* gender").

Recommendation 6

Creating Gender-Inclusive Residential Services

I. Recommendation

The task force recommends that Northwestern University provides trans and gender non-conforming students safe, comfortable, and gender affirming housing.

II. Action items

1. Expand the existing Gender Open Housing policy to create affordable and less isolating options, including doubles and suites in locations throughout campus.

Measurable Desired Outcomes:

- a. Create affordable and less isolating options in a larger number of residence halls.
 - b. Switch from the label “Gender Open” to the “All Gender” nomenclature proposed in this report for use throughout Northwestern.
-
2. Ensure that the procedures for signing up for All Gender Housing are simple, equitable, and sensitive to the privacy needs of trans and gender non-conforming students.

Measurable Desired Outcome:

- a. Review current procedures that new and existing students must follow to request all-gender housing, keeping in mind the specific needs of trans and gender non-conforming students.
-
3. Educate the campus community, alumni, and parents on the University’s commitment to gender inclusivity. Include housing issues and other space-related issues in a University-wide education campaign about gender diversity.

Measurable Desired Outcome:

- a. Develop an educational campaign that (1) defines gender, gender identity, and gender expressions not as binary or fixed realities, and (2) demystifies mixed-gender spaces (e.g., bathrooms, showers, student housing, etc.) as being inherently unsafe, devoid of privacy, and/or sexualized.

This outcome should be included in a larger proposed University-wide education campaign on gender diversity.

4. Change the current binary gender language on housing options websites, as well as any procedures, policies, and practices that assume binary gender for students by strictly categorizing and separating them into men and women.

Measurable Desired Outcome:

- a. Residential Services' printed and electronic materials should be written in gender-inclusive language.

III. Current landscape

Northwestern currently offers some Gender-Open Housing and has become increasingly responsive over the past decade to the on-campus housing needs of trans and gender non-conforming students. Note: For the purposes of this report, we define Gender-Open housing as housing that “allows students regardless of sex, gender or gender identity, to share a room or suite.”

Undergraduate Housing: Our understanding is that Gender-Open Housing is available only in a few residence halls in the Evanston campus, and that existing descriptions of the residence halls offer little to no information on all-gender bathrooms in residence halls.

Task force members also noted that current options are still inequitable, given that most Gender-Open Housing on campus consists of singles, which are less affordable, sometimes inequitable, and can be isolating and prevent a sense of inclusion into the larger student community. For example, at the time of our meeting, we noted that the current options for undergraduate Gender-Open Housing listed in University websites were as follows:

- Foster Walker, Kemper, and 560 Lincoln have the more expensive cost bracket for singles. It costs \$11,318 per year for a single in those dorms compared to singles in other dorms, which cost \$10,694.
- Kemper and 560 Lincoln have doubles as well as singles, but they are the higher cost bracket as well - \$10,110 whereas doubles in other buildings range from \$8,921-\$9,476.
- None of the Gender-Open Housing is in locations that have singles with a bath (for accessibility needs), and the housing options that do are more expensive, \$12,017.
- None of the current Gender-Open Housing options are considered south campus. Kemper and 560 Lincoln are north, and Foster Walker Complex is mid-campus thus presenting a geographic barrier for trans and gender non-conforming students with

classes that are all on the south campus (i.e., gender studies students, Weinberg students, etc.).

Graduate Housing: Our understanding is that some graduate residence halls, which are open to graduate/professional student, are now Gender Open.

Students on the task force expressed that more needs to be done to achieve an appropriate level of availability of Gender-Open Housing options in residential spaces for students. We know this is an area of services at Northwestern that is changing rapidly, in part due to openness among the housing staff, and we encourage the University to support their efforts both logistically and financially.

Additionally, students indicated that the Phi Delta chapter at Northwestern of Phi Delta Theta currently provides a gender-inclusive housing option for their chapter members who are cis or trans identified. Their members of all genders share all-gender bedrooms, showers, and bathrooms within their fraternity house. This suggests the importance for Northwestern University to interact with and encourage the Greek system to implement housing policies that are inclusive of trans and gender non-conforming students.

Current procedures to access all-gender housing:

Students on the task force indicated that in 2018–19, undergraduate students (over the age of 18) had to select Gender-Open Housing on the housing application to gauge interest before the self-selection housing process began, and that to do so they had to disclose their gender identity/gender expression. We recommend that the procedures for signing up for Gender-Open Housing are reviewed so as to ensure that the privacy of trans and gender non-conforming students is appropriately respected in the process of selecting housing options and roommates.

Students also reported that if any student felt uncomfortable or unsafe with their roommate assignment, they could contact their RA or RD to begin a mediation process. If mediation did not lead to a resolution, roommate switches could be then arranged (except in an emergency situation, for which an immediate housing change could be made).

A point of clarification is that Gender-Open Housing is not only available to trans and gender non-conforming students, but to any and all students who want to live in a mixed-gender setting. Romantic partners appear to be discouraged from being roommates.

Current use of gender-binary language in the websites of Northwestern University residence halls:

At the time of writing, the description in most of the University residence halls still assumed a strict gender binary, often also indicating a strict gendered separation between “men and women” (living in different floors, wings, etc.). Included are the descriptions for [Foster Walker \(PLEX\)](#), [Kemper Hall](#), [2303 Sheridan Road](#), [Sargent Hall](#), [Bobb Hall](#), [McCulloch Hall](#), [Willard Hall](#), [1856 Orrington](#), and [Rogers House](#). This language is used in spite of the fact that the residence halls’ descriptions also indicate that they are open to “all undergraduate students,” and also despite the fact that some of them already offer some Gender-Open Housing.

It is imperative that the gender-binary language shifts as the residence halls become more gender inclusive. We also recommend that the Housing Options website normalizes Gender-Open Housing options at Northwestern by moving them out from the current rubric of “[Special Interest Housing](#),” which may have the effect of stigmatizing those who choose not to live in a gender-binary and segregated environment.

Finally, it is important to note and celebrate that the description of the graduate housing options for graduate/professional students do not assume binary gender in their descriptions and therefore are more inviting to trans and gender non-conforming graduate and professional students and their families. Those include [Englehart](#) and [McManus](#), which is open to Kellogg students. Similarly, the Garrett Place Apartments also are described in gender-neutral terms (note: this residence is currently not listed as a Gender-Open option).

IV. Peer institution benchmarks

There are various gender-inclusive housing models to support trans and gender non-conforming students:

[Brown University](#) offers gender-neutral housing options.

[Yale University](#) offers mixed-gender housing options for second through fourth-year students.

[The University of Chicago](#) offers open-gender housing options for second through fourth-year students.

[The University of Pennsylvania](#) offers gender-neutral housing options.

V. Further reading and resources:

[Vocabulary: GQNBT Housing Vocabulary Terms](#)

[Suggested Best Practices: Consortium of Higher Education LGBT Resource Professionals: Suggested Best Practices for Supporting Trans Students \(pg. 4\)](#)

[Nicolazzo, Z., Marine, S.B. \(2015\). "It Will Change if People Keep Talking: Trans Students in College and University Housing." *The Journal of College and University Student Housing*. Vol. 41, No. 1.](#)

Recommendation 7

Strengthening Community, Connection, and Collaboration

I. Recommendation

The task force recommends that Northwestern University cultivate a campus community that fosters a sense of community and connection for trans and gender non-conforming faculty, staff, and students.

II. Action items

1. Cultivate a climate of belonging and inclusion for gender diverse people.

We recommend that Northwestern prioritize meeting the essential basic needs of trans and gender non-conforming people in order to foster their sense of belonging. We recommend that the University address the social aspects of belonging once basic needs like names, pronouns, accessible and affirming health care, and facility accessibility are integrated into campus life.

Measurable Desired Outcomes:

- a. Implement recommendations for basic needs like health insurance and facility accessibility, as outlined in prior recommendations.
 - b. Map, assess, strengthen, and amplify current spaces on campus, including exploring those marked as gender binary, where trans and gender non-conforming people are feeling safe and connected, in order to further build community.
- ##### 2. Encourage staff to foster community and connection for trans and gender non-conforming people at Northwestern, and add new staff dedicated to this goal.

We recommend that Northwestern hire staff who are trained to support trans and gender non-conforming people. There are increasing efforts on campus to provide programming that builds community and connection within the trans and gender non-conforming community; however, much of that work is student facing. Additionally, a considerable amount of this work has been spearheaded by trans and gender non-conforming people at Northwestern who have identified and then responded to their community's needs for community and connection. Hiring and designating more staff will ensure that faculty, staff, and student feel supported and that members of this population are not solely responsible for their own sense of belonging at Northwestern.

