

CU Denver Gender and LGBTQ+ Inclusion How-To Guide for Employees

Welcome to CU Denver's Gender Inclusion Guide for university employees! This guide provides instructions for navigating the university's information systems (including updating your name and pronouns), information on the rights of LGBTQ+ employees, creating an inclusive campus culture, as well as useful resources on all of these topics and more. It will be periodically updated as changes to systems and resources occur. To report a needed change or to suggest an edit or addition to this guide please contact katherine.mohrman@ucdenver.edu. This guide was last updated on July 15, 2021 and covers the following topics:

Managing Your Name and Pronouns in CU Information Systems

- UCDAccess

- Canvas

- CU Denver email (Outlook)

- Zoom

- University Identification Card

Know Your Rights

- Changing Your Legal versus Chosen Name

Creating a Gender and LGBTQ+ Inclusive Campus Culture

- Why Is This Important?

- Best Practices: Names and Pronouns

- Best Practices: What To Do When You Make A Mistake

- Best Practices: Comments and Questions

- Best Practices: Bathrooms

- Best Practices: Instructor Guidelines

Resources

Managing Your Name and Pronouns in CU Information Systems

UCDAccess

To log into UCDAccess go to the CU Denver website, <https://www.ucdenver.edu/>, and then click on the “Quick Links” drop down menu. Under “Tools” click on “UCDAccess”. This should take you to <https://login.ucdenver.edu/signin.html> where you can sign in using your CU Denver username and password.

Your ability to select your pronouns and update your name (first, middle, and last as well as “preferred first name”) in UCDAccess depends on your employee designation (staff versus faculty, etc.). To find out if you are able to make changes, once you are logged into UCDAccess click on “CU Resources” (where each tile or link is located on the webpage will depend on how you’ve organized your UCDAccess CU Resources site). Then click on “My Info and Pay” and then “My Info.” Then select “Name” and click on your name. This should pull up a pop-up window that lists your names (and potentially your pronouns). Some employees will have the ability to select an “edit” button and in-put the correct information. Other employees will NOT have the ability to edit their information; instead, you will need to contact your Human Relations (HR) liaison to request changes to that information. For more information read the following article: <https://www.cu.edu/blog/hcm-community/cu-faculty-and-staff-can-now-select-preferred-name>. Use the following link to identify your specific HR liaison: <https://www.ucdenver.edu/offices/human-resources/human-resources-home/human-resources-staff-listing-by-school-college-consolidated-unit-and-department>.

Canvas:

To log into Canvas go to the CU Denver website, <https://www.ucdenver.edu/>, and then click on the “Quick Links” drop down menu. Under “Tools” click on “Canvas”. This should take you to <https://login.ucdenver.edu/signin.html> where you can sign in using your CU Denver username and password.

In order to select your pronouns in Canvas, once you have signed in, click on “Account” in the upper left hand corner of your screen. Then click on “Settings” from the drop down menu. Next click the “Edit Settings” button which will appear on the right hand side of your screen. Scroll down slightly and select the “Pronouns” drop down menu. Select your pronouns. Next scroll to the bottom of your screen and click on “Update Settings” - you must do this or your pronoun selection will not be saved. After this process your pronouns should appear underneath your name on Canvas and will be visible to the person(s) administering and/or accessing the Canvas courses and shells you have access to.

In order to change your first name in Canvas, once you have signed in, click on “Account” in the upper left hand corner of your screen. Then click on “Settings” from the drop down menu. Next click the “Edit Settings” button which will appear on the right hand side of your screen. There will be two boxes where you can change your name “Full Name” and “Display Name.” If you change your name in the “Full Name” box, it will automatically update in the “Display Name” box, but not vice versa. Your name must be updated in BOTH boxes for it to appear consistently throughout Canvas. Once you’ve updated your name in both boxes (double check that your name is the same in each box), select “Update Settings” at the bottom of the screen to save your changes - you must do this or your name changes will not be saved.

