

Creating the Trans-Inclusive Library: A Practice Guide

By Brett D. Currier & Tessa White

Words have the power to encourage and inspire but also to demean and dehumanize. I know now that epithets are meant to shame us into not being ourselves, to encourage us to perform lies and to be silent about our truths.

Janet Mock Redefining Realness: My Path to Womanhood, Identity, Love, and so much more

Being transgender is not just a medical transition . . . [It's about] discovering who you are, living your life authentically, loving yourself, and spreading that love towards other people and accepting one another.

Jazz Jennings

Authors' Note

As members of the queer community, we have both experienced discrimination because of our status as queer people. Across the history of equality and rights for the LGBTQ community, we have come a long way. Most of that progress, however, has been for lesbian, gay, and bisexual populations rather than the trans population. While there has been some movement toward greater inclusivity for the trans community, trans-inclusive practices have been picked up less steadily in institutions like libraries. Being library professionals, we wanted to create a practice guide to help libraries create an inclusive environment for members of the trans community that mirrors that which they have created for other minority populations.

While working on this project, we attended an event where a trans woman spoke about her experiences in the library before she transitioned. She tried to find materials on trans people but could not. She went to the reference desk and asked if the library had any materials on trans people. The librarian responded, "We do not have books on perversity here." While we had suspected that members of the trans community had experienced this kind of treatment in libraries before, we did not expect the response from the library community to be quite so blatant. As libraries consider the populations they serve, we would anticipate that libraries would consider the needs of the trans community. While librarianship has members who may view books on the trans experience as books on "perversity," many librarians want to serve this community but are not sure how to do so most effectively. This guide is for them.

This guide treats members of the trans community as a monolith; however, different members of the trans community experience the world in very different ways. We imagine that Caitlyn Jenner's experience is far afield from CeCe McDonald's, whose experience in turn little resembles Sam Bullington's. This document does not attempt to address the intersecting identities of trans patrons in the library, but rather current obstacles facing individuals under their trans identity exclusively. At the

time we started this project, few resources had been pulled together to create the kind of practice guide for trans inclusivity that exists in other fields. In the interest of moving the conversation forward in the field of librarianship, we treat the trans community as having a monolithic experience. However, we know that members of any given population do not live their lives on only one axis.

As one example, trans people are more likely to experience housing insecurity than cisgender people. As libraries write policies that specifically help or harm people experiencing housing insecurity, then libraries can either marginalize or support the trans community. As libraries look at implementing this document, we would ask them to think carefully about whether they have unintentionally implemented other barriers for marginalized populations that also increase the barrier of access for members of the trans population. While this document does not address issues around housing insecurity, those competing intersecting identities or issues are at the heart of the myriad obstacles trans people face on a daily basis in today's society. We are attempting to help break down some of those barriers with this work.

We want to thank the Office for Diversity, Literacy, and Outreach Services of the American Library Association for the Diversity Research Grant, which funded this project. We also want to thank the trans community, who we are writing on behalf of. We think it is important to note that we are both cisgender people. We recognize that it is impossible for us to know the full extent of discrimination that trans people experience. Since we are both cis, we received feedback from members of the trans community before finalizing this practice guide to confirm that this guide fully reflected the needs of the trans community.

Brett D. Currier and Tessa White¹

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Introduction

“Inclusion is not just something you believe, or value - it is a set of actions that require a knowledge base and practiced skills. It takes more than beliefs and good intentions.” – Amelia Gibson

One of the most frequently raised concerns among people seeking to create inclusive environments is that they are not sure what they can do to make their workplace more inclusive. Members of marginalized communities often find themselves educating that group and proposing ideas to implement. This document attempts to meet these two groups in the middle. What are policies, practices, and processes that other institutions have implemented that other libraries could enact to be more inclusive? This document specifically looks at creating a more inclusive environment for the trans or gender nonbinary communities, but some practices create inclusive environments for communities beyond the trans or gender nonbinary communities, and we note those behaviors as we identify them.

In this document, you will see “trans” used throughout. Trans is an inclusive term that refers to many identities across the gender identity spectrum including people who are transgender, people who are gender nonbinary, or otherwise “. . . do not identify or exclusively identify with their sex assigned at birth.”² For both clarity and efficiency, we use “trans” consistently. However, in some places, we will use “trans,*” “transgender,” or other variations. Those instances exist when we describe another’s work and that institution uses an alternate word for trans, which we reference in our resource list. To preserve the integrity of the original source, we left those titles as we found them. We also use LGBTQ throughout to represent the ever-expanding and inclusive acronym for the Lesbian, Gay, Bisexual, Trans, Queer or Questioning, Intersex, Asexual and Ally populations.

and Services at the University of Texas at Arlington Libraries and can be contacted at tessa.white@uta.edu. The views expressed in this paper are those of the authors and do not necessarily represent those of their employers.

² TSER (Trans Student Education Network.) (n.d.) LGBTQ+ Definitions. Available at <http://www.transstudent.org/definitions/>

The following pages are intended to be suggestions for practices based on a comprehensive look at what libraries, city or county governments, and universities have implemented to create a more inclusive environment for the trans and nonbinary communities. To that end, this document reflects a moment in time, and as the needs of the trans and nonbinary community evolve, what are appropriate or useful practices now may not stand the test of time. We would encourage anyone reading this to reach out to the communities they serve to determine which practices continue to be useful. If any disparities exist between the trans community and this document, please understand that their needs trump anything we write here.

