

An aerial photograph of the University of Colorado Boulder campus. In the background, a large, rugged mountain with rocky peaks and green slopes rises under a clear blue sky. The foreground and middle ground show the university's campus, featuring numerous brick buildings with red-tiled roofs, green lawns, and parking lots. A large, semi-circular stadium with a green field is visible in the lower right. A large black rectangular box is superimposed over the center of the image, containing the text "STUDENT SUCCESS CONFERENCE" in white and gold letters.

STUDENT SUCCESS CONFERENCE



University of Colorado
Boulder

HEALTH **AND** WELLBEING



Supporting Transgender and Gender Diverse (TGD) College Students Across Campus

CU Boulder TransCare

Trinity Bryant, CAPS

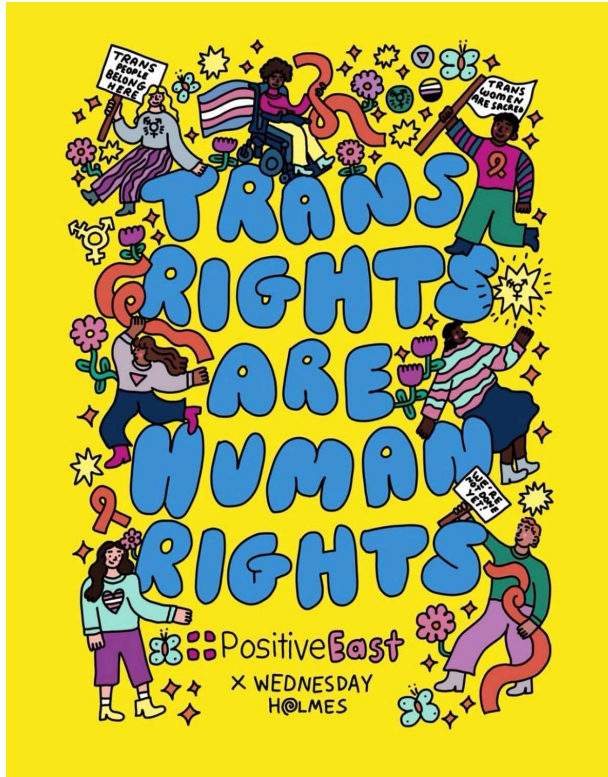
Jamie Scott, CAPS

Jessica Ladd-Webert, OVA



University of Colorado **Boulder**

Purpose of the space



- We hope that folks will engage in intentional sharing while practicing self care & sharing only what you feel safe sharing during these discussions.
- These conversations can feel uncomfortable at times, however we encourage you to challenge yourself to push past discomfort, while maintaining safety in an effort to engage in community with your peers.
- We hope folks will approach these discussions with humility and compassion both for self and for others.



CU Boulder Transcare



TB1

- *Transcare is dedicated to improving the health and well-being of our gender-diverse community at CU Boulder.*
- Members
 - Medical Services
 - Counseling and Psychiatric Services (CAPS)
 - Behavioral Health
 - Office of Victim Assistance (OVA)
 - Pride Office

<https://www.colorado.edu/health/lgbtq/about>



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**HEALTH AND
WELL-BEING**

Slide 4

TB1

I'd vote to remove CU SLHC from Members. Perhaps we have a different bullet that mentions collaboration with our CU departments like Disability, and the speech clinic.

