

Assessment Proposal: Transgender Inclusion

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What will be assessed?

This assessment will assess the inclusion of transgender students at the university. Gender identity is defined as a person's internal sense of masculinity, femininity, both, or neither. This identity may or may not correspond to one's sex assignment at birth and physical sex characteristics (Wilchins, 2004). The George Washington University (GW) defines transgender students as gender non-binary, gender non-conforming, and gender fluid.

Why is this assessment important?

It is essential to assess how we engage transgender students academically and socially while they are on campus to create an inclusive learning environment. In their study of student engagement on college campuses, Gonyea and Moore (2007) found that transgender and gender non-conforming (TGNC) students who stated that they were "more out" were more likely to be active and collaborative in learning and to engage in enriching educational experiences. Transgender students' academic well-being is influenced by the inclusiveness of their campus policies and resources (Beemyn et al., 2005). Transgender students must feel welcome and safe on campus to be successful. Engaging transgender students requires a safe and inclusive campus climate that supports and encourages disclosure of one's gender.

It is also essential to ensure transgender students are aware of the resources available to them and that they are easily accessible. This assessment will identify the level of awareness students have about resources available to transgender students and their perception of campus inclusion for transgender students.

There is concern that some students may not want to identify as transgender because they do not feel safe doing so. Students may be reluctant to participate in the assessment because they do not want to be outed. TGNC students are less likely to be out than non-heterosexual students. Still, TGNC students that experienced higher levels of overall safety on campus, as well as positive responses to harassment and discrimination on campus, have a higher probability of being out (di Bartolo, 2015). Allowing students to participate in the survey anonymously will encourage all students to respond. A call to action to encourage all students to respond to the survey will be included in the rollout of the survey

How will it be assessed?

Several similar studies have been conducted on transgender inclusion that have been very informative and guides this assessment (Weekely, 2017, Freitas, 2017). A survey will be created through Qualtrics, an online survey-based software, using a five-point Likert scale to determine students' perception of transgender inclusion and transgender student well-being on campus. Demographics will be collected on each survey respondent for age, gender identity, and campus status. Students will be incentivized to complete the survey through a drawing for a \$500 bookstore gift card. The survey will be sent to students via email from the Provost and the Vice President of Student Affairs to reaffirm that inclusion includes the classroom and campus life. An introductory paragraph will explain why the assessment is necessary, and the intended outcome, and students must understand the administration wants to know how students perceive inclusion on campus. The assessment results will identify areas of strength and areas of concern for transgender student inclusion so new policies, programs, and resources can be created to address students' needs and concerns.

It is essential for all students to feel safe taking part in the assessment process. The Office of Student Life will work with the LGBTQ+ student organizations to encourage students to take part in the survey and assure participants' anonymity.

There will be ten questions for perceived transgender inclusion and ten questions for transgender student well-being listed below. Instructions for the survey will include those responses should be limited to students' perceptions and experiences on the university campus.

Perceived Transgender Inclusion Questions

1. GW has an LGBTQ+ resource center.
2. GW offers LGBTQ+ training to faculty and staff.
3. Gender-inclusive housing options are available to all students.
4. Gender-inclusive restrooms are available on all campuses.
5. Student LGBTQ+ organizations on campus feel inclusive to transgender students.
6. Processes are in place for changing name and gender markers across the university for class rosters, student IDs, etc.
7. I felt some professors are not sensitive to trans identities or transgender student issues.
8. At least one instructor has wrongly identified my name and/or gender.
9. I do not feel comfortable using campus counseling and health care services because of my gender identity.
10. I do not feel the campus community is transgender student-friendly.

Personal Well-being Questions

1. I feel comfortable talking to students in my classes about gender identity.

2. I feel comfortable talking about transgender issues in class.
3. I considered dropping out of college because I did not feel comfortable on campus due to my gender identity.
4. I skipped class at least once because I felt uncomfortable due to my gender identity.
5. I dropped and/or failed a class at least once because I felt uncomfortable in the class because of my gender identity.
6. I did not participate in at least one class because I did not feel comfortable doing so because of my gender identity.
7. I have experienced harassment due to my gender identity.
8. I was assaulted on campus because of my gender identity.
9. I do not feel safe on campus because of my gender identity.
10. I feel anxious and/or depressed because of my gender identity.

Who will be the population being assessed?

The survey will be sent to all currently enrolled undergraduate and graduate students. It is essential to include all enrolled students to determine if there are differences between undergraduate and graduate students regarding the inclusion of transgender students.

What is the assessment timeline?

The provost and vice president of university life will email the survey to all enrolled students the week of January 10, 2022, the first day of classes for the Spring 2022 semester. Reminder emails will be sent every two weeks to ensure students are aware of the survey and have time to complete it during the semester. Data collection will end on March 30, 2022, to ensure the data can be analyzed and presented to the administration, faculty, staff, and

students before the end of the Spring 2022 semester. This timeline gives the administration adequate time to review the data analysis to develop new processes, programs, and resources that the administration can implement before the Fall 2022 semester begins.