Under a few specific sections, we have organized that information under the following sections: “For,” “By,” “About and with,” and “Inclusive.” We define “For the trans community” as programs and resources that are specifically targeted to the trans community as the trans community. One example would be creating a program on voice and communication modification programs, which focuses on developing voice-related quality of life. We define “By the trans community” as programs and resources that are specifically targeted to the general community which are authored by members of the trans community. One example would be to purchase a book authored by a trans person. We define “About and with the trans community” as programs and resources that are targeted to that general community about the trans community. One example would be a diversity workshop on the trans community, working with the trans community to develop those programs. We define “Inclusive of the trans community” as programs and resources that are targeted to the general community. One example would be to include a trans artist if the library had a rotating art show that was open to any artist.

As this is intended to be a comprehensive look at behaviors that can be implemented to create a more inclusive environment for the trans community, this document looks at practices that can be implemented at all levels of an organization. For example, changing multi-stall restrooms into single-stall restrooms may require a significant financial commitment on behalf of the library, while creating a

restroom map of existing single-stall restrooms would be a much smaller commitment and would require working with a local facilities department or sending a staff member to various facilities to find them. The following list is not intended to be prescriptive, and different recommendations can be implemented as the library sees fit.

When we felt that it was warranted, we have included an explanation of the specific practice. Additionally, at least one institution had implemented almost every practice listed in this document, so we have released the collected information with this document. The information is also available at the LIS Scholarship Archive Works.³

³ Currier, B.D. and Tessa White. (2019). Data Collection for Trans Inclusive Libraries. Available at <http://www.doi.org/10.31229/osf.io/28jre>

Administrative Data Collection

Determine whether gender information is required to be collected.

For instance, gender information is collected in applications for the University of Colorado but is not a required field, since the university collects that information for demographic purposes. Often, gender information is included by default but may not be necessary. As an example, gender worthwhile to think through why that information is collected.

Explain to survey participants why gender information is being collected.

After the library has determined that collecting gender information is necessary, then explain to survey participants why the survey is collecting that information.

Ask gender identity demographic questions in two questions.

The first question is “What is your gender identity?”. Provide the following answers:

- “Male”
- “Female”
- “Nonbinary”
- “Gender Non-conforming”
- “Other” with a self-reporting field.

The second question is: “Do you identify as trans?”.

- Yes
- No
- Prefer not to respond

By asking two questions, the data collection validates the gender identity of a trans person, since trans people can be male or female and also trans. Additionally, some individuals who identify as nonbinary, gender non-conforming, or another term do not necessarily identify as trans.

Explain to survey participants who will have access to the collected information and how.

Answering survey questions is an extension of trust for the survey participant to those collecting information. To create a culture of trust, survey collectors can explain who will receive access to the survey responses, how anonymous the data will be, whether individual responses or aggregated responses will be shared, and by and with whom. Survey designers can explain the original intended uses for that data, even if other projects may use it. For example, the Office of the Registrar at NYU explains the difference between gender identity and sex and who can see that information.⁴ As another

⁴ New York University’s Office of the Registrar. (2019). Gender Identity in Albert: Frequently Asked Questions. Retrieved from <https://www.nyu.edu/students/student-information-and-resources/registration-records-and-graduation/forms-policies-procedures/change-of-student-information/gender-identity.html>

example, Southern Oregon University's Office of Diversity, Equity, and Inclusion⁵ explains why the information is collected and how the information will be used.

Archives

Include the institutional history of LGBTQ groups and people if the archive has an institutional history focus.

Archives in a university often have the history of their local institution, while city or county libraries will often collect local history as part of their collection and stewardship responsibilities. As the archive collects its history, the library may want to explicitly recruit content from LGBTQ groups or records of LGBTQ committees, as appropriate. If the library is completing an institutional oral history project, then the library can solicit interviews from the trans community.

Include trans history as part of the archive.

If the library is unsure whether the archives have a comprehensive collection, complete a collection development assessment and determine whether the collection is lacking. If the library determines that the collection is lacking, the library can make collecting LGBTQ history a collection development initiative and determine organizations to partner with.

Write finding aids, which identify trans people or trans-inclusive topics.

If an archival collection already contains materials about the trans community, write finding aids that identify trans people or trans topics, especially if those materials are organized in other topical areas.

Create online digital exhibits of trans topics.

Create an online digital exhibit, which highlights resources covering trans topics. Trans-inclusive resources in an archive may include photographs, letters, or other materials.

Restrooms

Different organizations refer to gender-neutral restrooms in different ways to be inclusive. Those may include the following: all-gender bathrooms; gender-neutral bathrooms; gender-friendly restrooms; single-stall restrooms; or single-use restrooms. For the purposes of this section, we refer to them as "all-gender restrooms."

Change single-stall gendered restrooms into all-gender restrooms.

One of the easiest changes for a library to make is to turn gendered single-stall restrooms into all-gender restrooms. By converting to single-stall all-gender restrooms, the library can affirm its support to the trans community without committing additional resources.

⁵ Southern Oregon University's Office of Diversity. (2019). Legal Sex, Gender, and Sexual Orientation Data Collection. Retrieved from <https://inside.sou.edu/diversity/sex-gender-orientation.html>

Write a statement of affirmation of all-gender restrooms.

As the library creates all-gender restrooms, create a statement of affirmation regarding all-gender restrooms or a statement explaining why the library has moved to have all-gender restrooms.

Create and use consistent signage for all-gender restrooms.

Some libraries or their parent organizations have developed all-gender inclusive restroom signs, which create consistency across the library or its parent organization.

Create an inventory of all all-gender restrooms.

A restroom inventory is especially important for trans people as they find a restroom where they feel safe. Working with organizational partners, the library can create a restroom inventory of all-gender restrooms across the university or local community, including local government. Create a map of those restrooms and publicize if possible.