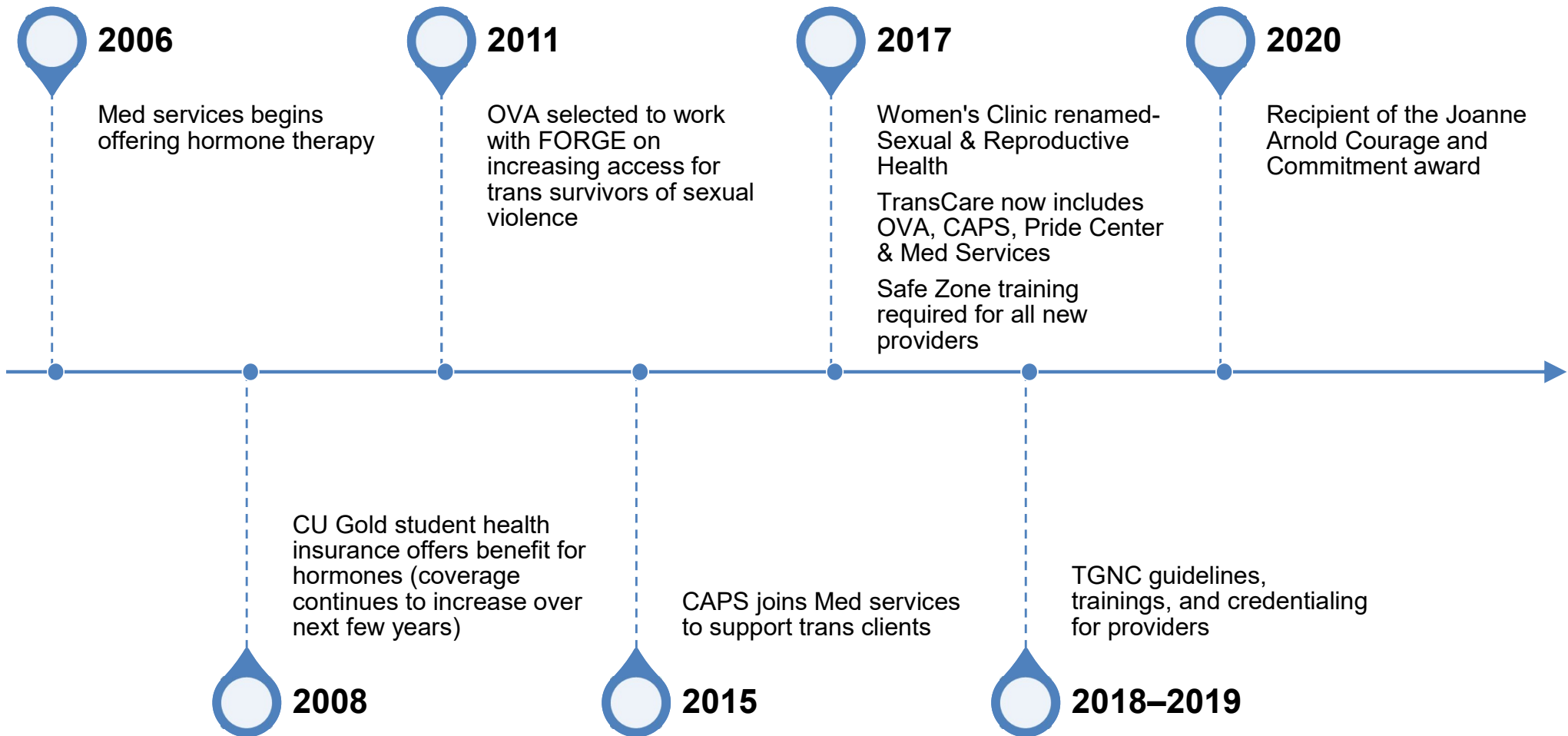
Trinity Bryant, 2026-01-23T22:12:42.908

JL1 0

i will note when i talk about the slide

Jessica M. Ladd-Webert, 2026-01-30T19:57:02.815

TransCare at CU Boulder

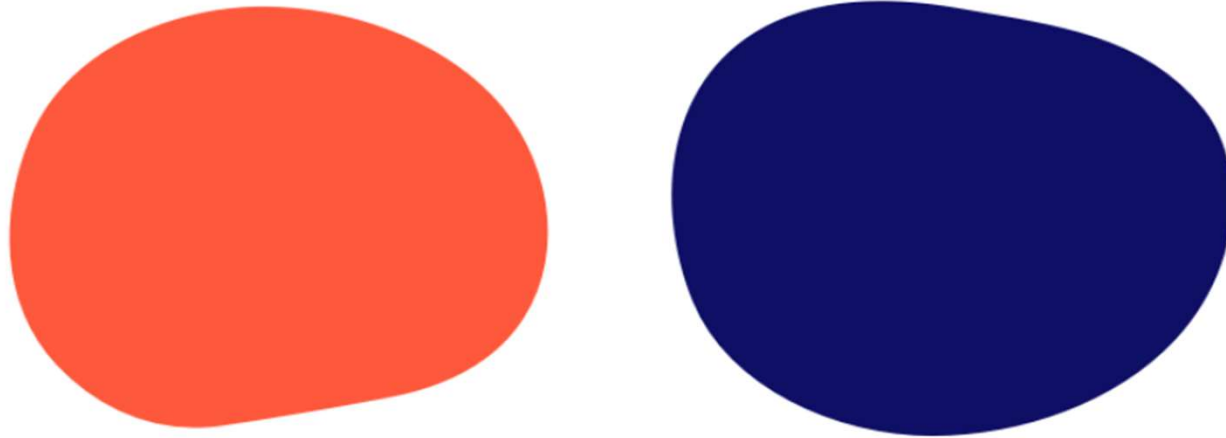


University of Colorado **Boulder**

**HEALTH AND
WELL-BEING**

What is Gender

Some people say that gender looks like this:



Others say gender is this:



What is Gender cont.

