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Transgender and Non-binary Students' Experiences at UK Universities: A Rapid Evidence Assessment

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Abstract

UK universities often position themselves as inclusive institutions that celebrate diversity. As the number of transgender and non-binary (TNB) students at Higher Education Institutes (HEI) rises, universities may seek to improve their campus and online environments so that they are inclusive for all. A Rapid Evidence Assessment (REA) was conducted to explore the experiences of TNB students at UK universities. Drawing on 15 sources (5 fully reviewed papers and 10 supporting citations), the REA identified common experiences that were themed into positive and negative experiences. Two positive themes emerged, which included HEIs as safe and supportive spaces, and the allocation of space and funding for TNB inclusion. Five negative themes emerged that included navigating 'spaces of anxiety' (especially regarding bathroom provision), consequences of expressing identity, a lack of education in peers regarding TNB issues, exposure to transphobic abuse, and deadnaming and erasure in the classroom and on university systems. This paper concludes by highlighting interventions that were also identified in the REA, including creating spaces of comfort, challenging transphobic abuse, and improving visibility.

Keywords: Higher Education; Inclusivity; LGBT; Student Support; Transgender; Non-binary

Introduction

Over the last decade there has been an increase in the number of people who identify as transgender¹ and non-binary² (TNB) in the UK. As a result, there has been an increase in the number of TNB students enrolled on UK universities' courses. For TNB students, a university setting may be an opportunity for a 'new start' – offering a movement away from pre-conceptions of gender held by friends, family and professionals and inaccurate administrative data held by colleges, healthcare and other organisations in pre-university life (Storrie & Rohleder, 2018). However, the experience of TNB students at university is not always positive. As the number of openly TNB students has grown within the university population, so have the levels of hostility experienced by TNB students. Stonewall's University Report noted that 60% (n=53) of TNB respondents in a student survey had been subjected to negative comments about gender identity by fellow students (Gooch & Bachmann, 2018). Further, 39% of TNB students disclosed that they would not feel confident in reporting transphobic abuse to university staff. One in five of these students had been encouraged by staff to 'go stealth' (hide their TNB identity to avoid transphobia and bigotry), which may explain why some students reported a lack of confidence in staff handling reports of abuse. This paper outlines the findings of a REA conducted to explore the experiences of TNB students within the UK HE system. This REA also identified a range of interventions that can better support TNB students at UK universities, which are outlined before the conclusion.

Why is this Rapid Evidence Assessment needed?

There is a belief that universities "already do enough around equality and diversity" (Phipps, 2020). However, it is clear from the limited literature available that university is not always a positive experience for TNB students (see Bonner-Thompson et al., 2021; Haslop et al., 2021; Mearns et al., 2020; Phipps, 2021; Storrie & Rohleder, 2018). The discrimination that TNB students face can impact negatively on their academic studies as well as having a negative effect on their physical and mental health. This REA provides an in-depth synthesis of current knowledge about the TNB student experience in UK universities and outlines measures that HEIs can take to improve TNB students' experiences at university.

¹Those who experience a gender identity/expression that differs from their sex assigned at birth (Hughto et al., 2015). Transgender individuals often describe their gender identity as being within the male/female binary.

²Non-binary individuals may describe their gender identity as being somewhere between or outside of the male/female binary (Matsuno & Budge, 2017).

Key Objectives and Methods

Rapid review methods can form an evidence-base for practical guidelines in less time than a full systematic review (Khangura et al., 2012). Thus, a REA approach was taken to provide a rapid response to an urgent need, that is the improvement of TNB inclusion in UK HEIs. The key objectives of this REA are two-fold. Firstly, to explore the experience of TNB students at UK universities. Secondly, to identify the supportive measures and interventions for TNB students at UK universities. The following search strategy and selection criteria was used. Four selection criteria required that the papers were:

- 1) Peer-reviewed, published articles
- 2) Published in the past 10 years (2011-2021)
- 3) Articles for which a full text could be acquired in English, and
- 4) Articles that focused on the UK university experience rather than other educational settings.

Articles that were not included in this REA consisted of:

- 1) Papers that focused on the experiences of the wider LGB community
- 2) Non-English written articles
- 3) Literature focusing on HEIs not in the UK.

