

# **Genderqueer, Non-Binary, and Transgender Student Priorities and Experiences**

**At Northwestern University  
June 2019**

**Student-Led Survey Report**

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## SURVEY TEAM

Nine undergraduate and graduate students at Northwestern University designed, conducted, and analyzed this Genderqueer, Non-binary, and Transgender Student (GQNBT) Priorities and Experience Survey in cooperation with the LGBTQ+ Student Advisory Board in Multicultural Student Affairs and the GQNBT Task Force. We represent leadership and membership in the LGBTQ+ Student Advisory Board, Rainbow Alliance, the Queer Pride Graduate Student Association, and the Black Graduate Student Association.

- Dominique Adams-Santos is a Sociology PhD candidate whose work centers on sexuality and digital space, specifically queer digital intimacy and placemaking. Dominique is a proud member of the LGBTQ Advisory Board and the GQNBT Task Force.
- Natalie Gallagher is a Psychology PhD candidate. She studies how people think about complex social patterns (e.g. social categories, social networks), and is very interested in statistics and methodology. She is deeply committed to the idea that all scientific knowledge reflects the values of those who conduct it.
- Alexandra Garr-Schultz is a Social Psychology PhD candidate. She researches selfhood and identity among minority populations, including challenges to authenticity and positive identity development. She is currently the Vice President of the Black Graduate Students Association and a member of Northwestern's LGBTQ Advisory Board.
- Lauren Herold is a Radio/TV/Film PhD candidate. She is the Advocacy Chair for the Queer Pride Grad Student Association. She studies LGBTQ television history.
- Kai Kuo is a junior studying Social Policy and Biology. They are a member of Northwestern's LGBTQ Advisory Board. They hope to one day become a physician who provides affirming medical care to trans and gender non-conforming people.
- Saeed Rezko is a second-year undergraduate student studying Sociology. They are the External President of Northwestern's Rainbow Alliance and a member of the LGBTQ Advisory Board. They are dedicated to making progress towards a society that humanizes and valorizes all of its members.
- Ado Rivera is a second-year PhD student in the Health Sciences Integrated PhD Program (Health Services and Outcomes Research Track). He is the Service and Activism chair for the Queer Pride Graduate Student Association. He is interested in how health system policies and changes translate to health outcomes.
- Addie Shrodes is a second-year PhD student in the School of Education and Social Policy. She is the President of the Queer Pride Graduate Student Association, a member of the LGBTQ Advisory Board, and a member of the GQNBT Task Force. She studies informal learning and identity development on social media, with a focus on literacy learning and identity in LGBTQ+ youth digital culture.
- Erique Zhang is a first-year PhD student in the Media, Technology, and Society program. Their research interests include the cultural production, media practices, and beauty cultures of women of color and transgender/gender-nonconforming people.

## EXECUTIVE SUMMARY

### **What is the GQNBT Student Priorities and Experience Survey?**

Student members of the LGBTQ+ Advisory Board in Multicultural Student Affairs conducted the Genderqueer, Non-binary, and Transgender Student (GQNBT) Experience Survey in 2018-19 to channel GQNBT student voices and thereby inform Northwestern's policies and practices. Our survey was designed collaboratively with the LGBTQ+ Advisory Board; it had one section about the relative importance of Task Force issue areas and one section about campus experience. The survey team distributed the survey via email outreach to 44 Northwestern student groups, centers, and departments in March-April 2019 (see Appendixes 1 & 2). In total, **123 current or recent undergraduate and graduate students ages 18+ who identified as genderqueer, non-binary, transgender, or another non-cisgender identity took the survey.**<sup>1</sup>

### **Who Took the Survey?**

Respondents were fairly evenly split between undergraduate and graduate students and reflected a diverse range of gender, race, and ethnic identities, as well as sexual orientations and socioeconomic backgrounds. **Forty-seven percent of respondents were undergraduates and 53% were graduate students.** Respondents were **affiliated with eight schools or colleges at Northwestern:** the plurality listed the Weinberg College of Arts and Sciences (20%) and the School of Communication (13%), but there were also students from McCormick School of Engineering & Applied Science, Feinberg School of Medicine, School of Education and Social Policy, Bienen School of Music, Kellogg School of Management, and Medill School of Journalism, Media, Integrated Marketing Communications.

To capture gender identity variability, we asked participants to select as many gender identity terms as felt appropriate to them. While **the most commonly reported gender identifications were non-binary (40%), genderqueer (37%), gender nonconforming (29%), and transgender person (28%),** people also self-identified as agender, bigender, feminine/femme, graygender, gender neutral, genderfluid, masculine/masc, man, pangender, questioning, two spirit, woman, cisgender, and self-nominated labels. The sample was **primarily white (72%); respondents also self-identified as East/Southeast Asian (15%), Black/African American (9%), Latinx/Hispanic (9%), Middle Eastern/North African (3%), South Asian (4%), Native American (1%), Multiracial (5%), and self-generated terms (3%).** Sexual orientation in this sample was also diverse, with the **most prominent identification being Queer (37%).** Socioeconomically, the sample was varied - **63% had received financial aid as an undergraduate,** while 37% had not; 24% were Pell-Grant eligible, while 76% were not.

### **What Were GQNBT Students' Top Priorities?<sup>2</sup>**

Respondents identified Health Care and Insurance as the highest-priority area. This was followed (in order) by Bathrooms, Names & Identity, Classrooms, Residential Life, University Resources, Community Connection, and Common Spaces. Lower-SES students (i.e. Pell-Grant-eligible or receiving financial aid) placed a higher priority on Health Care and Insurance and University Resources than those who were relatively higher-SES. Graduate students were substantially less concerned about residential issues than undergraduates. These rankings were similar for white students and students of color.

**1) Health Care and Insurance:** 43% of respondents ranked this area as their first or second concern. However, 65% of Pell-Grant eligible students and only 29% of Pell-Grant ineligible students ranked this as their first or second concern, meaning that this concern was greater for lower-SES students. Student comments emphasize the consequences of inadequate health care:

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<sup>1</sup> Of these, 62.6% completed the entire survey. All percentages reported are based on the number who completed the specific question.

<sup>2</sup> We asked participants to rank the priorities already defined by the GQNBT Task Force; they did not self-generate priorities in this data. One hundred and seven respondents completed this section.

