A student behind the name; reshaping perceptions of gender-identity in the University of Illinois System.

Capital Scholars Honors Program

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A student behind the name; […]

Abstract

This paper examines what experience Transgender students and allies at the University of Illinois-Springfield face in hopes of devising procedures that offers classroom comfort. Imagine having the label of a moniker that creates personal discomfort, the label a human being can only shed through significant legal and financial commitments. The University of Illinois system perpetuates these behaviors by not providing Transgender students with the opportunity to utilize their preferred name in place of legal name on university rosters, i-Cards, online user interfaces, et al. These human dignity violations can be averted through grassroots social justice efforts that encourage bureaucracy development to institute policy change at the system level. The change must be made at the system level because the BANNER system, utilized by all three campuses, is operated under the authority of the Board of Trustees. The system would require a software patch, already developed by the University of Vermont, that would use a ‘nickname’ on course documents and legal name for financial aid, transcript, and bank checks. Another possible outcome [in the development of a preferred name policy] is the option for international students to use their ‘nickname’. A final solution, then, is to take steps that establish policy allowing all students the opportunity to report their preferred name [to the university] in one step rather the lengthy and costly Sangamon County court process.
A student behind the name; [...] 

*Fall 1991; University of Illinois at Chicago (UIC). Chancellor James Stukel, President of the University of Illinois system from 1995-2005, presides over the “Chancellor’s Committee on the Status of Lesbian, Gay, Bisexual, and Transgender Issues* (Sanlo 18). His controversial committee was established to enhance environments that “will foster full participation by all members of the university’s communities in teaching, public service, and research” (University of Illinois at Chicago Special Collections, par. 7). *Chancellor Stukel’s administration leaned forward in relation to public perceptions, the institution faithful to its inception as a land-grant institution designed to shape the public’s ideology with a premier education.*

Twenty-two years before Chancellor Stukel, an institution was forming also in the public interest: Sangamon State University, better known today as the University of Illinois at Springfield (UIS). When the University celebrated its twenty-fifth anniversary, the State Journal-Register described UIS as an institution that has “really loosened things up” with “stirrer-uppers” who challenged the idea of a public affairs education (Pokorski, par. 25). A vast alumni network intertwined in the Capitol Complex— one that specifically signed into law SB0010 ‘The Religious Freedom and Marriage Fairness Act’ — puts UIS in a prime position to carry out the University system’s mission to shape public ideology.

Transgender students, not just at the Springfield campus, but also across the entire University system face great difficulty. The transitioning process is long, difficult, and drawn out when a student wishes to assume a different identity. During this process, their legal name is still utilized within the learning environment. This is in direct contrast to the 1991 Chancellor’s Committee at UIS which worked tirelessly to ensure all members of the university community were equally respected “in teaching, public service, and research” (University of Illinois at
By providing students with the opportunity to use their preferred name in place of their legal name, the University of Illinois system is able to ensure transgender students find comfort in a utopian environment. While ideas in this document can be applied to institutions of higher education globally, this research will specifically orient itself towards inclusion within the University of Illinois system. In such sense, perceptions of the global and national LGBTQA community will be explored. Synthesizing all these ideas, the present state will be examined at Springfield campus, followed by a proposed solution and justification for said solution.

If the University of Illinois system is to remain at the forefront of social change and human justice, then important steps should be made to ensure such takes place. Rands writes in “Considering Transgender People in Education […]” that educators must be those who teach in ways that “take into consideration the existence and needs of Transgender people” (419). This wisdom has the ability to institute itself at UIS. Students on this campus are diverse not because of their population, but because here exists a small group of learners who value more than to become professionally trained. Instead, they are attracted to one of the top public liberal arts institutions in the Midwest that values minority populations and the social change necessary to ensure their overcoming of structural oppression. A growing body wants to take the next step, embracing the LGBTQA community as one in the mission of public affairs. These bodies will meet equality when policy efforts by the University of Illinois Administration flourish and faculty training is implemented to coincide with a growing population that self-identifies themselves within the LGBTQA community.
AN INTERNATIONAL PERSPECTIVE

Out of any minority community in the past ten years, the LGBT population has made some of the most significant advances. In the United States alone federal non-discrimination laws have been passed, marriage equality has been brought about in sixteen states and the District of Columbia, and Supreme Court rulings have leaned in favor of this minority faction. The United States, like Europe and other developed nations, “have well-developed and well-practiced democracies” that allow political and cultural means to overcome oppression (Mazur 1). However, LGBT communities in third-world countries, ones where “religion, machismo culture, or denial” exists in politics, are not so fortunate (Mazur 29). These countries have yet to or express no interest in acting as a secular governmental entity, eliminating the pathway for minority factions to advocate for fair treatment.