Updates to your name and pronouns in Canvas will only be visible through Canvas. Updates in Canvas WILL NOT automatically update your name and pronouns in other university information systems such as UCDAccess or Zoom. You will need to update your name and pronouns in those systems separately (see directions above and below).

CU Denver email (Outlook):

You can call the Office of Information Technology (OIT) HelpDesk at (303) 724-4357 and request a change to your email alias. The suggested language for such a request is: “I’m calling to request an email alias that reflects my preferred name.” It is suggested that you use the language of “preferred name” because this is the title of the field the OIT employees will update. Know that you have the right to change your email alias to reflect your name, regardless of your legal name status. OIT HelpDesk representatives have been trained on this subject and should not question that right. However, if they do request proof of a legal name change or do question your right to change your email alias, ask to speak to their supervisor. There are a variety of offices and groups that can help advocate for you if you are confronted with any resistance when you make your request. These include the Women and Gender Center, <https://www.ucdenver.edu/offices/diversity-and-inclusion/our-offices/women-gender-center>, the Tri-Institutional LGBTQ Student Resource Center, <https://temp.msudenver.edu/lgbtq/>, the Office of Equity, <https://www.ucdenver.edu/offices/equity>, the LGBTQ+ Faculty Assembly Committee, <https://www.ucdenver.edu/faculty-staff/faculty-assembly/denver-campus/denver-campus-committees/faculty-assembly-committees/lgbtq-faculty-assembly-committee>, and the CU Faculty Council LGBTQ+ Committee, <https://www.cu.edu/faculty-council/committees/lesbian-gay-bisexual-transgender-lgbtq-committee>. If you are legally changing your name, before you change your email alias, first contact your HR liaison (you can find your liaison here: <https://www.ucdenver.edu/offices/human-resources/human-resources-home/human-resources-staff-listing-by-school-college-consolidated-unit-and-department>) in order to find out how to fill out the official Name Change Procedure Form and to provide your Social Security card. With these documents your HR liaison will change your name in Human Capital Management (HRC),

CU's human resources system. This process may take a few days, but after it is complete you can then call to request the change to your email alias using the instructions above.

In Outlook you can also set an automatic email signature for all your outgoing email that includes your correct name and pronouns. To do so, log into your CU Denver Outlook email by going to the CU Denver website, <https://www.ucdenver.edu/>, and then click on the "Quick Links" drop down menu. Under "Tools" click on "Webmail". This should take you to <https://login.ucdenver.edu/signin.html> where you should sign in using your CU Denver username and password.

Once you are signed in, in order to craft an email signature click on the setting button in the upper right hand corner of the screen. The button is shaped like a gear wheel and looks like this:

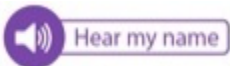


This should open up a pop-up menu on the right hand side of your screen. At the bottom of that menu click "View all Outlook settings". This should open a pop-up window. In that pop-up window click "Compose and reply" in the list on the left hand side of the screen. This will pull up a textbox for composing or editing your email signature. There is not one right way to include pronouns in an email signature; however, people typically list their pronouns after their name. For example, like this:

Muhammad Nassar, PhD
pronouns: he/him/his
University of Colorado Denver

You can also include a pronunciation guide in your signature. You can do this by spelling out your name's phonetic pronunciation and/or including a link to an app where you record yourself pronouncing your name, such as NameCoach (<https://cloud.name-coach.com/>). Your signature might look something like this:

Avery Betebenner (Beat - ah - benner)
Pronouns: they/them
University of Colorado Denver



Once you've finished composing your email signature be sure to check (or uncheck) any and all boxes/settings that apply in the list below the text box. Once you are sure all information is correct then click the "Save" button in the bottom right hand corner of the window. Then click the "X" in the top right hand corner of the pop-up box to exit settings and return to your inbox.

You can edit or delete your email signature at any time. Updates to your name (including its correct pronunciation) and pronouns in Outlook will only be visible through Outlook. Updates in Outlook WILL NOT automatically update your name and pronouns in other university information systems such as UCDAccess or Zoom. You will need to update your name and pronouns in those systems separately (see directions above and below).

