

TRANS INCLUSION GUIDE



Created by SU LGBT+
Campaign Trans and Non-
Binary Representatives

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CONTENTS

Introduction	1
• Definitions	
• Other questions you might have	
Allyship	5
• Individual	
• Structural	
University Policy	14
• Legal policy	
• Name and title changes	
Conclusion	18

INTRO AND DEFINITIONS

This guide has been written because collecting feedback from transgender and non-binary students at the University of Cambridge has indicated a lack of centralised information for those students, and a lack of awareness among the general University community about how they can be allies to transgender and non-binary people who are in the same spaces as them. This is by no means an in-depth guide to transgender issues, but is simply a concise summary of basic information. Some further reading is suggested at the end of this for those who wish to know more.

To start off, it is worth defining some terms that will frequently be used in this guide:

Cisgender: Someone who is cisgender (often and henceforth shortened to cis) is the same gender as the one they were assigned at birth.

Deadname: Some trans people choose to change their name. The name that they were given at birth is often referred to among trans people as a deadname. Deadnames should never be used, or shared with others.



Gender: Gender is hard to define, but can be thought of firstly as a social structure, and secondly a loose set of traits that together form part of someone's identity. A lot of people have their own way of thinking about gender, that might include other facets besides these two basic points.

Gender Dysphoria: This refers to someone's discomfort with their perceived gender in society. Dysphoria can be physical (relating to people's body and appearances), or social (for example: names, pronouns, and the way in which someone is treated because of their perceived gender). Dysphoria can have different levels of severity, from mild discomfort to being intense enough that the person experiencing it may not be able to leave the house.

Intersex: An intersex person is someone who is born with both what are typically considered biologically male and female traits. Some intersex people may also consider themselves to be trans, but many do not. Being intersex and trans are not the same thing.

Misgendering: Refers to treating someone as a gender other than the one they are (typically, but not always, treating them as their assigned sex at birth). This can be both intentional or unintentional - the latter usually happens when assumptions of someone's gender are made based on their appearance. Misgendering most commonly occurs through use of a deadname, incorrect pronouns, and gendered terms (e.g. girlfriend, brother, referring to a group as "ladies")



Non-Binary: Someone who is non-binary does not identify completely as either male or female, and instead their gender is outside of these two options (hence, non-binary). Non-binary is an umbrella term, not a third gender as some people think. Although it covers many specific identities, some people use non-binary as their primary label because there may not be better language to describe their experiences. Some non-binary people consider themselves trans, some may not.

Pronouns: Pronouns in this context are words used to replace a person's name in a sentence- for example, the use of "he" in "He just left to get a coffee". In English, "he" is typically used by men and "she" is typically used by women. However this is not always the case, and there are other pronouns in use. Some examples are given in the following table:

subject	object	possessive	reflexive
she	her	her	herself
he	him	his	himself
they (are)	them	their	themselves
e (is)	em	eir	emself
ze (is)	zir	zir	zirselves
xe (is)	hir	hir	hirselves



Transgender: If someone is transgender (often and henceforth shortened to trans), then they are a gender that is different to the sex they were assigned at birth.

A final note is that language surrounding trans and non-binary people is rapidly evolving. Some of the terms used here may fall out of favour within a few years of writing, and there are certainly some terms often used that are no longer considered appropriate or acceptable. The most obvious and widespread example is the word “transsexual”, which has been replaced in language by transgender. There are certainly other examples, and when unsure it is often helpful to look up recent articles and works that are written by trans people.

Some of these older words may still be used by some trans people to describe themselves. Trans and non-binary people aren't a monolith and beyond what language is used, there must be an understanding of the variance of needs between different groups of trans and non-binary people. Discrimination, erasure, access and needs all vary between groups, and will vary even more so on an individual basis. Therefore we must all be aware of how to support trans people on a structural and individual level. Open communication, constant dialogue and updated education must be maintained with those in the trans community and those whose jobs it is to enact trans inclusion, to ensure that the intersectionality within the trans community is treated with respect, rather than ignored for general policy.

