# Trans+ at UCSB: Report on a 2020 Survey

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Authors:    Lal Zimman
            Cedar Brown
            Julia Leary
            Brooke English
            Jordan Tudisco
            Aris Keshav
            Forest Stuart
            Alice Blank

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# 1. About the survey

This report presents results from a survey of trans+ people at UC Santa Barbara conducted in Winter of 2020, prior to the COVID-19 pandemic. The report uses the term *trans+* as an umbrella term that includes self-identified transgender, non-binary, and gender non-conforming people along with anyone else with a non-cisgender identity (see glossary in section 1.4). This section explains the motivation behind the survey, the collaborators who produced this report, the limitations of the survey, and a glossary of terms used in later sections.

## 1.1. Motivation

The presence of trans+ people in higher education has been a subject of increasing attention as the overall visibility of trans+ people – and, in turn, public expressions of transphobia – has grown. At the time of writing, trans+ people, and especially trans+ youth, are in a highly vulnerable position. Each year sees increases in violence against trans+ people,[1,2,3] which disproportionately impacts trans women and other transfeminine people of color. At the same time, the last several years have been record breaking with respect to the introduction of anti-trans legislation, which often targets youth and/or educational contexts.[4,5] These include efforts to outlaw gender-affirming medical care for trans minors, to ban discussions of trans identities in public school classrooms, to exclude trans people from using gender-segregated public facilities like bathrooms and locker rooms, to prohibit trans people from participating in competitive sports, and to establish interpretations of Title IX that exclude trans+ people from its protections.

Previous survey-based research suggests that transgender people tend to be positively oriented toward higher education. In a survey of 6,450 trans Americans conducted by the National Center for Transgender Equality and the National Gay and Lesbian Task Force,[6] respondents were more likely to have attended college or received an advanced degree than members of the general population. This is true despite the barriers many transgender people face in pursuing their education, including transphobia in the classroom,

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[1] Yurcaba, J. 2021. As anti-trans violence surges, advocates demand policy reform. NBC News. http://nbcnews.com/feature/nbc-out/anti-trans-violence-surges-advocates-demand-policy-reform-n1260485.

[2] Powell, L. 2021. 2021 Becomes deadliest year on record for transgender and non-binary people. Human Rights Campaign. https://www.hrc.org/press-releases/2021-becomes-deadliest-year-on-record-for-transgender-and-non-binary-people.

[3] Factora, J. 2022. At least five trans women have been killed in 2022 so far. *them*. https://www.them.us/story/at-least-five-trans-women-have-been-killed-in-2022-so-far.

[4] Krishnakumar, P. 2021, April 15. "This record-breaking year for anti-transgender legislation would affect minors the most." CNN. https://www.cnn.com/2021/04/15/politics/anti-transgender-legislation-2021/index.html.

[5] Jones, A. III & Navarro, A. 2022. This year on pace to see record anti-transgender bills passed by states, says Human Rights Campaign. https://www.cbsnews.com/news/2022-anti-transgender-legislation-record-human-rights-campaign/

[6] Grant, Jaime M., et al. 2012. *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey.* Washington, DC: National Center for Transgender Equality and the National Gay and Lesbian Task Force. https://transequality.org/sites/default/files/docs/resources/NTDS_Report.pdf

harassment and sexual harassment and violence, lack of access to safe housing, employment discrimination, and disproportionately high rates of homelessness, poverty, violence, and trauma.

The survey presented in this document may be the first to delve deeply into the experiences of trans+ people at UCSB, including students, faculty, and staff. It also builds on findings from previous, general climate surveys, such as the one conducted in 2013 by Rankin & Associates Consulting.[7] Their survey of 8,193 students and employees at UCSB included 16 of whom described themselves as transgender (0.2% of responses) and 59 as genderqueer (0.7% of all responses). Although trans+ identities were not in focus, the report by Rankin & Associates – who are known for their work on LGBTQ+ campus climate issues – reveals several significant findings about trans and genderqueer[8] people:

1) Respondents who identified themselves as genderqueer and transgender were **more likely than the other gender groups to report discomfort with the climate on campus, within their departments, and in their classes**. The level of discomfort was also higher among those who identified themselves as genderqueer than those who identified as transgender.
2) Transgender and genderqueer respondents were the most likely group to report facing "exclusionary, offensive, hostile, or intimidating conduct," both in general and as a result of gender specifically (p. 73). Of all of the populations considered by the survey, which are defined by race/ethnicity, gender, disability, citizenship status, and sexual orientation, **genderqueer and transgender people were the most likely to report having witnessed such conduct targeting any of these marginalized groups**.
3) Transgender and genderqueer students are acutely aware of the **absence of faculty and staff who share their identities**.
4) Even non-trans people recognized the poor climate for trans people at UCSB: all respondents were asked to rate the climate for different minoritized groups on a scale of 1-5, and **the lowest ratings were given for the climate for transgender people**, who tied with people of low SES.

The present survey builds on these findings in several ways. First, it is an opportunity to consider how the experiences of trans+ community members may have changed during a decade of rapid shifts in public attitudes toward and awareness of trans+ people. It also asks questions that are particular to trans+ people's experiences, such as experiences with misgendering and accessing trans+ affirming healthcare. Additionally, it addresses how well trans+ community members feel their needs are served by UCSB's current efforts at trans+ inclusion and how they might be improved in the future. It discusses some of the forms of inequality that exist within trans+ populations as well, especially based on race and gender. Finally, it presents comments from transgender and genderqueer respondents, whose perspectives were at times excluded from analysis in the 2014 survey due to concerns about confidentiality.[9]

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[7] Rankin & Associates Consulting. 2014. *University of California Santa Barbara Campus Climate Project Final Report*. https://campusclimate.ucop.edu/_common/files/pdf-climate/ucsb-full-report.pdf.
[8] In 2013, the term *non-binary* was still relatively new, and many still used the older term, *genderqueer*, as an umbrella label for anyone outside of the female/male binary (see Zimman, L. & Hayworth, W. 2020. "How we got here: Short-scale change in identity labels for trans, cis, and non-binary people in the 2000s." *Proceedings of the Linguistic Society of America* 5(1):499–513).
[9] The present survey was also concerned with confidentiality. However, we employed an informed consent model (approved for exempt status by the UCSB Human Subjects Committee, protocol 5-19-

## 1.2.  Contributors

This report is based on a survey carried out by a research group, led by Professor Lal Zimman, consisting of 10 mostly trans graduate and undergraduate students at UCSB. The survey was designed in Fall 2019 by participants in a course taught by Prof. Zimman, including graduate students Aris Keshav and Brooke English, and undergraduates Julia Leary, Forest Stuart, Levi Huntley, Jung Ho Hahm, and Alex Pigeon. Responses to the survey were collected during the Winter and Spring quarters in 2020. Surveys with substantive answers were submitted by 70 participants between January and March, 2020. Data collection efforts were impeded by the start of the COVID-19 pandemic, which led the team to end survey administration early. Data collection was overseen by Zimman, Keshav, Leary, Huntley, and Stuart. Analysis took place primarily during the 2020-21 academic year, with ongoing contributions from Zimman, English, Keshav, Leary, Stuart, as well as graduate students Alice Blank, Cedar Brown, and Jordan Tudisco.

## 1.3.  Limitations

There are some limitations to the survey. First, the abrupt switch to remote instruction due to COVID-19 made it difficult to continue recruiting participants. Additionally, the situation in which students found themselves (e.g., no longer having access to on-campus spaces) would likely impact the responses participants provided. We decided to end the administration of surveys when UCSB switched to remote instruction. Although 70 responses provide significant insight, we likely could have recruited more participants in the survey if it were shorter rather than attempting to cover a great deal of ground.

Another shortcoming has to do with the demographics of survey participants. As the demographics section discusses, there is an overrepresentation of white participants and an underrepresentation of Latinx and Asian/Pacific Islander respondents relative to the overall demographics of the UCSB community. Similarly, far more responses came from individuals assigned female at birth than those assigned male. However, it is not entirely clear whether these skews accurately represent the trans+ population at UCSB, or whether it suggests sampling was not representative of that population. It is plausible that the most vulnerable members of the UCSB trans+ community were less likely to respond to the survey due to factors like lack of a private, reasonably fast computer and reliable internet access, insufficient time, and/or a lack of emotional energy to revisit traumatic experiences. Trans+ people who have left UCSB, though eligible to participate, may no longer be connected to UCSB networks and thus may not have heard about the survey, especially if their experiences at UCSB were negative. Finally, there is a dearth of responses from faculty (n=1), postdoctoral scholars (n=0) and staff (n=4), though again these low rates may simply reflect the relative proportion of trans+ people employed at UCSB at the time of the survey.

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0894) that allowed participants to decide which questions to answer, and what information they were comfortable sharing, with the knowledge that being identified based on the experiences they shared was a potential risk of sharing them. In some cases, where we feel the risk of recognition is especially high, we have either refrained from offering direct quotes or omitted commenters' demographic information, which is otherwise provided.

## 1.4.  Glossary

The following abbreviated glossary presents definitions for key terms as they are used in this report. Many of these terms have multiple definitions that circulate among trans+ and queer people, so the definitions used here may not perfectly align with the way survey participants use language to describe themselves.

**asexual** (adjective)
having no, or less than normative, sexual attraction and/or interest in engaging in sexual activity with others.

**assigned sex** (or **assigned gender**) (noun)
the sex/gender category an individual is placed in at birth.

*Related terms:* **AFAB** (Assigned Female At Birth) and **AMAB** (Assigned Male At Birth)

**cisgender** (adjective)
people whose gender identity is the same as their assigned sex.

**(to) deadname**
1. (noun) the first (and/or middle) name a trans+ person no longer uses; connected to **misgendering**;
2. (verb) to refer to a trans person by their deadname.

**intersex** (adjective)
individuals whose bodies are not normatively female or male as a result of genetic, anatomical, hormonal or other physiological difference (excluding consensually-chosen medical interventions like those sought by some trans people); intersex people can be either transgender or cisgender.

**gender identity** (noun)
the gender with which an individual self-identifies.

**gender non-conforming** (adjective)
individuals whose gender presentation is outside the norms for their gender identity and/or assigned sex; gender non-conforming people may or may not also identify as transgender.

**gender presentation** (noun)
how an individual expresses their gender outwardly, e.g., through clothing, dress, hair, language, etc.

**to misgender** (verb)
to refer to a person as belonging to a gender they do not identify with.

*Related terms:* **to deadname** (to misgender someone by name), **to mispronoun** (to misgender someone by pronouns)

**non-binary** (adjective)
individuals who do not identify exclusively with one binary gender (i.e., female or male) or the other.

*Related terms (some types of non-binary identities):* **agender** (having no gender), **bigender**/**polygender** (having more than one gender), **genderfluid** (having a gender identity or presentation that changes), **genderqueer** (having a non-normative gender identity or presentation; sometimes also used as an umbrella label meaning the same thing as **non-binary**)

**pansexual** (adjective)
attraction to all genders or without regard for gender.

**sex designation** (noun)
the legal or administrative category to which a person is classified, which may or may not be the same as their gender identity or gender assignment.

**trans+** (adjective)
individuals who fall under our definitions of transgender, non-binary, and/or gender non-conforming.

**transgender** (adjective)
individuals whose gender identity is not the same as their assigned sex.

**transfeminine** (adjective)
trans+ individuals who were assigned male at birth but who identify on a feminine spectrum when it comes to gender identity and/or presentation.

**transmasculine** (adjective)
trans+ individuals who were assigned female at birth but who identify on a masculine spectrum when it comes to gender identity and/or presentation.

# 2.    Summary of report

This section summarizes each part of the full report on a survey of 52 undergraduates, 13 graduate students, 1 faculty member, and 4 staff members. However, not all respondents answered all of the questions, and some chose not to provide any demographic information. Percentages are always relative to the total number of respondents who answered a given question.

## 2.1.   Demographics

Over three quarters of survey respondents were non-binary (78%, n=39), with just 12% identifying as trans men and 6% as trans women. The remaining participants (n= were questioning their gender or identified as gender non-conforming, but not transgender or non-binary. The great majority of survey takers (78%) were assigned female at birth, while fewer than one quarter (22%) were assigned male; something reported not to put great value on assigned sex, but to contextualize inequalities between transfeminine and transmasculine people. No participants reported being intersex. When asked about the pronouns they identify with, the vast majority selected they/them (82%, n=41), though most also selected another set of pronouns as well: he/him (18%), she/her (16%) or both (20%). A minority use only he/him (14%), only she/her (4%), ze/hir (2%) or name rather than pronouns (2%).

Just over half of survey takers identified as *queer* (54%, n=27), usually in combination with other labels, and the same proportion indicated attraction to more than one gender. Most who were not queer-identified indicated that they were gay and/or lesbian (28%). Around one quarter identified as being on the asexual identity spectrum (24%) usually in combination with other categories (22%). Smaller numbers were straight (8%) or questioning their sexuality (8%).

White respondents are overrepresented in the survey (52%, n=26) relative to UCSB's population, and just 22% were members of racial groups considered underrepresented in academia. The second most frequently selected racial group was Asian/Asian American (20%). Latinx participants (18%) were most underrepresented relative to the UCSB population, but the groups with the lowest numeric representation were Native American (4%) and Black (2%) trans people. One in five participants selected more than one racial category, the most common combination of which was Asian/Asian American and white. The vast majority indicated they were US citizens (94%); just a few were documented immigrants (6%).

The majority of respondents reported coming from economically stable or privileged families, but 20% (n=10) indicated that they did not always have their basic needs met when they were growing up, and 10% said their families frequently struggled to afford necessities. The average age of survey takers was 22 for undergraduates, 29 for graduate students, and 33 for employees. Finally, more than half of the survey's participants have a disability (56%, n=28), most of whom (44%) require accommodations.

## 2.2.   Climate

Responses to questions about campus climate and respondents' experiences with various forms of support and mistreatment indicate that almost all participants had experienced some form of mistreatment since coming out as trans+, ranging from transphobic microaggressions to harassment and violence. Frequently,

these experiences occurred across multiple domains of respondents' lives, such as academics, housing, employment, and/or social relationships. Microaggressions and misgendering were the most widely shared experience reported by 86% (n=61) of survey respondents, but more overt forms of transphobia were also common, especially verbal harassment (46%), but also unfair treatment in school or work (27%), sexual harassment (25%), and sexual assault (17%). Most survey takers had received support from some corner of their lives (89%), but almost the same number had also experienced some form of mistreatment (87%). Furthermore, just over one in ten (11%) describe being subjected only to mistreatment with a total absence of support.

The forms of support respondents most desired tended to revolve around the use of appropriate and respectful language. This includes communicating with trans+ individuals to find out how they would like others to refer to them; consistently using that language; and correcting others and/or modeling correct usage for them when possible and appropriate. Other means of support included listening and providing emotional comfort in difficult times, taking initiative to educate oneself about trans+ issues, getting involved with trans+ communities, and finding opportunities to normalize trans+ identities.

Because students may be articulating or outwardly manifesting their trans+ identities for the first time at UCSB, many need to maintain control over the flow of information back to their families and communities of origin, who may not offer even the most basic forms of support. Unfortunately, coming out as trans+ to family members generated more negative than positive outcomes, and a number of survey takers lost familial relationships and/or financial resources as a result of their gender. Regarding financial support, 71% (n=35) of trans+ students were at least partially financially dependent on their families of origin. Those who had come out to unsupportive parents had the lowest level of financial support, and a number of students who had not come out to family expressed fear over potential loss of those resources should they do so. Those who had emotional support from their families were more than twice as likely to receive financial support than those without emotional support.

## 2.3. Academics

The largest section of the survey contained questions about academic experiences, including overall academic performance and support; how students and teachers feel about requests for their pronouns in a classroom/academic setting and why; how transphobia is managed in the classroom; the study of languages with grammatical gender; and courses that cover trans-related content.

For an overall picture of trans+ people's academic experiences at UCSB, respondents were asked if they feel they are living up to their academic and/or professional potential (total responses = 60). The overall mean was 3.5 out of 5, with undergraduates having the lowest mean of 3.3, followed by graduate students at 3.7 and employees at 4.4. Participants were also asked whether they felt they had the support they needed to be successful, and in each case these ratings were lower: the overall mean was just 3 out of 5, and the lowest mean was again from undergraduates (3.1), followed by grad students (3.2), and employees (4).

Most trans+ students who completed this survey expressed support for the practice of asking about pronouns as part of self-introductions in the classroom (70% n=38). However, others had conflicting views (22%) and a minority disapproved of this practice (13%). Those with positive views of pronoun introductions

mention that the practice helps prevent misgendering, validates trans+ identities, shows support for those who use non-normative pronouns, creates visibility for trans+ people, and makes students respond more positively to pronoun corrections. At the same time, those with negative or conflicting views express concern that asking about pronouns draws too much attention to them or trans+ people in general, is awkward, or is not handled well by instructors. Whatever their stance, a number of students identified factors that influence how they feel about pronoun checks in class. These include the class size and makeup, with large classes presenting particular difficulty; whether the question is asked of every student or just those judged to "look trans"; whether people are asked privately or in front of others; whether there is any explanation for why students are being asked to share their pronouns; whether the practice seems to be mandatory; and whether people actually use students' specified pronouns once they have been introduced. As these comments suggest, most who objected to pronoun sharing in classes were focused on *how* pronoun introductions are executed rather than objecting to the practice of talking about pronouns outright, although a small minority did feel that asking for pronouns in the classroom was unnecessary.

Whether or not pronouns are requested by teachers, being misgendered and deadnamed in the classroom is a common experience among trans+ students at UCSB, particularly those who use pronouns other than she/her or he/him. Just over three quarters of students who answered questions about their classes said they have encountered transphobia from instructors and/or TAs. Of these, the great majority (70%, n=19) felt unable to do anything about it, often out of fear of retaliation. Those who have tried to address transphobia met variable outcomes: some teachers at least attempted to change their behavior, while others refused. Even when a positive outcome was obtained, this process was often difficult and emotionally laborious for students; in one case a student said they no longer feel able to take classes from a specific teacher after attempting to speak with them about transphobia in their class.

When students are the ones engaging in transphobic behavior, respondents said faculty rarely address it, often because they are unaware that it occurred. Even when instructors are aware, one student said it was extremely rare for a faculty member to correct a student who has misgendered another student, and another said that when faculty do try to address the issue, they sometimes do more harm than good.

The degree to which language classes serve trans+ students at UCSB is an underexplored issue. Most students who participated in this survey had not taken such classes at UCSB (70%, n=37), but many of those who did had studied languages with binary grammatical gender distinguishing feminine and masculine nouns, such as Spanish (19%) and/or trinary grammatical gender with an additional neuter category, which is typically inanimate, such as German (13%). These structures introduce additional opportunities for misgendering, and may create tension between instructors and students regarding what qualifies as "correct" language use. A few students (6%) reported that they have avoided language study, or the study of specific languages, out of concern about being misgendered, while 26% studied the language(s) of their choice despite the expectation that they would be misgendered. Among students who had studied languages with grammatical gender, nearly two-thirds (63%) said their instructors had never discussed the relationship between grammatical and social gender, nor how trans+ people would fit into the system. Almost as many (57%) said they were told by their instructors that there is no way to refer to someone in the language without assigning them to one binary gender or the other. Only a handful of students were supported in using non-binary forms, and none had studied under instructors who they perceived to be knowledgeable about the subject. Few students attempted to address misgendering-related

issues with their instructors, and those who did were more likely to describe facing apathy, hostility, or dismissal than a positive outcome.

Another academic experience shared by many trans+ students pertains to the coverage of trans+ related topics in courses about gender and sexuality. Two thirds of respondents (n=42) had taken at least one course on gender or sexuality, across a variety of departments, and most had negative experiences to report. Some also had a mix of positive and negative experiences in different classes, but only two respondents (5%) had exclusively positive experiences.

Forty-four percent of students said they avoid gender and sexuality classes out of concern about the way trans+ content will be discussed by both instructors and other students. In some classes, respondents encountered more overt forms of transphobia, including not just individual cases of misgendering but also the rejection of the validity of trans+ identities entirely or the assumption that gender is a biological phenomenon in ways that exclude and misgender trans+ people. Survey respondents who take courses in these subjects tend to do so selectively, relying on both personal experiences and the reputation of specific faculty or departments. However, they also note that these views may not be apparent until well into the quarter, leaving trans+ students with fewer options. Another reason for the overall dissatisfaction students expressed include uniformed instructors and the relative absence of openly trans+ faculty. Students who have studied under trans+ instructors were more likely to be satisfied with their courses than those who mention having only cis teachers. More than one student also noted that trans+ content seems to be taught with the assumption that everyone in the room is cisgender. Others brought up trans+ content being an afterthought and the absence of material about trans women and transfeminine people, non-binary people, and trans+ people of color.