If the library or its parent organization has a mobile application, include all-gender restrooms as a resource list in that application. If the institution does not have a mobile application, create a map that interfaces with a mapping application. For example, University of Connecticut's map interfaces with Google Maps, and a user can save it as an offline map.⁶ Create an email link so individuals can email to update a restroom map as new all-gender restrooms are identified.

Collections

Create an LGBTQ collection.**Recruit donors to create or support an LGBTQ collection.**

After developing the LGBTQ collection, recruit donors to maintain the collection's currency.

Write a collection development policy that is inclusive of trans representation in media.

Confirm that library-owned media has trans representation. Examples of media may include film, newspapers, data, statistics, plays, music, journals, databases, and books. This may include materials by trans creators or that portray the trans experience. Other organizations⁷ have done research on specific materials to collect.

Collect on trans topics in different subject areas and write collection development policies for those specific subject areas.

In addition to creating a general LGBTQ collection, but include materials by, for, about, and inclusive of the trans community in other topical areas. Notable areas of the collection can include the law, health, LGBTQ or sexuality studies, and gender studies.

Write an LGBTQ Studies research guide, like a LibGuide.

⁶ University of Connecticut: Rainbow Center. (2019). Single Stall and Gender Inclusive Campus Restrooms. Available at <https://rainbowcenter.uconn.edu/single-stall-and-gender-inclusive-campus-restrooms/>

⁷ American Library Association: Gay, Lesbian, Bisexual, and Transgender Roundtable. (2019). Professional Tools. Available at <http://www.ala.org/rt/glbtrt/tools>

Create a collection spotlight on a trans collection.

Creating a collection spotlight may take several different forms. A library could create a list of materials in the collection, a list of recommended LGBTQ readings, or an online reference list.

Create keyword lists to help individuals search the library catalog.

Helpful keywords include general terms like “trans liberation,” “genderqueer,” or “nonbinary.” As these terms are not Library of Congress subject headings, provide a list of Library of Congress subject terms that may be relevant. As subject headings and vocabularies will change over time, keep the list of appropriate keywords and subject headings up to date. The following Library of Congress subject headings are useful for someone doing research in this area:

- African American transgender people
- Bible—Transgender interpretations
- Children of transgender parents
- Christian transgender people
- Gender-nonconforming people
- Gender nonconformity
- Gender nonconformity on television
- Jewish transgender people
- Legal assistance to transgender people
- Libraries and transgender people
- Parents of transgender children
- Social work with transgender people
- Social work with transgender youth
- Transgender artists
- Transgender athletes
- Transgender children
- Transgender college students
- Transgender college teachers
- Transgender Day of Remembrance
- Transgender librarians
- Transgender military personnel
- Transgender musicians
- Transgender parents
- Transgender people
- Transgender people in art
- Transgender people in literature
- Transgender people in motion pictures
- Transgender people in popular culture
- Transgender people—Employment
- Transgender people—Employment—Law and legislation
- Transgender people—Identity
- Transgender people—Legal status, laws, etc

- Transgender people's writings
- Transgender people's writings, American
- Transgender people's writings, Canadian
- Transgender people—United States
- Transgender people—Violence against
- Transgender police officers
- Transgender prisoners
- Transgender students
- Transgender teachers
- Transgender veterans
- Transgender youth
- Transphobia

Conferences

Host an LGBTQ Conference.

This may include a queer studies conference.

When hosting a conference, ask for gender pronouns from all attendees.

Having an individual's gender posted on their name page may look different at different conferences. Conference organizers might ask all attendees their gender and then identify their gender on their name badges. Conference organizers can also provide gender pronoun ribbons at a ribbon station.

Have an all-gender restroom.

If the library does not already have an all-gender restroom, turn a multi-stall gendered restroom into an all-gender restroom.

Have a Code of Conduct that includes gender identity, gender expression, and trans status.

If leading a diversity symposium, have trans-inclusive presentations.

A diversity symposium may take many forms, including a general diversity symposium for the students, employees, and patrons. Some libraries may lead professional development workshops for their employees or patrons, which include workshops on how to serve members of marginalized populations, including the trans community.

Employer

Create guidelines for complying with gender identity and expression nondiscrimination laws.

For instance, Central Connecticut State University has posted “Guidelines for Connecticut Schools to Comply with Gender Identity and Expression Non-Discrimination Laws” from the Connecticut Safe School Coalition.⁸

Create or edit a workplace discrimination and harassment policy to ensure trans inclusivity.

For instance, California State University, Long Beach has included definitions relating to trans people as part of their workplace discrimination and harassment policy.⁹

Create free diversity workshops for faculty and staff that provide tools to become an ally to their coworkers and patrons.

Train employees on gender identity and expression every two years.

Hate Violence

Create a mechanism by which an individual connected to the library or its parent organization can report an incident of bias, discrimination, or harassment.

Provide existing resources, such as human resources, counseling services, student services, and law enforcement. Set up an email account or phone number, if not already in place, for individuals to report incidents if they do not feel comfortable identifying themselves or speaking in person.

Hiring

Adopt evidence-based practices to recruit diverse employees and reduce implicit bias.

For example, the University of Maryland created an “Inclusive Faculty Hiring Pilot Program.” One aspect of this pilot program was creating an inclusive job description document.¹⁰

Create Guidelines or Suggestions for the Recruitment and Hiring of Lesbian, Gay, Bisexual, and Trans (LGBT) Faculty, Staff, and Student Employees.

