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Transgender Inclusion in Higher Education: An Examination of Perceived Inclusion and Personal Wellbeing on Four College Campuses

Tiff Weekley

ABSTRACT

Research finds that the success of transgender students is heavily reliant upon how welcome and safe they feel on their own campus. This paper aims to discuss transgender inclusion in higher education and the effects of inclusion/exclusion on transgender students. How does transgender inclusion in areas such as policy, administration, residency, and health care have an impact on the personal wellbeing of transgender students in higher education? Through a survey of 51 self-identified transgender individuals who have completed at least one semester of higher education in Nebraska, this paper describes transgender inclusion in higher education and the personal wellbeing of transgender students in higher education. Findings suggest that transgender students who do not perceive their institutions as transgender inclusive may also experience negative effects with regard to mental health, academics, and campus experience. Transgender students may face unique obstacles within higher education that must be addressed by education institutions in order to promote student success and a healthy wellbeing.

Higher education within the United States is consistently faced with controversy. Gender identity and expression within schooling has been, and continues to be, a controversial topic within contemporary society. Transgender visibility is increasing with celebrities such as Caitlyn Jenner and Laverne Cox gracing the main stage and with ‘bathroom battlegrounds’ making headlines nationwide¹. However, despite rising visibility, transgender students and their educational needs often remain in the margins of mainstream discussion—resulting in unclear, underdeveloped, or non-existent policies². The inclusion of transgender students in higher education within (but not limited to) areas such as policy, administration, residency, and health care may have an impact on the educational wellbeing of transgender students, including academic performance, extracurricular involvement, and mental health. Through a quantitative study of current and past transgender college students, I will describe the state of transgender inclusion in higher education and the personal wellbeing of transgender students.

LITERATURE REVIEW

Transgender students in higher education across the United States face difficulties and discrimination on many levels. These difficulties can affect the educational wellbeing of transgender students, as there is a lack of the following: feelings of acceptance and safety in the classroom; transgender inclusive policies; and transgender inclusive counseling and health care.

¹ See, for example <http://www.usnews.com/news/us/articles/2016-02-23/charlotte-council-votes-to-extend-transgender-rights>

² See, for example, http://www.huffingtonpost.com/2015/05/18/trans-friendly-colleges_n_7287702.html

The following examines transgender inclusion in higher education and its relation to the educational wellbeing of transgender students.

The level at which faculty and staff are educated on transgender identities and issues can affect transgender students' feelings of security and safety in the classroom. Well-educated and informed faculty and staff members are more likely to be sensitive to the needs of transgender students and therefore are more likely to help transgender students reach academic success (Beemyn Curtis Davis & Tubbs 2005; McKinney 2005; Pryor 2015). Beemyn et al. (2005) discuss the negative effects of an education that does not reflect the experiences of transgender students. These negative effects connect to findings by Pryor (2015). Through interviews of transgender students in higher education, Pryor found that transgender students whose instructors are insensitive to transgender identities and issues are more likely to: only complete the bare minimum requirements to pass; drop the class(es); fail the class(es); and/or halt any attempts to engage in classroom activity (453). These negative effects become especially worrisome when assessing the results of McKinney's (2004) qualitative study of transgender students in higher education. A majority of subjects confessed that instructors at their institution were seemingly uneducated and insensitive to transgender issues (i.e. ignoring students' preferred names and pronouns, making demeaning remarks about the transgender community, outing transgender students in class) and sometimes harsh about the topic itself. Subjects also stated that transgender students often do not receive the academic help they need. All of these articles highlight the consequences that transgender students in higher education face when confronted with insensitive instructors.

The educational wellbeing of transgender students in higher education relies heavily on how inclusive their campus policies and resources (Beemyn et al 2005; Case, Kanenberg, Enrich, Tittsworth 2012; McKinney 2005). The success of transgender students is reliant upon how welcome and safe they feel on their own campus, as well as how many resources are available to them and how freely those resources are administered. Relating this research to campuses across the United States is important in order for us to truly understand why higher education professionals should be trained regarding gender inclusion. For example, Beemyn et al. (2005) examines student experience throughout many portions of the higher education journey; it is argued that the outcome of these experiences dictates the success of transgender students. This 'success' level is determined overall by the attainment of graduation. McKinney (2004) analyzes the responses of transgender college students and brings to light the overall *lack* of protective and inclusive policies and resources of their institutions. Case et al. (2010) take similar experiences and identify ways to create inclusive policies. Bringing about transgender inclusive non-discrimination policies through student inclusion in the discussion of policy change and implementation to "shift" culture, will eventually decrease or eliminate these issues. All of these steps are parts of the process to ensure the educational wellbeing of transgender students in higher education.