- “Doctors and nurses can often (but not always) seem **stilted, illiterate, or antagonistic to trans\* and gender non-conforming people on campus**” -Graduate Student
  - “Insurance has been a problem regarding access to prescriptions for HRT and getting fertility banking so I can have biological children... It would be nice if Aetna had more trans-friendly coverage and policies in addition to Northwestern being able to prescribe me the medication I need to transition. **Having to travel and schedule appointments at incredibly busy external clinics was a difficult and stressful task.**” -Undergraduate Student
- 2) **Bathrooms:** 39% of respondents ranked this area as their first or second concern. Students emphasize the lack of all gender bathrooms on campus and the consequences of not having access to this basic right:
- “We need more gender-open bathrooms - **using the restroom is a basic right, and it's outrageous that Northwestern has so few locations for people of varying gender identities.**” -Undergraduate Student
  - “There are nearly no gender neutral facilities on campus... I have often had to wait 5-6 hours in order to walk to a building where I would be able to safely use a bathroom... **I have developed multiple urinary tract infections and bladder infections during my time as a graduate student due to my inability to access a suitable bathroom during coursework.**” -Graduate Student
- 3) **Names/Identity:** 33% of respondents ranked this area as their first or second concern.
- “**Putting my legal name on non-legal documents is harmful because it exposes me as a trans person.** For example, during Wildcat Welcome, some of the folders and other materials had my deadname on them, directly outing me to my Peer Advisor. Additionally, everytime I get locked out of my dorm room and request an access card, my legal name appears and outs me to whoever is working at the neighborhood desk.” -Undergraduate Student
- 4) **Classrooms:** 24% of respondents ranked this area as their first or second concern.
- “When I was a genderqueer student at Northwestern, I frequently had to have conversations with professors so I would be correctly gendered and **there were some professors who refused to use my pronouns.** I also had **very little support in tackling issues with classmates.**” -Graduate Student
  - “I think a more formal education for teachers and TAs about gender and sexuality would be very helpful and a clear statement at the beginning or before the classes start asking students what their pronouns are and really sticking to that. **It really would make a world of a difference to many students.**” - Undergraduate Student
- 5) **Residential:** 23% of respondents ranked this area as their first or second concern. However, 44% of undergraduates and 16% of graduate students ranked this as their first or second concern.
- “**Having to live in a space where you feel uncomfortable makes it hard to feel safe and at home at Northwestern in general.** If you feel like you can't go home to your residence and be comfortable there, it's hard to feel like you have a space to just be you and relax.” -Undergraduate Student
- 6) **University Resources:** 16% of respondents ranked this area as their first or second concern. However, 23% of Pell-Grant eligible students and only 12% of Pell-Grant ineligible students ranked this area as their first or second concern.
- “**The university doesn't really provide any accessible resources.** The name change project link was useful, but it was really necessary to dig for it. **All the trans resources I make use of were personally sought and hunted down by myself.**” -Undergraduate Student
- 7) **Community Connection:** 18% of respondents ranked this area as their first or second concern.
- “I feel that is important that **TGNC and other queer-identifying folx have a space where they feel safe and comfortable and able to talk about their specific concerns without feeling like they're being interrogated or representing a marginalized body of people.**” -Undergraduate Student
- 8) **Common Spaces:** 4% of respondents ranked this area as their first or second concern. A number of respondents called out the need for a larger and better-funded Gender and Sexuality Resource Center.

## What Are GQNB T Students Experiencing on Campus?

A driving interest of this work is to understand the kinds of experiences that GQNB T students are encountering as members of Northwestern's community. To that end, we asked participants to complete three scales from the Gender Minority Stress and Resilience Measure (Testa et al., 2015) and the Gender Identity Microaggressions Scale (Nadal, 2018).

**Discrimination (Testa et al., 2015):** Experiencing discrimination due to their gender identity was common. Most GQNB T students (59%) had difficulty finding a bathroom on campus and almost half (44%) had difficulty getting identity documents that match their gender identity. Around a third report difficulty finding housing (28%) and getting medical or mental health treatment (34%) while attending Northwestern because of their gender identity.

**Victimization (Testa et al., 2015):** The vast majority (89%) of respondents have heard negative statements about transgender or gender nonconforming people at Northwestern. Many (38%) of GQNB T students have been verbally harassed or teased at Northwestern because of their gender identity. A minority (5 to 14%) have experienced forced sexual contact, physical harm, threats, or property damage due to their gender identity at Northwestern.

**Microaggressions (Nadal, 2018):** While at Northwestern, 83% of students had been addressed by incorrect pronouns by an acquaintance; 62% had been told they complain too much about social discrimination against gender nonconforming people; 57% had been asked if they were trapped in the wrong body; 56% have been told they complain too much about social reaction to their gender nonconformity; 49% have been told their gender identity is just a phase. Some less-frequent events remain very worrying: 24% had been sexually exoticized for their gender; 28% had been told by the LGB+ community that their gender identity is a phase.

**Community Connectedness (Testa et al., 2015):** GQNB T students reported feeling isolated and disconnected from GQNB T community at Northwestern. Most (57%) of respondents felt isolated from other people who share their gender identity. The majority of respondents do not feel connected to (69%) or part of a community (78%) of people who share their gender identity at Northwestern.

## What Are the Solutions that GQNB T Students Named?

Students described a range of solutions they would like to see implemented to improve the eight priority areas. Here, we include only the student-named solutions for the top-two priority areas:

### Health Care and Insurance

- Both NUHS and CAPS staff should be trained to provide care for trans students, including offering gender-related counseling and HRT services.
- NUHS and CAPS staff should also undergo sensitivity training.
- Feinberg students should not be required to see their peers for healthcare, thus potentially outing themselves to classmates.
- If referring students off-campus is necessary, out-of-pocket costs should be reduced as much as possible, or even eliminated.
- The process for seeking trans-related healthcare should be simplified, e.g., by implementing an informed consent model for students seeking HRT.

### Bathrooms

- Every building needs at least one, ideally more, all gender bathroom.
- Convert existing bathrooms into all gender bathrooms.
- New buildings should include all gender bathrooms in the planning stages.
- Offer both single-occupancy and multi-stall options.
- All restrooms should offer menstrual products.
- Signage should be clear and ungendered.
- Make it easier to find bathrooms (e.g., post maps, signage).

## SURVEY AND RESPONDENTS

### **Survey Overview**

Student members of the LGBTQ+ Advisory Board in Multicultural Student Affairs conducted a Genderqueer, Non-binary, and Transgender Student (GQNBT) Priority and Experience Survey in 2018-19 to provide a cohesive channel for GQNBT student voices in concert with recommendations of the GQNBT Task Force to inform Northwestern's GQNBT-related policies and practices<sup>3</sup>. The survey contained one section about the relative importance of the eight GQNBT Task Force areas of consideration and one section about campus experience at large. Respondents had an opportunity to win a \$10 Amazon gift card.

To distribute the survey, the survey team conducted email outreach to 44 Northwestern student groups, centers, and departments in March and April 2019 (see Appendices 1 and 2). We identified groups for outreach with the goal to sample a range of student experiences related to graduate and undergraduate enrollment, campuses, schools and departments, and race and ethnicity. The email outreach specified eligibility criteria (i.e. identifying as non-cisgender) and the survey included three screener questions to ensure participants were 1) 18 or older, 2) current or recent Northwestern students; 3) non-cisgender (see Appendix 1).

### **Survey Respondents**

Of the 235 people who started to take the survey, 123 were eligible. Of eligible participants, 77 (62.6%) completed the entire survey. Among participants who did not complete the survey, there were two notable drop-off points. Twelve people (9.76%) filled out the eligibility criteria and indicated their gender identity, but answered no other questions. Twenty-five people (20.33%) ranked the priorities of the task force but completed no questions after that. The other nine eligible people who started but did not complete the survey dropped off at seemingly random points. Participants were not required to answer every question; all percentages are reported based on the number of people who answered a certain question.

Within the survey, gender identification was asked on the first page. This was designed to signal the centering of, and attention to, experiences of GQNBT students. All other demographics were gathered at the end and thus only reflect the responses of those who completed the entire survey<sup>4</sup>.

