

**Gender Identity Working Group
Minutes – April 28, 2003
3000 Michigan Union
5:00 – 7:00 PM**

Meeting Purpose: To check progress on the Gender Identity Service-Delivery & Climate-Assessment survey; to meet and orient the DPS’s coordinator of training (postponed); to continue the review of the gaps and recommendations list; and to continue discussion and planning related to the completion of the group’s work.

I Welcome and Introductions

Members attending: Anonymous, Mary Hummel, Frederic MacDonald-Dennis, Howard Saulles (first hour), Jim Toy

Members absent: K. Foula Dimopoulos, Eryk Glenn, A.T. Miller, P.J Two Ravens

Guest: Malinda Matney

Facilitator/recorder: Bernadette Malinoski

II Survey of Students

1. Number of responses – structured, open-ended

Malinda commented that 330 was the largest population of respondents on any given questions. Not everyone answered all the questions. 247 people who accessed the survey stayed with it until the end of the structured questions. Regarding the open-ended questions, 62 people looked at them and 30 answered one or more of them. The number 30 approximates the total number of respondents who identified as genderqueer, queer, FtM, transsexual, transgender, and MtF.

2. Preliminary comments and questions about survey responses

Members noted that more people responded to questions about satisfaction with services and with staff acceptance of gender identity than responded “yes” to whether they used the services for reasons related to their gender identity.

Members asked how representative of the student body as a whole the demographics of respondents were. Malinda responded that: there were a large number of graduate students which matches the most frequently reported age ranges; most respondents were white, as is typical of surveys; those who categorized themselves as female or woman were over-represented, which is also typical of surveys in general but not of online surveys except those conducted here; LS&A is a bit over-represented; the proportion of those in on-campus vs. off-campus housing is typical of UM.

In answer to a question about how many of the students who responded to Housing’s resident satisfaction survey identify themselves as transgender, **Mary** said she would look up the information and send it to members. (Post-meeting note: For the 2001 resident satisfaction survey, 19 respondents identified as transgender – that was .3% of respondents. For the 2002 survey, 26 identified as transgender – that was .4% of respondents.)

Jim noted that the GIWG survey did not ask about DPS services. Members recalled that the reason was mainly because it is not a DSA unit. Questions about security issues were included in the survey, and open-ended questions provided an opportunity to provide anecdotal information regarding interaction with DPS officers.

Frederic mentioned that he didn’t get any “hate mail” as a result of sending the email invitation to 2000 randomly selected students. Malinda observed that if there had been any complaints received by the IRB in connection with the survey, the GIWG would have heard about them by now.

3. Timeline for analysis

Malinda has Access files containing the survey data which are being converted to SPS so that more detailed analysis can be done. (e.g. of transgender students' responses to questions about service, attitudes they encounter, etc.) Students in Malinda's area will be analyzing the survey over the next couple of weeks. Results of that analysis should be ready for review in mid-May, before the GIWG's next meeting.

The students who are working on the analysis are looking at literature related to transgender services. Malinda has let them know that not much has been done in this field in higher education and they are excited about being on the cutting edge.

4. Next steps

Members who have survey-related questions they would like to suggest or "ah ha" comments to share with the students who are analyzing the results should email them to Malinda as soon as possible.

The GIWG asked **Malinda and the students** to relate their analysis of the survey results to the Gaps & Recommendations document – what is supported, what may need to be rethought, etc. **Bernadette** will copy Malinda when she sends the next update of that document.

III Brief Sgt. Steiner, DPS training coordinator, re: transgender issues

(Postponed because Sgt. Steiner was unable to attend the meeting.)

IV Gaps and Recommendations Document – Review

1. Discuss comments from CAPS, Career Center, Housing, Orientation, SAPAC

Mary presented recommendations for changes in the Housing section of the document. Members discussed the recommendations and suggested additional rewording. They accepted Housing's previous recommendation regarding key staff to orient and train.

No comments from CAPS or SAPAC were reported at this time. **Howard** has been in touch with CAPS and expects to receive comments. **Bernadette** will contact Howard regarding how to obtain SAPAC's comments.

Frederic presented recommendations for changes in the Career Center section of the document. Members accepted the suggestion to drop the recommendation that the Career Center create and maintain a list of companies that provide antidiscrimination protections for transgender people in favor of having the CC work with students on researching the organizational culture of companies they are interested in. The number of companies that recruit on campus is open-ended. Having a list, but one that is incomplete and/or inaccurate, would be counterproductive in times when information is readily available on the company web sites. The CC also clarified that the only student records it keeps are letters of recommendation. They don't provide information or make changes to those with out the student's permission. A student presenting legal documentation of a name change can get the name on their CC file changed. Anonymous raised the issue of company applications and info sheets that (and applications for graduate and profession degrees) that ask for prior names that a person has used. Are there laws that put limits on asking that question? The group decided to add a recommendation that the Career Center find out about this.

Bernadette will check to find out whether there are additions to make in the section on Student Orientation as a result of AT's meeting with Ann Hower from the Office of New Student Programs. The assumption of the group at this point is that transgender issues will be worked into the Orientation Program in a way similar to the way L/G/B issues are.

2. Discuss Section 9, Gaps in Coordination

In answer to the question "How might the two introductory paragraphs be strengthened so that all six of the recommendations in section 9 flow from them?" members suggested looking for related quotes from the open-ended portion of the survey of students.

