

Non * Binary Universities

Vade Mekum on
Genderfair(er) Higher Education

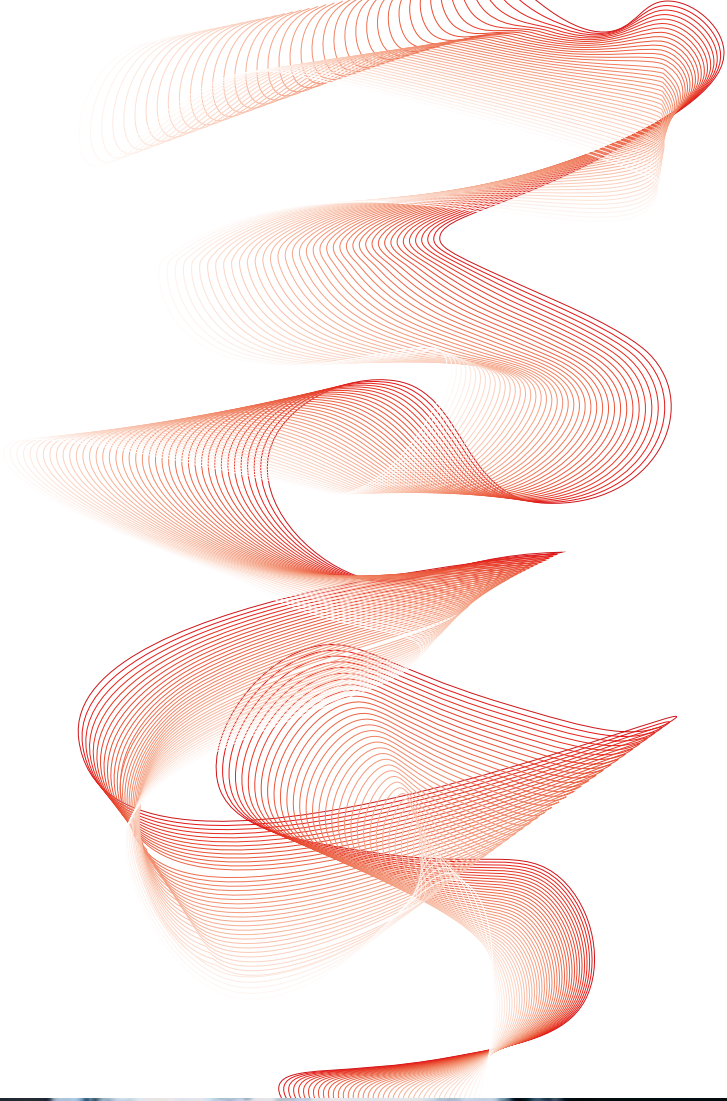


Fig. 1 Alaa al Kurdi, *Reverse Privilege*, 2018

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Preface

The following companion (*vade mecum*) is intended to support universities in identifying and consequently eliminating any discrimination against non-binary persons. Non-binary persons¹ may not be able or willing to fit into either one category, “man” or “woman”. They identify as transgender persons, as intersexual persons, or as intersex women or intersex men. Article 8 of the European Convention on Human Rights (ECHR) grants free expression of gender identity, rendering this guarantee a national responsibility of all European states.

Pursuant to the Austrian Universities Act, universities and colleges are therefore also obligated – perhaps particularly so – “to contribute to the personal development of the individual, and to the welfare of society.” Even more so since universities are charged not only with generating new knowledge but with bringing it to application. Especially in the face of societal challenges, universities must act as role models, developing and offering practicable solutions. While legal conditions for gender equality in the Austrian university system are among the best in Europe, it is now time that universities and colleges follow suit concerning the domain of anti-discrimination against non-binary persons.

This *vade mecum* is based on the results of the “Non-Binary Universities” project at the Academy of Fine Arts Vienna (2017–2018). Artistic and scientific staff, members of the employees’ council, non-academic staff, the Equal Opportunities Team², student representatives, representatives of the Austrian Students’ Union ÖH and NAGEH (*mein NAME, mein GESchlecht, meine Hochschule* – “my name, my gender, my university”) all participated in intensive working group meetings, laying the report’s foundations. The intent was to devise recommendations for universities for implementing measures designed to eliminate structural disadvantages of, and discrimination against, non-binary persons.

An inter-university advisory board accompanied the project, ensuring that the different cultures and policy logics present at universities were incorporated into the project, as well as expert knowledge.

Our sincere gratitude goes to everyone involved in the project who contributed to the creation of this publication. We are pleased that the awarding of the 2016 Diversitas Prize by the Federal Ministry of Science, Research and Economy made possible this project and we hope that lasting change will be ushered in at universities with the help of its results.

Eva Blimlinger, Andrea B. Braidt, Karin Riegler

Rector and Vice-Rectors of the Academy of Fine Arts Vienna
Vienna, May 2019

¹ For reasons of simplicity, “non-binary” is used as an umbrella term referring to all who (have to) identify outside the male*female* gender binary. It needs to be emphasized, however, that not all trans* or intersex people consider themselves to fall into, or want to be identified by this category

² Translator’s note: Arbeitskreis für Gleichbehandlungsfragen – the official English version of the Universitätsgesetz 2002 – UG (“Federal Act on the Organisation of Universities and their Studies”) translates this legally required organizational entity as “Working Group on Equal Opportunities”. However, at Austrian Universities a variety of different English translations are currently in use, “Equal Opportunities Team” being one of them.

Introduction

From 1.1.2017 to 31.12.2018, the project “Non-Binary Universities” was conducted at the Academy of Fine Arts Vienna – this vade mecum summarizes its results. It was the project’s explicit goal to develop strategies aiding in the acknowledgement of people’s gender diversity at – and beyond – universities. By dismantling gender binarism analytically, “Non-Binary Universities” does not seek to undercut the advancement of women, but – on the contrary – intends to improve representation of the social realities of gender. In doing so, perspectives are widened to include other gender categories, initiating a discourse for reducing potential discrimination of sex/gender. We believe that it is the task of universities to support students and staff in all matters, and to guarantee an optimal space for self-actualization for trans, intersex and non-binary persons.

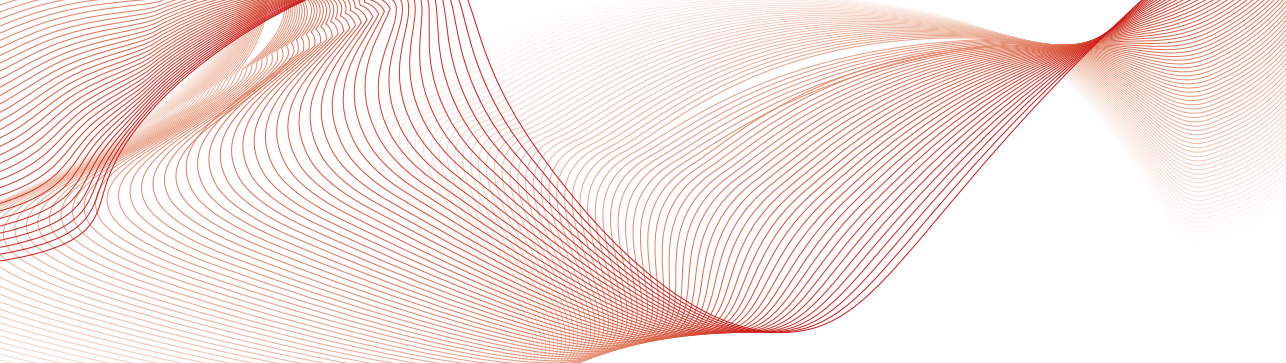
The measures developed and tested in this project therefore aim at realizing and giving visibility to gender diversity, pursuing, in this way, the establishment of a “Non-Binary University”.

The guiding idea in developing these measures was to incorporate as varied a range of different university “cultures” as possible. The instruments conceived in the project and proposed in this “vade mecum” are generally intended to provide a basis for development adaptable to specific locations – and adaptable also in communication processes with researchers, artists, teaching and administrative staff. They are to be understood as suggestions in the spirit of knowledge transfer, aiming at a reduction of structural discrimination and bureaucratic hurdles at all universities and colleges.

The Academy of Fine Arts Vienna offered an ideal environment to analyze the complex interrelation between measures for the advancement of women and measures for the promotion and non-discrimination of all trans, intersex and non-binary persons. The Academy is the only university in Austria where women have more than a 50 percent share across all staff categories, especially regarding professorships. Here, a culture of gender parity has been practiced for many years. In order to prevent backward developments, gender equality measures are continually being examined with respect to the advancement of women/equal treatment. The present initiative seeks to improve the situation of persons whose identity does not correspond to the binary definition of the civil registry ¹, and to help further the recognition of persons and their true gender.

The project makes visible the potentials for discrimination with which intersex, trans and non-binary persons find themselves confronted with every day, in their studies and their working lives.

³ Definition at birth according to biological or medical sex assignment, which is then entered into the civil registry.



Unequal treatment may possibly occur, for example, concerning

- student enrolment (e.g. student records)
- managing staff (e.g. employment contracts)
- the contents of researching, developing and providing access to the arts and teaching (e.g. gender-reflective research and teaching)
- everyday communication (e.g. language policy)
- university premises and equipment (e.g. sanitary facilities, changing rooms, etc.)

The project developed measures for these spheres of action, aimed at reducing structural discrimination in the areas mentioned.

In order to advance such changes, it is necessary to identify the named tasks in the respective organization and to adapt measures to address them, requiring productive cooperation between the actors involved as well as time and staff resources. Helping initiate and eventually implement such changes at individual universities is the vade mecum's intention.

In realizing these measures, the Academy of Fine Arts Vienna seeks to contribute to the improvement of structures, administrative processes, and communications. This involves the reviewing of spatial concepts, a critical reflection of work routines and organizational processes in the areas mentioned, grappling with different interests, building knowledge, and developing adequate competences.