**Gender Identity:** To capture gender identity variability, we asked participants to select as many gender identity terms as felt appropriate to them. Participants identified with many gender identities, and most (64%) chose more than one identity term. The most commonly reported gender identifications were non-binary (40%), genderqueer (37%), transgender (28%), and gender nonconforming (29%). More than 10% of respondents identified as genderfluid (18%), feminine/femme (17%), woman (15%), questioning (15%), masculine/masc (13%), and man (11%). Less than 10% of respondents identified as graygender or gender neutral (6%) and agender (4%). Five participants (4%) listed their own gender identity term.

**Undergraduate/Graduate Enrollment and Age:** Survey participants were fairly evenly split between undergraduate and graduate students, as 47% of respondents were undergraduates and 53% were graduate students. The mean age of participants was 24.1 years old.

**Campuses:** Most participants (84%) selected Evanston as their main campus while much smaller groups indicated Chicago (11%) and split-campus (3%).

**Schools & Colleges:** Respondents were affiliated with eight schools or colleges at Northwestern: the plurality listed the Weinberg College of Arts and Sciences (39%) and the School of Communication (25%), but there were also students from McCormick School of Engineering & Applied Science, Feinberg School

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<sup>3</sup> The Northwestern University IRB assessed the survey and recruitment plan and determined that this policy-focused survey did not constitute research. In ethically gathering and aggregating this data, we aimed for the utmost transparency with our respondents, who took valuable and effortful time to provide the information. (See appendix for survey invitation email).

<sup>4</sup> For instance, it is worth noting that about 40% of respondents did not report their demographics.

of Medicine, School of Education and Social Policy, Bienen School of Music, Kellogg School of Management, and Medill School of Journalism, Media, Integrated Marketing Communications.

**Alumni Status:** Ninety percent of respondents were current students (10% were recent alumni).

**Race and Ethnicity:** Respondents were asked to indicate their racial identity, and could pick as many options as were appropriate to them. The sample was primarily white (72%); respondents also self-identified as East/Southeast Asian (15%), Black/African American (9%), Latinx/Hispanic (9%), Middle Eastern/North African (3%), South Asian (4%), Native American (1%), Multiracial (5%), and self-generated terms (3%).

**Sexual Orientation:** The most prominent sexual orientation reported was Queer (37%). Fifteen percent of folks identified as bisexual, while less than 10% of respondents identified as gay, lesbian, pansexual, mostly straight, asexual, questioning/unsure, straight or heterosexual.

**Socioeconomic Measures:** Sixty-three percent of participants are on or were on financial aid during their undergraduate education, and 24% are on or were on Pell Grants, two measures of lower socioeconomic background in college. All participants who are or were on Pell Grants also reported receiving financial aid.

**First Generation Students:** First generation college students made up 17% of the respondents.

**International Students:** Only 5% of participants were international students.

## Survey Analysis

**Quantitative Analysis:** For the quantitative analysis presented here, we took a primarily descriptive approach. Given the moderate sample size, lack of comparison group, and interest in small subgroups, we do not focus on statistical significance. For each analysis, we conduct subgroup comparison analysis based on race (students of color compared to white students<sup>5</sup>), type of program (undergraduates compared to graduate students), and income status (Pell Grant eligibility, receipt of financial aid)<sup>6</sup>. All analyses were conducted using R (R Core Team, 2013). In the first part of the survey, students ranked the eight issue areas of the GQNBT Task Force: Health Care/Insurance, Bathrooms, Names & Identity, Classrooms, Residential Life, University Resources, Community Connection, and Common Spaces. We use the mean ranking of each issue to define the group-level rank of that issue. In this analysis, we consider issues ranked first and second as “high priority.”

**Qualitative Analysis:** The survey team conducted analysis of qualitative survey responses to identify themes that validate and extend quantitative results and to select response excerpts that elucidate findings. The qualitative analysis team conducted two rounds of coding on the qualitative survey responses. In the first round, three analysis team members conducted initial coding on the qualitative responses using In Vivo codes to surface survey respondents’ voice and actual words (Saldana, 2013). The survey team then met to discuss the initial coding and identify six targeted research questions to inform the second round of coding, namely:

1. What are the top problems that GQNBT students identify on campus?
2. What are the possible consequences on students’ well-being (e.g., health and mental health outcomes, academic outcomes, financial burden, loss of job prospects and opportunities) if these problems are not addressed?
3. What solutions or models do GQNBT students identify to address these problems?
4. What are the existing supports that GQNBT students identify on campus?
5. What other supports do GQNBT students access outside of NU?
6. What are the qualities of effective supports that GQNBT students describe on and off campus?

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<sup>5</sup> We would have preferred to conduct this analysis comparing all the specific racial groups with which people identified. However, the number of respondents identifying as non-white was insufficient for analysis with that level of granularity.

<sup>6</sup> We do not conduct analysis based on gender identification. This is both because our goal is to represent the unified voice of these students and because most students identified with more than one label.



Analysis team members then developed and applied focused coding schemes based on the research questions and a review of all three independent rounds of initial In Vivo codes. Where helpful for analysis, we conducted frequency counts of codes. We also selected response excerpts to include in the report in order to elucidate the quantitative and qualitative results and center GQNBT student voices. In particular, the analysis team aimed to excerpt responses that foreground intersections of experience with race, ethnicity, and socioeconomic status.

## **GQNBT STUDENT PRIORITIES IN ORDER**

Respondents ranked the eight issue areas of the GQNBT Task Force on how important they are for Northwestern to improve. For issues they prioritized highly (as their first or second most important issue) we asked for more information including suggestions for improvement.

These are relative rankings: respondents could not say all issues were equally important. This reveals the relative importance placed on these issues overall, as well as among subgroups of race, program of study, and socioeconomic status. The quantitative ranking is presented here based on aggregation across all participants, and is paralleled by qualitative analysis of respondent explanations of their prioritization.

### **1) Health Care and Insurance**

**Health care and insurance** are high priorities for 43% of respondents. This prioritization is stronger among lower-SES students: 65% of Pell-Grant eligible students and 29% of Pell-Grant ineligible students<sup>7</sup>. Graduate students also prioritize this more highly (49%) than undergraduate students (27%). In particular, students' qualitative responses speak to the (1) inadequacy of Northwestern's current medical and mental health care services and (2) the limitations of Aetna insurance in sufficiently meeting their needs. Their comments highlight the dire consequences of inadequate health care.

“I’ve noticed that in my experience, **CAPS has not been particularly trans-aware**...This area seems particularly important since many GQNBT+ people interface more with healthcare providers and mental health professionals.” -Graduate Student

“Insurance has been a problem regarding access to prescriptions for HRT and getting fertility banking so I can have biological children... It would be nice if Aetna had more trans-friendly coverage and policies in addition to Northwestern being able to prescribe me the medication I need to transition. Having to travel and schedule appointments at incredibly busy external clinics was a difficult and stressful task.” -Undergraduate Student

“The lack of [adequate medical and mental health care services] has the most dire consequences. **Self harm and suicide attempts are real threats in this community.**” -Student enrollment not listed

“The fact that NUHS does not provide trans-related healthcare and that NUSHIP does not adequately cover off-campus medical services means that **students who require trans-related healthcare must incur upwards of several hundreds of dollars a year out-of-pocket for routine medical care.** Given that trans youth are also more likely to have strained family relationships (e.g., being kicked out of home) further means that they are less likely to have a financial safety net to cover these costs. Even though trans healthcare is technically covered by NUSHIP, these factors are significant barriers to access to super basic gender-affirming healthcare.” -Graduate Student

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<sup>7</sup> Our other socioeconomic status question shows a similar pattern: 45% of those who received financial aid considered this a high priority, while 23% of those who did not receive financial aid considered it a high priority.