The distinct elements of communities that support civil rights for minority factions align with various points. These international nations have an open political system that has not only allowed for “traditions of dissent”, but also contain methods to channel this dissent into action (Mazur 2). This dissention will eventually lead to the adoption of a “classical liberal belief” in “equality of opportunity” for all citizens (Mazur 2). Accepting nations understand the privilege of being in a majority faction and in doing so do not mind usurp of power from the white, heterosexual male. The third condition is an educated community that sustains a progressive workforce. The corporations in these societies “understand the importance of [educated skills] regardless of […] sexual orientation”, which conveys to the societies that there should be a “tradition of tolerance” for minority factions (Mazur 3).

International, developed countries have made efforts to ensure human rights are sustained. In the European Union (EU), all countries have variations of anti-discriminatory laws that ensure protection for the LGBT community (Mazur 10). This political and economic union
of twenty-eight different states offers protection through established treaties that legally protect citizens from discrimination within the EU. This mass adoption was inspired by “pressure” created by EU states in their “quest for human rights”, influencing the other European governments to adjust policies to ensure cohesion between nations (Mazur 10). The push for adoption of essential human rights, however, extends beyond the European Union to all secular first-world nations. While this political institution has overcome social stigma, there is “still lingering social oppression” to the creation of equal rights and freedoms for LGBT communities across the world; nowhere is this truer, and more effective in stalling policy action, than the United States of America (Mazur 14).
This delay in action exists because of policy difficulties and consensual agreement between afflicted parties in the United States. Certain political parties within this democracy believe that the governmental system should not detach itself from Christianity. An argument for religion not only arises when it comes to minority affairs, but in any case that involves the redistribution of power. The American Political system is based largely on the power of the majority, or better known as European-Caucasian, heterosexual, Christian males. Thus, some of these politicians fear giving power to the minority (African-Americans, women, LGBT) because it would usurp a decent amount of their supremacy. In institutions of education, this is insinuated with teachings that “being heterosexual or cisgender is normal and valued” (Vaccaro 20). Their assurance that these so-called ‘traditional’ values are socially accepted further confounds America’s youth to not consider the fluidity of gender or sexual identity.

This is not to say, however, that the United States is a country that has not made considerable advances since the institution of the Defense of Marriage Act in 1996. In fact, this past year the United States Supreme Court struck down this very act written in fear of politicians and religion losing authority. The United States meets various conditions necessary to ensure equal rights to minority factions, as previously reviewed in an international perspective. Their constitutional freedom of speech, press, religion, and assembly allow, “Institutionalized dissent”; the Constitution also contains a principle of “Life, Liberty, and the pursuit of happiness”, endowing equal opportunity for all citizens (Mazur 2). Finally, the United States has a history of minority factions that have overcome systematic oppression- essentially every population that is not the European-American, heterosexual, Christian male. The United States is beginning to grow away from their Christian roots to establish a secular society; spare the conservative parties
that institute Christianity as part of their platform. In fact, this “existence of an organized right-wing religious movement” has contributed to a majority of the United States’ struggle in ensuring equal rights for all (Mazur 3).

The history of civil rights for the LGBTQ community began with the Stonewall Riots in the summer of 1969. The New York City police often conducted homophobic raids to harass patrons at Stonewall Tavern in Greenwich Village; due to a lack of widespread social understanding, homosexual taverns were often the only place that this community felt supported and safe. At this specific raid, however, the patrons “decided [that] they have had enough of this behavior and fought the police for three days” (Mazur 9). Proceeding Stonewall, various LGBTQ advocacy organizations have formed from public outcry. With their efforts, “[Twenty-one states, Puerto Rico,] and the District of Columbia now include sexual orientation in their antidiscrimination laws” (Mazur 9). Two recent Supreme Court rulings regarding the Defense of Marriage Act and Prop 8 of California have ruled in favor of this minority faction. A federal law of protection for LGBTQ individuals has just recently passed the Federal Senate and is stalled in a Republican-controlled House. Due to the work of these advocacy groups, the cognitive understanding of American citizens is shifting towards diversity acceptance.
THE CONTEMPORARY STATE OF MICRO COSMIC (INSTITUTIONAL) AFFAIRS

