



The University of Vermont

Gender-Inclusive Restroom Task Force Report Findings and Recommendations

Submitted by the Gender-Inclusive Restroom Task Force:

Dot Brauer and Sherwood Smith, Co-Chairs
Gregg Bates
Kenneth Bean
Joanna Birbeck
Courtney Cioffredi
Selene Colburn
Jilliene Johnson
Jason Maulucci
Lindsey McCarron
Scott Miller
Eingel Negron
Olivia Numa
Michael Richards
Becky Swem

The University of Vermont
August 17, 2016

Task Force Membership:

- Gregg Bates, Associate Athletic Director, Campus Recreation
- Kenneth Bean, University Architect, UVM Facilities Design & Construction
- Joanna Birbeck, Campus Space Manager, Campus Planning Services
- Dot Brauer, Director, LGBTQA Center
- Courtney Cioffredi, ADA Coordinator, Office of Affirmative Action & Equal Opportunity,
- Selene Colburn, Library Associate Professor, UVM Libraries
- Jilliene Johnson, Assistant Dean of Students, Division of Student Affairs
- Jason Maulucci, Student, SGA Representative
- Scott Miller, Maintenance Project Coordinator, UVM Libraries
- Lindsey McCarron, Students Representing Justice for QTS
- Olivia Numa, Student, Students Representing Justice for QTS
- Eingel Negron, Student, Students Representing Justice for QTS
- Michael Richards, Facilities Information Analyst, Campus Planning Services
- Sherwood Smith, Senior Executive Director, Diversity, Engagement, & Professional Development
- Becky Swem, Education & Outreach Coordinator, LGBTQA Center

Task Force Charge and Process:

At the request of President Tom Sullivan and VP for Human Resources, Diversity and Multicultural Affairs Dr. Wanda Heading-Grant, the Gender Inclusive Restroom Task Force formally assembled on May 23, 2016. The task force was scheduled to meet five times between May 23, 2016 and August 10, 2016. After initial discussion, the work outlined in the original charge was divided across three subgroups.

The findings and recommendations contained in this report reflect the work of each of these subgroups as follows.

- Group 1: Develop recommendations for non-gender-segregated restroom signage and the development of a process for surveying locations and conditions of existing restrooms. Members: Gregg Bates, Joanna Birbeck, Scott Miller, Mike Richards, and Becky Swem.
- Group 2: Develop recommendations for a system of prioritization and allocation of non-gender-segregated restrooms that integrate 2010 ADA standards into this process. Members: Ken Bean, Courtney Cioffredi, Selene Colburn, Jilliene Johnson, Eingel Negron, Olivia Numa.
- Group 3: Develop recommendations for professional development and training, education and outreach. Members: Dot Brauer, Jason Maulucci, Olivia Numa, and Sherwood Smith.

Glossary of Terms:

Non-gender-segregated: The term non-gender-segregated is used throughout this report to describe restrooms and other facilities that are not gender specific or gender segregated. Use of the term is intended for descriptive purposes only and should not be construed as a recommendation to use the term on signage.

Gender Identity: Refers to a person's internal sense of gender. A person's gender identity does not necessarily correspond to a person's sex assigned at birth.

Gender Non-Conforming: Refers to individuals whose internal sense of gender and/or gender presentation (external cues used by others as 'signs' of a person's gender), falls outside typical notions of masculinity and femininity.

Gender-segregated or gender-specific: In the United States public restrooms are typically segregated into two categories, one for 'men,' and one for 'women.' This classification system is problematic for people whose appearance is perceived by others to not conform to conventional notions about how a man or a woman is supposed to look.

Sex assigned at birth: refers to the sex designation recorded on an infant's birth certificate, when such a record is provided at birth.

Transgender: Used in this report to refer to the gender identity of people who fall outside accepted ideas of man and woman. This could mean someone who has used medical technologies to transition from living as one gender to another. It can also refer to people who do not wish to change themselves physically, but feel their internal sense of their own gender is not accurately described by accepted notions of 'woman' or 'man.' We use the term transgender as a descriptor, not a label.

*Note: Task force members debated the merits of various terms: all-gender, gender-inclusive, gender-non-specific, and gender-non-segregated, to best describe the restroom access issues we were charged to consider. We settled on '**non-gender-segregated**' and have attempted to use that language throughout this report. We have submitted this report under the original name given to the task force to avoid any confusion.*

Table of Contents

Gender-Inclusive Restroom Task Force	ii
Glossary of Terms	iii
Introduction	1
Project Deliverables and Recommendations	
Project Deliverable 1. Recommendations for the expansion of non-gender-segregated restrooms by the start of fall semester 2016	2
Project Deliverable 2. Recommendations for the expansion of non-gender-segregated restrooms: Protocols to cover all new construction	5
Project Deliverable 3. Recommendations for common signage for non-gender-segregated restrooms across campus	5
Project Deliverable 4. Recommendations for assessment process for the expansion of non-gender-segregated restroom access across campus	6
Project Deliverable 5. Recommendations for professional development for faculty, staff, student administrators and visitors	7
Additional Recommendations by the Task Force	8
Appendix A: Demands Submitted by Justice for Queer and Trans Students (QTS)	10
Appendix B: Memos from Athletics and Library	11
Appendix C: Number of Classrooms by Building	14
Appendix D: Non-gender-segregated Restroom Standards for New Construction and Renovations	15
Appendix E: Recommendations for Non-gender-segregated Restroom Signage	19
Appendix F: Example of Language for Campus Announcement	24
Appendix G: Recommended Components of Communication Plan	25
Appendix H: Professional Development and Training Matrix and Sample Resources	26
References	30

I. Introduction

Restrooms and locker rooms designated for single-gender access (e.g. men or women) can be some of the most dangerous places on many campuses for people whose gender presentation is judged by others to fall outside ‘accepted’ norms (Beemyn, Curtis, Davis, Tubbs, 2005, p.55). Students active with Justice for Queer and Trans Students (a recently formed student organization at UVM) raised our awareness about negative experiences gender non-conforming students have had using and avoiding restrooms on the UVM campus, because they feel unsafe in gender-segregated restrooms. (See Appendix A for a list of recommendations and demands submitted by Justice for QTS in April 2016).

Herman, of The Williams Law Institute (UCLA School of Law), explains how the experience gender non-conforming people have in gender-segregated restrooms can be best understood as a form of Minority Stress. “[G]ender segregation immediately creates a system of surveillance and policing of public spaces based on a subjective assessment of a person’s gender and gender expression” (Herman, 2013, p. 77). Task force members discussed the reality that changing restrooms so that they are not segregated by gender might not change some individuals’ judgments about people who are gender non-conforming. However, it will afford those who are gender non-conforming the opportunity to access a restroom with significantly less anxiety.

