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Facilitators: Tim Hackman and Jennifer Wodarczyk

**Serving Transgender Needs in Academic Libraries**

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Begin Transcript

**Slide 1**

**Tim Hackman (TH):** Good morning and welcome to TCAL 2020 and this presentation, “Serving Transgender Needs in Academic Libraries.” Thank you very much for being here today, and for your interest in this important topic.

We’d like to start with TCAL’s civility statement. TCAL is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility. We have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations. Comments or interactions that are disrespectful, unprofessional or that support bigotry will be deleted.

So, our presenters this morning are Franklin Ofsthun and Sidney Champagne. Franklin is a Library Services Specialist at Priddy Library, a branch of UMD which serves the University of Shady Groves students. Franklin is studying to get his MLS at UMD. His professional interests include student employee development, sustainability, and research.

Sid is the Resource Sharing Coordinate at the Maryland Institute College of Art. Sid is an MLIS student at UMD, where they study youth experience, diversity and inclusion. They are a practicing illustrator, comic reader, and amateur chef. They live with their cat, Jonathan, in Baltimore, Maryland.

I just wanted to remind everyone that this session’s being recorded and that the recording will be available on the TCAL website once it’s ready. So, without further ado, I’ll turn this over to Franklin and Sid for their presentation. Here we go.

**Sid Champagne (SC):** Awesome, thank you.

**Franklin Ofsthun (FO):** Hi there. Just gonna share my screen, so you all can see what I’m seeing.

**SC:** Thank you so much, Tim! So, hi, I’m Sid. I use they/them pronouns. And, like Tim said, I work at the Decker Library at the Maryland Institute College of Art. Decker is a pretty small library that supports the art, art history, and liberal arts curriculums at MICA. As the Resource Sharing Coordinator, I lead the ILL program, Donations, and assist with Access Services and Student Workers. I’m an out trans person at Decker, and my experience varies from person to person. That said, it’s generally positive. It’s important to note that MICA’s population is relatively liberal leaning, but that still leaves us with work to be done.

Franklin and I met at the University of Maryland ischool, where we are both pursuing our Masters in Library Science.

**FO:** I’m Franklin Ofsthun and my pronouns are he/him/his. I work at Priddy Library at the Universities at Shady Grove, which is a branch campus of UMD libraries that serves students from nine different Maryland universities, including Towson, among other institutions.

My library experience is a little different than most people’s, definitely from Sid’s. Students at USG are on average a little older and a lot more career focused. It’s a very diverse group of students in terms of where they come from and what state of life they’re at. But in terms of gender diversity, there’s not too much there. In my time as a student, for a few years at USG, and now as an employee, I can count on one hand the amount of out trans students that I’ve known on campus. That’s not to say that it’s everyone, there could definitely be people who I don’t know are trans, or haven’t visited the library. But it’s such a small school that it’s a pretty significant sample.

I wouldn’t say I’m in the closet at work, but being trans definitely doesn’t come up during my day to day work. And I’m a generally pretty private person. Still, there is work I can do exposing and exploring transness with students who otherwise might not be exposed and not have the opportunity.

**SC:** So, today we’re going to be giving you some definitions to work with, some statistics to talk about trans experiences in higher ed, and some recommendations and resources to take with you. This is an ongoing conversation, and we do want your input, your experiences, and your feedback. So if you find something you relate to in our presentation, please feel free to add it in the comments. Or if you have questions, we will try to respond to all of them.

**SLIDE 2**

**FO:** Okay, so getting started we’re going to go ahead and assume that we have a varied level of experience in the audience here when it comes to trans concepts. So we wanted to go over a few basic definitions, before we get to deep into it. The point of this presentation isn’t to be a gender basics, gender 101, but just having the solid basis will helps us have a conversation together. So if you have any questions about this feel free to ask, and hopefully we can get to it. But we’re keeping it pretty simple here.

So, first of all, transgender is an adjective that means when a person’s gender is different than the one they were assigned at birth. That is often shortened to just ‘trans’. So to use that in a sentence: Trans people use libraries. Or, transgender people use libraries. On the other hand ‘cisgender’ is a word, also an adjective, that means when a person’s gender is the same as the one they were assigned at birth. So, that is usually just shortened to ‘cis’. You’ll probably hear us use that throughout the presentation. So: you already know that cis people use libraries. That’s my example there, using it in a sentence. And, finally, nonbinary is a word, another adjective, when a person’s gender doesn’t fall on the gender binary. In other words, they are not a man or a woman. Nonbinary is an umbrella term. And sometimes nonbinary people have more specific words that they use to describe their gender, but nonbinary kinda captures it. So, to use that in a sentence: nonbinary people use libraries as well.