ALLYSHIP

Allyship can be broken down into individual actions, such as using the correct pronouns, and acting on a structural level as a member of a committee, a student representative, or some other role involved in creating policy in some way. It is important to remember that to be an ally is not an end goal but rather a life-long commitment to ensuring the protection of trans people. Below are a checklist of behaviours and structural changes that are necessary to the inclusion of trans students in the University, and other such institutions.

Individual Allyship Checklist

- ☐ Do you introduce yourself with your pronouns when meeting new people, in both personal and professional context?

For example, "Hello, nice to meet you, I'm Charlie and I use he/him pronouns."

In group settings, such as committee meetings, it is becoming more common-place to introduce yourself to everyone with name and pronouns, and this is generally considered positive. But it is important that if someone does not say their pronouns, or does not want to, this is respected entirely.



A way to implement this is to at the start of meetings, when going around to do introductions suggest “If everyone could give their name, and if they feel comfortable, what pronouns they use” and lead by example yourself in saying yours.

Having pronouns in email signatures is also an effective way of sharing your pronouns with others, and indicates inclusivity to trans students.

- ☐ Do you ask for the pronouns of others in a private and respectful way (such as through an email, private conversation, or telephone call)?

When meeting new people, it is good practice to ask pronouns if they are not already given. For staff meeting new students, it is important to not do this publicly, but rather send an email or ask all students individually. Again, if someone does not give their pronouns, this should be respected.

- ☐ Do you actively practice using the correct pronouns for people when you are alone and in the presence of others?

Correcting yourself should be simple and moved on from quickly. A long apology is unnecessary and centres yourself, often leading trans people to comfort those who have misgendered them. Similarly, responding negatively (e.g. “I just find it hard” or “I’m so bad at this”) can also make the person you are talking to feel bad for correcting you.



For example, “I saw Charlie today; she - sorry, he - has been well.”

Before correcting others you must have been told it is okay by the person whose pronouns you are referring to, otherwise you risk outing people.

□ Is the language you use day-to-day, and especially in high profile settings, gender neutral and inclusive to people of all genders?

Much of our language is taught as gendered and binary, which often excludes trans and non-binary people. There are many instances where language should be modified and to cover all of them in this guide is not feasible. Instead change comes from awareness, education and listening to when you are corrected. Some changes are every day:

For example, replacing terms like “Ladies and Gentlemen” with “Everyone”; not referring to groups with gender-specific terms; being aware of gendered connotations of compliments such as “pretty” or “handsome”; thinking about what language you use when publicising events, and how you can make your events welcoming to trans and non-binary people.

Other changes are still important but less frequent. For example, when discussing periods, a gender-neutral term such as “people who menstruate” should be used instead of “women” as many trans men and non-binary people still experience periods.



There are of course still times where gender-specific language is acceptable or needed, but it is important to be actively aware of what language you use and whether it is inclusive to trans experiences.

☐ Is the media you consume diverse and does it platform trans voices?

Media such as Gay Times, The Advocate, TransActual are specifically orientated towards LGBT+ news and therefore platform trans news stories and trans voices. The British Press is very rarely inclusive or positive about transness and hence there is an obligation to diversify our media consumption to be inclusive.

☐ Are you reading and educating yourself on the situation for trans people in the UK (and other places you exist within)?

All allies have an obligation to be aware of how trans and non-binary people are marginalised in the UK, as students at Cambridge will be affected too. Before anyone can truly put allyship into practice, they must understand the policies, culture and structures that impact the daily lives of the trans and non-binary community.

Diversifying media consumption is a step toward this as allies must be vigilant in keeping up to date with news affecting trans people so support can be provided.



