The Transgender Umbrella

Transgender

An all encompassing or umbrella term for people whose anatomies and/or appearances do not conform to predominant gender roles. They have physical and/or behavioral characteristics that readily identify them as having a non-conforming gender identity. Can be someone of any sexual orientation.

Transexual

Born into one gender but identify psychologically and emotionally as the other. May be transitioning - MtoF or FtoM. May experience Gender Dysphoria.

Crossdressers

Comfortable with their physical gender at birth, but will occasionally dress and take on the mannerisms of the opposite gender. Often heterosexual men.

Intersex

People born exhibiting some combination of both male and female genitalia. At birth, the attending physician or parents or both "choose" which gender to raise the child, necessitating surgery and/or hormonal treatment.

Drag Performers

Dress and act like the "opposite" sex for entertainment. For them, drag is a job or play, it is not an identity. Some are gay - some are not. Some identify as transgndered - most do not.

Gender Benders/Androgynes

Do not easily fit into the above categories as they may be constraining. May have a mix of male and female characteristics. Masculine - "butch" lesbians, effeminate men - "queens" and many gender expressions in between.
KINSEY SCALE AND OTHER RELEVANT STATISTICS

The pioneering work of Dr. Alfred Kinsey and his associates is still referred to in most of the current literature on gays. There are other studies that provide helpful statistics for gay workshops though the number and variety of these projects is disappointing. Facilitators are encouraged to refer to the appendix for a summary of the Kinsey material and to research additional statistics on both a national and local scale. Data about specific policies, incidents of discrimination and harassment, and numbers of gays on your campus (students, faculty, and staff) will be very powerful statistics for your participants. The following is a suggested outline for this section.

A: Kinsey Scale

There have been a number of reputed studies on homosexuality in recent decades. The most widely discussed material came from the work of Dr. Alfred Kinsey and his associates in the late 40’s and early 50’s. His results have more recently been supported by further research by Masters and Johnson and others.

The most revealing point from these studies is that there is a broad spectrum of sexual orientations, not just two lifestyles: heterosexual and homosexual. Instead of picturing sexual orientation as an either/or issue, Kinsey developed a seven point continuum based on the degree of sexual responsiveness people have to the members of the same and other gender: (put scale up on newsprint).

0 - exclusively heterosexual
1 – predominately heterosexual, incidentally homosexual
2 – predominately heterosexual, but more than incidentally homosexual
3 – equally heterosexual and homosexual
4 - predominately homosexual, but more than incidentally heterosexual
5 – predominately homosexual, incidentally heterosexual
6 - exclusively homosexual

He suggested that it is necessary to consider a variety of activities in assessing an individual's ranking on the continuum: fantasies, dreams, thoughts, frequency of sexual activity, emotional feelings.

Therefore, many "heterosexuals", in fact, would fall somewhere between number 0-3 because they occasionally think/dream/fantasize about sexual activities with members of the same gender and/or occasionally act on these feelings. (Put on newsprint a graph illustrating the following statistics.)

This graph illustrates some of the key findings from the Kinsey research:

1. 6% of the adult male population ranked a “6”
   10% ranked “4-6”
   18% ranked “3-6”

2. Ranks for women were about one-half that of men, though this research was conducted in the 40’s and 50’s during a time of supposed lower sexual activity for women.

SUGGESTED GRAPH:
The interesting results for women concerned the relationship of incidents of gay relations with post-high school education: 17% of college educated women and 24% of women with graduate degrees had at least one gay experience since puberty.

The following are additional statistics about men:
- 37% of all men had experienced an orgasm in a sexual activity with another male sometime in their lifetime.
- 60% of all men had some type of homosexual relationship before they were sixteen.
- 30% of all men had some type of homosexual relationship between the ages of 20-24.

Facilitators are encouraged to do additional research in this area to develop further materials and a knowledge base to support this lecture. Statistics for the specific region/campus/city can also be beneficial in helping audience relate to specific areas.

**CASS GAY and LESBIAN IDENTITY DEVELOPMENT MODEL**

Stage One - Identity Confusion Stage
- Has feelings of turmoil, in which one questions previously held assumptions about one's sexual orientation.

Stage Two - Identity Comparison Stage
- Has feelings of alienation, in which one accepts the possibility of being gay and becomes isolated from non-gay others.

Stage Three - Identity Tolerance Stage
- Has feelings of ambivalence, in which one seeks out other gays, but maintains separate public and private images.

Stage Four - Identity Acceptance Stage
- Selectively discloses identity. One begins the legitimization (publicly as well as privately) of one's sexual orientation.

Stage Five - Identity Pride Stage
- Feels anger, pride, and activism. One becomes immersed in the gay subculture and rejects non-gay people, institutions, and values.

Stage Six - Identity Synthesis Stage
- Finds clarity and self-acceptance. One moves beyond a dichotomized worldview to an incorporation of one's sexual orientation as one aspect of a more integrated identity.