Measurable Desired Outcomes:

- a. Designate staff members who are responsible for the facilitation of fostering community and connection at Northwestern for and among trans and gender non-conforming faculty, staff, and students, with a particular focus on staff and faculty community building.
 - b. Create an additional Full Time Equivalent (FTE) outreach and engagement position within Multicultural Student Affairs (MSA) to ensure that a full-time staff person is staffing the Gender & Sexuality Resource Center (GSRC) and supporting students.
3. Allocate funds to ensure programming for trans and gender non-conforming students, faculty, staff and their allies, so that they have resources necessary to foster community and connection.

Northwestern University should provide funding to trans and gender non-conforming students, faculty, and staff and their allies that foster community building efforts and collaborations.

Measurable Desired Outcomes:

- a. Create an annual affinity based funding stream that trans and gender non-conforming faculty, staff and students could apply to that would support their efforts to build community and collaborate.
 - b. Allocate an annual affinity based operational budget that would ensure outreach efforts and programming to foster community and connection would be sustainable and would engage faculty, staff and students.
4. Maintain an accurate and up to date website with resources for trans and gender non-conforming students, faculty and staff.

Such a website should communicate the aforementioned initiatives and also serve as safe landing pad and warm welcome for those who may be interested in attending and working at Northwestern.

Measurable Desired Outcome:

- a. Update all relevant webpages quarterly.

III. Current Northwestern efforts to foster community, connection, and collaboration for trans and gender non-conforming people.

There are increasing efforts on campus to provide programming that builds community and connection within the trans and gender non-conforming community; however, much

of that work is student facing. A considerable amount of this work has been spearheaded by trans and gender non-conforming people at Northwestern who identified and then have responded to the needs of their community. Below is a listing of the trans, gender non-conforming, and queer inclusive organizations and units at Northwestern that strive to foster community and connection. There are also other units on campus that offer co-sponsorships and partnerships/collaborations for events and programming that foster community and connection for trans and gender non-conforming people on campus; however, even then, trans, gender non-conforming, or queer people are often leading these efforts in addition to their designated roles within the University.

- LGBTQ Advisory Board
- MSA programming
- Queer Pride Graduate Student Association (QPGSA)
- LGBTQ Advisory Board
- Rainbow Alliance
- Gender & Sexuality Resource Center
- Women’s Center counseling services (no longer in operation)
- LGBTQ Ally Training
- LGBTQ faculty and staff affinity group (MSA)
- LGBTQ faculty reception
- The Institute for Sexual and Gender Minority Health and Well-Being (ISGMH)
- The Gender & Sexuality Studies Program
- The Sexualities Project at Northwestern (SPAN)

IV. Peer institution benchmarks

1. [Duke Group Spaces](#) are “formed to provide a space for people holding similar identities to connect around those identities while meeting the changing needs and desires of the Duke student community.”
2. [University of Chicago](#) offers several “Ways to Get Involved” on their larger LGBTQ webpage.
3. UPenn offers a host of year around campus resources to build community and connection and also hosts a week long [Qpenn](#) event, which is an annual LGBTQ cultural week.

V. Further reading and resources:

[Ennis, Dawn \(2019\) “Genderqueer, bisexual bowler finds their lane at Vanderbilt.”](#)

[Jaschik, Scott \(2019\) "Morehouse Will Start Admitting Transgender Men."](#)

Susan B. Marine, S., Helfrich, G., & Randhawa, L. (2017) ["Behind the Scenes: Gender Inclusive Practices in Campus Women and Gender Centers."](#)

Appendix B: Task Force Membership

CO-CHAIRS

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Nzinga, Sekile M. (Women's Center, Gender & Sexuality Studies)

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Lee, Seri
McQuillan, Mollie
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Shrodes, Addie
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STAFF

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Casazza, Jaci (University Registrar and Office of the Provost)
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Cohen, Jeremy (Counseling and Psychological Services)
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Estabrook, Morgan (Alumni Relations and Development)
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Martinez, Lt. Haydee (University Police, Evanston Campus)
McCoy, Vincent (Northwestern University Library)
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Palinkas, Dr. Robert (Health Services Administration)
Prins, Mark (Student Health Insurance Office)
Rapp, Kim (International Relations)
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Schaefer, Kelly (Student Engagement)
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FACULTY

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Foster, Doug (Medill School of Journalism)
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Reed, Baron (Philosophy Department)
Shapiro, Lilah (School of Education and Social Policy)
Stokes, Lauren (History Department)
Tuerkheimer, Deborah (Pritzker School of Law)
Weismantel, Mary (Anthropology Department)
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ALUMNI

Diem, Daniel (Kellogg School of Management '87, Alumni Association and former board member of NUGALA)

Appendix C: Student Survey Report
***“Genderqueer, Non-Binary, and Transgender Student
Priorities and Experiences”***

Genderqueer, Non-Binary, and Transgender Student Priorities and Experiences

**At Northwestern University
June 2019**

Student-Led Survey Report

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SURVEY TEAM

Nine undergraduate and graduate students at Northwestern University designed, conducted, and analyzed this Genderqueer, Non-binary, and Transgender Student (GQNBT) Priorities and Experience Survey in cooperation with the LGBTQ+ Student Advisory Board in Multicultural Student Affairs and the GQNBT Task Force. We represent leadership and membership in the LGBTQ+ Student Advisory Board, Rainbow Alliance, the Queer Pride Graduate Student Association, and the Black Graduate Student Association.

- Dominique Adams-Santos is a Sociology PhD candidate whose work centers on sexuality and digital space, specifically queer digital intimacy and placemaking. Dominique is a proud member of the LGBTQ Advisory Board and the GQNBT Task Force.
- Natalie Gallagher is a Psychology PhD candidate. She studies how people think about complex social patterns (e.g. social categories, social networks), and is very interested in statistics and methodology. She is deeply committed to the idea that all scientific knowledge reflects the values of those who conduct it.
- Alexandra Garr-Schultz is a Social Psychology PhD candidate. She researches selfhood and identity among minority populations, including challenges to authenticity and positive identity development. She is currently the Vice President of the Black Graduate Students Association and a member of Northwestern's LGBTQ Advisory Board.
- Lauren Herold is a Radio/TV/Film PhD candidate. She is the Advocacy Chair for the Queer Pride Grad Student Association. She studies LGBTQ television history.
- Kai Kuo is a junior studying Social Policy and Biology. They are a member of Northwestern's LGBTQ Advisory Board. They hope to one day become a physician who provides affirming medical care to trans and gender non-conforming people.
- Saeed Rezko is a second-year undergraduate student studying Sociology. They are the External President of Northwestern's Rainbow Alliance and a member of the LGBTQ Advisory Board. They are dedicated to making progress towards a society that humanizes and valorizes all of its members.
- Ado Rivera is a second-year PhD student in the Health Sciences Integrated PhD Program (Health Services and Outcomes Research Track). He is the Service and Activism chair for the Queer Pride Graduate Student Association. He is interested in how health system policies and changes translate to health outcomes.
- Addie Shrodes is a second-year PhD student in the School of Education and Social Policy. She is the President of the Queer Pride Graduate Student Association, a member of the LGBTQ Advisory Board, and a member of the GQNBT Task Force. She studies informal learning and identity development on social media, with a focus on literacy learning and identity in LGBTQ+ youth digital culture.
- Erique Zhang is a first-year PhD student in the Media, Technology, and Society program. Their research interests include the cultural production, media practices, and beauty cultures of women of color and transgender/gender-nonconforming people.

EXECUTIVE SUMMARY

What is the GQNBT Student Priorities and Experience Survey?

Student members of the LGBTQ+ Advisory Board in Multicultural Student Affairs conducted the Genderqueer, Non-binary, and Transgender Student (GQNBT) Experience Survey in 2018-19 to channel GQNBT student voices and thereby inform Northwestern's policies and practices. Our survey was designed collaboratively with the LGBTQ+ Advisory Board; it had one section about the relative importance of Task Force issue areas and one section about campus experience. The survey team distributed the survey via email outreach to 44 Northwestern student groups, centers, and departments in March-April 2019 (see Appendixes 1 & 2). In total, **123 current or recent undergraduate and graduate students ages 18+ who identified as genderqueer, non-binary, transgender, or another non-cisgender identity took the survey.**¹

Who Took the Survey?

Respondents were fairly evenly split between undergraduate and graduate students and reflected a diverse range of gender, race, and ethnic identities, as well as sexual orientations and socioeconomic backgrounds. **Forty-seven percent of respondents were undergraduates and 53% were graduate students.** Respondents were **affiliated with eight schools or colleges at Northwestern:** the plurality listed the Weinberg College of Arts and Sciences (20%) and the School of Communication (13%), but there were also students from McCormick School of Engineering & Applied Science, Feinberg School of Medicine, School of Education and Social Policy, Bienen School of Music, Kellogg School of Management, and Medill School of Journalism, Media, Integrated Marketing Communications.