The University of Maryland has a useful example.¹¹

⁸ Connecticut Safe School Coalition. (2012). Guidelines for Connecticut Schools to Comply with Gender Identity and Expression Non-Discrimination Laws. Available at <https://www.ccsu.edu/lgbt/files/Act1155.pdf>

⁹ California State University, Long Beach. (2016). Workplace Discrimination and Harassment Policy. Available at <https://www.csulb.edu/sites/default/files/u25571/203.29workplacediscriminationandharssmentpolicy.pdf>

¹⁰ The University of Maryland: ADVANCE. (2016). Inclusive Faculty Hiring. Available at <https://www.advance.umd.edu/inclusive-faculty-hiring>

¹¹ University of Maryland: The President’s Commission on Lesbian, Gay, Bisexual, and Transgender Issues. (2003). “Guidelines/Suggestions for the Recruitment and Hiring of Lesbian, Gay, Bisexual, and Transgender (LGBT) Faculty, Staff, and Student Employees.” Available at <https://president.umd.edu/guidelinessuggestions-recruitment-and-hiring-lgbt-faculty-staff-and-student-employees>
<https://www.president.umd.edu/sites/president.umd.edu/files/files/documents/guidelines%20%281%29%202.pdf>

Actively recruit from organizations that have trans members, like the American Library Association’s LGBT Round Table.

Create clear processes for name or gender changes for people going through the hiring process.

An individual may change their legal name, preferred name, gender, or some combination of all three during the hiring process. Provide clear instructions on how to make those changes with hiring staff.

Library Administration

Write a statement of nondiscrimination that explicitly includes gender identity, gender expression, and trans status.

As an early step for organizational leaders, confirm that gender identity, gender expression, and trans status is part of the protected classes in the nondiscrimination policy.

Clarify the equal opportunity and nondiscrimination policy as part of the annual notice and affirm support for nondiscrimination.

Post nondiscrimination notices, which includes gender identity, gender expression, and trans status as part of a nondiscrimination policy.

As another step, write a statement of affirmative action that clarifies the library or parent organization’s goal to overcome the present effects of past practices, policies or barriers to equal employment opportunity and to achieve the full and fair participation of members of marginalized communities, including the trans community.

When writing the diversity and inclusion strategic plan, ensure the trans community is represented throughout the plan.

Write a “commitment to diversity” statement.

This may also be known as a “statement of affirmation to diversity.” Additionally, a library or its parent organization can also reaffirm commitment to diversity.

Write a statement of support to the trans community.

As people have politicized trans identities, a library or its parent organization can write a statement of support to the trans community, so they know that they have institutional allies.

Create an LGBTQ advisory committee.

By creating a committee, the library will have a group of LGBTQ stakeholders, which may include students, employees, or patrons, to advise on those issues. A committee also indicates to the LGBTQ community a willingness to grow in this area.

Complete a climate assessment of your institution.

Collect demographic information on the LGBTQ population and create a snapshot of the LGBTQ community working for or attending the institution (self-identified as LGBTQ, etc.). See Appendix 7 as one example of a climate assessment.

Have institutional partners sign an MOU (Memorandum of Understanding) which includes a statement that the partnering institution will abide by the institution’s nondiscrimination policy, which includes nondiscrimination on the basis of gender identity, gender expression, and trans status.

The University of Maine at Farmington has an example of what that agreement form for public partnerships may look like.¹²

When renting facilities to external organizations or individuals, have the renter sign a renter’s agreement including a statement that the renter will abide by the institution’s nondiscrimination policy, including nondiscrimination on the basis of gender expression and trans status.

For example, the University of Maine specifies in its event planning handbook that it will not rent its facilities to organizations that do not assure the University that they do not discriminate against any person because of age, disability, ethnicity, gender (including trans status or gender expression), national origin, race, religion, or sexual orientation.¹³

Create template language for syllabi and institutional handbooks.

As one example, the University of Maryland includes example language for a syllabus and institutional handbooks including examples for a full version (referencing university policy), a condensed version, or a simple version, depending on space constraints.¹⁴

Lobby against anti-trans legislation.

Some libraries or their parent organizations have felt compelled to lobby against anti-trans legislation on behalf of their students, employees, or patrons. Some institutions have lobbied against anti-trans legislation is by writing letters to their Congressional members. Additionally, some institutions have written amicus briefs in support of trans students when litigation has occurred in their area.

Write a letter of support to the trans community.

In light of anti-trans legislation being introduced and anti-trans hate crimes, some libraries or their parent organizations have written letters of support to their students, employees, patrons, or some combination to indicate that the institution stands with them.

Write a policy on inclusive language.

A policy on inclusive language encourages institutional authors to avoid using generic masculine or feminine words or titles to refer to all persons. Additionally, a policy on inclusive language avoids using terms or expressions that reinforce inappropriate, outdated, or demeaning attitudes or assumptions about persons or groups based on age, disability, ethnicity, gender (including trans status or gender expression), national origin, race, religion, or sexual orientation.

¹² University of Maine at Farmington. (2017.) “Agreement Form | Partnership for Civic Advancement.” Available at <http://www2.umf.maine.edu/pca/about/for-community-sponsors/agreement-form/>

¹³ University of Maine at Machias. (2016.) “Camps, Conferences, & Meetings Planning Handbook.” Available at <https://machias.edu/community/wp-content/uploads/sites/24/2016/09/Event-Planning-Handbook-2016.pdf>

¹⁴ The University of Maryland: Lesbian, Gay, Bisexual, and Transgender Equity Center. (2018). “Good Practices: Names and Pronouns.” Available at <https://lgbt.umd.edu/good-practices-names-and-pronouns#syllabus>

One of the easiest ways to do this is to encourage the use of the singular “they” in writings and communications. The singular “they” is inclusive to the trans and gender non-conforming communities and is widely accepted.¹⁵

Create guidelines that support trans students, employees, and patrons.