So, just a caveat here is that language changes over time. The terms that we use aren’t the terms we used a couple decade ago. Additionally definitions change a lot too. You might be more familiar with ‘trans’ meaning somebody’s sex isn’t aligned with their gender, but we tend to not use that now because sex, as we understand it, is a little bit more complicated than we all traditionally thought. And as people transition, you know, where’s the line if their sex is the same? We have adopted this ‘assigned at birth language,’ but who knows a few years from now if there will be a different way to refer to it? The important thing to note is to just continue having these conversations, to continue training, and to listen to how trans people refer to themselves and echo that as much as possible. Because, in the end of the day you’re job isn’t to be an expert, it’s just to show people respect and to be able to serve them.

**SLIDE 3**

**SC:** So, why is this topic important? It’s not just personally important to me, but it’s important because of the statistics.

About a quarter of out trans students report harassment in schools -- 16% of which go on to drop out because of this harassment. One fifth of these students are denied gender appropriate housing and / or bathroom access. Rates of suicide, drug use, and depression are much higher in the trans population as a whole, so this is an especially vulnerable user group and students of color experience these ill effects at even higher rates. So, we want to look at how we are (or are not) meeting trans students needs.

**SLIDE 4**

**FO:** So, in doing research on this topic, I was somewhat surprised to learn that overall, trans student are reluctant to use academic libraries. But, after thinking a little bit it makes a little more sense to me. The reasons are multifaceted and sometime different between individuals, but we’ve identified a these five main barriers that trans people experience in using libraries.

So the first of which is outdated material. Many trans students do not consider the library to not be a good information resource or an information resource at all when it comes to trans needs due to outdated material. That shouldn’t be a surprise considering our discussion on definitions changing. If a student sees old terminology on a textbook, they’re immediately going to say, ‘oh, this isn’t relevant anymore, I’m not going to use this, I’m going to go back to Google.’ And we don’t want that.

So, the next area: Public Harassment. Trans students are pretty weary of public spaces, especially where they’re going to be so engaged in doing something that they may not pay attention to their surroundings. So, studying at a library, browsing the stacks, or getting into their computer at the library. Definitely a concern with bathrooms, too—those kind of closed off public spaces. We’re going to talk a little about what we can do to make bathrooms more safe for trans students.

Additionally, inaccessible name changes is a barrier. Many trans students change their name socially before they can change their name legally, so documentation doesn’t always add up. I know when I was younger I avoided any service that would require me to show student ID, because it didn’t have the right name on the card. So, we’ll talk about ways that we can help trans people in that process.

Policy concerns, as well. Everybody has these, but it’s especially important for trans people, who may feel very private over their current legal name. And trans students are definitely concerned with their browsing history on computers being private, their history of books that they’re checking out (in case any of those refer to transness), how visible those books are.

And, lastly discrimination from staff. This one is kind of difficult, but trans students do experience discrimination from library staff, including questioning their choice of material, staff being ignorant of their identities and resources, or even staff responding with clear distaste of transgender students and their questions. I’m hoping that since you all are here, you are not doing any of those specific examples. Often, discrimination is unintentional, or at least part is done unintentionally. Again, it is hard to think about, but our profession does harm trans people, but we can—by addressing these different areas, and trying our best to be a little more educated, then we can help with that.

So in these next few slides, we’re going to go over these barriers, and identify some ways to lessen them.

**SLIDE 5**

**SC:** Alright, so, our first recommendation has to do with the kind of materials that libraries carry. So, one way to support trans patrons is to have a varied collection. You want to have both educational and entertainment materials just to indicate to a patron that they are supported in a full way. This can include materials like zines, DVDs, books, electronic resources, etc.

Like Franklin was saying, with more research being done on transgender people, and policy changes within the government, and maybe even within your schools, the educational materials published can become outdated pretty quickly. So, information that was true and relevant ten years ago could be considered incorrect at best, and offensive at worst.