To capture gender identity variability, we asked participants to select as many gender identity terms as felt appropriate to them. While **the most commonly reported gender identifications were non-binary (40%), genderqueer (37%), gender nonconforming (29%), and transgender person (28%),** people also self-identified as agender, bigender, feminine/femme, graygender, gender neutral, genderfluid, masculine/masc, man, pangender, questioning, two spirit, woman, cisgender, and self-nominated labels. The sample was **primarily white (72%); respondents also self-identified as East/Southeast Asian (15%), Black/African American (9%), Latinx/Hispanic (9%), Middle Eastern/North African (3%), South Asian (4%), Native American (1%), Multiracial (5%), and self-generated terms (3%).** Sexual orientation in this sample was also diverse, with the **most prominent identification being Queer (37%).** Socioeconomically, the sample was varied - **63% had received financial aid as an undergraduate,** while 37% had not; 24% were Pell-Grant eligible, while 76% were not.

What Were GQNBT Students' Top Priorities?²

Respondents identified Health Care and Insurance as the highest-priority area. This was followed (in order) by Bathrooms, Names & Identity, Classrooms, Residential Life, University Resources, Community Connection, and Common Spaces. Lower-SES students (i.e. Pell-Grant-eligible or receiving financial aid) placed a higher priority on Health Care and Insurance and University Resources than those who were relatively higher-SES. Graduate students were substantially less concerned about residential issues than undergraduates. These rankings were similar for white students and students of color.

1) Health Care and Insurance: 43% of respondents ranked this area as their first or second concern. However, 65% of Pell-Grant eligible students and only 29% of Pell-Grant ineligible students ranked this as their first or second concern, meaning that this concern was greater for lower-SES students. Student comments emphasize the consequences of inadequate health care:

¹ Of these, 62.6% completed the entire survey. All percentages reported are based on the number who completed the specific question.

² We asked participants to rank the priorities already defined by the GQNBT Task Force; they did not self-generate priorities in this data. One hundred and seven respondents completed this section.

- “Doctors and nurses can often (but not always) seem **stilted, illiterate, or antagonistic to trans* and gender non-conforming people on campus**” -Graduate Student
 - “Insurance has been a problem regarding access to prescriptions for HRT and getting fertility banking so I can have biological children... It would be nice if Aetna had more trans-friendly coverage and policies in addition to Northwestern being able to prescribe me the medication I need to transition. **Having to travel and schedule appointments at incredibly busy external clinics was a difficult and stressful task.**” -Undergraduate Student
- 2) **Bathrooms:** 39% of respondents ranked this area as their first or second concern. Students emphasize the lack of all gender bathrooms on campus and the consequences of not having access to this basic right:
- “We need more gender-open bathrooms - **using the restroom is a basic right, and it's outrageous that Northwestern has so few locations for people of varying gender identities.**” -Undergraduate Student
 - “There are nearly no gender neutral facilities on campus... I have often had to wait 5-6 hours in order to walk to a building where I would be able to safely use a bathroom... **I have developed multiple urinary tract infections and bladder infections during my time as a graduate student due to my inability to access a suitable bathroom during coursework.**” -Graduate Student
- 3) **Names/Identity:** 33% of respondents ranked this area as their first or second concern.
- “**Putting my legal name on non-legal documents is harmful because it exposes me as a trans person.** For example, during Wildcat Welcome, some of the folders and other materials had my deadname on them, directly outing me to my Peer Advisor. Additionally, everytime I get locked out of my dorm room and request an access card, my legal name appears and outs me to whoever is working at the neighborhood desk.” -Undergraduate Student
- 4) **Classrooms:** 24% of respondents ranked this area as their first or second concern.
- “When I was a genderqueer student at Northwestern, I frequently had to have conversations with professors so I would be correctly gendered and **there were some professors who refused to use my pronouns.** I also had **very little support in tackling issues with classmates.**” -Graduate Student
 - “I think a more formal education for teachers and TAs about gender and sexuality would be very helpful and a clear statement at the beginning or before the classes start asking students what their pronouns are and really sticking to that. **It really would make a world of a difference to many students.**” - Undergraduate Student
- 5) **Residential:** 23% of respondents ranked this area as their first or second concern. However, 44% of undergraduates and 16% of graduate students ranked this as their first or second concern.
- “**Having to live in a space where you feel uncomfortable makes it hard to feel safe and at home at Northwestern in general.** If you feel like you can't go home to your residence and be comfortable there, it's hard to feel like you have a space to just be you and relax.” -Undergraduate Student
- 6) **University Resources:** 16% of respondents ranked this area as their first or second concern. However, 23% of Pell-Grant eligible students and only 12% of Pell-Grant ineligible students ranked this area as their first or second concern.
- “**The university doesn't really provide any accessible resources.** The name change project link was useful, but it was really necessary to dig for it. **All the trans resources I make use of were personally sought and hunted down by myself.**” -Undergraduate Student
- 7) **Community Connection:** 18% of respondents ranked this area as their first or second concern.
- “I feel that is important that **TGNC and other queer-identifying folx have a space where they feel safe and comfortable and able to talk about their specific concerns without feeling like they're being interrogated or representing a marginalized body of people.**” -Undergraduate Student
- 8) **Common Spaces:** 4% of respondents ranked this area as their first or second concern. A number of respondents called out the need for a larger and better-funded Gender and Sexuality Resource Center.

What Are GQNB T Students Experiencing on Campus?

A driving interest of this work is to understand the kinds of experiences that GQNB T students are encountering as members of Northwestern's community. To that end, we asked participants to complete three scales from the Gender Minority Stress and Resilience Measure (Testa et al., 2015) and the Gender Identity Microaggressions Scale (Nadal, 2018).

Discrimination (Testa et al., 2015): Experiencing discrimination due to their gender identity was common. Most GQNB T students (59%) had difficulty finding a bathroom on campus and almost half (44%) had difficulty getting identity documents that match their gender identity. Around a third report difficulty finding housing (28%) and getting medical or mental health treatment (34%) while attending Northwestern because of their gender identity.

Victimization (Testa et al., 2015): The vast majority (89%) of respondents have heard negative statements about transgender or gender nonconforming people at Northwestern. Many (38%) of GQNB T students have been verbally harassed or teased at Northwestern because of their gender identity. A minority (5 to 14%) have experienced forced sexual contact, physical harm, threats, or property damage due to their gender identity at Northwestern.

Microaggressions (Nadal, 2018): While at Northwestern, 83% of students had been addressed by incorrect pronouns by an acquaintance; 62% had been told they complain too much about social discrimination against gender nonconforming people; 57% had been asked if they were trapped in the wrong body; 56% have been told they complain too much about social reaction to their gender nonconformity; 49% have been told their gender identity is just a phase. Some less-frequent events remain very worrying: 24% had been sexually exoticized for their gender; 28% had been told by the LGB+ community that their gender identity is a phase.

Community Connectedness (Testa et al., 2015): GQNB T students reported feeling isolated and disconnected from GQNB T community at Northwestern. Most (57%) of respondents felt isolated from other people who share their gender identity. The majority of respondents do not feel connected to (69%) or part of a community (78%) of people who share their gender identity at Northwestern.

What Are the Solutions that GQNB T Students Named?

Students described a range of solutions they would like to see implemented to improve the eight priority areas. Here, we include only the student-named solutions for the top-two priority areas:

Health Care and Insurance

- Both NUHS and CAPS staff should be trained to provide care for trans students, including offering gender-related counseling and HRT services.
- NUHS and CAPS staff should also undergo sensitivity training.
- Feinberg students should not be required to see their peers for healthcare, thus potentially outing themselves to classmates.
- If referring students off-campus is necessary, out-of-pocket costs should be reduced as much as possible, or even eliminated.
- The process for seeking trans-related healthcare should be simplified, e.g., by implementing an informed consent model for students seeking HRT.

Bathrooms

- Every building needs at least one, ideally more, all gender bathroom.
- Convert existing bathrooms into all gender bathrooms.
- New buildings should include all gender bathrooms in the planning stages.
- Offer both single-occupancy and multi-stall options.
- All restrooms should offer menstrual products.
- Signage should be clear and ungendered.
- Make it easier to find bathrooms (e.g., post maps, signage).

SURVEY AND RESPONDENTS

Survey Overview

Student members of the LGBTQ+ Advisory Board in Multicultural Student Affairs conducted a Genderqueer, Non-binary, and Transgender Student (GQNBT) Priority and Experience Survey in 2018-19 to provide a cohesive channel for GQNBT student voices in concert with recommendations of the GQNBT Task Force to inform Northwestern's GQNBT-related policies and practices³. The survey contained one section about the relative importance of the eight GQNBT Task Force areas of consideration and one section about campus experience at large. Respondents had an opportunity to win a \$10 Amazon gift card.