Transgender inclusion in counseling and health care facilities on college campuses is becoming increasingly important as the transgender community gains visibility. Inclusive

counseling and health care is crucial to both the physical and mental wellbeing of transgender students (Beemyn et al. 2005; Seelman 2014; Pryor 2015). Beemyn et al. (2005) finds that allowing transgender students a safe space to discuss their feelings with a professional is crucial because in addition to ‘normal’ college obstacles, they also face cultural adversity related to their gender identity. Seelman (2014) discovered that transgender students are more likely to seek physical and/or mental health care if providers use their correct pronouns and names and are sensitive to the unique issues they face. Pryor (2015) finds that his subjects received adequate support in their institution’s counseling services, which was perceived as LGBTQ inclusive by their campus LGBTQ resource center and by LGBTQ students. These findings all support the position that creating inclusive counseling and health care facilities is important in order for transgender students to utilize these services and maintain good physical and mental health.

The research done for the articles compared in this review are crucial for future research as they highlight important issues concerning the educational wellbeing of transgender students in higher education. From reviewing, I have been able to conclude that there are specific areas of higher education that, if not transgender inclusive, can negatively impact transgender students. This knowledge will assist me in my study, as I will be able to use these commonalities as a foundation to build off of in order to discover other areas in higher education that are impacting transgender students.

METHODS

Sample. This study consisted of fifty-one completed surveys collected over the duration of one academic semester. The survey was created through Qualtrics, an online survey based software. All participants were at least nineteen years old, self-identified as transgender, and had completed at least one semester of higher education in Nebraska. To find participants, non-probability convenience sampling and snowball sampling techniques were used. Advertisements for the survey were posted to the ‘Queer Nebraska Youth Network: Trans/Genderqueer Subgroup’ Facebook page, from which other individuals shared the information on their personal Facebook pages. Emails regarding information about the survey and its importance were sent to the LGBTQ Resource Center of Public University B, the Gender and Sexuality Resource Center of Public University A, and LGBTQ student organizations. From this information they were able to distribute the survey advertisement to those who may be interested via e-mail and social media. This type of sampling was sensible for this study, as the transgender community in Nebraska is a vulnerable population with limited visibility; through advertising to LGBTQ populations, there was a greater likelihood of the information reaching interested individuals who meet the criteria required to participate.

To gain participant interest it was ensured that the survey would be completely anonymous, that it should take no longer than twenty minutes to complete, and that the data gathered from the survey would be used to analyze potential influences on the educational wellbeing of transgender students in higher education. The survey was the only part of the study that participants were asked to complete. Utilizing a cross-sectional study was beneficial for this

research, as my intentions were to study only the current and recent-past effects of transgender inclusion on the educational wellbeing of transgender students.

55 respondents completed the demographics portion of the survey, 51 respondents completed the demographics portion and the first ten statements, and 51 respondents completed the entire survey. Of the 55 original respondents, 42 were between the ages of 19 and 25 years old, 10 were between the ages of 26 and 33 years old, and 3 were between the ages of 34 and 41 years old. 8 of the respondents self-identified as male-to-female transgender, 23 respondents self-identified as female-to-male transgender, 16 respondents self-identified as non-binary, 5 respondents self-identified as gender-fluid, and three respondents self-identified as agender. Of the respondents, 36 were current students, 7 respondents were former students without degrees, and 12 respondents were graduates. Of the respondents, 19 attended Public University C, 25 respondents attended Public University B, 10 respondents attended Public University A, and 1 respondent attended Private University D [See Table 1 in Appendix].