In actuality, gender often looks a lot like...:

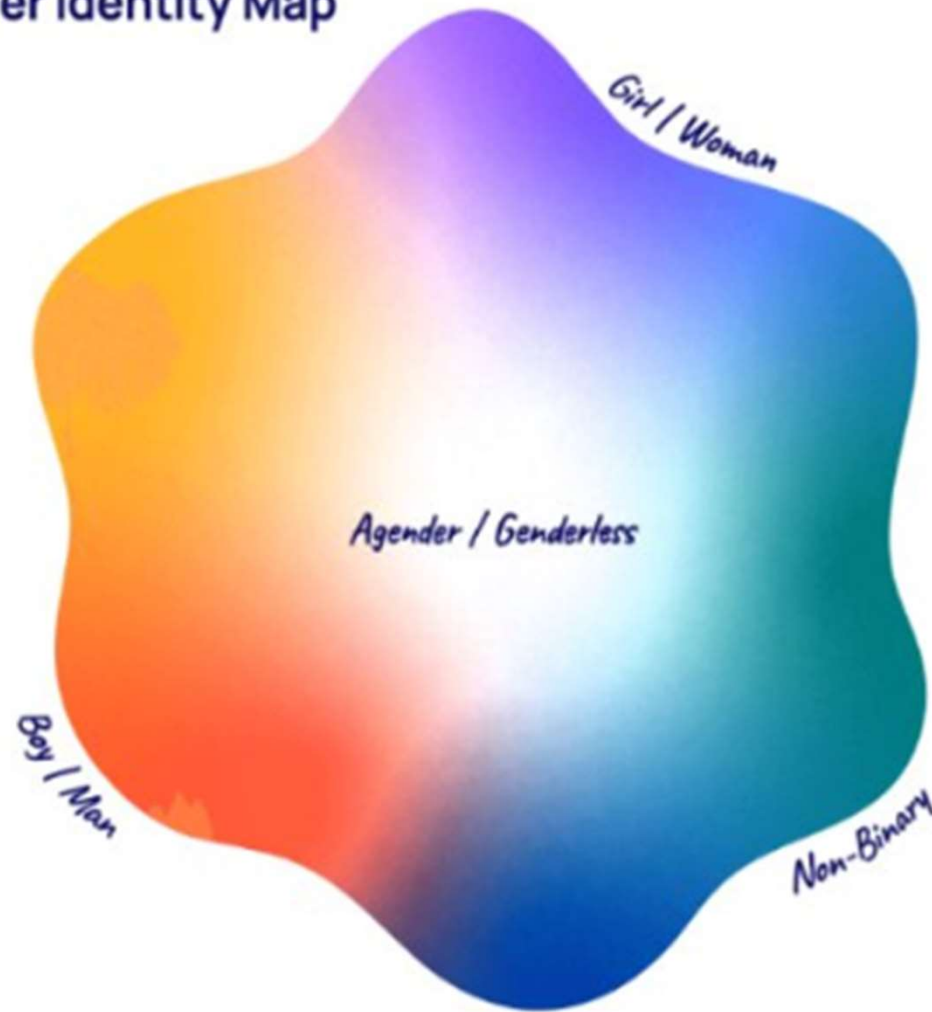


- **Cisgender**: *gender identity aligns with the sex assigned at birth.*
- **Transgender**: *gender identity differs from sex assigned at birth.*
- **Nonbinary**: *an umbrella term- people who experience their gender identity and/or expression outside of man/woman binary, including folks who are genderfluid, genderqueer.*
- **Two-Spirit**: *First Nations/Native American/Indigenous umbrella term describes sexual orientation and/or gender/sex that exists outside of gender binary.*



What is Gender – gender identity map

Gender Identity Map



How Gender is Different than Sexual Orientation

- Sexual orientation includes different forms of sexual, physical, romantic and emotional attraction, behaviors, and identities.
- Attraction towards people of just one gender, or multiple genders, or different genders at different times in life.
 - Some may not experience attraction at all.