Despite these points of dissatisfaction among survey participants, 42% of students said they seek out gender and sexuality classes, and more say they wish they could take classes in the area. Avoidance of such courses was motivated by many other factors as well, such as the need to focus on degree requirements to graduate on time, stigma from students' major departments or advisors, or fears about being outed by virtue of having such a class on one's transcripts.

Finally, the experiences of trans+ teachers at UCSB revealed that transphobia also shapes the classroom experiences of those who occupy positions of structural power within the university. Most instructors, including graduate students and the lone faculty member, said their trans+ status impacts their work as academics, both in terms of their research and teaching. Research-related impacts were largely negative and included dealing with transphobia on research teams and mental exhaustion resulting from ongoing transphobia and misgendering in professional contexts. Though the classroom brought some of the same issues students described, instructors were more likely to describe their trans+ identity positively in a teaching context because of the opportunities it provides to mentor, support, and make space for trans+ students and to offer trans+ affirming perspectives and pedagogical practices.

These results suggest that a significant number of instructors at UCSB wish to incorporate trans-related content in their courses, but that trans+ students do not always feel well-served by these attempts; in some cases, they even find them harmful. Instructors may benefit from more resources and support, including those that target problems identified by this survey. A smaller number of faculty and instructors appear to

disregard the expressed needs of trans+ students and express overt antagonism toward trans+ identities. This reality heightens the need for the university to find ways to ensure that trans+ students are well-supported as they face transphobia, misrepresentation, and erasure in the classroom.

## 2.4.    Administrative records

Many respondents had made administrative changes to their name, sex designation, and/or pronouns within UCSB's records. They generally learned how to navigate these processes through online resources, particularly the RCSGD's website. The name change process was characterized as relatively easy, but fewer students had or knew how to change their sex designation within UCSB's records. Most students also said they had entered their pronouns on GOLD and were happy to be able to do so, but there was also some lack of clarity regarding who has access to that information and how it can be shared or used.

Some students experienced difficulties with pronouns and name changes, including being outed inadvertently. Others found that having their pronouns and lived names in their records was not sufficient to ensure that faculty and staff who had access to that information would use it when referring to them. Other shortcomings in the current system were identified, including the inability to enter more than one pronoun set in GOLD and confusion regarding how many separate records systems hold information about students' names, sex designations, and/or pronouns, and whether separate processes are needed to change each system.

## 2.5.    Bathrooms, resources, and policing

Bathroom access and safety have been recognized by the university as an important element for trans+ people's well-being at UCSB. Yet around half of survey respondents expressed that their needs are not currently well met by the facilities available on campus. Most expressed a preference for gender-neutral bathrooms, and some are uncomfortable using binary gender bathrooms under any circumstances, a situation that can result in negative health outcomes if restrooms are not easily accessible. Respondents share a sense that the campus needs more gender-neutral bathrooms, and that they can be improved in terms of cleanliness, signage to make it clear when bathrooms are gender-neutral and what facilities are present (e.g., urinals), and being more equitable regarding which bathrooms are made gender-neutral. Specifically, multiple responses pointed to problematic aspects of turning men's restrooms into gender-inclusive facilities while leaving adjacent women's rooms single-gender only (see section 8.1.2).

When asked about the most important resources for trans+ people at UCSB, participants mentioned institutional-level resources like the Resource Center for Sexual and Gender Diversity (RCSGD), the presence of at least some gender-neutral bathrooms on campus, and the ability to indicate pronouns and lived names in some records systems. The availability of mental health services provided by CAPS and trans-related medical care at Student Health were also mentioned, along with trans-affirming housing options and the availability of trans+ inclusion training for staff. However, some found that these resources did not meet their needs. Others named student-based resources, including trans+ clubs, events, and organizations, and the trans+ community at UCSB itself. Despite the availability of and (albeit mixed) praise for these resources, respondents detailed others that are needed or need improvement. These include more and higher quality training for faculty and staff, a smoother process for changing identity records and

receiving appropriate housing assignments, more gender-neutral bathrooms, improvements to healthcare and mental health services, and more availability of gender-appropriate housing for trans+ students.

For the most part, respondents reported having no direct contact with either local or UC police (74% n=39). Among those who had (n=14), most described neither particularly positive nor particularly negative experiences (64%). However, only 14% (n=2) of those who had interacted with police felt that their gender had been respected during those interactions, and one student mentioned the exclusion of non-binary people from the UCSB Police Department's historical practice of offering binary gender-segregated self-defense classes. In response to an open-ended question about respondents' thoughts on policing, 87% (n=13) of those who provided answers expressed skepticism about the help police would provide them and over half (60% n=9) expressed fear and/or lack of trust in police. A few respondents referenced traumatic experiences that left them feeling distrustful, while others made reference to stories they had heard from others.

## 2.6. Healthcare

Medical care is an area of great importance for trans+ people, both for those who make use of trans-related medical care such as hormones and being able to access general healthcare needs as a trans person. As a measure of overall well-being, survey takers were asked to rate their general overall health and their mental health on a scale from 1 (poor) to 5 (excellent). For general health, 42 respondents gave an average rating of 2.95, with responses roughly balanced above and below the mean. Graduate students had a lower mean (2.2) than undergraduates (3.14), who had a lower mean than staff (3.67).

Most students receive their healthcare on campus (70% n=35), though a significant number also (or only) receive off-campus services (42% n=21), usually for mental health services. Students' choices about providers were most frequently driven by insurance restrictions and cost, the availability of needed care, and convenience. Students who receive mental health care off campus also expressed the wish that CAPS provided longer-term care.

Although there was clear demand for more services at CAPS, the overall assessment of both Student Health and CAPS was uneven and seems to depend primarily on the specific providers students saw. Even those who described specific positive experiences with treatment at Student Health or CAPS typically mentioned having been misgendered by some of the staff in those contexts.

The most common way students were misgendered at CAPS or Student Health was through use of their deadname, which were at times called out in front of crowded waiting rooms. Patients also experienced misgendering through linguistic norms in the medical field, such as referring to gynecological/pelvic health as "women's health." In some cases, respondents experienced misgendering at both CAPS and Student Health as apathetic or even intentionally hostile because of repeated instances or overt refusal.

When asked to rate the different types of providers and staff they had seen, the highest ratings were given to physicians at student Health (mean = 3.9), followed by nurses and staff at Student Health (3.6). CAPS was ranked lower, with a mean of 3.4 for providers and 3.0 for staff.

Faculty and staff were also asked about the level of difficulty they have experienced obtaining healthcare as a trans+ person in Santa Barbara on a scale of 1 (very easy) to 5 (very difficult). There were three responses, which were highly variable (1, 3, and 5). Mental health services were rated slightly higher (mean of 2.67, meaning lower difficulty).

## 2.7. Housing

The housing section of the survey asked students about their preferences and experiences with on- and off-campus housing and asked all participants about the difficulty they have had finding housing while at UCSB.

Among the 40 undergraduate students and 10 graduate students who responded to these questions, most (68%) had lived in housing situations they did not consider trans+ friendly. Most respondents also expressed skepticism about the trans+ friendliness of other housing options that they had not experienced. For undergrads, gender segregated dorms were the type of housing considered the least trans+ friendly, but even gender-neutral dorms were not ideal: fewer than half of respondents (42%) who had lived in them said they were trans+ friendly. Despite these issues, undergraduates generally prefer housing operated by UCSB, while grad students were more likely to prefer off-campus accommodations. The most popular housing options among trans+ undergrads were UCSB apartments (59% said trans+ friendly), Rainbow House dorm (50%), with roommates off campus (50%), and living alone or with a partner or family off-campus (75%), though the latter was not an option and/or not desirable for many students, especially undergraduates. See section 10.1 for more discussion.

When asked about how difficult it was to obtain gender-appropriate housing on a scale of 1 to 5 (1 = not at all difficult, 5 = extremely difficult), 23 undergraduate students gave an average rating of 2.65 and 5 graduate students gave a mean rating of 2.2. Employees reported more difficulty finding housing than students, with a mean rating of 3.5.

Students were also asked about whether they were able to be housed with a type of roommate they felt comfortable with. Most responded that they were housed with their preferred gender roommate (58% n=21) or at least with one they felt comfortable with (14%). Others were housed with someone they were not comfortable with when it comes to gender or trans+ status. Graduate students were more consistently housed with someone they were comfortable with or lived on their own. In general, students appreciated the opportunity to live with other trans+ people.

Regarding facilities, most undergraduates said they had access to a gender-neutral bathroom (58%, n=21) or a gender segregated bathroom they felt comfortable using (14%). However, 5 undergraduates said they did not have access to a bathroom they were comfortable with or had to go to another building to find such a bathroom.

A final issue that came up with regard to housing was parental comfort. While most respondents would like to have a trans+ roommate, a few mentioned that their parents would only allow them to live with a cisgender person or someone of the same assigned sex.

A final set of questions explored housing insecurity and homelessness. Ninety percent of the 50 respondents had never experienced these challenges. Small numbers of undergraduates had been housing-insecure (n=6) or homeless (n=4), but all were securely housed at the time of the survey. Graduate students were in a more precarious situation, with 60% (n=6) reporting housing insecurity, half of whom were insecurely housed at the time of the survey. Although not many respondents are currently housing insecure, those who are are disproportionately AMAB (2 out of 3), non-citizens (2 out of 3), without another source of financial support (3 out of 3), and lacking parental support (2 out of 3).

## 2.8. Employment and finances

As a measure of current material well-being, participants were asked how consistently they are able to meet their basic needs currently, defined as "food, housing, medication, hygiene items, transportation, and other necessities." This question received 52 responses (48 students, 38 of them undergrads, and 4 employees).

Only half of all undergraduates (n=19) said they are always able to meet their basic needs, and just 18% (n=7) can afford non-necessities like new clothing and technology. The other half of respondents struggle sometimes (42% n=16) or consistently (8% n=3). Overall, graduate students fared better in that 80% (n=8) are able to consistently meet their basic needs and a larger percentage can afford extras (40% n=4), but 20% (n=2) do sometimes struggle to afford food, housing, and other things they need. Even one of staff respondents sometimes struggles to meet basic needs, and the two who never struggle receive some financial support from partners. This picture is in sharp contrast to the way participants described their childhood (see section 4.8), during which 80% said they never struggled to meet their basic needs.

Those least likely to struggle to meet their basic needs were those who are financially dependent on others, including family members and partners. Only seven respondents were both financially independent and never struggled to meet their basic needs, including the sole faculty member, five graduate students, and just one undergraduate. Support from someone else does not guarantee security, however, as many who receive help from family or partners still struggle to meet their basic needs (n=15).

Employment introduced its own challenges, including gender-based discrimination, microaggressions, and harassment. Almost all undergraduates had worked at jobs either on- or off-campus (85% n=33), whereas graduate students were mostly supported through their departments via fellowship, teaching or research positions. Nearly a quarter of all undergraduates (23% n=9) and one fifth of graduate students (n=2) said they had experienced discrimination related to their trans+ status either at work or when seeking work. Of those who had not experienced discrimination (n=23) most were either not out as trans+ at work (40%) or had jobs where their trans+ status was seen as beneficial (i.e., in LGBTQ+ service positions; 17%). Some students specifically mentioned the challenges of balancing their need for financial security against the need to be free from transphobic work environments.

# 3. Recommended actions

The recommendations in this section are based on a synthesis of all comments from survey participants. The authors have attempted to develop recommendations that would serve the largest possible number of trans+ community members, but recognize that it may not be possible to meet the (sometimes conflicting) needs of every individual with equal efficacy.

## 3.1. Recommended practices for asking about pronouns

The following recommendations are based on the results of questions answered by 53 trans+ students about their perspectives and experiences with being asked for their pronouns in an academic setting (see section 6.1). The suggested actions are written with instructors and teaching assistants in mind, but can also be implemented in other contexts with some adaptations. The recommendations are based on an assumption that readers are open to pronoun sharing and wish to implement the practice more effectively.

1) **Don't make assumptions** about gender identity, trans+ status, or degree of outness based on the pronouns a student shares in class or lists on GOLD.

   *Naming pronouns is not the same as declaring a gender identity, and there are many reasons students select pronouns for their introductions or on GOLD. Students may be trying to avoid outing themselves, experimenting with a new pronoun, using different pronouns in different contexts, wanting to keep their trans+ status from family members, etc.*

   *Furthermore, knowing someone's pronouns does not indicate whether that person is transgender or cisgender, non-binary or binary-identified, genderfluid or not, questioning their gender or not, etc. It should be assumed that anyone, regardless of appearance or pronouns, might identify with those categories.*

2) **Ask in a way that is context-specific**. For example, "What pronouns would you like to use in this space?"

   *This approach makes it easier for students to choose a pronoun without implying that this pronoun should be used at all times or in all contexts. This helps students who are trying out or shifting to a new pronoun, who use different pronouns in different settings, or who are not yet widely out.*

3) **Provide context about why you are asking about pronouns**. Students appreciate when there is a discussion of why pronouns are being asked about and how the information should be used. This discussion can be used to set the expectation that members of the class avoid misgendering others.

   *This practice helps those who are uncertain about how pronoun sharing works and may increase the likelihood that class members take pronoun sharing seriously.*

4) **Students should be encouraged, but not required, to share their pronouns.**

   *Trans+ and questioning students may not want to share their pronouns in class. At the same time, cisgender students who are comfortable naming their pronouns may simply forget to do so. When asking students to share their pronouns, it is useful to acknowledge that people may forget to mention pronouns, especially if they rarely experience misgendering. Drawing attention to this fact may encourage those who are comfortable sharing their pronouns to remember to do so.*

5) **If students don't share pronouns, avoid gendering them**. Apply this policy equally to all students, and let students know about it before they have the opportunity to share their pronouns.

   *Letting students know that you won't make assumptions about their gender signals that you care about students' self-defined identities. It also establishes a model that other students may adopt when referring to those who haven't shared pronouns. If stated prior to pronoun sharing, this practice may encourage students who use she/her or he/him pronouns to remember to share them if they feel comfortable doing so. This practice provides a rare space where students who identify with gender-neutral language can feel more confident that they won't be misgendered.*

6) **Reach out to students individually and/or invite them to reach out to you**, ideally in addition to inviting students to share pronouns during self-introductions.

   *Many students indicated discomfort with being asked about their pronouns in front of an entire class, but also did not want to feel singled out. Reaching out to all students about their pronouns and/or inviting all students to reach out individually provides reassurance that pronoun information is desired, but that discretion is also recognized as important. On the other hand, many trans+ students appreciate the opportunity to state their pronouns in front of the class and learn others' pronouns as well, so one-on-one discussions should not replace the invitation of pronouns during more public self-introductions.*

7) **Talk to students about what they would like to happen if they are misgendered in class**. For example, do they want their instructors to correct other students when they are the source of misgendering? Would they rather it happen after the fact? Do they prefer to do the correction themself? Or would they rather not have any additional attention called to the misgendering event at all?

   *Regardless of how pronoun information is gathered, it is useful to invite students to let you know would like to have happen if they are misgendered, particularly if you anticipate that this is likely to happen for a student, e.g., by virtue of their use of pronouns other than she/her or he/him. This information is best asked for privately.*

8) **Use students' pronouns**. Once you have asked for someone's pronouns, it is especially important to actually use them and model that usage for others.

   *Survey respondents mentioned appreciating it when the people around them don't just use their pronouns in private, but model which pronouns should be used in front of others. Instructors have unique authority and influence in this regard, and as such are especially powerful models.*

## 3.2.  Recommended practices for language instructors

The following recommendations are specifically for instructors of language with a grammatical gender system. They are based on the results of questions answered by 53 trans+ students about their choices regarding whether to take language classes and the experiences of 16 students who had studied one or more languages with grammatical gender, such as Spanish, French, German, Italian, and Russian.

The suggestions presented here may be seen as more radical than those above because of their departure from traditional approaches to language instruction, in which the notion of correct usage plays a central role. However, the survey results make clear that these approaches are in conflict with the needs of trans+ students. Furthermore, what is deemed "correct" is determined by those with current and historical social power and privilege, and we are committed to the goal of sociolinguistic justice in and beyond the classroom.[10,11,12]

1) **Learn how native and heritage speakers of the language who are trans+** (or members of other communities with non-normative gender expressions) **deal with grammatical gender.**

   *Most student respondents report being told by language instructors that it is impossible to refer to someone in that language without placing them in one binary gender or the other, even for languages with well-documented examples of trans+ speakers using creative strategies to express their genders.*

2) **Support trans+ students' use of the linguistic practices modeled by trans+ speakers of the language** and not just those that receive support from linguistic authorities.

   *Of course, all students would still learn to use the binary forms, just as students are taught to use both feminine and masculine forms even if they only ever apply one set or the other to themselves.*

3) **Teach all students about these additional options for grammatical gender**.

[10] Charity Hudley, A. H. & Mallinson, C. 2018. Introduction: Language and social justice in higher education. *Journal of English Linguistics* 46(3):175–85.

[11] Bucholtz, M., et al. 2016. Beyond empowerment: Accompaniment and sociolinguistic justice in a youth research program. In R. Lawson & D. Sayers (eds.), *Sociolinguistic Research: Application and Impact*, 25–44. London & New York: Routledge.

[12] Knisely, K. A. & Paiz, J. M. (2021). Bringing trans, non-binary, and queer understandings to bear in language education. *Critical Multilingualism Studies* 9:23–45.

*Just as students are taught to recognize, understand, and produce masculine and feminine forms, all students should be taught to recognize and use non-binary forms so they can avoid misgendering those who identify with them. Even if no one in the class uses these forms, some students will have people in their lives who do and will want to learn how to refer to them.*

*If adding another gender seems too confusing, remember that languages can have many more than two or three genders (also known as "noun classes"). For example, Swahili, which serves as a lingua franca for around 200 million people, has ten noun classes.*

4) **Talk about grammatical gender early on**, and **give students the opportunity to choose** the grammatical gender they wish to use.

*Students may not have considered this choice before, so it is best to give them time to think about their answer rather than expecting an immediate response. The guidelines in section 2.2.1. regarding how to ask about students' pronouns can be applied here as well.*

5) Recognize that **students may want to change the grammatical gender they use**, either because that is the best reflection of their identity or because they experience a change in how they identify during the course of the class. Rather than requiring consistency, require intentionality.

*For example, a non-binary student who intends to use a mixture of feminine and masculine grammatical forms when speaking a language should not be penalized for doing so on assignments. If the goal is to test students' facility with grammatical gender, using fictional characters, public figures, or scripted interactions could be used rather than requiring students to refer to themselves.*

6) Relatedly, **find ways to communicate with students regarding how they intend to use grammatical gender** before concluding they have made a "mistake" by using an unexpected grammatical                                                                                   form.

*One way to implement this strategy would be to offer students an opportunity to indicate what grammatical gender they will use for themselves for a given assessment. This could have the added benefit of reminding all students to pay attention to gender agreement.*

## 3.3.  Recommendations for gender-neutral restrooms

The recommendations below concern the need for more and better equipped gender-neutral restrooms across campus. They are based on responses to questions about how well trans+ people are currently served by UCSB's bathrooms and how the provision of gender-neutral restrooms could be improved (see section 8.1).

1) **More gender-neutral restrooms** (GNRs) should be available across campus, with a focus on buildings that currently have none.

   *Most trans+ respondents prefer to use GNRs, including some who identify within the female/male binary. Furthermore, respondents mention that single-user GNRs are often occupied, which suggests that demand for this type of facility is greater than their current availability.*

2) **More gender-neutral restrooms should be multi-use**.

   *One way to address demand for GNRs is to make more of them available for simultaneous use. Currently, some GNRs are converted from multi-use women's or men's rooms into single-user GNRs despite retaining multiple stalls and/or urinals. Some may see this choice as sending the message that multi-stall GNRs are unsafe or inappropriate, and potentially even that it is the presence of trans+ people that renders them unfit for use by more than one person at a time.*

3) **When a women's and men's restroom are next to each other**, alternatives should be found to the practice of turning only the men's room into a gender-neutral restroom.

   *Several survey participants identified problems with the practice of converting a men's room into a GNR while leaving a single-gender women's room immediately adjacent. Respondents indicated that men frequently mistake GNRs for men's rooms under those circumstances, which can put trans+ users in a vulnerable position if they are seen as out of place, or out them as trans. This practice also implies that women's rooms are for women – possibly only cisgender women – while GNRs are for anyone who isn't a (cis) woman, an idea that is especially harmful to trans women (see section 8.1.2).*

4) **Signage should clearly label GNRs as gender-neutral**, and should ideally provide **information about what types of facilities** (i.e., urinals and stalls or just stalls) are inside.

   *Participants mentioned that GNRs without clear signage can lead to problems, especially when GNRs are situated next to women's rooms. Some expressed appreciation for GNRs like those in the Student Resource Building, which indicate whether urinals are present.*

5) Facilities should direct specific attention to **ensuring that gender-neutral restrooms are clean and available for use**.