Measurements. To conceptualize transgender inclusion in higher education, I distinguished between two dimensions of my variable for a descriptive analysis: *perceived transgender inclusion* and *personal wellbeing of transgender students*. From the dimension ‘transgender inclusion,’ I created ten indicators. The statements that served as indicators were: (1) *My campus did not have an LGBTQ resource center*; (2) *My campus did not offer LGBTQ training to faculty and staff*; (3) *My campus did not offer gender inclusive housing options*; (4) *There were very few gender inclusive restrooms on my campus*; (5) *The LGBTQ organization on my campus did not feel trans inclusive*; (6) *There was no way to change names/gender markers on class rosters, student ID’s, online courses, etc. without legal action*; (7) *I felt some of my instructors were insensitive towards trans identities or issues facing the trans community*; (8) *I have been misnamed and/or misgendered in the classroom at least once by an instructor*; (9) *I felt uncomfortable utilizing counseling and health care services on campus because of my gender identity*; and (10) *I felt my campus was not trans friendly*. Respondents were asked to rate the statements on a Likert Scale of Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree. For data analysis purposes, *Strongly Disagree* was coded as “-2,” *Disagree* as “-1,” *Not Sure* as “0,” *Agree* as “1,” and *Strongly Agree* as “2.” Respondents were asked to rate the statements on a Likert Scale identical to the scale used for the previous dimension.

The second dimension in this research is the personal wellbeing of transgender students. From the dimension “personal wellbeing of transgender students,” I created ten indicators. The statements that served as indicators were (1) *I left college before graduation because of issues relating to my gender identity*; (2) *I wanted to come out at school, but did not because I felt uncomfortable on my campus*; (3) *I skipped class at least once because I felt uncomfortable in the classroom due to my gender identity*; (4) *I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity*; (5) *I had a hard time getting involved in at least one class because I felt uncomfortable in the classroom due to my gender identity*; (6) *I didn’t get involved on campus because I felt as though student organizations were not trans inclusive*; (7) *I have been harassed on campus because of my*

gender identity; (8) *I have been assaulted on campus because of my gender identity*, (9) *I did not feel safe on campus because of my gender identity*; and (10) *While in college, I felt consistently depressed and/or anxious due to issues I faced because of my gender identity*. Respondents were asked to rate the statements on a Likert Scale of Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree. For data analysis purposes, *Strongly Disagree* was coded as “-2,” *Disagree* was coded as “-1,” *Not Sure* was coded as “0,” *Agree* was coded as “1,” and *Strongly Agree* was coded as “2.” Respondents were asked to rate the statements on a Likert Scale identical to the scale used for the previous dimension.

Finally, basic demographic information was collected and responses were coded for data analysis purposes. Participants were asked which institution they most recently attended and were given the options: (1) Public University A; (2) Public University B; (3) Public University C; and (4) Other. If participants chose ‘other,’ they were directed to write in their affiliated institution on the following page. Public University A was coded as “1,” Public University B was coded as “2,” Public University C was coded as “3,” and Other was coded as “4.” Participants were then asked what age range they currently belonged in. Options were: (1) 19-25 years old; (2) 26-33 years old; (3) 34-41 years old; (4) 42-49 years old; and (5) 18 years old or younger. If they selected option 5, they were rejected from continuing the survey as the age requirement for taking part in this study is nineteen and older. An answer indicating 19-25 years old was coded as “1,” 26-33 years old as “2,” 34-41 years old as “3,” and 42-49 years old was coded as “4.” The next portion of demographics asked the participants to choose the gender identity that best represents them. Options were: (1) Male to female transgender; (2) Female to Male transgender; (3) Non-binary; and (4) Other. If participants chose ‘other,’ they were directed to write in the identity that best represents them on the following page. Male to female transgender was coded as “1,” Female to male transgender was coded as “2,” Non-binary was coded as “3,” and Other was coded as “4.” Finally, participants were asked to choose their current academic status. Options were: (1) Current student; (2) Former student without degree; and (3) Graduate. Current student was coded as “1,” Former student without degree was coded as “2,” and Graduate was coded as “3.”

RESULTS

Data collected from the survey was broken down into percentage charts by institution and dimension of transgender inclusion. Separating the results by institution allowed me to look at the overall perceptions of transgender inclusion at a specific institution and compare how that rate of inclusion potentially impacts transgender students.