The project results indicate various different paths to follow – demanding different degrees of effort – in order to counteract within one's own organization the discrimination of non-binary persons.

Project Team Non-Binary Universities

Core Team

Anna Lena Janowiak * Equal Opportunities Team
Julia Wieger * Equal Opportunities Team
Doris Guth * until 5 November 2017, Equal Opportunities Team
Marion Thuswald * from 6 November 2017, Equal Opportunities Team
Jakob Lena Knebl * employee representative artistic-scientific staff
Dunja Reithner * employee representative non-academic university staff
Evelyn Malek * Human Resource
Annina Müller Strassnig * Art | Research | Support
Barbara Wildling * until March 2017, Queer_Feminist Bureau of the Austrian Students' Union (ÖH) at the Academy of Fine Arts Vienna
Elis Eder * from March 2017, successor, ÖH Queer_Feminist Bureau | from January 2018 as member of NAGEH
Leander Gussmann * from 3 April 2017, Austrian Students' Union (ÖH)
Noah Rieser * from 6 November 2017, Austrian Students' Union (ÖH)

Project Management and Coordination

Denise Beer, Ingrid Schacherl * Coordination Office for the Advancement of Women | Gender Studies | Diversity

Advisory Board

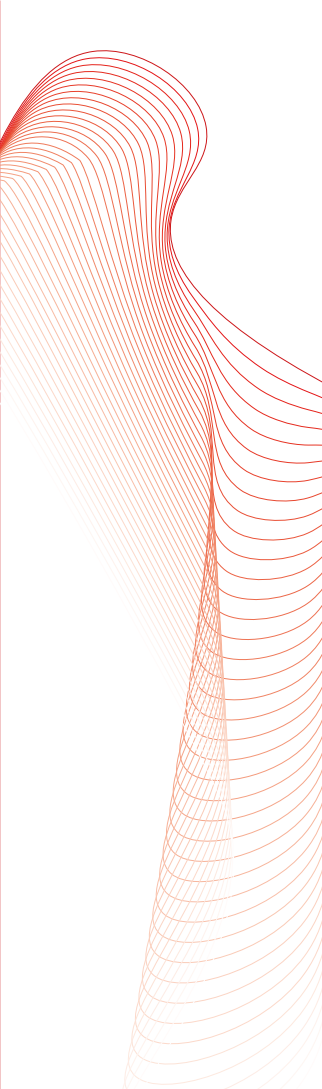
Andrea B. Braidt, chair * Vice-Rector, Academy of Fine Arts Vienna
Sylwia Bukowska * Vienna University, head of Gender Equality and Diversity unit, member of the *Genderplattform* ("Platform on Gender Issues")
Renate Dworczak * Vice-Rector for Human Resources, Human Resource Development and Gender Equality at the University of Graz, chair of Task Force Gender & Diversity | Universities Austria (*uniko*)
Eva Fels * TransX – Austrian Transgender Association
Edith Gössnitzer * University of Graz, chair of ARGE GLUNA (Work Group for Equal Treatment and Equality at Austrian Universities)
Josef Leidenfrost * universities ombudsman, Federal Ministry of Education, Science and Research
Eva Matt * *Plattform Intersex Austria*
Gerda Müller * Vice-Rector for Organizational Development, Gender & Diversity, University for Music and Performing Arts Vienna
Gin Müller * QueerBase/Rosa Lila Villa; Academy of Fine Arts Vienna
Tinou Ponzer * *VIMÖ* – Austrian National Association of Intersex People



Fig. 2 Julia Fuchs, *Your body is yours. Take it. Julischka*, photograph from the series "Your body is yours. Take it.", 2014–2016

Scientific and Legal Foundation, Definitions

The background of the page is a solid, vibrant red. Overlaid on this background are several intricate, white, wavy patterns. These patterns consist of numerous thin, parallel lines that curve and flow across the page, creating a sense of movement and depth. The lines are most prominent in the lower half and right side of the image, while the upper left corner is mostly clear, providing space for the text.



“Sexual orientation and gender identity(-ies) are protected key interests of human rights, comprehensively safeguarded. Effective implementation of this right to protection is not by any means a question of ‘political correctness’ but a legal issue. If non-discriminatory and inclusive structures are to be implemented successfully in the area of higher education, such legal awareness represents a fundamental prerequisite.”

Silvia Ulrich, Legal Gender Studies, JKU Linz⁴

Since the 1980s, concept, usage and institutionalization of the binary categories of “woman” and “man” have been subject to profound critical scientific revisions. Gender binarism as social construct has been scientifically examined and critically reflected: by forcing classification into one of two categories and omitting those persons who do not belong to either one, gender binarism exerts symbolical, social as well as physical violence. Binary coded gender discourse discriminates transgender, intersex and non-binary persons, excludes them systematically and renders them invisible. Simultaneously, gender binary assignment systems force transgender persons to out themselves – at the very latest when the difference between lived and registered genders is rendered public upon enrolment as a student. In the context of equality policy, it is therefore necessary to question the realities that have so far been created, or ignored, by erroneous classifications.

Legal Foundation

⁴ Silvia Ulrich, “Sexuelle Orientierung und Geschlechtsidentität(en) im Lichte der Menschenrechte”, in *Werkstattbericht 28 der Ombudsstelle für Studierende*, ed. Josef Leidenfrost, (Vienna: bmbwf, 2018), pp. 6–11, at p. 11.

⁵ Ibid.

⁶ Cf. online at: <http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-EN.asp?fileid=21736>, Zugriff 5.11.2018.

Silvia Ulrich discussed the current legal situation in detail in 2018.⁵ Here are a few main points of importance:

- Article 8 of the European Convention on Human Rights states the fundamental right to privacy, which includes sexual orientation and gender identity. Pursuant to this article, equality lawyer Silvia Ulrich states that the state is obliged to recognize the gender identity of transgender persons as a duty of protection. Article 8 is also invoked by the decision of the Austrian Constitutional Court regarding the possibility of allowing for a third gender option in the civil registry (see below).
- Resolution no. 2048 concerning “Discrimination against transgender people in Europe” was adopted by the Council of Europe’s Parliamentary Assembly in April 2015, banning discrimination based on gender identity.⁶

- In 2017, the Council of Europe passed Resolution no. 2191, addressing intersexuality and issuing explicit recommendations to Member States,⁷ such as prohibiting “sex-‘normalising’ surgery.”
- The Austrian Constitutional Court handed down a decision on 15 June 2018 stating that there must be the possibility of registering in personal documents a gender designation different from “male” and “female”.^{8,9} To date (May 2019), implementation directives for administrative practice have not been formulated.
- On 20.12.2018, the Federal Ministry of the Interior issued a decree concerning the establishment of an option to include a third gender in the civil registry. By seeking and submitting a “pertinent medical opinion” from an “interdisciplinary and multiprofessional group of medical experts”, intersex persons may apply to have their gender registered “as diverse”. However, as of May 2019, no consequent administrative instructions or amendments of other legal matters affected by said decree (Marriage or Partnership Act, Student Records Regulation, Toilet Regulations, etc.) have been issued or implemented.

⁷ Cf. online at: <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-EN.asp?fileid=24232&lang=en>, last accessed 5.11.2018.

⁸ Source: <http://www.plattform-intersex.at/?p=650>, last accessed 5.11.2018.

⁹ VfGH 15.6.2018, G 77/2018.



Fig. 3 Ina Schedlberger, *Provokation und Inszenierung*. (“Provocation and Performance”) David LaChapelle’s *Life Ball-Plakat* 2014, 2017

Definitions¹⁰

Trans, trans*, transgender oder *transident*¹¹

Trans, trans*, or transgender (also *transident* in German) are self-designations of people whose gender does not match – or only partially matches – the official sex assigned to them at birth. Trans persons may identify as female, male, or any other gender.

Transsexual and intersexual are terms that have been criticized for the pathologizing manner in which they are used: since the suffix “-sexual” is connected to sexual orientation rather than gender it can be misleading. Nevertheless, some persons use them as self-designation.

Intersex oder *inter**

People, whose sexual characteristics (anatomical, chromosomal, or hormonal) deviate from the medical norm of “female” or “male” bodies, often identify themselves as intersex (also *inter** in German). The gender identity of intersex people may, but need not necessarily, be intersex. They may also identify as male, female or any other gender

¹⁰ From the brochure trans. *inter**. *nicht-binär*. See Additional Literature below.

¹¹ Translator’s note: trans* – contrary to debates in English speaking countries where certain trans advocacy groups and activists contest and problematize the term “trans”, employing the asterisk is widely accepted as standard in German regions. Not only for trans* but for gender-inclusive language in general. *transident* – the German term for “identifying as trans”

Non-binary

Non-binary is a self-designation of persons who identify outside the binary gender system, i.e. who are neither (exclusively) feminine nor (exclusively) masculine. They may, for example, be both or something in between. Or they may have an entirely different gender or one that is fluid.

Binary gender system

Gender binary or genderism refers to the assumption that there are only two clearly distinct sexes/genders (“female/feminine” and “male/masculine”). It frequently entails the proposition that the two genders mutually relate, and are complementary, to one another.

Gender identity

Gender identity refers to the deep inner sense of belonging to one gender. Gender identity may, but need not, coincide with the sex assigned at birth.



Additional Literature

Akademie der bildenden Künste Wien (ed.), trans. *inter**. *nicht-binär: Lehr- und Lernräume an Hochschulen geschlechterreflektiert gestalten* (Vienna, 2019).

Greif, Elisabeth (ed.), No Lessons from the Intersexed? Anerkennung und Schutz intergeschlechtlicher Menschen durch Recht, *Linzer Schriften zu Gender und Recht*, vol. 62 (Linz: Trauner, 2019).