Some resources to access:

- Trans Britain (2018) by Christine Burns
- Gender Explorers (2020) by Juno Roche
- Amateur (2018) by Thomas Page McBee
- Gender Reveal (2018) at <https://www.genderpodcast.com/listen>
- Disclosure: Trans Lives on Screen (2020) on Netflix

Structural Allyship Checklist

- ☐ Does your Department/College/Committee have a policy on how to support trans students and staff in accordance to their needs and the specifics of your institution?

This may include stating how staff/students/members have been trained to be trans inclusive; where gender-neutral toilets are and assurance that no gender policing will take place in gendered toilets; which staff/students/members are available to trans students for their welfare needs and how they are specifically trained to understand trans welfare; how name changes can be achieved within your institution (for instance, who to contact).

Having this information codified and accessible ensures that trans people are included before they enter institutions, and thus improves the chances of trans people feeling safe and supported within Cambridge institutions.



- Do you know and understand the policies that affect trans students in the University and other institutions so that you are able to help those who need them?

This is especially important if you are in a welfare role, or any role in which you would be a port of call for a trans student who has questions about your institution.

For example, if you are President or Welfare Officer for a sports club, are you familiar with your Governing Body's policies on trans people and their eligibility for competition?

- Are there accessible gender neutral toilets in your Department/College/Building? (alongside accessible gender-neutral toilets for those with disabilities)

It is important that this problem is not pushed away by claiming accessible toilets are gender neutral; these are important facilities needed by people with disabilities that should be available alongside gender neutral toilets.

If there are no gender-neutral toilets, consider supporting or creating campaigns to relabel existing facilities, and for new buildings to be designed with gender-neutral toilets. Cambridge SU LGBT+'s 'Why Gender Neutral?' Campaign will always be willing to share resources and support new campaigns.



- Are dress codes gender neutral and allow for smart dress that does not adhere to the binary of masculine and feminine presentation?

Giving strictly factual descriptions of what clothing is permitted, rather than assigning items to specific genders is a good place to start without changing anything the dress code currently permits.

It is also important that at events, staff present are aware of the gender neutrality of a dress code as having it be so on paper is meaningless if that is not respected in practice. All policy in writing must also be put into practice to truly ensure trans inclusion is a priority.

- Regarding Colleges, have you set up a Gender Expression Fund for students?

A Gender Expression Fund (GEF) allows students to purchase gender affirming items such as, but not limited to, binders, wigs, packers, breastforms/inserts, and shapewear. These items can be expensive due to being manufactured abroad, and buying properly manufactured items in the case of compressive clothing is a safety concern. Trans students may not be able to ask family for financial support in buying such items that are necessary for reducing dysphoria and maintaining good mental health.

For a further guide on this click [here](#).



- Regarding committees, especially those that have a representative role, do you have trans members on the committee, or are at least consulting with trans representatives?

It is not always the case that a trans person may run for a role in a year, but trans students must still be represented. If you do represent trans students on any issues (for example as LGBT+ Officer), you should consult with trans people, such as through Trans and Non-Binary Representatives on other campaigns, such as SU LGBT+ and WomCam.

- Are you aware of trans people and organisations, both within and outside of the University, to consult with when making decisions related to trans experiences?

Within the University:

- LGBT+ Campaign Trans and Non-Binary Reps (lgbt-trans@cusu.cam.ac.uk)
- DSC Trans Rep (disabled-trans@cusu.cam.ac.uk)
- Women's Campaign Trans and Non-Binary Reps

Outside the University:

- Encompass Network Cambridge
- Cambridge Diamonds
- Mermaids Gender
- Stonewall



□ Does your institution actively support occasions such as Trans Week of Awareness, Trans Day or Remembrance and Trans Day of Visibility?

Occasions like these are great opportunities to platform trans voices and give wider visibility to the experiences of trans and non-binary students.