Members shared their perspectives in response to the question “What is your understanding of how a ‘case management’ advocate model would work?” Mary suggested that the group consider the service team model used to support students with disabilities – students who have a variety of specific, individual needs as do transgender students. Under the model, there is a contact person(s)/liaison within a DSA unit (for example, Brenda Herman or Doug White in Housing) who helps the student by pulling a service team together to address specific, individual concerns. All the liaisons for disability concerns meet periodically to exchange information and support each other. There is also an annual award that acknowledges the work of leaders in the field and serves to raise awareness on campus. If the model is applied to serving transgender students, the LGBTQA Office (visibility and advocacy) and the Ombuds Office (anonymity and neutrality) could serve as points of contact, who would work with designated liaisons in other DSA units (and elsewhere) to help the students. Sam Goodin of Services to Students with Disabilities is a key resource. (Please see the Appendix for some background regarding the SSD model.)

3. Next Steps

Bernadette will draft language reflecting the recommended changes to the Gaps & Recommendations document and send an updated version to members via email attachment before the next meeting.

V DSA Unit Survey – Updates re: Additional Responses

1. Responses received

No new information was available.

2. Next steps

Bernadette will contact Howard regarding efforts to solicit responses from Intergroup Relations, International Center, and Services to Students with Disabilities, and plans for adding information from these units and SAL to the summary.

VI Meeting and Work Schedule for May - July

1. Timeline for completing and presenting final report

Members believe that it is realistic to aim to have the final report and presentation for DSA senior management ready by June 30. To that end, the group scheduled meetings for Thursday, May 22; Monday, June 2 and Monday, June 16. The respective focus for each meeting will be survey results and their relationship to gaps and recommendations, work on the final report, and work on the presentation for DSA senior management.

2. Organizing for determining cost/benefit for final report

Discussion of this topic was postponed until the May meeting

3. Next steps

Complete between-meetings assignments as noted above.

VII Miscellaneous

1. GIWG subgroup structure – no discussion
2. GIWG web site – Bernadette will follow up re: posting of March 3 and April 7 minutes
3. Statement of Student Rights and Responsibilities - no discussion
4. Action items for those who attend the Gender Town Hall meetings to respond to – no discussion
5. Ombud’s Office – no discussion

VIII Summary of Decisions/Action Items from Today’s Meeting

(Please refer to the decisions and action items listed under the specific agenda items above.)

IX Documenting Today’s Meeting

Bernadette will draft working notes from the meeting and distribute them for members to review.

Members will review the working notes. If there are any corrections needed or if they identify contents that should not be included in the minutes that get posted on the web site, they will notify Bernadette and the group immediately.

Bernadette reminds members that after each meeting, if no changes to the working notes of the previous meeting have been requested, she converts the working notes to minutes and sends the document for posting on the GIWG web site.

X Plans for the Next Meeting

The next meeting is scheduled for **Thursday, May 22, 5 – 7 PM, 3000 Michigan Union (if available).**

Tentative agenda items:

- Review analysis of the Gender Identity Service-Delivery & Climate-Assessment survey.
- Orient Sgt. Steiner, DPS coordinator for training, to transgender issues.
- Organize for determining cost/benefit for the final report.
- Update on the Gaps & Recommendations document.
- Update regarding additional responses to the DSA Unit Survey.

XI Evaluation of the Meeting

It was a productive meeting. Members missed those who were unable to attend and offer their perspectives.

***Current Gender Identity Working Group Membership & Subcommittee Structure
(tentative revision)***

Student Survey Group

Anonymous
Mary Hummel
Frederic MacDonald-Dennis
Jim Toy

Gaps and Recommendations Group

K. Foula Dimopoulos
Eryk Glenn
A.T. Miller
Howard Saulles
P. J. Two Ravens

Consultant for Data Analysis

Malinda Matney

Facilitator/Recorder

Bernadette Malinoski

Appendix

Background from the Services for Students with Disabilities website and related links

From the Handbook for Students:

Only through early planning can you select a school that will meet your needs and ensure a smooth transition from high school to college, or on to graduate school. The purpose of this handbook is to inform you of the services available at U of M. Bring this handbook with you when you come to campus, and refer to it as the need arises.

Services for Students with Disabilities:

Offers selected student services which are not provided by other University offices or outside organizations. Our services are free of charge.

- Assists students in negotiating disability-related barriers to the pursuit of their education.
- Strives to improve access to University programs, activities, and facilities for students with disabilities.
- Promotes increased awareness of disability issues on campus.

The decision to use services is a matter of individual choice. Our experience has been that students achieve higher levels of academic and personal success when they demonstrate initiative and assertiveness, begin preparing for college or graduate school early, and are aware of and can communicate their strengths and weaknesses along with appropriate accommodations. There is support along the way: one's own unique experiences, fellow students, SSD, and the faculty, staff and administrators of U of M. The student's responsibility is to become informed about and to make use of the resources and services that are available.

Prospective students are encouraged to meet with SSD staff in order to learn about support services and the types of accommodations they might expect. The staff of SSD is available to answer questions and give referrals concerning admission, registration, services available, financial aid, etc. In addition, we can help you with assessing your need in such areas as modified housing, attendants, interpreters, transportation, classroom accommodations, tutors, notetakers, and adaptive equipment. SSD often encourages new students to stay in contact with a staff member at least once a week during their first year as a means of resolving any problems and improving academic performance.

Annual award to acknowledge contributions and raise awareness

The University of Michigan's Council for Disability Concerns established the James Neubacher Award in October 1990 as a memorial to Jim Neubacher, an alumnus of the University who was a columnist for The Detroit Free Press and an advocate for equal rights and opportunities for people with disabilities.

The Award is presented annually in October during *Investing in Ability Week*, a series of programs and activities designed to increase awareness and understanding of people who have disabilities and disability-related issues.