The background of the page is a solid, vibrant red. Overlaid on this background is a complex, abstract pattern of thin, white, curved lines. These lines flow and swirl across the page, creating a sense of movement and depth. The lines are most concentrated in the upper right and lower right areas, where they form dense, overlapping loops and curves. The overall effect is a modern, dynamic, and artistic design.

Student and Employee Administration



#1: Obligatory Gender-Binary Registration of Students whose Social and Legal Gender does not (yet) match

Gender-binary requirements inform current legislation (Student Records Regulation, Education Documentation Act, 2002 Universities Act, and IC Reporting Regulation). These may force intersex, transgender, and non-binary as well as binary transgender persons who have not (yet) been able to update their civil registry records, to falsely self-identify their (present) gender when being admitted to a university. Upon enrolment or at the start of employment, personal information of students and employees enters student records. In order to assign a gender to these entries, universities draw a person's registered sex from the civil registry. A procedure during which transgender and intersex persons may be forced to out themselves if lived gender identities and official sex markers do not (yet) match.

In a legal opinion from 2018, Dr. Helmut Graupner arrives at the conclusion that a person's gender stated in the civil registry is not to be understood as constitutive, i.e. fact-generating. If a person's gender identity changes, their registry entry may also be altered. From this, the opinion concludes that in their online systems, universities may register the gender a person indicates (self-designation) instead of drawing gender information from the civil registry. As far as is known today, collecting gender information on the basis of the civil registry remains standard procedure for all Austrian universities; possible alternative practices (following the legal opinion of Dr. Graupner) await adjudication.

#2: Obligatory Gender-Binary Self-Identification of Students with Non-Binary Gender (“Third Gender”)

Following the ruling of the Austrian Constitutional Court of 15 June 2018 which states that a supplementary gender designation must be created for personal documents in addition to “female” and “male”, the legislature is called upon to pass legal provisions. The introduction of an additional gender designation into the civil registry¹² – respectively a decree on how to realize said designation – is to be expected; accordingly, Student Records Regulation will require amendment: in the future, Student Records will offer intersex persons the option to be registered as “diverse”.

¹² Introducing a third gender leaves unclear still, whether persons changing their gender identity will actually identify as belonging to it. The provision also disregards persons who are transitioning.

#3: Data Administration During and After Gender Record Changes

People who change their gender identity over the course of their lives represent another challenge for the administration of data. Alterations of personal data in the civil registry ensure that all subsequent gender identifications will draw from the information provided. In the administration of university data, universities are therefore required to accompany this complex process in the best manner possible; or to issue documents (e.g. diplomas) recognizing the new gender identity, if the change in gender records occurred after leaving university.

At the Academy of Fine Arts Vienna, the measures following below were introduced in order to support persons whose gender identity and gender entry in the civil registry do not match. Office staff and members of the Equal Opportunities Team offer support and advice. Students may also contact the queer_feminist bureau of the Students' Union (*ÖH*) at the Academy.

Student and Graduate Administration

The following measures are related to the administration of students/applicants/graduates. Adhering to the current Austrian legal framework (as of December 2018), they outline several possibilities for preventing – or at least reducing – discrimination against non-binary persons and persons who have changed their gender identity/name.

- **Measure 1:** Information on student applicants is not collected in Student Records. Therefore, application forms for entrance exams do not have to force applicants to disclose their gender (in addition to “male” and “female”, “other” could for example be introduced as an option for gender-designation). In that way, the very first form confronting prospective students will not be informed by gender-binary logic. The number of applicants identifying as “other” will be recorded in the Intellectual Capital Report which collects data on “Applicants for Studies with Special Admission Requirements” and expounds on the situation in its narrative section. (At the Academy this has been standard practice since 2012)
- **Measure 2:** A one-stop shop is to be established in the Registration Office in order to support students seeking to make changes to their student master data (change of name and gender designation). The Registration office functions as central office for entering changes into the *AkademieOnline* system. Graduates whose entry in the civil registry has changed can request reissuing of graduation documents (e.g. diplomas, honors, certificates, proof of graduation. Apart from updating the date of issue, the duplicate will retain the appearance of the original document, containing no indications concerning the reasons for reissuing.

- **Measure 3:** Data that exists on the moodle e-learning platform and master data recorded in *CampusOnline* are not automatically linked. Neither are automatically generated e-mail aliases (given name.surname@akbild.ac.at). ZID (Central IT Services) employees may change these data upon request. Any changes made are communicated to students via e-mail. Due to Austrian-wide Student Statistics and outside the influence of any one university, changes to master data during the semester may not appear in all applications until the following semester..
- **Measure 4:** In the Registration Office, respectively in Student Welcome Centers, a designated contact person will be in charge of any requested changes of data or documents. These will be discussed and executed with necessary sensitivity and strict discretion in the course of private appointments. The employee responsible for the task will receive specific training gaining awareness of the issue; their contact data will be published on the homepage.¹³
- **Measure 5:** Students will receive information concerning which documents to present for changes to be made (original documents/certificates, proof of change of name and/or gender designation, valid photo ID). Duplicates will retain the form of the original document, not containing any indication regarding the reason for reissuing. Specifics of the procedure are provided in a separate guideline for employees.

¹³ See Information Brochures, p. 55.



Fig. 4 Florian Aschka und Larissa Kopp, *untitled*, from the series "Queer Revolutionaries ...?", 2017

Computer-Based (IT-)Administration

Data management systems currently in existence at universities reflect the structural discriminations mentioned. Therein, gender-binary greeting formulas, for instance, represent a standard for digital communication which remains unquestioned. Here, a socially inclusive measure could be achieved with a simple intervention in programming. In the following, measures which have been gradually implemented at the Academy of Fine Arts since fall 2018 are recommended:

- **Measure 1:** Eliminating gender-specific forms of address “Ms.”/“Mr.” (Frau/Herr) in the CampusOnline system. Similar to the former category of Artist Names, first names may be freely chosen in the future.
- **Measure 2:** Designing and issuing student ID cards for internal use – universities are free to do so in addition to official photo ID.¹⁴ Usable for discounts (student canteen), as library cards, etc., or for identifying students in exams, these student IDs can, for instance, state a name that was self-chosen instead of “given name, surname” (=official name). Their student ID numbers and photos still render students clearly identifiable for universities.
- **Measure 3:** Data entered in the moodle e-learning platform as well as automatically generated e-mail aliases (given name.surname@akbild.ac.at) are not automatically tallied with master data in the *CampusOnline* system. Here, first-year students can self-designate their gender identity and will thus not be forced to out themselves, for example, at the start of courses during roll call.
- **Measure 4:** Implementing a mirror system for internal data processing of students with self-chosen names: while the mirror system cross-references each entry and returns students’ self-chosen names and gender identities, legal names and official gender designations remain stored in the online system.
- **Measure 5:** Issuing documents of study (e.g. certificates) in the most gender-neutral manner possible, for example, by omitting name prefixes such as “Mr.” (Herr) and “Ms.” (Frau). The feminized long forms of academic titles (Magistra, Doktorin) represent a legal requirement and can therefore not be waived without prior amendment of the 2002 Universities Act.

The academic titles of BA and MA are in themselves gender-neutral. If administratively possible, usage of feminine abbreviations (Mag.a, Dr.in) for academic titles with feminine forms (Magistra, Doktorin) can be optional. With this we do not intend to imply in any way that the generic masculine form is “gender-neutral”, however, a large number of people perceive it as being “more gender-neutral” than title abbreviations featuring superscripted feminine suffixes (a or in).

¹⁴ Student ID cards are not considered official photo IDs.

Online System for Employees

In online system vCards of employees, personal forms of address such as Mr. (Herr) and Ms. (Frau) will be omitted.

On the homepage as well as in the online system, employees can choose to be referenced with first respectively second names of their own choosing, similar to the former category of Artist Names.

Issuing Employment Contracts and Certificates of Employment

If required, employment contracts for new employees will be drafted in a non-binary manner, omitting personal forms of address (Mr./Ms.). These documents will give first and second names as they appear on official IDs or passports.

New employees will receive a letter providing information in relation to the possibilities mentioned along with their employment contract.

Certificates of Employment can be issued non-binarily by omitting personal forms of address (Mr./Ms.).

Establishing a One-Stop Shop for Employees whose Entries in the Civil Registry have changed

In order to assist employees with changes in personal data in the modification of documents, e-mail addresses, etc., the Human Resources Department will establish a one-stop shop and designate at least one contact person referenced on the homepage.¹⁵

In the course of private appointments, the contact person will discuss and execute changes of all documents required with necessary sensitivity and strict discretion. The employee responsible for the task will receive specific training, gaining awareness of the issue. Employees will receive information concerning which documents to present for changes to be made (proof of change of name and/or gender designation, valid photo ID).

Upon request, any appointment with Legal and Human Resource may be accompanied by the Equal Opportunities Team and/or by the relevant employee representatives. Equal Opportunities Team/employee representatives may also offer advice on how to interact with colleagues and fellow workers; related information is available on the websites of the Equal Opportunities Team and the Human Resources Department.

Information Policy

While the website of the Registration Office provides information in relation to the one-stop shop for students, employees will be updated on these measures by the Rector's Office via university gazette and e-mail. With their welcome folder, new employees will receive a letter informing them about the different representation possibilities available on the homepage and in the online system. This letter also provides the contact information of HR employees responsible for changing employees' master data following civil register changes.

¹⁵ See Information Brochure, p. 55

Information concerning the one-stop shop for employees is provided on the website of the Human Resources Department. An information sheet advising employees on non-binary options will be prepared in order to be enclosed with employment contracts.

Reporting

Instead of focusing exclusively on the gender binary, collections of gender specific data should also statistically survey and render visible non-binary persons.

As a minimum requirement, internal quantitative surveys should at least identify the three categories of “male”, “female”, and “other”.

In internal reporting, the third gender is to be introduced as a distinct category.