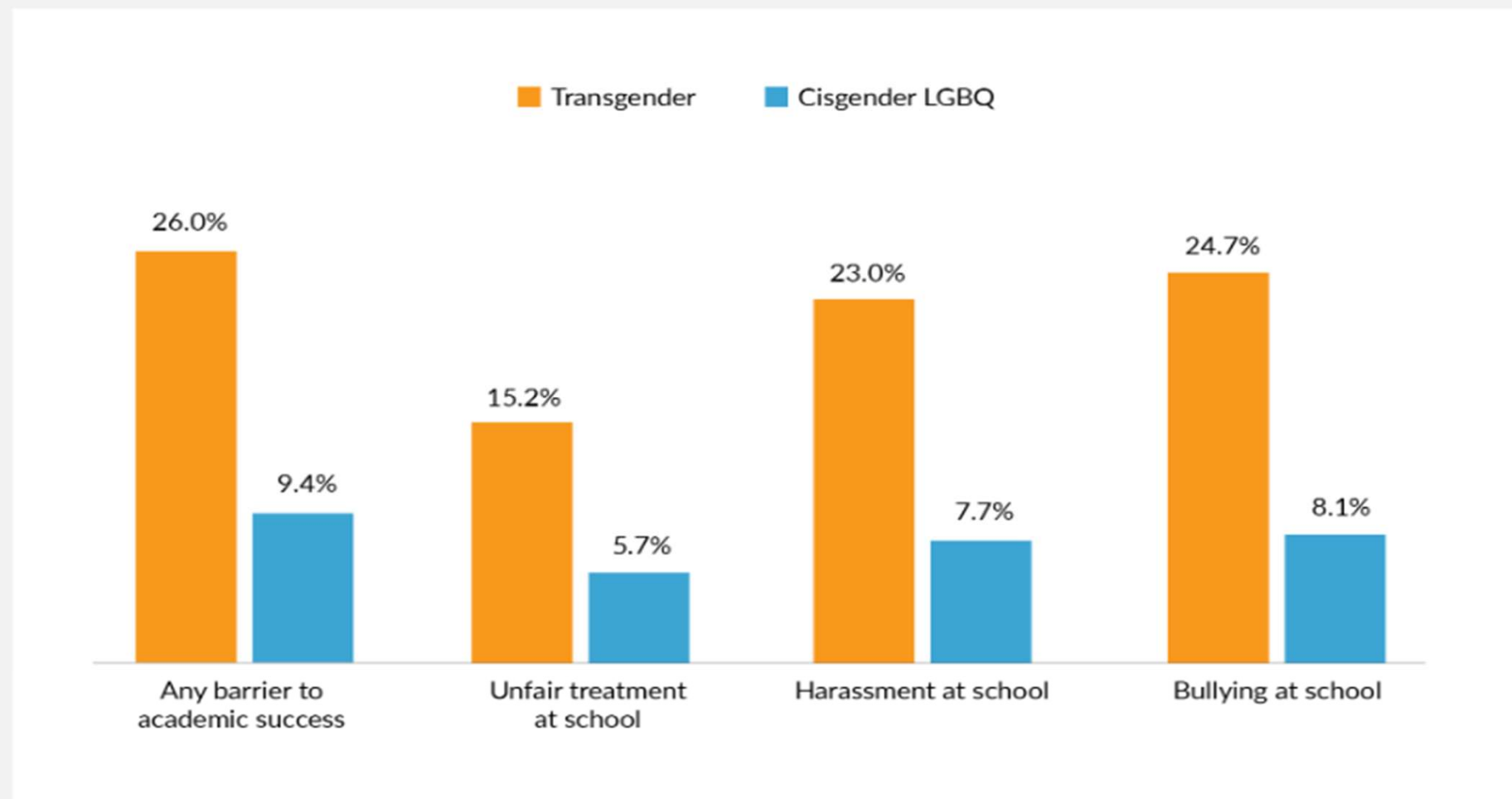
Experiences of TGD College Students

- Differences in mental health, academic success, financial stability, and access to healthcare compared to cisgender peers
- Inclusive vs. restrictive State policies can complicate college choices among trans students from the initial college application process
- 39% of trans students faced bullying, harassment, or assault in higher ed

(UCLA Williams Institute, 2022)



Barriers to academic success due to being LGBTQ among transgender and cisgender adults ages 18 to 40 (n=572)



Educational Experiences of Transgender People (April 2022)