Data collected from respondents in relation to Public University A displayed this institution had the highest rate of perceived transgender inclusion in this study with an average mean of -.8. This means a greater number of participants disagreed with the statements provided. Within the responses from Public University A, the least amount of respondents (0%) agreed with the following statements: *My campus did not have an LGBTQ resource center*; *My campus did not offer LGBTQ training to faculty and staff*; and *I felt my campus was not trans friendly*. The largest amount of respondents (60%) agreed with the statement *I felt some of my instructors*

were insensitive towards trans identities or issues facing the trans community [See Table 2 in Appendix]. Data collected from respondents in relation to Public University A also suggests that transgender students have the highest rate of personal wellbeing within the study as well with an average mean of -1, meaning respondents were more likely to disagree with the statements provided. Within the responses from Public University A, the least amount of respondents (0%) agreed with the following statements: *I left college before graduation because of issues relating to my gender identity; I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity; and I have been assaulted on campus because of my gender identity.* The largest amount of respondents (50%) agreed with the statement *I have been harassed on campus because of my gender identity* [See Table 3 in Appendix].

Regarding data collected from respondents in relation to Public University B, results showed that this institution ranked after Public University A in perceived transgender inclusion in this study with an average mean of -.733, meaning respondents were more likely to disagree with the statements provided. Within the responses from Public University B, the least amount of respondents (0%) agreed with the statement *The LGBTQ organization on my campus did not feel trans inclusive.* The largest amount of respondents (63.64%) agreed with the following statements: *I felt some of my instructors were insensitive towards trans identities or issues facing the trans community and I have been misnamed and/or misgendered in the classroom at least once by an instructor* [See Table 4 in Appendix]. Data collected from respondents in relation to Public University B suggests that the institution also ranks second in this study in terms of the personal wellbeing of transgender students with an average mean of -.831, meaning respondents were more likely to disagree with the statements provided. Within the responses from Public University B, the least amount of respondents (0%) agreed with the following statements: *I left college before graduation because of issues relating to my gender identity; I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity; and I have been assaulted on campus because of my gender identity.* The largest amount of respondents (54.55%) agreed with the statement *While in college I felt consistently depressed and/or anxious due to issues I faced because of my gender identity* [See Table 5 in Appendix].

Data collected from respondents in relation to Public University C displayed that this institution ranked fourth in terms of perceived transgender inclusion in this study with an average mean of 1.18, meaning respondents were more likely to agree with the statements provided. The least amount of respondents (21.05%) agreed with the statement *The LGBTQ organization on my campus did not feel trans inclusive.* The largest amount of respondents (100%) agreed with the following statements: *There were very few gender inclusive restrooms on my campus and I felt some of my instructors were insensitive towards trans identities or issues facing the trans community* [See Table 6 in Appendix]. Data collected from respondents in relation to Public University C displayed that this institution ranked third in terms of the personal wellbeing of transgender students in this study with an average mean of .339, meaning respondents were more likely to agree with the statements provided. The least amount of respondents (0%) agreed with the statement *I have been assaulted on campus because of my gender identity.* The largest

amount of respondents (88.89%) agreed with the statement *While in college, I felt consistently depressed and/or anxious due to issues I faced because of my gender identity* [See Table 7 in Appendix].

Data collected from the response in relation to Private University D displayed that this institution ranked third within this study in terms of perceived transgender inclusion with an average mean of .7, meaning respondents were more likely to agree with the statements provided. This sample included data based on one participant and may not be representative of the larger population of transgender students attending Private University D. The respondent (100%) agreed least with the statement *The LGBTQ organization on my campus did not feel trans inclusive*. The respondent (100%) agreed most with the following statements: *My campus did not have an LGBTQ Resource Center; My campus did not offer gender inclusive housing options; There were very few gender inclusive restrooms on my campus; There was no way to change names/gender markers on class rosters, student ID's, online courses, etc. without legal action; I felt some of my instructors were insensitive towards trans identities or issues facing the trans community; I have been misnamed and/or misgendered in the classroom at least once by an instructor; I felt uncomfortable utilizing counseling and health care services on campus because of my gender identity; and I felt my campus was not trans friendly* [See Table 8 in Appendix]. Data collected from the response in relation to Private University D displayed that this institution ranked fourth within this study in terms of the personal wellbeing of transgender students with an average mean of .6, meaning respondents were more likely to agree with the statements provided. The respondent (100%) agreed least with the following statements: *I left college before graduation because of issues relating to my gender identity, I skipped class at least once because I felt uncomfortable in the classroom due to my gender identity, and I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity*.