Additional Literature

Kollen, Thomas (ed.), *Sexual Orientation and Transgender Issues in Organizations: Global Perspectives on LGBT Workforce Diversity* (Cham: Springer, 2016).

UC Riverside LGBT Resource Center, *Trans/Intersex Ally: Supporting TS, TG, IS and Genderqueer Campus Communities*, Trans Allies Overview (Riverside, n.d.).

UC Riverside LGBT Resource Center (o. J.): Ideas for Allies of the Transgender and Intersex Communities. Online unter: <https://www.umass.edu/stonewall/lgbtqia-people-and-allies/lgbtqia-people-and-allies>. Accessed 5.11.2018.

Nicolazzo, Z, *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion* (Herndon: Stylus, 2016).



Fig. 5 Michael Zoe Dewitt, *CIS/TRANS – Portrait of myself as Countess Cis Zoltowska*, 2017/2019

Teaching and Research/
Arts-Based Research



Gender-Reflective Teacher-Student Relationships

Which situations can arise in teaching that may discomfort or discriminate transgender, intersex, genderqueer and non-binary students?

How can they be handled or avoided?

How do I deal with (potentially) false names and genders of students on class rosters as a teacher?

In which situations is it reasonable to have name and pronoun rounds, and **how** should they be realized?

How can I encourage sensitive social interactions between students – as a teacher/as a student? How to manage my own insecurities?

How can I review the content of my teaching in relation to binary and cisnormative notions of gender?

What does cisnormative mean exactly?

How do I approach being criticized for my behavior – as a teacher/as a student?

How to render teaching contents non-binary, how to include non-binary contents in teaching?

Gender norms pervade not only our everyday knowledge but also sciences and the arts. A fact that applies to the majority of academic disciplines. Contemporary gender stereotypes prevalent in bourgeois Europe inform scientific discourses and theories while gender norms shape our manner of thinking and our systems of language. Anti-discriminatory teaching on the other hand scrutinizes gender-notions inherent in both its contents and methods, challenging the power relations represented by them. Such teaching can help reduce exclusion mechanisms generated by the gender binary by directing attention towards them. In that way, intersex, transgender and the plurality of gender can be actively engaged by teaching practice.

Over the past years, gender research has crucially contributed to the subject of non-binary gender systems across all disciplines on numerous occasions (in particular sociology, life sciences, humanities and cultural studies, arts and arts-based research). These research results should be brought to the attention of university teachers. Circulating reading lists or establishing reference collections in university libraries provide avenues for doing so. Obtaining information from advocacy organizations (see service section) represents another possibility. www.akbild.ac.at/non-binary-universities offers a detailed list of recommended literature.

Booklet “trans. inter*. nicht-binär. Lehr- und Lernräume an Hochschulen gestalten”

Produced as part of the “Non-Binary Universities” project, the booklet is intended for teachers and students at all universities, addressing different perspectives, responsibilities, and courses of action for both groups.

In compact and succinct fashion, teachers and students receive knowledge and strategies for creating academic teaching environments that are as free and as critical of discrimination as can be, while also being as conducive to learning as possible. The booklet aims to raise awareness of discriminatory aspects of one’s own actions, to identify challenges and areas of tension, and to propose potential courses of action (including their ambivalences).

The booklet “trans, inter*, nicht-binär. Lehr- und Lernräume an Hochschulen gestalten” is available for download as a printable and barrier-free PDF at www.akbild.ac.at/non-binary-universities.

Printed copies (up to 25) may be ordered by e-mail at afg@akbild.ac.at.

Sensitization: How can awareness-raising measures for scientific and artistic staff be implemented in the organization?

Workshops and trainings for gender-sensitive teaching particularly addressing the subject of persons identifying as non-binary, respectively intersex, could be included in continuing education measures offered at universities.

Potential contents of, and titles for, workshops

- Conceiving new toilet policies inclusive of all genders – advising and supporting universities
- Anti-discriminatory speech acts; anti-discriminatory language alterations
- Studying and working at universities and colleges – intersex, trans and non-binary perspectives
- How to shape queer-feminist advocacy? How can it be successful?
- Participatory teaching methods – tools for designing inclusive seminars and lectures
- Gender and technology at universities – interrelations and creative potentials
- Trans_disciplinarity – how academic research and teaching can profit from queer approaches
- Non-binary bits and bytes – is that possible? Using digital platforms inclusively



Additional Literature

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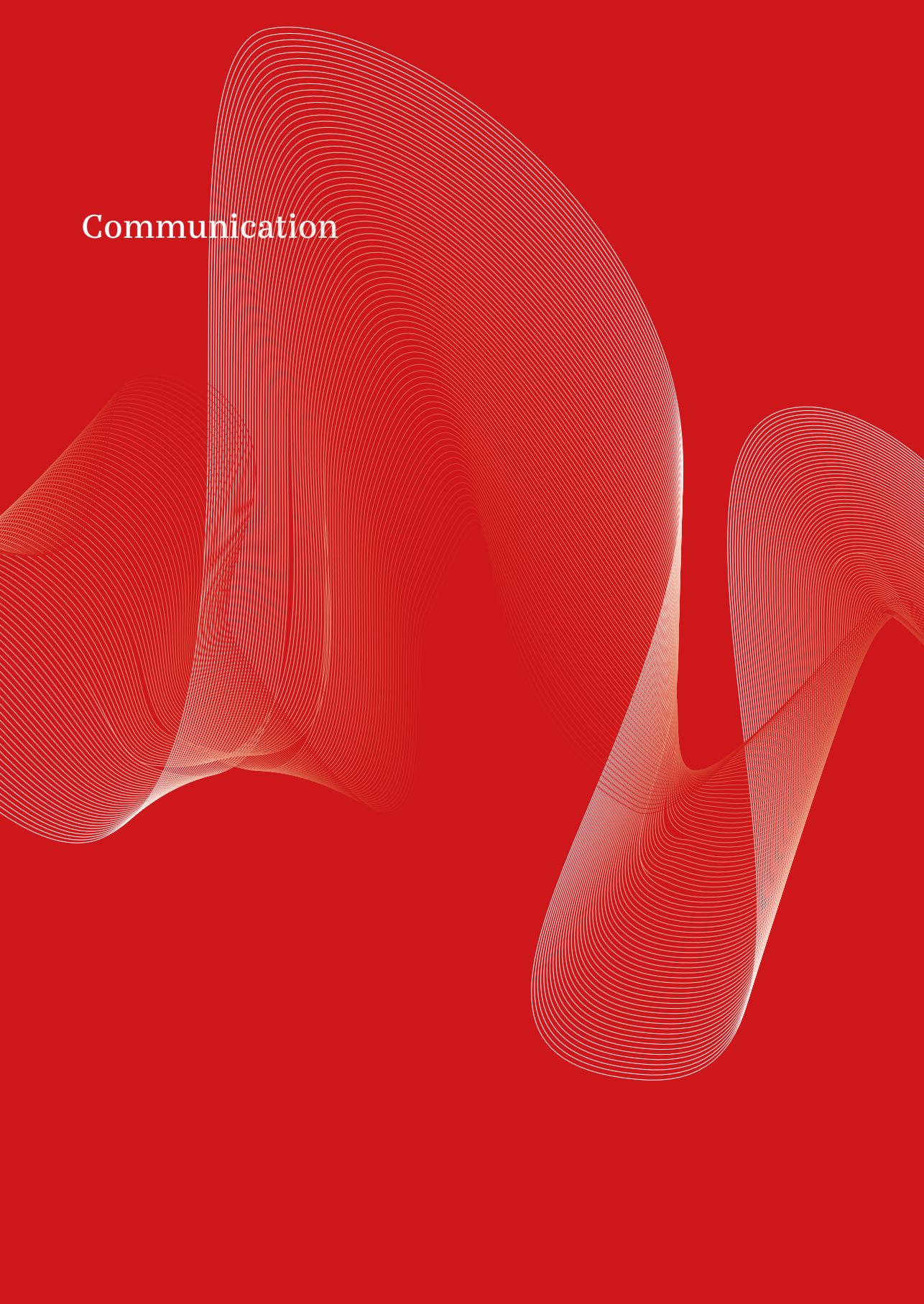
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Hechler, Andreas, "Intergeschlechtlichkeit als Thema geschlechterreflektierender Pädagogik", in Dissens e. V./ Debus, Katharina/Könnecke, Bernard/Schwerma, Klaus/Stuve, Olaf (eds.), *Geschlechterreflektierte Arbeit mit Jungen an der Schule. Texte zu Pädagogik und Fortbildung rund um Jungen, Geschlecht und Bildung* (Berlin: Dissens, 2012), pp. 125–136. <http://www.dissens.de/de/dokumente/jus/veroeffentlichung/intergeschlechtlichkeit.pdf>. Accessed 8.11.2018.

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Communication



Shaping the Principles of Gender-Neutral Language within the University in a Non-Binary and Inclusive Manner

The manner in which universities shape their internal communication mirrors organizational values.

This is expressed, for example, by the degree of formality/informality in addressing superiors. The use of bulk e-mails intended “for all” also reveals registers of language.

Two questions arise: is internal communication at the university aware of gender-neutral phrasing? And if so, how is it realized? Communication is where numerous measures can be implemented – effectively including non-binary persons on the one hand, establishing as well as reinforcing anti-discrimination awareness among all university employees on the other.

Gender-neutral expressions inclusive of non-binary persons are proposed in a guideline published by the Academy of Fine Arts Vienna. Developed in alignment with the Academy’s culture of communication in the course of a workshop involving experts, the guideline is accessible on the homepage. Using the guideline, universities and colleges are invited to draft communication standards of their own, addressing their idiosyncratic academic cultures.

“In the interest of illustrating a variety of potential as well existing genders so as to avoid constructing gender and desire heteronormatively, the underscore shall be used in all publications at the Academy of Fine Arts Vienna.