The United States Department of Education and Department of Justice issued a Dear Colleague letter dated May 13, 2016 providing educational organizations guidance on this issue stating: “When a school provides gender-segregated activities and facilities, transgender students must be allowed to participate in such activities and access such facilities consistent with their gender identity...A school may not require transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so” (Lhamon & Gupta, 2016 ,p. 3). Task force members feel that making the changes detailed in this report, will provide a climate of increased safety for all users, especially for those who identify as trans or gender non-conforming.

Facts about UVM restrooms: The university currently maintains 284 owned buildings, with 1,473 restrooms (including locker rooms and showers). Currently 380 of these are non-gender-segregated. Of those 380, nine are multi-stall and 371 are single-stall. There are 659 restrooms in residence halls that are variably assigned based on the community of students in which they are located. At this time, it is unknown how many UVM campus restrooms are out of compliance with current ADA standards. Of the 284 buildings 114 contain one or more non-gender-segregated restrooms. The task force spent time considering various challenges to increasing non-gender-segregated access to include multi-stall restrooms. One challenge we anticipate is resistance from people who initially feel uncomfortable with the idea of men and women using the same restroom, simply because it is unfamiliar and they lack information. We have included our thoughts about a communication and training plan to respond to this.

A second equally significant hurdle will be the cost of bringing our restrooms into compliance with 2010 ADA standards in instances where renovations are required. After our review, task force members agreed with the arguments presented by Justice for QTS, that creating more non-gender-

segregated, and improved mobility access to restrooms on the UVM campus is overdue. While cost may make some of these changes take longer to accomplish, we recommend a timeline and goals be established by UVM's President now to complete this work in the near future. In addition, we wish to emphasize that the cost for some of the changes will be minimal, and recommend that these changes be made as soon as possible. We see this as an issue of safety; people who are gender nonconforming will be safer in restrooms where gender is not policed.

Concurrent with the work of this task force, work has been underway to find solutions to increasing non-gender-segregated restroom (and locker room) access at Bailey/Howe library and Patrick/Forbush/Gutterson Complex (Athletics). Appendix B contains memos from each of these areas with updates on their progress to date.

II. Project Deliverables and Recommendations

Project Deliverable 1. Recommendations for the expansion of non-gender-segregated restrooms by the start of fall semester 2016

Supporting Narrative: A multi-stall restroom is a restroom with multiple stalls and/or urinals. In 2005, the Transgender Law Center (TLC) published the essay, *Peeing in Peace*, which urges the conversion of multi-stall restrooms whenever possible stating,

By eliminating the whole idea that one restroom is for men and one is for women, we would be able to get rid of the stereotypical expectations that cause so much trouble. No one would feel like they were in the wrong restroom or that they could make someone else feel unwelcome simply because that person did not look the right way. Parents could keep an eye on their children and people who need assistance would be able to get that assistance from any family member or attendant (Transgender Law Center, 2005, p.15).

Creating non-gender-segregated restrooms can be minimally complicated and beneficial to the larger community. Non-gender-segregated restrooms do not need to be unavailable while being cleaned, and custodial services does not need to assign staff to restroom maintenance by gender. Any custodial staff could enter to clean and would be expected in these restrooms at any time. Many existing restrooms would not need significant physical alterations. Urinals can be placed in stalls and newly constructed buildings can be outfitted with new stall designs that afford everyone more privacy while reducing cleaning time for custodial and increasing the sanitation of the restroom. Stall doors can be outfitted with vacant and occupied switch locks, eliminating the need to look under a stall door to determine if the stall is in use. Multi-stall non-gender-segregated restrooms might save the University money in new construction projects because of reductions in water and sewer lines that need to be run. Finally, according to Jane Jacobs' "eye's on the street" theory, desegregating restrooms by gender can improve overall safety within restrooms. Jacobs' theory maintains that as we come into contact with one another in more places, public safety increases because there are more witnesses to behaviors and interactions in any restroom (Brownstone, 2016).

Prioritizing non-gender-segregated, multi-stall restroom access does not mean that all gender-segregated restrooms would be eliminated. In fact, in cases where buildings have a number of

restrooms, we suggest that non-gender-segregated and gender-segregated restrooms alternate floors. In existing buildings this can be achieved simply with a review of facilities to select the rooms most appropriate and then replacing signs, a process that is already underway at B/H library.

This task force feels that the ideal and most equitable long-term strategy will be to work toward having non-gendered multi-stall restrooms as the majority of our restrooms across campus while updating all restrooms to the current 2010 ADA standards for accessible restrooms. Justice for QTS members have contributed suggestions to this process intended to help navigate and prioritize the University's efforts while also taking into account the financial constraints associated with such upgrades.

Recommendation: Prioritize the creation of at least one non-gender-segregated multi-stall restroom in each campus building.

We recommend priorities be developed based on building usage and larger campus patterns (see recommendations on how to assess this on p. 6 of this document). The task force developed a list of suggested buildings below to consider as initial priorities.

Major campus buildings:

- Bailey/Howe Library
- Davis Student Center
- Waterman

Major academic buildings:

- Old Mill/Lafayette
- Billings
- Cook (and its replacement)
- Marsh Life Sciences
- Kalkin
- Dewey
- Votey
- Stafford

Major complexes:

- Given/Rowell/Medical Education Medplex
- Patrick/Forbush/Gutterson Complex

At least one major building central on each of UVM's campuses, additional examples include:

- Southwick (Redstone)
- Mann (Trinity)

These suggestions are intended as immediate priorities, but we wish to emphasize the importance of reviewing all academic buildings, so that a student attending classes, or a faculty or staff member who works in the building does not have to leave the building in order to find a safe, accessible restroom. The taskforce recommends that work begin in September of 2016 and be completed

before the end of fall 2016, on a plan and timeline for creating at least one multi-stall, non-gender-segregated restroom in each campus building.

Recommendation: Guarantee access to all by converting all existing single-stall and some existing multi-stall restrooms that are currently segregated by gender to non-gender-segregated access in highest use buildings.

There is a great need for access to non-gender-segregated restrooms in buildings most frequented by our students, faculty, staff and the general public. In these buildings, one single-use restroom is unlikely to adequately serve the needs of our campus and community users. A situation occurred at commencement a few months ago, where a person who identified as gender non-conforming was searching for an appropriate restroom. Considering the demand on restrooms during a large public gathering it is not surprising that this guest found the single non-gender-segregated restroom in Waterman to be inadequate. We feel that in buildings that serve large numbers of people, at least some multi-stall restrooms should be converted or created.

Building traffic counts, scheduling data from the Registrar's Office and student feedback can be used to help identify highest-use buildings. All university owned or leased buildings should be reviewed for non-gender-segregated access. The task force received data on the number of courses held in various buildings just prior to submitting this report. This data was not received in time for to be incorporated into the list of first priorities offered above. We have included the data in Appendix C to inform this work going forward. The taskforce recommends this work begin in September 2016 and be completed by the end of the fall 2016 semester.