   *Commenters mentioned that GNRs are often dirty or out of service. Because there are so few GNRs, and because multiple respondents described long trips across campus to find one, it is particularly important that existing GNRs be available and sanitary. They should also be monitored for transphobic graffiti.*

# 4.    Respondent demographics

This section describes the demographics of participants in the survey, including their age, gender, sexuality, race/ethnicity, citizenship, class, and disability as well as role at UCSB (i.e., undergraduate student, graduate student, faculty, or staff). In total, 51 individuals answered at least one demographic question, though most were answered by only 50. This number is lower than the totals for questions discussed in later sections, likely because demographic questions appeared at the end of the survey and/or because participants felt the information might make them too easily identifiable. Unless otherwise noted, the total number of responses to each question in section 4 is 50.

## 4.1.   Role at UCSB

Survey participants' role at UCSB was among a small handful of mandatory questions, as it was used to determine which set of questions a respondent would be given. After removing all blank responses, there remained 70 surveys that were at least partially completed. Most respondents (74% n=52) were undergraduate students, all but one of whom were enrolled at UCSB at the time of the survey. The majority of the remaining respondents were from current graduate students (19%). Among students, grad students are over represented at 20% of student respondents to this survey compared to 11% of the overall student population.[13] One faculty and 4 staff members together make up the remaining 7% of responses.

## 4.2.   Age

The 48 participants who reported their age were born between 1981 and 2001, with a mean age of 24 and median of 22.[14] These numbers differed predictably across undergraduates, graduate students, and employees. The mean age of undergrads (n=34) was 22, with a range of 19 to 31 years. For graduate students (n=11), the mean age was 29 and the range was 24 to 35 years. Among the 3 employees who gave their year of birth, the mean age was 33 and the range was 24 to 39.

## 4.3.   Gender identity and assigned sex

The survey offered participants a complex set of options for indicating their gender identity; it also asked about their assigned sex. Based on their responses to these questions, each respondent was categorized into one of six groups.

The first clear pattern for gender is that the majority of respondents selected non-binary (78%, n=39), frequently in conjunction with other categories. Non-binary participants were categorized as follows for the purposes of Figure 1: those who selected non-binary and man/male are labelled "Masc[uline]-Leaning NB" (16%); those who selected non-binary and woman/female are labelled "Fem[inine]-Leaning NB" (6%); and those who selected only non-binary, or who selected both female and male, are labelled simply as "NB,"

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[13] UCSB Institutional Research, Planning & Assessment (2021). *2020-2021 Campus Profile: University of California-Santa Barbara*. https://bap.ucsb.edu/institutional-research/campus-profiles.
[14] All ages of participants noted in this report are based on the year the survey was administered (2020) and their self-reported year of birth.

which remains the largest category at 56%. Just 18% of the 50 respondents were classified as trans women (6%) or trans men (12%) based on their identification with only one binary gender, which was different from their sex assignment at birth. A final category ("GNC F" in Figure 1) represents two respondents who were assigned female at birth and selected female and gender non-conforming, but neither non-binary nor transgender, for their gender identity.

Participants were asked about their assigned sex to help contextualize their gender identities and to explore potential asymmetries between those assigned female at birth and those assigned male. Trans women and other transfeminine individuals are often more sharply impacted by exclusion from structures of privilege, such as academia, than their transmasculine counterparts. This aligns with the other major trend apparent in Figure 1, which is the large asymmetry between respondents who were assigned female at birth (78%, in green) and those assigned male (22%, in mustard).

*Figure 1: Respondents' gender identities by category and assigned sex*
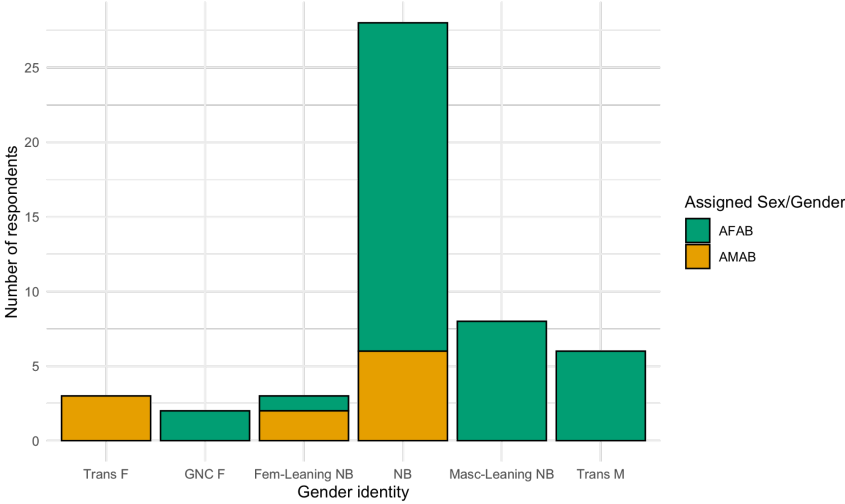


The balance of gender identities in this sample is closely matches those reported in UC Santa Barbara's 2020-21 Campus Profile,[15] which are partially recreated in Table 1. The categories in the two surveys differ in several ways, most notably that the Campus Profile includes the categories "Man," "Woman," "Trans man," "Trans woman," "Genderqueer/gender nonconforming," "Different identity" and "Unknown." Table 1 compares the percentage of respondents in each category for the Campus Profile and their closes matches in this survey based on the assumption that "genderqueer or gender non-conforming" and "different identity" roughly onto the non-binary category used here.[16] If this assumption is valid, the balance of this survey is a good representation of the trans+ population at UCSB in 2020-21.

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[15] UCSB Institutional Research, Planning & Assessment (2021). *2020-2021 Campus Profile: University of California-Santa Barbara*. https://bap.ucsb.edu/institutional-research/campus-profiles.
[16] It is difficult to know exactly what is meant by "Different identity," but given that the term *non-binary* has become more popular as an umbrella label than *genderqueer*, it seems likely that some portion of this group identify as non-binary, agender, or otherwise outside of the female/male binary.

*Table 1: Relative size of trans+ groups in the UCSB 2020-21 Campus Profile vs. this sample*

| Gender category | Gender groups in UCSB Campus Profile | Percentage in comparable groups in this study |
|---|---|---|
| Trans woman | 7% (16) | 6% (3) |
| Trans man | 11% (25) | 12% (6) |
| Genderqueer/gender non-conforming | 62% (146) | Non-binary: 78% (39) + GNC only: 4% (2) |
| Different identity | 20% (48) | |
| Total | 100% (235) | 100% (50) |

## 4.4.  Pronouns

Participants were asked which pronouns they use and were able to select any combination of she/her/her(s), he/him/his, they/them/their(s), or an open write-in option. The results appear in Figure 2. The most common selection was they/them/their(s), which 82% of respondents chose, though a smaller number (38%) go by they/them pronouns exclusively. Others marked both they/them and he/him (18%), they/them and she/her (16%) or all three (10%). Only one person wrote-in a different pronoun set – ze/hir/hirs – along with he/him and they/them pronouns. Another individual chose all three listed pronoun sets and commented that they prefer to be referred to by name. A minority of respondents chose only he/him (14%) or only she/her (4%) pronouns.
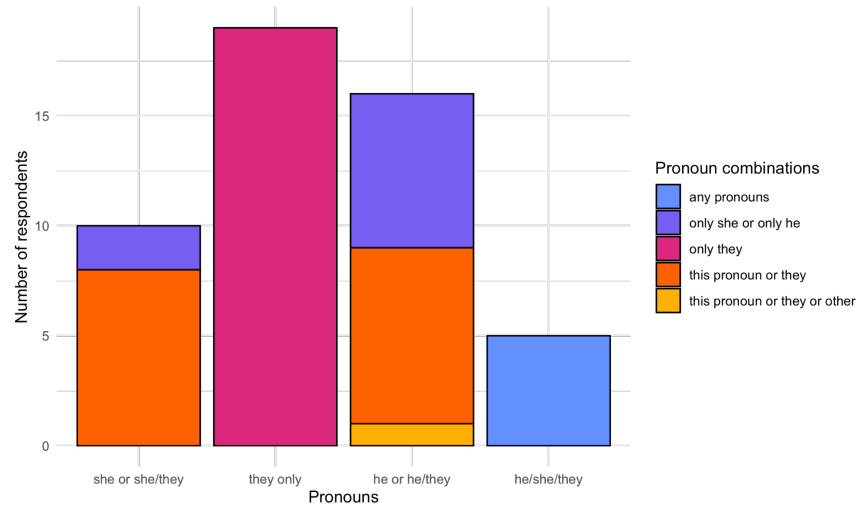
Figure 2 divides respondents into categories based on whether they selected only they/them, she/her (with or without other pronouns), he/him (with or without other pronouns), or any pronouns. The bars are further divided based on whether people used only she/her or he/him (in purple) or whether they used those pronouns in combination with others (in orange or yellow).

## 4.5. Sexuality

Like gender identity, participants reported complex sexual orientations that were not always easily captured by traditional categories. In Figure 3, participants are sorted into six groups. The largest grouping is bisexual/pansexual (n=27), which includes anyone who checked either of those categories, many of whom also selected queer (n=18), asexual (n=11), gay/lesbian (n=7), and/or questioning (n=1), as represented by the colored bands in Figure 3. The next most populous category was gay/lesbian respondents who did not select bisexual or pansexual (n=14); a few of these also identified as queer (n=4), asexual (n=1), or both (n=1). A small number identified as straight (n=4), and half of those simultaneously identified as gay/lesbian. Four identified as queer rather than bi, pan, gay, or lesbian; two were questioning their sexualities; and one person identified as exclusively asexual.

*Figure 3: Respondents' sexualities by category*
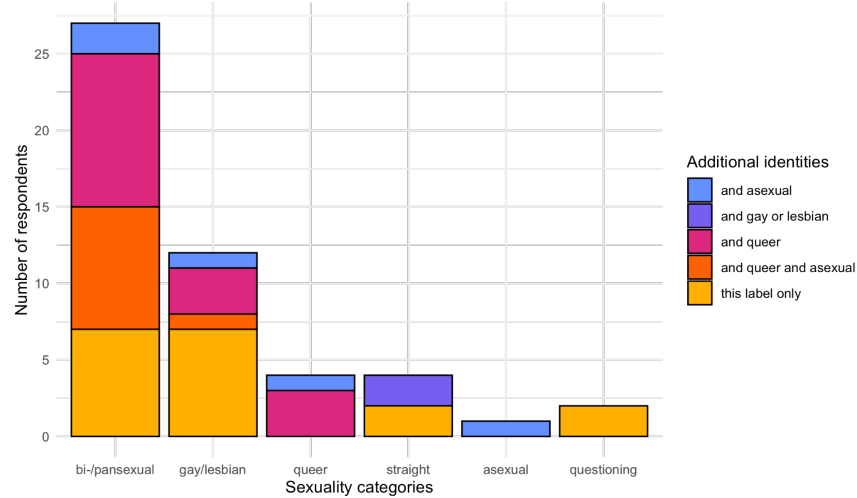
## 4.6. Race and ethnicity

Respondents were asked to indicate their race/ethnicity by selecting any number of 9 categories, which appear in Table 2. Most (80% n=40) selected only one category, but the remaining 20% chose two or three. The most frequently selected racial category was White[17] (68% n=34), though one quarter of those who marked White also marked another group. The next most frequent category was Asian or Asian American (20%), half of whom also identified as White and/or Native American. A similar number of participants were Latinx (18%), one third of whom were also White or Native. The remaining categories are not well represented: a few (8%) chose Middle Eastern or North African, only two checked Native American, one selected Black, and one marked "Other."[18] None identified as Pacific Islander. In Table 2, these figures are presented alongside comparable numbers from the UCSB 2020-21 Campus Profile. There are a few important differences between these samples, including their size, the categories provided, the option to select multiple categories in the trans+ survey, and the fact that the UCSB numbers include only domestic students, whereas 6% of the trans+ survey's responses came from international students.

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[17] For consistency, White is capitalized in reference to the category presented to respondents, as all ethnoracial labels were capitalized on the survey.

[18] The only participant who selected Other described themself in the comment box as Jewish. They also selected White and no other racial categories, so they were included in the tally of white respondents.

*Figure 4: Respondents' racial/ethnic identification by category*
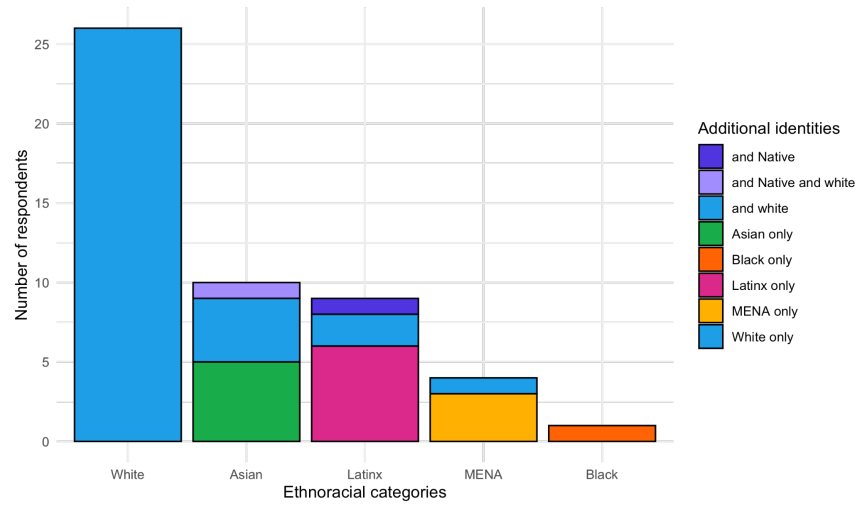


*Table 2: Relative size of ethnoracial groups in the UCSB 2020-21 Campus Profile vs. this sample*

| UCSB Campus Profile: Ethnoracial categories | UCSB Campus Profile: Number of responses | Trans+ Survey: Ethnoracial categories | Trans+ Survey: Number of responses |
|---|---|---|---|
| American Indian/Alaskan | 0.9% (n=205) | Native American, American Indiana, Alaska Native, or First Nations | 4% (n=2) |
| Black/African American | 5% (n=1,042) | Black or African American | 2% (n=1) |
| Chicano/Latino (subtotal) | 27% (n=6,059) | Latina/o/x, Chicana/o/x, or Latin American | 18% (n=9) |
| Asian/Pacific Islander (subtotal) | 28% (n=6,279) | Asian or Asian American | 20% n=10 |
| | | Pacific Islander, Native Hawai'ian | 0% |
| White | 37% (n=8,363) | White only | 58% (n=29) |
| | | White + other group | 10% (n=5) |
| | | Middle Eastern/North African (MENA) | 8% (n=4) |

| Other | <0.1% (n=5) | Other | 2% (n=1) |
|---|---|---|---|
| Unknown | 3% (n=582) | | |
| Total | 22,535 | Total | > than 50 due to multiple selections |

Table 2 shows that the racial distribution of this survey's sample contrasts with the overall picture at UCSB. White students (defined as including Middle Easterners/North Africans) make up just 37% of UCSB's student population, but more than twice that many respondents to this survey (76%) identified as White alone, MENA (which was listed as a separate category on this survey), or White plus another category. By the most conservative estimate, 58% of trans+ respondents chose "White" and no other racial category, which is more than 1.5 times the proportion reported by the Campus Profile. This is matched with smaller numbers of people of color in the trans+ survey sample across three categories: Black/African American (2% versus 5%), Chicanx/Latinx (18% vs. 27%), and Asian American/Pacific Islander (20% vs. 28%).[19]

Figure 5 plots participants in this survey in terms of whether they are members of a racial group recognized as an underrepresented minority (URM). In the context of this survey, URM designation includes Black, Latinx, and Native/Indigenous respondents, who are underrepresented in academia. The figure shows that just 22% of participants in the survey were members of one or more URM, all of whom were undergraduate students.

*Figure 5: Respondents' URM (underrepresented minority) status by UCSB role*



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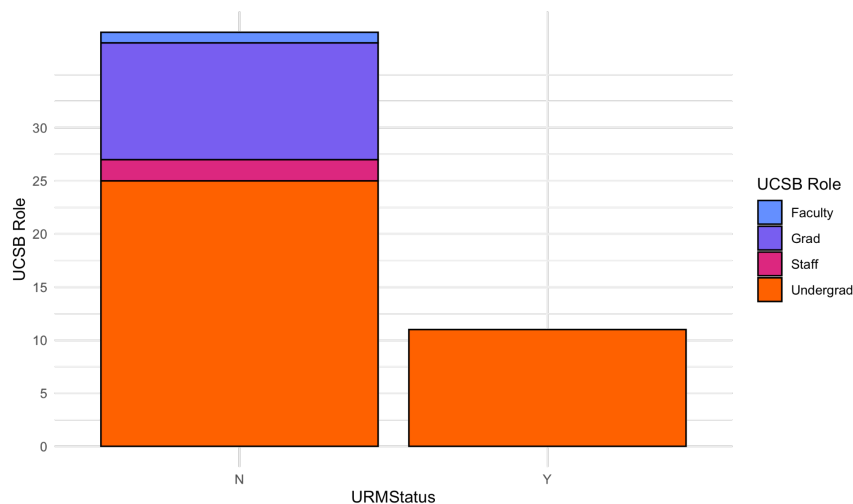
[19] There were more students who identified themselves as Native American on the trans+ survey than the Campus Profile. There are several possible explanations for this, including chance (given the small number of Native American survey participants), the larger implications of officially claiming Native American status in the US college system, or the fact that the data used in the Campus Profile appears not to allow the selection of multiple groups; both survey respondents who identified as Native American also chose 1 or more other categories.

## 4.7.  Citizenship and immigration status

Almost all survey takers who responded to demographic questions reported being US citizens (94%, n=47), which is higher than the overall rate of citizenship/permanent residency among UCSB students: 88% for undergrads and 70% of grads. The remaining 6% indicated that they were on student visas or otherwise documented non-citizens.

## 4.8.  Socioeconomic background

To gauge participants' socioeconomic backgrounds, the survey asked whether their families or caretakers sometimes, frequently, or never struggled to meet their basic needs when they were growing up. "Basic needs" were defined in the survey as "food, housing, medication, hygiene items, transportation, and other necessities." Respondents whose basic needs were met could also indicate whether their families had enough for luxuries like vacations, new technology and clothing, etc. Of the 49 responses to this question, most grew up having their basic needs consistently met (80%, n=39), with just over half (51%) also having enough for more than just necessities ("more than met" in Figure 6). However, 20% of respondents come from families that did not always have enough to meet their basic needs, and half of that group struggled frequently.

*Figure 6: Participants' economic situation in childhood*
*(total responses = 49)*
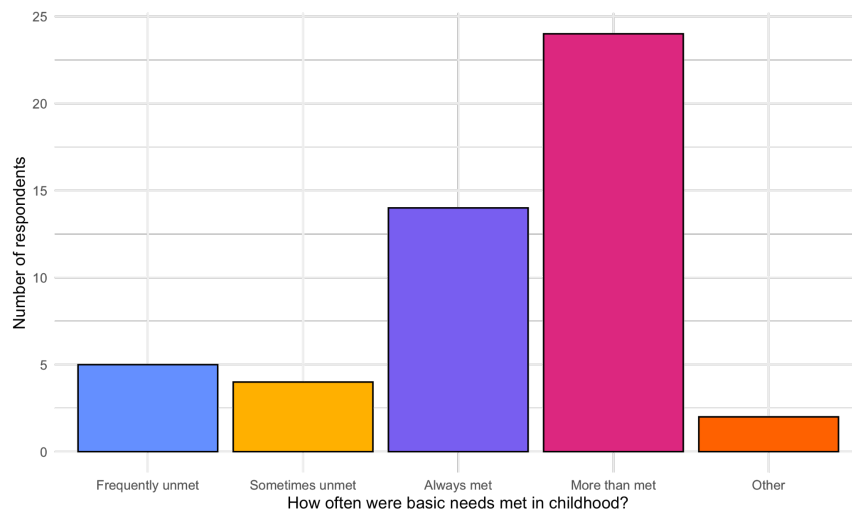


## 4.9.  Disability

The final piece of demographic information is whether respondents have a disability. As shown in Figure 7, more than half of the responses came from people with a disability (56% n=28), and 44% said they need accommodations in their classes (or workplace, in the case of faculty/staff). Three responses (6%) expressed uncertainty about disability status or reluctance to seek accommodations. The UCSB Campus Profile does not provide information about disability status, but the Disabled Students Program website says they

provide accommodation to nearly 3,000 students every quarter, which is approximately 13% of the total number of students enrolled in 2020-21.