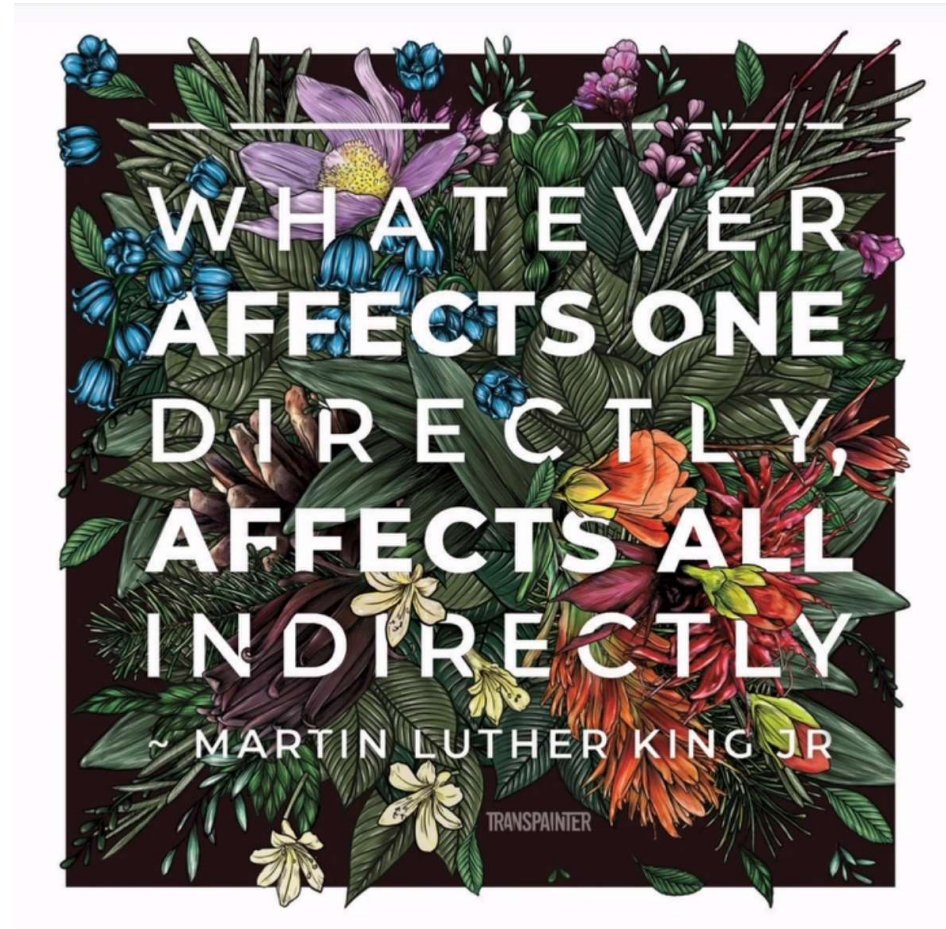
THE WILLIAMS INSTITUTE



University of Colorado **Boulder**

Barriers to Success

- Housing discrimination
- Name and gender changes
- Inequitable healthcare options
- Exclusivity in college athletics
- Microaggressions and harassment