Zoom

To download Zoom go to the CU Denver OIT Zoom page at <https://www.ucdenver.edu/offices/office-of-information-technology/software/how-do-i-use/zoom>. This page includes numerous resources on how to log into Zoom, how to download the Zoom application on to your devices, and how to use Zoom's various functions. To log into Zoom without downloading the application click on the "Zoom Login" button. This should open the following page: <https://ucdenver.zoom.us/>.

In order to change your name and add your pronouns on Zoom, once you have signed in, click on the "Profile" button in the upper left hand corner of the page. A new page will appear - on the right hand side of the screen and you can click the first "Edit" button at the top of the page. Change your first and last name as is appropriate in the "First Name" and "Last Name" boxes respectively. In the "Last Name" box after your last name, you can add your pronouns in parentheses. For example, if your last name is "Nguyen" add pronouns after your name such as: "Nguyen (they, them, theirs)".

Updates to your name and pronouns in Zoom will only be visible through Zoom. Updates in Zoom WILL NOT automatically update your name and pronouns in other university information systems such as UCDAccess or Canvas. You will need to update your name and pronouns in those systems separately (see directions above and below).

University Identification Card

Instructions for getting a student ID card, which cost \$24, are available through Auraria Higher Education Center (AHEC) ID Station, <https://www.ahec.edu/services-departments/id-station>. It is recommended that you first change your name and pronouns in other university systems before requesting a card with your correct name.

Know Your Rights

Changing Your Legal versus Chosen Name

There are important differences between the legal name-change process and changing your name in CU's information systems. It is important to know that there is NO university or legal requirement that you legally change your name before changing your name in the university's systems.

Changing your legal name costs money, and several organizations provide microgrants to support you through the process.

- The Colorado Name Change Project offers microgrants for Colorado residents only: <https://www.namechangeproject.org/microgrant/>.
- The Trans Lifeline has an additional microgrant program--75% of their name change Microgrants go to trans BIPOC to dismantle barriers caused by white supremacy: <https://translifeline.org/microgrants/>.

Creating a Gender and LGBTQ+ Inclusive Campus Culture

Why Is This Important?

Using a person's specified name and pronouns (i.e., what a person tells you they want to be called) reflects a basic level of respect for that individual and should be a practice you engage in regardless of your personal views or level of knowledge about gender identity. In other words, allowing an individual self-determination when it comes to their name and pronouns is important for acknowledging their basic humanity and worth.

It is often assumed that if someone asks you to use a certain name and specific pronouns that that request reflects mere personal preference or is inconsequential, even trivial. In fact, a person's name and pronouns reflect a deeply held sense of self, of which gender identity and name are integral parts. Thus, when someone doesn't use an individual's correct name and pronouns it has a significant impact on their sense of self-worth, their sense of belonging (in this case in the university community), and on their ability to succeed in various environments (in this case at work and/or in school).

Consider these facts: transgender, non-binary, and intersex people generally, and youth specifically, have significantly higher rates of depression, suicide ideation, and suicide attempts and they are also subject to increased levels of violence and discrimination in all areas of society. These higher rates of depression and suicide have been specifically linked to the failure of people to recognize and respect an individual's gender identity, including the use of their correct name and pronouns (what researchers call "identity non-affirmation"). This lack of acknowledgement and respect in combination with other kinds of gender-based discrimination contributes to increased rates of depression and suicide.

In terms of education, the failure to use a person's correct name and pronouns is linked to decreased academic achievement, including lower GPA, lower rates of attendance, and dropping out of school. On the flip side, the creation of an affirming and supportive school environment (including the use of correct names and pronouns) improves outcomes for students including improved motivation and engagement and decreases in achievement gaps. If you would like to examine the data and/or learn more about the importance of gender inclusion in schools, please see GLSEN, <https://www.glsen.org/>; the Human Rights Campaign, <https://www.hrc.org/>; Leeds Beckett University's Centre for LGBTQ+ Inclusion in Education, <https://www.leedsbeckett.ac.uk/research/centre-for-lgbtq-inclusion-in-education/>; and Welcoming Schools, <https://welcomingschools.org/resources/research>.