*Figure 7: Participants' disability status and accommodations-related needs*
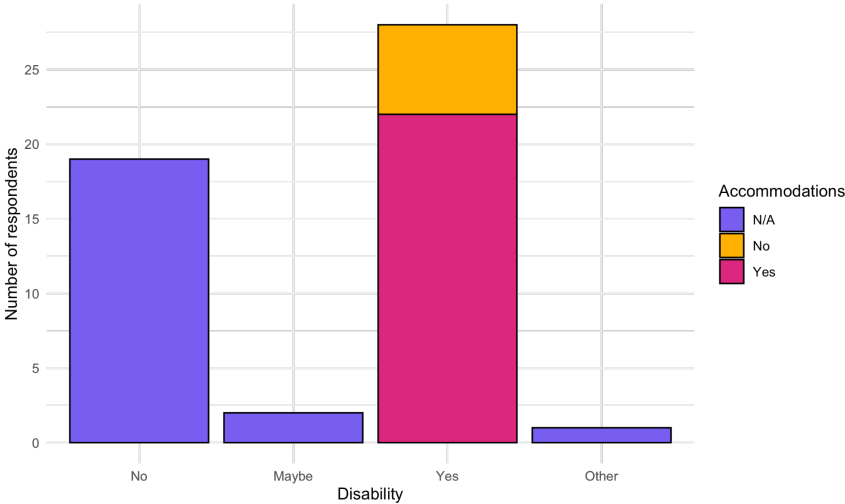


## 4.10.  Discussion of demographic findings

The demographic picture painted above has a number of implications for trans+ advocacy at UCSB.

The representation of non-binary identities among participants affirms the centrality of this population in trans+ advocacy work on campus. This has implications for areas including housing assignments, healthcare provision, administrative systems, restrooms, and most of the other issues discussed below.

When it comes to pronouns, they/them is by far the most frequently selected option, but many trans+ people at UCSB use multiple pronoun sets. An increase in flexibility in the way pronoun information is stored, e.g., on GOLD, which currently only allows one selection, would better serve most trans students. Pronoun training materials should also include information about the use of multiple pronoun sets.

The disparities in respondents' identities suggests that trans women, transfeminine people, trans+ people of color, trans+ international students, and undocumented trans+ people are underrepresented in this survey – severely so, in most cases. This may be in part due to the way the study was advertised or designed, but is likely also reflective of the larger societal pattern in which the trans+ people who are able to access higher education most easily are transmasculine and/or white.[20] Focused attention should be directed at recruiting and supporting students and employees who are transfeminine and/or trans+ people of color and toward addressing their particularized needs.

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[20] Restrar, A. J., & Operario, D. 2019. The missing trans women of science, medicine, and global health. *The Lancet* 393(10171):506-8.

Disability is one area that cuts against the pattern identified for gender and race. The majority of respondents described themselves as disabled. Furthermore, the proportion of survey responses from trans+ people who report needing accommodations for their studies or work was more than three times the number of students provided accommodations by DSP each term. For this reason, DSP, Student Health, and CAPS are especially important domains of service for respondents to this survey.

# 5.    Climate for trans+ people at UCSB

This section is focused on the climate for trans+ people at UCSB. It also offers information about trans+ community members' experiences in educational settings prior to coming to UCSB, the degree to which they have been supported and/or mistreated since coming out as trans+, and what they need in order to feel supported.

## 5.1.   Overall campus climate

As an overall rating of campus climate, survey participants were asked how safe and supported they feel as a trans+ person at UCSB. Thirty-nine respondents gave a rating between 1 (not at all safe and supported) and 5 (extremely safe and supported),[21] the results of which are in Figure 8. Two thirds (67% n=26) gave ratings of 3 or 4 out of 5, and the mean rating was 3.54. No one selected a rating of 1 and approximately equal numbers selected 2 (18%) and 5 (15%) on this scale. These numbers were higher, overall, than the ratings participants gave of the climate for trans+ people in their hometowns, but it can be difficult to disentangle differences that emerge from living in a different community versus those resulting from the passage of time or greater social autonomy.

*Figure 8: Ratings of overall safety and support as a trans person at UCSB*
*(total responses=39)*
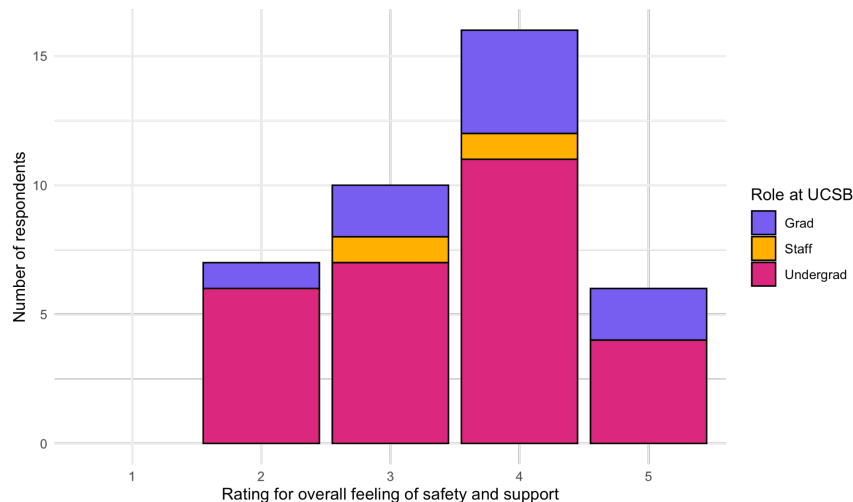


Survey respondents were also asked to rate their feeling of safety and comfort in four different contexts: in the Resource Center for Sexual and Gender Diversity (RCSGD), on campus at UCSB generally, in Isla Vista, and within Santa Barbara or Goleta beyond IV. As Table 3 shows, student respondents feel safer and more comfortable on campus than they do in the greater community (either Isla Vista or Santa Barbara/Goleta), and safer and more comfortable in the Resource Center for Sexual and Gender Diversity (RCSGD) than on campus generally. Graduate students gave higher ratings than undergraduates, at least in

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[21] The number of responses to this question was lower than some of the other questions discussed in the survey, likely because it was the final question and not all respondents completed the entire survey.

terms of comfort and safety on campus (4.2 vs. 3.5) and in off-campus contexts (3.2 vs. 2.9). Faculty and staff, though low in number, had the overall highest rates of comfort both on campus and in the community beyond UCSB.

*Table 3: Mean ratings of comfort and safety across contexts*
*(1 = not at all safe or supported; 5 = extremely safe and supported)*
*(total responses=44)*

|  | **Undergraduates** | **Graduates** | **Faculty & staff** | **Overall mean** |
|---|---|---|---|---|
| Comfort in the RCSGD | 4.3 (n=35) | 4.4 (n=8) | 4 (n=1) | 4.4 (n=44) |
| Comfort on campus | 3.5 (n=30) | 4.2 (n=6) | 4.3 (n=3) | 3.6 (n=39) |
| Comfort in Isla Vista | 2.9 (n=32) | 3.2 (n=6) | 4.5 (n=2) | 3.0 (n=40) |
| Comfort in Santa Barbara/Goleta | 2.9 (n=29) | 3.2 (n=5) | 3.5 (n=2) | 3.0 (n=36) |

Survey takers were asked for ratings of their individual academic departments as well, which are depicted in Figure 9. Using the same 1-5 scale, respondents were asked about the level of safety and comfort they felt in their major department. The overall mean rating given to departments was 3.2, with almost two thirds of survey takers giving a rating of either 3 (27% n=16) or 4 (35% n=21). Twelve respondents, all but one of whom were undergraduates, gave their departments a below-median rating of 1 (3% n=2) or 2 (17% n=10).

In order to compare trans+ friendliness ratings across campus, departments were categorized by college or division prior to plotting (Figure 9).[22] Among the 60 respondents, Humanities and Fine Arts was the most common division (43% n=26, 25 of whom gave a rating of their department's climate) and had the highest mean rating of 3.68 out of 5. The next most common was Social Sciences (22% n=13, 12 of whom gave a rating), which had a slightly lower mean rating at 3.42. Ten students (17%, 9 of whom gave a rating) had majors in the College of Creative Studies (CCS), which received the lowest average rating in the sample (2.78). Even this low average, however, was skewed upwards by the two CCS students majoring in humanities subjects, who both rated their major a 5 out of 5. The seven STEM majors in CCS who rated their departments gave an average score of 2.14 out of 5. The next most common division was Math, Life & Physical Sciences (n=8, 6 of whom gave a rating), with an average rating of 3.17. Finally, there were three students (5%) from the College of Engineering, but none gave a rating for trans+ friendliness of their departments.

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[22] In cases where students listed multiple majors, we used the one they put first as the basis for categorizing their college/division.

*Figure 9: Ratings of overall trans+ friendliness within academic departments by college*
*(1 = not at all trans+ friendly; 5 = extremely trans+ friendly)*
*(total responses=59)*
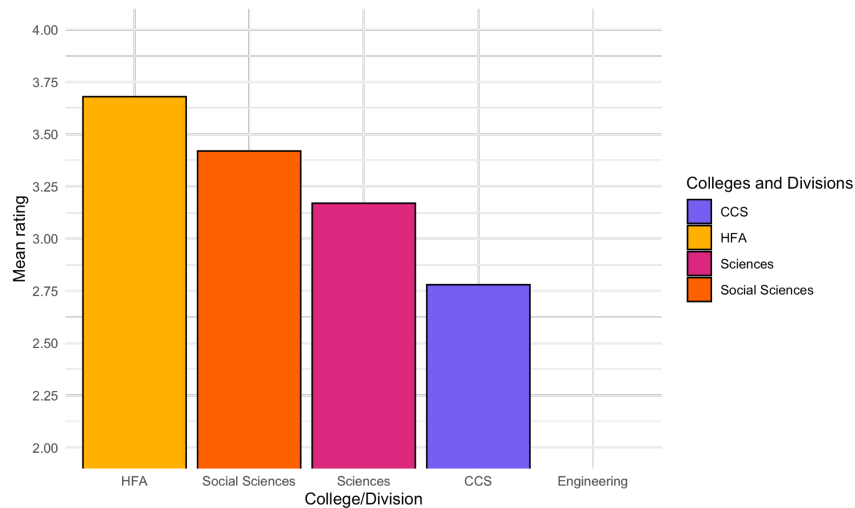
## 5.2. Experiences with support, harassment, and violence

Survey respondents were asked about the forms of treatment they have encountered in four contexts – academic, employment, housing, and all other settings – since they first came out as trans+ or began presenting in a gender non-conforming way.[23] For each context, respondents were asked whether they had experienced support, transphobic language or microaggressions (e.g. unintentional misgendering), unfair treatment (e.g., in grading or at work), verbal harassment (e.g., transphobic slurs or intentional misgendering), sexual harassment, physical assault, and/or sexual assault.

### 5.2.1. In academic settings

With respect to academic contexts, respondents were asked about their experiences in high school, as undergraduates, and/or as graduate students, depending on their role at UCSB and when they came out as trans+. Table 4 shows the responses for both all academic contexts grouped together (left columns, plain text) and for experiences at UCSB specifically (right columns, bolded and shaded). These results do not include treatment experienced at work, in housing, or in social situations (see section 5.2.2).

Beginning with respondents' experiences with support, the vast majority (93% n=53) reported receiving some form of support in academic settings, typically from other students (93%) but also in many cases from faculty (67%). Rates of support at UCSB were similar, though slightly lower for graduate students and employees than they were across their experiences at any educational institution. At the same time, around

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[23] Many trans+ people begin presenting their gender in non-normative ways prior to understanding themselves as trans+, and transphobia is frequently directed as those who are gender non-conforming regardless of their gender identity. For other trans+ people, coming out as trans+ is the first step of outward gender non-normativity. In the remainder of this report, the term *coming out* is used to refer to either possibility.

the same number of respondents encountered some form of mistreatment (91% overall; 88% at UCSB). The most common form was transphobic language and other microaggressions (89% overall; 82% at UCSB), followed by more aggressive forms of verbal harassment, such as the use of slurs or intentional misgendering (49% overall; 36% at UCSB). Unfair treatment was reported by 25% of respondents, and 18% had this experience at UCSB. Sexual harassment and sexual assault were each reported by 21% of respondents overall, with 16% of these experiencing sexual harassment and 7% experiencing sexual assault at UCSB. A small group (12%) had been physically assaulted, which for 5% had happened at UCSB.

*Table 4: Treatment in academic settings*
*(total responses for all educational institutions=57; for UCSB=56)*

| Type | Undergrads | | Grads | | Faculty & staff | | Totals | |
|---|---|---|---|---|---|---|---|---|
| | *All (43)* | *UCSB (43)* | *All (10)* | *UCSB (9)* | *All (4)* | *UCSB (4)* | *All (57)* | *UCSB (56)* |
| Supportive treatment | 98% | **98%** | 80% | **67%** | 100% | **75%** | 93% | **91%** |
| Transphobic language / microaggressions | 91% | **86%** | 80% | **78%** | 100% | **50%** | 89% | **82%** |
| Unfair treatment | 21% | **14%** | 40% | **33%** | 25% | **25%** | 25% | **18%** |
| Verbal harassment | 56% | **42%** | 30% | **11%** | 25% | **25%** | 49% | **36%** |
| Sexual harassment | 19% | **16%** | 20% | **0** | 50% | **50%** | 21% | **16%** |
| Physical assault | 7% | **0** | 30% | **22%** | 25% | **25%** | 12% | **5%** |
| Sexual assault | 14% | **9%** | 40% | **22%** | 50% | **50%** | 21% | **7%** |
| Any form of mistreatment | 91% | **86%** | 90% | **100%** | 100% | **100%** | 91% | **88%** |

## 5.2.2. Across all settings

Respondents were also asked to indicate their experiences with the same types of treatment in non-academic contexts at UCSB since coming out as trans+. The first is in housing, including treatment from roommates, on-campus housing staff, and off-campus landlords or rental companies. The second is employment contexts, including the behavior of bosses, coworkers, and customers or clients. The last is in social interactions with friends, partners, acquaintances, and strangers encountered both on- and off-campus.

Table 5 presents the cumulative results across all contexts, including academic settings, for which there are results from 71 unique respondents. As the table indicates, 89% (n=63) had experienced some form of support, in at least one context, since coming out as trans+. Again, however, similar numbers experienced some form of mistreatment (87%). A small group (13%) had experienced only support and no forms of mistreatment, while around the same number (11%) reported only mistreatment and no support. All of those respondents who experienced mistreatment without support were students, including 2 graduate students and 6 undergraduates.

*Table 5: Treatment in all settings*
*(total responses = 71)*

| Type | Undergrads (n=54) | Grads (n=12) | Faculty & staff (n=5) | Total (total=71) |
|---|---|---|---|---|
| Supportive treatment | 89% (n=48) | 83% (n=10) | 100% | **89% (n=63)** |
| Transphobic language/ Microaggressions | 87% (n=47) | 83% (n=10) | 80% (n=4) | **86% (n=61)** |
| Unfair treatment | 24% (n=13) | 33% (n=4) | 40% (n=2) | **27% (n=19)** |
| Verbal harassment | 52% (n=28) | 25% (n=3) | 40% (n=2) | **46% (n=33)** |
| Sexual harassment | 22% (n=12) | 17% (n=2) | 80% (n=4) | **25% (n=18)** |
| Physical assault | 11% (n=6) | 25% (n=3) | 20% (n=1) | **14% (n=10)** |
| Sexual assault | 11% (n=6) | 33% (n=4) | 40% (n=2) | **17% (n=12)** |
| **Any form of mistreatment** | 87% (n=47) | 92% (n=11) | 80% (n=4) | **87% (n=62)** |

A few significant patterns emerged based on the identities of respondents, specifically their sex assignment at birth and their race. Section 4 mentioned that trans+ people who are assigned female at birth outnumbered those assigned male at a rate of approximately 4:1 among survey participants. It also seems that AMAB survey takers are less likely to receive support: of the 50 respondents who indicated their sex assignment at birth, all those who were assigned female at birth reported receiving support (in some cases without any mistreatment) while all those assigned male at birth reported receiving mistreatment (in some cases without any support). Detailed comparisons are difficult to make, however, because of the small number of transfeminine participants.

The same caution should be applied to a comparison based on race. Overall rates of support and mistreatment were similar for the 26 respondents who identified themselves only as white and the 24 who selected other ethnoracial groups, sometimes along with white. However, using the administrative category of "underrepresented minority" employed in the demographics section (i.e., those who are Black, Latinx, and/or Native American, n=11), did reveal a clear difference in the rate of verbal harassment, which is reported by 49% (n=19) of non-URM respondents and 82% (n=9) of URM respondents.[24]

## 5.3. Support systems
### 5.3.1. What counts as support?

Survey participants who answered questions about how people in their lives show them support (n=39) emphasized the use of trans-affirming language, taking initiative to correct others when appropriate, being

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[24] These numbers are not in complete accordance with those in Table 2 because not all respondents to the questions about climate answered the question about their ethnoracial identity and vice versa.

available for emotional support, supporting transition-related choices and the validity of trans+ identities, normalizing being trans, and engaging with trans+ issues. Similar themes arose when respondents were asked what types of support they would like to receive that they don't currently have.

> *"I have a friend who always uses my pronouns in sentences in public settings and it is AMAZING."*
>
> (a 31-year-old white non-binary transfeminine undergraduate)

The single most common theme in the responses (51%, n=20) was using gender appropriate pronouns, names, gender labels, and other gendered terminology; two respondents mentioned specifically appreciating being asked what kind of language should be used. Several survey takers mentioned not just using the correct language but modeling it for others publicly and correcting others' usage when needed. One white non-binary transfeminine undergraduate mentions a friend's strategy of modeling the correct forms in front of others: "I have a friend who always uses my pronouns in sentences in public settings and it is AMAZING." The second most common theme in the responses was emotional support (n=13): being "there for me when I need to talk," "listen[ing] to my concerns," making "affirming statements," "helping with my insecurities," but also being generally "loving affirming supportive and body positive!"

> *"My friends hella hype me up on my style and gender presentation."*
>
> (a 24-year-old white non-binary transmasculine undergraduate)

Desired forms of support, as participants describe them, are rarely simply passive. For some respondents, however, passive support is all they receive. Some mentioned not having their transitions obstructed as the most support they received from family ("they let me do what I want"). A few acknowledged that people in their lives made an effort even if they were not terribly successful – as one 25-year-old multiracial non-binary undergrad put it with respect to family members, "They're working on it."

Others received a higher level of engagement from supporters, who do things like independently interacting with trans+ communities and causes, taking initiative to learn about trans+ issues, attending trans+ events, and/or simply sharing trans-related media they come across. A few respondents appreciated when people simply normalized their transness: "treat me like a human being. Just common courtesy and stuff," as a 20-year-old white non-binary transfeminine undergraduate said. A few less common themes include financial support, going shopping for gender-affirming clothing, and the value of spending time with other trans people.

## 5.3.2. What support is still needed?

When asked what support they need and don't currently have, the 30 respondents mostly reported on things they want from their parents or families. Being gendered correctly was again at the top of the list (37%). Others were seeking support for their transitions and identities (27%), often merely hoping for an end to negative behaviors, e.g., "stop criticizing me", "just get over it and accept it", "stop trying to convince me it is a phase."

*Only 7% of participants said they were getting all the support they needed.*

Additional forms of support desired by respondents include intervening when other people are transphobic (10%), more emotional support (10%), more awareness of trans+ issues (3%), and respecting boundaries (3%). Seven percent of respondents were unsure what would help them, and 10% clarified that they would need to see a major shift in attitude from people in their lives before they could even come out as trans, let alone seek support. Only 7% of participants said they were getting all the support they needed.

### 5.3.3. Familial support and financial dependence
*5.3.3.1. Who is out?*

In addition to asking about support in non-familial contexts, students were also asked whether they were out as trans+ to their parents, whether they receive (emotional) support from parents, and whether they are financially dependent on their parents. Table 6 indicates that only about half of the student respondents are out to their parents (51%, n=25), and just over half of this group (29%) receive parental support for their gender identities. Those who are out and receive emotional support from their parents were much more likely to be at least partially financially dependent on them (79%) than were those who are out but do not have support (36%). This might indicate that lack of support for students' identities is frequently accompanied by an absence of financial support, or that students feel freer to come out to unsupportive family members when financial support is not a factor. This also leaves a population of students (14%) who remain in a precarious position of being financially dependent on their families despite being out as trans+ and not receiving support for their identities.

*Table 6: Students' financial dependence on family and outness to and support from parents*
*(total responses = 49)*

|  | Not out | Out & supported | Out, not supported | N/A | Total |
|---|---|---|---|---|---|
| Completely dependent | 35% (n=8) | 26% (n=6) | 30% (n=7) | 9% (n=2) | 47% (n=23) |
| Partially dependent | 17% (n=2) | 42% (n=5) | 17% (n=2) | 25% (n=3) | 24% (n=12) |
| Not at all dependent | 21% (n=3) | 21% (n=3) | 14% (n=2) | 43% (n=6) | 29% (n=14) |
| Total | 27% (n=13) | 29% (n=14) | 22% (n=11) | 22% (n=11) | 49 |

*5.3.3.2. Barriers to coming out*

The survey asked respondents who were not completely out to their family members why they had not taken that step. The 46 responses selected any combination of 12 provided answers, including a write-in response. The most common reasons selected were "doubt they could understand" (83% n=38), "fear of rejection or abuse" (67%) and their family's religious, cultural and/or political beliefs (61% each). Of the eight people who selected "Other" as a response to this question, a few described different ways that family

members had not been supportive and how that had influenced their decision not to be out to other family. Others expressed it not being important for their family to know. One spoke of their family "refus[ing] to acknowledge" that they had come out, and another noted that "it is not legal to be trans where I'm from."