Art by Rae Senarighi



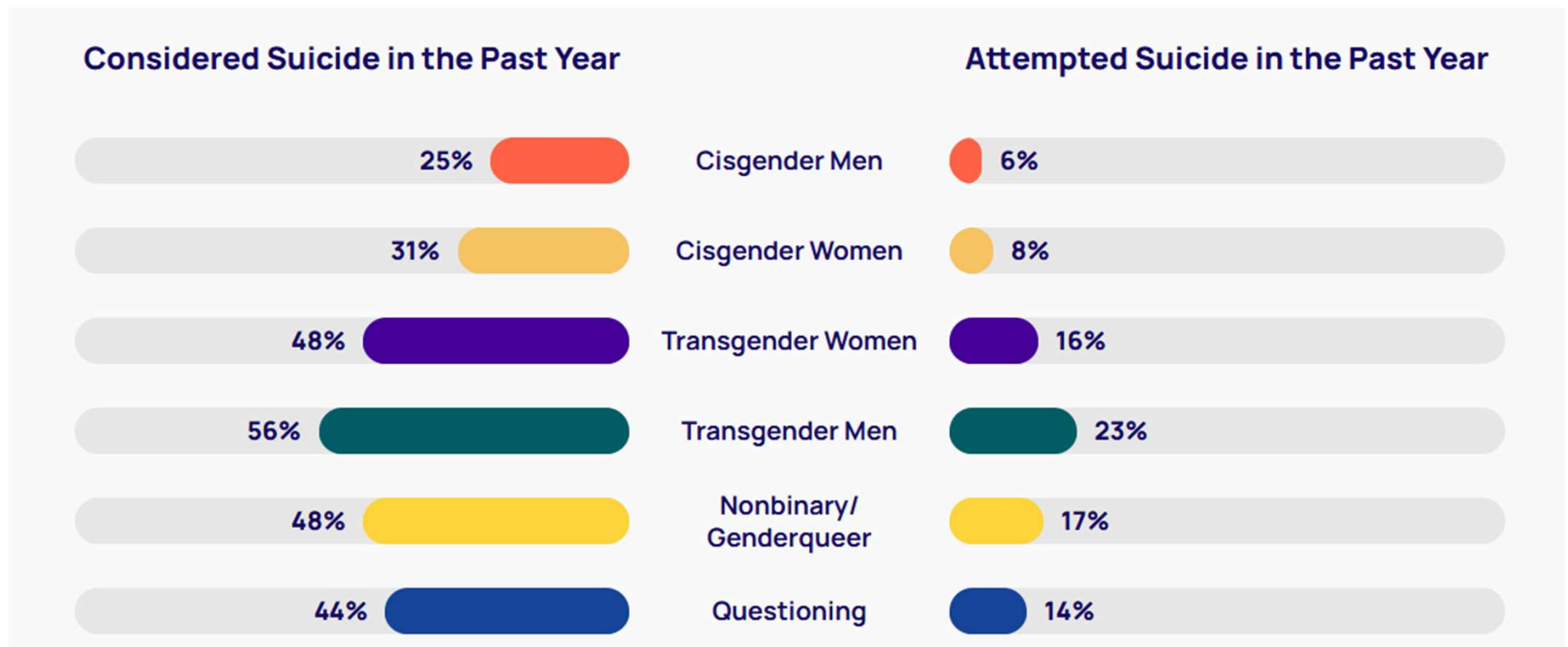
Mental Health Disparities

- Rapidly changing federal policies create uncertainty
- 55% of trans students report poor mental health while in higher ed programs (UCLA Williams Institute)
- 78% of trans students met criteria for one or more mental health problems, with 60% screening positive for clinically significant depression (Healthy Minds Study, 2019)
 - Compared to 27% of cis peers



Suicide Risk

2023 U.S. National Survey on the Mental Health of LGBTQ+ Young People (Ages 13-24) - The Trevor Project



Financial Barriers

- Face greater obstacles in the financial aid process
- More likely to have lower income
 - Take out/rely on federal student loans
 - Work extra hours or multiple jobs
- Have less family support
- Increased cost and barriers to access of gender affirming care
- Almost 4x as likely to experience homelessness or extreme poverty compared to cis peers



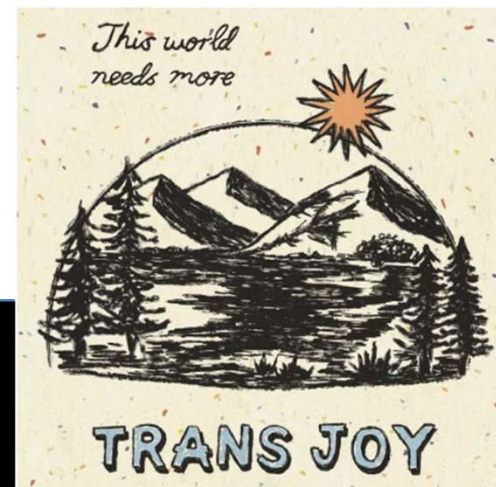
Oppression & discrimination impacts

- 70-80% Transgender individuals face discrimination, harassment or unequal treatment in employment, housing, or public spaces (2024, Human Rights Campaign)
- 47% of trans people have experienced sexual assault at some time in life, higher for trans people of color, homeless or have disability
- This leads to increase mental health and suicide attempts (2019, National Sexual Violence Resource Center)
- AND 94% of trans adults reported being more satisfied with life after transition (2023, Jorgensen)