Recommendation: Balance ADA accessibility and non-gender-segregated restroom access when updating side-by-side multi-stall gender-segregated restrooms.

The campus currently has many restrooms where no alterations have been made since the 2010 ADA standards were issued; renovations to these restrooms require they be brought up to date with new standards that require larger stall and doorway dimensions, and larger turning radius clearances, changes that can result in a reduction in the number of stalls. As renovations are undertaken in buildings to bring restrooms up to 2010 ADA standards, there may be instances where older multi-stall restrooms will have insufficient space to accommodate an ADA compliant stall and a second stall. This is currently the case in the Bailey/Howe library restrooms. The task force discussed these instances. We recommend that when altering a smaller multi-stall restroom requires conversion from multi-stall to single-stall, the second restroom in the pair of rooms be left unaltered, other than a change of signage that reassigns access from gender-specific to non-gender-segregated. The task force feels this configuration is cost effective while providing optimal access for all users.

We acknowledge that this arrangement limits those with mobility access needs to a segregated space, which from a social justice standpoint is not ideal. However, we balanced that consideration with the needs of those with and without mobility challenges who may want or need access to a single-stall restroom and felt that in the case of Bailey/Howe and potentially other buildings, this is the arrangement that serves the most needs, while also containing costs.

Recommendation: Increase access while also maintaining a diversity of restroom types.

The task force discussed ~~the presence on campus of~~ restroom users who may have religious beliefs, cultural practices and/or personal histories that impact their ability to use multi-stall, non-gender-segregated restrooms, we suggest that when possible gender-specific male and female restrooms be maintained in all buildings, unless doing so would prevent the access to a non-gender-segregated restroom in that building.

Project Deliverable 2. Recommendations for the expansion of non-gender-segregated restrooms: Protocols to cover all new construction

Recommendation: Establish standards for non-gender-segregated restroom access in all new construction and renovation projects on campus.

The task force has drafted a document as a model for possible use to provide guidance for new construction and renovations (Appendix D). The task force discussed potential building code violations that could result from the assignment of restrooms as non-gender-segregated in new construction projects. It is the task force's understanding that a request for an exception may be made to the correct City of Burlington office. The attached document includes language about City of Burlington Building Codes, and other policy considerations. The taskforce recommends that work on these standards begin in September 2016 and be completed before the end of the fall 2016 semester.

Project Deliverable 3. Recommendations for common signage for non-gender-segregated restrooms across campus.

Recommendation: Change signage on all single-stall restrooms to represent only facilities and accessibility (for people with mobility constraints and people needing baby changing facilities).

The task force feels that human pictograms of any gender draw attention to gender and can unintentionally encourage gender 'policing.' We recommend that all human pictograms attempting to show gender be avoided. Pictograms should be limited to those needed to indicate what fixtures are present in the room, including: toilets, shower, infant changing station, and mobility access designations. See Appendix E for additional details and examples of recommendations concerning signage.

The review that is currently underway is uncovering many locations on our campus where there are single-use restrooms that have men and women symbols on signage. We recommend changing these signs to increase access for all people to use the restroom most proximate to them, as well as increasing access for trans and gender-nonconforming students, faculty, staff and visitors. We recommend that work on this begin in September 2016, to be completed by the end of the fall 2016 semester. We anticipate that some areas will find a lack of funding and staffing needed to complete this work to be a barrier.

Recommendation: Provide easily accessible information about non-gender-segregated restroom access.

Buildings with limited facilities that are not gender-segregated should post adequate directional signage to enable people to access facilities as needed. In addition, we recommend that a web-based map be hosted and maintained by the Campus Space Program in Campus Planning, indicating the location of all restrooms that are not segregated by gender.

Note: Work on the survey started in late May/early June. Mike Richards from the Campus Space Program estimates his initial identification of restrooms based on a review of existing floor plans is about 70% complete and will take additional 40 hours to complete. Mike tested the process of adding information to a Google map and estimates that adding information about non-gender-segregated restrooms throughout campus to a Google-based map will require an additional 40 hours of work (see additional information about restroom survey below).

Project Deliverable 4. Recommendations for assessment process for the expansion of non-gender-segregated restroom access across campus

Recommendation: Establish and maintain up-to-date information on existing campus restrooms.

This task force recommends that a survey of all restrooms be completed to include information about: compliance with the current 2010 ADA standards, number of fixtures, and current signage/gender assignment. Initially the survey would be used as a basis for prioritizing areas of campus where there is a complete lack of non-gender-segregated or limited ADA compliant restroom access, and where multi-stall, non-gender-segregated restrooms would make most sense. The information would be used long-term to track accessibility of restrooms throughout campus and to provide information for a web-based campus restroom map. It will need to be determined which unit at UVM will be responsible for inventorying the restroom data periodically. As stated previously, we recommend the map, which will reflect the data, be maintained by Campus Planning Services since they maintain the University's campus base mapping.

Work on the initial survey began in June 2016. Campus Planning Services, using existing floor plans, has been collecting information about restroom location and number of fixtures and sign designations, and using that to create a spreadsheet of campus restrooms that will eventually hold details about: gender designation, type of signage currently in use, numbers of stalls, toilets, sinks, urinals, showers, baby changing facilities, personal care dispensers, and ADA accessibility for all campus restrooms. The initial review of floor plans is complete, however the visual verification of signage/gender designation and fixture counts are still being conducted by Campus Planning Services, Custodial Services, and Residential Life. Campus Planning estimates the entire report is about 70% complete and will take another 40 hours to complete.

The UVM lavatory inventory document that contains the data that has been assembled so far can be found at: <http://www.uvm.edu/~hrdma/2016.LAVATORY.INVENTORY.pdf>. During the visual

inspection, photos are being taken of existing signs. A document containing the photos taken to date can be found at: <http://www.uvm.edu/~hrdma/SAMPLE.SIGNAGE.pdf>

An issue task force members discussed, but were unable to resolve, is the large number of restrooms involved and insufficient staffing trained in ADA requirements to complete the work required in a timely manner. A solution the task force discussed would be to hire someone trained in ADA standards to conduct an initial visual inspection of all restrooms in order to arrive at a completed survey within a more immediate time frame. Once the initial survey is completed, UVM's ADA Coordinator would be responsible for reviewing future changes, and plans for new construction. The task force suggests custodial staff be tasked with the restroom portion of the annual space survey, but this has not been confirmed at the time of the writing of this report.

Recommendation: Review use statistics from the Registrar's Office; mapping of existing non-gender-segregated restrooms and student use could help to inform further prioritization.

This data can be found in Appendix C.