### Fassinger Model
(McCarn & Fassinger, 1996; Fassinger & Miller, 1996, Edited by Poynter, 2002)

<table>
<thead>
<tr>
<th>Individual Sexual Identity</th>
<th>Group Membership Identity</th>
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<tbody>
<tr>
<td><strong>Awareness</strong>&lt;br&gt;This phase describes an awareness of feeling different from the heterosexual norm; affective states are likely to include confusion, fear, and/or bewilderment.</td>
<td><strong>Awareness</strong>&lt;br&gt;This phase involves a new awareness of the existence of different sexual orientations in people. This realization often forces the individual to acknowledge that heterosexism exists, and is likely to produce confusion and bewilderment.</td>
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<td><strong>Exploration</strong>&lt;br&gt;This phase involves exploration of strong (often erotic) feelings about other same-sex people or a particular same-sex person; affective states are likely to include longing, excitement, and wonder, as hitherto unknown aspects of one’s sexuality are discovered.</td>
<td><strong>Exploration:</strong>&lt;br&gt;In this phase the individual is exploring his or her own attitudes toward gay/lesbian people as a group, as well as the possibility of membership in that group. This exploration is likely to produce anger, anxiety, and guilt due to an increasing awareness of heterosexism, but many individuals exploring the existence of other gays/lesbians also will experience a new found excitement, curiosity, and joy.</td>
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<td><strong>Deepening/Commitment</strong>&lt;br&gt;This phase involves a deepening of sexual and emotional self-knowledge, crystallization of choices about sexuality (e.g. deciding to relate exclusively to same-sex partners), and the recognition that preferred forms of intimacy imply certain things about identity. Since the context in which this deepening knowledge occurs is largely heterosexist and homophobic, moving through this phase may require addressing some of the group membership tasks in the other branch of the model. It is likely that anger and sadness as well as acceptance and self-assurance will occur.</td>
<td><strong>Deepening/Commitment</strong>&lt;br&gt;This phase involves a deepening commitment to involvement in the lesbian/gay community, with increased awareness of the possible consequences that entails. These experiences are likely to be affectively reflected in a combination of excitement, pride, and rage, and for many, intense identification with the gay/lesbian community and rejection of heterosexual society.</td>
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<td><strong>Internalization/Synthesis</strong>&lt;br&gt;In this phase, the individual fully internalizes same-sex desire/love as a part of overall identity, a sense of internal consistency is likely to be manifested, characterized by unwillingness to change preferences and contentment and pride about those preferences.</td>
<td><strong>Internalization/Synthesis</strong>&lt;br&gt;The gay/lesbian individual has fully internalized his or her identity as a member of an oppressed group into the(ir) overall self-concept. This synthesis will be reflected in feelings of comfort, fulfillment, security, and an ability to maintain one’s sense of self as gay or lesbian across contexts, and it is likely that some identity disclosure will have occurred, depending on individual circumstances.</td>
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Self-Assessment

Advisor level:

The very first question each advisor needs to ask themselves is: Am I comfortable talking about LGBTQ issues with students?"

If NO, "What do I need to do to become more comfortable with LGBTQ issues? At the very least, YOU need to know of other individuals in your office or at your institution who are willing and available to meet with students needing to discuss LGBTQ issues. It is NOT an option for you to just ignore this need."

If YES:

• How are you able to gain more knowledge, if needed, about LGBTQ issues? What resources are available to you in your office or on campus or community at large to help you improve your knowledge?
• Do you know your own office and/or campus policies relating to inclusion of LGBTQ individuals in non-discrimination clauses, domestic partner benefits, etc.?
• Are there individuals in your own office or on your campus, or in your community, that you can establish working relationships with to mentor you in LGBTQ issues?
• How could your individual office communicate a welcoming message to LGBTQ students?

Office level:

• Does your office offer and participate regularly in professional development activities on diversity issues, and especially LGBTQ issues?
• Are new advisors exposed to LGBTQ campus and office resources in their initial training?
• Would LGBTQ students feel at home entering your advising office? What could you do to communicate a welcoming feeling or message?
• Is there an office liaison to the LGBTQ community on your campus?

Institutional level:

• Is there an LGBTQ Student Center on your campus?
• Is there a dedicated staff person on your campus to address LGBTQ student and staff issues?
• Is there a student club/association?
• Is there a faculty/staff association?
• Is there an office or service on campus that offers individual or group counseling regarding LGBTQ issues?
• Is there a SafeZONE program offered on your campus?
• Do LGBTQ leaders on campus have access to campus officials in the event of developing issues or a campus crisis?
• Is there an academic program (major, minor, etc.) that includes the study of the LGBTQ community?

These are just a few questions you can ask to determine your own preparedness for addressing LGBTQ issues with others on your campus.
Some Scenarios that Might Happen on the Job
(with thanks to the Human Rights Campaign Coming Out Project & advisors at The University of Iowa Academic Advising Center)

A student tells you that they are seriously considering beginning the transition process from Male-to-Female (MtF). She is wondering how to talk to her professors and TAs about this once she is further along in her process.