Some students, employees, or patrons will identify as trans including those who decide to undergo gender alignment medications or procedures. Libraries or their parent organizations can institute guidelines that include supporting their stakeholders’ identities, regardless of whether or when they medically transition. For example, the University of Colorado has posted the Boulder Valley School District’s guidelines to support students who are transgender and gender nonconforming.¹⁶ Additionally, libraries or their parent organizations can create workplace transition guidelines. HRC provides a guide on what comprehensive transition guidelines include.¹⁷

Mental Health

Create a resource list of trans support groups in the area.

Offer library space for trans support groups.

Create a list of therapists that can provide counseling support.

Work with local members of the trans community and providers to create a list of counseling support across the city or university if one does not already exist.

Metadata: Name Authority Records

Have a policy on name authority records for trans people.

Many libraries that create name authority records for local collections, such as institutional repositories or digital collections, rely on the Library of Congress name authority records or use other name authority records. When possible, prevent the person’s birth name (or “dead name”) from entering the library’s metadata standard. For instance, the Library of Congress uses Janet Mock’s and Laverne Cox’s names without any reference to their dead name in the authority file. In some instances, using the dead name may be unavoidable. For instance, books were written about Caitlyn Jenner before her transition. The Library of Congress has since updated her authority record: all books listed under Jenner’s previous name now use her current name, and her dead name is listed as a “variant.” Libraries can prevent dead names from entering a name authority record in their local collections or redirect a dead name to a person’s new name. Although the library often cannot change content in the document itself, it can change how people discover that information.

¹⁵ Merriam Webster. (2018). Words We’re Watching: Singular ‘They.’ <https://www.merriam-webster.com/words-at-play/singular-nonbinary-they>

¹⁶ Boulder Valley School District. (2012). “Guidelines Regarding the Support of Students who are Transgender and Gender Nonconforming.” Available at <https://www.colorado.edu/education/sites/default/files/attached-files/bvsdtransguide.pdf>

¹⁷ Human Rights Campaign. (2018). Workplace Gender Transition Guidelines. <https://www.hrc.org/resources/workplace-gender-transition-guidelines>

Names and Pronouns

Preferred Names

Have a preferred name change policy that includes every stage of an individual's interaction with an institution.

Students, employees, and patrons of a library may need to change their name to a preferred name during the application process, while employed at or attending the institution or after they leave the institution. Some academic institutions reissue an updated diploma or transcript with proof of a legal name change.

Write clear instructions for how students, employees, and patrons can change their display name.

Students, employees, and patrons may want to start using a preferred name in their email or other programs with display names before changing to a preferred name in another system.

Write clear instructions for how students, employees, and patrons can change their name to a preferred name, even if a legal name change has not occurred.

When creating a preferred name, trans people often change their names in many systems. When providing instructions on creating preferred names, include technical instructions on the system itself and explain which systems to use and how to change the name in each system. Not all systems talk to each other, and it's helpful to know (1) whether the systems talk to each other, (2) if a preferred name change connects with other systems, which system is the "parent system," and (3) which systems are separate from the parent system. For example, an email display name may not connect to any parent system, so instructions may need to be written both for email and a student record system.

As a starting list, systems to include are the ILS, email, the Course Management System, the University Records system, and the people management or timecard systems for employees.

If the institution or technology does not allow for creating a preferred name, consider creating a template that students can use to email their professors their preferred name.

An email template for the announcement of a preferred name can be found in Appendix 1.

Write a name and gender change policy for alumni.

Individuals may transition after leaving an institution but still need records. Ithaca College has created a policy that allows alumni to change their name and gender and then request a new transcript or diploma.¹⁸

Have a preferred name form.

For instance, Kansas State University has a clear name change form.¹⁹

¹⁸ Ithaca College: Center for LGBT Education, Outreach, and Services. (2019). "Transgender Resources." Available at <https://www.ithaca.edu/sacl/lgbt/resources/hg/>

¹⁹ Kansas State University: Registrar's Office. (2019). "Information Change Form – Kansas State University – Registrar's Office." Available at <http://www.k-state.edu/registrar/unpublished/enroll/Information%20Change%20Form.pdf>

Name Changes

Write name change guides.

Libraries or their parent organizations can provide several guides for name changes. These guides may cover the following:

- a birth certificate,
- a driver's license,
- an ID card change
- a passport,
- Selective Service System proof of registration, or
- a Social Security

Review instructions for all levels of name changes, including at the state and county level, and provide links to the relevant name change application. If the name change process requires the applicant to go to a local courthouse, include the hours of the court. Individuals other than trans people often need to change their names, and all people need to have clear instructions on how to do so.

For an example of "A Guide to Name and Gender Change," Equality Illinois has put together a "Guide to Name and Gender Marker Changes for the State of Illinois."²⁰ This toolkit has information on a name change petition and information on changing other documents, like a driver's license, social security card, birth certificates, passports, and the Selective Service with examples of the appropriate forms.

Programming

Create a pro bono clinic to help members of the trans community change their legal name.

Some institutions work with a local law school to offer a pro bono program, where attorneys and students help members of the trans community change their legal name. These pro bono clinics are coordinated with the law schools or volunteers from the legal community.

Pronouns

Provide space for pronouns on business cards and permanent name badges.

Provide templates for individuals to include their pronouns on their business cards and permanent name badges. Providing templates may encourage more employees of the institution to use them. These templates help to provide institutional legitimacy to employees or affiliates who start using them.