Project Deliverable 5. Recommendations for professional development for faculty, staff, student, administrators and visitors

Recommendation: Establish a communication plan that can serve to notify and educate members of the campus community about upcoming and continuing changes to campus restroom facilities.

Change processes that affect people in their daily lives (e.g., becoming a tobacco-free campus, eliminating the use of bottled water on campus), are most successful when people understand why and how the changes are occurring. The task force recommends that a communication plan about changes in restroom assignment and signage start with a letter to the community from a member of university leadership. Model language to consider including in such a letter can be found under Appendix F. Additionally, Appendix G contains details about elements recommended for inclusion in a communication plan.

Recommendation: Provide education to affiliates that is tailored to specific needs.

Task force members discussed several types of education and orientation that will be needed to make this transition successful. A basic level of orientation will be needed by everyday users. Some of this will be achieved via elements of the communication plan. We recommend training a representative (to be selected by the department) from each department at a more thorough level so that they can respond to questions from employees within their areas.

There are specific departments that oversee large facilities or events, and who interact more with the public, like athletics, the libraries, the Davis Center, University Events, University Communications, The UVM Foundation, Police Services, and possibly others. Some or all of these organizations may need many or all of their staff members provided with more in depth training about gender identity and the philosophy behind non-gender-segregated multi-stall restrooms.

Appendix H contains a matrix of training goals by organization type, and events that take place throughout the year where information about non-gender-segregated restrooms can be disseminated.

As stated earlier, additional planning will be needed for orienting large numbers of the greater public at university events like commencement, athletic events, conferences, homecoming/reunion, etc.

Recommendation: Expand existing capacity for providing needed staff and faculty trainings and briefings.

Along with the above trainings, it is possible that the presence of multi-stall non-gender-segregated restrooms on campus will spur interest in learning more about diverse gender identities. The task force identified the LGBTQA Center as the primary resource for providing the trainings mentioned throughout campus. Considering the small size of the LGBTQA Center staff and in light of an estimated 23% reduction in staffing resources experienced over the past two years, the task force recommends that steps be considered for increasing campus capacity for providing these trainings.

III. Additional recommendations by the Task Force

Recommendation: Consider privacy upgrades in both gender-segregated and non-gender-segregated restrooms.

One of the issues raised in response to the demand for non-gender-segregated restrooms is the potential need for additional privacy measures, particularly between stalls. While privacy enhancements are a great feature for users, we recommend that they do not serve as a requirement for conversion of restrooms from gender-segregated to non-gender-segregated facilities. We suggest that privacy enhancements be considered in all future restroom construction and renovation.

It is important to consider the impacts of any privacy upgrades on custodial services. A best case for custodial might be ceiling hung stalls. Other concerns considered were stability and people climbing on stalls, suggesting the possibility of stalls that are anchored, as well as concerns about stalls that have gaps between the walls and doors. <http://accuratepartitions.com/mounting-styles>

Recommendation: Create a central funding source to assist with costs of construction and renovations

The task force recommends that priorities regarding increased non-gender-segregated restrooms not be presented to units and departments as unfunded mandates. Currently each unit is responsible for finding funding for signage, new construction and/or any alterations to existing restrooms. Using the Bailey/Howe Library as an example, the library has a strong desire to increase access on each floor as requested by students, but has limited funds available in light of other upcoming building renovations and deferred maintenance costs.

Recommendation: Establish a committee to provide oversight, resource allocation and prioritization for non-gender-segregated restroom access.

The task force has outlined work that will require further upfront investments in time, planning, and coordination. We recommend that a committee with relevant staff and student representation should be established to continue the work of identifying and prioritizing locations for restroom conversion and/or new construction, to continue to monitor any title IX considerations as directed by legal counsel, and tracking progress on these initiatives. The task force recommends inclusion of students from Justice for QTs, Capital Planning and Management, the LGBTQA Center, Custodial, ADA coordinator, and Student Affairs, among others.

APPENDIX A: Demands submitted by Justice for Queer and Trans Students (QTS)



Demands

- **All decisions regarding bathroom access must involve the representation of the people who are most affected by the changes including gender non-conforming and trans students, as well as students with disabilities.**
- These decisions include but are not limited to the following: interior design, building infrastructure, sign design, and location of bathrooms.
- An official statement from the office of the President of the University or the Vice President for Human Resources, Diversity and Multicultural Affairs addressed to the UVM community be sent out explaining the importance of all-gender bathrooms, particularly highlighting the issues of safety, dignity, and well-being that queer, transgender, and gender-nonconforming persons face when attempting to access restrooms.
- Two bathrooms on each floor of Bailey/Howe library be converted to multi-stall all-gender accessible bathrooms according to standards delineated by student representatives from Justice for QTS.
- A task force with a central focus on bathroom access for trans and gender nonconforming folks as well as people with disabilities be formed. This task force will be in charge of developing and catalyzing an action plan for continued expansion of restroom access at the UVM.
- Space, material, and monetary resources be made available to qualifying student groups to facilitate educational outreach to the community with specific regards to bathroom access. University wide education should be spread through various forms of outreach including, but not limited to:
 - email correspondence
 - flyers and posters
 - tabling
 - training sessions
 - social media
- An easily accessible system (database, map etc.) be established with the purpose of tracking the locations of all bathrooms on campus and rating their accessibility.
- Minimum design standards for bathroom signs be developed and implemented in all university-owned buildings. A policy that requires all future UVM facilities to include a minimum number of all-gender accessible restroom fixtures be developed and implemented.
- Safe and dignified universal bathroom access must be ensured for all persons in all university-owned facilities with a particular focus on meeting the needs of people with disabilities, and queer, transgender, and gender-nonconforming persons.

Appendix B: Memos from Athletics and Library



TO: Gender-Inclusive Restroom Task Force

FROM: Gregg Bates, Associate AD and Director of Campus Recreation

DATE: August 12, 2016

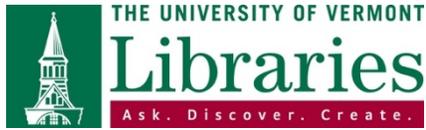
RE: PFG Locker Rooms Status Update

In an effort to make our facilities more accessible, safe, and comfortable for all users, the Athletic Department has been working towards changes in our locker room and shower facilities. For the last number of years, the PFG Athletic/Recreation Complex has had one single use locker room available for public use (in addition to our larger multi-stall gender specific locker rooms). This space has only been accessible via a combination that patrons needed to obtain from the Campus Recreation front desk. There has been a recognition for some time now that this system did not allow for quick and easy access for patrons who wanted to access this facility, nor was one single use space sufficient for the volume of patrons we serve.

As of August 26, 2016 we will have completed the process of expanding the number of single use public locker room spaces to three rooms. Each space is open to any facility user and no combination is needed to access the space. A deadbolt lock with an occupancy notification has been installed on the entrance door to each room to allow for privacy and safety. We are currently working on a marketing plan to make people aware of these new spaces and are also developing facility signage to assist patrons with locating each locker room.