Ultimately, affording people a basic level of respect by using their correct name and pronouns has a significant effect in terms of not just educational achievement and university community, but in terms of people's very survival.

Best Practices: Names and Pronouns

When it comes to creating and maintaining a gender inclusive and respectful culture, first and foremost, it is critical to be aware of the importance of introductions. Generally in U.S.-based culture(s) introductions involve asking a person's name. Typically, gender is assumed to align with a person's first name. To create a gender-inclusive culture, however, we must do two things: first, move away from the assumption that we can read/know a person's gender from their first name and second, we should normalize asking about a person's pronouns in addition to their name upon being introduced. In order to avoid assumptions about gender and normalize pronoun sharing, **EVERYONE (regardless of their gender identity) should commit to stating their own pronouns each and every time they introduce themselves, whether individually or in a group.** For example, when meeting a new person or group of people you can say "Hi my name is Patrice Williams and I use they/them and she/her pronouns." This kind of introduction removes any guess work and invites others to tell you their pronouns. If the other person does not include their pronouns when they introduce themselves, ASK! You can follow up with a statement such as, "Nice to meet you! What are your pronouns?" or "And what pronouns should I use to refer to you?"

The other way that people are introduced to one another is through digital information systems whether that be email, Canvas, UCDAccess, or some other system. For example, faculty often first encounter students through UCDAccess or Canvas. However, a person's correct name and pronouns may or may not be correctly reflected in university information systems. Therefore, rather than assuming that their name and pronouns are correctly reflected in those systems, individuals should ALWAYS ask for a person's name and pronouns upon their first interaction, whether that be in person or via some digital platform.

One way you can preemptively let someone know your pronouns and what you would like them to call you is to include your pronouns and a pronunciation guide in your email signature (see instructions for creating or editing your email signature in this guide under “Managing Your Name and Pronouns in CU Information Systems” and “CU Denver email (Outlook)” above). Similarly, you can and should include your pronouns in other university platforms, such as Zoom and Canvas (among others).

Creating a gender-inclusive culture starts with introductions but extends to usage. Thus, once you have learned what a person’s name and pronouns are, you should do your utmost to pronounce their name correctly and use their pronouns consciously. Doing so will help to create a consistent culture of gender inclusion and respect at our university.

Best Practices: What To Do When You Make A Mistake

Mistakes happen and that’s okay! That said there are good and bad ways to deal with the mistakes that you do make. First and foremost, try your best to get people’s names and pronouns right (that means following the advice supplied in the “Best Practices: Names and Pronouns” section of this guide, above).

When you do make a mistake, the most important thing to do is to apologize and correct yourself. A good rule of thumb for correcting your mistake is to not make a big deal out of the situation, sincerely apologize, and then move on. Avoid apologizing profusely or in an over the top manner, especially in public; doing so, even if unintentionally, forces the person who you have used the wrong name or pronouns for to reassure you that they aren’t mad and/or that you are a good person whose mistake was unintentional. Sometimes you might realize that you accidentally used the wrong pronouns for someone after it is too late to correct yourself. The worst thing you can do is to say nothing and hope that person didn’t notice. They almost certainly noticed. It is appropriate for you to apologize to them. But make sure you do this privately to be certain not to make the situation more embarrassing or frustrating. Then the very next time you are referring to that person using their pronouns, make sure to use the correct ones.