²⁰ Equality Illinois. (2012). "Guide to Name and Gender Marker Changes." Available at https://www.iwu.edu/lgbt/name_change_in_illinois.pdf

Create email signature templates for individuals to include their pronouns.

Provide templates for individuals to include their pronouns on their email signatures. By providing templates, more employees of the institution may use them. An institution creating a template helps to provide institutional legitimacy to employees or affiliates who start using them.

Provide instructions for students, faculty, or patrons to update their gender identity markers.

For instance, the University of California, Merced provides instructions in its self-reported bio-demographics.²¹

Technology

Purchase technology that allows people to create preferred names.

When buying technology, confirm the technology allows for the inclusion of a preferred name and activate that feature. Systems that may need to be considered include but are not limited to records systems, integrated library systems, interlibrary loan systems, etc.

As a note, if the library catalog connects to other institutional technologies, like in an academic library, the ILS may default to showing a person's legal name. Even if the library purchases an ILS, a library may need to develop policies and procedures that allow for a preferred name to show as the default.

Programming

Note: All programming events are listed in Appendix 3. More information is provided in our data collection available at the LIS Scholarship Archive Works.²²

Create a list of past trans events or past events that had trans speakers.

By creating a list of trans speakers, the institution can demonstrate a continued commitment to trans inclusivity.

Create programming for the trans community.

Create programming where the intended audience are members of the trans community.

Create programming by the trans community.

Create programming by people who are members of the trans community. Invite trans speakers on both trans and non-trans issues. Appendix 2 provides a list of individuals who are identified as members of the trans community and have spoken in various institutions.

²¹ University of California, Merced. (2019). SOGI Banner change instructions. Available at <https://lgbtq.ucmerced.edu/sites/lgbtq.ucmerced.edu/files/documents/sogi-banner-change-instructions.pdf>

²² Currier, B.D. and Tessa White. (2019). Data Collection for Trans Inclusive Libraries. Available at <http://www.doi.org/10.31229/osf.io/28jre>

Create programming about the trans community.

An example of this would be educating the cisgender community on trans issues. Ideally, all programming about the trans community would be reviewed by representatives from the trans community. See Appendix 3 for some ideas.

Include trans people in general programming.

Trans people have experiences and expertise outside of their trans identities. For example, one way to incorporate trans people into programming that is not otherwise targeted to or by the trans community is having a trans artist display their art in an art show or rotating art display.

Resource Guides

Note: All resource guides are listed in Appendix 5. Appendix 6 provides an additional resource guide for transition-related procedures. More information is provided in our data collection available at the LIS Scholarship Archive Works.²³

Create a resource guide for the trans community.

Create a list of trans-inclusive local organizations on campus or in the community.

Create a resource guide by the trans community.

Work with the trans community to determine what resource guides would be appropriate.

Create a resource guide about the trans community.

An example of this would be educating the cis community on trans issues, like gender alignment surgery. Ideally, all programming about the trans community would be reviewed by representatives from the trans community. Other resource guides may include an FAQ about trans people or a terminology guide. See Appendix 4. The resource guide list is not intended to be exhaustive.

Include trans people in a resource guide.

If an employee or volunteer is creating a resource guide on an issue where trans people may be affected—for instance, reporting an incident of harassment—include resources that may be specific to the trans community or include the trans community in the list of people who may need the resource.

Transition-Related Health Care

Create insurance coverage that covers transition-related health care.

Many universities allow students as well as employees to have a university-sponsored health care plan. Include transition-related health care for students or employees and have clear policies and information about the amount of care covered for transition-related health care.

²³ Currier, B.D. and Tessa White. (2019). Data Collection for Trans Inclusive Libraries. Available at <http://www.doi.org/10.31229/osf.io/28jre>

Create leave policies that include transition-related health care.

Employees may find it difficult to use health insurance to cover transition-related health care. Currently, FMLA does not cover transition-related health care, and an employee may not have other leave benefits that would allow them to take advantage of their health insurance. If transition-related health care is covered under employer-provided health care, determine whether leave policies allow an employee to take advantage of their insurance benefit. Not only is this helpful for employees, but it is also helpful if employees are taking care of other people covered through their insurance policy as they transition (spouse or children, e.g.).

Cover travel expenses related to transition-related health care.

Provide travel support for transition-related healthcare, especially if there are no local providers.

Create a resource list for transition-related health care.

Not all members of the trans community will use transition-related health care. However, for those who do, offer a list of covered providers. See Appendix 6 for a list of types of transition-related health care.

Appendix 1: Email Template for Preferred Names²⁴

Dear Dr./Prof. _____,

I am registered for your (name of class) this (fall/winter/spring/summer (semester)). The name you will see for me on the generated roster is incorrect. My name is _____. Please refer to me using _____ pronouns.

