

Transgender Issues on Your Campus?

TILT

Transgender Issues

Leadership Trainings

- Prepare college & university staff, faculty, administrators and student leaders to incorporate a complex & critical understanding of gender and transgender issues into their work
- Increase understanding about transgender identities & experiences, specifically about challenges for transgender and gender non-conforming students, staff, and faculty
- Explore how our multiple social identities intersect (i.e. gender identity, race, class, ability, religion, sex, and sexual orientation)
- Work to build coalitions between communities to improve your campus environment

Schedule a training at your campus!
tiltinstitutes@gmail.com

**Perfect for
RA Training &
Professional
Development!**

What do you know about trans issues on your campus?

On campuses we've worked with, many administrators think that they don't have any transgender students or transgender issues on campus. On these same campuses, transgender and gender non-conforming students...

- experience daily harassment in housing, classes, and public restrooms
- live off campus because residence life departments don't know how to accommodate them
- go to the campus LGBT center for support, only to find that staff members have limited knowledge about trans resources
- have difficulty using their student identification cards
- can't find trans-competent medical providers or counselors within the university health care system
- are sexually assaulted and can't find support because rape crisis services are geared toward non-trans women
- experience depression, anxiety, and thoughts of suicide

We can help you find ways to support transgender and gender non-conforming students!

Any of these situations can happen on your campus...

A female student approaches her RA because she's uncomfortable with her roommate, who uses a boys' name and has started going by male pronouns.

Faculty members complain to their dean that there seems to be a male student using the women's restroom.

A parent calls the Dean of Students, demanding to know why her son was placed in a room with a student whose MySpace.com profile shows the student wearing a dress and using female pronouns.

The director of the campus Woman's Center expresses her concern that it no longer feels like a safe space because transgender women want to attend the women-only support group.

The student paper runs an article about a trans student who felt forced to resign from the RA position because of the residence hall policies on restrooms.

We can help you navigate situations like these, while supporting ALL members of the campus community.

Did you know...

*At least 35% of transgender people have thought seriously about suicide, and about 16%-32% have attempted suicide (Xavier, 2000; Clements, et. al., 1998).

*Trans communities experience up to 60% unemployment (Transgender Law Center & S.F. Bay Guardian, 2006).

*Among non-trans people, an estimated 7% of men and 22% of women have been raped in their lifetime (MDPH, Behavioral Risk Factor Surveillance Survey, 2003). One study of trans people found that 55% of FtMs and 68% of MtFs had been raped at least once (Clements, et al., 1998). Averaged across gender, this means trans people are *four times* as likely as non-trans people to experience sexual assault.

We can help build a campus environment where all students can succeed.

Contact us to find out how we can help your institution!

845.417.6518

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www.thinkagaintraining.com/tilt

631.662.0819

AVAILABLE TRAINING INSTITUTES

About Our Institutes:

- 1-3 day intensive workshops at *your institution*, tailored to your campus's specific needs
- We incorporate a variety of facilitation techniques including self-reflection, interactive activities, discussion, and multi-media
- A participant-centered environment with ideally 30 or fewer participants
- Build foundation for sustainable institutional change
- Accessible, educational, and challenging for all participants regardless of experience level or previous knowledge
- Address issues of intersecting social identities while focusing on transgender issues

In addition to these institutes, we can create intensive trainings according to your needs, time, and budget!

Housing & Residence Life Institute

(For Hall Directors, Graduate Hall Directors Assistants, Resident Assistants & Other Hall Staff)

- Develop awareness & sensitivity to gender expression and identity
- Incorporate transgender issues into inclusive community development
- Work within existing policies to support transgender students

Student Life & Campus Activities Offices Institute

(For Student Activities Offices & Student Group Advisors)

- Incorporate transgender issues into campus leadership development
- Educate campus community through transgender-related programming and activities
- Increase campus activities' ability to support all students interested in leadership

Student Affairs Institute

(For Senior Student Affairs Officers, Directors, and Mid-Level Managers)

- Develop awareness of transgender issues to support transgender students, faculty, and staff
- Assess student culture and campus climate regarding transgender issues
- Improve campus climate with institutional policy changes

Student Leadership Institute

(For Student Staffs, Student Leaders, & Student Groups)

- Increase student awareness of transgender issues on campus
- Articulate needs of transgender students to administration
- Discuss strategies for building coalitions with other student groups on campus

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Workshop Options

For One & a Half Hour to Multi-hour trainings

Transgender 101

This workshop covers the basics of transgender identity. Participants will learn about basic transgender terminology, brief overview of transgender experience, and campus-specific next steps.

Suggested time: 1.5-3 hours

Our Stories

Davey & Chase can each provide a lecture on their individual experiences and reflections as transgender identified folks, with a question and answer section.

Suggested time: 1-2 hours (including Q&A)

Policy Summit

This workshop is tailored for those considering or creating a non-discrimination policy that includes gender identity & gender expression. Time will be devoted to working with participants regarding inclusive community practices and ways to promote the incorporation of gender inclusivity.

Suggested time: 1.5-3 hours

How Does the T fit in GLB?

This workshop focuses on campus issues that involve the intersection of gay, lesbian, bisexual, queer, and ally (GLBQA) identities with transgender identity. Ideal for campuses that are working to incorporate transgender into GLBQA centers or groups.

Suggested time: 1.5-3 hours

Transgender 201

This workshop is for those who have already covered the basics of transgender identity. Participants will explore the dynamics of transgender experience in a multitude of contexts, create strategies for campus inclusivity, and foster ally development.