When evaluating the state of internal protocol, it is always essential to secure an outside resource to study university affairs. Campus Pride, “the leading national nonprofit 501(c) (3) organization for student leaders and campus groups working to create a safer college environment for LGBT students”, named UIS as a campus that is halfway there with fifty-one percent of possible steps taken; UIC is ranked at one-hundred percent with all possible steps taken, and UIUC ranked with ninety percent of steps taken. According to the UIS Campus Pride Index Assessment Report 2013, many positive strides have been made since the creation of an LGBTQA Resource Office. Training has been provided on transgender matters to faculty, staff, and students, a “Trans Guide @ UIS” was published as a reference material, a safe place is available for transgender students to find friends and community, and finally, a professor identification letter system is scheduled for implementation (Campus Pride Inc). However, while the LGBTQA Resource Office has been advocating with some success, there are still strides to be made. The University system, and on a smaller scale Springfield campus, does not “provide mandatory training for public safety officers, faculty, staff, or students on gender identity/expression issues and concerns and/or transgender violence” (Campus Pride Inc). This lack of education prevents further policy development for transgender students. The discrepancy further digresses when new transgender students are faced with admission, housing, health, and graduation applications that are not inclusive.

The issue of inclusion is paramount considering the non-existence of a preferred name policy within the University of Illinois system. A detriment to creating an open and welcoming community, all three campuses do “not allow students to include a preferred name on any official internal campus documentation such as the I-Card or class rosters” (“Trans Guide @ UIS: 
Policy”). However, this guide provides a resource to contact the Associate Chancellor of Access and Equal Opportunity, Deanie Brown, who will then work with the Director of the LGBTQA Resource Office, Kerry Poynter, to address concerns about “relevant UIS, state or federal policies” (“Trans Guide @ UIS: Policy”). This solution, however, is not adequate to provide an environment that “foster[s] full participation by all members of the university’s communities in teaching, public service, and research” (University of Illinois at Chicago Special Collections, par. 7).

A present ‘duct-tape’ solution, since the Associate Chancellor and Director of LGBTQ services are both still at work advocating for a ‘preferred name policy’, is legally changing one’s own name with the state. This process is detailed by the “Trans Guide @ UIS: Policy” to be as follows

1. Complete a change of name form and file the appropriate paperwork at the Sangamon County Circuit Clerks Office;
2. Pay a nominal fee of fifty dollars to have the request published in the “classified section of the State Journal-Register or the Illinois Times for three consecutive weeks;”
3. Schedule a court date that is “at least six weeks after the first day your name change began running in the paper then produce the certificate from the respective newspaper to prove it ran;”
4. Take another form to the County Clerk’s Office to be signed and notarized. This new, notarized form can then be taken to the DMV, along with other forms of identification, to change the name on the state identification;
5. Finally, a request to change the name “must be made in person at [the] Records and Registration Office. Students will need to produce both the legal documentation from the
County Clerk and a photo ID [from the DMV reflecting the new name] to Records to process a name change request” (Trans Guide @ UIS: Transitioning).

This paperwork trail demeans students and is easily reduced in difficulty if the University system simply provided an option for submission of a preferred name. Students, many already unable to afford basic college expenses without substantial loans, will not be able to afford the costs inhibited by pursuing a paper trail through state bureaucracy¹.

An effort made by the LGBTQA Resource Office at UIS is to mitigate with campus professors; the Office director would contact a transgender student’s future instructors on their behalf. This poor solution, the result of drawn-out university bureaucracy, is not ideal. The LGBTQA Resource Office sending the professor an email providing the student’s preferred name will ‘out’ the student as transgender before first meeting. This allows preconceived notions to form that may be the result of teaching faculty’s in education on transgender affairs. A second issue, almost unique to the Springfield campus versus Urbana and Chicago, is its growing nature as an online institution. This email will only temporarily solve the issue of references made to the student by a classroom professor; the legal name will still be used by BANNER when creating respective accounts on the Blackboard platforms. Blackboard then, due to the University of Illinois’ lack of a preferred name policy, binds students to their legal names on assessments.
PROPOSED SOLUTION

Over ninety percent of United States higher education institutions have not “taken any […] steps […] remain[ing] completely inaccessible and inhospitable to transgender students” (Beemyn 163). Should the University of Illinois not become the next institution to recognize the fluidity of gender identity?