Best Practices: Comments and Questions

When you feel confused, uninformed, or uncertain about what to do or say about LGBTQ+ issues there are several strategies you can use for figuring out how to interact with LGBTQ+ people and to talk about LGBTQ+ issues respectfully and effectively. If you encounter a new or unfamiliar LGBTQ+ term, you have a couple of different ways to learn what that term means. One way is to ask someone who identifies as a member of the LGBTQ+ community. This can be helpful, but there are a few risks. One risk is that you place an extra burden on that person to educate you. Not all LGBTQ+ people want to take on that burden and even if they do, they may

not want to take on that burden all the time. Another potential drawback of this approach is that you might end up with a limited, even incorrect understanding of the term because one person can't represent everybody in their community. Another option is to do your research on your own using the internet or other resources. This way, you can spend time with multiple sources and develop a stronger grasp of the term or concept without placing undue burden on an LGBTQ+ person to help you learn. This guide includes links to some resources that might be helpful for you if you need to learn more about LGBTQ+ terminology, communities, or issues (see the "Resources" section above).

There are A LOT of cultural rules around bodies and the way we are supposed to present them (especially in environments that are considered "professional"). Just consider a few comments which communicate some of these rules: "Why is he wearing a skirt? Boys aren't supposed to wear skirts!"; "Body hair is so gross, I wish they would shave"; "Those braids are a very unprofessional hairstyle"; "Why is that person wearing jeans to a meeting?" As these examples illustrate, many, if not most, of our cultural rules are rooted in sexist, transphobic, racist, classist, and ableist standards. When you encounter someone whose body or self-presentation (whether in terms of weight, dress, hairstyle, make-up, etc.) does not match your own or society's expectations about how a person with a particular identity "should" present themselves, instead of commenting, stalling, or asking questions, consider why you have those expectations and where they come from. A good rule of thumb to follow is: if you don't have anything nice to say, don't say anything at all. Similarly, for those in mentorship or teaching positions, keep any advice about self-presentation to yourself unless you are explicitly asked for such advice. And if you are asked, give general advice, do not comment on an individual's body or self-presentation.

Best Practices: Bathrooms

There is a lot of controversy around gender and bathrooms. That said the following constitute best practices: first, don't assume someone does or does not belong in a bathroom because of the way they look. Someone's gender presentation does not necessarily correspond to their gender identity. Second, if you are facilitating a class or meeting don't monitor bathroom access or breaks. Everyone should be able to make decisions about when they need to use the bathroom and what bathroom they want to use. Because there are not many gender inclusive restrooms on campus (some buildings do not even have a single gender inclusive restroom) it can take some people longer than usual to use the restroom.

The Office of Equity provides all-gender restroom maps showing the locations of single-stall restrooms on the Auraria and CU Anschutz campuses:

<https://www.ucdenver.edu/offices/equity/support-resources/all-gender-resources>.

Best Practices: Instructor Guidelines

A good place to start for instructors striving to create courses that are gender and LGBTQ+ inclusive is to familiarize themselves with the basics of LGBTQ+ terminology. Below is a brief overview of basic vocabulary - there is much more to learn however. Please consult the “Resources” section of this guide, below, for more information.

- **Cisgender**: People whose assigned sex and/or gender at birth lines up with their gender identity.
- **Transgender**: People whose assigned sex and/or gender at birth does not line up with their gender identity.
 - The term is transgender, NOT transgendered.
 - Other related terms include trans*, non-binary, genderqueer, two-spirit, etc.
- **Deadnaming**: Using a person’s birth name without consent (accidentally or on purpose).
- **Out**: When an individual’s personal information (about their gender or sexual identity especially) has been disclosed to others.
- **Outing**: Is the nonconsensual revealing of an individual’s personal information (about their gender or sexual identity especially).
- **Gender neutral language**: Words or phrases used to refer to a group that do not designate gender such as “y’all” or “folks” instead of “guys” or “ladies and gentlemen”.

Another important starting point for instructors in creating courses that are gender and LGBTQ+ inclusive is CU Denver’s information systems. As the “Managing Your Name and Pronouns in CU Information Systems” section of this guide discusses, you **CANNOT** rely on the school information systems to list a person’s name and pronouns accurately. Instead, you should rely on what an individual tells you to use. This means updating your own pronouns in these information systems and encouraging your students to do the same. You can do so by sending a general email to your classes *before* the semester starts, linking to the student version of this guide, and asking them to update their information.