We have also examined our single gender multi-stall locker rooms and realize that improvements can and should be made to these spaces to allow patrons more privacy. Currently our men's locker room does not have any private showers or changing spaces. Our women's locker rooms have a limited amount of privacy curtains for showers and no private changing spaces. We have submitted a request to Campus Planning to create a plan and cost estimate to fully update these spaces with privacy showers and changing rooms. We have yet to identify a funding source to support this project.

We are happy to report that we have made some progress in making locker room facilities more accessible to everyone, but realize that more work still needs to be done. The PFG Complex creates many challenges for us in this area both in terms of physical space limitations and cost of making changes.



DATE: August 12, 2016

TO: University of Vermont Gender Inclusive Restroom Task Force (GIRT)

FROM: Selene Colburn, Assistant to Dean of Libraries for External Relations

RE: Bailey/Howe restroom renovation updates

Concurrent to the work of the GIRT, the Bailey/Howe Library explored options to convert and/or renovate bathrooms on the second and third floors to increase both accessibility and gender-inclusivity, with a goal of implementing changes by the Fall of 2016. Feedback from students and task force members helped to shape these options. The restrooms in question are located near the top of the main stairway, by the elevators. There are currently two-stall, single-gendered bathrooms in these locations on both the second and third floors. Justice for QTs identified these restrooms as a high priority location for gender-inclusive restroom access during the Spring 2016 semester.

Working with UVM architect Ken Bean and Bailey/Howe Facilities Manager Scott Miller, an outside architect modeled multiple options and provided cost estimates.

To fully upgrade to current Americans with Disabilities Act (ADA) standards, we would need to convert these two-stall restrooms to single-use facilities. The cost of renovating one of the restrooms to ADA standards is estimated at between \$9,000 and \$12,000. The Libraries has limited resources for renovations, much of which is committed to our upcoming renovations in association with the bridge to Bailey/Howe project. At this time, we can only afford to renovate one of the four bathrooms, on the second floor, to these standards. We hope to phase in ADA renovations to an additional bathroom, on the third floor, as resources become available.

For the fall of 2016, we are moving forward with the following changes to these four restrooms:

- The current two-stall, women’s restrooms will be labeled “Restroom Multi-Stall” and open to any patron. Minimal dividers may be added to the spaces between stalls as an additional privacy measure.
- The current men’s restrooms will be labeled “Restroom Single Occupancy.”
- On the second floor, the “Restroom Single Occupancy” facility will be renovated to ADA standards.
- On the third floor, the “Restroom Single Occupancy” facility will remain as is, with the addition of a lock on the outer door.
- All associated signage will comply with both Bailey/Howe’s wayfinding system and the recommendations regarding use of pictograms and language in the GIRT report.

The Library will continue to explore options for conversions, renovations and/or new construction to improve gender-inclusive restroom access. We have planned for additional gender-inclusive restroom construction in association with the upcoming bridge connecting Bailey/Howe and the new residence hall. We have also identified the Bailey/Howe cybercafé and all-night study area as a future priority. Currently there are two, single-gendered, multi-stall restrooms in this area. When the full library closes for the night and the all-night study area remains open, patrons lack gender-inclusive restroom access in this area. We will continue to explore and cost out options for this area. Funding is likely to be a significant hurdle.

All library department heads have been advised that a Gender-Inclusive Restroom Training will take place on August 22nd, prior to the start of the semester. Becky Swem, Education Outreach Professional at LGBTQA Center, will conduct the training. We also hope to have a UVM Police Officer attend to answer questions, as we anticipate that our staff will want to troubleshoot responses to any potential conflicts that may arise.

This training is geared to all staff and faculty who serve at our service desks. Staff and faculty who serve at the Bailey/Howe Library Circulation desk, Reference desk, Media Services desk, and Special Collections desk have been encouraged to attend. We will also open the training to all Libraries faculty and staff who are interested in more information on this topic. We will be disseminating information about the changes to our student employees as needed at the start of the semester. Physical changes to the Bailey/Howe Library bathrooms will also be communicated to all Libraries' faculty and staff through an email notice.

Appendix C: Number of Classes by Building

Row Labels	Count of Classes
Grand Total	5113
(blank)	1832
LAFAYE	278
ONCMP	245
ROWELL	242
COOK	212
VOTEY	210
WATERM	204
KALKIN	156
JEFFRD	150
ML SCI	127
HILLS	101
OMANEX	88
WILLMS	87
ONLINE	84
PERKIN	73
OFFCMP	71
L/L-A	70
DEWEY	66
AIKEN	62
SOUTHW	52
L/L CM	50
PATGYM	50
MANN	49
UVMCM	45
TERRIL	43
BLLNGS	40
DELEHA	37
L/L-B	33
STAFFO	31
OLDMIL	29
FLEMIN	25
MORRIL	22
481 MN	20
L/L-D	19
HARRIS	18
WHEELR	16
RT THR	15
70S WL	14
UHTN	14
HSRF	13
JERCHO	13
POMERO	12
MARSH	11
UHTN23	11
31 SPR	9
UHTS23	9
GIVN	8
GIVN C	8
GUTRSN	8
GIVN E	7
UHTS	7
MRC	3
MRC-CO	3
MUSIC	3
617 MN	2
CPW	2
TORREY	2
ALLEN	1
FAHC	1

Appendix D:

Non-gender-segregated Restroom Standards for New Construction and Renovations

In accordance with the University's nondiscrimination policies, these guidelines seek to create an inclusive campus environment for transgender and gender variant people and provide direction on the implementation of non-gender-segregated facilities in university-owned buildings. These guidelines affirm that individuals have the right to use facilities that correspond with their gender identity.

These guidelines apply to UVM-owned facilities including new construction, existing, and renovated facilities. While these guidelines may not extend to UVM-leased facilities at this time, evaluation of the availability of gender inclusive facilities is called for when beginning or renewing leases, especially when UVM leases more than 50% of a building, or for leases 10 years or longer. Privatized projects developed on UVM-owned land where the project is to be used for University-related purposes shall comply with the requirements for inclusive facilities.

Background

The University of Vermont is strongly committed to creating and sustaining a campus environment that supports and values all members of our community, including visitors. In keeping with UVM's Common Ground principles these guidelines focus on providing a safe and respectful campus environment for people of all genders. An inclusive environment provides equal access to campus facilities for people of all genders. This includes safe, accessible, and convenient restroom, changing and shower facilities. Gender-specific restrooms provide convenient access to many, but not all people. Some individuals experience difficulty, inconvenience, or harassment when using gender specific restrooms and facilities. Additionally, parents with children of a different gender, as well as caregivers to persons of a different gender, face difficulties in accompanying them. UVM aims to implement best practices for gender inclusive facilities.