An example institution, the University of Michigan,

recognizes that as a community many of its members use names other than their legal names to identify themselves. Therefore, it is the policy of the university that any student, active or retired faculty or staff member, or alumni may choose to identify themselves within the university’s information systems with a preferred name in addition to the person’s legal name. (“U-M Preferred Name Policy”)

Their form to provide a preferred name is contained within the University of Michigan’s student management portal; this system will then, similar to BANNER, replicate the information across almost all network-managed databases. The University of Michigan’s policy will not apply, however, to instances in which the legal name is mandated by law for official transcripts and the issuing of paychecks. The university also serves the right to remove said preferred name if it is used for a purpose that violates academic or ethical integrity by purposeful misrepresentation (“U-M Preferred Name Policy”).

This policy serves as a representative model for implementation in the University of Illinois system. Students would have the opportunity to complete a simple, one-step form that allows their acknowledgment as they self-identify on course rosters, Blackboard class sites, and other non-official university documents. Communication and data processing has found,
nevertheless, a steep hurdle to overcome in implementation. The University of Illinois system revolves around a computerized student information system called BANNER that manages 100,343 active and 637,073 alumni records ("About the University"). This software serves as a portal for admissions, coordinates course registration, stores course grades, processes financial aid, submits employee timesheets, collects account billing, verifies graduation applications, etc. These processes all then revolve around two lines: the University Identification Number, and legal name. According to research completed by The New School, BANNER “require[s] patching to accommodate” preferred gender pronouns and names (“Policy for Transgender”). The University of Vermont has fortunately “designed a patch that allows students” to provide “a preferred name and pronoun” (“Policy for Transgender”). The parent company that licenses BANNER, Ellucian, is currently in the process of creating a universal patch for all subscribers. If applied to the University of Illinois’ servers, this update will allow the use of a preferred name on DARSweb, grade reports, advisee lists, unofficial transcripts, library sign-out, and directory listings. The legal name would still be required for student accounts, financial aid, official transcripts, and outside responses to enrollment verification. This change would require a showing of administrative, faculty, staff, student, community support and an update that requires an unknown amount of time and effort.

In making any substantial policy changes, University administration must be involved to ensure no parties’ due rights are infringed upon. An entire university system will not make the decision to implement a preferred name policy based on the writings of an excellent undergraduate student and student government senator. However, this publication demonstrates the passion and empathy of those 100,343 residents to know what is ethical and fair. With that, the final portion of the proposal is to establish a “standing advisory committee” that is proactive
to LGBTQA concerns and advises the administration on their behalf. Similar to the original Committee on the Status of Lesbian, Gay, Bisexual, and Transgender Issues, this commission will instead seek establishment as a standing committee at the level of the University of Illinois Administration. While all three campuses are unique in their size and academic mission, the consideration of LGBTQA communities should never be.

There are various other proposals available, shall the University system decide to pursue another plan of action:

(1) An excellent, but not exceedingly brilliant option would be for the University to take no action on the preferred name policy and instead develop a standing advisory committee that works to research LGBTQA concerns and advise the administration, under the direction of the LGBTQA Resource Office directors, on “constituent group issues and concerns” (Campus Pride Inc). This advisory committee will then undertake the task of advising on policy related to inclusive practices for transgender students, faculty, staff, and the best methods to move forward as an inclusive institution.

(2) A good, but disappointing conclusion will be the University of Illinois’ refusal to adopt a policy that allows a preferred name to be substituted in place of a legal name. According to the “Trans Guide @ UIS: Transitioning”, “To help with the coming out process and unintentional outing on the first day of class” the LGBTQA Resource Office [currently] provides an online form to where the Director will contact each professor with the student’s permission”. In compliance with FERPA guidelines, the Director will require a signed form allowing them to contact the student’s faculty on their behalf. The professor is simply provided information like “do not assume the gender identity of your
students,” “never group your students by gender”, and “do not ask the student to explain their gender identity” (“Trans Guide @ UIS: Transitioning”).

(3) An immobilizing action is for the University of Illinois system to disband all systems of protection for students who identify as lesbian, gay, bisexual, transgender, queer, or allied. With no administrative support and funding appropriated away from LGBTQA affairs, students are left alone in a heterosexist and gender-binary culture.

JUSTIFICATION FOR THE PROVIDED PROPOSAL

There are innumerable justifications for this proposed solution, perhaps the greatest being student support. The University of Illinois system is formed not by a mass of buildings or institutional appropriation. It exists because educated communities choose to send their students to the state’s premier institution and to create alumni that shape every aspect of culture. As explained previously, both parties are ready to accept new policy measures that diminish discrimination against a very vulnerable community and the spectrum of gender identity.