We also recommend adding specific language to collection policies to address these specific issues. So, revisiting these items every two to three years, while also committing to purchasing new materials, if possible, should insure your collection stays accurate and up to date. There’s also just a ton of free resources available online. I know a lot of medical centers like to share their information—even release them as zines.

And want to talk about cataloging a little bit. Appropriately cataloging these materials can lead to more success to accessing them both electronically and in person. There has been conversations in the cataloging community for years about subject headings that may hide prejudice against certain communities. So, for instance ‘transgender people’ was only established as a subject heading in 2007-- before that, the first subject heading used to describe trans people was ‘Transexuals’(1985). Transexual has not been common parlance for some time now—language evolves, like Franklin was saying. Your library may have an extensive collection of trans materials, but if the subject headings aren’t up to date, users might not even be able to find the items they need. So, this is just something for catalogers to keep in mind, and get involved in that conversation.

**SLIDE 6**

**FO:** Okay, so when talking about bathrooms, we’re really talking about this as a public safety concern. The majority of trans people have experienced harassment or assault when using gender segregated public restrooms. One common solution is to offer an all-gender or gender neutral bathroom, which can be single stalled or multistalled, depending on what institutions decide to do.

So, the first question to ask yourself is ‘does your campus have a gender neutral bathroom already?’ If so, then that’s great. The next step is that you, and your front line workers know how to direct people to the nearest gender neutral bathroom. You need to know where these bathrooms are. And, ideally, when students ask where the bathroom is at the front desk—I know they do that to me all the time—it’s best to automatically respond with the location of the gender neutral bathroom kinda included in there. So, for example, saying ‘oh, the bathrooms are out the door to the left. And there’s a single stall downstairs to the right.’ Just always including that in your explanations, so you’re not signaling out to people who you think look trans. Because you don’t always know, and you don’t always know who will benefit from having a gender neutral bathroom. So, just putting that into your automatic script when you’re describing where bathrooms are.

So, next if your campus doesn’t have a gender neutral bathroom, or if there aren’t any bathrooms in the library, or if there’s just an imprudent amount of bathrooms spread throughout campus, the question is: how can you lobby for them? So this link here for lobby (<https://lgbt.umd.edu/good-practices-inclusive-restrooms-and-signage>) will take you to UMD’s increasing access to all genders toolkit. You can also Google that if you don’t want to wait for me to post these slides. It’s a great resource to check out. It debunks the idea that you aren’t going to be able to have a gender neutral bathroom in your library because of these different prepared reasons: there’s no budget, there are no trans students, you don’t know how much it’s going to get used. There are things that you can do to address all of these.

So, just as an example, when I was a student at USG, you know as I’ve already established it’s a very small school, very, very few trans students. But still our LGBT student group was able to get a single stall, gender neutral bathroom built in the main building near the library, which has turned out to be very helpful. And additionally when they built a new building they knew that this was a priority for our students, and they included gender neutral bathrooms in there as well. So you can do it if I can do it with two trans people and you can definitely make it happen for your campus.

**SLIDE 7**

**SC:** So, names are important. And being called the correct name both in person and through emails is also very important! Using the incorrect name with a transgender person could potentially ‘out’ them as trans, which could make them a target for harassment.

So, your library may have the ability to edit a users name internally-- it depends on the library service platform you’re using. For example, when Decker was using SirsiDynix, name changes were pretty easy to apply. You just edit it in the user profile and save. We recently migrated to Alma Ex Libris, and the route to changing a users name there is less straight forward, we’re still trying to get a handle on it. Rather than continuing to bombard users with potentially incorrect names, we’ve made it routine to not use the user’s name at the service desk, in person, and to focus on using nongendered pronouns. So, for instance, saying something like ‘…this user here needs something from special collections, could you help them with it?’ It’s just a matter of practicing.

And we’ve also wiped user’s name from all electronic communications, so we’re not just sending out emails with dead names, or incorrect names. It’s not perfect, but it’s something you can do if your platform isn’t super easily edited.

Another thing that could be useful to know how your school handles internal name changes for things like email addresses and ID cards. At MICA these changes are handled, usually through the safety department and HR, AND the tech department. It’s kind of complicated, it was definitely overwhelming for me when I was trying to figure it out. It can be challenging to find the official way to go about this, so it’s important to have allies with information. So that could be places like the LGBTQ resource center or if you have a Diversity Equity and Inclusion office. But why shouldn’t it also be the library? It would be a really useful resource to have something like that to point you in the right direction.