Definitions

Changing Room: a room in which one or more persons partially or fully disrobe and re-dress. Locker rooms fall under this definition. Gender inclusive changing rooms shall provide privacy and security.

Gender Identity: an individual's sense of oneself as male, female, or transgender*, including self-image, appearance, expression, or behavior. Gender is a social construct and should not be confused with biological sex. While many people find that their gender identity aligns with the sex assigned to them at birth, that is not true for everyone.

Non-Gender-Segregated Facility: a facility, including but not limited to, restrooms, showers, locker rooms and changing rooms, that is usable by persons of all gender identities and expressions and that is not gender specific. Non-gender-segregated facilities shall include spaces and fixtures equivalent to gender-segregated facilities.

Gender-Segregated: designated for use by one gender (typically male or female).

Restroom: any facility equipped with toilets, urinals or other similar facilities, in a public facility for the use of the public for personal hygiene and comfort. “In a public facility” and “for the use of the public” in this context covers essentially all UVM facilities and restrooms, except for facilities located within private residences or apartments, and within residence hall suites.

Shower: a space in which one or more persons bathe or shower. Non-gender-segregated showers shall provide privacy and security for individual users.

*Transgender: For the purposes of this document, the term ‘transgender’ should be taken to mean identifying with a gender different from the gender assigned at birth.

GUIDELINES AND COMPLIANCE

Campus and other UVM locations shall undertake the following:

CAMPUS PROCESS: Establish a site-specific process to guide and review campus efforts toward gender inclusive facilities. Each location shall also establish a review process for compliance with ADA and non-gender-segregated standards to be submitted to the appropriate UVM official.

INITIAL AUDIT: Perform an initial audit of restrooms and other gender-specific facilities, such as changing rooms and showers, in all UVM-owned buildings. The audit shall list all existing buildings in which restrooms, changing rooms and showers are provided; whether each building has non-gender-segregated facilities; and the type and number of non-gender-segregated facilities. A letter confirming that this has been completed should be provided to the appropriate UVM official.

CONVERT EXISTING FACILITIES: Convert existing single-occupancy or single-stall restrooms in all UVM-owned buildings from gender specific to non-gender-segregated facilities. It is anticipated that these conversions will usually be limited to new signage. Conversions that are accomplished by signage alone shall not be considered renovations.

NEW CONSTRUCTION or RENOVATION: For UVM-owned buildings beginning design, for either new construction or renovation, provide at least one non-gender-segregated restroom on each floor where restrooms are required or provided in a building. Non-gender-segregated restrooms on each floor shall be accessible consistent with the City of Burlington Building Code to the maximum

extent possible, and where necessary apply for an exception to the Building Code to allow for non-gender-segregated restrooms. “UVM-owned” includes buildings designed and/or built by third parties that are to become the property of UVM upon completion.

RESTROOM RENOVATION: When extensive renovations are made to existing restrooms (when the construction cost for the renovation exceeds 50% of the restroom replacement cost) or when extensive renovations are made to one of more floors on an existing building (more than 50% of the replacement cost of the area being renovated) in buildings that do not already have at least one non-gender-segregated restroom, the project shall provide an non-gender-segregated restroom in that building and where possible provide a multi-stall all gender restroom.

CHANGING ROOMS: For new buildings, construct at least one non-gender-segregated changing room in each location in the building where locker rooms or changing rooms are provided, located within the locker room/changing room facility, so the user need not leave the area to use the changing room. For major renovations, construct at least one non-gender-segregated changing room in each location in any building where locker rooms or changing rooms are provided (major renovation is renovation exceeding 50% of replacement cost of the area being renovated) or when the locker room or changing room is renovated.

SHOWERS: Construct non-gender-segregated showers in new buildings in which showers are provided. If the shower or showers are located within a locker room/changing room facility, the non-gender-segregated shower(s) shall be located so that the user need not leave the area to use the shower. Construct at least one non-gender-segregated shower in each location in any building where showers are provided when a major renovation occurs (renovation exceeding 50% of replacement cost of the area being renovated) or when the existing showers are renovated. Locate shower within the locker room/changing room facility so that the user need not leave the area to use the shower. Showers should all have curtains to separate out segregated private space during use of shower. Allow areas for changing that are fully enclosed such as stalls or curtained areas

LIST OF LOCATIONS: Prominently list the locations of gender inclusive facilities on campus websites.

SIGNS: It is recommended that non-gender-segregated facilities be identified in a simple manner, utilizing the minimum signage required by adopted codes and standards, including the 2010 ADA Standards for Accessible Design (United States, Department of Justice, 2010). For restrooms, the required sign on the door shall represent facilities present in the room, without gender pictograms (which should be a key component of practices adopted at UVM), and may include the term “Restroom.” ADA- and CBBC-compliant signs/colors are acceptable. The CBBC-required room identification sign shall provide the minimum required information, including the pictogram for access, if applicable.

DIRECTIONAL SIGNS: In buildings where non-gender-segregated facilities are not or cannot be provided, provide and install directional signs indicating the nearest non-gender-segregated facilities.

Appendix E: Recommendations for Non-gender-segregated Restroom Signage

The following are recommendations for non-gender-segregated restroom signage to be used on the UVM campus.

- Signs should state “Restroom, multi-stall” or “Restroom, single-stall.”
- White type with a green or other dark background should be considered, making for a more easily readable sign. White print on dark background is more accessible.
- A shower symbol, wheelchair, and baby-changing symbol should be where applicable. Avoid gendered baby changing symbols.
- Braille should always be included.
- Refer to ADA standards for size of symbols on signs

Examples of Signage:

Single-use examples:



Fig. B-1



Fig. B-2

Multi-stall examples:



Fig. B-3

Multi-stall examples continued.



Fig. B-4

Example of shower pictogram.



Fig. B-5

Example of non-gendered baby changing station symbol.



Fig. B-6

Note: Braille should be included.

The Committee learned of a strong preference for the below active wheelchair pictogram, among community members, but also note this image is not currently in compliance with ADA standards.



Fig. B-7

Note: Braille should be included.

Example of sign combining multiple pictograms:

Note: We were unable to find an example on line, but roughed one out ourselves, see below.



Appendix F:
Example of Language for Campus Announcement

A recent letter from the president of Cooper Union to their campus about converting restrooms from gender-segregated to non-gender-segregated provided the basis for the language contained in the statement below:

At a university, health and safety are critically important to all students' ability to learn. As is often the case, students have been at the forefront of raising both concerns and our consciousness about gender and restrooms. I want to acknowledge students and others in our community for their efforts to increase awareness about gendered spaces and how they make some members of our community feel unsafe. I wish to thank everyone who has worked to raise awareness about these matters. I want to assure you, we are listening. Regardless of whether your opinion matches our decisions, your voices are being heard.