What kind of evidence is truly necessary when discussing the evident rights of a human being? If an individual perceives the campus climate is one of discrimination or negativity, it can unconstructively “affect student educational outcomes” (Beemyn 83). The transgender students, however, are difficult to quantify in numbers as to the measurable impact of this policy initiative. Unlike race, it is hard to determine the size of a LGBTQA community because membership relies on self-identification. The Annual Freshman Survey, conducted every year by the Higher Education Research Institute “does not include sexual orientation or gender identity in its demographics information”, which means the quantitate number of LGBTQA students at each campus remains unknown (Sanlo 34).
If necessary, this proposal can be expanded beyond the LGBTQ community to broaden its possible impact. While these writings specifically focus on the transgender community, a preferred name policy would benefit not only transgender students but also students who are a member of the growing international population wishing to assimilate into American culture with names like Jacob, Sophia, Oliva, or Alex.
CONCLUSION

As with any policy change effort, implementation will be a long, grueling, and rewarding process. Nevertheless, as Illinois’ premier institution of higher education and as an internationally recognized university, we should be the first to step forward and implement a solution for the hostile environments transgender students are faced. The steps to be taken are as follows:

(1) Establish a policy that allows students to report their preferred name in one-step rather a lengthy and costly court process. This will allow transgender, international, and various other students the ability to utilize a name that differs from legal documentation.

(2) Just as the original mission of Chancellor James Stukel, create a standing advisory committee that proactively approaches the status of lesbian, gay, bisexual, and transgender affairs at the system level.

(3) Utilize this standing committee to share concepts and strengthen the resilience of LGBTQA populations at the Springfield, Chicago, and Urbana campuses of the University of Illinois system.

Like the leaders in policy the University of Illinois Springfield is known to produce, this institution has the ability to spark the shaping of global policy in higher education. In a utopian University of Illinois system, these self-identifying individuals will have value in a diverse system of discovery.

With a concluding reference to the University of Illinois Nondiscrimination Statement, revised 24 June 2010,

The commitment of the University of Illinois is to the most fundamental principles of academic freedom, equality of opportunity, and human dignity
requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms. (University Human Resources)

Human dignity and invidious discrimination are the two lines violated when members of the University system knowingly disallow transgender students the ability to express who they truly are.

It is now time for the University of Illinois to ensure that every student regardless of “race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military, or status as a protected veteran” has the opportunity to be “Leadership Lived” (University Human Resources) (“Leadership Lived – Brand”).
Notes

(1) This prescribed procedure focuses specifically on the change of a legal name. No research was conducted for this paper on the process to change individual gender with the State of Illinois. According to the "Trans Guide @ UIS: Transitioning", however, “An individual with an existing birth certificate may submit a request to have the gender changed on their birth certificate after undergoing an operation or procedure that has the effect of reflecting, enhancing, or changing their gender”.

(2) Concerning the issuing of NetIDs, it is assumed that it is not possible at this time to generate new email alias. I hope that with the deployment of a preferred name policy Administrative Information Technology Services will devise a way to institute alternative email addresses.

(3) As of this writing, I stand neutral on the state of I-Card. While the University of Michigan allows the student an ability to place their preferred name on the front of the card and the legal name on the back, the reestablishment of a university administration committee on Committee on the Status of Lesbian, Gay, Bisexual, and Transgender Issues is essential to power the amount of change necessary. I attribute this to the I-Card’s use as a legal form of ID by outside entities and may have repercussions outside of my general knowledge.
Appendix A

Definition of Terms

**Ally** – An ally is someone who “reach[es] across difference to achieve mutual goals” for a community one does not (self-)identify with (Vaccaro, August, and Kennedy 141). These beings value diversity, challenge uneducated and offensive responses, and openly evaluate their own internal biases.

**Cisgender** – A cisgender person is any male or female who identifies their gender and sex to be typical. Otherwise put, “a person who is not transgender” (Vaccaro, August, and Kennedy 144).

**Civil rights** – Civil rights are “the establishment of nondiscrimination policies in areas such as employment, housing, accommodation, medical and social services, and education” (Mazur 8).

**Gender** – Gender, while often perceived as identical to sex, is not a physical characteristic. Gender is made up of “socially and culturally constructed characteristics” that are assigned to a person “based on their perceived sex” (Sjoberg 338). An easy way to differentiate between the two is knowing that while gender may vary between cultures, sex will not. In the United States, the female gender is often more independent than submissive women in third-world countries.