**SLIDE 8**

So, another recommendation is to write transgender acceptance, gender identity and expression into your library’s non-discrimination policy-- this information should be displayed prominently for patrons to review whether it’s online or in person.

In addition to this Privacy is a priority for many trans patrons-- and many patrons are unaware of privacy policies within their libraries. It can be useful to display your privacy policy prominently, to declare that what they’re browsing, what they’re checking out is mostly protected by the law.

So, I was doing research for this presentation and I was browsing some library non-discrimination statements and I came across the Guilderland Public Library’s anti-harassment / non-discrimination statement-- it’s very clear, articulate, and includes the procedure for filing a complaint. And if you need somewhere to start, if you need somewhere to review what a good anti-harassment looks like, I would highly encourage you to look at theirs.

**SLIDE 9**

https://guilderlandlibrary.org/wp-content/uploads/ANTI-HARASSMENT-1.17.19.pdf

**SLIDE 10**

So, there were some recommendations that we wanted to include that didn’t really quite fit anywhere else, just sort of things we’ve used within our libraries, or things we’ve found useful.

Make sharing pronouns a standard feature of your interactions with new people-- normalizing this can make trans people feel more comfortable sharing their pronouns. For example at Decker we have free pronoun buttons (made by the library’s button maker) at the front desk. Everyone love buttons. We can make new ones anytime we want, basically. If there’s a set of pronouns we haven’t printed, we can just print those out and make buttons on the spot.

Another thing we’ve been doing is we have a Student Worker Board—we have about 20 student workers, and we display their photo, their name, and we’ve added the option to display their pronouns. So it’s a little bit easier for them to decide if their pronouns have changed, just change those on the spot, that way they don’t have to talk to me if they don’t want to,they can just change it and everyone can start using it from there.

One more thing on pronouns is there are a bunch of websites actually that help you practice pronouns. We’re going to include one of those on the resources list. It helps you practice with pronouns, like the singular they/them, that you might not be so used to using in your day to day.

**FO:** So, besides pronouns, you just want to show as much as possible that your library is aligned with trans people and so highlighting trans content, lifting trans voices, all of that collaboration is good to do. You can regularly curate displays that feature trans people and trans stories, which can signals the library’s support. This is something you can do during pride month, but also consider doing this at a point in the year when more students around, which may not be very soon. And try to add materials by trans authors that cover transness in other book displays throughout the year.

If you put on events and host speakers, invite trans people to speak at your library. Maybe about their trans experience, but trans people have expertise in a lot of different areas as well. So, maybe just trying to look for trans people specifically when you’re doing a panel.

If any of you have experience with advocating for trans students that relates to these examples that we’ve mentioned or just totally different that you want to share, we’d love to hear about that in the chat. We will get to that at the end.

**SLIDE 11**

**SC:** So we definitely wanted to talk about failure. It happens. I like acknowledging that you can and probably will mess these things up. We’re human! I mess things up all the time. Talking about gender can feel pretty strange for anyone, whether you’re cis or trans, so we wanted to talk about how you deal with failure whenever it happens.

So, what we’ve kind of settled on was to be open and accepting of failure-- don’t panic, and don’t center yourself in the discussion. For example, if you get someone’s name or pronouns wrong, you don’t have to apologize profusely, you just have to correct yourself, and move along. Making a huge deal out of it just makes everyone uncomfortable.

So, one example I wanted to talk about was at my library a few years back we had a DVD display featuring trans narratives-- some students didn’t like the contents, and commented on our social media profile to say so. This was several years ago, but it stuck with us. This was an opportunity to have a conversation about what kind of content students want to see, and it was a useful conversatio, and it helps inform the way we work today. It was a valuable teaching moment.

**FO:** The important thing to takeaway here is that everyone makes mistakes. When I was younger, I had a boss who had a hard time with my pronouns and eventually, after messing up a couple times, she was too afraid to even try and she avoided me completely. We got along really well up until then, even with her slipping up. I didn’t mind, that’s something that trans people are generally, unfortunately, used to. What we don’t want is for you to hide from the service desk when you see a trans person coming because you’re afraid you’ll mess up. Just be willing to accept that you’re going to mess up sometimes, trans people do it to each other too, like it’s okay.