To distribute the survey, the survey team conducted email outreach to 44 Northwestern student groups, centers, and departments in March and April 2019 (see Appendices 1 and 2). We identified groups for outreach with the goal to sample a range of student experiences related to graduate and undergraduate enrollment, campuses, schools and departments, and race and ethnicity. The email outreach specified eligibility criteria (i.e. identifying as non-cisgender) and the survey included three screener questions to ensure participants were 1) 18 or older, 2) current or recent Northwestern students; 3) non-cisgender (see Appendix 1).

Survey Respondents

Of the 235 people who started to take the survey, 123 were eligible. Of eligible participants, 77 (62.6%) completed the entire survey. Among participants who did not complete the survey, there were two notable drop-off points. Twelve people (9.76%) filled out the eligibility criteria and indicated their gender identity, but answered no other questions. Twenty-five people (20.33%) ranked the priorities of the task force but completed no questions after that. The other nine eligible people who started but did not complete the survey dropped off at seemingly random points. Participants were not required to answer every question; all percentages are reported based on the number of people who answered a certain question.

Within the survey, gender identification was asked on the first page. This was designed to signal the centering of, and attention to, experiences of GQNBT students. All other demographics were gathered at the end and thus only reflect the responses of those who completed the entire survey⁴.

Gender Identity: To capture gender identity variability, we asked participants to select as many gender identity terms as felt appropriate to them. Participants identified with many gender identities, and most (64%) chose more than one identity term. The most commonly reported gender identifications were non-binary (40%), genderqueer (37%), transgender (28%), and gender nonconforming (29%). More than 10% of respondents identified as genderfluid (18%), feminine/femme (17%), woman (15%), questioning (15%), masculine/masc (13%), and man (11%). Less than 10% of respondents identified as graygender or gender neutral (6%) and agender (4%). Five participants (4%) listed their own gender identity term.

Undergraduate/Graduate Enrollment and Age: Survey participants were fairly evenly split between undergraduate and graduate students, as 47% of respondents were undergraduates and 53% were graduate students. The mean age of participants was 24.1 years old.

Campuses: Most participants (84%) selected Evanston as their main campus while much smaller groups indicated Chicago (11%) and split-campus (3%).

Schools & Colleges: Respondents were affiliated with eight schools or colleges at Northwestern: the plurality listed the Weinberg College of Arts and Sciences (39%) and the School of Communication (25%), but there were also students from McCormick School of Engineering & Applied Science, Feinberg School

³ The Northwestern University IRB assessed the survey and recruitment plan and determined that this policy-focused survey did not constitute research. In ethically gathering and aggregating this data, we aimed for the utmost transparency with our respondents, who took valuable and effortful time to provide the information. (See appendix for survey invitation email).

⁴ For instance, it is worth noting that about 40% of respondents did not report their demographics.

of Medicine, School of Education and Social Policy, Bienen School of Music, Kellogg School of Management, and Medill School of Journalism, Media, Integrated Marketing Communications.

Alumni Status: Ninety percent of respondents were current students (10% were recent alumni).

Race and Ethnicity: Respondents were asked to indicate their racial identity, and could pick as many options as were appropriate to them. The sample was primarily white (72%); respondents also self-identified as East/Southeast Asian (15%), Black/African American (9%), Latinx/Hispanic (9%), Middle Eastern/North African (3%), South Asian (4%), Native American (1%), Multiracial (5%), and self-generated terms (3%).

Sexual Orientation: The most prominent sexual orientation reported was Queer (37%). Fifteen percent of folks identified as bisexual, while less than 10% of respondents identified as gay, lesbian, pansexual, mostly straight, asexual, questioning/unsure, straight or heterosexual.

Socioeconomic Measures: Sixty-three percent of participants are on or were on financial aid during their undergraduate education, and 24% are on or were on Pell Grants, two measures of lower socioeconomic background in college. All participants who are or were on Pell Grants also reported receiving financial aid.

First Generation Students: First generation college students made up 17% of the respondents.

International Students: Only 5% of participants were international students.

Survey Analysis

Quantitative Analysis: For the quantitative analysis presented here, we took a primarily descriptive approach. Given the moderate sample size, lack of comparison group, and interest in small subgroups, we do not focus on statistical significance. For each analysis, we conduct subgroup comparison analysis based on race (students of color compared to white students⁵), type of program (undergraduates compared to graduate students), and income status (Pell Grant eligibility, receipt of financial aid)⁶. All analyses were conducted using R (R Core Team, 2013). In the first part of the survey, students ranked the eight issue areas of the GQNBT Task Force: Health Care/Insurance, Bathrooms, Names & Identity, Classrooms, Residential Life, University Resources, Community Connection, and Common Spaces. We use the mean ranking of each issue to define the group-level rank of that issue. In this analysis, we consider issues ranked first and second as “high priority.”

Qualitative Analysis: The survey team conducted analysis of qualitative survey responses to identify themes that validate and extend quantitative results and to select response excerpts that elucidate findings. The qualitative analysis team conducted two rounds of coding on the qualitative survey responses. In the first round, three analysis team members conducted initial coding on the qualitative responses using In Vivo codes to surface survey respondents’ voice and actual words (Saldana, 2013). The survey team then met to discuss the initial coding and identify six targeted research questions to inform the second round of coding, namely:

1. What are the top problems that GQNBT students identify on campus?
2. What are the possible consequences on students’ well-being (e.g., health and mental health outcomes, academic outcomes, financial burden, loss of job prospects and opportunities) if these problems are not addressed?
3. What solutions or models do GQNBT students identify to address these problems?
4. What are the existing supports that GQNBT students identify on campus?
5. What other supports do GQNBT students access outside of NU?
6. What are the qualities of effective supports that GQNBT students describe on and off campus?

⁵ We would have preferred to conduct this analysis comparing all the specific racial groups with which people identified. However, the number of respondents identifying as non-white was insufficient for analysis with that level of granularity.

⁶ We do not conduct analysis based on gender identification. This is both because our goal is to represent the unified voice of these students and because most students identified with more than one label.

Analysis team members then developed and applied focused coding schemes based on the research questions and a review of all three independent rounds of initial In Vivo codes. Where helpful for analysis, we conducted frequency counts of codes. We also selected response excerpts to include in the report in order to elucidate the quantitative and qualitative results and center GQNBT student voices. In particular, the analysis team aimed to excerpt responses that foreground intersections of experience with race, ethnicity, and socioeconomic status.

GQNBT STUDENT PRIORITIES IN ORDER

Respondents ranked the eight issue areas of the GQNBT Task Force on how important they are for Northwestern to improve. For issues they prioritized highly (as their first or second most important issue) we asked for more information including suggestions for improvement.

These are relative rankings: respondents could not say all issues were equally important. This reveals the relative importance placed on these issues overall, as well as among subgroups of race, program of study, and socioeconomic status. The quantitative ranking is presented here based on aggregation across all participants, and is paralleled by qualitative analysis of respondent explanations of their prioritization.

1) Health Care and Insurance

Health care and insurance are high priorities for 43% of respondents. This prioritization is stronger among lower-SES students: 65% of Pell-Grant eligible students and 29% of Pell-Grant ineligible students⁷. Graduate students also prioritize this more highly (49%) than undergraduate students (27%). In particular, students' qualitative responses speak to the (1) inadequacy of Northwestern's current medical and mental health care services and (2) the limitations of Aetna insurance in sufficiently meeting their needs. Their comments highlight the dire consequences of inadequate health care.

“I’ve noticed that in my experience, **CAPS has not been particularly trans-aware**...This area seems particularly important since many GQNBT+ people interface more with healthcare providers and mental health professionals.” -Graduate Student

“Insurance has been a problem regarding access to prescriptions for HRT and getting fertility banking so I can have biological children... It would be nice if Aetna had more trans-friendly coverage and policies in addition to Northwestern being able to prescribe me the medication I need to transition. Having to travel and schedule appointments at incredibly busy external clinics was a difficult and stressful task.” -Undergraduate Student

“The lack of [adequate medical and mental health care services] has the most dire consequences. **Self harm and suicide attempts are real threats in this community.**” -Student enrollment not listed

“The fact that NUHS does not provide trans-related healthcare and that NUSHIP does not adequately cover off-campus medical services means that **students who require trans-related healthcare must incur upwards of several hundreds of dollars a year out-of-pocket for routine medical care.** Given that trans youth are also more likely to have strained family relationships (e.g., being kicked out of home) further means that they are less likely to have a financial safety net to cover these costs. Even though trans healthcare is technically covered by NUSHIP, these factors are significant barriers to access to super basic gender-affirming healthcare.” -Graduate Student

⁷ Our other socioeconomic status question shows a similar pattern: 45% of those who received financial aid considered this a high priority, while 23% of those who did not receive financial aid considered it a high priority.

2) Bathrooms

Thirty-nine percent of students ranked **bathrooms** in their top two concerns. This was higher among Pell-Grant-ineligible students (48% relative to 35%)⁸. The survey responses highlight the inadequacy, inaccessibility, and sheer lack of all gender bathrooms across campus. Their comments also draw attention to the negative consequences of this issue, which range from harassment to poor health outcomes.