> *47% of undergraduates had not come out to their family because of financial dependence; 24% had not done so out of concern for their physical safety.*

Looking at undergrads who responded to this question (n=33), who tend to have greater financial dependence on their families of origin, almost half of the respondents (47% n=16) had not told their families about their gender because of financial, housing or resource dependance, and almost a quarter (24% n=8) had not told their family because of worries about their physical safety.

### 5.3.3.3. Family members' reactions to coming out

Survey takers who had come out as family members were asked how their family reacted. Some of the 38 students who responded to questions on this topic reported positive outcomes: nearly half had received statements of support or other affirmations of their gender from family members, and 39% (n=15) said family members were willing to use a new name and/or pronouns.

However, negative outcomes were more common. The most frequent experience (63% n=24) was "strained family relationships or limited support (but not complete rejection)." Being gendered correctly was identified by survey takers as the most common area of desired support, but nearly half (45% n=17) of respondents said they had experienced "persistent misgendering / unwillingness to use a new name and/or pronoun (beyond what [the respondent] consider[s] an understandable phase of adjustment)." One in eight students faced serious negative consequences from their families for being trans+ (13%, n=5), including complete rejection (n=2), loss of financial support (n=1), and threats from family members (n=5). Others described in open response questions that they had been subjected to emotional and verbal abuse, ongoing harassment, dismissal as being "mentally ill," and other traumas. Several mentioned their families' religious, cultural, and/or political beliefs as factors that negatively impacted their reaction to their gender, and two mentioned high levels of transphobia in their family's country of origin.

## 5.3.4. Summary

This section of the survey demonstrates that trans+ people at UCSB, by and large, need more support. It is rare for a trans+ person in our community to avoid the toll of regular microaggressions, misgendering, erasure, forced visibility, and refused recognition. Many trans+ respondents to this survey have been harassed, treated unfairly, or even assaulted while students at UCSB. For trans+ students in particular, it is common to experience a lack of support from family when it comes to gender, and many undergraduates express fear of losing financial support should they come out or pursue a more formal transition. In this context, it is all the more critical that UCSB step up to the responsibility of supporting trans+ students' well-being, which entails carefully listening to and addressing needs like those expressed in this survey.

# 6.    Academic experiences

This section presents the results of survey questions that addressed several academic subjects: pronouns in the classroom; incidents of transphobia in the classroom; language study; trans+ content in classes; and the classroom experiences of trans+ faculty and instructors.

For an overall picture of trans+ people's experiences at UCSB, respondents were asked if they feel they are living up to their academic and/or professional potential (n=60). The overall mean was 3.5 out of 5, with undergraduates having the lowest mean of 3.3, followed by graduate students at 3.7 and employees at 4.4. They were also asked whether they felt they had the support they needed to be successful, and in each case these ratings were lower. The overall mean was just 3 out of 5, while the mean for undergraduates was again the lowest at 3.1, followed by grad students at 3.2, and employees at 4. In other words, the level of success of trans+ people experience at UCSB may be more a reflection primarily of their own skill, strength, and determination, rather than suggesting they are receiving the support they need. Additionally, the fact that all staff and faculty responded with a rating of 4 or 5 out of 5 for both questions suggests that the university may have been more successful in supporting its employees than its students, or that the financial security that UCSB employees experience mitigates the impacts felt by trans+ students.

## 6.1. Pronouns in the classroom

As one of the most prominent and pervasive components of gendering people in the English language, pronouns have received a great deal of attention within trans+ inclusion efforts. Because trans+ advocates at UCSB have for some time been advocating for practices such as asking students about their pronouns, respondents were asked a variety of questions about how well those efforts have served their needs.

### 6.1.1.   Asking about pronouns

Student respondents were asked about their experiences with sharing their pronouns in classroom settings at UCSB, including whether they had ever been asked for their pronouns by an instructor or TA, whether everyone in the class was asked, and whether they were asked privately or in front of others. Many students selected more than one option based on experiences in different classes.

The vast majority of students had at some point taken a class with an instructor or TA who had asked about their pronouns (91% n=48), though undergraduates (93% n=41) had this experience more often than graduate students (70% n=7). This disparity may be due to a variety of factors, including the different social dynamics in graduate courses, where participants are more likely to already know one another. Another potential explanation would be that undergraduates are asked more often because they interact with Teaching Assistants, who may be more likely than faculty to ask for students' pronouns.

Most respondents who had been asked about their pronouns were asked to share them along with the rest of the class rather than being the only person asked this question (85% n=45). A number of them, however, have also had the experience of being singled out and asked individually (26% n=14), perhaps based on their appearance or other assumptions. Furthermore, most of those who were asked individually had been

singled out and asked in front of the entire class at least once (17% n=9), while a smaller number had only been asked privately in a one-on-one environment (9% n=5).

Respondents were also asked about the classes in which they had been asked for their pronouns. They named many departments, but the most frequent responses were the Departments of Feminist Studies, History, Linguistics, and Sociology, all of which were mentioned by at least 5 students. Departments that received 2-4 mentions included: Art, Asian American Studies, Psychology, English, Math, Music, Spanish, Theater and Dance, and Writing. Such results might reflect a more positive environment for trans+ students in those departments, or they may be an artifact of who happened to hear about and respond to the survey. However, one student noted specifically that they encountered pronouns in introductions in their research lab and humanities sections, but that "[m]ost STEM classes don't bother with pronouns."

## 6.1.2. How do trans+ students feel about being asked for pronouns in the classroom?

Students were asked how they feel about being asked for their pronouns in a classroom setting. Of the 54 who responded, the majority (70% n=38) had overall positive feelings about being asked. However, several students report feeling neutral, uncertain, or conflicted about the practice (22% n=12, 4 of whom also selected the positive response). Additionally, a small but notable minority (13%, n=7) said they had negative feelings about being asked for their pronouns in class. Eight respondents (15%) selected "Other" and added comments regarding the contexts in which they do or do not like to be asked (described below).

### 6.1.2.1. Why most trans+ students like being asked for their pronouns

Students who answered the question about whether they like being asked for their pronouns were also presented with a list of potential reasons. One list was given to all who indicated feeling positive about sharing pronouns, while another list was given to those who indicated feeling negative about it. Table 7 contains the options as well as the frequency of each response. Corresponding positive and negative reasons are placed on the same line to highlight contrasts in survey respondents' views on topics like privacy, visibility, and the way other students respond. The percentages in Table 7 are based on the total number of individuals who answered either set of questions (n=45).

*Table 7: Frequency of responses for and against asking for students' pronouns in classes*
*(total respondents = 45)*

| Reasons in favor of asking (total responses = 38) | ← Number of responses[25] | Number of → responses | Reasons against asking (total responses = 7) |
|---|---|---|---|
| People often get my pronouns wrong unless they are told which ones to use. | 51% (n=23) | | |
| I like sharing my pronouns with everyone. | 40% (n=18) | 7% (n=3) | I don't like sharing my pronouns with strangers. |
| It creates visibility for trans+ people. | 69% (n=31) | 13% (n=6) | It draws too much attention to me and/or other trans+ people. |
| Other students respond more positively to my pronouns when the teacher establishes that pronouns are important. | 53% (n=24) | 4% (n=2) | Other students respond negatively. |
| I prefer to share my pronouns in a group. | 27% (n=12) | 2% (n=1) | I prefer to share my pronouns one-on-one. |
| I want to make sure I get everyone else's pronouns right. | 69% (n=31) | | |
| I feel like it validates my identity. | 47% (n=21) | 2% (n=1) | I feel like it invalidates my identity. |
| I prefer to share my pronouns before anyone has to guess which one to use. | 56% (n=25) | 4% (n=2) | I want to know what pronouns people will use for me if they have to assume. |
| I want to show my support for or solidarity with people who use they/them or other non-binary pronouns. | 53% (n=24) | 4% (n=2) | I think it's unnecessary to ask people about their pronouns. People who use unexpected pronouns will just let others know. |
| | | 7% (n=3) | It feels awkward or instructors don't do it well. |
| Other | 4% (n=2) | 7% (n=3) | Other |
| **Unique respondents who selected reasons in favor of asking** | **total=38** | **total=7** | **Unique respondents who selected reasons against asking** |

The two most common reasons selected by those who feel positive about sharing pronouns in classes were that asking about pronouns creates visibility for trans+ people and that it allows them to be confident that they will pronoun others correctly (each 69% n=31). Around half of respondents also said that they like sharing pronouns in classes because they want to tell others about their pronouns before anyone has to make a guess (56% n=25), that they want to show support for people who use *they/them* or other non-binary pronouns (53% n=24), that other students respond more positively to being told about their pronouns when instructors establish their importance (53% n=24), that others tend to get their pronouns wrong frequently if they aren't preemptively informed of them (51% n=23), and that it validates their identity to be asked

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[25] Respondents were allowed to select multiple responses, so totals do not sum to 100%.

(47% n=21). Fewer said they like sharing their pronouns with everyone (40% n=18) and fewer still said they prefer sharing their pronouns in a group setting (27% n=12). The latter finding suggests that the preference for pronoun sharing is strong enough to overcome a general lack of enthusiasm about sharing one's pronouns with a group of strangers. Two respondents chose "Other" and wrote in responses, both of which specified that they like being asked when the practice is normalized rather than one that makes them feel targeted; one also added that "[s]haring pronouns should be an individual choice," not a requirement.

> *Sharing pronouns should be an individual choice, but the option should always be made available to normalize including pronouns in introductions, to avoid misgendering people, and to not single out trans+ people.*
>
> <div align="right">(a 22-year-old white non-binary undergraduate)</div>

A few students mentioned feeling that not being asked for their pronouns early on in a class made it difficult to assert them when they were later misgendered. As a 21-year-old white trans undergraduate wrote, "It sucks when TA's don't ask for pronouns and the class as well as the TA misgender you for the rest of the quarter."

### 6.1.2.2. Why some trans+ students do not like being asked for their pronouns

The reasons cited by students who do not like being asked about their pronouns in the classroom show the flipside of the responses from those who do like the practice. Visibility is a double-edged sword, for instance, as the most popular response among those who have negative feelings about asking for pronouns is that it draws too much attention to the respondent or to trans+ people in general (13% n=6). The next most popular responses were not wanting to share pronouns with strangers and feeling that the process is awkward or not handled well by teachers (each 7% n=3); finding that other students respond negatively, wanting to know what pronouns people will attribute to them unprompted, and feeling that the burden should be on those who use non-normative or unexpected pronouns to inform others of that fact (each 4% n=2). Only one respondent said that they prefer to share their pronouns one-on-one and another individual said they feel like it invalidates their identity to be asked. Three others who feel negative toward pronoun sharing picked the "Other" option, which are included in the discussion of the next subsection on factors that influence students' feelings on this subject.

The recommendations in section 3.1 are designed to address as many of these objections as possible while still serving the majority of trans+ students who do wish to be asked for their pronouns in class.

## 6.1.3. Factors that influence how trans+ students feel about being asked for their pronouns

In open response questions, students discussed a number of factors that influenced how they felt about pronoun sharing. Three key factors emerged from these comments: the class size and makeup, the way students are asked for their pronouns, and what happens after pronouns are shared. These themes are mirrored in the comments of those who selected "Neutral" or "Other" in the initial question on how they felt about being asked for their pronouns in class.

### 6.1.3.1. Class size and makeup

The most common theme in students' open responses about sharing pronouns was the size and student population of the class (n=13). Many respondents expressed negative feelings about being asked for their pronouns in front of a large class. For example, a 31-year-old white non-binary transfeminine undergraduate said "[i]t feels remarkably unsafe to out myself to a large classroom," while another undergrad who did not provide demographic information expressed that "if it's public it ends up being less of a respect thing and more of an 'out yourself or else' thing." Classes with "100+ people" were singled out as difficult in particular, and some students noted greater comfort in smaller classes (e.g., those with less than 30 students).

> *I think that it is a good concept in theory [but] respectability politics and pressures inherent in specific places will still force people to misgender themselves/share the wrong pronouns in order to be taken seriously. Unless the practice of asking everyone in a space for their pronouns is more normalized and widespread, I'm skeptical of the benefits it can produce.*
>
> (a 26-year-old Black trans man undergraduate)

Several students also had negative feelings about being asked for their pronouns in classes when they are the only visibly trans+ person in the space or the only person using a non-normative pronoun option. This experience was described as "uncomfortable," "unnerving," and "othering," and several respondents addressed the issue of safety. One also mentioned that sharing pronouns can be difficult if the class includes people the student knows from contexts in which they are not out or use different pronouns.

### 6.1.3.2. How the question is asked

The second most common theme in open responses about pronoun sharing in classes was the way the instructor or TA asked about pronouns (n=11). First and foremost, it was important for respondents not to be singled out and asked in front of the entire class by virtue of their appearance, and many voiced appreciation for the norm of asking everyone for their pronouns.

Several students also mentioned not liking situations where sharing pronouns seems mandatory. This approach, as a 23-year-old white non-binary undergraduate put it, "forces [students] to either lie on the spot or out [themselves]." Another 22-year-old white non-binary undergrad pointed out that mandatory pronoun sharing means that it is more noticeable when an individual declines to share their pronouns, leaving no way to escape the choice between outing - if only by omission - or misgendering oneself.

At the same time, other students found it more *difficult* to share their pronouns when the practice is clearly optional. A 20-year-old undergraduate Latinx trans man wrote that during introductions on the first day of class, other students "tend to stop adding in their pronouns for whatever reason and are not reminded to add them," which has made the respondent "uncomfortable to say [their pronouns] after a long string of others not saying them."

*The framing I have heard that I like best is "What pronouns would you like to use right now in this space?"*
<div align="right">(a 28-year-old Middle Eastern/North African trans woman graduate student)</div>

Some participants expressed that the phrasing of the question was important for facilitating pronoun sharing. Students appreciate when faculty and TAs "affirm the importance and necessity of [talking about and using correct] pronouns," instead of simply asking for them without comment. A 28-year-old Middle Eastern/North African trans woman graduate student identified her favorite phrasing of the question as, "What pronouns would you like to use right now in this space?"

### 6.1.3.3. Follow up after asking about pronouns

The final major theme that appears in several respondents' comments (n=9) is the importance of the instructor or TA's actions after asking for pronouns. A number of these students said that after people are asked to share their pronouns, that information is often forgotten or not implemented when instructors and students actually refer to trans+ students.

Some respondents discussed how sharing their pronouns can create hostility and microaggressions from other students, e.g., through their gaze and facial expressions during pronoun sharing, or when they seem to intentionally reject trans+ students' pronouns after they have been shared. Being misgendered after stating one's pronouns can feel significantly more hostile and harmful than being misgendered by someone who lacks that information. By contrast, the practice of asking for pronouns was viewed positively when faculty and TAs demonstrate proper use of people's pronouns "seamlessly," and "gender [students] correctly and with ease."

Students were also concerned about the way pronoun information from GOLD is handled by faculty and TAs. Some expressed that teachers treat pronouns as public information and may out trans+ students in front of the class by using them without checking about how the student would like to be referred to in the classroom setting.

Finally, it was noted that some students would like to have greater agency about how misgendering is handled. Although many trans+ people appreciate others' support with correcting people who misgender them, others prefer not to call attention to the occurrence at all or might prefer that an ally simply act as a model by using the correct pronouns in response rather than addressing the issue overtly. Survey takers indicated that when allies are too aggressive in correcting others, it can put trans+ students in a difficult position and limit their choices regarding how they feel safest navigating their identity in that particular environment. At times, the words and actions of allies can even lead to backlash directed at the trans+ individuals those allies were hoping to protect.

## 6.2. Transphobia in the classroom
### 6.2.1. Misgendering and deadnaming

The previous section revealed the wide prevalence of microaggressions, including being misgendered, among trans+ people at UCSB. Misgendering was specifically highlighted as an important element of

classroom experiences by quite a few participants in response to a range of open-ended questions (n=25). Of these responses, 44% (n=11) talked about being misgendered by people in positions of academic authority, such as teachers, TAs, professors, and supervisors, while 20% (n=5) discussed classmates and other students as the source of misgendering (the rest did not specify who had misgendered them). Misgendering practices discussed by respondents include both the use of pronouns the student does not identify and the use of a name they no longer use (known as *deadnaming*).

> *It's difficult to be non binary in a classroom because I deal with a lot of misgendering and there isn't much of an opportunity to correct them*
>
> (a 21-year-old Latinx non-binary undergraduate)

As in the previous section on pronouns, students note that sharing their name and pronouns with instructors and TAs does not always result in being referred to with those forms. A 20-year-old white transmasculine non-binary respondent mentioned having a TA who deadnamed them despite the student consistently using their current name on assignments. The same student discussed another TA who "asked which name [the student] preferred, then responded, 'Okay, well I like [birthname] better so that's what I'll call you.'" It is not always clear what students can do in this situation; as a 21-year-old Latinx non-binary undergrad pointed out, there are few opportunities for students to correct others who misgender them in a classroom setting. Several students mentioned that instances of misgendering typically went unacknowledged in their classes.

## 6.2.2. How transphobia is dealt with in the classroom

This section describes the way transphobia in the classroom is dealt with, including cases where students must decide how to deal with transphobia from authority figures or other students as well as cases where those authority figures must decide how to address transphobia from students.

### 6.2.2.1. Transphobia from instructors, teaching assistants, and others in positions of authority

Among the 37 student responses to questions about transphobia from authority figures, 76% (n=28) reported experiencing some form of transphobic mistreatment from faculty, instructors, or teaching assistants. When asked about how they responded to this transphobia, the majority (70% n=19) said they did nothing. The most common theme in their reasons, expressed by 7 respondents, was fear that addressing the transphobia would result in retaliation or otherwise jeopardize their standing. For example, a 24-year-old white non-binary undergraduate wrote: "I have not criticized faculty who were transphobic to me because of the personal relationships and politics within my department out of fear of retaliation."
and a graduate student said they were constantly misgendered by their teaching supervisor but feel that addressing the topic would put their employment at risk.

> *my supervisor in teaching continually misgenders me. i don't think she takes time to think about it, and i don't feel like i can broach the topic with her without jeopardizing my standing.*
>
> (a 24-year-old Asian non-binary graduate student)

The next most common reason respondents gave for not addressing instances of transphobia was that it is a tiring and emotionally intense experience. This is reflected in the comments of a white non-binary 28-year-old graduate student who said that they "did not want to spend the emotional energy of having that conversation AGAIN." Additionally, some students stated that they did not know what options were available to them to address transphobia, suggesting a lack of clarity regarding what forms of transphobia are considered unacceptable at the institutional level at UCSB or the appropriate avenues for reporting it. Furthermore, some students expressed feeling too "scared," "intimidated," or concerned they would be outed if they complained about transphobia.

Of the 10 respondents who said they had taken some kind of action in response to an instance of transphobia from figures of authority, there was mixed response regarding the outcome. Some respondents had found that the person had attempted to change their behavior, though even in these "successful" cases the trans+ people involved may have had to navigate an arduous and emotionally difficult process. In other cases, the outcome imposed greater burdens on the trans+ person, as in the case of a student who had complained about a TA's transphobia and, as a result, no longer felt able to enroll in that TA's sections based on fear of it affecting their standing in the class.

### 6.2.2.2. Instructors' responses to transphobia from students

Another set of questions inquired about the actions of instructors or TAs in cases where transphobia had been expressed by students, to which 26 students (22 undergrads, 4 grads) responded. Of the 62% (n=16) who reported encountering transphobia from other students in classes, only three (12%) stated that it was addressed by instructors. Eleven (42%) specified that faculty usually do not know when transphobia occurs, leaving them unable to address it. This may be due to the size of the class, as in the case of a student who said "most transphobia was experienced in large classes, professors were unaware of what was going on so nothing was done." Another cited environments like collaborative classwork as contexts where transphobia is expressed by other students. Survey takers also describe feeling unable to address or report the transphobia they experience in these settings, suggesting a need for clarification from faculty regarding expectations for student behavior and options for addressing problems when they do arise, both within the class or at the university level.