If any of you have any failures or learning experiences you would like to share I think that would be valuable for people to hear. Anything along those lines, we’d be happy to hear.

**SLIDE 12**

Okay so, just wanted to have a page here for some of the resources. Again, we’ll post the slides after this. We’ve mentioned most of these throughout the presentation, the first of which we haven’t mentioned- Trans Lifeline (https://www.translifeline.org/). If you come across a student, or anyone who is experiencing emotional distress you can send them to this hotline and they can get through to talk to somebody who understands. Next one is UMD’s Trans good practices (https://lgbt.umd.edu/trans-good-practices). This page includes the gender neutral bathroom toolkit that I talked about earlier including some best practices ideas. I highly recommend giving that one a read through. Pronoun practice Sid mentioned very recently—if you want to practice using unfamiliar pronouns, like the singular they/them, you can go on there (https://www.practicewithpronouns.com/#/?\_k=at74ma). The bottom row here is some resources that your campus specifically probably has, but I can’t direct you there because I don’t know where you work. You can collaborate with your health office. This is a good thing to do if you’re looking for some trainings, they probably have something like that. LGBTQ student groups are great because overall we’re all looking for ways to get our students involved at the library. So collaborating with them on events is a great way to stay informed with different LGBT issues, as well as just pull people into the library, just make your library more visibly aligned with transness. Diversity, Equity and Inclusion offices—whatever accommodations your campus has could be really helpful in trainings, resources. If you want to reach out in advance to any these groups to see how you all navigate name changes here or what we can do to be more visibly accepting of trans people. Try to reach out first, make those collaborations now, and your library will be more inclusive because of it.

Just before I move on I want to make a quick note about Covid because it’s on all of our minds. Everybody has been having different concerns with it, but some of the concerns that trans students have are heightened. Some more people feel isolated during all of this. Some trans students may be stuck in unsupportive housing situations and may be feeling cut off from the vibrant trans student community which they previously go to. Additionally, seeking medical treatment can be hard when you’re trans with having access to trans related care. But also not all doctors are sensitive or even willing to treat trans people. So that’s definitely a scary thing during a viral pandemic. So we don’t have any specific advice here. These are just things to keep in mind during programming, whether you’re doing virtual or in person during the fall. Just that these are some of the concerns that trans students have, as well as trans students in general. So try to incorporate and address those the best you can.

**SLIDE 13**

**SC:** So we want to thank you for coming to our presentation. That’s the end of our slides, and we want to know what kind of experiences you’ve had, if you have any examples, and what kind of stuff has worked for you in your library. Awesome, Thanks.

**TH:** Thank you so much to Franklin and Sid for an excellent presentation. I really appreciate your perspective and all the helpful hints and links. So we will open to Q and A now. The way that we’re going to do this is if you have a question you can put it in the chat or raise your hand and we will unmute you so we can hear everybody, and then we will mute you again once you ask your question.

**Q:** Do you have additional resources that you will be sharing or make available that you think would be helpful to transgender community and the community at large?

**FO:** That’s a good question. I think one thing that wasn’t really in the scope of this presentation but is also very important is advocacy and policy work at large in the government. This administration is hostile to a lot of this. This is outside my scope of work, but advocacy work from just trans students is an important thing to do. But on a micro level we just have to do our best to get to know trans people and be a space that is accepting of them, while keeping in mind that there is very important work to be done beyond our micro levels.

**SC:** Yeah, just to touch on that, I find that there’s a lot of really good resources when you got to social media—which is not where I usually go for information. But there’s a lot of really good groups on Facebook for local branches of trans liberation. For instance there’s one specific to Baltimore where I live. I think that the best route to go is for people to look in their specific area for what kind of resources there are, because there’s a lot of places out there. I think actually working in your own area—like having immediate resources close to your university is really useful.

**Q:** Carol works at correctional library, and even though the institution has diversity training and training that addresses trans inmates, she finds that there are a lot of prejudices among officers and I don’t know how to stop that.

**SC:** I will begin by saying that sounds really difficult. Like I said, I work at a very liberal school with younger students. That’s just a sort of issue institutional culture it seems like. If you’re finding that there’s a lot of prejudice, the best thing you can do is ally with people on staff who will either take note of this and then move on from there. There’s only so much you can do to train someone to be humane. So unfortunately, I don’t have an answer on how you stop it. You can take a stand against it but that’s a very tricky situation to be in.