“Finding single-use, gender-neutral bathrooms can be difficult. And as a non-binary person I don't like having to decide to use either men's or women's restrooms when an all-gender bathroom is not immediately accessible as neither feel comfortable for me.” -Graduate Student

“Having access to a bathroom is essential, and it **can create intense dysphoria and discomfort to students to not have access to a bathroom that reflects their gender identity**. We need more gender neutral bathrooms on campus to help students feel more comfortable in their day-to-day lives.” - Undergraduate Student

“There are nearly no gender neutral facilities on campus... I have often had to wait 5-6 hours in order to walk to a building where I would be able to safely use a bathroom... **I have developed multiple urinary tract infections and bladder infections during my time as a graduate student due to my inability to access a suitable bathroom during coursework.**” -Graduate Student

“We need more gender-open bathrooms - using **the restroom is a basic right**, it's outrageous that Northwestern has so few locations for people of varying gender identities.” -Undergraduate Student

“I will often get stopped before going into the women's bathroom by concerned staff, visitors, and/or other students who believe that I am incorrectly reading the bathroom signs because I am masculine presenting.” -Graduate Student

3) Names & Identity

Thirty-three percent of respondents ranked issues connected to **names & identity** in their top two concerns. Graduate students (41%) prioritized this more highly than undergraduate students (29%). Specifically, survey responses speak to the arduous process of changing their names on important university systems, including email and Caesar. Their comments also highlight the negative consequences of this arduous process, including being misgendered by faculty, staff, and students.

“Trans people should be able to change our names on all these forms and get a new email address without submitting evidence of a legal name change. **A legal name change is a difficult and expensive process that isn't feasible for lots of trans students.**” -Graduate Student

“Making it possible for students to change their names for class rosters, email addresses, NetIDs, CAESAR, or other university-specific systems would save queer [and trans] people from being confronted with their given names on a daily basis.” -Undergraduate Student

“It's real hard going through every aspect of your academic experience **having to see a name you don't identify with and having to explain to everyone your entire situation** (especially if you're correcting pronouns).” -Enrollment not listed

⁸ This was even more exaggerated when we compare based on financial aid. Only 32% of people who had received financial aid during their undergraduate degree prioritized this concern, while 65% of those who had not prioritized it.

4) Classrooms

Twenty-four percent of respondents ranked **classroom issues** as a high priority. Specifically, students' responses speak to the lack of awareness, respect, and inclusivity on the part of their professors and peers in classroom environments. Consequently, students are misgendered, face discrimination and hostility, and express fear around being out as trans and non-binary in academic spaces.

“When I was a genderqueer student at Northwestern, I frequently had to have conversations with professors so I would be correctly gendered and there were **some professors who refused to use my pronouns**. I also had very little support in tackling issues with classmates.” -Graduate Student

“I have faced nothing but discrimination as a trans individual, to the point where **I am not 'out' to most of my faculty and committee, because they are transphobic** and there are little to no repercussions for the microaggressions and constant favoring of cis students for funding, support, and professional opportunities.” -Graduate Student

“I have lost [a variety of opportunities and support] in "extenuating circumstances" where cis men in my program were able to retain support. My teaching evaluations are often reflective of the transphobia my students feel entitled to, in which they critique my pronouns or presentation, and these CTECS are a part of my teaching portfolio **that will continue to subject me to discrimination as I apply to other institutions**.” -Graduate Student

“I think a more formal education for teachers and TAs about gender and sexuality would be very helpful and a clear statement at the beginning or before the classes start asking students what their pronouns are and really sticking to that. It really would make a world of a difference to many students.” -Undergraduate Student

“I have been faced with **sexual harassment and sexual assault by colleagues** that I have no due recourse for because the policies at the time were not inclusive of gender identity.” -Graduate Student

“We need an **option to put pronouns on the roster** so I don't have to tell every single prof what to use.” -Undergraduate Student

5) Residential Life

Twenty-three percent of respondents listed **residential** issues as their top two concerns, though it is important to note that 44% of undergraduates and 16% of graduate students ranked this as such. Pell-Grant eligible students were less focused on this issue (6%) than those who were Pell Grant ineligible (29%)⁹. The qualitative data speak to issues related to campus housing policies and the overall lack of adequate housing for trans and non-binary students.

“Gender open housing is extremely sparse at Northwestern.” -Undergraduate Student

“I think that [housing] is the most important part, because this is where people are supposed to live and feel at home. **How can a student possibly feel at home if they are forced to ignore huge parts of their identity in their housing placement**, who their roommate is, or how residential services refers to them.” -Undergraduate Student

⁹ Again, we see similar results when we look at the financial aid variable. Forty-two percent of those who had not received financial aid prioritized this, while only 14% of those who had received financial aid prioritized this.

“I think housing policies are very much restrictive. The fact that people legally classified as male must room with others similarly classified, and vice versa for those classified as female likely puts GQNB people in uncomfortable and unsafe positions.” -Undergraduate Student

“**Having to live in a space where you feel uncomfortable makes it hard to feel safe and at home** at Northwestern in general. If you feel like you can't go home to your residence and be comfortable there, it's hard to feel like you have a space to just be you and relax.” -Undergraduate Student

6) University Resources

Sixteen percent of respondents indicated **university resources** were a high priority. It was in the top two concerns of 24% of Pell Grant eligible students and 12% of Pell Grant ineligible students¹⁰. Students' comments speak to the inaccessibility and/or lack of resources for GQNB students.

“The university doesn't really provide any accessible resources. The name change project link was useful, but it was really necessary to dig for it. All the trans resources I make use of were personally sought and hunted down by myself.” -Undergraduate Student

“I think [university] resources are important because often **marginalized students are unsure of the resources that exist**, so greater outreach to targeted populations is needed to help LGBTQ students feel that their needs are prioritized by the university and that they have places to go for support in navigating the university. Specifically when they're poor, mentally ill, etc., these kinds of resources would help [students] both access information and community.” -Undergraduate Student

“As a whole, **NU's Administration prefers exclusion to inclusion**... [At Northwestern], one's school determines one's identity in ways the individual in question cannot control. While this adversely affects all students, GQNB students are perhaps the most adversely affected on-campus.” -Graduate Student

7) Community Connection

Eighteen percent of respondents ranked **community connection** in their top two concerns. Specifically, students' responses speak to the marginalization they feel on campus and the overall lack of educational awareness and university support geared toward fostering community.

“It's easy to feel marginalized in the campus community because there are so few trans/genderqueer/nonbinary people, and cis people are so likely to be uneducated or bigoted. **The tactical issues of residential spaces, bathrooms, classroom, etc. would be significantly [reduced] if the student body and faculty (community, in my definition) were better educated.**” -Graduate Student

“I feel that is important that TGNC and other queer-identifying folx have a space where they feel safe and comfortable and able to talk about their specific concerns without feeling like they're being interrogated or representing a marginalized body of people.” -Undergraduate Student

¹⁰ Similarly, 16% of those who had received financial aid during their undergraduate degree prioritized university resources, in comparison with only 12% of those who did not.

8) Common Spaces

Four percent of respondents ranked issues related to **common spaces** in their top two concerns. Some respondents called out the need for a larger and better-funded Gender and Sexuality Resource Center.

CAMPUS EXPERIENCE

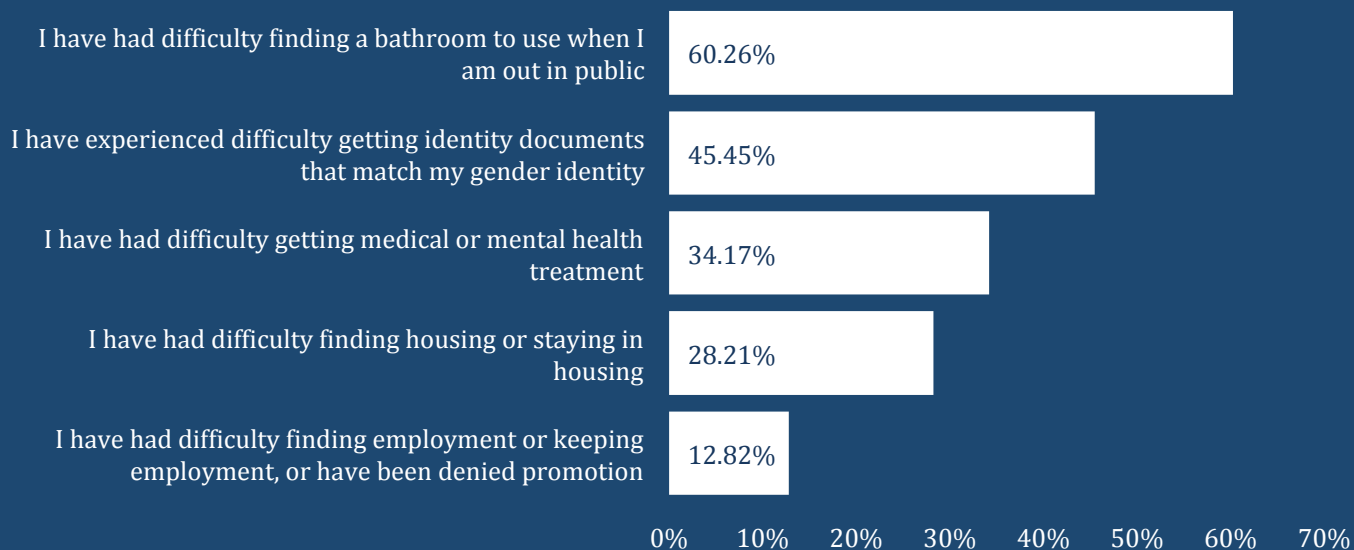
A driving interest of this survey was to understand the kinds of experiences that GQNBT+ students are encountering as members of Northwestern's community. To that end, we asked participants to complete three scales from the Gender Minority Stress and Resilience Measure (Discrimination, Victimization, and Community Connectedness, Testa et al., 2015) and the Gender Identity Microaggressions Scale (Nadal, 2018). We also asked students to describe supports for GQNBT identity on and off campus.