- Trans Day of Visibility - 31st March
- Intersex Awareness Day - 26th October
- Trans Week of Awareness - 13th -19th November
- Trans Day of Remembrance - 20th November

UNIVERSITY POLICY

The University's policy follows the 2010 Equality Act, which includes being transgender as a protected characteristic. This protects from unlawful discrimination (e.g. barring trans and non-binary people from using the bathroom that best aligns with their gender, or from picking a specific dresscode option). The Act also states that to advance equality:

- Disadvantages suffered by people due to their protected characteristics should be removed or minimised as far as possible
- Steps must be taken to meet the needs of people from protected groups where these are different from the needs of other people
- People from protected groups should be encouraged to participate in public life or in other activities where their participation is disproportionately low.

The University's Equal Opportunities policy states an intent to advance equality in opportunity for those with protected characteristics. Another point relevant to this guide is the aim to promote an inclusive culture, and good practice in teaching, learning, and assessment. The allyship points already outlined are part of this process.



A final relevant policy is the General Regulation for Data Protection (GDPR), under which being transgender or non-binary would be considered special category data (under health data). This means any information relating to gender identity needs to be treated as special category data as laid out by the GDPR.



Policy for Trans Students

The University has specific processes for things like change of name or crsID. Not only is it useful to centralize this information for trans and non-binary students, but also so that those who may be supporting or representing them are able to inform about how to make such changes.

Change of Name/crsID:

Formal documents such as exams and degree certificates: A student's legal name must be used. To change the name used officially by the University, a student must submit legal evidence. For home students, a passport or deed poll suffices for this. For international students, the only acceptable form of evidence is a passport. These documents can be sent to the college's tutorial office. Details on CamSIS and the name associated with someone's university email can potentially be changed without a deed poll or other official document, but it will depend on the college.



CSU site profiles: These currently take name data from CamSIS, so a student's profile may contain their deadname. To change this students should go to <http://cambridgesu.co.uk/account> and change the preferred name field.

Moodle: You can change your name on the 'Profile' tab on the dropdown menu in the top right and by clicking 'Edit Profile'.

CrsID: To change crsID is more difficult, as typically your crsID will remain the same even if you have changed your name in University records. However, the difference of initials that can occur may out someone, or cause them unnecessary stress. To change crsID, UIS will need to be contacted with a specific explanation as to why a change in crsID is needed. For students, it may be helpful to have their tutor or DOS in the loop to assist and possibly confirm the need for the crsID to be changed.

For the University website on this, click [here](#).

Change of Gender Marker and Title:

Titles have no legal meaning (unless they confer a hereditary title, or an achievement earned such as a doctorate), and therefore it should be possible to change them in any University system by contacting a system administrator. In some departments' online systems it is possible to change it yourself. Strictly speaking, there is no requirement for someone to have a title associated with their name if they do not wish to have one.



To change the gender marker stored on CamSIS, a student can contact CamSIS directly or ask their college's Tutorial Office to do so on their behalf. A student's legal gender marker (for example, what is on their passport) doesn't necessarily need to be changed to change CamSIS details- it may depend on college.

CONCLUSION

We hope that this guide has provided a foundational framework on trans inclusion and the ways in which we can support our trans and non-binary community.

However without action and implementation this is only a guide. We believe that every staff member (Catering Staff, Bedders, Porters, Supervisors, Fellows etc) and every student has an obligation to read this guide, understand it, and put into practice the checklists provided. Trans inclusion so often falls onto the shoulders of trans people alone when it is the responsibility of all.

Alongside this guide there are so many resources, people and campaigns who will assist any action you pursue. Every person in Cambridge has the ability to make their community inclusive for trans and non-binary people, and there is support available through any of the resources we have cited.

This document is not static, but rather will be developed and adapted as time goes on. Therefore it is necessary that this document is revisited every year by staff and students, both as a reminder and for any adaptations. Institutionalising this guide is imperative to its effectiveness and we hope the Cambridge community will utilise this to its fullest potential.