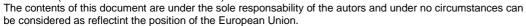| GENERAL INFORMATION | |
|---|---|
| **Title** | **Two cards for transsexual or transgender students** |
| **Key words** | Equal opportunities, gender, identity, transgender, protection. |
| **Objectives** | To enable transsexual or transgender students to be fully part of university life;<br>To enable transsexual or transgender students to exercise their unconditional right to express their own gender identity;<br>To protect transsexual or transgender students from inequality and discrimination. |
| **Phase of studies** *(Choose all phases it applies)* | Access X Retain X Graduation X  Transition to work-life - |
| **Type of degree** *(Choose all degrees it applies)* | Bachelor's X  Graduate X  Master's X |
| **Level** *(Choose all levels it applies)* | International National X Institutional X Faculty Group  Individual |
| **Name of the institution** | University of Bergamo |
| **Location** *(City and country)* | Bergamo (Italy) |
| **Target group/s** | Transsexual or transgender students |
| **Stakeholders involved** | Administrative staff, Students Service and Academic tutor |

| **Description of the organisational process** *Actors, triggering evidence, campaigns, graph… (max. 300 words)* | The legislation n. 164/1982 "Rules on the attribution of sex rectification" defines the steps to obtain legal reassignment of sex, with consequent modification of the concerned persons documents. During this process, transsexual or transgender students attending university can be uncomfortable with the clear contrast between their appearance and their name as, for example, when they are called out during exams. This could result in them eaving university studies. Consequently, the University of Bergamo provides transsexual or transgender students with two cards, one with the original name, the other with the new name. The second card chosen can be used during the exam call and recording of examinations, as well as to access the libraries, laboratories, the press center, the canteen, and university residence. The second card is issued after the student application certifying that the process for gender change has been undertaken. |
|---|---|

## A. FORMAL EVALUATION CRITERIA

| **A1. ACCESS TO INFORMATION** *Provide sources of information (URL, websites, literature, materials)* | silvia.perrucchini@unibg.it  barbara.pezzini@unibg.it |
|---|---|
| **A2. TIMEFRAME** *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long rung. (max. 70 words)* | This good practice was approved in 2015 and is at the initial level. |
| **A3. NUMBER OF STUDENTS** *How many students are involved? Is the number representative considering the target group?* | To date one student benefitted from the service. |
| **A4. SCALABILITY** ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)* | Scalability could be envisioned for other categories of students, in the form of provisional cards enabling access for students whose status is under revision (as asylum seekers or refugees). |

| **A5. TRANSFERABILITY** (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)* | In Italy this kind of good practice has already been adopted in a wider scale at institutions like Polytechnic University of Turin, University of Padua, University of Bologna, University of Urbino and University of Verona. |
|---|---|
| **A6. ASSESSMENT** *Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)* | Today it has not yet been identified requiring evaluation because only one student has required the practice and both the administrative staff and the academic tutor received feedback directly by the student. We need more examples in order to have a better comparison. |
| **A7. CONTACT** *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?* | PROF.SSA BARBARA PEZZINI<br>Vice Rector ( equity and diversity policies)<br>barbara.pezzini@unibg.it<br><br> Moroni<br>via Moroni 255 - 24127 Bergamo (BG) - Italy<br>room 28<br>Tel.: 0352052806<br>Fax: 0352052889<br><br><br>DOTT.SSA SILVIA PERRUCCHINI<br>Responsible for Students Service<br>silvia.perrucchini@unibg.it<br>Tel.: 0352052819<br>Fax: 0352052836<br> Caniana<br>via dei Caniana 2 - 24127 Bergamo (BG) - Italy |

## B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

| **B1.1 Self-determination**<br>*Rate and Justify (max. 70 words)*<br><br>*(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)* | *Very weakly*<br>☐ | *Weakly*<br>☐ | *Well*<br>X | *Very well*<br>☐ |
|---|---|---|---|---|
| | The organization of the service has been previously planned by following the general guidelines of the legislation and the request of the student representatives<br>. | | | |

| **B1.2 Rights**<br>*Rate and Justify (max. 70 words)*<br><br>*(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)* | *Very weakly*<br>☐ | *Weakly*<br>☐ | *Well*<br>X | *Very well*<br>☐ |
|---|---|---|---|---|
| | This good practice aims to answer the needs of the transsexual or transgender students in order to facilitate their inclusion in the university community, so that the intimate question related to their gender identity does not interfere with their academic career. | | | |

| **B1.3 Access**<br>*Rate and Justify (max. 70 words)*<br><br>*(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))* | *Very weakly*<br>☐ | *Weakly*<br>☐ | *Well*<br>X | *Very well*<br>☐ |
|---|---|---|---|---|
| | This card is attributed only after the submission of a formal application by the student, certifying that the process for gender change has been undertaken.<br>The student is required to sign a document (privacy agreement) which contains operating conditions, obligations and responsibilities to be met.<br>Failure to comply with these conditions would result in the immediate revocation of the double card and the consequent return to a career management with only the originally specified personal data. | | | |

| **B1.4 Equity** <br> *Rate and Justify (max. 70 words)* | *Very weakly* ☐ | *Weakly* ☐ | *Well* X | *Very well* ☐ |
|---|---|---|---|---|
| *(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)* | The equity and equal opportunities is guaranteed by an individual procedure. <br> Every student is followed individually by a teacher/tutor. | | | |

| **B1.5 Participation** <br> *Rate and Justify (max. 70 words)* | *Very weakly* ☐ | *Weakly* ☐ | *Well* X | *Very well* ☐ |
|---|---|---|---|---|
| *(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)* | Enabling students with special gender or identity status to have a normal academic career highly increase the sense of belonging and connectedness related to the idea of university as an inclusive environment. | | | |

| **B2. COLLABORATION** <br> *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)* | The service is essentially based on internal resources. <br> A teacher/tutor has the task of overseeing the student throughout the university studies. <br> The teacher/tutor works in conjunction with the student service office that deals with the administrative management of the academic career of the student. |
|---|---|
| **B3. STUDENT SATISFACTION** <br> *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)* | Satisfaction was evaluated directly by the student who used the service. <br> The student is satisfied with the service. |
| **B4. STUDENT WELLBEING** <br> *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing?* What kind of evidence there is? *(max. 200 words)* | The influence on students' psychological, social and academic wellbeing is remarkable because this good practice allows the transsexual or transgender students to continue their course of university studies while freely expressing his/her personality. Moreover, the double card paves the way to other possible uses for students that have gender or status issues. |

## C. FINAL REFLECTIONS
(based on the previous description of you good practice)

| **Success factors** <br> *What are the factors required for the successful implementation? (max. 200 words)* | The success factor is related to the willingness to plan and enact an equal opportunity policy even though the number of eligible cases is limited. |
|---|---|

| **Sustainability**<br>*What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)* | Sustainability is based on available internal resources i.e.:<br><br>- Responsible for Students service (for the management of administrative practices).<br>- Teacher/Tutor (responsible for monitoring the student throughout the academic career). |
|---|---|
| **Challenges**<br>*What are the constraints identified? How easy it is to learn and implement? (max. 200 words)* | A next step could be to expand this policy to other categories of students, in the form of provisional cards enabling access for students whose status is under revision (as e.g. asylum seekers or refugees. However, extending the right to use two cards to other populations could also pose challenges in terms of managing administrative tasks and certificates which are bureaucratically related to univocal students' identity. |

**Sources**

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)