Two major components of creating courses that are gender and LGBTQ+ inclusive are the syllabus and course design. While syllabi diversity statements can be beneficial, inclusive pedagogy cannot be achieved just by writing and including such a statement in a syllabus. Indeed, to be effective a diversity statement needs to be the last, not the first thing you do to make your course more inclusive. Diversity statements don’t mean anything if their promises are not reflected in your pedagogical approach, lesson planning, activities, assignments, course content, syllabi, and out of class interactions. Instead of focusing on a statement, strive to make your entire pedagogical approach (including your syllabi) more inclusive, diverse, and equitable. To start that process, consider the following questions:

- **What topics are you (not) covering?** (Do you infuse questions of equity, inclusion, and

diversity in your course content regardless of the topic?)

- **How are those topics being covered?** (Do you segregate certain topics into their own category such as “women’s photography” instead of infusing them throughout the course?)
- **Who are you (not) reading?** (Do you only teach the traditional canon in your discipline? Are most of those readings written/produced/created by straight, white, able, cisgender men?)
- **Is your course about control and punishment (authoritarian pedagogy) or about establishing trust and shared goals (democratic pedagogy)?** (Do your students feel comfortable sharing that they are struggling with mental health which is affecting their ability to complete their work or do they not feel comfortable sharing and asking for support? Are you making assumptions about why students aren’t getting their work in on time? Are you using facial recognition and surveillance based testing software like Proctorio?)
- **What resources do you provide in your syllabi or on your Canvas course pages?** (Do you list academic success/support resources? What about identity based support services? Technology support services? Wellness and mental health resources? Educational opportunities and career success resources? Student engagement resources? Or none?)

As these questions suggest, when attempting to create courses that are gender and LGBTQ+ inclusive it is also important to consider whether the use of certain assessments and related testing technologies, which use facial recognition and surveillance software, such as Proctorio (widely used at CU Denver) are absolutely necessary since they discriminate based on race, gender, and ability as numerous studies have shown (for more see: <https://www.technologyreview.com/2019/12/20/79/ai-face-recognition-racist-us-government-nist-study/>; <https://www.colorado.edu/today/2019/10/08/facial-recognition-software-has-gender-problem>; <https://www.teenvogue.com/story/exam-surveillance-tools-remote-learning>; and <https://hybridpedagogy.org/our-bodies-encoded-algorithmic-test-proctoring-in-higher-education/>). For trans and gender non-binary students, technologies like Proctorio can actually out a student against their wishes. Thus, if at all possible, do not use Proctorio or similar technologies. Instead, use alternative assessments such as open book and/or open note exams and project-based learning. If you are required to use such technologies by a supervisor or department, warn students at the beginning of the course that they will be used and what their harms are.

When it comes to the first day of class, an important strategy for creating an inclusive community - not just in terms of gender, but in other ways as well - is to establish classroom norms and expectations as a group. One strategy to do this is having a conversation about what these norms and expectations will be and then writing them up to share with the class - this is also a good way to help to get your students invested in the course. As a member and facilitator of the classroom community you can suggest norms during this discussion as well. For instance, you might add to the list that no individual should be asked to speak for or educate the class about a culture or community of which that individual is a part. Another strategy is to model the

expectations you have for students by enacting them yourself. For example, introducing yourself with your pronouns and asking all students to say their names and pronouns when they introduce themselves on the first day of class is a good model for future introductory sessions. Or, if someone uses offensive language or makes a microaggressive comment in class, model intervening instead of ignoring it.

Although it may seem counterintuitive when trying to establish an inclusive environment, if your class is on Zoom avoid mandating camera use. There are *many* legitimate reasons a student might not want to turn on their camera, including concerns related to gender presentation. It is certainly good to encourage camera use, but not to mandate it. Create a safe space to allow students to share why they won't be using their cameras and offer alternative suggestions for participation such as the chat function.