Seven students (27%) expressed that faculty had not addressed transphobia from students despite apparently being aware of it. A 22-year-old Latinx non-binary transmasculine undergraduate said that "TAs and professors usually do not correct students when they miss gender [sic] me. I've only had one professor who interrupted the student and used my correct pronouns." A few students described faculty as "adequate" or "helpful," but others raised questions about the ability of faculty, at least in certain departments, to appropriately deal with transphobia. A 21-year-old Latinx non-binary undergraduate with a double-major noted that "Instructors [in one of the majors] do more harm than good even if they are well-meaning,"

## 6.3.  Language study

Another set of questions on the survey asked about the study of languages other than English, with a focus on languages that have a grammatical gender system, such as Spanish, German, and Russian, among others. Grammatical gender refers to a system of categorizing nouns into 2 or 3 classes, which are mapped onto the gender categories of feminine, masculine, and in some cases neuter (the latter of which is typically not

applied to humans). Compared to languages like English and Korean, which encode gender only through pronouns, grammatical gender introduces additional opportunities for misgendering to occur, especially in reference to non-binary individuals. Traditional approaches to teaching languages with grammatical gender require a consistent, binary gender to be attributed to each student, typically based on appearance, and "corrections" are made when learners stray from that attribution.

Based on these concerns, students were asked about whether the potential to be misgendered influenced their choices about language study. We also asked how instructors handled the subject of grammatical gender, particularly as it relates to students' identities.

## 6.3.1. Influence on choices about language study

Among the 53 students who indicated whether they had taken language classes at UCSB, most had not (70% n=37). Those who had (30% n=16) reported studying American Sign Language, French, German, Italian, Korean, Latin, Mandarin Chinese, Russian, and Spanish. Table 8 contains the number of students who studied each language and the type of grammatical gender, if any, found in that language. Five students had studied multiple languages.

*Table 8: Languages studied by respondents and whether they have grammatical gender*
*(total unique respondents = 14)*

| Language | Number of students | Grammatical gender | | |
|---|---|---|---|---|
| | | None | Binary (feminine / masculine) | Trinary (feminine / masculine / neuter) |
| Spanish | 7 | | X | |
| American Sign Language | 3 | X | | |
| German | 3 | | | X |
| Italian | 2 | | X | |
| Latin | 2 | | | X |
| Chinese[26] | 2 | X[27] | | |
| Russian | 2 | | | X |
| French | 1 | | X | |
| Korean | 1 | X[28] | | |

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[26] One student reported studying Mandarin while the other did not specify the variety of Chinese they had studied.

[27] Chinese has gendered pronouns but lacks grammatical gender. Furthermore, the pronouns corresponding to *she* and *he* are only distinguished in writing; when spoken, they are homophonous.

[28] Korean also has gendered pronouns but lacks grammatical gender.

All but one of the students who had taken language classes reported studying at least one language with grammatical gender. Around two thirds (63% n=10) had studied languages with binary grammatical gender, such as Spanish, and 44% (n=7) had studied languages with a trinary grammatical gender system, such as German.

Whether respondents had studied a language at UCSB or not, they were asked whether grammatical gender had at any point influenced their decisions about whether to take language classes, to which 51 individuals responded. As Table 9 indicates, this was not an issue for most students, either because they had never considered the matter (33% n=17), they are not interested in language study (22% n=11), or being misgendered is not a concern for them (20% n=10). Being unconcerned with misgendering might reflect that a respondent is consistently gendered correctly based on their appearance, that they have no preferences about how they are gendered, or that they did not yet identify as trans+ when they studied the language (a situation also mentioned by 3 respondents who selected "Other").

*Table 9: How grammatical gender has influenced respondents' decisions about language study (total unique respondents =51)*

| Response | Number of responses[29] |
|---|---|
| No, I have never really thought about it. | 33% (n=17) |
| No, I have studied the languages I wanted to study even though I knew I would probably be misgendered. | 26% (n=13) |
| No, I am not interested in language study regardless of gender. | 22% (n=11) |
| No, I have studied the languages I wanted to study because being misgendered is/was not a concern for me. | 20% (n=10) |
| Yes, I have avoided or stopped studying certain languages with grammatical gender because I am concerned about being misgendered. | 4% (n=2) |
| Yes, I have chosen to study a language I would not have otherwise studied because of grammatical gender. | 4% (n=2) |
| Yes, I have avoided studying any languages at all because of gender. | 2% (n=1) |
| Other | 13.7% (n=7) |

However, around one quarter of respondents (26% n=13) said they had studied a language with grammatical gender even though they knew they were likely to be misgendered, and three more (6%) avoided studying a language they would have liked to learn or avoided studying languages at all because of the grammatical gender issue. From a more positive perspective, two students say they studied a language they may not have otherwise considered because it did not have grammatical gender. Together, these results suggest that a

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[29] Respondents were allowed to select more than one answer, so totals do not sum to 100%.

significant portion of trans+ students may benefit from efforts to expand and reform language instruction to make it more affirming of trans+ identities.

## 6.3.2.  Language instructors' stances on grammatical gender

The respondents who had studied languages with grammatical gender at UCSB were asked how their instructors handled that topic, particularly as it pertains to categorizing students and other humans. They were asked to check as many options as applied to their experiences, the results of which appear in Table 10.

*Table 10: Responses to question about how language instructors discussed grammatical gender*
*(total unique respondents =14)*

| Non-trans+ affirming approaches | | Trans+ affirming approaches | |
|---|---|---|---|
| "My teacher never discussed grammatical gender as an issue or how trans+ people fit into it." | 64% (n=9) | "My teacher encouraged us to learn about how speakers of the language we were studying challenge the grammatical gender system." | 14% (n=2) |
| "My teacher taught us that there is no way to refer to someone in the language without placing them in a binary gender category." | 57% (n=8) | "My teacher was knowledgeable about how speakers of the language we were studying challenge the grammatical gender system." | 0 |
| "I felt uncomfortable correcting people when they misgendered me in class." | 43% (n=6) | "I felt comfortable correcting people when they misgendered me in class." | 29% (n=4) |
| "My teacher pressured or forced me to use a grammatical gender option I was not comfortable with." | 21% (n=3) | "My teacher supported me using grammatical gender in ways I felt comfortable with." | 29% (n=4) |
| "I was corrected and/or lost points on an assignment or test when I (intentionally) used grammatical gender in a way that my teacher considered 'wrong'." | 21% (n=3) | "I found it affirming because people did not misgender me." | 0 |

Students' responses reveal that, for the most part, language instructors they had studied with at UCSB had not discussed grammatical gender – beyond what was necessary to teach it in a traditional way –  nor how trans+ people fit into that system (64% n=9). When grammatical gender was discussed, a majority of respondents say they were taught that there is no way to avoid placing someone in a binary gender category in the language they were studying (57% n=8). Only two respondents said they had studied with instructors who acknowledged the possibility of challenging grammatical gender and encouraged students to learn how native speakers of the language were challenging norms around grammatical gender. None said that their teacher was knowledgeable about the subject.

*I had to argue with the professors that non-binary options existed in the language and they still would not believe me.*

<div align="right">(a 28-year-old white non-binary graduate student)</div>

The approach instructors take to teaching grammatical gender may influence the climate in those classrooms as well. A significant portion of these students said they were uncomfortable correcting people who misgendered them in class (43% n=6), with fewer reporting that they were comfortable doing so (29% n=4). Most notably, several students report being pressured or forced by their instructor to use a grammatical gender option they were not comfortable with (21% n=3), and the same number said they were corrected or lost points on assessments for intentionally using grammatical gender in ways the instructor considered "wrong." One of two students who selected "Other" specified that they had to argue with their language instructors about the validity of non-binary language in order to complete work without misgendering themselves, ultimately without success. However, several others said their teacher supported students using grammatical gender in ways that felt comfortable to them (29% n=4).

A final question focused on what steps were taken by students who wanted to learn a language with grammatical gender despite being concerned about being misgendered (n=9). Four said they did not address the topic with their instructor, three of whom mentioned fear of outing themselves or being retaliated against. Of the five who had approached their instructors, two mentioned a positive response in which the instructor successfully addressed their concerns and/or accommodated them to the best of their abilities. Two others were told that there is no non-binary option in the language of study, and in one case the instructor dismissed the independent research the student did to establish the existence of such options among native speakers of the language, which the instructor dismissed as grammatically invalid. A final respondent said their instructor allowed them to use the grammatical forms of their choice, as long as they were consistent, but that the instructor attempted to only use the student's name instead of the forms the student chose. The student described this solution as awkward, and noted that students in the class did not seem to respect their identity as a result.

The total number of respondents in this section is relatively low, making it difficult to reach generalizable conclusions. However, the results do suggest that more resources are needed for language instructors at UCSB in order to better serve trans+ students.

## 6.4. Courses on gender, sexuality, and other trans-related content

Students who responded to the survey were asked about whether they have taken courses that include content on the subject of gender and/or sexuality in order to gauge how satisfied trans+ students are with the way trans+ related content is taught at UCSB. Sixty-four students responded to questions about their experiences in such classes, two thirds (66% n=42) of whom had taken at least one course on gender/sexuality and 27% (n=17) of whom had taken more than one.

Although two thirds of students had taken a gender-/sexuality-related course, their experiences are varied. A follow up question asked students whether they seek out or avoid courses in these areas and why, the results of which appear in Table 11. Almost half (44% n=26) of the 59 who responded to this question said they avoid gender and sexuality classes, mostly due to "concern about the way trans+ issues might be

discussed" by figures of authority in the class (n=19), and to a lesser extent because of concern about "what other students might say about trans+ issues" (n=9). A further 44% (n=26) of students selected that they carefully choose what classes they take. For example, a 21-year-old non-binary Latinx and white undergraduate stated that they avoid taking classes in departments where they have encountered "anti-trans and terf[30] rhetoric." They also point out that "[o]ften times this rhetoric isn't apparent until you actually take the class. I thus stick to classes being taught by professors/TA's that have a record of being trans-friendly."

Other respondents were more enthusiastic. 42% also selected that they seek out gender and sexuality classes either 'to learn more about these topics' or 'to share [their] viewpoint as a trans person'.

*Table 11: Why students take or avoid gender-related courses*
*(total responses =14)*

| Response selected | Undergraduates (total=48) | Graduates (total=11) | All students (total=59) |
|---|---|---|---|
| I avoid classes on gender/sexuality because I am concerned about the way trans+ issues might be discussed (or erased) by the professor, TA, and/or in course materials. | 35% (n=17) | 18% (n=2) | 32% (n=19) |
| I avoid classes on gender/sexuality because I am concerned about what other students might say about trans+ issues. | 15% (n=7) | 18% (n=2) | 15% (n=9) |
| I don't take classes on gender/sexuality because I am not interested in studying these topics. | 27% (n=13) | 18% (n=2) | 25% (n=15) |
| I carefully select courses that discuss gender/sexuality by sticking to faculty I know to be well-informed and good at teaching about trans+ issues. | 50% (n=24) | 18% (n=2) | 44% (n=26) |
| I seek out classes on gender/sexuality because I want to learn more about these topics. | 33% (n=16) | 18% (n=2) | 31% (n=18) |
| I seek out classes on gender/sexuality because I want to share my viewpoint as a trans+ person. | 6% (n=3) | 36% (n=4) | 12% (n=7) |
| Other | 23% (n=11) | 64% (n=7) | 31% (n=18) |

Four additional themes arose in the open-response questions on the subject of why respondents take or avoid classes on gender and sexuality. The first was that courses in these areas were not accessible because of a student's major or course of study, with respondents reporting that either they would not get credit

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[30] TERF is an acronym that stands for "Trans-Exclusionary Radical Feminism," referring to a political movement whose form of "feminism" is defined via the rejection of the validity of trans identities.

toward their degree program, that they didn't have time, or that it would be frowned upon (e.g., by academic advisors). The second theme was that students did not take classes because of anxiety about or anticipation of transphobia surfacing within the class. The third concern was that students might be outed as trans+ by virtue of taking the class, as in the case of a 20-year-old white transmasculine student who was afraid of the implications of having gender or sexuality courses on their transcript.

The final theme was a positive one, in which trans+ students expressed an interest in the subject matter, whether or not they considered the classes an option for them. As one 28-year-old white nonbinary graduate student put it, "I need classes [on] gender/sexuality so that I can finally breathe academically."

## 6.4.1. Satisfaction with trans+ content in classes

When asked to rate their overall satisfaction with the way trans+ content is taught in classes on gender or sexuality on a scale of 1 to 5, the 30 responses were approximately evenly split between those who said they were very or somewhat dissatisfied (47% n=14) and those who said they were somewhat or very satisfied (43% n=13). All but one of these respondents also specified why they were satisfied or dissatisfied and, despite the balanced numerical ratings, almost all of them mentioned problems in the ways trans+ content was addressed (90%, n=26). The comments address a number of issues, the most prominent of which were, (1) the absence of trans+ instructors, (2) the treatment of trans+ students within the class, (3) the inclusion or exclusion of specific trans+ issues and identities within the class's curriculum, and (4) the type and degree of knowledge the instructor has on the subject.

The most common theme in the reasons students provided for seeking out or avoiding courses on gender and sexuality was who is teaching the class. The two students who said they took courses taught by trans+ faculty or graduate students rated their satisfaction as a 4 and a 5 out of 5. By contrast, students who mentioned that the courses were taught by cisgender instructors were more likely to be dissatisfied, rating their satisfaction as a 1 or 2; in the one case where a student gave an overall rating of 4, they still expressed dissatisfaction with the fact that the class "is being taught by cisgender people rather than people on the trans+ spectrum." A 20-year-old white trans man undergraduate student connected this issue to the climate for trans+ people at UCSB, specifically noting that the freedom of cis professors to teach about trans+ issues when they have minimal understanding of them is "a major contributor to transphobia on campus." The same individual says they "have never taken a gender/sexuality class that discusses trans people respectfully," and lists a number of courses across a number of departments in which deeply transphobic content or ideas are endorsed.

> *[C]is professors have been given too much leniency to talk about trans people without receiving any consultation about how they should go about discussing these sensitive issues.* ***I believe that these [...] classes are a major contributor to transphobia on campus.***
>
> (a 20-year-old white trans man undergraduate; emphasis added)

*I wish [cisgender professors would] bring in the trans friends they claim to have to talk on the subject instead of speaking for them.*

(a 19-year-old Asian non-binary/third gender undergraduate)

The specific ways in which trans+ content is included in courses on gender and sexuality was also problematized by several participants. Nine students mentioned that trans+ content was mentioned only briefly or an afterthought, and 12 commented on the absence of material about and/or discussion of trans women, non-binary people, and trans people of color. Students considered the coverage very basic, with little or no time spent on the most important issues trans+ people face. These students also tended to provide numerical ratings indicating they were very or somewhat dissatisfied with their courses. However, a few (n=4) highlighted that their coursework did represent a diverse range of trans+ identities, particularly of trans women of color and trans+ people outside of the United States or Global North; these respondents indicated that they were somewhat or very satisfied with the coverage.

Several students (n=9) mentioned that they were not merely dissatisfied but had experienced problematic or even overtly transphobic representations of trans+ topics by instructors. Multiple students provided specific comments about an extremely popular large-enrollment course on human sexuality (SOC 152A) as taught by Profs. John and Janice Baldwin, who have resisted attempts to change materials that students have identified as transphobic.[31] One student described the Baldwins as "EXTREMELY transphobic - misgendering trans people, using outdated trans slurs, promoting extremely harmful stereotypes, and referring to men who are attracted to trans women as gay." More generally, another student simply remarked that "some professors do not know what they are talking about," and that ignorance of this sort contributes to violence against trans people, and particularly trans women of color. Five students also mentioned that they had encountered out of date information in classes, along with the use of outdated or offensive language to refer to trans+ people.

Finally, three students named the treatment of trans+ people within the class, as a factor influencing their lack of satisfaction. One said that "trans+ students were shut down immediately" when they attempted to address transphobic ideas within a class. Troublingly, the student who mentioned the notion that poor representation of trans+ people exacerbates transphobic violence also said that "there are some professors who will use it against you as a way to remind you who is in power" (where "it" presumably refers to a student's trans+ status and/or faculty members' license to make authoritative statements about trans+ people). Other comments mentioned faculty misgendering public trans+ figures and speaking in ways that revealed their assumption that there are no trans+ people present in the class.

Positive comments were much fewer in number (n=12) and tended to involve luke-warm praise or a mix of positive and negative experiences; only three students reported exclusively positive experiences. One of these expressed happiness with a class that was taught by a trans+ faculty member and populated primarily by trans+ students. Two others made brief positive comments about classes they had taken that are "inclusive to the fact that the trans community includes more than just trans men and women," and where

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[31] Wishowski, A. 2020. "Human sexuality professors refuse to change transphobic content." *The Bottom Line*. Accessed May 16, 2021 at https://thebottomline.as.ucsb.edu/2020/12/human-sexuality-professors-refuse-to-change-transphobic-content.

"[n]uance is taken into account." The other nine students who offered positive comments also mentioned negative experiences in their responses. Two said the content they learned was extremely basic and/or designed for an uninformed cis audience that did not create space for trans+ people to share their experiences, though each still found value in the experience, such as feeling seen in an academic context. Often, the bar for positive evaluations was rather low, as when a student (who did not provide demographic information) characterized coverage of trans+ issues in their classes as "well meaning but simplistic and unproductive" and "decent enough and respectful," but also failing to address important trans+ issues and discussing trans+ people as an "afterthought," if at all. Even students who had very positive things to say about a particular course or professor almost invariably mentioned other classes that contrasted with those experiences.

These results suggest that some faculty (and other instructors, TAs, etc.) at UCSB wish to incorporate trans-related content in their courses, but that trans+ students may not feel well-served by their attempts to do so, or may even find those attempts harmful. More resources could be helpful for these faculty to better serve the trans+ community at UCSB. A smaller number of faculty, on the other hand, appear to disregard the expressed needs of trans+ students, and in some cases may even actively antagonize them. Here again, the university should find ways to ensure that trans+ students are and feel supported by the university as they face transphobia, misrepresentation, and erasure in the classroom.

## 6.5. Experiences of trans+ teachers and researchers

Graduate students and faculty participants were asked whether their trans+ identities affect their scholarship, to which 12 responded.[32] Seventy-five percent of these respondents said it had impacted them in the domains of research, teaching, or both.

When it comes to research, respondents mostly cited difficulties they had encountered. These include having to field invasive questions from colleagues; navigating misgendering, especially by advisors and others in power, and the emotional energy it requires; being outed and other privacy violations; having faculty end advising relationships in response to students' attempts to address misgendering; difficulty relating to colleagues (e.g., when making small talk); and having gender take up "mental headspace" the "detracts from [one's] ability to think deeply." More positively, one graduate student said "there is a clear shift in perspective when you're trans and you see things others don't see."

> *I prioritize the affirmation and centering of [...] trans people in my teaching as well as my research. I help students explore the implications of their beliefs and ways of talking about sex and gender, and present alternatives that may better reflect their goals.*

On the teaching side, the responses were more positive. Trans+ teachers discussed the classroom as an opportunity to uplift and center trans+ students in several ways, including offering support, serving as a

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[32] Because the number of respondents is so small and thus more easily identifiable, no demographic information is provided about the individuals who produced the quotes in section 6.5.

role model, critically engaging with transphobic ideas from a position of authority, and engaging with disciplinary knowledge from a trans+ perspective. However, around half (n=6) of graduate instructors encountered transphobia from students in the form of persistent misgendering and the use of problematic or transphobic language, though a few noted that students are generally "accepting" and "supportive."

One instructor reported that they take a firm and direct approach with transphobia directed at them in front of others in part to avoid the potential for the same words or actions to be directed at their trans+ students: "I am willing to experience stress and anxiety (which I do, in spades) in order to educate people about trans issues. At the same time, I am not willing to expose my students to the same experience." Despite a general willingness among UCSB teachers to engage with students about transphobic ideas, these experiences also had a negative impact on them: one mentioned the anxiety and stress they experienced in association with students' transphobia, remarking that some experiences "have stuck with [them] long after the incidents in question. Another teacher expressed concern that being misgendered in student evaluations might affect their ability to find a job.

Finally, trans+ instructors and TAs were also asked if they request students' pronouns in their classes, to which 13 people responded. Most (69% n=9) said they do make a practice of either asking students for their pronouns or looking up the information, one (8%) said they did not, and another individual said they only ask or look up this information when they are uncertain which pronoun to use for an individual student. The remaining three (23%) selected "Other" and entered comments indicating that they were not yet identifying as trans+ when they taught, that they feared potential hostility from students or supervisors, or that they were resistant to the pronoun discourse altogether. In an open-response follow up question, one student expressed doubt about the "relevance" of pronouns while another suggested that undergraduate students lack an understanding of the practice of asking about pronouns. The rate at which trans+ instructors ask (all) students for their pronouns (69%) mirrors the rate at which students in general approve of the practice (70%; see section 6.1.2.).

# 7.    Changes to administrative records

Participants in the survey were asked about their experiences with making administrative changes to their name and/or gender marker at UCSB. Those who had made such a change were also asked about where they acquired the information necessary to do so and how easy or difficult the process was. Finally, student respondents were also asked about using GOLD to indicate their pronouns, which was a new feature during the year the survey was administered (2019-20).