Heteronormativity implies exclusively thinking in terms of two genders – man, woman – clearly distinct from, and mutually desiring, one another.

This construction eliminates any other forms of lived gender and desire.

Using the underscore can thus be understood as a practice of interspacing, manifesting lived gender identities beyond woman (Frau*) or man (Mann*).

Besides the underscore sign, we also propose adopting the asterisk (*) to signify the limitations as well as the performative character inherent in concepts such as ‘woman’ and ‘man’.”

(Cf. *Leitfaden zu geschlechtergerechtem Formulieren und geschlechtersensibler Kommunikation der Akademie der bildenden Künste Wien*, 2018, p. 1, www.akbild.ac.at/non-binary-universities).

Written communication

Regarding employees and students, self-identified gender identities should be part of everyday communication (correspondence, attendance lists, oral address). When listing and approaching persons, this may be realized by referring to preferred name, preferred manner of personal address and preferred personal pronoun.

When communicating with multiple users of all genders, automatically generated e-mails can employ a gender-neutral form of address such as “Dear students” (*Sehr geehrte Studierende*). If the e-mail is intended for a particular recipient, “Dear student” (*Sehr geehrte_r Studierende_r*¹⁶) is used.

In German it is also possible to experiment with different variants within a single text, e.g. underscore, asterisk, and gender-neutral forms of address.

¹⁶ Translator's note: *geehrt* translates to “esteemed”, with the “_r” in *geehrte_r* modifying the gender. In English an equivalent construction could be “fe_male”.

Examples of gender-neutral address in German

- *Guten Tag* (“Good day”), first name, surname
- *Guten Tag/Morgen/Abend* (“Good day/morning/evening ...”) to everyone attending
- *Guten Tag liebe/geehrte* (“Good day, dear/esteemed”) teachers/students/employees/members of the Academy of Fine Arts (group address)
- *Liebe_r Teilnehmende_r* (“Dear attendees”)
- *Sehr geehrte_r* (“Esteemed”) first name, surname
- *Liebe_r* (“Dear”¹⁷) first name, surname
- *Sehr geehrt** first name, surname
- *Lieb** first name, surname
- *Sehr geehrt_* first name, surname
- *Lieb_* first name, surname¹⁸

By including academic and/or employment titles, these forms of address may be made more formal:

- “Good day Prof. Dr.” first name, surname
- *Guten Tag Dekan_in Prof* Dr** first name, surname
- *Sehr geehrt* Prof_in Dr_in* first name, surname
- *Sehr geehrt_ Prof_ Dr_* first name, surname

¹⁷ Translator's note: German address differentiates degrees of formality. “Dear” in English covers both *Sehr geehrte_r* and *liebe_r*.

¹⁸ Translator's note: Asterisk and underscore sign can completely replace gendered endings in German. Here the intention is to omit gender markers in order to indicate their constructedness in language.

Adding an e-mail signature

Via signatures, gender-neutral language can thematically be conveyed to a broad audience in manifold ways. For example, by including a paragraph on the subject, or by linking to the Academy guideline, or by giving one's self-designation. Concerning the promotion of gender-sensitive language use, e-mail signatures in particular provide manifold opportunities:

For instance, inserting a short statement containing one's self-designation and requesting information on how to address the person vis-à-vis.

Doing so represents a low-threshold approach to both a mindful use of language and personalized forms of address, simultaneously raising awareness of, and contributing to, the issue of gender awareness.

Example sentences for e-mail signatures

Gender-neutral forms of address are preferred at the Academy of Fine Arts Vienna – not due to a lack of politeness but in order to initiate communication that is as non-discriminatory and reflective as possible.

For more information please refer to our guideline for gender-neutral phrasing and gender-sensitive communication: www.akbild.ac.at/non-binary-universities.

Please let me know how you wish to be addressed in communication.
I wish to be addressed as she/he/pers/without pronoun.

Indicating the preferred form of address and/or pronoun in your e-mail signature:

- *Ja* akademie der bildenden künste wien
- *Frau Dr.in* first name, surname
- *Person Dr._* first name, surname
- *Herm Dr.* first name, surname (only for intersex persons)
- *Dr.in* first name, surname (pronoun: she)
- *Dr.* first name, surname
- first name, surname
- with or without adding pronoun information in brackets

Different possibilities exist for job titles as well:

- Koordinatorin Doktoratszentrum ("Coordinator – Center for Doctoral Studies [female]")
- Koordinator_in Doktoratszentrum ("Coordinator – Center for Doctoral Studies [fe_male]")
- Koordination Doktoratszentrum ("Coordination – Center for Doctoral Studies")

How to Render Speech Situations Non-Binary (One-On-One, Meetings, Committees)?

Language can be experimented with in oral communication, different forms may be tested and adapted to respective conversational situations.

Example

- *Mitarbeiter* – pause – *innen*: pausing in enunciation renders audible the underscore
- Communicating the underscore by hand gesture (in face-to-face conversations).
- *Mitarbeiter* – *stern* – *innen*: The word Stern (asterisk) is expressly enunciated.
- *Student* – pause – *innen* and *Studierende*: the neutral form can be clearly enunciated, as can be the underscore (through a pause)

By using first name and surname – or only first name – whenever possible, pronouns and gender designations can be avoided in direct communication.

Example

- Alternative phrasing of the sentence, “As Ms. XY just explained ...”
“As first name (surname) just explained ...”
- Alternative phrasing of the sentence, “As he said, there can be ...”
“As first name (surname) said, there can be ...”

Rounds of Introductions

Rounds of introductions decide how people will communicate with each other. As does the manner how someone is introduced, for example, when scheduled to give a talk. Any exchange that may ensue is influenced by rounds of introductions/introductions/opening remarks. Realizing their inherent potential is therefore crucial (also for presentations, open house days, etc.). How a speaker presents and identifies themselves can have an effect on how others introduce themselves. It is for this reason that self-designations and attributions by others should be recognized equally during a round of introductions. Rounds of introductions are never objective and neutral.

One option for a round of introductions could be to invite people to introduce themselves not only by name but to also state their preferred pronoun. For larger groups: the pronouns preferred may be indicated on name tags.

Another exercise aimed at demonstrating the different types of introduction is to have the workshop leader/lecturer initiate several rounds of introductions that vary in phrasing and/or setting.

Example

Round 1: Introducing oneself without gender-specific forms of address: “Hello, I am XX YY, I work as a teacher at the Academy of Fine Arts.”

Round 2: Introducing oneself with gendered address: “Hello, I am XX YY, I am a female employee at the Academy of Fine Arts, where I teach as a lecturer.”

Round 3: Introducing oneself including biographical references: “Hello, I am XX YY, I began teaching at the Academy after my second course of studies, before that I had a job in healthcare in Germany.”

Round 4: ...

How these different phrasings affect us and what they reveal about us is discussed and analyzed immediately following the round of introductions; illustrating that widely differing information is conveyed by how we introduce ourselves and that introductions set trends.



Fig. 6 Alaa al Kurdi, *Reverse Privilege*, 2018

Sensitization: Which Awareness-Raising Measures to Implement for Whom

- Continuing education on (gender-)sensitive language for all employees
- Organizing workshops on the subject of “Language and Speech” – how does language exclude? How to render it more inclusive?
- Firmly establishing language and speech across curricula: e.g. as one of the central issues concerning power relations and marginalization within our society; by engaging language as part of a more extensive educational task, particularly strategies of social inclusion and exclusion through language; playing with language, exploring its variety; fragility of language; conflict culture; diverse forms of expression (oral, written, visual, ...); emotions; multilingualism (differing first languages, artistic/scientific/aesthetic jargons, ...)
- Prominently placing the guideline on the website where it can be found easily, communicating its availability
- Employing the sentence proposed above in e-mail signatures to raise awareness for the subject and enhance external perception
- Being attentive to representation in the composition of bodies, boards, committees/working groups/panels/events: diversity and intersectionality should be represented in panels/working groups/committees – when composing bodies/boards/committees/working groups, and when appointing lecturers/workshop leaders, this is to be ensured. To this end, not only an appropriate invitation policy needs to be developed but invitations themselves are to be composed in a fashion appealing to as many persons as possible, explicitly inviting their participation.

Building a Campaign

The following section elaborates on how employees and students can be convinced of the subject Non-Binary Universities by a participatory approach. These contents were conceived and developed in a HUB event of the *Wissens-transferzentrum Ost* (“Knowledge Transfer Center East”)¹⁹, led by the Academy of the Fine Arts Vienna.

Campaigns offer suitable formats for creating public awareness of certain issues. Their aim is to confront specific target groups (teaching and administrative staff, researchers, students) with the issue, gradually sensitizing them to change.

¹⁹ See Additional Literature on p. 35.

Prior to strategically planning and implementing a campaign, different expectations of persons and groups involved need to be clarified. The following elements are integral to any campaign:

→ **Self-perception**

Who are the members of the organizing group and who is willing to helm the campaign? Is responsibility shared between subgroups? Who speaks/decides? Is leadership of the campaign realized collectively?

→ **Language**

How to 'translate' the issue into easily accessible language?

Are language and form of address geared to target groups or is there a common denominator? Which expectations does the group have in regards to campaign language: transferring knowledge/being exhaustive/accuracy or accessibility?

→ **Scouting the terrain – identifying strengths, weaknesses, risks**

Where to begin the campaign? Where are the individuals to be reached located? Which space do they move in? Is there a process to expand the campaign step-by-step? (e.g. from student level to teaching staff to fostering exchange between universities, etc.), or will it be launched at several levels simultaneously?

Which physical spaces and which information channels will the campaign utilize (university premises, the university's social-media channel, the Facebook page of the Students' Union, art spaces, public spaces, etc.) – engaging which target groups?