**Gender attribution** – Gender attribution, according to Bornstein, is generalized as the process “whereby we look at somebody and say, ‘that’s a man,’ or ‘that’s a woman’” (qtd. in Rands 419).

**Gender identity** – Otherwise known as one’s internal perception of oneself, Bornstein writes that it is “one’s sense of self as a boy or girl, woman or man (or, as we are increasingly realizing, as a nongendered, bigendered, transgendered, intersexed, or otherwise alternatively gendered person)” (qtd. in Rands 419).
Gender roles – Gender roles are assigned as to explain the “social expectations of proper
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behavior and activities for […] member[s] of a particular gender” (qtd. in Rands 419). If an
behavior and activities for […] member[s] of a particular gender” (qtd. in Rands 419). If an
individual does not comply with the gender role assigned to their physical sex, society is
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constructed with “multiple methods of positive and negative reinforcement” which are not
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limited to “legal, religious, and cultural practices to ensure these roles are met” (Nagoshi and
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Brzuzy 433). When this non-compliance occurs, the individual is considered to be a part of a
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queer minority.
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Heteronormative – Heteronormative standards are “punitive rules (social, familial, and legal) that
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force […] conform[ity] to hegemonic, heterosexual standards for identity” (Vaccaro, August, and
force […] conform[ity] to hegemonic, heterosexual standards for identity” (Vaccaro, August, and
Kennedy 148).
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Oppression – Oppression is “a systematic social phenomenon based on the perceived and real
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difference among social groups that involve ideological domination, institutional control, and the
difference among social groups that involve ideological domination, institutional control, and the
promulgation of the oppressor’s ideology, logic system, and culture to the oppressed group”
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(Vaccaro 146). Quite often, the purpose of this discrimination is to exploit a minority faction for
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the benefit of the group in power.
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Queer – “a term that is inclusive of people who are not heterosexual” (Vaccaro 147).
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Queer theory – Queer theory has been derived from “feminist and deconstructivist theories” that
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time unchallenged.
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Sex – Hooper defines sex as “biological and dichotomous,” it is the classification of animals into
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male and female varieties based on chromosomes and genitalia (qtd. in Sjoberg 338). The male
male and female varieties based on chromosomes and genitalia (qtd. in Sjoberg 338). The male
sex will always have a penis while the female sex will not.
Transgender – Transgender is an umbrella term that describes any person that “breaks gender roles and gender identity and/or goes] across the boundaries of gender to another gender” (Nagoshi and Brzuzy 432). To identify as transgender, one must simply express a socially constructed gender identity that does not fall within “heteronormative” definitions; they may or may not have intention to receive hormone treatment or sex-reassignment surgeries (qtd. in Nagoshi and Brzuzy 432).

Transphobia – Transphobia is written as the fear or hatred for “people whose gender identity or gender expression does not conform to cultural gender norms” (Vaccaro, August, and Kennedy 148).

University of Illinois – The University of Illinois is a system of three public campuses- Urbana-Champaign, Chicago, and Springfield- within the State of Illinois that enrolls 77,443 students and has an operating budget of 5.42 billion dollars ("About the University").
Appendix B

Further Research

• Review November 15, 2007 Document; Final Report by Dr. Sanlo

• Draft questions and create appendix with questions for UIC, UIUC, UIS Directors; general Trans*, specifically preferred name policies. Use primary sources as reference materials.

• Draft questions and create appendix with these questions for how a process could be implemented. Use for UIC, UIUC, UIS directors and directors of other universities.

• Meet with UIC, UIUC, UIS LGBT Office Directors concerning Trans* name policy

• Contact other universities, understand their process in implementation

• Find date of meeting, attend a meeting of UIUC Chancellor’s Committee on Lesbian, Gay, Bisexual, and Transgender (LGBT) Concerns.

• Interview Trans* students at UIS, contact by making a posting.

• Efforts by UIUC SGA? (find email) Student motivation. Begin efforts as a UIS SGA.

Current plan – This document will be used as a part of the CAP 402/PSC 486 Senior Seminar curricula. The new research proposal concerns the effects of imposing gender binaries onto institutional populations through university bureaucracies and policies. It examines what interest state university systems have in imposing gender in what is considered an ‘equal’ post Title-IX age of education. Transgender students—representing the grey in a black and white gender binary—serve as a canary in the coal mine; they are the flash point in power conflicts and relations, questioning what role the government has in defining gender roles.
Works Cited