## 2) Bathrooms

Thirty-nine percent of students ranked **bathrooms** in their top two concerns. This was higher among Pell-Grant-ineligible students (48% relative to 35%)<sup>8</sup>. The survey responses highlight the inadequacy, inaccessibility, and sheer lack of all gender bathrooms across campus. Their comments also draw attention to the negative consequences of this issue, which range from harassment to poor health outcomes.

“Finding single-use, gender-neutral bathrooms can be difficult. And as a non-binary person I don't like having to decide to use either men's or women's restrooms when an all-gender bathroom is not immediately accessible as neither feel comfortable for me.” -Graduate Student

“Having access to a bathroom is essential, and it **can create intense dysphoria and discomfort to students to not have access to a bathroom that reflects their gender identity**. We need more gender neutral bathrooms on campus to help students feel more comfortable in their day-to-day lives.” - Undergraduate Student

“There are nearly no gender neutral facilities on campus... I have often had to wait 5-6 hours in order to walk to a building where I would be able to safely use a bathroom... **I have developed multiple urinary tract infections and bladder infections during my time as a graduate student due to my inability to access a suitable bathroom during coursework.**” -Graduate Student

“We need more gender-open bathrooms - using **the restroom is a basic right**, it's outrageous that Northwestern has so few locations for people of varying gender identities.” -Undergraduate Student

“I will often get stopped before going into the women's bathroom by concerned staff, visitors, and/or other students who believe that I am incorrectly reading the bathroom signs because I am masculine presenting.” -Graduate Student

## 3) Names & Identity

Thirty-three percent of respondents ranked issues connected to **names & identity** in their top two concerns. Graduate students (41%) prioritized this more highly than undergraduate students (29%). Specifically, survey responses speak to the arduous process of changing their names on important university systems, including email and Caesar. Their comments also highlight the negative consequences of this arduous process, including being misgendered by faculty, staff, and students.

“Trans people should be able to change our names on all these forms and get a new email address without submitting evidence of a legal name change. **A legal name change is a difficult and expensive process that isn't feasible for lots of trans students.**” -Graduate Student

“Making it possible for students to change their names for class rosters, email addresses, NetIDs, CAESAR, or other university-specific systems would save queer [and trans] people from being confronted with their given names on a daily basis.” -Undergraduate Student

“It's real hard going through every aspect of your academic experience **having to see a name you don't identify with and having to explain to everyone your entire situation** (especially if you're correcting pronouns).” -Enrollment not listed

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<sup>8</sup> This was even more exaggerated when we compare based on financial aid. Only 32% of people who had received financial aid during their undergraduate degree prioritized this concern, while 65% of those who had not prioritized it.

#### 4) Classrooms

Twenty-four percent of respondents ranked **classroom issues** as a high priority. Specifically, students' responses speak to the lack of awareness, respect, and inclusivity on the part of their professors and peers in classroom environments. Consequently, students are misgendered, face discrimination and hostility, and express fear around being out as trans and non-binary in academic spaces.

“When I was a genderqueer student at Northwestern, I frequently had to have conversations with professors so I would be correctly gendered and there were **some professors who refused to use my pronouns**. I also had very little support in tackling issues with classmates.” -Graduate Student

“I have faced nothing but discrimination as a trans individual, to the point where **I am not 'out' to most of my faculty and committee, because they are transphobic** and there are little to no repercussions for the microaggressions and constant favoring of cis students for funding, support, and professional opportunities.” -Graduate Student

“I have lost [a variety of opportunities and support] in "extenuating circumstances" where cis men in my program were able to retain support. My teaching evaluations are often reflective of the transphobia my students feel entitled to, in which they critique my pronouns or presentation, and these CTECS are a part of my teaching portfolio **that will continue to subject me to discrimination as I apply to other institutions**.” -Graduate Student

“I think a more formal education for teachers and TAs about gender and sexuality would be very helpful and a clear statement at the beginning or before the classes start asking students what their pronouns are and really sticking to that. It really would make a world of a difference to many students.” -Undergraduate Student

“I have been faced with **sexual harassment and sexual assault by colleagues** that I have no due recourse for because the policies at the time were not inclusive of gender identity.” -Graduate Student

“We need an **option to put pronouns on the roster** so I don't have to tell every single prof what to use.” -Undergraduate Student

#### 5) Residential Life

Twenty-three percent of respondents listed **residential** issues as their top two concerns, though it is important to note that 44% of undergraduates and 16% of graduate students ranked this as such. Pell-Grant eligible students were less focused on this issue (6%) than those who were Pell Grant ineligible (29%)<sup>9</sup>. The qualitative data speak to issues related to campus housing policies and the overall lack of adequate housing for trans and non-binary students.

“Gender open housing is extremely sparse at Northwestern.” -Undergraduate Student

“I think that [housing] is the most important part, because this is where people are supposed to live and feel at home. **How can a student possibly feel at home if they are forced to ignore huge parts of their identity in their housing placement**, who their roommate is, or how residential services refers to them.” -Undergraduate Student

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<sup>9</sup> Again, we see similar results when we look at the financial aid variable. Forty-two percent of those who had not received financial aid prioritized this, while only 14% of those who had received financial aid prioritized this.

“I think housing policies are very much restrictive. The fact that people legally classified as male must room with others similarly classified, and vice versa for those classified as female likely puts GQNB people in uncomfortable and unsafe positions.” -Undergraduate Student

“**Having to live in a space where you feel uncomfortable makes it hard to feel safe and at home** at Northwestern in general. If you feel like you can't go home to your residence and be comfortable there, it's hard to feel like you have a space to just be you and relax.” -Undergraduate Student

## 6) University Resources

Sixteen percent of respondents indicated **university resources** were a high priority. It was in the top two concerns of 24% of Pell Grant eligible students and 12% of Pell Grant ineligible students<sup>10</sup>. Students' comments speak to the inaccessibility and/or lack of resources for GQNB students.

“The university doesn't really provide any accessible resources. The name change project link was useful, but it was really necessary to dig for it. All the trans resources I make use of were personally sought and hunted down by myself.” -Undergraduate Student

“I think [university] resources are important because often **marginalized students are unsure of the resources that exist**, so greater outreach to targeted populations is needed to help LGBTQ students feel that their needs are prioritized by the university and that they have places to go for support in navigating the university. Specifically when they're poor, mentally ill, etc., these kinds of resources would help [students] both access information and community.” -Undergraduate Student

“As a whole, **NU's Administration prefers exclusion to inclusion**... [At Northwestern], one's school determines one's identity in ways the individual in question cannot control. While this adversely affects all students, GQNB students are perhaps the most adversely affected on-campus.” -Graduate Student

## 7) Community Connection

Eighteen percent of respondents ranked **community connection** in their top two concerns. Specifically, students' responses speak to the marginalization they feel on campus and the overall lack of educational awareness and university support geared toward fostering community.