→ **Who speaks?**

Who speaks for/about the campaign? Who does so on the inside (in the group, leading discussions) and who on the outside (media, as a testimonial, etc.)?

Where is it reasonable to distinguish separate spaces?

→ **Who are the target groups?**

Who are the target groups intended to be reached (stakeholder analysis)?

Which resources – time, staff, financial – does the campaign have at its disposal?

Is it an internal campaign at one university or will it involve other universities/ a broader public?

Providing information and raising awareness

- Presenting project results
- Freeing the issue from possible “taboos”
- Attracting attention
- Conveying knowledge
- Raising people’s interest, gaining new allies

Generating change

- Articulating and specifying individual demands; approaching the persons responsible for making decisions
- Integrating the issue into university policies
- Preparing the “societal soil” (i.e. the organizational culture) for transformation

Making room for/hearing persons and groups concerned

- Removing taboos from, and rendering visible, the perspectives of those concerned/affected
- Creating space for self-expression, listening, and confrontation
- Inviting participation and co-determination of – as well as ownership by – relevant stakeholders concerning the implementation of demands within the framework of the campaign
- ... and continuing them in everyday life
- Instituting the issue in organizational structures and cultures of research/work

Facilitating participation and seeking allies

- Employing participative elements to foster broader involvement in the issue
- Allowing all groups of persons access to the topic
- Actively offering opportunities for cooperation
- Establishing thematic connections and raising interest
- Gaining new allies through personal contacts

Strategic considerations

Vision

Potential campaigns all share a vision that is quite clear: a university free from discrimination where everyone feels comfortable, irrespective of biological sex or social gender, and where all persons are equally invited to participate and realize their full potential without being coerced into binary gender systems.

Thoughts on target setting

Moving respective groups from their current status-quo towards participating and becoming involved in both vision as well reaching the goal, should be the aim of any campaign. Depending on the identities of the respective groups (student representatives, project management, Rector’s Office, etc.) differing ideas and objectives may exist.

A number of subgoals may be pursued under the roof of a joint campaign (claim). Different tactics are to be developed for each of these mini-campaigns depending on the target group (umbrella principle).

Examples

- A students' exhibition
- A networking conference of the Rector's Office with other universities
- Bike saddle covers provided to students by the Students' Union featuring fitting slogans, etc.
- Winning over uniko (Universities Austria: uniko.ac.at) from potential supporter to active ally

Additional Literature

Baumgartinger, Persson Perry, *Trans Studies: Historische, begriffliche und aktivistische Aspekte* (Vienna: Zaglossus, 2017).

Baumgartinger, Persson Perry/Wiedlack, Katarina (eds.), *TransGender Studies – Eine Einführung: Dokumentation zum Workshop und Vortrag vom 12./13.–14. Juni 2014 in Wien*. <https://transgenderstudies.wordpress.com/>. Accessed 8.11.2018.

Stryker, Susan, *Transgender History* (Berkeley: Seal Press, 2008).

Wissenstransferzentrum Ost (ed.), *Wissenstransfer gestalten: Werkzeuge, Formate, Potenziale* (Vienna: facultas, 2018).



Fig. 7 Alaa al Kurdi, *Reverse Privilege*, 2018

Restroom Regulation



Designing Gender-Sensitive Toilet Facilities: How to Equip How Many Restrooms for Whom?

²⁰ Visitors are considered external persons that are not generally included in planning (cf. Ordinance of the Federal Minister of Labor, Health and Social Affairs, establishing regulations for workplaces and buildings on construction sites, and Ordinance for the Protection of Construction Workers, in brief Workplace Ordinance – Arbeitsstättenverordnung section 33).

²¹ This includes the federal Workplace Ordinance, the Vienna Municipality's Minimum Standard Ordinance and Event Venue Act, as well as all pertinent state and community legislation.

²² Vf. Workplace Ordinance §33. The ordinance would have to be adapted to changing circumstances and needs.

²³ Here, a gender bias in the ordinance is evident: For up to 80 seats, only one additional urinal is required, implying that the male share in users is expected to be higher and possibly resulting in longer waits at the single women's toilet.

Toilet facilities represent spaces to satisfy common existential needs of all people. They serve as places of retreat, offering personal privacy. These realities apply to all genders equally, requiring particular attention in countries where restrooms are (perceived to be) linked to gender identity (as is the case in Austria, for example). In that sense, offering adequate amenities to all means expanding or restructuring **gender-binary sanitary facilities/equipment** (men's and women's restrooms) so as to provide **gender-neutral** bathrooms as well as **barrier-free** toilets in sufficient numbers. At universities, sanitary facilities for employees and for visitors have to be distinguished.²⁰ Any redeveloping and redesigning of sanitary facilities should be informed by the following principles:

- An adequate number of gender-neutral restrooms should be available to accommodate persons of all genders.
- Sanitary facilities should represent safe spaces for whoever uses them.
- Toilets should be labelled properly and easy to locate.
- If single toilet stalls are to be installed, parts of them should provide barrier-free access.
- Diaper-changing tables offering barrier-free use for all genders should exist in sufficient quantities.
- Bins for the disposal of hygiene products should be installed in all restrooms.
- Gender stereotypes should not be reproduced by toilet signs (associating care work with women, pigtails and skirts as distinctively female).
- Legal requirements must be observed in planning and establishing toilet facilities.²¹ For (permanently present) university staff of 15 or less, at least one lockable toilet must be provided; gender-separate toilet facilities must be installed if there are at least five female and five male employees. For student canteens the following applies: from 8 to 25 seats there have to be two gender-separate toilet stalls.²² For larger numbers of seats, toilet facilities are to be expanded following regulations.²³

Three variants for designing gender-neutral toilet facilities are presented in detail below:

Gender-neutral single-occupancy restroom with toilet and sink

Gender-neutral restrooms are equipped with a sitting toilet. Accessible for all genders they are lockable and offer privacy. In the restroom, a sink as well as a bin for disposal of hygiene articles are available. The signage of this sanitary facility is gender-neutral.

Irrespective of gender, these toilets guarantee comfortable access for all persons offering sufficient privacy.



Source: <https://pngio.com/images/png-132662.html>

If single-occupancy restrooms are wheelchair accessible:



Source: <https://www.westword.com/news/denvers-new-neutral-gender-bathrooms-signs-and-how-theyll-be-enforced-10262914>

Non-binary single-occupancy restroom awareness poster:



Source: https://mashable.com/2017/03/11/gender-neutral-bathroom-signs-print-post/?europa=true#3_K6dLAvh5qy

Restroom with gender-neutral stalls and shared sink

Gender-neutral restrooms are equipped with several lockable stalls featuring full-height partitions; each cubicle contains a bin for disposal of hygiene articles. Sink areas are communal. The signage of this sanitary facility is gender-neutral.

This type of restroom offers less privacy than single-occupancy restrooms. The areas shared represent spaces where users can observe each other which can be perceived as disturbing.

Given that toilet configurations can become habitual, re-designation of already existing binary toilet facilities can have an impact on long term users. Initially, they may find adjusting to the new situation difficult or they may experience feelings of unease. In response to these changed realities it is possible that persons will be asked to leave the shared restroom should their appearance be judged as “not fitting in”.

Providing sufficient information about planned re-designation is recommended beforehand, as well as raising awareness by putting up posters inside the restroom.

In general, establishing gender-neutral stalls equipped with sitting toilets means expanding toilet availability for all genders. Gender-neutral stalls can be used by all persons. If there are three differently labeled stalls similar to the example above, the number of potential users increases accordingly.

Important: existing urinals must be separated from the rest of the room via partition walls!



Source: <https://cooper.edu/about/bathroom-signage>



No genders, no judgements, only toilets.

Source: https://www.gstatic.com/kpui/social/gplus_32x32.png

Using binary restrooms with stalls in accordance with gender self-identification (women+, men+)

Binary restroom facilities entail separate rooms for women's and men's toilets, each equipped with corresponding washing facilities. They are visited by persons who identify themselves as being either male or female in accordance with traditional social norms.

When used according to gender self-identification, women's restrooms are opened to all persons identifying (also) as female while men's toilets are available to all persons identifying (also) as male. The choice is left to the users themselves, possibly resulting in situations for individual users that are similar to the ones described in the second example. Trans*, intersex, or gender-queer persons may be perceived as not "fitting in". Individual privacy is not protected here. Signage requires a certain amount of knowledge. It can be assumed that here binary patterns of usage will most likely be maintained.

It is particularly recommended that prior to re-designation, sufficient information concerning the use of toilets according to gender self-identification is provided here and that awareness-raising posters are put up. All in all, this solution is the one most likely leading to uncertainty among all parties involved.

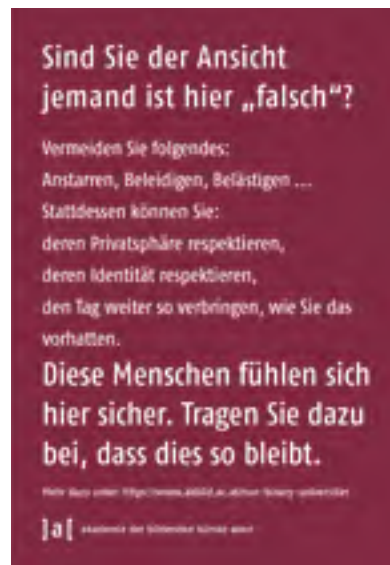
This variant is the least advisable, it should only be implemented if construction/legislative and regulatory reasons allow no other alternative

Binary restroom awareness poster²⁴

²⁴ Translator's note:

Poster no1: "This is an All-Gender Toilet. Everyone is welcome here: intersex, women, trans, men, genderqueer and every other genders. Please be respectful to every human you encounter in here. Find out more at:"

Poster no2: "Do you believe someone is in the 'wrong' place? Avoid the following: staring, being rude, harassing, ... Instead try to be respectful of their privacy and of their identity and carry on spending the day in the way you intended. These persons feel safe here. Help keep it that way. Find out more at:"



Advice: If there are mirrors in the room additional mirror-inverted posters may be used

Raising Awareness: Which accompanying awareness-raising measures to take and how to frame them:

In connection with providing new restroom door signage, awareness-raising measures can be introduced.