Suggested time: 1.5-3 hours

Film Discussants

Davey & Chase have provided commentary and experiential responses to films on transgender-related themes. We are open to any films and shows, such as (but not limited to): Boy I Am, TransAmerica, Boys Don't Cry, & TransGeneration.

Suggested time: 1-2 hours (not including film)

Train the Trainers

This workshop is geared for toward those who work with student/campus leaders and want to educate them about transgender issues and inclusion. Will include Trans 101, Trans 201 & training tools. Trainers will leave with the ability to facilitate Transgender 101's for peers, students, or colleagues.

Suggested time: 4-8 hours

Media Images of Transgressing

Chase provides a lecture with power point that analyzes gender and transgender images in film & television to explore the boundaries of transgression, followed by question & answer section. His analysis utilizes gender theory, transgender experience, and popular culture references.

Suggested time: 1.5-2 hours (including Q&A)

We will create workshops that fit your specific needs!

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OUR PERSPECTIVE ON LEARNING ABOUT TRANSGENDER ISSUES

The dominant depiction of transgender identities holds them as aberrant, unusual or outside the norm. In contrast, we believe that transgender experiences are deeply embedded in the broader social system of gender. Transgender issues can only be understood in this context.

In addition, individuals' beliefs and assumptions about transgender issues are intimately linked with their beliefs and assumptions about their own gender. Individuals come to a well-thought-out understanding of transgender issues only after engaging in honest self-reflection about their own gender identity, expression, and socialization.

We assume that most college and university staff, students, faculty and administrators want to build a climate that is inclusive of transgender students. However, people often lack information, skills and self-awareness that would allow them to be good allies and advocates.

We design and facilitate an intensive group experience that fosters critical reflection, creative cooperation, and participant engagement. The 1-3 day institutes provide a supportive framework to help members of a college or university work together toward a more just and inclusive campus.

OUR GUIDING ASSUPMTIONS*

- Sex, gender & sexual orientation are separate but interrelated identities
- Sex, gender & sexual orientation are socially constructed; nevertheless, our experiences of them are very real
- Transgender experiences occur in a context of a socially constructed gender system in which everyone participates
- The system of binary sex and gender is limiting and harmful to everyone, particularly to transgender, gender non-conforming, and intersex individuals
- There is a diversity of gender non-conforming experiences and identities; these identities and the language used to describe them is constantly evolving
- Everyone is an expert on their own identity and all transgender identities are valid transgender identities. We don't play the 'more trans than you' game
- The problem with transgender oppression is a problem with oppression, not a problem with trans people
- Trans people deserve to be treated well, like all people. These institutes are not the time/place to disagree about the rights of trans people (and all people) to survive, live with dignity, & have self-determination
- Reasonable people may disagree about some aspects of trans politics
- Although the focus of our institutes is on transgender issues, we also address the ways in which multiple social identities (race, class, sexuality, etc.) impact and inform our gender

*Adapted from: Catalano, McCarthy, & Shlasko (2007). Transgender oppression. In Adams, Bell, & Griffin (Eds). Teaching for diversity and social justice (2nd Edition). 219-246, Routledge: NY.

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ABOUT THE FACILITATORS

Davey Shlasko

Davey Shlasko is a multi-issue educator, facilitator and activist. In addition to years of youth organizing and community education, Davey earned his* M.Ed. in Social Justice Education from the University of Massachusetts Amherst. Ze has extensive experience in student organizing, community-based youth organizing, health education, intergroup dialogue, anti-violence work and queer & transgender education. Ze has been involved in queer and transgender activism and education for almost a decade.

Think Again Training, founded by Davey Shlasko, helps individuals and organizations learn about social justice. Davey has provided trainings on classism, sexism, heterosexism, transgender issues, youth empowerment, sexual health, relationship violence, and intergroup dialogue. His clients include community organizations, human service agencies, high schools, student groups and colleges & universities.

*Davey says, "I identify as genderqueer and as an FtM transgender person. I prefer to be called by non-gendered or "third gender" pronouns because I feel they reflect my understanding of my own gender more accurately than either male or female pronouns. However, since it takes some practice for people to become proficient in using them in conversation, male pronouns are also okay."

Davey & Chase co-wrote, with Linda McCarthy, the chapter: "Transgender Oppression," published in *Teaching for Diversity and Social Justice (2nd edition)*. Together they have facilitated workshops, led panel presentations, and taught courses. They will be presenting together at the National Conference on Race and Ethnicity (NCORE) in May 2008. Although both identify as transgender, their experiences and identities are quite dissimilar, which allows for open dialogues with sometimes similar and sometimes divergent points of view.

D. Chase J. Catalano

Chase Catalano has worked in student affairs, primarily in Residence Life, since he completed his M.Ed. in Higher Education Administration from the University of Massachusetts Amherst in May 1999. He is currently a doctoral student in Social Justice Education. His dissertation is on transgender students' experience in higher education.

He is a member of the NASPA Knowledge Community on GLBT Issues Leadership Team and has presented at regional and national conferences. He won the 2008 ACPA Award for Public Service from the Standing Committee for Lesbian, Gay, Bisexual, and Transgender Awareness.

Chase has taught undergraduate and graduate courses, facilitated trainings for student and professional staff, and provided guest lectures. His training and course topics include racism, classism, sexism, heterosexism, ableism, religious oppression, transgender oppression, Millennials, and media/pop culture in relation to trans/gender expression.

Chase identifies as an FtM who experiences life as a white guy. Chase says, "Depending on my particular performance of masculinity, sometimes I experience life as a straight white guy, sometimes as a queer white guy." He uses male pronouns.

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