Thank you,

(Signature)

²⁴ The Pride Center at Lehigh University. (2017). Trans@LU. Retrieved from <https://diversityandinclusion.lehigh.edu/pride-center/translu>

Appendix 2: Trans Speaker List

Aiden James Kosciesza
Alexandra Billings
Alice Fairfield
Bamby Salcedo
Beck Bailey
Ben Singer
C. Riley Snorton
Cece McDonald
Chase Strangio
Chris Mosier
Chris Rodriguez
Christina Kahrl
Debra Davis
Diana Feliz Oliva
Dr. Anne Koch
Dr. Cael Keegan
Dr. Eli Green
Dylan Scholinski
Eli Clare
Gayle Salamon
Geena Rocero
Helen Boyd
Hillary Whittington
Ian Harvie
Ignacio Rivera
J Mase III
JAC Stringer
Jamison Green
Janet Mock
Jennifer Finney Boylan
Jill Soloway
Josh Nichols
Joy Ladin
Kat Blaque
Kate Bornstein
Kim Watson
Kristen Worley
Kristin Beck
Kye Allums
Laura Jane Grace
Laverne Cox
Lori Davison
Mara Keisling
Mia Yamamoto
Michelle Antoinette Enfield
Morgan Seamont
Nicole Maines
Peggy Cadet
Ryan Cassata
Ryan Sallans
Sam Bullington
Sandy James
Sarah McBride
Skylar Kergil
Timothy Bussey
Willy Wilkinson

Appendix 3: Programming Examples

By

See Appendix 2 for a list of trans speakers.

For

Career Opportunities Workshop for Queer & Trans Students

Gender Outfitters

Health Services

Identity Collectives

Know your rights

Mixer for Transgender and Nonbinary Students

Queer Mentor

Trans Support Group

Transgender Career Development Training

Voice and Communication Modification Program

Workplace Resources

About and With

Academic Lectures and Talks

Annual Coming Out Monologues

Book Readings

Clinical work with the transgender population

Documentaries on trans people

Exhibitions

Free Diversity Workshops for Faculty and Staff

Gender Diversity Night

Gender Reel Film Festival

Guest Speakers and Keynotes

Introduction to Trans Surgery

Justice in Transition: Serving the Transgender Community in Law and Practice

Lecture: Transgender Activist History: From WW II to Present

LGBTQ Film Festival

Lunch and Dinner Discussions
One Archives Travelling Exhibit
The Out to Lunch Gender, Sexuality and Community Lecture Series
Panel Discussions
Queer Film Series
Researching Ethnic and Cultural Groups in Los Angeles: Overview
Say Her Name Vigil
Semana de la Xicana (Chicano issues including trans women)
Suited: An HBO Documentary
Trainings, Workshops and Resource Lists
Trans 101: Legal Issues Facing the Transgender Community
Trans Awareness week
Trans Empowerment Week
Trans rights in the workplace
Trans Short Films
Trans Week of Action
TransAction Workshop
Transgender Day of Remembrance
Transgender Day of Visibility
Transgender Freedom Project
Walk a Mile in Her Shoes

Inclusive

Annual Ally March
Banned Books Week
Creating Inclusive Environment for Transgender Students
Day of Silence
Domestic Violence Awareness Month
Dos and Don'ts of LGBT Ally Assumptions
Gender Awareness Day
LGBT Month
LGBT Welcome Reception

National Coming Out Day

Pride Month

Pride Week

Queer History Month

Sexual Violence Awareness Month

Trans Visibility Month

Trans Visibility Week

Trans World Awareness Week

World AIDS Day

Appendix 4: List of Conferences

Diversity Symposiums

The Greater Dayton Transgender Mental Health Summit: Developing Skills and Confidence for Gender Diverse Populations

Growing Up Transgender

LGBT Workplace Inclusion Conference

LGBTQ Symposium

Mid-Atlantic Transgender Health Conference

Queer Students of Color Conference

Sex and Gender Spectra Conference

A Sexual Orientation and Gender Identity Education Conference

TRANSforming Gender Conference

Transgender Spectrum Conference

Appendix 5: Resource Guide List

For

Campus Safety

Campus Resources

Career Center Resources:

- LGBT Career Center
- FAQ's for Transgender Job Seekers (PDF)
- Advice for Career Counselors from Transgender Individuals (PDF)
- Transgender Voices Presentation (PDF)
- Transgender Employment Resources

Finding a therapist

Friendly Places to Work

Hotlines

LGBT Center Resources:

- LGBT Center Library
- LGBT Subject Guide
- Reading List
- Trans Medical Care
- Women's Clinic (Transgender Care)

LGBT Students off campus

Local Resources

National Resources

- Transgender Law and Policy Institute

National Resource List

On campus resources

Professional Dress vs. Interview Dress

Resource compilation

Resources for Coming Out

- For Parents
- For Students
- Binding Resources
- Campus History

- Coming Out
- Coming Out as Trans (HRC)
- Experts List
- Housing
- HRC Workbook
- Local Gender-Inclusive Restrooms
- Local History
- Local Media Resources
- Pronoun Guide
- Responding to an LGBTQ Individual
- Student Health Insurance Resources
- Task Force on Gay, Bisexual, Lesbian, Transgender Issues
- Trans Community Resources
- Trans Rights Toolkit
- Travel
- Tucking Resources
- Workplace

Resource Guide for Trans students

Resources in the Princeton Libraries

Regional Resources (State)

Scholarships for LGBT People

Ten Things Transgender Persons Should Discuss with their Health Care Providers

Trans Advocacy Team

Trans Info Playlist

Trans Legal Resources

- Diversity and Inclusion Resources
- Campus Rules

Trans Student Guide

TRANScending Identities: A Bibliography of Resources on Gender Variance, Transgender, and Intersex Topics, from the San Francisco Public Library.