“It's easy to feel marginalized in the campus community because there are so few trans/genderqueer/nonbinary people, and cis people are so likely to be uneducated or bigoted. **The tactical issues of residential spaces, bathrooms, classroom, etc. would be significantly [reduced] if the student body and faculty (community, in my definition) were better educated.**” -Graduate Student

“I feel that is important that TGNC and other queer-identifying folx have a space where they feel safe and comfortable and able to talk about their specific concerns without feeling like they're being interrogated or representing a marginalized body of people.” -Undergraduate Student

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<sup>10</sup> Similarly, 16% of those who had received financial aid during their undergraduate degree prioritized university resources, in comparison with only 12% of those who did not.

## 8) Common Spaces

Four percent of respondents ranked issues related to **common spaces** in their top two concerns. Some respondents called out the need for a larger and better-funded Gender and Sexuality Resource Center.

### CAMPUS EXPERIENCE

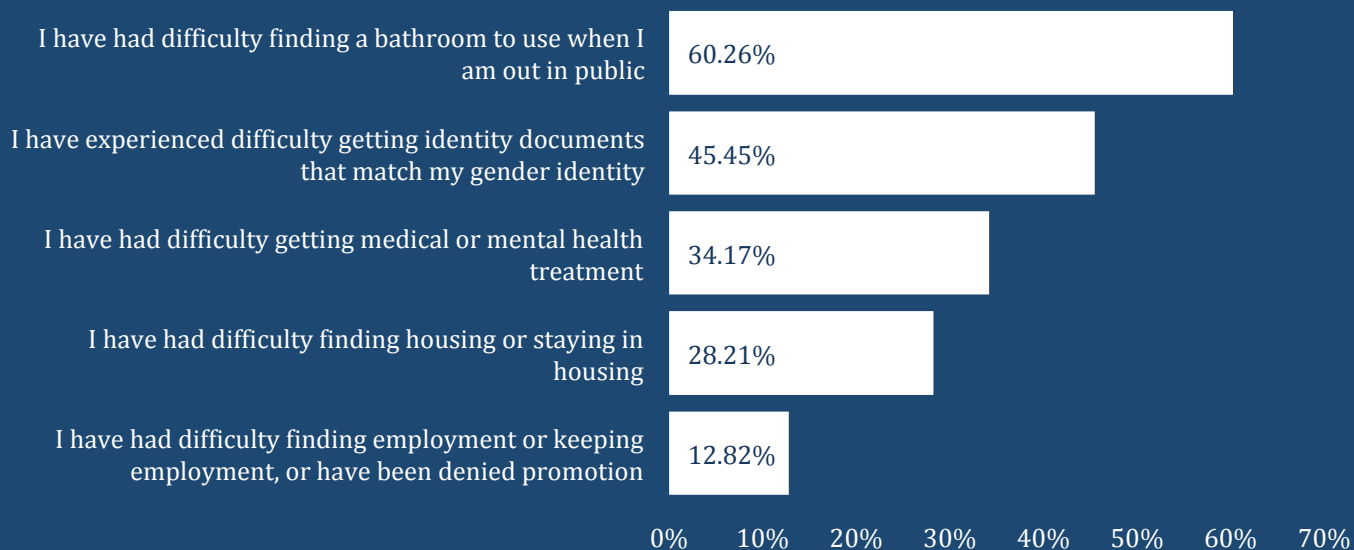
A driving interest of this survey was to understand the kinds of experiences that GQNBT+ students are encountering as members of Northwestern's community. To that end, we asked participants to complete three scales from the Gender Minority Stress and Resilience Measure (Discrimination, Victimization, and Community Connectedness, Testa et al., 2015) and the Gender Identity Microaggressions Scale (Nadal, 2018). We also asked students to describe supports for GQNBT identity on and off campus.

Most GQNBT students reported experiences of gender-based hostility, adversity, and isolation on Northwestern's campus in the past year. The survey revealed that GQNBT students struggle to access basic services and facilities and to be treated with respect and dignity. While some students have been able to advocate for greater access to trans-specific resources on campus, the survey indicated that this extra labor negatively impacts student life at Northwestern. One student commented, **"I suffered greatly here academically, personally, and professionally while advocating for my communities."**

In describing supports for GQNBT students at Northwestern, respondents described exceptional staff, faculty, colleagues, spaces, and student groups that helped them navigate this largely hostile campus climate, find inclusive spaces to combat isolation, access basic services and facilities, advocate against discrimination, and be treated with fundamental dignity and respect. Many students emphasized that they experienced few supports at Northwestern. One respondent shared, **"Very little is working well. Northwestern should feel a heavy amount of shame about how little of their funding and endowments go to providing a safe, accessible, and supportive campus for queer/trans/nonbinary students."**