DISCUSSION

These results suggest it is not uncommon for transgender students in higher education to face unique and negative issues in relation to their gender identity. This is consistent with Dungan, Kusel and Simounet (2012), who find that transgender students reported more frequent encounters with harassment and discrimination as well as a significantly lower sense of belonging within the campus community. This research finds similar issues of negative interactions and experiences. Considering that nearly each institution ranked the same in their rate of perceived transgender inclusion *and* the personal wellbeing of transgender students, this study suggests that there is a positive relationship between the two. Transgender students at institutions with higher rates of perceived transgender inclusion are more likely to experience higher rates of personal wellbeing, while transgender students at institutions with lower rates of perceived transgender inclusion are more likely to experience lower rates of personal wellbeing.

The results reflected in this study are especially important as they highlight the severity of a less transgender inclusive institution. Public University C ranked the lowest in terms of perceived transgender inclusion with a mean of 1.18, meaning respondents were more likely to

agree with the statements provided. Examining institutions within this study with at least ten participants, Public University C also had more participants agree their personal wellbeing had been negatively affected in the classroom. Public University C had the highest percentages of respondents agree they skipped class at least once because they felt uncomfortable in the classroom due to their gender identity (77.78%), dropped and/or failed a class at least once because they felt uncomfortable in the classroom due to their gender identity (38.89%), and had a hard time getting involved in at least once class because they felt uncomfortable in the classroom due to their gender identity (83.33%). These percentages are crucial when considering a previous study that found that if university faculty and staff members do not engage in strategies to learn how to work with and best support transgender students, transgender students will *continue* to have feelings of isolation, frustration, and discomfort (Pryor 2015). This further reinforces the position that there must be an increase in sensitivity to and inclusion of transgender students in order to support their success and personal wellbeing. It can also be deduced that an effective method of enhancing the comfort and success of transgender students in the classroom is for instructors to become more educated on transgender identities and unique issues facing the transgender community. This type of education could potentially come from LGBTQ trainings geared towards faculty and staff, which respondents in this study from Public University A and Public University B agreed their campus offered.

Results also show transgender students are impacted *outside* of the classroom. Once again, through analyzing data from the institutions in this study with at least ten participants, the institution with the lowest rate of perceived transgender inclusion had the highest rate of negative impact on transgender students outside of the classroom. Some of the statements respondents from Public University C agreed to in terms of impacts outside of the classroom, at rates higher than Public University B and Public University A, include the following: *I left college before graduation because of issues relating to my gender identity* (22.22%); *I have been harassed on campus because of my gender identity* (61.11%); and *While in college I felt consistently depressed and/or anxious due to issues I faced because of my gender identity* (88.89%). The percentage of respondents who agreed they had been harassed on campus because of their gender identity is slightly higher than responses to The National Transgender Discrimination Survey in 2011, which found 59% of transgender respondents had been harassed at school. In a qualitative study of transgender students in higher education, Beemyn, Curtis, Davis, and Tubbs (2005) find there is typically an overall lack of transgender inclusive programming, support services, policies, restrooms, housing, and counseling and health care in college and university settings. A lack of these particular support systems negatively impacts transgender students outside of the classroom.

When considering the measurements of perceived transgender inclusion in higher education within this study among institutions with at least ten respondents, I determine the most influence on the personal wellbeing of transgender students. Public University A and Public University B, which ranked first and second in terms of the personal wellbeing of transgender students, were both reported by respondents as having LGBTQ resource center as a form of

support system. Leigh Fine (2012) states that LGBTQ resource centers not only help foster a positive campus environment and promote LGBTQ student success, but also affirm the lives and successes of historically disadvantaged and overlooked students. This study suggests the presence of an LGBTQ resource center does in fact positively impact the wellbeing of transgender students in higher education.

Transgender inclusion in terms of restrooms, housing, and counseling and health care also positively relate to the personal wellbeing of transgender students. Within responses from institutions in this study with at least ten respondents, no more than 20% of respondents from Public University A or Public University B agreed there was a lack of inclusion in these areas. At least 70% of Public University C respondents reported a lack of inclusion in areas of housing, restrooms, and counseling and health care. These results correlate with a study conducted by Beemyn, Curtis, Davis, and Tubbs (2005), which suggest that a lack of inclusion in these areas have negative effects on transgender students. Lennon and Mistler (2010) argue that in order to effectively assist transgender individuals through counseling, one must understand the unique issues they face as well as their intersecting identities. This can serve as a foundation for how counselors in university settings can better shape their conduct to effectively support transgender students.