Most GQNBT students reported experiences of gender-based hostility, adversity, and isolation on Northwestern's campus in the past year. The survey revealed that GQNBT students struggle to access basic services and facilities and to be treated with respect and dignity. While some students have been able to advocate for greater access to trans-specific resources on campus, the survey indicated that this extra labor negatively impacts student life at Northwestern. One student commented, **"I suffered greatly here academically, personally, and professionally while advocating for my communities."**

In describing supports for GQNBT students at Northwestern, respondents described exceptional staff, faculty, colleagues, spaces, and student groups that helped them navigate this largely hostile campus climate, find inclusive spaces to combat isolation, access basic services and facilities, advocate against discrimination, and be treated with fundamental dignity and respect. Many students emphasized that they experienced few supports at Northwestern. One respondent shared, **"Very little is working well. Northwestern should feel a heavy amount of shame about how little of their funding and endowments go to providing a safe, accessible, and supportive campus for queer/trans/nonbinary students."**

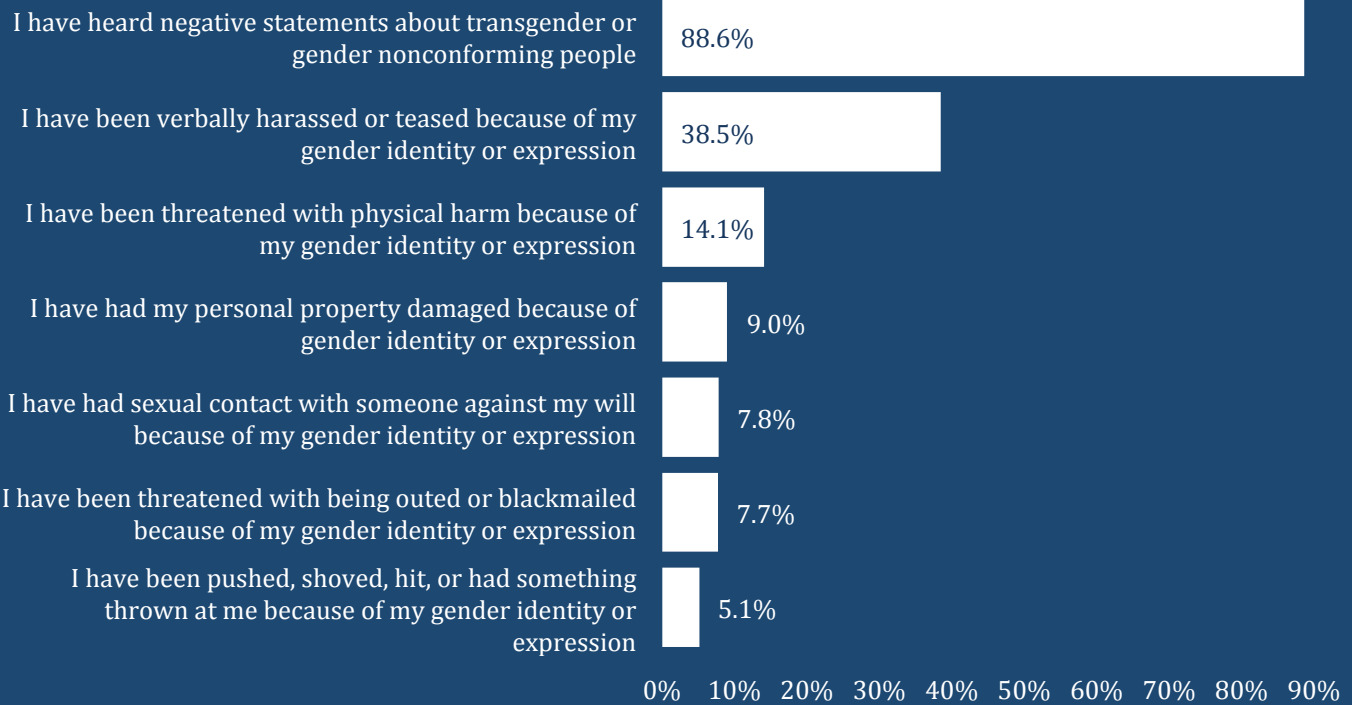
Gender-based Discrimination

Students were asked whether they had five specific gender discrimination experiences. They could report having the experience since reaching Northwestern, in the past year (both on and off campus), or before arriving at Northwestern (Testa et al., 2015). In this analysis, we consider reports of experiences since arriving at Northwestern or in the last year. **Seventy-two percent of respondents report at least one such experience; 52% report at least two.** Most GQNBT students (60%) had difficulty finding a bathroom on campus because of their gender identity. Almost half (45%) had difficulty getting identity documents that match their gender identity. Around a third report difficulty finding housing (28%) and getting medical or mental health treatment (34%) while attending Northwestern because of their gender identity.



Gender-Based Victimization

GQNBT students report experiencing seven specific types of gender-based victimization in the past year or during their time at Northwestern. The vast majority (89%) of respondents have heard negative statements about transgender or gender nonconforming people. Many (38%) have been verbally harassed or teased at Northwestern because of their gender identity. Other forms of gender-based victimization (physical, sexual, blackmail, damage to property) are less common but have been experienced at Northwestern by 5 to 14% of respondents.



Community Connectedness

GQNBT students reported feeling isolated and disconnected from GQNBT community at Northwestern (Testa et al., 2015)¹¹. Most (57%) felt isolated from other people who share their gender identity. Only 22% of respondents felt connected to a *community* of people who shared their gender identity at Northwestern, with 31% feeling connected to *other people* who share their gender identity. However, respondents largely agreed (53%) that they do feel they belong when they interact with members of the community that share their gender identity. Qualitative analysis of responses to separate questions around supports that students access on campus and off campus evidence that GQNBT students mostly access GQNBT community off campus. Some respondents did identify supportive spaces, services, and student groups that they access on campus, naming MSA, the Gender and Sexuality Resource Center, Queer Pride Graduate Student Association, and Rainbow Alliance specifically. However, qualities of connecting to GQNBT and LGBTQ+ community were only mentioned in 4% of responses describing supports at Northwestern. In contrast, connecting to the GQNBT and LGBTQ+ community was the most common quality used to describe supports *outside* of Northwestern, named in 25% of responses. Respondents named community based health organizations such as Howard Brown and LGBTQ+ organizations and spaces such as Center on Halsted and Boystown as key supports.

¹¹ Respondents indicated their agreement or disagreement with five statements about community connection.

Gender-Based Microaggressions

Ninety-five percent of respondents had experienced at least one type of microaggression while at Northwestern; **52% had experienced six or more of the 14 microaggressions** (Nadal, 2018). Eighty-three percent of students had been addressed by incorrect pronouns by an acquaintance (71% had the same experience with someone close to them). Sixty-two percent had been told they complain too much about social discrimination against gender nonconforming people, while 56% had been told they complain too much about social reaction to their own gender nonconformity. Forty-nine percent had been told their gender identity was just a phase (15% are told this often or always), and the same proportion have been told they make people uncomfortable (10% are told this often or always). Forty-one percent have had a colleague be unfriendly because of their gender nonconformity, 43% have been avoided in a public setting, and 29% have been avoided in a bar or restaurant.