A hand-search of the reference lists in each identified paper was also undertaken to identify additional articles, which may have been missed by the automated search. Due to the limited availability of peer-reviewed literature, a search of the grey literature on TNB students' experiences at UK universities was conducted. The papers identified at this stage were not fully reviewed but used to add context to the REA's findings. The Scopus database was used for this REA and a series of Boolean strings was used to undertake a systematic search of the peer reviewed literature available. The strings used were: (TITLE-ABS-KEY (transgender OR non-binary) AND TITLE-ABS-KEY (university) PUBYEAR > 2010 AND (LIMIT-TO (AFFILCOUNTRY, "United Kingdom")).

Findings

The initial search (July 2021) yielded 48 research papers. The papers were manually screened for relevance by reading the title and abstract. This process removed a further 41 papers reducing the number of papers to seven. As two papers did not meet inclusion criteria during the full-text review, the final number of papers used was five (see Figure 1: PRISMA).

Of the five articles included in this REA, four were interview-based and one was a focus group. Of the interview-based studies, one was supplemented by a large-scale survey. All studies were UK based and focused on HE settings. Studies reflected experiences of TNB university students across the North, East, South and West of England and Wales.

Table 1 shows the data extracted from the identified articles: authors and year, country, methodology, sample size, age, gender identity, positive experiences, negative experiences, interventions suggested.

[Insert Table 1 here]

A narrative synthesis was then used to determine the key themes within the identified literature in response to the two key objectives of the REA. That is, to explore TNB students' experiences at UK universities, and to identify the supportive measures and interventions.

Discussion

Key Objective 1

In response to the first objective of the REA, two key themes were identified in relation to TNB students' experiences at UK universities:

Theme 1: Positive experiences

- a. Safe and supportive spaces
- b. Allocation of space and funding

Theme 2: Negative experiences

- a. 'Spaces of anxiety'
- b. Consequences of expressing identity

- c. Lack of education in peers regarding TNB issues
- d. Exposure to transphobic abuse
- e. Deadnaming and erasure

Theme 1: Positive experiences

(a) Safe and supportive spaces

In three of the five reviewed articles, university campuses were characterised as safe and supportive spaces. LGBT+ societies were considered to be welcoming spaces to connect with others from the community (Mearns et al., 2020), with one non-binary interviewee noting comfort in having a place to converse with LGBT+ peers and another transgender male reporting that the LGBT+ society eased his transition (Bonner-Thompson et al., 2021). Students suggested that university campuses are more accepting than the general community (Bonner-Thompson et al., 2021) and noted that positive interactions with academic staff were important for wellbeing. One transgender student reported how “lecturers have never asked things about that [being transgender]. They’ve just recognised me as who I am”, which fostered a sense of inclusion and safety (Storrie & Rohleder, 2018). Further, it was reported that UK universities are supportive of TNB students via access to extenuating circumstances, which may be required for gender clinic appointments or recovery from surgery (Storrie & Rohleder, 2018).

(b) Allocation of space and funding

Positive university experiences were underpinned by the allocation of funding for TNB inclusive spaces (Bonner-Thompson et al., 2021; Storrie & Rohleder, 2018). One non-binary interviewee praised their university for allocating space and funding for LGBT+ and feminist societies (Bonner-Thompson et al., 2020). Others noted how the allocation of resources supported the work being undertaken to support TNB inclusivity. For example, one participant noted that their feminism society had undertaken lots of ‘activism work’ for TNB students, such as facilitating name changes on class registers (Storrie & Rohleder, 2018). It is important to note that whereas some endorse the usefulness of LGBT+ exclusive societies (Mearns et al., 2020), others suggest that representation and inclusion of TNB students may be achieved as effectively, if not more so, in general feminism societies (Storrie and Rohleder, 2018). While universities allocate funding for TNB inclusive societies, some funding is also used to create gender-neutral facilities. One transgender participant reported that their university had allocated funding to enhance TNB inclusivity on campus by installing all-gender bathrooms (Mearns et al., 2020).