How will the data be analyzed?

Data will be analyzed quantitatively through percentage charts for demographics, perceived transgender inclusion, and transgender student well-being. Data collected from undergraduate and graduate students will be compared to determine similarities and differences in the responses. This analysis will provide insight into how each student population perceives transgender inclusion and transgender student well-being. Significant differences could indicate the need for additional programs, processes, and resources for each student population. Sample percentage charts are part of the attached appendix.

How will results be shared?

The results will be shared with the campus community in a variety of ways. The percentage charts and brief analysis will first be presented to the President's Council to understand the results and the implications for the current campus climate. A series of virtual town halls will be offered to give all faculty, staff, and students the findings and analysis. Each town hall will provide the opportunity for comments and questions from the audience. Links to the recordings of the town halls will be provided to all faculty, staff, and students via email and will be available on the university's main website and across the LGBTQ+ organization websites.

What is the intended outcome?

The survey responses and data analysis will determine the perception of transgender inclusion across the university and compare how that inclusion rate impacts transgender

students. The data analysis will also identify other types of assessment that need to be conducted to expand on the survey results. These assessments could include student interviews and focus groups to provide additional insights into transgender students' experiences on campus. The results will also identify areas that need to be addressed across the university to increase inclusion and safety for transgender students. This could include changing or adding to current policies, programs, and resources for transgender students.

References

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- Gonyea, R. M., and Moore, J.V. 2007. *Gay, lesbian, bisexual, and transgender students and their engagement in educationally purposeful activities in college*. <https://scholarworks.iu.edu/dspace/bitstream/handle/2022/24029/Gay%2C%20lesbian%2C%20bisexual%2C%20and%20transgender%20students%20and%20their%20engagements%20in%20educationally%20purposeful%20activities%20in%20college.pdf?sequence=1&isAllowed=y>
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Appendix

Table 1. Demographics

	Responses	Percent
Age	19-25 26-33 34-41 42-49 50+	
Gender Identity	Male to Female Transgender Female to Male Transgender Non-binary Other	
Academic Status	Undergraduate Student Graduate Student	

Table 2. Perceived Transgender Inclusion, by Undergraduate Students

Undergraduate Students		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
	GW has an LGBT+ resource center						
	GW offers LGBT+ training to faculty and staff.						
	Gender-inclusive housing options are available to all students.						
	Gender-inclusive restrooms are available on campus.						
	Student LGBT+ organizations on campus feel inclusive to transgender students.						
	Processes are in place for changing name and gender markers across the university.						
	I felt some professors are not sensitive to trans identities or transgender student issues.						
	At least one instructor has wrongly identified my name and/or gender.						
	I do not feel comfortable using campus counseling and health care services because of my gender identity.						
	I do not feel the campus community is transgender student-friendly.						

Table 3. Perceived Transgender Inclusion, by Graduate Students

Graduate Students		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
	GW has an LGBT+ resource center						
	GW offers LGBT+ training to faculty and staff.						
	Gender-inclusive housing options are available to all students.						
	Gender-inclusive restrooms are available on campus.						
	Student LGBT+ organizations on campus feel inclusive to transgender students.						
	Processes are in place for changing name and gender markers across the university.						
	I felt some professors are not sensitive to trans identities or transgender student issues.						
	At least one instructor has wrongly identified my name and/or gender.						
	I do not feel comfortable using campus counseling and health care services because of my gender identity.						
	I do not feel the campus community is transgender student-friendly.						

Table 4. Personal Well-Being, by Undergraduate Students

Undergraduate Students		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
	I feel comfortable talking to students in my classes about gender identity.						
	I feel comfortable talking about transgender issues in class.						
	I considered dropping out of college because I did not feel comfortable on campus due to my gender identity.						
	I skipped class at least once because I felt uncomfortable due to my gender identity.						
	I dropped and/or failed a class at least once because I felt uncomfortable because of my gender identity.						
	I did not participate in at least one class because I did not feel comfortable doing so because of my gender identity.						
	I have experienced harassment due to my gender identity.						
	I was assaulted on campus because of my gender identity.						
	I do not feel safe on campus because of my gender identity.						
	I feel anxious and/or depressed because of my gender identity.						

Table 5. Personal Well-Being by Graduate Students

Graduate Students		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
	I feel comfortable talking to students in my classes about gender identity.						
	I feel comfortable talking about transgender issues in class.						
	I considered dropping out of college because I did not feel comfortable on campus due to my gender identity.						
	I skipped class at least once because I felt uncomfortable due to my gender identity.						
	I dropped and/or failed a class at least once because I felt uncomfortable because of my gender identity.						
	I did not participate in at least one class because I did not feel comfortable doing so because of my gender identity.						
	I have experienced harassment due to my gender identity.						
	I was assaulted on campus because of my gender identity.						
	I do not feel safe on campus because of my gender identity.						
	I feel anxious and/or depressed because of my gender identity.						