Supports at Northwestern

In open-ended responses to a question that asked students to describe any experiences they have had when a NU policy, practice, or individual was supportive of them as a GQNBT person, respondents identified three primary types of supports: 1) Exceptional staff, faculty, and colleagues; 2) supportive spaces & services; and 3) student groups. Generally, respondents described Northwestern supports as those that helped them navigate an otherwise hostile campus, created inclusive spaces to combat campus isolation, advocated against experiences of discrimination, helped them access basic services and facilities such as bathrooms, and treated them with basic dignity such as using their correct pronouns and names. Respondents most frequently described NU supports with the following qualities: Respectful of names and pronouns; helpful; inclusive; providing GQNBT and LGBTQ+ representation; accessible; and advocacy oriented. It is notable that only around 4% of open-ended responses to the question named GQNBT and LGBTQ+ community as qualities of Northwestern supports, in contrast to 25% of responses that described connection to GQNBT and LGBTQ+ community as a quality of support *outside of* Northwestern.

Exceptional Staff, Faculty, and Colleagues: Respondents most often described exceptional staff, faculty, and colleagues as those that are supportive, respectful of names and pronouns, helpful, advocacy oriented, and those that identify with the GQNBT or LGBTQ+ community. Former MSA assistant director JT Turner was named three times as a support for GQNBT student and exemplifies the responses of an exceptional staff member who identifies as GQNBT, supports and respects student GQNBT identities, helps students navigate a complex network of services on and off campus, and advocates for students who experience gender-based discrimination, victimization, and microaggressions. Students' comments speak to these qualities.

“JT Turner was incredibly supportive of me as a person. Their position at the university is instrumental for many incoming GQNBT students. For me when I experienced an incident of discrimination JT was the first person I called and they were really valuable in advocating for me” - Undergraduate Student

Supportive Spaces & Services: Respondents most often described supportive spaces and services at Northwestern as those that are accessible and affordable, respectful of names and pronouns, are comfortable, helpful, and supportive. Respondents frequently mentioned all-gender bathrooms where they are available and being able to change the preferred name in CAESAR as supportive services. Respondents specifically named MSA and the GSRC as supportive spaces. As mentioned above, supportive spaces and services were not described with qualities of being able to connect with the GQNBT or LGBTQ+ community. Only 1.4% of responses described services or spaces with a quality of representing GQNBT or LGBTQ+ identities and only 2.7% people described them as affirming. Multiple students called out the need for supportive spaces to receive additional funding.

“The Gender and Sexualities Resources center provided invaluable assistance in walking me through some formal processes (including getting a new email address) without having to submit evidence of a legal name change. Their website also includes essential resources and transparent information about such processes. They need more funding and institutional support so they can continue to provide services to trans students.” -Graduate Student

Student Groups: Respondents most often described student group supports at Northwestern as those that provide GQNBT and LGBTQ+ representation and are supportive. Respondents used a range of other qualities to describe student groups two times, including facilitating connection to GQNBT and LGBTQ+ community, advocacy oriented, affirming, respectful of names and pronouns, creates belonging, and is inclusive. Respondents named Queer Pride Graduate Student Association and Rainbow Alliance specifically as two supportive student groups on campus.

“Rainbow is the main one, of course, being able to connect with other people like you or at least people who acknowledge your existence.” -Student enrollment not listed

“NU's QPGSA is a great resource generally - not only for GQNBT folks - but really all folks. It's one of the most inclusive graduate school communities on campus, and that is really far more meaningful than folks make it out to be. I say this as NU is way too balkanized by schools when it comes to student resources and services, and NU QPGSA is one of the few groups that has actively tried to break barriers.” -Graduate Student

Supports *Outside* Northwestern

In open-ended responses around the sorts of resources that have been helpful to them as a GQNBT person outside of the NU campus, respondents identified three primary types of supports: 1) Community-based health; 2) LGBTQ+ organizations and spaces; and 3) social supports. Generally, respondents described supports outside of Northwestern as those that facilitated connection to GQNBT and LGBTQ+ community and representation, that were supportive and affirming of their identities, and that created comfortable and inclusive spaces and experiences--particularly around trans-inclusive health care. Respondents most frequently described supports outside of NU as facilitating connection to GQNBT and LGBTQ+ community and representation, supportive, affirming, comfortable, and inclusive. It is notable that only 2% of respondents described supports *outside* of NU as helpful, in contrast to 16.5% of respondents who used “helpful” to describe qualities of support at Northwestern. Relatedly, only 3.7% of respondents described supports outside of NU as supportive because they were respectful of names and pronouns, in contrast to 25% of responses that used that quality to describe supports at Northwestern. We interpret this pattern to mean that Northwestern supports help students access basic services and to be treated with fundamental respect, wherein resources GQNBT students access outside of Northwestern go above and beyond to provide community connection, inclusion, and celebration of GQNBT identities.

Community-based Health: Respondents most often described community-based health supports outside of Northwestern as those that connect them with GQNBT and LGBTQ+ community and are affirming and inclusive. Respondents also described these supports as accessible, respectful, and supportive. Survey respondents most frequently named and spoke highly of Howard Brown Health as an inclusive, affirming health care support that they access outside of Northwestern -- often after they had negative experiences at Northwestern’s Student Health Center or CAPS. They also specifically named Live Oak Therapy and Counseling, personal therapists, Planned Parenthood, Test Positive Aware Network, and Chicago Women’s Health Center as supportive community-based health services.

“Howard Brown Health Center was a huge resource for me as a student, to go for STI testing and talk about other health-related issues, when I found the on campus options insufficient. I got STI testing done once at NU as a student and never went back because of the judgment and lack of personal care the staff showed. Howard Brown offered a Chicago-local resource that listens, adapts and cares for queer individuals and provides information without judgment.” -Undergraduate Student

“Howard Brown Health Center, when I didn’t find the on campus medical resources friendly or accepting to queer individuals.” -Undergraduate Student

“After I was bounced for CAPS for being trans (but I wasn’t seeking mental healthcare for my transness), I found a good mental healthcare professional at Live Oak that was inexpensive enough to afford on work study even though I couldn’t use insurance.” -Undergraduate Student

LGBTQ+ Organizations and Spaces: Respondents most often described LGBTQ+ organizations and spaces outside of Northwestern as supports that connect them with GQNB and LGBTQ+ community and representation that are affirming. Respondents also described these supports as accessible, comfortable, respectful, supportive spaces that are respectful of names and pronouns. Survey respondents most frequently named Center on Halsted and Boystown as supportive organizations and spaces. They also specifically named LGBTQ+-friendly churches, Chicago Metropolitan Association Sports League, and the Chicago Gender Society as supportive spaces.

“Having queer-only, queer-safe spaces. I'm from the deep south, so everything has been a massive change for me: people respect my identity? It's wild.” -Graduate Student

“I've been going into Chicago to get my hair cut at a gender-neutral barber shop/salon owned and managed by people who identify as members of the LGBT community. Having a precedent of my identity being respected, especially in the context of a place I go for my hair, which is a key aspect of me performing my identity, has been really helpful and boosted my confidence in being able to introduce myself and see myself as being deserving of respect.” -Undergraduate Student

“Simply having spaces to talk to other trans and non binary people has made me feel less alone.” - Undergraduate Student

Social Supports: Respondents most often described social supports outside of Northwestern as those that are affirming, supportive, and connect them with GQNB and LGBTQ+ community and representation. Most respondents described GQNB and LGBTQ+ friend circles and social connections outside of Northwestern, such as living in a house with queer and trans roommates. A few respondents called out GQNB and LGBTQ+ online communities such as Facebook groups as social supports.

“My social circles (which I met on campus and in student groups) are incredibly supportive. I have also found spaces in the Chicago area off campus that have been fostered by alumni (though not specifically geared towards NU students) that have been wonderful. Mostly again LGBTQ activists of color are the ones fostering these loving and safe spaces. These have been very crucial to making me feel fulfilled during my time at NU.” -Undergraduate Student

“Non student queer/enbee [non-binary] community. Student friend spaces where gender is recognized and affirmed.” -Graduate Student

“My off-campus housing has been the most impactful thing for me. I live in a majority queer identifying household with many GQNB people in it. Being surrounded by these people with a slightly shared common experience has really helped me fall into my place and feel comfortable talking about my identity and gender with them.” -Undergraduate Student

SUMMARY OF STUDENT-NAMED SOLUTIONS

To amplify the student voice in the GQNBT Task Force recommendations, the survey team pulled out and summarized the solutions that students named in the survey. These solutions are listed in the student-ranked order of priorities.

Health Care and Insurance

- Both NUHS and CAPS staff should be trained to provide care for trans students, including offering gender-related counseling and HRT services.
- NUHS and CAPS staff should also undergo sensitivity training.
- Feinberg students should not be required to see their peers for healthcare, thus potentially outing themselves to classmates.
- If referring students off-campus is necessary, out-of-pocket costs should be reduced as much as possible, or even eliminated.
- The process for seeking trans-related healthcare should be simplified, e.g., by implementing an informed consent model for students seeking HRT.