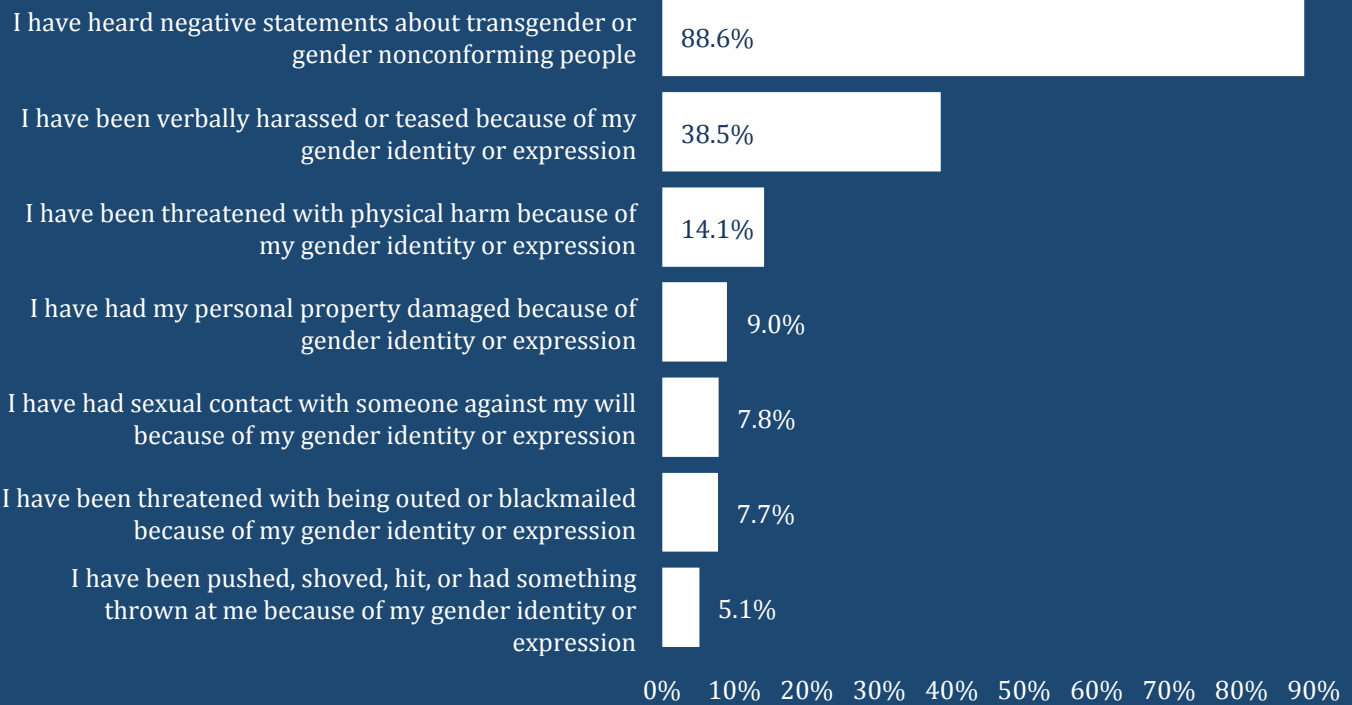
### Gender-based Discrimination

Students were asked whether they had five specific gender discrimination experiences. They could report having the experience since reaching Northwestern, in the past year (both on and off campus), or before arriving at Northwestern (Testa et al., 2015). In this analysis, we consider reports of experiences since arriving at Northwestern or in the last year. **Seventy-two percent of respondents report at least one such experience; 52% report at least two.** Most GQNBT students (60%) had difficulty finding a bathroom on campus because of their gender identity. Almost half (45%) had difficulty getting identity documents that match their gender identity. Around a third report difficulty finding housing (28%) and getting medical or mental health treatment (34%) while attending Northwestern because of their gender identity.



## Gender-Based Victimization

GQNBT students report experiencing seven specific types of gender-based victimization in the past year or during their time at Northwestern. The vast majority (89%) of respondents have heard negative statements about transgender or gender nonconforming people. Many (38%) have been verbally harassed or teased at Northwestern because of their gender identity. Other forms of gender-based victimization (physical, sexual, blackmail, damage to property) are less common but have been experienced at Northwestern by 5 to 14% of respondents.



## Community Connectedness

GQNBT students reported feeling isolated and disconnected from GQNBT community at Northwestern (Testa et al., 2015)<sup>11</sup>. Most (57%) felt isolated from other people who share their gender identity. Only 22% of respondents felt connected to a *community* of people who shared their gender identity at Northwestern, with 31% feeling connected to *other people* who share their gender identity. However, respondents largely agreed (53%) that they do feel they belong when they interact with members of the community that share their gender identity. Qualitative analysis of responses to separate questions around supports that students access on campus and off campus evidence that GQNBT students mostly access GQNBT community off campus. Some respondents did identify supportive spaces, services, and student groups that they access on campus, naming MSA, the Gender and Sexuality Resource Center, Queer Pride Graduate Student Association, and Rainbow Alliance specifically. However, qualities of connecting to GQNBT and LGBTQ+ community were only mentioned in 4% of responses describing supports at Northwestern. In contrast, connecting to the GQNBT and LGBTQ+ community was the most common quality used to describe supports *outside* of Northwestern, named in 25% of responses. Respondents named community based health organizations such as Howard Brown and LGBTQ+ organizations and spaces such as Center on Halsted and Boystown as key supports.

<sup>11</sup> Respondents indicated their agreement or disagreement with five statements about community connection.

## Gender-Based Microaggressions

Ninety-five percent of respondents had experienced at least one type of microaggression while at Northwestern; **52% had experienced six or more of the 14 microaggressions** (Nadal, 2018). Eighty-three percent of students had been addressed by incorrect pronouns by an acquaintance (71% had the same experience with someone close to them). Sixty-two percent had been told they complain too much about social discrimination against gender nonconforming people, while 56% had been told they complain too much about social reaction to their own gender nonconformity. Forty-nine percent had been told their gender identity was just a phase (15% are told this often or always), and the same proportion have been told they make people uncomfortable (10% are told this often or always). Forty-one percent have had a colleague be unfriendly because of their gender nonconformity, 43% have been avoided in a public setting, and 29% have been avoided in a bar or restaurant.



## Supports at Northwestern

In open-ended responses to a question that asked students to describe any experiences they have had when a NU policy, practice, or individual was supportive of them as a GQNBT person, respondents identified three primary types of supports: 1) Exceptional staff, faculty, and colleagues; 2) supportive spaces & services; and 3) student groups. Generally, respondents described Northwestern supports as those that helped them navigate an otherwise hostile campus, created inclusive spaces to combat campus isolation, advocated against experiences of discrimination, helped them access basic services and facilities such as bathrooms, and treated them with basic dignity such as using their correct pronouns and names. Respondents most frequently described NU supports with the following qualities: Respectful of names and pronouns; helpful; inclusive; providing GQNBT and LGBTQ+ representation; accessible; and advocacy oriented. It is notable that only around 4% of open-ended responses to the question named GQNBT and LGBTQ+ community as qualities of Northwestern supports, in contrast to 25% of responses that described connection to GQNBT and LGBTQ+ community as a quality of support *outside of* Northwestern.

***Exceptional Staff, Faculty, and Colleagues:*** Respondents most often described exceptional staff, faculty, and colleagues as those that are supportive, respectful of names and pronouns, helpful, advocacy oriented, and those that identify with the GQNBT or LGBTQ+ community. Former MSA assistant director JT Turner was named three times as a support for GQNBT student and exemplifies the responses of an exceptional staff member who identifies as GQNBT, supports and respects student GQNBT identities, helps students navigate a complex network of services on and off campus, and advocates for students who experience gender-based discrimination, victimization, and microaggressions. Students' comments speak to these qualities.

“JT Turner was incredibly supportive of me as a person. Their position at the university is instrumental for many incoming GQNBT students. For me when I experienced an incident of discrimination JT was the first person I called and they were really valuable in advocating for me” - Undergraduate Student

***Supportive Spaces & Services:*** Respondents most often described supportive spaces and services at Northwestern as those that are accessible and affordable, respectful of names and pronouns, are comfortable, helpful, and supportive. Respondents frequently mentioned all-gender bathrooms where they are available and being able to change the preferred name in CAESAR as supportive services. Respondents specifically named MSA and the GSRC as supportive spaces. As mentioned above, supportive spaces and services were not described with qualities of being able to connect with the GQNBT or LGBTQ+ community. Only 1.4% of responses described services or spaces with a quality of representing GQNBT or LGBTQ+ identities and only 2.7% people described them as affirming. Multiple students called out the need for supportive spaces to receive additional funding.

“The Gender and Sexualities Resources center provided invaluable assistance in walking me through some formal processes (including getting a new email address) without having to submit evidence of a legal name change. Their website also includes essential resources and transparent information about such processes. They need more funding and institutional support so they can continue to provide services to trans students.” -Graduate Student

***Student Groups:*** Respondents most often described student group supports at Northwestern as those that provide GQNBT and LGBTQ+ representation and are supportive. Respondents used a range of other qualities to describe student groups two times, including facilitating connection to GQNBT and LGBTQ+ community, advocacy oriented, affirming, respectful of names and pronouns, creates belonging, and is inclusive. Respondents named Queer Pride Graduate Student Association and Rainbow Alliance specifically as two supportive student groups on campus.