Conclusion and Future Study

Overall, transgender students consistently struggle to some degree in higher education. This study suggests perceived transgender inclusion may relate to the personal wellbeing of transgender students on college campuses. As this is a descriptive study, further research examining the exact correlation of the two should be explored. Future steps to limit the negative impacts on transgender students would include educating faculty and staff on the unique issues these students are facing, as well as creating more inclusive forms of support services and resources on campus, such as LGBTQ resource centers, housing, restrooms, and health and counseling care. The success of transgender students both inside and outside the classroom relies upon greater inclusion.

Limitations within this study take root in the fact all data was collected through a quantitative analysis of a survey. Without face-to-face discussion with participants, it is hard to decipher both what type of transgender inclusion in a university setting seems most crucial to them and what negative effects of a lack of transgender inclusion affected them most. It must also be taken into consideration that the institutions involved in this study were from separate geographical settings. Public University A, Public University B, and Private University D are all in urban environments while Public University C is located in a rural area. Differences in geographical area may limit this study, as there may be a higher amount of transgender inclusive populations, support groups, and programming outside of the university setting in an urban area versus a rural area. Future aspirations for this research include to conducting a qualitative study through focus groups with transgender students in higher education from these institutions. This study would potentially allow an analysis of how outside influences and support systems affect the personal wellbeing of these individuals in a university setting. It would also potentially

provide suggestions for how other factors such as race, age, and gender identity (female-to-male, male-to-female, non-binary, a-gender) interact with transgender identities in relation to personal wellbeing in higher education.

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APPENDIX

Table 1. Demographics

	Responses	Percent
Location	Public University C	35%
	Public University B	45%
	Public University A	18%
	Other	2%
N=55		
Age	19-25	75%
	26-33	18%
	34-41	5%
	42-49	0%
N= 55		
Gender Identity	Male to Female Transgender	15%
	Female to Male Transgender	42%
	Non-binary	27%
	Other	16%
N=55		
Academic Status	Current Student	65%
	Former Student	13%
	Graduate	22%
N=55		

Table 2. Perceived Transgender Inclusion, by University

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
Public University A	My campus did not have an LGBT resource center.	100.00%	0.00%	0.00%	0.00%	0.00%	-2.00
	My campus did not offer LGBT training to faculty and staff	20.00%	50.00%	30.00%	0.00%	0.00%	-0.50
	My campus did not offer gender inclusive housing options	10.00%	0.00%	70.00%	20.00%	0.00%	0.00
	There were very few gender inclusive restrooms on my campus	30.00%	50.00%	10.00%	10.00%	0.00%	-1.00
	The LGBT organization on my campus did not feel trans inclusive	20.00%	60.00%	10.00%	10.00%	0.00%	-0.90
	There was no way to change name/gender markers on class rosters, student IDs, online courses, etc. without legal action	0.00%	40.00%	30.00%	30.00%	0.00%	-0.10
	I felt some of my instructors were insensitive towards trans identities or issues facing the trans community	10.00%	20.00%	10.00%	60.00%	0.00%	0.20
	I have been misnamed and/or mis-gendered in the classroom at least once by an instructor	40.00%	20.00%	0.00%	40.00%	0.00%	-0.60
	I felt uncomfortable utilizing counseling and health care services on campus because of my gender identity	80.00%	0.00%	0.00%	20.00%	0.00%	-1.40
	I felt my campus was not trans friendly	40.00%	50.00%	10.00%	0.00%	0.00%	-1.30
N=10							