## 7.1. Name changes

Approximately one third of the 53 respondents who answered questions about name changes (32%, n=17) indicated that they had changed their name legally and/or administratively while at UCSB. The majority, however, had either not changed their name at all (38%, n=20) or had done so socially but not administratively (23%, n=12). An additional 8% (n=4) had changed their name before coming to UCSB.

Most of the 17 who changed their names while at UCSB learned about the process from the RCSGD's website (47% n=8) or other parts of UCSB's website (41% n=7). Others communicated directly with RCSGD staff (n=5), other trans+ people at UCSB (n=5), and/or the registrar (n=1). On a scale of 1-5 where 1 is "extremely easy" and 5 is "extremely difficult," the average rating for the difficulty of the process was 1.9. Notably, all of the students who reported relying on the RCSGD's website gave a rating of 1 or 2, suggesting that students benefit from this resource. Those who gave higher difficulty ratings relied on other sources of information.

Some respondents who had changed their name administratively, but not legally, reported ongoing issues with their legal names appearing on documents and records that may be accessed by faculty or peers. Others mention not being able to get an Access card with their lived name, and how this resulted in situations that were "extremely uncomfortable" or "extremely frustrating and embarrassing."

## 7.2. Sex designation changes

While name changes were relatively common, only 17% of the 53 respondents had changed their sex designation at UCSB (n=9). Most had not changed their legal sex at all (77% n=41), or had done so in some places but not at UCSB (4% n=2); one did so before arriving at UCSB. One respondent who selected "other" said that they don't know how to change their sex designation at UCSB, and another said they would like more information about this. Two said that they had changed it on some of their UCSB records (e.g., CAPS or Student Health), but not others, and one said they had changed it but had to change it back to get a housing assignment. Two others noted that they were required to use their legal sex designation in the dorm assignment process and mentioned challenges that resulted, including delays in receiving an assignment and having to change their marker to be assigned to a dorm only to change it back immediately afterward (see section 10 for more on housing).

Respondents who had changed their sex designation at UCSB learned how to do so through the RCSGD's website (50% n=4), other parts of the UCSB website (63% n=5), or from communication with staff during the name change

process (13% n=1).[33] When asked about the difficulty of the process, the mean rating on a scale of 1 to 5 was 2.57. This number is considerably higher than the mean rating of 1.9 for the difficulty of negotiating name changes.

## 7.3. Pronouns in GOLD

The same respondents discussed in sections 7.1 and 7.2 also responded to questions about entering their pronouns into GOLD. Of these, over two-thirds said they had taken advantage of this feature (68% n=36), with most also noting that they were glad to have the opportunity to do so (60% n=32). An additional 15% (n=8) said that although they entered their pronouns, sharing pronouns wasn't something they cared about personally (e.g., because being they are always correctly gendered without indicating their pronouns, or because they don't care what pronouns people use). Several (n=3) selected both options, suggesting that they care but perhaps not much. The remainder said they had not entered their pronouns into GOLD (26% n=14). The most common reason selected for not doing so was "I don't like sharing my pronouns" (n=6), with others either not knowing it was an option (n=3) or intending to do so in the future, e.g., after coming out (n=3).

However, students also called attention to problems with or potential barriers to using GOLD to inform faculty and staff about their pronouns. Some of those who did not share their pronouns on GOLD said they were "scared" to do so, and specifically were "afraid it shows up on class lists." One student said they "don't want any formal records of [their] nonbinary identity in UCSB's system." Two mentioned that they had entered their pronouns into GOLD but faced negative outcomes: one wrote that it led to them being "outed accidentally" and another simply said "the system failed me" without clarification. Another respondent mentioned that GOLD would not allow them to enter the multiple pronouns that they go by. Instead, they had to select "other," which meant no pronouns were displayed at all. Finally, some responses called attention to the fact that even entering pronouns does not ensure that they will be used. As a 35-year-old white non-binary graduate student stated, "Pronouns and preferred [name] in the medical computer system and career center computer need work! I am constantly called my dead name and referred to by the wrong pronouns because they are apparently 'hard to see' in those computer systems."

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[33] Totals do not sum to 100% because survey takers were allowed to select more than one response.

# 8.    Bathrooms, resources, and policing

## 8.1.  Bathrooms

Bathrooms have been recognized by the university as an important issue for trans+ people's well-being at UCSB. Survey respondents are largely aware of gender-neutral facilities, make use of them, and in some cases express gratitude for the options. It is also clear that the currently available gender-neutral facilities are seen as insufficient by many survey takers. The most common sentiment across the responses is that trans+ people at UCSB want more, and better equipped, gender-neutral bathrooms.

When asked to rate how well UCSB's bathrooms meet their needs on a scale of 1 (extremely poorly) to five (extremely well), the average rating was 3.0. As Figure 10 shows, most respondents gave a rating of 2, with a skew toward lower ratings. Just over one third (36% n=17) selected either a 4 or 5, while nearly half (47% n=22) chose a 1 or 2. The numbers were, predictably, higher for women and men who participated in the survey, whose average rating was 3.44 and only 22% of whom gave a rating of 2 (none gave a rating of 1). However, the majority of respondents are non-binary (see section 4.3).

Table 10 also shows that binary-identified people (i.e., women and men) are unsurprisingly more likely to say their needs are well-met by UCSB's bathrooms (mean rating = 3.44) compared to non-binary respondents (mean = 2.97).

*Figure 10: How well respondents' bathroom needs are met*
*(total responses=47)*
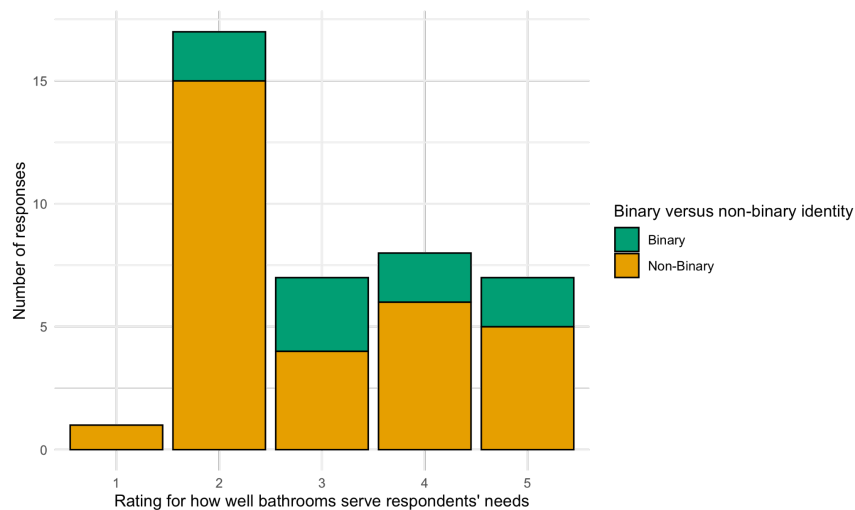


## 8.1.1.  The need for more gender-neutral bathrooms

Survey participants were also asked about what type of bathroom they prefer to use, which garnered 56 responses. The vast majority (86% n=48) prefer to use gender-neutral bathrooms, whereas only 13% (n=7) prefer to use a binary gendered restroom. An additional 9 respondents (16%) chose the no preference option,

though five of these selected another option as well, suggesting they may have only a slight preference for gender-neutral bathrooms, be uncertain of their preference, or have a preference that varies over time or by context. Only four (7%) selected the no preference response alone. The format of the question gave respondents five statements to choose between, which appear in Table 12. Three of these responses were categorized as preferring gender-neutral bathrooms, to different degrees

*Table 12: Bathroom preferences*
*(total unique responses=56)*

| Overall preference | Statements for respondents to choose between | Responses per statement | Responses per overall preference[34] |
|---|---|---|---|
| Prefer gender-neutral bathrooms | "I only feel comfortable using gender neutral bathrooms on campus and will delay using the bathroom if there isn't one available." | 14% (n=8) | 86% (n=48) |
| | "I prefer to use gender neutral bathrooms and will only use a binary gendered bathroom if I need to." | 52% (n=29) | |
| | "I prefer to use gender neutral bathrooms but am comfortable using binary gendered bathrooms if that is what's available. | 36% (n=20) | |
| Prefer gender-specific bathrooms | "I prefer to use binary gendered bathrooms." | 13% (n=7) | 13% (n=7) |
| No preference | "I have no preference about which bathrooms I use." | 16% (n=9) (total who selected No Preference) | 9% (n=5) (total who *only* selected No Preference) |
| Other | | 2% (n=1) | 2% (n=1) |

Survey takers' preference for gender-neutral restrooms is fairly strong: the most popular answer was that respondents would only use a gendered bathroom if no gender-neutral options were available (52% n=29). A slightly smaller number are okay with using binary gendered restrooms, but would still prefer a gender-neutral option when it is available (36% n=20). Factors mentioned by participants as influencing their decisions about bathroom use include proximity, safety, and privacy. Several discussed the difficulty of choosing between bathrooms that might be safer because they align with others' perception of their gender and using a bathroom that is more closely aligned with their identity but which could result in harassment or violence. Additionally, even many who are fully comfortable with single-gender restrooms express comments in open-response questions for more gender-neutral facilities.

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[34] Some respondents made multiple selections, so numbers do not always sum to 100%.

This issue is especially important because of the potential health effects that can arise from not having access to safe and accessible restrooms. Researchers of trans+ health have documented how habitual delay of urination due to avoidance of public restrooms, which is a common experience for many trans+ people, is linked to negative urological health outcomes.[35] A significant minority of the respondents to this survey (14% n=8) only feel safe and comfortable using gender-neutral bathrooms and will delay using the restroom until they can access a non-gender-specific option. One even reported having kidney problems as a result of limited bathroom access.

Because of the seriousness of this issue, respondents were also asked how often they delayed using a restroom due to lack of access to a safe and comfortable option. Over half of the 48 people who answered this question (56% n=27) said that they sometimes (31.3% n=15) or frequently (25% n=12) delay bathroom use for these reasons. One respondent described carefully planning their daily schedule to avoid the use of public bathrooms entirely. Even some who report being okay with single-gender bathrooms when nothing else is available said they sometimes delay using them.

## 8.1.2. Implementation of gender-neutral bathrooms

In an open response question asking about significant experiences with bathrooms or suggestions for improving campus bathroom access, 28 survey takers shared comments. Many of these (61% n=17) indicated that the number and location of gender-neutral bathrooms on campus were neither sufficient nor fully accessible. People described being tired of "having to walk and walk and walk," "having to climb two or three sets of stairs to reach the only gender-neutral bathroom of the building," or having to "run to another building." Some mentioned feeling lucky to work or study in parts of campus where gender-neutral bathrooms are available, but others noted their absence in the spaces they frequent and that "[m]any of the buildings on campus lack them").

> *I am tired of having to climb two or three sets of stairs to reach the only gender-neutral bathroom of the building. I am tired of having to walk and walk and walk to finally find a gender-neutral bathroom. I am tired of having to wait forever because there is only ONE gender-neutral bathroom for an entire building and everyone still uses it (not just trans people). I am tired of seeing that it's mostly men's bathrooms who are turned into so-called "gender-neutral" bathrooms but the women's bathrooms is still there next to it, so how gender-neutral is it really. I am just fucking tired of having kidney pain because I hold it in too much.*
>
> (28-year-old white non-binary graduate student)

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[35] Hardacker, C., et al. (eds.). 2019. *Transgender and Gender Non-conforming Health and Aging*. Cham, Switzerland: Springer Nature.

In addition to issues with the number of gender-neutral restrooms, a number of respondents addressed problems with their implementation. First, several mentioned that gender-neutral bathrooms on campus are frequently converted men's rooms, which remain situated next to women's bathrooms. Some respondents were concerned that entering the gender-neutral option, rather than the adjacent women's room, would out them as trans+ in a way that would not occur if both restrooms were gender neutral. Others describe encountering men in the gender-neutral bathrooms who were shocked at their presence in what they had assumed to be a men's room. One respondent expressed an objection to putting gender-neutral bathrooms next to women's bathrooms that has more to do with the message it sends about who belongs in each space: because gender-neutral bathrooms are associated with trans+ people, the division may be seen as implying that the women's rooms are only for cisgender women. They suggested that this adds to "hateful rhetoric surrounding trans women using women's bathrooms." In fact, multiple comments indicated that gender-neutral bathrooms are popular enough that they are frequently unavailable to those who need them.

Another issue that was discussed was the cleanliness and functionality of the gender-neutral bathrooms, which were described as dirty, frequently out of order, and in some cases containing transphobic graffiti. The signage was also mentioned by a few participants who expressed a desire for consistent indicators that the restrooms as gender-neutral, as well as whether there are urinals or only stalls inside (as some gender-neutral bathrooms do). Finally, a few participants discussed their appreciation for the gender-neutral bathroom map, which one described as "a true blessing" but also expressed concern that not everyone knows about it or that it may be hard to find.

## 8.2. Campus resources

The past several years have seen efforts to increase and improve the resources available to trans+ people at UCSB, including in healthcare and mental health services, housing, and administrative record-keeping. Survey respondents were asked what they consider the most valuable resources at UCSB and what forms of resources are most needed, to which 45 individuals provided an answer. However, those responses varied significantly, with the same resources being lauded by some respondents and criticized by others.

> *The RCSGD is great because the staff are really about trans issues/people as much as cis queer issues/people.*
>
> (faculty respondent)

The most frequently mentioned resource was the RCSGD, which one student pointed out is remarkable for having staff and services are as focused on trans+ issues and people as they are on those of cisgender sexual minorities. Mental health services at CAPS were the second most commonly discussed resource, with several students mentioning the value of support groups and group therapy. Healthcare was a major theme as well. Several respondents were happy with services available at Student Health, including the access they offer to trans-specific care such as hormone therapy, the ease of accessing care, and the staff. Some students commented positively on specific interventions, such as the availability of menstrual products.

*I am part of the TRANSformative group at CAPS, and it has done wonders for my mental health.*

(an undergraduate who provided no demographic information)

Housing was mentioned by several participants, some of whom specifically addressed the importance of gender-neutral student housing or expressed appreciation for the staff member who serves as a point person for trans+ students. Gender-neutral restrooms were also mentioned by some students, as was the ease of navigating name changes and other identity-affirming administrative processes. Finally, some respondents praised non-trans-specific resources such as the SRB, CARE, and trans-affirming work conditions for student employees.

*When I first came here much of what got me through the year was my connections to other trans and non-binary people. It helped make my life a lot easier and more tolerable.*

(a 22-year-old Latinx and white trans woman undergraduate)

Though many respondents identified these resources as valuable to trans+ people at UCSB, as many others identified resources that are absent or need improvement, sometimes including the same services and departments just described.

The most often mentioned need was pathways for addressing microaggressions and transphobia on campus, including from staff and faculty. Many students stressed the importance of additional training in both using students' pronouns and enforcing those pronouns with students, sometimes suggesting that such training be mandatory. The current structure of the university and its interpretation of academic freedom complicates the navigation of mandatory training for faculty. However, respondents also mentioned other forms of improvement, such as the availability of "better, more consistent pronoun training." Faculty, student health employees, and housing staff were each mentioned as groups that are in need of such training. Addressing trans+ issues specifically in STEM departments was highlighted by multiple respondents.

Administrative areas of improvement include streamlining the processes for changing one's name and/or sex marker in UCSB's systems and greater clarity from the university as to what forms of transphobic behavior are or are not reportable at UCSB. For example, students expressed not being sure whether a complaint about faculty who teach transphobic content, or a staff member who repeatedly misgenders them, would be taken seriously by the university or lead to any repercussions or changes.

Another main theme was bathrooms, with respondents requesting more bathrooms, gender neutral bathrooms with signage denoting what is in the bathroom (e.g., urinals) and sanitary products in all bathrooms. In terms of healthcare, participants mentioned needing easier navigation of obtaining hormone replacement therapy and surgeries; ways to dispose of hormone-related supplies (e.g., used needles); the ability to transfer prescriptions to other UC pharmacies or fill prescriptions by mail to improve access during the summer; more trans-affirming approaches to sexual and reproductive health; information about other local providers; and more providers who are knowledgeable about trans+ health. On the mental health side, participants mentioned the need for more funding for CAPS such that more therapy would be available for trans+ students; hiring

more trans+ providers, and specifically trans+ providers of color; and staff who can guide students in obtaining gender-affirming care. Some of these steps have already been taken at Student Health and CAPS, and the results of the survey confirm the importance of those efforts.

Housing was a final area mentioned by participants, many of whom struggled with the binary gender system for making housing assignments and the steps required to be appropriately placed. Students also suggested that the physical facilities in trans+ friendly and gender-neutral housing were in serious need of improvement.

Finally, community came up in many responses, with respondents discussing the importance of clubs and organizations such as QTGSU, trans-led events and the "strong community of trans+ people" at UCSB. Some respondents, however, expressed that they have not made use of on-campus resources, in some cases because they do not know what is available. Nothing can take the place of experiential knowledge gained from other trans+ people, but the fact that respondents regard the trans+ community as a key resource suggests that the university may be able to do more to clarify the support it offers so that students do not have to rely on informal networks that not all trans+ people are connected to.

Overall, UCSB's attempts at improving resources for trans+ people have been directed at many of the issues identified by survey takers. However, there are clear gaps in which trans+ community members' needs are still not being served.

## 8.3. Policing

A final type of resource considered by the survey was respondents' relationship with police. Of the 53 respondents who answered questions about police interactions, around three quarters (74% n=39) reported that they had not had any contact with local or UC police. Among the remaining quarter who had (n=13), 19% (n=10) said their contact was with UC police and 13% (n=7) with local police forces. Survey takers were also asked whether they had been helped by the police, whether they felt their gender had been respected during the interaction, whether they had been stopped by the police or had others call the police on them despite doing nothing wrong, and whether they had been arrested. The majority of those who had interacted with the police selected none of these options (69% n=9), suggesting that their interactions were neither especially positive nor especially negative. However, only a small number of the individuals who had encountered the police (n=2, 15%) felt that their gender was respected. Four people said they had been undeservedly stopped by the police, and the only person who said they had been helped also reported having been arrested. Finally, a graduate student commented that their contact consisted of emailing the UC Police Department about what they described as "their binary 'self defense' courses" that have been offered to single-gender groups of women and men.

> *I just have heard so many stories of officers handling situations poorly and harassing people and being violent to the point that as a QTPOC[36] student I am worried about whether I can even trust the police here.*

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[36] Queer/Trans Person of Color.

The survey gave participants the opportunity to provide additional thoughts about the police, which fifteen individuals did. The comments, as a whole, reflected a negative view of police and their potential to assist in dangerous situations (n=13), with many commenters expressing fear and/or lack of trust in police (n=9). Around half expressed reluctance to contact police for help except as a last resort (n=6), most of whom were among those who mentioned experiences with and concerns about racism in policing generally or in Santa Barbara specifically (n=7). A few respondents referenced traumatic experiences that left them feeling distrustful, while others made reference to stories they had heard from others.

# 9.    Healthcare

A final area of great importance for trans+ people is healthcare. Trans+ individuals may or may not seek out gender-affirming healthcare services such as hormone therapy and/or other surgeries. In either case, members of this group face special vulnerabilities in medical contexts because most providers are not well-trained in trans+ health and may instead rely on ideas, language, and knowledge developed for treating cis people, which may directly or indirectly misgender patients who are trans+. Additionally, a large proportion of respondents to this survey identify as having a disability (56%, see section 4.10), which can necessitate more contact with providers and less flexibility to select providers based on their ability to serve trans+ patients.

When asked to rate their general overall health on a scale from 1 (poor) to 5 (excellent), 42 respondents gave an average rating of 2.95, as shown in Figure 11. The overall distribution is roughly balanced, as the same number gave ratings above the midpoint (i.e., a rating of 4 or 5, n=16) and below the midpoint (i.e., a 4 or 5, n=16). However, the figure also shows that the mean for graduate students is lower (2.2) than that for undergraduates (3.14), which are lower than that for staff (3.67).

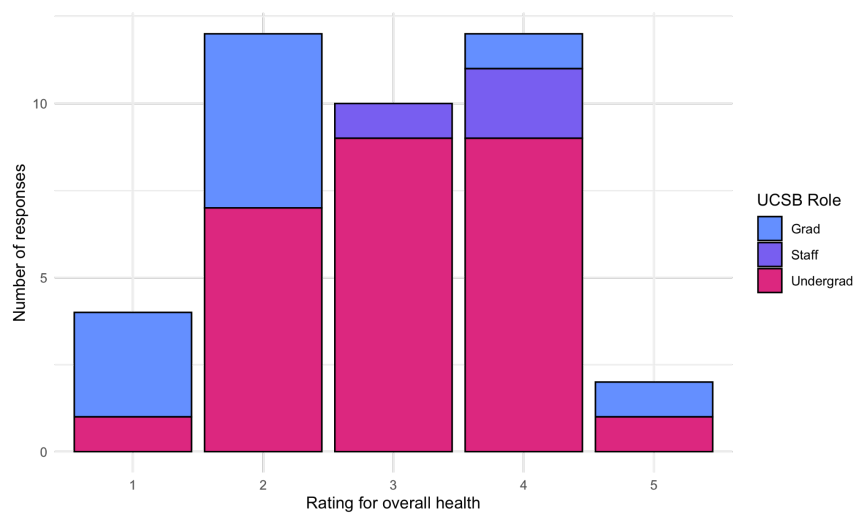*Figure 11: Respondents' ratings of their overall health*

Figure 12 shows the same information for mental health ratings (n=48). The overall average is significantly lower for mental health (2.27) and over half selected a rating of 2 (56% n=28). Only 17% gave a rating above the midpoint, while 75% (n=36) gave a rating below the midpoint. On this measure, grads and undergrads had the same mean of 2.3, while staff gave a higher mean rating of 4.