Theme 2: Negative experiences*(a) 'Spaces of anxiety'*

One common theme that emerged addressed the anxiety felt by TNB students when trying to navigate gendered spaces. Specifically, bathrooms, changing facilities and sporting societies were seen as 'spaces of anxiety' for TNB students (Bonner-Thompson et al., 2021; Mearns et al., 2020; Phipps, 2021). One transgender female undergraduate reported past experiences of feeling unsafe when using male toilets as she "wasn't out" - a rational concern considering that some TNB individuals experience violence when trying to access gender-specific spaces (e.g., Clark, 2011). This participant felt lucky to have the option of using accessible bathrooms without being challenged (as she was disabled).

Two papers noted the difficulties that TNB students face when using disabled bathrooms (Mearns et al., 2020) due to the lack of gender-neutral facilities available. One student reported the distress felt when as an able-bodied transwoman, she had been confronted by a staff member for using accessible bathrooms (Bonner-Thompson et al., 2021). Other TNB students noted that they felt guilty as able-bodied individuals when using disabled toilets, with specific anxiety around leaving these facilities to find "somebody actually disabled waiting" to use them (Mearns et al., 2020). The anxiety experienced by TNB students on campus in relation to gendered bathroom provision appears to mirror the experience of TNB people in wider community settings (DuBois et al., 2017; Seelman, 2016).

The reviewed papers also highlighted sporting societies as anxiety-inducing spaces for TNB students. Interviewees noted that there is an absence of guidance for non-binary students wishing to engage with university sports, and for transgender students, guidance is strictly based upon binary norms (Phipps, 2021).

(b) Consequences of expressing identity

TNB students spoke to both anticipated and actual consequences of expressing gender identity across university campuses (Bonner-Thompson et al., 2021; Storrie & Rohleder, 2018). One transgender undergraduate noted that she avoids dressing in line with her female gender identity in order to escape abuse from her transphobic friend (Bonner-Thompson et al., 2021). Another student echoed that presenting with conflicting gender signals can expose TNB individuals to stigma and discrimination; "I think if I had turned up sporting a beard and a dress then you get in trouble". This suggests the presence of formal consequences for physically presenting outside of binary

expectations (that is, “sporting a beard and a dress”, not one or the other; Storrie & Rohleder, 2018). With regard to actual consequences of expressing gender identity, one transgender student noted this can come at the cost of being framed solely by being transgender and thus, being overlooked as a multi-faceted person (Storrie & Rohleder, 2018). Masking gender identity to avoid transphobia, a general intolerance of students who do not fit within the gender binary and being framed solely by TNB identity clearly act as sources of distress for TNB university students (Bonner-Thompson et al., 2021; Storrie & Rohleder, 2018).

(c) Lack of education in peers regarding TNB issues

A lack of education on TNB issues dominated the focus of two papers (Mearns et al., 2020; Storrie & Rohleder, 2018). Interviewees reported “difficult conversations about the sensitive use of gendered language” with their flatmates, perhaps due a lack of knowledge about gender diversity (Mearns et al., 2020). One participant noted that this lack of knowledge and resultant interactions with peers often made them feel pressured to mask their gender identity, reporting a sense of feeling deceitful and false. One transgender student noted that he was misgendered prior to starting hormones (Storrie & Rohleder, 2018), and another described how fellow students who they had not personally disclosed their gender identity to “come to ask you questions just to...satisfy their curiosity”. These intrusive queries are commonplace (Storrie & Rohleder, 2018) and unsurprisingly received as distressing. Being approached with such questions may result in TNB people feeling forced to come out to people they did not wish to, and/or may indicate that they have been outed by students they had either come out to in confidence, or had been forced to do so by experiences such as the one described above. Not only do TNB students face this form of distress on a regular basis, but also experience a felt obligation to answer the questions posed to them. This is likely due to an expectation of TNB people being solely responsible for educating others about TNB issues (Storrie & Rohleder, 2018), which poses an internal question to TNB people; if not me, then who? It seems that these commonplace, negative interactions with cisgender peers originate from one common denominator; that is, a general lack of education around TNB issues in HEIs.