The University of Vermont takes pride in being ahead of our time and we must continue being leaders on issues of social justice. We, who may be less affected by forms of social oppression, have the obligation to not only stand with those who may be oppressed, but to take action where needed to clear the path for them to walk. We may not be able to change the world beyond our university in terms of how transgender and gender non-conforming people are treated, but together we can change our campus environment, to help all members of our community feel safe when they are inside our buildings.

From a practical standpoint, for most of the people on our campus very little will actually change in terms of our day-to-day use of restrooms. On other campuses where similar changes have been made most people have simply continued using the facilities most familiar to them and visitors have figured things out fairly quickly.

Going forward, in _____ (fill in blank here with list of initial buildings where conversion will be taking place), on selected restrooms existing signs that indicated gender will be replaced with signs that indicate only whether the restroom is single-stall or multi-stall. This change is being made in order to provide restroom spaces on our campus where any person can access the room without being questioned on the basis of their gender.

While people will be welcome to continue using those restrooms they have used in the past, these restrooms will no longer be assigned to a specific gender. These will be spaces where it is inappropriate to practice any form of gender 'policing.' The term gender policing refers to attempts to restrict someone from using a restroom based on perceptions about their gender. Members of our community who are not comfortable sharing a restroom with people of other genders, will have gender-specific restrooms available for their use. As with all changes, this will take a little time to implement, so please be patient as we work through the signage and lock (single-occupancy restrooms) changes.

Beyond removing gender barriers to our restrooms, we will also continue efforts to improve the access to the restrooms for people with disabilities. Our work on both of these projects will be ongoing.

Appendix G:
Recommended Components of a University-Wide Communication Plan

1. Initial announcement to students, staff, and faculty members by senior administrative official.
2. Informational flier to remain posted outside and inside of restrooms where signs are being changed for a specified initial period.
3. Trainings should be provided to all staff meetings in departments with building-specific responsibilities: Police Services, Custodial Services, Physical Plant, Athletics, Bailey/Howe, Davis Center, University Events, etc.
4. Briefings provided to other representative organizations on campus: Staff Council, HR Representatives, Student Government Association, Faculty Senate, etc.
5. Handouts designed and made available to offices throughout campus for dissemination at information and resource fairs and at information desks like Davis Center and Waterman.
6. Statement hosted on appropriate central web pages about non-gender-segregated restrooms on campus.
7. Increase existing capacity for providing ongoing education to campus affiliates about gender identity and non-gender-segregated restrooms.

**Appendix H:
Professional Development and Training Matrix and Sample Resources**

Trainings and presentations should be created to address specific campus needs. We are suggesting four general areas of focus that need to be covered:

- A. Basic language related to gender identity and sexual orientation
- B. United States cultural and historical narratives related to restroom access in higher education specifically
- C. The current available options at UVM for restrooms
- D. How to communicate with the public regarding non-gender-segregated restrooms at UVM

Format & Time Requirement Suggestions:

- 1) 20 minute briefings – 10 minutes sharing information, 10 minutes devoted to Q&A
- 2) 50 minute presentations – Panel format with support from students, staff and faculty depending on the context. This session gives a personal voice to the issues and works to have peer-peer communication. 20 minutes is devoted to Q&A
- 3) 40-50 minute video presentation that is accessed on-line through Professional Development and Training.

It is important that some trainings be directed to those providing information for UVM’s public audience (athletic events, professional conferences, and other events open to the public), while other sessions are directed to UVM’s internal audience Employees, Students and Contractors. This chart considers a selection of audiences and level (1, 2, and/or 3) training to be provided (see above).

Participants	Focus Area(s)	Format
New Employee Orientation	A. Basic language related to gender identity and sexual orientation	1
EDU @ UVM	B. United States cultural and historical narratives related to restroom access in higher education specifically C. Current available options at UVM for restrooms	2
Department Chairs Training	A. Basic language related to gender and sexual orientation B. United States cultural and historical narratives related to restroom access in higher education specifically	TBD
RA Training/Class	A. Basic language related to gender and sexual orientation	

	B. United States cultural and historical narratives related to restroom access in higher education specifically C. Current available options at UVM for restrooms D. How to communicate with the public regarding non-gender-segregated restrooms at UVM	2
RL Staff Training	Same as for RA Training	2
Orientation Leaders	C. Current available options at UVM for restrooms D. How to communicate with the public regarding non-gender-segregated restrooms at UVM	2
Advocats	D. How to communicate with the public regarding non-gender-segregated restrooms at UVM	1 and 3
University Events Services	D. How to communicate with the public regarding non-gender-segregated restrooms at UVM	2
Davis Center	D. How to communicate with the public regarding non-gender-segregated restrooms at UVM	2
Contract Security	D. How to communicate with the public regarding non-gender-segregated restrooms at UVM	3
Department Representatives	A. Basic language related to gender and sexual orientation B. United States cultural and historical narratives related to restroom access in higher education specifically C. Current available options at UVM for restrooms	2

Suggested times for briefings/trainings and dissemination of information:

Participants:	Faculty	Staff	Students	Administration	General Public
Scheduling Time Options:	August and May	August & Breaks	August: Move –in Campus Visits	Breaks January & May	Website At Events Information Sites

Information presented to visitors and hosted guests (University Events/Meetings & Athletic Programs) should focus on the overall UVM and higher education goals, linking to the inclusive excellence framework, as well as the availability and locations of non-gender-segregated restrooms on our campus.

SAMPLE: of information to include in short information session & on line video presentation

Information Session Content:

- Why we have gender neutral restrooms.
- How to find them.
- What the benefits are.
- Some answers for the usual questions.

Gender-Neutral Restrooms: Frequently Asked Questions

Q: Why do we need non-gender-segregated facilities?

A: According to the Sylvia Rivera Law Project, “trans and gender variant people face severe access problems when it comes to sex-segregated facilities like restrooms, locker rooms, shelters, in-patient drug treatment facilities, prisons and jails, etc.” Everyone deserves equal access to public facilities. No one should have to fear violence or harassment as a result of entering these facilities.

Q: Why should transgender people receive special privileges?

A: Being able to safely use a public restroom isn't a privilege – it is a right. And gender-neutral restrooms aren't only for transgender people. There are many people who don't identify as transgender, but don't appear stereotypically male or female and may experience harassment in gender-specific facilities. Non-gender-segregated restrooms would also be helpful to fathers caring for their daughters, or mothers caring for their sons. In addition, disabled people who have a caretaker of a different gender to assist them in restrooms benefit from non-gender-segregated facilities.

Q: There aren't any transgender people at my workplace, etc. Why should we make non-gender-segregated restrooms for people who aren't even here?