Public University B	My campus did not have an LGBT resource center.	90.91%	4.55%	0.00%	0.00%	4.55%	-1.77
	My campus did not offer LGBT training to faculty and staff	45.45%	27.27%	18.18%	9.09%	0.00%	-1.09
	My campus did not offer gender inclusive housing options	63.64%	22.73%	0.00%	0.00%	13.64%	-1.23
	There were very few gender inclusive restrooms on my campus	31.82%	31.82%	18.18%	13.64%	4.55%	-0.73
	The LGBT organization on my campus did not feel trans inclusive	45.45%	31.82%	22.73%	0.00%	0.00%	-1.23
	There was no way to change name/gender markers on class rosters, student IDs, online courses, etc. without legal action	9.09%	36.36%	45.45%	4.55%	4.55%	-0.41
	I felt some of my instructors were insensitive towards trans identities or issues facing the trans community	4.55%	27.27%	4.55%	54.55%	9.09%	0.36
	I have been misnamed and/or mis-gendered in the classroom at least once by an instructor	13.64%	22.73%	0.00%	40.91%	22.73%	0.36
	I felt uncomfortable utilizing counseling and health care services on campus because of my gender identity	40.91%	27.27%	13.64%	13.64%	4.55%	-0.86
	I felt my campus was not trans friendly	22.73%	50.00%	9.09%	13.64%	4.55%	-0.73
N=22							
Public University C	My campus did not have an LGBT resource center.	5.26%	10.53%	0.00%	10.53%	73.68%	1.37
	My campus did not offer LGBT training to faculty and staff	10.53%	0.00%	15.79%	36.84%	36.84%	0.89

	My campus did not offer gender inclusive housing options	0.00%	5.26%	5.26%	21.05%	68.42%	1.53
	There were very few gender inclusive restrooms on my campus	0.00%	0.00%	0.00%	26.32%	73.68%	1.74
	The LGBT organization on my campus did not feel trans inclusive	21.05%	36.84%	21.05%	5.26%	15.79%	-0.42
	There was no way to change name/gender markers on class rosters, student IDs, online courses, etc. without legal action	0.00%	0.00%	26.32%	15.79%	15.79%	1.32
	I felt some of my instructors were insensitive towards trans identities or issues facing the trans community	0.00%	0.00%	0.00%	47.37%	47.37%	1.53
	I have been misnamed and/or mis-gendered in the classroom at least once by an instructor	0.00%	10.53%	5.26%	36.84%	36.84%	1.21
	I felt uncomfortable utilizing counseling and health care services on campus because of my gender identity	5.26%	5.26%	15.79%	10.53%	10.53%	1.21
	I felt my campus was not trans friendly	0.00%	0.00%	5.26%	47.37%	47.37%	1.42
N=19							
Other (Private University D)	My campus did not have an LGBT resource center.	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
	My campus did not offer LGBT training to faculty and staff	0.00%	0.00%	100.00%	0.00%	0.00%	0.00
	My campus did not offer gender inclusive housing options	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
	There were very few gender inclusive restrooms on my campus	0.00%	0.00%	0.00%	0.00%	100.00%	2.00

	The LGBT organization on my campus did not feel trans inclusive	0.00%	100.00%	0.00%	0.00%	0.00%	-1.00
	There was no way to change name/gender markers on class rosters, student IDs, online courses, etc. without legal action	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
	I felt some of my instructors were insensitive towards trans identities or issues facing the trans community	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
	I have been misnamed and/or mis-gendered in the classroom at least once by an instructor	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
	I felt uncomfortable utilizing counseling and health care services on campus because of my gender identity	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
	I felt my campus was not trans friendly	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
N=1							

Table 3. Personal Wellbeing of Transgender Students, by University

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
Public University A	I left college before graduation because of issues relating to my gender identity.	90.00%	10.00%	0.00%	0.00%	0.00%	-1.90
	I wanted to come out at school, but did not because I felt uncomfortable on my campus.	50.00%	20.00%	0.00%	30.00%	0.00%	-0.90

	I skipped class at least once because I felt uncomfortable in the classroom due to my gender identity.	40.00%	20.00%	0.00%	40.00%	0.00%	-0.60
	I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity.	90.00%	10.00%	0.00%	0.00%	0.00%	-1.90
	I had a hard time getting involved in at least one class because I felt uncomfortable in the classroom because of my gender identity.	50.00%	10.00%	0.00%	40.00%	0.00%	-0.70
	I didn't get involved in campus because I felt as though student organizations were not trans inclusive.	50.00%	0.00%	20.00%	30.00%	0.00%	-0.70
	I have been harassed on campus because of my gender identity.	50.00%	0.00%	0.00%	50.00%	0.00%	-0.50
	I have been assaulted on campus because of my gender identity.	100.00%	0.00%	0.00%	0.00%	0.00%	-2.00
	I did not feel safe on campus because of my gender identity.	40.00%	10.00%	20.00%	30.00%	0.00%	-0.60
	While in college, I felt consistently depressed and/or anxious due to issues I faced because of my gender identity.	20.00%	20.00%	20.00%	40.00%	0.00%	-0.20
N=10							
Public University B	I left college before graduation because of issues relating to my gender identity.	81.82%	18.18%	0.00%	0.00%	0.00%	-1.82
	I wanted to come out at school, but did not because I felt uncomfortable on my campus.	36.36%	40.91%	4.55%	18.18%	0.00%	-0.95
	I skipped class at least once because I felt uncomfortable in the classroom due to my gender identity.	31.82%	36.36%	0.00%	22.73%	9.09%	-0.59

