

**RESOLUTION: TO CALL UPON THE UNIVERSITY OF VERMONT TO COMBAT THE  
ERASURE OF QUEER AND TRANS STUDENTS**

**Whereas**, the University of Vermont understands diversity and academic excellence to be linked and recognizes it must be accessible to students with all gender identities and expressions[1], and;

**Whereas**, there is a dearth of data pertaining to queer and trans students in higher education[2,3], and;

**Whereas**, UVM's current approaches to collecting demographic data about the student population erase the identities and experiences of queer and trans students on campus by not including enough opportunities for students to publicly declare their sexual and romantic orientations and their gender identity[4], and;

**Whereas**, this lack of data leads to colleges not implementing significant programs to support their queer and trans students because they cannot track the success of these programs on student experience and retention[5], and;

**Whereas**, queer and trans students report worse experiences on our campus compared to their straight, cisgender peers[6], and;

**Whereas**, queer students and students who identified themselves as nonbinary or chose multiple gender identity labels reported lower satisfaction rates for all measured experiences—overall, academic, non-academic, and social—compared to their straight peers and peers selecting only a binary gender identity (man/woman)[6], and;

**Whereas**, these same students reported feeling less respected by faculty, staff, administrators, and peers along with higher rates of discrimination compared to their straight peers and peers selecting a binary gender identity[6], and;

**Whereas**, few opportunities exist for students to select their gender identity and sexual and romantic orientations beyond the campus climate survey.

**Therefore, be it RESOLVED** that the Faculty Senate urges the President and Board of Trustees to allow students to self-declare their gender identity and sexual and romantic orientations on their student portal and on their alumnx/a/us profile in order to reduce UVM's erasure of queer and trans students on campus and create an automatic opportunity for data collection, particularly for retention and the presence of queer and trans students within academic departments, and;

**Be it further RESOLVED** that the Faculty Senate urges the President and Board of Trustees to enable students to easily update this information at will in order to recognize the fluidity of gender identity and sexual and romantic orientations and the chance students' identities may change during their time at UVM, and;

**Be it further RESOLVED** that the Faculty Senate urges the President and Board of Trustees to implement more comprehensive data collection in order to combat the invisibility of queer and trans students by including respectful and comprehensive gender identity and sexual and romantic orientations questions on key forms and in surveys and to allow for reports to include results broken down by gender identity and sexual and romantic orientations, when ethical, to reveal disparities for queer and trans students, and;

**Be it further RESOLVED** that the Faculty Senate urges the President and Board of Trustees to take action based on the reports they receive in order to increase opportunities for UVM to assess the success of their social justice and inclusion initiatives and move away from practices that harm and do not support queer and trans students.

## References

- [1][https://www.uvm.edu/sites/default/files/Top%20Tier%20files/UVM\\_Board\\_Why\\_Diversity\\_Strategic.pdf](https://www.uvm.edu/sites/default/files/Top%20Tier%20files/UVM_Board_Why_Diversity_Strategic.pdf)
- [2]Garvey, J. C. (2019). Queer Quantitative Query: Sexual Orientation in Higher Education Surveys. *Journal of College Student Development*, 60(4), 495-501. doi:10.1353/csd.2019.0042.
- [3]Garvey, J. C., Hart, J., Metcalfe, A. S., & Fellabaum-Toston, J. (2019). Methodological Troubles with Gender and Sex in Higher Education Survey Research. *The Review of Higher Education*, 43(1), 1-24. doi:10.1353/rhe.2019.0088.
- [4]Garvey, J.C. & Dolan, C.V. (2021). Queer and Trans College Student Success. In: L.W. Perna (Eds), *Higher Education: Handbook of Theory and Research*, vol 36. Springer: Cham. [https://doi.org/10.1007/978-3-030-44007-7\\_2](https://doi.org/10.1007/978-3-030-44007-7_2)
- [5]Garvey, J. C. (2020). Critical Imperatives for Studying Queer and Trans Undergraduate Student Retention. *Journal of College Student Retention: Research, Theory & Practice*, 21(4), 431–454. <https://doi.org/10.1177/1521025119895511>
- [6]<https://oir.w3.uvm.edu/catdat/campus/uvm-campus-climate-2019-dashboard.html>