A: Just because there aren't any people in your area that you imagine fit into the category of transgender doesn't mean it is true, or that there won't be in the future. And as mentioned above, there are many other people who benefit from non-gender-segregated restrooms, regardless of their gender identity. Laws already require schools and other public spaces to offer wheelchair ramps and larger restroom stalls for disabled people, making places accessible that don't necessarily have disabled employees or students. The same principle applies non-gender-segregated restrooms.

Q: Our culture is often a violent one to women. What about women who are survivors of sexual assault by men, and are afraid of sharing a restroom with them?

A: Dean Spade of the Sylvia Rivera Law project states, “The gendered system does not provide a meaningful obstacle to people who wish to commit acts of violence in restrooms... if a person wished to visit the ‘wrong’ restroom in order to harass or assault persons in that room, the gendered sign on the door would not protect against that.” Spade goes on to suggest that the best way to address concerns about violence is to make the non-gender-segregated restrooms single stall, with

locks on the doors. For women who are still worried, UVM maintains restrooms designated solely for them in addition to non-gender-segregated facilities.

Q: Are there places I can go for more information about being transgender?

A: Sure! Check out the LGBTQA Center at 461 Main Street, Allen House, the student club called “Free To Be” and the October Translating Identity Conference.

[Trans Student Educational Resources](#) website discusses trans youth issues, and [National Center for Transgender Equality](#) are good resources as well.

Q: How can I become an advocate for non-gender-segregated restrooms at UVM?

A. Contact the LGBTQA Center or the student group Justice for QTS to find out about ways you can support UVM’s non-gender-segregated restrooms.

References and Resources

- Beemyn, B., Curtis, B., Davis, M., & Tubbs, N. J. (2005). Transgender issues on college campuses. *New Directions for Student Services*, 2005(111), 49-60. doi:10.1002/ss.173
- Beemyn, B. G., Domingue, A., Pettitt, J., & Smith, T. (2005). Suggested Steps to Make Campuses More Trans-Inclusive. *Journal of Gay & Lesbian Issues in Education*, 3(1), 89-94. doi:10.1300/j367v03n01_09
- Beemyn, B., PhD. (2008, November 20). Serving the Needs of Transgender College Students. *Journal of Gay & Lesbian Issues in Education*, 1(1), 33-50. http://dx.doi.org/10.1300?J367v01n01_03
- Brownstone, S. (2016, May 25). How Do You Solve the Problem of Gendered Bathrooms? This Capitol Hill Brewery May Have an Answer. Retrieved August 03, 2016, from <http://www.thestranger.com/slog/2016/05/25/24124386/how-do-you-solve-the-problem-of-gendered-restrooms-this-capitol-hill-brewery-has-an-answer>
- Creating gender-inclusivenon-gender-segregated restrooms on campus. (2016, January 14). Retrieved June 6, 2016, from <https://www.eab.com/research-and-insights/facilities-forum/expert-insights/2016/creating-gender-inclusive-restrooms-on-campus> University of California System's 5 lessons learned from converting restrooms to gender-inclusive restrooms.
- Detroit Woman Kicked Out of Restaurant Restroom for Looking 'Like a Man' Sues. (2015, June 17). Retrieved July 03, 2016, from <http://www.associate.com/business/2015/06/17/detroit-woman-kicked-out-restaurant-restroom-looking-man-sues> Woman removed from women's restroom by guard because she was misidentified as a man. She offered to show her ID but the guard refused her efforts to prove her identity.
- Eaton-Robb, B. P. (2016, May 21). Yale's gender neutral restrooms part of changing climate. *AP Online*. Retrieved June 3, 2016, from http://www.highbeam.com/doc/1A1-d323f38263394c46893875a97ff406ab.html?refid=easy_hf
- Gender Neutral Restrooms | Q&A about creating gender neutral restrooms on campuses. (2013). Retrieved June, 2016, from <http://transwellness.org/resources/educational-materials/gender-neutral-restrooms/>

Gershenson, O., & Penner, B. (2009). *Ladies and gents: Public toilets and gender*. Philadelphia: Temple University Press.

Gershenson, O. (2010). The Restroom Revolution: Unisex toilets and campus politics. In *Toilet: Public Restrooms and the Politics of Sharing* (pp. 191-207). New York.

History of the struggles of people to gain access to public restrooms, the struggle for restrooms for trans and gender non-conforming people at the University of Massachusetts - Amherst.

Herman, J. L. (2013). Gendered Restrooms and Minority Stress: The Public Regulation of Gender and its Impact on Transgender People's Lives. *The Journal of Public Management & Social Policy*, (Spring), 65-80. Retrieved August 3, 2016, from <http://williamsinstitute.law.ucla.edu/wp-content/uploads/Herman-Gendered-Restrooms-and-Minority-Stress-June-2013.pdf>

Holcombe, R. (2016, May 27). Adults take cue from students. *Burlington Free Press*, p. 14. Vermont highschools are taking actions on where trans students use the restroom based on what their students are telling them.

Lhamon, C. E., & Gupta, V. (2016, May 13). *Dear Colleague Letter: Transgender Students* (United States, Department of Education, Office of Civil Rights). Retrieved August 3, 2016, from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf>

Peeing in Peace: A resource guide for Transgender Activists and Allies [PDF]. (2005). San Francisco: Transgender Law Center. Guide contains basic information about how one can protect themselves when navigating restroom access and the basic tools one can use to affect how people see the issues of restrooms access and safety.

Restroom Signage. (2016, March). Retrieved August 03, 2016, from <http://cooper.edu/about/restroom-signage>

Signage Cooper Union uses for restrooms. College located in New York City

Schneider, W. (2010). Where Do We Belong? Addressing the Needs of Transgender Students in Higher Education. *The Vermont Connection*, 31, 96-106. Retrieved August 3, 2016, from <http://www.uvm.edu/~vtconn/v31/Schneider.pdf>

Stringer, S. M. (2015, June). BUREAU OF POLICY & RESEARCH JUNE 2015. Retrieved June, 2016, from http://comptroller.nyc.gov/wp-content/uploads/documents/Gender_Neutral_Restrooms.pdf New York State Assembly passed the Gender Expression Non-Discrimination Act (GENDA) that bars discrimination on the basis of gender identity and expression in cities and towns throughout New York. New York City decided not to wait for the State Senate to bring GENDA to the floor. Comptroller Stringer proposed single stall restrooms become gender-neutral in public and private buildings and amend codes giving building owners the opportunity to designate gender-neutral restrooms.

Toilet Training: Companion Guide for Activists and Educators [PDF]. (2010). New York: Sylvia Rivera Law Project. Companion guide to VHS Toilet Training about experiences of Trans and gender non conforming people, and how to make restrooms more accessible and comfortable for all.

United States., Department of Justice. (2010). *2010 ADA standards for accessible design*. Washington, D.C.: Dept. of Justice.