Bathrooms

- Every building needs at least one, ideally more, all gender bathroom.
- Convert existing bathrooms into all gender bathrooms.
- New buildings should include all gender bathrooms in the planning stages.
- Offer both single-occupancy and multi-stall options.
- All restrooms should offer menstrual products.
- Signage should be clear and ungendered.
- Make it easier to find bathrooms (e.g., post maps, signage).

Names & Identity

- Simplify the process to change name and gender marker on all university systems, including but not limited to: email address, netID, CAESAR, Canvas, WildCard, U-Pass, registrar's office, residential services, health services, etc.
- Staff should be able to assist students in making these changes without judgment.
- Do not require legal name change or gender marker changes before allowing students to make changes in school systems. These legal processes are convoluted and pose a financial burden on students.
- However, resources should exist that assist students in navigating legal processes for name and gender marker changes should they want to pursue those options.

Classrooms

- Offer (or even mandate) sensitivity training to all faculty, instructors, and staff.
- Encourage instructors to include gender-inclusive practices in the classroom and trans-inclusive curriculum.
- Offer greater supports for students who experience microaggressions in the classroom.
- At the very least, make official statements condemning faculty and units who are openly hostile to transgender students. Consider implementing disciplinary measures.
- Clarify what options students have for reporting transphobic behaviors in the classroom.

Residential Life

- Expand options for gender open housing across campus.
- Residence halls should have all gender bathrooms, including all gender showers.

- Allow students greater agency in choosing their housing preferences.
- Simplify the room change process for students who transition.

University Resources, Community Connection, and Common Spaces

- Measures should be taken to ensure that the campus is a safe space for all students. This includes finding physical spaces for trans/non-binary students to feel safe.
- Sensitivity trainings should be offered and/or mandated to all faculty and staff.
- The Chicago campus should not be neglected in implementing change.
- Funding should be designated to support trans/non-binary students and initiatives and to hire trans/non-binary faculty and staff.
- Increase funding, space, and staffing for the Gender and Sexuality Resource Center.

APPENDIX 1: SURVEY OUTREACH EMAIL

Dear Northwestern students,

We're reaching out to you on behalf of Northwestern's LGBTQ+ Advisory Board in [Multicultural Student Affairs](#) because we want to better understand the priorities and experiences of genderqueer, non-binary, and transgender students (undergrad and grad) on Northwestern's campus. In collaboration with the recently-formed [Gender Queer, Non-Binary, and Transgender \(GQNBT\) Task Force](#), **we're gathering information to inform Northwestern's GQNBT-related policies and practices.** The GQNBT Task Force's goal is to explore how Northwestern can better support the success of gender-queer, non-binary, and transgender students, faculty, and staff. Our goal is to provide a cohesive channel for GQNBT student voices by collecting information from the GQNBT student body and writing up a report for the task force and the administration.

If you identify as transgender, non-binary, genderqueer, questioning, or another non-cisgender term that is most appropriate for you, please share your voice with us by taking [this brief survey](#).

This survey should take no more than twenty (20) minutes of your time. The first part has more open-ended questions, and the second part has more multiple choice questions. We understand that your time is valuable and life as a student can be extremely busy. As a token of appreciation, the first twenty people to complete the survey will receive a \$10 Amazon Gift Card. After that, everyone who completes the survey will be entered into a lottery for 32 additional \$10 Amazon Gift Cards. **The survey will be open until Friday, April 12th.**

It is important that you take the survey somewhere private where you can answer the questions honestly. We suggest spaces with greater privacy like in your room with the door closed or at a library in an area where no one can look over your shoulder. You may also want to think about deleting the study URL from your browser history or completing it in "privacy mode."

Protecting Privacy: We understand that it is important to know what happens to information you provide, especially about sensitive topics. This survey is not intended for generalizable research, but is specifically for the purposes of informing policy and practice at Northwestern. Once information is gathered, the people listed at the bottom of this email will analyze the responses and write a report for a general readership. The survey team is connected with the Advisory Board, but the raw data will not be shared beyond the survey team. ***The report will have no personally identifying information about specific participants, but may offer summaries or anonymized quotes from the data. No people besides those listed in this email will have direct access to the provided information.***

If you participate in this survey, you will have the option at the end to provide your name and contact information. ***This is not required in order to participate.*** If you do include your contact information, we may reach out to you with future questions. Whether or not you identify yourself, you will be eligible to receive a gift card for your time.

Best Wishes,

Dominique, Natalie, Alexandra, Lauren, Kai, Saeed, Ado, Addie, and Eriq

About the Survey Team

Dominique Adams-Santos is a PhD candidate in Sociology whose work centers on sexuality and digital space, specifically queer digital intimacy and placemaking. Dominique is a proud member of the LGBTQ Advisory Board and the GQNBT Task Force.

Natalie Gallagher is a fourth-year student in the psychology PhD program. She studies how people think about complex social patterns (e.g. social categories, social networks), and is very interested in statistics and methodology. She is deeply committed to the idea that all scientific knowledge reflects the values of those who conduct it.

Alexandra Garr-Schultz is a fifth-year PhD candidate in the Social Psychology program. She researches selfhood and identity among minority populations, including challenges to authenticity and positive identity development. She is currently the Vice President of the Black Graduate Students Association and a member of Northwestern's LGBTQ Advisory Board.

Lauren Herold is a fourth-year PhD candidate in the Radio/TV/Film program. She is the Advocacy Chair for the Queer Pride Grad Student Association. She studies LGBTQ television history.

Kai Kuo is a junior studying Social Policy and Biology. They are a member of Northwestern's LGBTQ Advisory Board. They hope to one day become a physician who provides affirming medical care to trans and gender non-conforming people.

Saeed Rezko is a second-year undergraduate student studying Sociology. They are the External President of Northwestern's Rainbow Alliance and a member of the LGBTQ Advisory Board. They are dedicated to making progress towards a society that humanizes and valorizes all of its members.

Ado Rivera is a second-year PhD student in the Health Sciences Integrated PhD Program (Health Services and Outcomes Research Track). He is the Service and Activism chair for the Queer Pride Graduate Student Association. He is interested in how health system policies and changes translate to health outcomes.

Addie Shrodes is a second-year PhD student in the School of Education and Social Policy. She is the President of the Queer Pride Graduate Student Association, a member of the LGBTQ Advisory Board, and a member of the GQNBT Task Force. She studies informal learning and identity development on social media, with a focus on literacy learning and identity in LGBTQ+ youth digital culture.

Eriq Zhang is a first-year PhD student in the Media, Technology, and Society program. Their research interests include the cultural production, media practices, and beauty cultures of women of color and transgender/gender-nonconforming people.

On-Campus Resources For Students. We include these here in case the questions on the survey trouble you or cause you stress.

[Counseling and Psychological Services \(CAPS\)](#)

· 633 Emerson St. Evanston, IL 60208, (847) 491-2151

[Center for Awareness, Response, and Education \(CARE\)](#)

· 633 Emerson St. Evanston, IL 60208, (847) 491-2054

· CARE@northwestern.edu

[Chaplain's staff:](#)

- 847-491-7256
- chaplain@northwestern.edu

The Women's Center

- Evanston campus, 2000 Sheridan Road, 847-491-7360
- Chicago campus, 1400 Abbott Hall, 312-503-3400
- womenscenter@northwestern.edu

Multicultural Student Affairs

- [Multiple hours and locations](#)
- [Additional LGBTQ resources](#)

APPENDIX 2: LIST OF ORGANIZATIONS FOR OUTREACH

Alianza - The Latinx Student Group
Asian Pacific American Coalition
Associated Student Government
Black Graduate Student Association
Biomedical Engineering Graduate Students
Black Lives Matter NU
Center for Native American and Indigenous Studies Cluster
Chicago Graduate Student Association
Chinese International Students Association
Chinese Students and Scholar Association
Chinese Students Association
Comunidad Latinx
Critical Context
For Members Only (FMO)
For Us, By Us
G-SALSA
Gender and Sexualities Resource Center
Gender and Sexuality Studies
Graduate International Student Association
Graduate Leadership & Advocacy Council
Graduate Student Association (GSA)
Graduate Women Across Northwestern
Kellogg Pride

Korean-American Student Association
Koreans at Northwestern
LGBTQ Advisory Board
McCormick Graduate Leadership Council
MeCHa de Northwestern
Mixed Race Student Coalition
Multicultural Student Affairs and LGBTQ Advisory Board
Native American and Indigenous Student Alliance
Northwestern University Graduate Workers (NUGW)
Northwestern University Native American and Indigenous Student Alliance
Northwestern University SACNAS Chapter
Northwestern University Gay and Lesbian Alumni Association (NUGALA)
Out Network
OUTLaw
Queer Pride Graduate Student Association
Queers and Allies
Rainbow Alliance
South Asian Students Alliance
Sexualities Project at Northwestern
Women In Science and Engineering Research (WISER)
Women's Center

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