Protective Factors

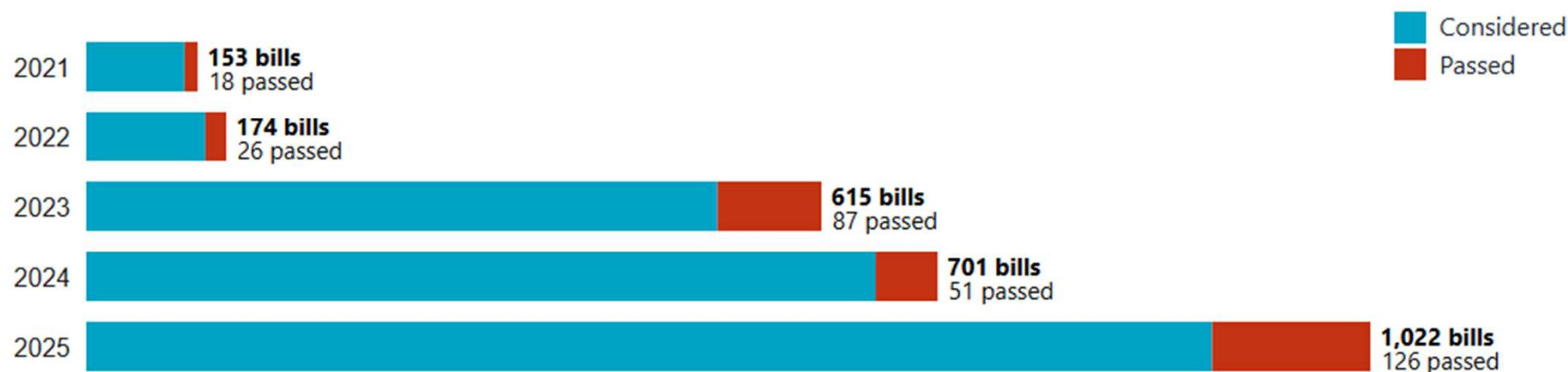
- Social support is the biggest protective factor
- Utilizing correct names and pronouns
 - Ease of access to change these in campus records
- Gender neutral housing and bathroom options
- Student health centers on campus
- Presence of a LGBTQIA+ or Pride Office on campus
- Student Organizations
- Culturally inclusive mental health services
- Inclusive policies by higher education institution
 - And, continuously monitor and respond to policy changes while continuing to support TGD students
- Inclusive curriculum in courses



Anti-Trans Legislation

What is happening with anti-trans bills in 2026?

In 2026, **632** bills are under consideration across the country that would negatively impact trans and gender non-conforming people. This number is anticipated to grow.



Anti-trans bills under consideration and passed, 2021-2025



Impacts of Anti-Trans Legislation on College Students

- Isolation
- Increase discrimination and harassment
 - Increase targeting
- Uncertainty
- Unsure who to trust



Art by Rae Senarighi



Continue gaining perspective by centering Transgender and Gender Diverse voices and experiences



By Audrey Kriss



Art by Wednesday Holmes



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Intentional inclusion and safety

- Create an environment that fosters safety
 - Hold expectation of mutual respect
- Offer your pronouns. Invite sharing. Mirror language
- Acknowledge mistakes and move forward
 - "I'm sorry. Thank you for correcting me."
- Omit gendered language or use it diligently



Using Motivational Interviewing



Art by YAMZ World

- Four guiding principles- RULE
 - Resist the Fixing Reflex
 - Understand the *person's own motivations*
 - Listen with empathy & compassion
 - Empower the individual



How to individually support

- Invite but don't force
 - "I'd like to hear your experience if you are willing to share."
- Express gratitude for being trusted
- Collaborate
 - Ask if they know what would be helpful to them
 - Ask for permission to share resources
 - Consider student's strengths
- Be mindful of your role



Practice makes... better

- The goal is not perfection
- The goal is
 - Prepare a plan
 - Work through difficulties
 - Reduce negative experiences
 - Check bias prior to interactions



By Lane Lloyd



Vignette guidelines

- Vignettes contain no PHI. These are examples for educational purposes only.
- Form groups of 3
- Discuss thoughts & potential directions
- Roleplay (practice interactions)
- Debrief
 - What felt uncomfortable? What felt supportive? Areas to improve? Suggestions? Is there more you'd like to know?



Vignette-1

A student you've had multiple interactions with over the years sends you an email and signs with a different name (Samantha) than the name on file (Samuel). The student attends an appointment with you and when retrieving them from the waiting area, you use the name on file. The student puts on a weak smile and says, "I go by Samantha." The student is there to discuss hopes of graduation the next spring semester and applying for grad school.

- Later in the appointment, Samantha says, "It's weird to see my old name on my transcript and other stuff."