- What questions do you have for your student?
- What other questions would your student have for you?
- How would you talk with her about talking to peers, faculty, and TAs?

You are at work and co-workers begin an informal discussion about efforts to include LGBTQ people in the current non-discrimination statement. One co-worker says: “I think it’s inappropriate to change our existing policies. Why do LGBTQ people need special protections at work? This is a university community after all; discrimination like that doesn’t happen here.”

- What are some ways to respond to this statement?
- How would you have responded to comments like this before going through Safe Zone training? Would you respond differently now?

As you and a student are discussing classes for next semester, the student says, “I’m not taking that. The professor is a fag. I want to take something else that will satisfy that requirement.”

- How would you respond to this statement?
- What are the different issues that are raised when students and co-workers use language like this in the workplace?

A student, who is a Matthew Shepard scholar at your institution, reports that a TA made a derogatory comment about queer people (jokingly directed at another student) on the first day of class (“Oh, you’re from Texas. I’ve heard that there are only two things that come out of Texas…”). The student is wondering how to follow-up on this incident.

- How would you work with this student?
- Is there anything you need to know about your institution before you can be helpful? If so, what steps will you take to get that information?
Resource List


Working with Lesbian, Gay, Bisexual, Transgender, Queer, and Allied (LGBTQA) Students

Academic Programs and Courses

Sexuality Studies Program - an interdisciplinary program that focuses on the history and construction of human sexualities and gender identities. Students earn a certificate by completing 18 sh of credit in approved courses.  [http://www.uiowa.edu/~interdi/sexuality](http://www.uiowa.edu/~interdi/sexuality)

Campus and Community Resources

Campus student organizations
The Gay Lesbian Bisexual Transgender and Allied Union (GLBTAU) offers a community for support, activism, and fun. GLBTAU sponsors events year-round, has an active web site, a Speaker's Bureau, and is open to all students. [www.uiowa.edu/~glbtau](http://www.uiowa.edu/~glbtau)

Electronic list-servs
Weekly updates on events in Eastern Iowa - subscribe at [queerconnections@yahoo.com](mailto:queerconnections@yahoo.com)

Scholarship information - check the Financial Aid office as well as links on web sites with a national reach:
Office of Student Financial Aid, 208 Calvin Hall, 335-1450
[www.uiowa.edu/financial-aid](http://www.uiowa.edu/financial-aid)

Washburn University keeps an extensive list of scholarship resources for LGBT students
[http://www.washburn.edu/sobu/broach/glbt-scholar.html](http://www.washburn.edu/sobu/broach/glbt-scholar.html)

The Point Foundation is a nation-wide scholarship resource for LGBT students
[http://www.pointfoundation.org/index.html](http://www.pointfoundation.org/index.html)

Support Groups and Counseling
The University Counseling Service offers support groups and individual counseling to students. Call 335-7294 for further information.
[www.uiowa.edu/~ucs](http://www.uiowa.edu/~ucs)

WRAC offers support groups throughout the year for students exploring their sexuality. Students must pre-register (most groups begin with each new semester). WRAC also offers individual counseling sessions. Call 335-1486; [wrac@uiowa.edu](mailto:wrac@uiowa.edu), [www.uiowa.edu/~wrac](http://www.uiowa.edu/~wrac)

University Policies and Procedures

University's non-discrimination policy
The University of Iowa prohibits discrimination in employment or in educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference.

Residence Services policies and procedures for addressing concerns
Behavior in the Residence Halls is governed by the Dean of Student's policies for student life, the Residence Hall Guidebook, and the Residence Hall contract. The Guidebook specifically prohibits harassment, verbal abuse, physical abuse, and threats of physical abuse in the Residence Halls. If such cases arise, students should contact their Hall Coordinator and the Department of Public Safety, 335-5022.  [http://housing.uiowa.edu/res-hall-guidebook/index.html](http://housing.uiowa.edu/res-hall-guidebook/index.html)
Additional Referrals

Christian Coffeehouse - coffee and conversation about sexuality and spirituality on the 2nd and 4th Thursdays, 6:30-8 pm at the Wesley Center, 120 Dubuque. 
http://www.uiowa.edu/~ucm/programs.html

The Lesbian, Gay, Bisexual, Transgender Staff & Faculty Association supports the interests of the lesbian, gay, and bisexual campus community. www.uiowa.edu/~lgbsfa

The Office of Equal Opportunity and Diversity is committed to providing equal opportunity and equal access to University facilities. It investigates and resolves complaints of discrimination and sexual harassment. 335-0705, 202 JH, diversity@uiowa.edu www.uiowa.edu/~eod

The Office of the Ombudsperson handles a wide variety of problems, including problems that are not being adequately addressed through regular University channels. The role of the Ombudsperson is as an informal dispute resolution office. 335-3608, C108 SSH, ombudsperson@uiowa.edu http://www.uiowa.edu/~ooombuds/

The Student Health Service offers information and services for LGBTQ students. Their web site is also a helpful resource for students. 4189 Westlawn, 335-8394. www.uiowa.edu/~shs