(d) Exposure to transphobic abuse

The literature suggests that while transphobic abuse within a university context is rare, it tends to occur in ‘spaces of disinhibition’ such as social media and bars/clubs (Haslop et al., 2021; Storrie & Rohleder, 2018). Haslop and colleagues (2021) mixed methods (survey and interviews) study found that over half of TNB students (54.2%) had either experienced online harassment or thought they may have. Similarly, one student from Storrie & Rohleder’s (2018) paper noted that due to the

anonymity of online forums, fellow cisgender students are more inclined to express their transphobic beliefs. Though universities offer means in which to report abuse, almost half of Haslop et al.'s (2021) respondents (48.81%) believed that the abuse was 'not worth reporting' or would not be taken seriously as it was 'happening in an online environment'. This may be, in part, due to being classified as a member of the 'snowflake' generation (Nicholson, 2016 as cited in Haslop et al., 2021) - a negative label denoting 'hypersensitivity' that can discourage individuals from reporting abuse. Many young people find it less harmful to disassociate with online platforms than to report abuse, thus deeming the label snowflake an efficient 'silencing' strategy (Regehr and Ringrose, 2018 as cited in Haslop et al., 2021).

As well as the risk of transphobic abuse being heightened online, this risk is also heightened in the context of alcohol-based social events. Reflecting upon experiences of verbal abuse, one participant stated that they "don't feel as safe around bars...those are the only times I've really had people...come up to me and say something" (Storrie & Rohleder, 2018). As a result, TNB students tend to avoid LGBT+ societies and online platforms, suggesting that heightened risk of transphobia in these environments contributes to social and possible pedagogical disparities between TNB and cisgender students (as some universities use online platforms for learning purposes).

(e) Deadnaming and erasure

A common theme of erasure emerged from three of the five reviewed articles (Bonner-Thompson et al., 2021; Mearns et al., 2020; Storrie & Rohleder, 2018). Two studies evidenced that university systems can hold onto students deadnames; one student stated that the initials on their email address corresponded to a previously used name (Mearns et al., 2020), and another noted how their requested name change had not been facilitated after their deadname had appeared on university systems several times in the previous year (Storrie & Rohleder, 2018). While students highlighted this is an inconvenience, McLemore (2018) suggests that the impact of deadnaming can border on psychological distress. One student added that deadnames appearing on university systems can inadvertently out TNB individuals, causing further unnecessary distress. Pye and colleagues (2019) state that university systems holding on to deadnames and outing TNB students as a result can induce 'substantial trauma'.

Deadnaming is also reported in university accommodation, with one transgender female student noting that her flatmate would often deadname her intentionally (Mearns et al., 2020). These kinds of 'roommate difficulties' are similarly cited within US literature as impediments upon TNB students' academic attainment (Heller et al., 2021). It is reported that gender minority students are often

made to feel invisible in university classrooms, with one non-binary student noting that “no one's really talking about anything [TNB issues] and you do feel quite alone I guess” (Mearns et al., 2020). Erasure was also felt by one Asian transgender female in Bonner-Thompson et al.'s (2021) paper, who from an intersectional perspective, noted that she was unable to engage with LGBT+ social events as she was not a fluent English speaker. These erasure experiences can cause unnecessary, avoidable distress for TNB individuals.

Key Objective 2

In response to the second key objective of the REA, the following interventions that can support TNB students at UK universities were identified

- Install gender-neutral bathrooms and highlight them on campus maps
- Rethink assignment to university sporting teams and societies
- Educate staff and students on TNB issues
- Outline no-tolerance policies for transphobia
- Monitor university social media platforms as a safeguard
- Promote queer information, successes, news, and events
- Represent gender-diverse identities in the classroom

These were placed into four themes, (a) creating spaces of comfort, (b) addressing a lack of education, (c) challenging transphobic abuse and (d) improving visibility, as outlined below. The recommendations take a whole university approach, targeting both individual and group responsibilities for TNB inclusion. It should be noted that while specific individuals/teams are named for each recommendation, HE leadership teams should oversee the implementation of these interventions.

(a) Creating spaces of comfort

The literature clearly evidences that bathrooms can be anxiety-inducing spaces for TNB students (Bonner-Thompson et al., 2021; Mearns et al., 2020). Staff and fellow cisgender students should be educated regarding the legal requirements to allow TNB students to use bathrooms related to their gender identity (Equality Act, 2010). We recommend that in conjunction with student support services, HE estate management departments install gender neutral bathrooms wherever possible and ensure that campus maps clearly indicate their location(s). These facilities should not replace binary male and female bathrooms but be an addition to them. It should be considered that TNB students may feel more comfortable with single-cubicle than multiple-cubicle bathrooms for

maximum privacy and sense of safety, thus these may be worth investing in. Spaces of anxiety also included sporting societies (Phipps, 2021); we recommend that in collaboration, HE student unions and society presidents/heads should rethink assignment to sports teams and provide clear guidance for non-binary identities looking to engage with university sports. Mixed-gender teams or assignment based on non-gender related characteristics may be used (see Bianchi, 2017; 2019), unless better alternatives are highlighted by internal research.