Debriefing V.1

- Apologize, thank for correction, and move forward
- Focus on student's goals: graduation, grad school applications, other self-identified goals
- Consider possible resources and ask for permission to share- Pride Center's Name Change Program
- Empathize with "weird" feelings
 - Don't center self



Vignette- 2

Kelly is a first year student. Kelly has had low participation throughout the semester both in lecture and on graded discussion posts. Kelly emailed the professor apologizing for the low engagement and is now attending office hours. Kelly shares choosing CU because it was “suppose to be accepting,” but has felt on edge since starting college. Specifically, Kelly shares some people in the residence hall have been using offensive language towards queer people, and Kelly hasn’t felt comfortable leaving the dorm room. When asked what would be helpful, Kelly says “I don’t know. CU isn’t what I expected and now I can’t even be a good student.” Kelly hasn’t shared pronouns or other identities.

- Kelly later shares feeling anger and discomfort after reading a discussion post from another student who expressed support for the introduction of bill limiting gender affirming care to minors.



Debriefing V.2



Art by Meg Emiko

- Empathize
- Help client identify what could be helpful
 - Strengthening support system (The Center, OVA, CAPS), speaking with Housing, consider academic supports*
- Sharing with the Office of Institution Equity and Compliance
 - Note for student they don't have to engage, but as a responsible employee, one must share
- Regarding the discussion post, consider how to respond



CU Boulder Resources



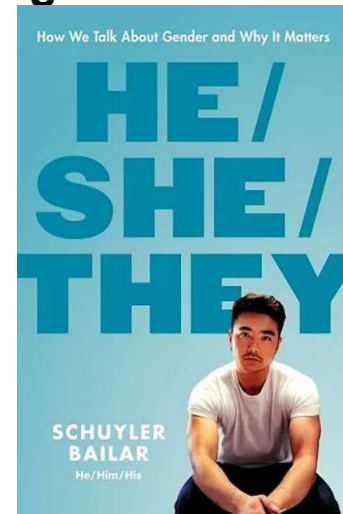
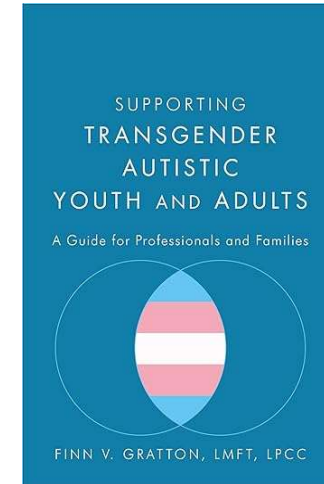
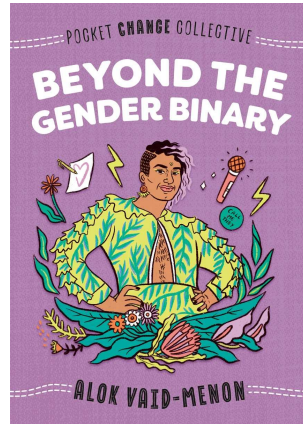
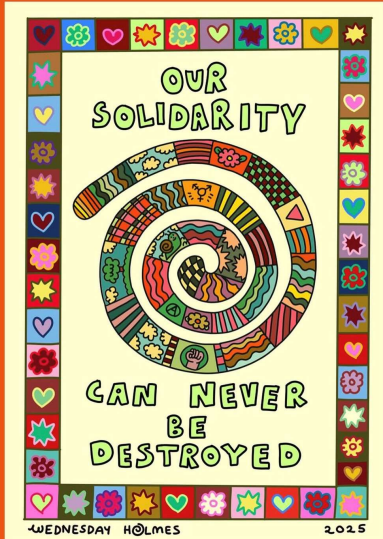
- **CAPS**
 - provides a variety of confidential mental health services for LGBTQ+ students, including groups, letters of support and identify-affirming care.
- **OVA**
 - confidential advocacy and short-term trauma counseling for students, staff and faculty who have experienced or witnessed a traumatic, disturbing or life-disrupting event.
- **Pride Center**
 - provide a sense of belonging and community for LGBTQ+ students, staff and faculty. Offers a variety of community events and support services.
- **Medical Services**
 - inclusive care for students, insurance coverage for transitioning, hormone therapy, preventative care, sexual & reproductive health services.
- **OIEC**
 - Implements, educates and enforces [four university policies](#) to address nondiscrimination



Continued learning



- Read, listen, support artists, subscribe to a newsletter, attend a gathering (if welcomed) centering Transgender and Gender Diverse Voices



charlie amáyá
scott, Ph.D.
to visit CU
4/22/2026



University of Colorado **Boulder**

Email: Trinity.Bryant@colorado.edu