	I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity.	59.09%	40.91%	0.00%	0.00%	0.00%	-1.59
	I had a hard time getting involved in at least one class because I felt uncomfortable in the classroom because of my gender identity.	31.82%	18.18%	0.00%	36.36%	13.64%	-0.18
	I didn't get involved in campus because I felt as though student organizations were not trans inclusive.	45.45%	27.27%	4.55%	9.09%	13.64%	-0.82
	I have been harassed on campus because of my gender identity.	36.36%	18.18%	0.00%	45.45%	0.00%	-0.45
	I have been assaulted on campus because of my gender identity.	77.27%	22.73%	0.00%	0.00%	0.00%	-1.77
	I did not feel safe on campus because of my gender identity.	22.73%	40.91%	4.55%	27.27%	4.55%	-0.50
	While in college, I felt consistently depressed and/or anxious due to issues I faced because of my gender identity.	4.55%	31.82%	9.09%	31.82%	22.73%	0.36
N=22							
Public University C	I left college before graduation because of issues relating to my gender identity.	50.00%	22.22 %	5.56%	0.00%	22.22%	-0.78
	I wanted to come out at school, but did not because I felt uncomfortable on my campus.	0.00%	22.22 %	0.00%	55.56%	22.22%	0.78
	I skipped class at least once because I felt uncomfortable in the classroom due to my gender identity.	11.11%	11.11 %	0.00%	50.00%	27.78%	0.72

	I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity.	22.22%	38.89%	0.00%	11.11%	27.78%	-0.17
	I had a hard time getting involved in at least one class because I felt uncomfortable in the classroom because of my gender identity.	5.56%	11.11%	0.00%	38.89%	44.44%	1.06
	I didn't get involved in campus because I felt as though student organizations were not trans inclusive.	0.00%	11.11%	22.22%	44.44%	22.22%	0.78
	I have been harassed on campus because of my gender identity.	11.11%	27.78%	0.00%	22.22%	38.89%	0.50
	I have been assaulted on campus because of my gender identity.	55.56%	44.44%	0.00%	0.00%	0.00%	-1.56
	I did not feel safe on campus because of my gender identity.	0.00%	16.67%	5.56%	50.00%	27.78%	0.89
	While in college, I felt consistently depressed and/or anxious due to issues I faced because of my gender identity.	0.00%	5.56%	5.56%	55.56%	33.33%	1.17
N=19							
Other (Private University D)	I left college before graduation because of issues relating to my gender identity.	100.00%	0.00%	0.00%	0.00%	0.00%	-2.00
	I wanted to come out at school, but did not because I felt uncomfortable on my campus.	0.00%	0.00%	0.00%	100.00%	0.00%	1.00
	I skipped class at least once because I felt uncomfortable in the classroom due to my gender identity.	0.00%	100.00%	0.00%	0.00%	0.00%	-1.00
	I dropped and/or failed a class at least once because I felt uncomfortable in the classroom due to my gender identity.	0.00%	100.00%	0.00%	0.00%	0.00%	-1.00

I had a hard time getting involved in at least one class because I felt uncomfortable in the classroom because of my gender identity.	0.00%	0.00%	0.00%	100.00%	0.00%	1.00
I didn't get involved in campus because I felt as though student organizations were not trans inclusive.	0.00%	0.00%	100.00%	0.00%	0.00%	0.00
I have been harassed on campus because of my gender identity.	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
I have been assaulted on campus because of my gender identity.	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
I did not feel safe on campus because of my gender identity.	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
While in college, I felt consistently depressed and/or anxious due to issues I faced because of my gender identity.	0.00%	0.00%	0.00%	0.00%	100.00%	2.00
N=1						