There are many other strategies for creating a gender inclusive classroom. These guidelines are merely a starting point. Please look through the “Resources” section of this guide, below, and/or contact CU Denver’s Center for Excellence in Teaching and Learning for further help in this area.

Resources

- ACLU Colorado, <https://aclu-co.org/> (Mi ACLU, <https://www.miacclu.org/en> para Espanol)
 - ◆ Issues | LGBT Equality, <https://aclu-co.org/issues/lgbt-equality/>
 - ◆ Know Your Rights, <https://aclu-co.org/know-your-rights/>
 - ◆ Need Legal Help?, <https://aclu-co.org/need-legal-help/> (in English y en Espanol)

- Auraria Library | Quick Menu | Faculty Services | Diversify Your Syllabi, <https://library.auraria.edu/faculty-resources>

- Center for Excellence in Teaching and Learning | Workshops and Events | Inclusive Pedagogy Academy, <https://www.ucdenver.edu/centers/cetl/Faculty-Teaching-Learning/inclusive-pedagogy-academy>

- Colorado Legal Services, <https://www.coloradolegalservices.org/>

- Colorado Name Change Project, <https://www.namechangeproject.org/>

- Colorado Support Project, <https://coloradosupportproject.org/>

- ◆ “Name Change for Transgender Coloradans”,
<https://coloradosupportproject.org/name-change-transgender-coloradans/>
- ◆ “Update Gender for Transgender Coloradans”,
<https://coloradosupportproject.org/update-gender-transgender-coloradans/>
- CU on Coursera | Queering Identities: LGBTQ+ Sexuality and Gender Identity and Queering the Schoolhouse: LGBTQ+ Inclusion for Educators,
<https://www.ucdenver.edu/offices/office-of-information-technology/software/how-do-i-use/coursera>
- CU Denver LGBTQ+ Faculty Assembly Committee, <https://www.ucdenver.edu/faculty-staff/faculty-assembly/denver-campus/denver-campus-committees/faculty-assembly-committees/lgbtq-faculty-assembly-committee>
- CU System Faculty Council LGBTQ+ Committee, <https://www.cu.edu/faculty-council/committees/lesbian-gay-bisexual-transgender-lgbtq-committee>.
- GLSEN, <https://www.glsen.org/>
- Lambda Legal, <https://www.lambdalegal.org/>
 - ◆ Know Your Rights | LGBT Employees & Employees with HIV,
<https://www.lambdalegal.org/know-your-rights>
 - ◆ Know Your Rights | Transgender People, <https://www.lambdalegal.org/know-your-rights>
- LGBTQ Student Resource Center (Tri-Institutional on Auraria Campus),
<https://www.msudenver.edu/lgbtq/>
- Namecoach, <https://cloud.name-coach.com/>
- National Center for Transgender Equality | Identity Documents Center | Colorado,
<https://transequality.org/documents/state/colorado#:~:text=To%20obtain%20a%20legal%20name,days%2C%20except%20with%20good%20cause.>
- Office of Equity (CU Denver | CU Anschutz), <https://www.ucdenver.edu/offices/equity>
 - ◆ Education & Training | Self-Guided Learning | Gender Visibility,
<https://www.ucdenver.edu/offices/equity/education-training/self-guided-learning/gender-sexual-orientation>

- ◆ Support and Resources | All-Gender Resources, <https://www.ucdenver.edu/offices/equity/support-resources/all-gender-resources>
- ◆ Support and Resources | Discrimination Resources, <https://www.ucdenver.edu/offices/equity/support-resources/discrimination-resources>

- One Colorado, <https://one-colorado.org/>
 - ◆ Resources | Identity Documents and Birth Certificates, <https://one-colorado.org/identity-documents-birth-certificates/>
 - ◆ Our Work | Colorado Support Project | Discrimination, <https://one-colorado.org/support/discrimination/>

- The Trans Lifeline, <https://translifeline.org/microgrants/>

- Women and Gender Center (University of Colorado Denver | Anschutz Medical Campus), <https://www.ucdenver.edu/offices/diversity-and-inclusion/our-offices/women-gender-center>