Putting up awareness posters is also recommended for all toilets that are not single-room facilities. This includes:

- hanging up information posters directly in/next to restrooms, thereby providing information about possibilities of toilet use and about the location of other sanitary facilities (guidance system).
- rendering information material available in both German and English
- scheduling information events – e.g. at the start of the semester, for new employees, in classes, etc. – to communicate toilet policies
- organizing artistic interventions to address the disruption in previous toilet policy and to provide users with poignant information concerning new restroom signage/configurations.
- Another intervention could be to involve students at universities of art in the creation of new restroom signage, for example by initiating a call for design proposals of new signs and/or posters and fliers; awarding prizes to the best submissions and presenting them publicly.
- All university members will receive information on the new toilet policy via e-mail.



Additional Literature

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Gershenson, Olga/Penner, Barbara (eds.), *Ladies and Gents: Public Toilets and Gender* (Philadelphia: Temple University Press, 2009).

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Huesmann, Monika, "Transgressing Gender Binarism in the Workplace? Including Transgender and Intersexuality Perspectives in Organizational Restroom Policies", in Köllen, Thomas (ed.), *Sexual Orientation and Transgender Issues in Organizations. Global Perspectives on LGBT Workforce Diversity* (Cham: Springer, 2016), pp. 539–552.

Molotch, Harvey/Norén, Laura (eds.), *Toilet: Public Restrooms and the Politics of Sharing* (New York: NYU Press, 2010).



Fig. 8 Florian Aschka und Larissa Kopp, *untitled*, from the series "Queer Revolutionaries ...?", 2017



Fig. 9 Florian Aschka und Larissa Kopp, *untitled*, from the series "Queer Revolutionaries ...?", 2017

Service Section



Associations and Advocacy Groups Offering Workshops and Other Support

- NaGeH – Mein Name, mein Geschlecht, meine Hochschule (“my name, my gender, my university”). For inter*- and trans friendly education.
<https://nageh.net/>
- VIMÖ – Austrian National Association of Intersex People/
Verein intergeschlechtlicher Menschen Österreich
<https://vimoe.at/>
- Plattform Intersex Österreich/Intersex Platform Austria
<http://www.plattform-intersex.at/>
bildung.beratung@plattform-intersex.at
- Türkis Rosa Lila Tipp
<http://traschq.dievilla.at/>
<http://lilatipp.dievilla.at/>
- TransX – Austrian Transgender Association/
Verein für TransGender Personen
<http://www.transx.at/>
- TrIQ – Verein TransInterQueer/TransInterQueer Association
<http://www.transinterqueer.org/>

Examples of Guidelines and Legal Anchoring at Universities

- A guide to gender-neutral formulation and gender-sensitive communication
www.akbild.ac.at/non-binary-universities

List of Experts

During the project we met a number of persons whom we can recommend as experts and trainers.

✘ **Persson Perry Baumgartinger**

Dr., researcher, lecturer, trainer and coach. Has been developing – also as part of [\]\[diskursiv²⁵](#) – and holding, adult education workshops, trainings and coaching, both alone or with a team. His areas of expertise include Critical Diversity Studies, Language & Communication & Action, TransInterQueer, social history. Additionally, he is currently interested in the conjunction of research & art. In all these areas he has also been teaching and publishing for many years. His trainings are founded in theory while simultaneously being practice-oriented, approaching issues respectfully as well as critically is central to them. Among his clients are universities, universities of applied sciences, students' unions, companies, NGOs, and individuals from all sectors of society. **Focus of trainings/workshops is**, among other things, on TransInterQueer; state regulation of Trans; critical, activist research; language & power; language critical of discrimination; queer/queer-feminist discursive alternatives; speech acts; critical diversity studies.

Contact: perry.baumgartinger@univie.ac.at

✘ **Andrea B. Braidt**

(Mag. Dr. MLitt), 2011 – 2019 Vice-Rector of the Academy of Fine Arts, film and media studies scholar (with a focus on gender theories, Queer Cinema) with 25 years of teaching experience, co-founder of the Gender Studies Association Austria (ÖGGF).

Andrea Braidt has been instrumental in implementing the measures proposed in this report, being the person chiefly responsible for the “Non-Binary Universities” project. She contributes her many years of expertise in the field of anti-discrimination at universities to workshops, consultations and lectures, particularly addressing university management, staff units and strategic stakeholders.

Possible topics, offered in various formats (German or English):

- Foundations of binary societies and the consequences for universities (workshop, seminar)
- Implementing measures for a non-binary university: how to do it? Engaging whom? How to communicate? (workshop, input, seminar)
- Facilitating the implementation of measures for non-binary universities (consulting)

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²⁵ Translator's note: [\]\[diskursiv](#) – verein zur verqueerung gesellschaftlicher zusammenhänge (“Association for the Queering of Societal Interrelations”)

✘ **Elis Eder**

BA, currently in the Gender Studies master's program at the University of Vienna, amongst other things per works as an adviser in the queer_feminist policy bureau of the Academy of Fine Arts Vienna; per is active in various queer, respectively queer_feminist settings as well as in trans/non-binary contexts.

Per is curious about theoretical backgrounds and media discourses, about differing interests, and about the implications a binary toilet system has on trans, intersex, non-binary persons and on people who are gender-nonconforming (i.e. humans who do not conform to normative images of masculine and feminine self-presentation).

Range of workshops: advising and supporting universities in developing new, gender-inclusive toilet policies, introductory workshops on LGBTIQ+ issues

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✘ **Jannik Franzen**

is a certified psychologist with many years of experience in anti-discrimination and psychosocial counseling, social studies, and adult education.

His_ workshops and trainings are available for health care workers, public authorities, organizations and projects. In cooperation with colleagues he_ has furthermore conducted studies on the diversity of gender in public service (2017) and on discriminations against trans* persons in working life (2010) for German Federal authorities.

For more than 15 years, Jannik Franzen has been dedicated to trans* and queer-feminist projects. In 2006 he co-founded Berlin social center Trans*Inter*Queer e.V.

Focal points: trans*, intersex and non-binary modes of living – the basics; explaining terminology; social and legal questions; discussing equal treatment in depth; language; work sphere; intersectionality and multiple discrimination; explorations of medical and psychological practice and emancipatory research.

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✘ **Vlatka Frketic**

has long been active in the sphere of training (conception and realization): anti-discrimination and fairness, rhetoric, language & communication, multilingualism, anti-racism, queer & queer migration.

Produced numerous lectures, workshops, texts concerning these areas.

Her work is based on experiential knowledge, which she conceptualizes and embeds in methodologies of adult education. Co-founder of][diskursiv.

Website: <https://www.frkadizajn.at/deutsch/trainingsdizajn/trainingsbereiche/>

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✘ Lann Hornscheidt

focuses on language and violence, intersectionality, love as political activity, and on exiting gender logics. Currently working on *xart splitta* e. V., a project critical of discrimination, Lann Hornscheidt has held numerous (visiting) professorships within the thematic range illustrated above. Lann Hornscheidt also runs *w_orten & meer*, a publishing house for books taking a critical stance against discrimination. On the aforementioned issues, Lann Hornscheidt offers lectures and workshops, coaching and seminars, participates in panel discussions, writes reviews and articles in daily newspapers and advises both activist projects as well as research. Recent publications include *Zu Lieben. Lieben als politisches Handeln* (w&m 2018) and *Sprachgewalt verändern* (SuKuLtUr 2018). In spring 2019, *w_orten & meer* published the book *Exit Gender. Gender loslassen und strukturelle Gewalt benennen*, co-authored with Lio Oppenländer.²⁶

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✘ Alex Mähr

studies German language and literature at Vienna University and works as a trainer for German as foreign and second language. Moreover, hen is politically active in various queer-feminist and trans_emancipatory contexts. Hen's work in the queer_referat ("queer_office") of the Austrian Students' Union bureau has also left its mark. Hen holds lectures regarding the situation of intersex, non-binary and trans (INT) persons in and around the sector of tertiary education, and is experienced in facilitating group projects. Alex Mähr's studies explore how literature addresses queerness and how, from a linguistic perspective, gender-inclusive language can function, or already is functioning. The inclusion of intersectional considerations is dear to hen.

Examples of workshops:

- "Studying and working at institutions of higher education – intersex, trans, and non-binary perspectives"
- "Gender-inclusive German? You can't do that!?"
- "Pronouns? An unalterable word class?"
- "How to shape queer-feminist advocacy? How can it be successful?"

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✘ Andrea* Ida Malkah Klaura

In addition to working in the administration of systems and networks and in the area of IT security, I mostly strive to queer technology and to render access to technology in a manner that is comprehensible to everyone. Outside the field of technology, I also try to support groups in developing methods of eye-level communication. Concerning university contexts, I am mainly interested in how courses can be arranged inclusively and with a minimum of hierarchy. My specific emphasis here is on the roles of gender and technology and how such systems can be hacked for our purposes.

²⁵ Translator's note:
All three books available only in German.
Approximate titles in English: "On Love. Love as Political Activity"; "Transforming the Violence Inherent in Language"; "Exiting Gender. Identifying Structural Violence and Letting Go of Gender"

Possible workshops on the following topics:

- Participatory teaching methods – tools for designing seminars & lectures inclusively
- Gender and technology at universities – interrelations and creative potentials
- Trans_disciplinarity – how academic research and teaching can profit from queer approaches
- Non_binary bits and bytes – is that possible? Using digital platforms inclusively
- Or individualized workshops/seminars/trainings, based on process-oriented methodology, and attentive to such issues as participation and empowerment

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Contact: jackie@tantemalkah.at | jackie@diebin.at

✘ **Maria Mayrhofer**

is the founding Executive Director of *#aufstehn*, a progressive online engagement platform enhancing civil society participation. She is a political scientist with expertise in digital campaigning and civil society mobilization. She was awarded the Viennese Women's award 2016 for her work against hate speech on the internet.