Transgender Primary Care Clinic

Transgender Visibility: A Guide to being you

Transition Services

Useful Sites for Transgender Information

Web Resources

About and With

- Action Tips for Allies of Trans People
- Best Practices Survey Design
- Creating LGBTQ+ Inclusive Curriculum and Classroom Spaces at Colleges and Universities: A Guide for Faculty/Instructors
- Definitions and symbols
- Digital Trans Archive
- Diversity Toolkit
- Faculty Resources
- Glossary
- Guidelines regarding the support of students who are transgender and gender non-conforming
- LibGuides
- OSHA's [A Guide to Restroom Access for Transgender Workers](#)
- Pride Symbols
- Pronoun Guide
- Queer Podcast
- Resource Guide for working with trans students
- Supporting trans students
- Tips for Trans Allies
- Trans* Ally Toolkit
- Trans History Timeline
- Trans* Info for Students, Faculty & Staff
- Trans Studies (Books)
- Transgender Rights in the Workplace
- Vocabulary List & Definitions

Inclusive

- Ally Resources
- Ally Quiz
- Being Gender Inclusive
- Formerly "Safe Space" or "Safe Zone"
- How to be An Ally/ Being an Ally
- Inclusive Language

- NCAA Inclusion of Transgender Student-Athletes
- Pronoun awareness
- Queer Resource Guide
- Sponsored suicide hotline, whose brochure recognizes that trans persons attempt suicide at a rate more than 25 times the national average.
- Trans Ally Tips

Miscellaneous Resources:

- Book display tie in for LGBT Month
- Chancellor's Committee on LGBT people
- Community Voice
- Cyberbullying Risk Factors
- Deaf Queer Resource Center
- Educational Activities
- Equity Lens Panel
- FAQ on Withdrawal of Federal Protections
- Gay-Straight Alumni Network
- Hate Bias Incidents
- LGBT Archives
- LGBTQIA Commission
- The Museum of Transgender History & Art (MOTHA) at ONE Archives
- Oral History Project
- Presentation and Panels for Class
- Q&A – Finding Trans* Writers
- Suggestions/Complaints
- Trans* Admission Policy
- Trans* Speaker's Bureau
- UIC and Transgender Healthcare

Appendix 6: Resource Guide for Transition-Related Procedures

Transition Guide and identified trans-inclusive providers:

- Binding Resources
- Coming Out
- Coming out as Trans (HRC)
- Cosmetologists
- Dermatologists
- Dentists
- Electrologists/Laser Hair Removal Professionals
- Endocrinologists
- Local Gender-Inclusive Restrooms
- Obstetricians/Gynecologists
- Pediatricians
- Plastic Surgeons
- Primary Care Providers
- Therapists
- Trans Community Resources
- Tucking Resources
- Voice Therapists

Appendix 7: Survey for a Trans Inclusion Climate Assessment

Adapted from Washington University in St. Louis: School of Law²⁵

1. Identify your gender.
2. Do you feel the school recognizes your gender?
3. Are you aware of the university's preferred name program?
4. Are you aware of the University's bias reporting system?
5. If someone asked you for directions to a gender inclusive bathroom, would you know where to direct them?
6. How many bathrooms in the law school are non-gendered?
7. Gender honorifics
 - a. Have my professors called on students using gendered honorifics?
 - b. Do I, as a professor, call on students using gendered honorifics?
8. Have I ever discussed a transgender topic in school?
9. Would I feel comfortable explaining the meaning of "transgender" to someone in the school?
10. Do I know someone who identifies as transgender?
11. Do I know a current non-student member of the community who identifies as transgender?
12. Is the school a welcoming environment for transgender students?

²⁵ OutLaw: A Gay, Lesbian, Bisexual, and Transgender Organization at Washington University. (2016). "Transgender Inclusion Survey: Report." Washington University in St. Louis: School of Law. Retrieved from <https://web.archive.org/web/20181116041628/http://law.wustl.edu/blogs/outlaw/wp-content/uploads/2016/03/OUTLaw-Trans-Inclusion-Committee-Survey-Report.pdf>

Appendix 8: Other Best Practice Guides

- Consortium of Higher Education. (2014). Suggested Best Practices for Supporting Trans* Students. Available at <https://lgbtcampus.memberclicks.net/assets/consortium%20suggested%20trans%20policy%20recommendations-compressed.pdf>
- Human Rights Campaign. (2016) Transgender Inclusion in the Workplace: A Toolkit for Employers. Available at https://assets2.hrc.org/files/assets/resources/Transgender_Inclusion_in_the_Workplace_A_Toolkit_for_Employers_Version_10_14_2016.pdf?_ga=2.20793147.2008040325.1559334552-2129551991.1559334552
- Mills College. (2013). Report on Inclusion of Transgender and Gender Fluid Students. Best Practices, Assessment, and Recommendations. Available at <https://inside.mills.edu/about-mills/equity-inclusion-social-justice/docs/Report-on-Transgender-Inclusion.pdf>
- National LGBT Health Education Center. (2016). Affirmative Care for Transgender and Gender Non-Conforming People: Best Practices for Front-line Health Care Staff. Available at <https://www.lgbthealtheducation.org/publication/affirmative-care-transgender-gender-non-conforming-people-best-practices-front-line-health-care-staff/>
- OSHA. (2015). A Guide to Restroom Access for Transgender Workers. Available at <https://www.osha.gov/Publications/OSHA3795.pdf>
- Rodríguez-Roldán, Victoria M. and Elliot E. Imse. (2016). Valuing Transgender Applicants and Employees: A Best Practices Guide for Employers. Washington: District of Columbia Office of Human Rights and National LGBTQ Task Force. Available at <https://ohr.dc.gov/page/transemployees>
- Vermont Agency of Higher Education. (2017). Best Practices for Schools Regarding Transgender and Gender Nonconforming Students. Available at <https://education.vermont.gov/sites/aoe/files/documents/edu-best-practices-transgender-and-gnc.pdf>
- The Williams Institute. (2014.) Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys. <https://williamsinstitute.law.ucla.edu/wp-content/uploads/geniuss-report-sep-2014.pdf>