“Rainbow is the main one, of course, being able to connect with other people like you or at least people who acknowledge your existence.” -Student enrollment not listed

“NU's QPGSA is a great resource generally - not only for GQNBT folks - but really all folks. It's one of the most inclusive graduate school communities on campus, and that is really far more meaningful than folks make it out to be. I say this as NU is way too balkanized by schools when it comes to student resources and services, and NU QPGSA is one of the few groups that has actively tried to break barriers.” -Graduate Student

## **Supports *Outside* Northwestern**

In open-ended responses around the sorts of resources that have been helpful to them as a GQNBT person outside of the NU campus, respondents identified three primary types of supports: 1) Community-based health; 2) LGBTQ+ organizations and spaces; and 3) social supports. Generally, respondents described supports outside of Northwestern as those that facilitated connection to GQNBT and LGBTQ+ community and representation, that were supportive and affirming of their identities, and that created comfortable and inclusive spaces and experiences--particularly around trans-inclusive health care. Respondents most frequently described supports outside of NU as facilitating connection to GQNBT and LGBTQ+ community and representation, supportive, affirming, comfortable, and inclusive. It is notable that only 2% of respondents described supports *outside* of NU as helpful, in contrast to 16.5% of respondents who used “helpful” to describe qualities of support at Northwestern. Relatedly, only 3.7% of respondents described supports outside of NU as supportive because they were respectful of names and pronouns, in contrast to 25% of responses that used that quality to describe supports at Northwestern. We interpret this pattern to mean that Northwestern supports help students access basic services and to be treated with fundamental respect, wherein resources GQNBT students access outside of Northwestern go above and beyond to provide community connection, inclusion, and celebration of GQNBT identities.

***Community-based Health:*** Respondents most often described community-based health supports outside of Northwestern as those that connect them with GQNBT and LGBTQ+ community and are affirming and inclusive. Respondents also described these supports as accessible, respectful, and supportive. Survey respondents most frequently named and spoke highly of Howard Brown Health as an inclusive, affirming health care support that they access outside of Northwestern -- often after they had negative experiences at Northwestern’s Student Health Center or CAPS. They also specifically named Live Oak Therapy and Counseling, personal therapists, Planned Parenthood, Test Positive Aware Network, and Chicago Women’s Health Center as supportive community-based health services.

“Howard Brown Health Center was a huge resource for me as a student, to go for STI testing and talk about other health-related issues, when I found the on campus options insufficient. I got STI testing done once at NU as a student and never went back because of the judgment and lack of personal care the staff showed. Howard Brown offered a Chicago-local resource that listens, adapts and cares for queer individuals and provides information without judgment.” -Undergraduate Student

“Howard Brown Health Center, when I didn’t find the on campus medical resources friendly or accepting to queer individuals.” -Undergraduate Student

“After I was bounced for CAPS for being trans (but I wasn’t seeking mental healthcare for my transness), I found a good mental healthcare professional at Live Oak that was inexpensive enough to afford on work study even though I couldn’t use insurance.” -Undergraduate Student

**LGBTQ+ Organizations and Spaces:** Respondents most often described LGBTQ+ organizations and spaces outside of Northwestern as supports that connect them with GQNB and LGBTQ+ community and representation that are affirming. Respondents also described these supports as accessible, comfortable, respectful, supportive spaces that are respectful of names and pronouns. Survey respondents most frequently named Center on Halsted and Boystown as supportive organizations and spaces. They also specifically named LGBTQ+-friendly churches, Chicago Metropolitan Association Sports League, and the Chicago Gender Society as supportive spaces.

“Having queer-only, queer-safe spaces. I'm from the deep south, so everything has been a massive change for me: people respect my identity? It's wild.” -Graduate Student

“I've been going into Chicago to get my hair cut at a gender-neutral barber shop/salon owned and managed by people who identify as members of the LGBT community. Having a precedent of my identity being respected, especially in the context of a place I go for my hair, which is a key aspect of me performing my identity, has been really helpful and boosted my confidence in being able to introduce myself and see myself as being deserving of respect.” -Undergraduate Student

“Simply having spaces to talk to other trans and non binary people has made me feel less alone.” - Undergraduate Student

**Social Supports:** Respondents most often described social supports outside of Northwestern as those that are affirming, supportive, and connect them with GQNB and LGBTQ+ community and representation. Most respondents described GQNB and LGBTQ+ friend circles and social connections outside of Northwestern, such as living in a house with queer and trans roommates. A few respondents called out GQNB and LGBTQ+ online communities such as Facebook groups as social supports.

“My social circles (which I met on campus and in student groups) are incredibly supportive. I have also found spaces in the Chicago area off campus that have been fostered by alumni (though not specifically geared towards NU students) that have been wonderful. Mostly again LGBTQ activists of color are the ones fostering these loving and safe spaces. These have been very crucial to making me feel fulfilled during my time at NU.” -Undergraduate Student

“Non student queer/enbee [non-binary] community. Student friend spaces where gender is recognized and affirmed.” -Graduate Student

“My off-campus housing has been the most impactful thing for me. I live in a majority queer identifying household with many GQNB people in it. Being surrounded by these people with a slightly shared common experience has really helped me fall into my place and feel comfortable talking about my identity and gender with them.” -Undergraduate Student

## **SUMMARY OF STUDENT-NAMED SOLUTIONS**

To amplify the student voice in the GQNBT Task Force recommendations, the survey team pulled out and summarized the solutions that students named in the survey. These solutions are listed in the student-ranked order of priorities.

### **Health Care and Insurance**

- Both NUHS and CAPS staff should be trained to provide care for trans students, including offering gender-related counseling and HRT services.
- NUHS and CAPS staff should also undergo sensitivity training.
- Feinberg students should not be required to see their peers for healthcare, thus potentially outing themselves to classmates.
- If referring students off-campus is necessary, out-of-pocket costs should be reduced as much as possible, or even eliminated.
- The process for seeking trans-related healthcare should be simplified, e.g., by implementing an informed consent model for students seeking HRT.

### **Bathrooms**

- Every building needs at least one, ideally more, all gender bathroom.
- Convert existing bathrooms into all gender bathrooms.
- New buildings should include all gender bathrooms in the planning stages.
- Offer both single-occupancy and multi-stall options.
- All restrooms should offer menstrual products.
- Signage should be clear and ungendered.
- Make it easier to find bathrooms (e.g., post maps, signage).

### **Names & Identity**

- Simplify the process to change name and gender marker on all university systems, including but not limited to: email address, netID, CAESAR, Canvas, WildCard, U-Pass, registrar's office, residential services, health services, etc.
- Staff should be able to assist students in making these changes without judgment.
- Do not require legal name change or gender marker changes before allowing students to make changes in school systems. These legal processes are convoluted and pose a financial burden on students.
- However, resources should exist that assist students in navigating legal processes for name and gender marker changes should they want to pursue those options.

### **Classrooms**

- Offer (or even mandate) sensitivity training to all faculty, instructors, and staff.
- Encourage instructors to include gender-inclusive practices in the classroom and trans-inclusive curriculum.
- Offer greater supports for students who experience microaggressions in the classroom.
- At the very least, make official statements condemning faculty and units who are openly hostile to transgender students. Consider implementing disciplinary measures.
- Clarify what options students have for reporting transphobic behaviors in the classroom.

### **Residential Life**

- Expand options for gender open housing across campus.
- Residence halls should have all gender bathrooms, including all gender showers.

- Allow students greater agency in choosing their housing preferences.
- Simplify the room change process for students who transition.