*Figure 12: Respondents ratings of their mental health*
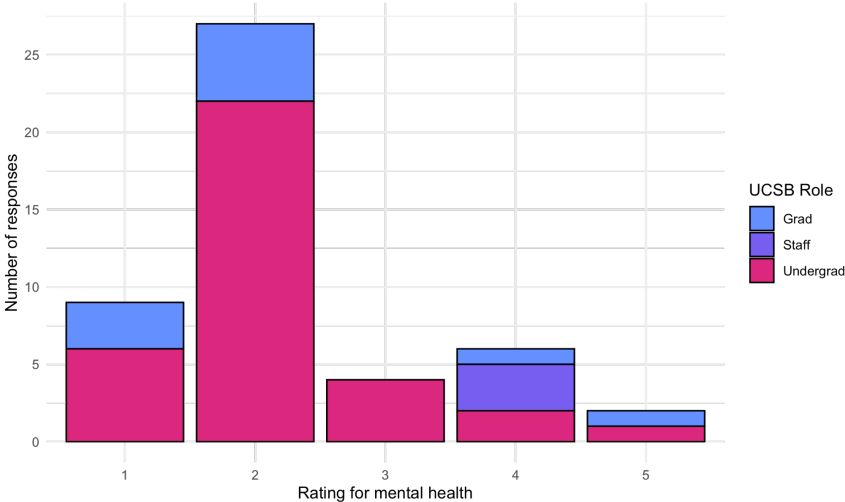


## 9.1. Student healthcare

Most students receive their healthcare on campus (70% n=35), though a significant number also (or only) receive off-campus services (42% n=21). The most common reason for students to seek off-campus healthcare was for mental health services. When asked why students made use of on- or off-campus providers, the most commonly mentioned themes were the following: insurance and the costs associated with the needed services (n=22); the convenience of service, including the location, ease of making appointments and simplicity of finding providers covered by insurance (n=19); the availability of desired services (n=11); and the quality of care, including whether it is trans-affirming (n=9). A small number mentioned the ability for different providers to share records with each other, the maintenance of confidentiality from family members, and being able to maintain a pre-existing health team.

Despite students' tendency to prefer on-campus healthcare, 12 participants discussed having to use off-campus options because the care they needed was not available on-campus, primarily long-term mental health services (n=9). The limited number of sessions students can have at CAPS affects trans+ students acutely because of the mental health effects many trans+ people experience from dealing with transphobia or difficulties with one's family, as well as the benefits trans+ people may experience from working with a supportive therapist while exploring their identities. Several students expressed the wish that they could go to CAPS for ongoing psychotherapy, and one said that the unavailability of long-term on-campus care has kept them from seeking any treatment for PTSD. In addition to fewer limitations on mental health service, some also mentioned seeing improved quality of care upon moving to off-campus providers.

*I wish I could just go to CAPS for psychotherapy, because they tend to be more versed in trans issues than most private practice clinicians in Santa Barbara, but there's a limit on the number of sessions so I am forced to seek help elsewhere.*

<div align="right">(a 29-year-old white non-binary graduate student)</div>

Although there was clear demand for more services at CAPS, the overall assessment of both Student Health and CAPS was uneven and seems to depend primarily on the specific providers students saw. A 29-year-old white non-binary grad student commented that other than one positive experience with a specific Physician Assistant, "[m]ost of the other providers seem pretty clueless about trans issues and pronouns." Even those who described specific positive experiences with care at Student Health or CAPS usually mentioned having been misgendered by some of the staff in those contexts.

*My primary doctor that has been prescribing me hormones and the nurse that helps me give my shot are excellent. I have had some experience with nurses/pharmacists who call my legal name instead of my actual name, which makes me extremely uncomfortable since I try to hide that name.*

<div align="right">(a 30-year-old white trans man undergraduate)</div>

The most common way students were misgendered at CAPS or Student Health was through use of their "deadname" (i.e., a name they no longer use), at times "in front of crowded waiting rooms." Misgendering includes not only the use of the wrong name and pronouns, but also the ways cis-centric gendered language permeates medical care (e.g., referring to gynecological / pelvic care as "women's health") and otherwise treating trans+ people as members of their assigned sex (e.g., a non-binary student described a staff member who "insisted on a commonality based on us both being women" despite the student's explanation of their identity).

*doctors are generally pretty good but the receptionists sometimes call me by my deadname out loud in front of crowded waiting rooms*

<div align="right">(a white trans man undergraduate, no age reported)</div>

In some cases, respondents described the misgendering they encountered when seeking care as apathetic or even intentionally hostile. A 30-year-old Latinx trans man undergraduate said that even after changing his name, one specific nurse continued to misgender him. They wrote that "[i]t happens with other staff accidentally and they usually are good about apologizing, but I remember this nurse, in particular, deadnamed me repeatedly and made no effort to correct themself." A 31-year-old white transfeminine non-binary undergraduate described having "a psychologist who doesn't use my preferred name or pronouns," who also said that she "feel[s] perpetually dismissed" by CAPS.

Several students discussed the fact that changing one's name and pronouns within the record-keeping systems at Student Health and CAPS was not sufficient to ensure that students would be referred to correctly. An exasperated respondent described being misgendered at Student Health "countless times" despite successfully navigating the process of changing their records such that their pronouns are prominently displayed.

> *Countless times being misgendered at Student Health, even though my pronouns are on my chart IN TWO PLACES; even in messages from healthcare providers where the "to" header was auto-filled as "Dear [first name] - THEY/THEM/THEIRS."*
>
> (a 29-year-old white non-binary grad student)

Lack of training impacts not only the provision of trans-related care, but also acts as a barrier to care that has nothing to do with being trans+, as in the case of a student who experienced a mental health crisis but who was made to "explain [their] gender" before they could receive the care they need. This runs parallel to a documented concept known as "trans broken arm syndrome," in which trans+ people are asked unnecessary questions about their identities when seeking care for unrelated issues,[37] or the assumption that trans+ people's gender-affirming care must be the cause of any health problem.[38]

> *I had a mental health crisis at the beginning of my first quarter at UCSB. I waited for hours at CAPS for a drop-in appointment, and when I got there to talk about the issue I was having, I ended up having to first explain myself and my gender to the therapist. It was frustrating that this was a barrier for me.*
>
> (an undergraduate who provided no demographic information)

Students were also asked to rate the different types of providers and staff they interact with at CAPS or Student Health on a scale of 1 (poor) to 5 (excellent). The highest ratings were given for physicians at Student Health, who received a mean rating of 3.9 out of 5. Both nurses and non-provider staff (e.g., receptionists) received a lower mean of 3.6. CAPS had lower ratings than Student Health both for providers, who had a mean rating of 3.4, and non-provider staff, who had the lowest mean rating of 3.0.

## 9.2. Employee healthcare

Faculty and staff were asked about the level of difficulty they have experienced obtaining healthcare as a trans+ person in Santa Barbara on a scale of 1 (very easy) to 5 (very difficult). The three respondents'

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[37] Newman, C. E., et al. 2021. Waiting to be seen: Social perspectives on trans health. *Health Sociology Review* 30(1):1–8.

[38] O'Hara, M. E. 2015. "Trans Broken Arm Syndrome" and the way our healthcare system fails trans people. Daily Dot. Accessed May 16, 2021 at https://www.dailydot.com/irl/trans-broken-arm-syndrome-healthcare/

ratings were highly variable. The mean rating for overall ease of finding appropriate healthcare was 3.0, but the ratings covered the entire range, with one employee giving a rating of 1, another a 3 and the last a 5. They gave the same ratings for trans-related care. Mental health services were rated slightly easier to access, as the respondent who gave the midrange score gave a slightly lower (i.e., indication of less difficulty) rating of 2 for difficulty of accessing mental healthcare, bringing the average down to 2.67.

# 10.  Housing

Overall, student respondents experienced a number of challenges obtaining housing that is appropriate for their identities both on- and off-campus. These include concerns about comfort, safety, cost, and access to appropriate facilities (e.g., gender-neutral bathrooms in dorms). Despite the difficulties identified with obtaining gender-affirming university housing, undergraduate students tend to prefer on-campus options and many expressed a desire for more and higher quality gender-neutral campus housing.

## 10.1.  Housing preferences

Fifty students (40 undergraduates, 10 graduates) responded to questions about 8 different housing options, including Rainbow House dorm, gender-neutral dorm floors, gender-segregated dorm floors, other UCSB housing, off-campus with roommates, off-campus without roommates, or something else. They were asked if they have lived in that type of housing, whether it was their preferred housing arrangement, and whether they considered that housing option to be trans+ friendly.

The overall trend is that most respondents (68%, n=34) had lived in housing situations that they did not consider to be trans+ friendly during their time at UCSB. In general, respondents were also skeptical about the trans+ friendliness of housing options, reflected by a generally low rating of the trans+ friendliness of the housing options respondents had not personally experienced. Students are attuned to the issue of transphobia in housing, which is heightened by reliance on gender-segregated living spaces and the university for roommate matching. Although graduate students prefer off-campus housing options, undergraduates generally prefer housing operated by UCSB.

Table 13 contains the number of undergraduate students who had lived in each type of housing situation, what proportion of those students regarded the option as trans+ friendly, and what proportion of all responding undergraduates marked the option as trans+ friendly. As the table shows, undergraduates' ratings for trans+ friendliness were generally higher among those who had actually lived in the relevant type of housing. This could be interpreted as a sign of general pessimism amongst students regarding their options; it could also represent a tendency to avoid housing types that are not seen as trans-friendly, or the fact that many respondents had negative experiences with housing in the past (reflected by the frequency with which students had lived in gender-segregated dorms, which are rated as the least trans-friendly option by far).

*Table 13: Housing preferences of undergraduate students*
*(total responses = 40)*

|  | Current/former housing situation | Trans+ friendly (among those who had lived there) | Trans+ friendly (among all undergrad respondents, n=40) |
|---|---|---|---|
| Gender segregated dorm | 15 | 7% (n=1) | 5% (n=2) |
| Gender neutral dorm | 12 | 42% (n=5) | 25% (n=10) |
| Rainbow House dorm | 6 | 50% (n=3) | 33% (n=13) |
| UCSB apartments (including student family housing) | 17 | 59% (n=10) | 38% (n=15) |
| Roommates (off-campus) | 20 | 50% (n=10) | 28% (n=11) |
| Alone or with partner/family (off-campus) | 4 | 75% (n=3) | 18% (n=7) |
| Other | 1 | 0 | 0 |

Other than living alone or with a partner or family members, which only a small number of undergraduates had experienced while studying at UCSB (n=4), the type of housing most often identified as trans+ friendly was UCSB apartments (59% of those who had lived in them / 38% of all undergraduates). The next most trans+ friendly housing type was the Rainbow House dorm (50% / 33%), though only a small number of survey takers (n=6) had lived in that dormitory. Roommates in off-campus housing were identified as trans+ friendly at similar rates (50% / 28%) to Rainbow House. Within the dorm context, gender-neutral dorms were regarded as more trans+ friendly (42% / 25%) than gender-segregated dorms, which received the lowest marks for trans+ friendliness (7% / 5%). Finally, living alone or with a partner or family in off-campus housing was considered trans+ friendly by 75% of those who had lived in such a setting as trans+ friendly, but by only 18% of undergrads overall.

Table 14 contains the same information for graduate students, who were only asked about the forms of housing relevant to them: UCSB apartments, off-campus with roommates, and off-campus alone or with a partner/family.

*Table 14: Housing preferences of graduate students*
*(total respondents=10)*

| | Current/former housing situation | Trans+ friendly (among those who had lived there) | Trans+ friendly (among all respondents, n=40) |
|---|---|---|---|
| Roommates (off-campus) | 2 | 100% (n=2) | 50% (n=5) |
| UCSB apartments | 8 | 50% (n=4) | 40% (n=4) |
| Alone or with partner/family (off-campus) | 3 | 100% (n=3) | 50% (n=5) |

A key observation is that respondents who had lived alone or with partners or family generally regarded the arrangements as trans+ friendly (75% of undergrads, 100% of grads), but undergrads in general tended to have a negative view of this option and its trans-friendliness (18%). This pattern may be related to financial considerations, undergrads' desire to have more social connections with other students and have a campus-centered life, wanting the forms of protection that come with student housing, or because they may be more likely to associate "family" with their parents or family of origin where grad students associate it with their own partners and children. Overall, graduate students appear to have a more optimistic view of the trans+ friendliness of the housing options available to them. Undergraduate students also tend to prefer UCSB-managed housing, while graduates prefer off-campus options.

## 10.2. Housing challenges

When asked about how difficult it was to obtain gender-appropriate housing, 28 students responded. On a scale of 1 to 5, where 1 represents not at all difficult and 5 represents extremely difficult, undergraduates (n=23) gave an average rating of 2.65 while graduates (n=5) gave a mean rating of 2.2. Employees who responded to this question (n=3) reported having more difficulty accessing housing than students, with a mean rating of 3.5.

Students were also asked specifically about whether they were able to be housed with the type of roommate they felt comfortable with. For undergraduates who answered this question (n=36), the majority were able to be housed with a roommate who matched their preferences (n=21). Five others were not able to be housed with their preferred roommate type, but were placed with a roommate they were comfortable with. Six undergraduates, however, said they were housed with someone they were not comfortable with. Overall, students expressed positive views of Student Housing, but some felt frustrated by the process of requesting an appropriate roommate. Graduate students (n=8) were consistently housed with a roommate of their preference (n=4) or someone with whom they were comfortable (n=1), or else that they had not lived on campus with a roommate (n=3).

In general, students appreciated the opportunity to live with other trans+ people; as one respondent put it, "living with other trans folks & having trans neighbors is awesome!" However, living in explicitly queer

or even trans+ environments was not seen as a guarantee of support. One undergraduate who had lived in Rainbow House (and did not provide demographic information) wrote that it "was not a safe space for me to live in as a trans person" due to frequent misgendering, others' defense of transphobia, and not feeling that their identity was taken seriously or affirmed. A 20-year-old white gender non-conforming cisgender woman undergrad mentioned conflicts with a roommate over different views about gender.

Undergraduates were also asked about whether they had access to bathrooms they could use comfortably. Most of the 36 responses came from students who had access to a gender-neutral bathroom (n=21) or a gender-segregated bathroom that they were comfortable using (n=5). Five undergraduates, however, did not have access to a bathroom they were comfortable with or had to go to another building to find such a bathroom. One student also requested more gender-neutral shower options.

A final issue that came up with regard to housing was parental comfort. While most respondents would like to have a trans+ roommate, a few mentioned that their parents would only allow them to live with a cisgender person or someone of the same assigned sex.

## 10.3.  Homelessness and housing insecurity

A majority of the 50 respondents who answered questions on the subject have never experienced homelessness or housing insecurity. This includes 81% (n=30) of the 37 undergraduates who responded and 60% (n=6) of the 10 graduate students. However, 16% (n=6) of undergraduates had experienced housing insecurity and 11% (n=4) had been homeless; all were currently securely housed. Graduate students' current housing was more precarious; in addition to two grads who had experienced housing insecurity in the past, 30% (n=3) reported that they are currently experiencing housing insecurity. Even faculty and staff (n=3) are vulnerable; two had previously been housing insecure, one had been homeless, and only one had always had secure housing. Although not many respondents are currently housing insecure, those who are are disproportionately AMAB (2 out of 3), non-citizens (2 out of 3), without another source of financial support (3 out of 3), and lacking parental support (2 out of 3).

> *I have been homeless over break periods due to an unwilli[ng]ness to return to an unsafe home environment. As a result, I support myself fully by my own means with virtually no help from friends or family.*
>
> (a 21-year-old Latinx and white non-binary undergrad)

# 11.    Basic needs and employment

As a measure of current material well-being, participants were asked how consistently they are able to meet their basic needs, which was defined as "food, housing, medication, hygiene items, transportation, and other necessities." This question received 52 responses (48 students, 38 of them undergrads, and 4 employees).

Only half of all undergraduates (n=19) said they are always able to meet their basic needs, and just 18% (n=7) can afford non-necessities like new clothing and technology. The other half of respondents struggle sometimes (42% n=16) or consistently (8% n=3). Overall, graduate students fared better in that 80% (n=8)

are able to consistently meet their basic needs and a larger percentage can afford extras (40% n=4), but 20% (n=2) do sometimes struggle to afford food, housing, and other things they need. Even one of staff respondents sometimes struggles to meet basic needs, and the two who never struggle receive some financial support from partners. This picture is in sharp contrast to the way participants described their childhood (see section 4.9), during which 80% said they never struggled to meet their basic needs.

Those least likely to struggle to meet their basic needs were those who are financially dependent on others. In total, 30 participants never struggle to meet their basic needs, and the great majority of these (77% n=23) are completely (n=16) or partially (n=7) dependent on their families or partners. The remaining seven respondents who were both financially independent and never struggled to meet their basic needs include the single faculty member, five graduate students, and just one undergraduate. Support from someone else does not guarantee security, however, as many who receive help from family or partners still struggle to meet their basic needs (n=15). The same is true for employment, as almost all students who struggle financially have worked while studying at UCSB.

> *I had to quit my second job due to MISGENDERING and sexual harassment which makes me rely heavily on my partner for financial stability*
>
> (a 24-year-old white non-binary undergraduate)

Employment introduced its own challenges, including gender-based discrimination, microaggressions, and harassment. Almost all undergraduates had worked at jobs either on- or off-campus (85% n=33). Among graduate students, most were supported through their departments via fellowship, teaching, and/or research positions, though a few (30% n=3) had additional employment. Most of the undergraduates are openly trans+ at work (61% n=20), while none of the graduate respondents are. Nearly a quarter of all undergraduates (23% n=9) and one fifth of graduate students (n=2) said they had experienced discrimination related to their trans+ status either at work or when seeking work. Of those who had not experienced discrimination (n=23) most were either not out as trans+ at work (40% n=9) or had jobs where their trans+ status was seen as beneficial (i.e., in LGBTQ+ service positions; 17% n=4). In response to more detailed climate-related questions about the workplace, 43% (n=16) of the 37 student respondents said they had experienced transphobic microaggressions and 16% (n=6) had been subjected to verbal harassment at work.

Some students specifically mentioned the challenges of balancing their need for financial security against the need to be free from transphobia. A 24-year-old white non-binary undergrad quoted above said they had to begin depending more on their partner after quitting their job where they were misgendered and sexually harassed. Another undergraduate, who was 22 years old and identified as non-binary says they had to leave their on-campus job, where they felt accepted and could provide support for other LGBTQ+ students, after they were paid so little that they "experienced food insecurity consistently for the entire year of [this] employment."

# 12.    Conclusion

The survey described in this report paints a picture of trans+ people at UCSB that is rich with complexity. The stories shared by members of our campus community represent the varied experiences trans+ people have with exclusion and erasure, harassment and fear, violence and trauma. Yet they also reflect the joy of self-discovery, the lifegiving process of building community and chosen family, and the strength that allows trans+ people to fulfill their academic goals despite the barriers they often encounter.

There are also many stories that have gone untold. The trans+ people who are most vulnerable may also be those least likely to take the time necessary to complete an in-depth survey, those who are unable or unwilling to revisit their traumas, and those who are so isolated that they did not learn of the survey at all. Perhaps more critical still, this survey does not represent the trans+ people who have left UCSB because they lacked the resources, support, ability to cope, or willingness to deal with the forms of transphobia they experienced, which may have been amplified in intersection with racism, classism, xenophobia, and ableism.

UCSB's attempts at improving resources for trans+ people have been directed at many of the issues identified by survey takers. However, there are clear gaps in which trans+ community members' needs are still not being served, including in the domains of healthcare, administrative record keeping, bathrooms, housing, and addressing transphobia on campus. Providing funding as well as more information regarding the available resources can help begin to close these gaps, but institutional policies only go so far. Although most survey takers rate the climate relatively positively, trans+ people at UCSB frequently experience microaggressions, harassment, and discrimination in public spaces, academic contexts, and when seeking employment and housing. Looking back on their communities of origin, some trans+ people may no longer see a place for themselves, and some have lost all familial support by coming out. In this context, it is all the more critical that UCSB commit to addressing the complex and varied needs of its trans+ community members, the first steps of which have been sketched out by this report.