**FO:** The scope of that is outside of our particular experiences. I would say if there’s anything you can do related to training with HR—something that people are required to go to. That only goes as far as it goes, but at least it shows that the organization has that as a priority that it doesn’t accept these kinds of things, at least on the face of it. But that could at least get started on changing the institutional culture around discrimination and harassment of trans people. But I definitely feel for you, it’s definitely difficult to call out that kind of individual actions when it feels like an overall cultural thing.

**Q:** How do you foster support from leadership or campus administration when money becomes a stumbling block specifically around the bathroom renno.

**FO:** I would say, at least in my particular institution, having students involved in making it a priority for students. SO I would say to reach out to a student who is involved in LGBT advocacy. Maybe there’s a student group, or an Equity center, or student employees. If that is something that you can make a priority for students then higher ups are more receptive to that. It just depends on the institution, of course. You are certainly facing unprecedented budget concerns at this point, but at the same time if your library is physically closed, there aren’t many better times for renovation. So perhaps that is also an argument. Also trying to frame it as not a thing that’s ‘oh, it would be great if we could do this,’ but ‘this is a pressing essential for trans people.’ And ‘when we open we need to be safe for trans students, and this is how we have to do it.’ I would also suggest again looking over that tool kit. There were a lot of things that I wasn’t even able to talk about that are covered that are very helpful for lobbying.

**SC:** I also just want to tack on that MICA recently brought on a bunch of gender neutral bathrooms. They did not renovate anything. I’m pretty sure they just swapped the signs. So you can just be like, ‘listen, you don’t have to tear down a wall or anything, just swap this bathroom that says ‘male’ to ‘gender neutral.’’ That’s pretty cheap, I think.

**Q:** Any ideas about insensitive books that still need to be held in the collection? Some kind of trigger warning sticker acknowledging insensitivity? Your thoughts?

**FO:** I think that’s a great question. When it comes to weeding out old material, there’s definitely still value in having some books around that are going to have some outdated and offensive ideas. Like psychology students and other social science students are going to want to have access to old copies of the DSM, back when being trans or being gay was a disorder, and that definitely doesn’t fly now. But people still need to have access to those materials for research and to see what we’ve done. I don’t really have an answer to that. I’ve never heard of the idea of putting a sticker on books that warn, I think that’s a really interesting idea and that is a conversation that I would love to have.

**SC:** Yeah, as far as my thoughts on the matter go I feel like putting stickers that would warn of potentially triggering content would be—I wouldn’t want to do it, personally, it just sounds like a lot of work. I don’t know how much that would prepare me for what I was about to see. But, say you need to keep this book for research, I would just combat that with having really up to date, supportive literature as well, so that you have a breadth of information and resources. Because if I go to a library and it only has the outdated and offensive literature, I won’t think that the library supports me. But if I see that there’s a huge collection with really updated materials, I will definitely understand that I’m being supported, and that the library’s not looking at me from a lens of like 1915.

**FO:** I think that’s a good point. Where do you draw the line—like this one is outdated enough that it now gets the trigger warning sticker. Just continuing to build the collection, and yes, weeding some of the old material that isn’t as significant. There should be a higher volume of up to date material, and also material that you’ll be putting on displays and being recommended and being put on lib guides.

One person I saw commented that “…the pronoun pins are great, I’ve used them, and parents have even said that it helps their children learn pronouns. It’s generally all around a good inclusive practice.” I think that’s a good point, sometimes people are confused about what pronoun even means. I know I’ve seen people online having bad faith arguments saying things like, ‘I don’t even have pronouns, that’s something that trans people have.’ Which makes me so concerned about education. So I think normalizing this conversation helps with everybody’s understanding of grammar, I hope.

**SC:** I’ve definitely had conversations about pronouns with non native English speakers at the front desk. And I was always a little concerned whether I was explaining pronouns accurately or not. But it’s an opportunity for a conversation about pronouns in general and gender. Which is really fun when I can see that someone is understanding.

**XXX:** It’s a great opportunity to take advantage of a teachable moment.

**SC:** Yeah, exactly.

**END**

Resources

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