### **University Resources, Community Connection, and Common Spaces**

- Measures should be taken to ensure that the campus is a safe space for all students. This includes finding physical spaces for trans/non-binary students to feel safe.
- Sensitivity trainings should be offered and/or mandated to all faculty and staff.
- The Chicago campus should not be neglected in implementing change.
- Funding should be designated to support trans/non-binary students and initiatives and to hire trans/non-binary faculty and staff.
- Increase funding, space, and staffing for the Gender and Sexuality Resource Center.

## APPENDIX 1: SURVEY OUTREACH EMAIL

Dear Northwestern students,

We're reaching out to you on behalf of Northwestern's LGBTQ+ Advisory Board in [Multicultural Student Affairs](#) because we want to better understand the priorities and experiences of genderqueer, non-binary, and transgender students (undergrad and grad) on Northwestern's campus. In collaboration with the recently-formed [Gender Queer, Non-Binary, and Transgender \(GQNBT\) Task Force](#), **we're gathering information to inform Northwestern's GQNBT-related policies and practices.** The GQNBT Task Force's goal is to explore how Northwestern can better support the success of gender-queer, non-binary, and transgender students, faculty, and staff. Our goal is to provide a cohesive channel for GQNBT student voices by collecting information from the GQNBT student body and writing up a report for the task force and the administration.

**If you identify as transgender, non-binary, genderqueer, questioning, or another non-cisgender term that is most appropriate for you, please share your voice with us by taking [this brief survey](#).**

This survey should take no more than twenty (20) minutes of your time. The first part has more open-ended questions, and the second part has more multiple choice questions. We understand that your time is valuable and life as a student can be extremely busy. As a token of appreciation, the first twenty people to complete the survey will receive a \$10 Amazon Gift Card. After that, everyone who completes the survey will be entered into a lottery for 32 additional \$10 Amazon Gift Cards. **The survey will be open until Friday, April 12th.**

It is important that you take the survey somewhere private where you can answer the questions honestly. We suggest spaces with greater privacy like in your room with the door closed or at a library in an area where no one can look over your shoulder. You may also want to think about deleting the study URL from your browser history or completing it in "privacy mode."

Protecting Privacy: We understand that it is important to know what happens to information you provide, especially about sensitive topics. This survey is not intended for generalizable research, but is specifically for the purposes of informing policy and practice at Northwestern. Once information is gathered, the people listed at the bottom of this email will analyze the responses and write a report for a general readership. The survey team is connected with the Advisory Board, but the raw data will not be shared beyond the survey team. ***The report will have no personally identifying information about specific participants, but may offer summaries or anonymized quotes from the data. No people besides those listed in this email will have direct access to the provided information.***

If you participate in this survey, you will have the option at the end to provide your name and contact information. ***This is not required in order to participate.*** If you do include your contact information, we may reach out to you with future questions. Whether or not you identify yourself, you will be eligible to receive a gift card for your time.

Best Wishes,

Dominique, Natalie, Alexandra, Lauren, Kai, Saeed, Ado, Addie, and Eriq

*About the Survey Team*

Dominique Adams-Santos is a PhD candidate in Sociology whose work centers on sexuality and digital space, specifically queer digital intimacy and placemaking. Dominique is a proud member of the LGBTQ Advisory Board and the GQNBT Task Force.

Natalie Gallagher is a fourth-year student in the psychology PhD program. She studies how people think about complex social patterns (e.g. social categories, social networks), and is very interested in statistics and methodology. She is deeply committed to the idea that all scientific knowledge reflects the values of those who conduct it.

Alexandra Garr-Schultz is a fifth-year PhD candidate in the Social Psychology program. She researches selfhood and identity among minority populations, including challenges to authenticity and positive identity development. She is currently the Vice President of the Black Graduate Students Association and a member of Northwestern's LGBTQ Advisory Board.

Lauren Herold is a fourth-year PhD candidate in the Radio/TV/Film program. She is the Advocacy Chair for the Queer Pride Grad Student Association. She studies LGBTQ television history.

Kai Kuo is a junior studying Social Policy and Biology. They are a member of Northwestern's LGBTQ Advisory Board. They hope to one day become a physician who provides affirming medical care to trans and gender non-conforming people.

Saeed Rezko is a second-year undergraduate student studying Sociology. They are the External President of Northwestern's Rainbow Alliance and a member of the LGBTQ Advisory Board. They are dedicated to making progress towards a society that humanizes and valorizes all of its members.

Ado Rivera is a second-year PhD student in the Health Sciences Integrated PhD Program (Health Services and Outcomes Research Track). He is the Service and Activism chair for the Queer Pride Graduate Student Association. He is interested in how health system policies and changes translate to health outcomes.

Addie Shrodes is a second-year PhD student in the School of Education and Social Policy. She is the President of the Queer Pride Graduate Student Association, a member of the LGBTQ Advisory Board, and a member of the GQNBT Task Force. She studies informal learning and identity development on social media, with a focus on literacy learning and identity in LGBTQ+ youth digital culture.

Eriq Zhang is a first-year PhD student in the Media, Technology, and Society program. Their research interests include the cultural production, media practices, and beauty cultures of women of color and transgender/gender-nonconforming people.

**On-Campus Resources For Students.** We include these here in case the questions on the survey trouble you or cause you stress.

#### [Counseling and Psychological Services \(CAPS\)](#)

· 633 Emerson St. Evanston, IL 60208, (847) 491-2151

#### [Center for Awareness, Response, and Education \(CARE\)](#)

· 633 Emerson St. Evanston, IL 60208, (847) 491-2054

· [CARE@northwestern.edu](mailto:CARE@northwestern.edu)

[Chaplain's staff:](#)

- 847-491-7256
- chaplain@northwestern.edu

**The Women’s Center**

- Evanston campus, 2000 Sheridan Road, 847-491-7360
- Chicago campus, 1400 Abbott Hall, 312-503-3400
- womenscenter@northwestern.edu

**Multicultural Student Affairs**

- [Multiple hours and locations](#)
- [Additional LGBTQ resources](#)

**APPENDIX 2: LIST OF ORGANIZATIONS FOR OUTREACH**

Alianza - The Latinx Student Group
Asian Pacific American Coalition
Associated Student Government
Black Graduate Student Association
Biomedical Engineering Graduate Students
Black Lives Matter NU
Center for Native American and Indigenous Studies Cluster
Chicago Graduate Student Association
Chinese International Students Association
Chinese Students and Scholar Association
Chinese Students Association
Comunidad Latinx
Critical Context
For Members Only (FMO)
For Us, By Us
G-SALSA
Gender and Sexualities Resource Center
Gender and Sexuality Studies
Graduate International Student Association
Graduate Leadership & Advocacy Council
Graduate Student Association (GSA)
Graduate Women Across Northwestern
Kellogg Pride

Korean-American Student Association
Koreans at Northwestern
LGBTQ Advisory Board
McCormick Graduate Leadership Council
MeCHa de Northwestern
Mixed Race Student Coalition
Multicultural Student Affairs and LGBTQ Advisory Board
Native American and Indigenous Student Alliance
Northwestern University Graduate Workers (NUGW)
Northwestern University Native American and Indigenous Student Alliance
Northwestern University SACNAS Chapter
Northwestern University Gay and Lesbian Alumni Association (NUGALA)
Out Network
OUTLaw
Queer Pride Graduate Student Association
Queers and Allies
Rainbow Alliance
South Asian Students Alliance
Sexualities Project at Northwestern
Women In Science and Engineering Research (WISER)
Women's Center

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