Website: www.aufstehn.at/

Contact: jetzt@aufstehn.at

✘ **Noah Rieser**

active in the Austrian National Association of Intersex People (VIMÖ) and in various other activist contexts related to intersex and trans. Noah Rieser teaches (and studies) queer issues in a range of academic and non-academic formats.

Workshops on the following subjects, among others:

- Inter*
- Trans*
- Inter*, trans* and non-binary identities in spaces of teaching and learning
- Gender-fair(er) language
- Coommunity care for inter* and trans* people

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✘ **Philipp Rouschal**

has many years of experience connected to anti-discriminatory and equal-opportunities work at two universities. Both as member of a Working Group on Equal Opportunities and other university working groups, as well as belonging to local and national queer_feminist and feminist offices of the Students' Union. Activities in queer_feminist and emancipatory efforts outside the university supplement his competence. Providing complementary expertise regarding specific learning difficulties and issues of diversity, Philipp Rouschal particularly emphasizes intersectionality when approaching given matters. Participation in roughly 230 hours of training in the Students' Union trainer's courses.

On the following subjects workshops can be offered both for a broader public or specifically within the context of tertiary education:

- Gender: inter*, non-binary, and trans
- LGBTIQA*/queer
- Specific learning difficulties
- Diversity
- Data collection and gender
- Technology and gender/diversity/LGBTIQA*

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✘ **Francis Seeck**

Freelance anti-discrimination trainer. Member of the Institute for Queer Theory, the Institute for Research on Classism, GenderCompetenceCenter.

Completed the one-year train-the-trainer course “Educational Work against Discrimination – Professional Training” held by ManuEla Ritz.

Trainings/workshops/offers for further education on the following subjects:

- Gender and sexual diversity
- Gender competence
- Gender-fair language
- Empowerment workshop for WomenLesbiansTrans*
- Cissexism/heteronormativity
- Gender and queer in social work
- Classism

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Contact: francis.seeck@gmx.de

✘ **Leo Söldner**

has many years of experience in process facilitation (theme-centered interaction), organizational development, supervising (strategic) retreats, and subject related work in connection to various queer subjects; holds an ISO certificate as specialized adult education trainer with a module in gender and diversity (relevant for grant applications). Seminars and workshops are customized to the needs and wishes of clients and/or participants and tailored to the given situation, as well as to objectives. Leo is a technician and a natural scientist, he is non-binary and less interested in theory but rather a hands-on guy with experience, intuition and tact.

Workshops:

- “What is non-binary!?! He, she, it...?” (Was ist der_die_das non-binary?)
- “What do universities have to do with non-binary? What could that mean for us? How can we support students and employees that are trans, intersex or non-binary?”
- Offered also: mediation; conceptualizing and initiating participatory processes, team building, retreats and seminars, designing and planning workshops for projects, strategic retreats, and organizational development processes

Website: www.trainingswiese.at/trainer_innen/leo-soeldner/

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Fig. 10 Florian Aschka und Larissa Kopp, *untitled*, from the series "Queer Revolutionaries ...?", 2017

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Information Brochure

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https://www.akbild.ac.at/portal_en/studies/studieninfos_en/student-diversity/2019_InfoblattenPersonenstandsanderungStudierendeundAbsolvent_innen_12_trans.pdf

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The illustrations in this publication were created by graduates of the Academy of Fine Arts Vienna. The accompanying texts are excerpts from the Academy's internal diploma-project database (http://abschlussarbeiten.akbild.ac.at/search_view).

Fig. 1, p. 2 | **Fig. 6**, p. 31 | **Fig. 7**, p. 35 (3 pictures)

Alaa al Kurdi, *Reverse Privilege*, 2018

"The film focuses on the process of inner repression which leads to precarious existence, whether in the family or within a much broader, national body. The character is literally fleeing his own skin."

Fig. 2, p. 9

Julia Fuchs, *Your body is yours. Take it. Julischka*, photograph from the series

"Your body is yours. Take it.", 2014–2016, seen in the picture: Julischka Stengele

"As a female artist, I use my camera to try to fathom my feminist and critical perspective on prevailing power relations. That is why in my work, the model in the mirror puts herself into the picture, having control over her body at all times and being able to instruct the photographer at any moment."

www.juliafuchs.com

Fig. 3, p. 12

Ina Schedlberger, *Provokation und Inszenierung*. ("Provocation and Performance")

David LaChapelle's Life Ball-Plakat 2014, 2017

The corresponding diploma thesis raises the question whether transgressing boundaries in order to provoke constitutes a form of artistic development.

Fig. 4, p. 17 | **Fig. 8**, p. 42 | **Fig. 9**, p. 43 | **Fig. 10**, p. 51 (4 pictures)

Florian Aschka und Larissa Kopp, *untitled*, from the series "Queer Revolutionaries ...?", 2017

"In our photo series 'Queer Revolutionaries ...?', a fictitious situation unfolds. Based on our lives in Vienna and together with our friends, we launch a utopian revolution, conquering spaces of representation traditionally connected to power."

www.larissakopp.com | www.florianaschka.com

Fig. 5, p. 21

Michael Zoe Dewitt, *CIS/TRANS – Portrait of myself as Countess Cis Zoltowska*,

Digital photograph 2017/2019

Zoe DeWitt is a Vienna based multimedia artist and philosopher with roots in Industrial music and Viennese Actionism. During the 1980s, her musical solo project Zero Kama has gained international cult reputation within the ritual industrial/dark ambient genre. "I regard myself as something like a nerve cell that has to process a certain input and produce a certain output. If I would not communicate in this way with the rest of the world, I would die."

www.zoedewitt.com

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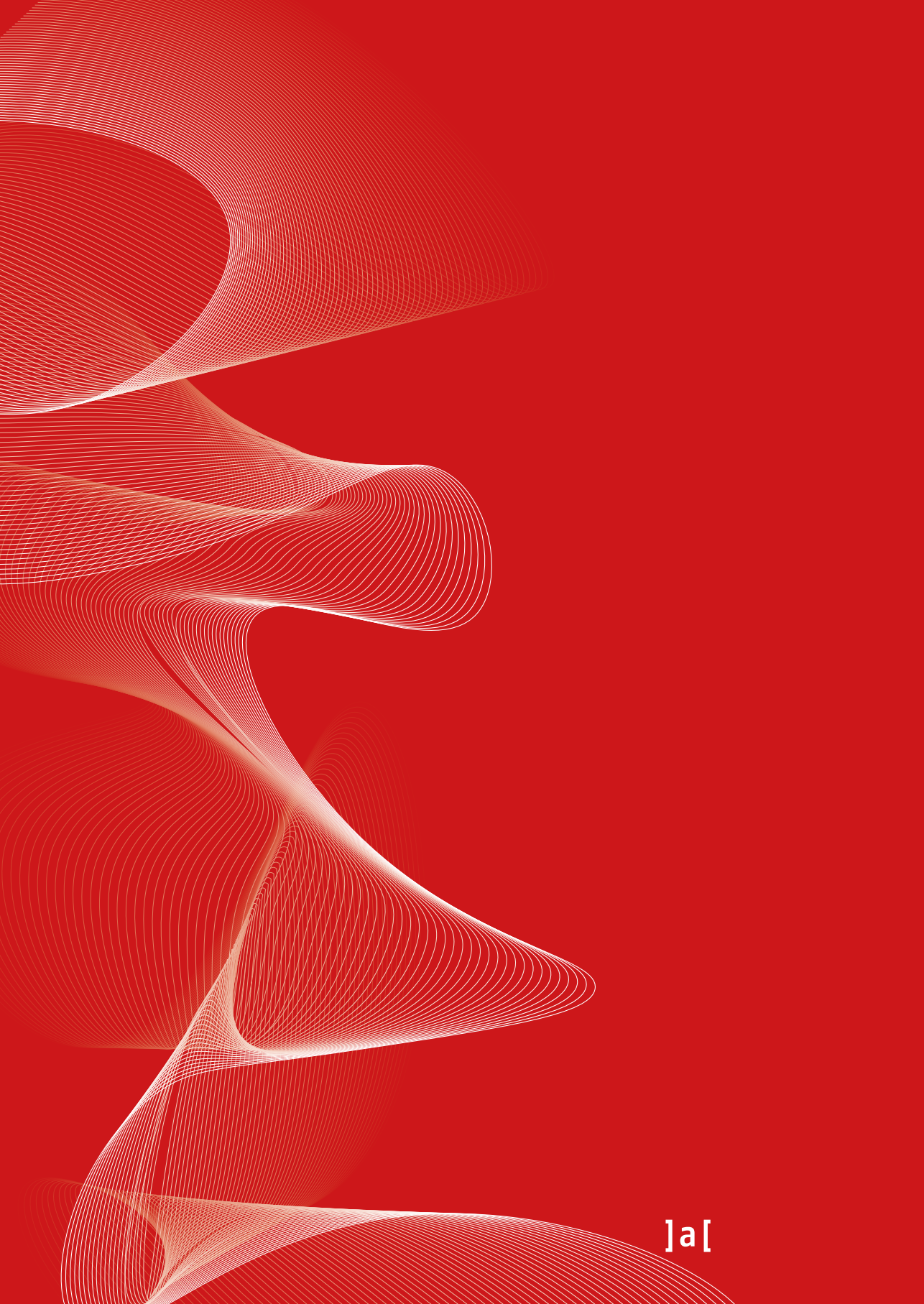
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