(b) Addressing a lack of education

Many of the negative experiences presented seems to be resultant of one common denominator; that is a lack of education on TNB issues in cisgender peers (Mearns et al., 2020; Storrie & Rohleder, 2018). It also appears that the only source of education on TNB issues across university campuses is TNB students themselves. We recommend that the responsibility of education on TNB issues is shared across HEIs; the idea that those who are cisgender cannot educate on TNB issues is a commonly held misconception that may work to maintain divides between cisgender and TNB populations. For students, at the very least, universities should give presentations during welcome week on pronouns (Mearns et al., 2020) and other TNB issues. HEIs may delegate this responsibility to those most comfortable educating on these topics. However, the involvement of a range of professional staff in this is favoured, as each staff member has a role in fostering TNB inclusion. Preferably, efforts to educate should run throughout the academic year. For staff, HE learning and development teams should provide e-learning courses on TNB issues. This should be done in conjunction with managers, who may monitor enrolment and progress on these courses. Alternatively, HEIs may prefer to involve external charities and enrol all staff onto a TNB awareness course as standard. Refresher training should be given as and when deemed necessary. It is important to continually challenge traditional gender-binary assumptions and gender expressions. Gender is a social construct and thus is not limited to specific, definitive boxes that people must fit into. Uniqueness should be celebrated, not stigmatised.

(c) Challenging transphobic abuse

The risk of transphobic abuse is particularly heightened in online and alcohol-based social contexts (Haslop et al., 2021; Storrie & Rohleder, 2018). In response to this risk, we recommend a three-pronged approach. First, HE senior management teams should outline no-tolerance policies for transphobic behaviour. They should also consider that the work of student support and Equality, Diversity and Inclusion (EDI) teams may inform these developments. Serious consequences should be defined for perpetrators (for example permanent expulsion and police involvement if deemed to

be a hate crime), and these should remain consistent for both in-person and online instances. Second, if UK HEIs wish to use online platforms for social and pedagogical means, they should entrust social media/digital teams to monitor them, to safeguard against transphobia and improve TNB engagement. Finally, society heads and social secretaries should ensure that their social events do not revolve solely around alcohol use.

(d) Improving visibility

It is clear that visibility of TNB identities is particularly low in UK universities (Bonner-Thompson et al., 2021; Mearns et al., 2020; Storrie & Rohleder, 2018). To improve visibility, we recommend the promotion of queer information, successes, news and events throughout the academic year, rather than exclusively during Pride or LGBT+ history month. Student unions and marketing teams may facilitate this, alongside EDI teams. Improving TNB visibility across the year is more likely to maximise a sense of inclusion in TNB students. In the classroom, it is important to represent gender-diverse identities wherever possible. Individual academics should think about showcasing the work of TNB scholars, for example Dr Ben Vincent (non-binary academic, author of 'Transgender Health' and 'Non-Binary Genders'). To avoid deadnaming via digital systems, administrative teams should ensure that changes to gender markers and names can be made easily by students/administrative staff, and that these changes will be reflected across all systems (not just some). This may be done in conjunction with Information Technology (IT) teams, in cases where system designs need to be revised.

Limitations

A limitation of REAs is that they tend to be restricted to one database (Khangura et al., 2012), meaning that some papers may be accidentally omitted. However, Scopus captures many psychological journals and with very limited research published on our topic area, it is likely that much of the knowledge base is captured in this REA. Moreover, our findings are supplemented by snowballing, whereby papers citing the contents of another were used to support the reviewed evidence.

While the reviewed papers provided rich information on the topic of TNB inclusion in UK universities, only five were deemed capable of answering our research questions. Though supplemented by evidence from snowballing and a grey literature search, this suggests a gap in knowledge, with less than 10 percent of UK universities represented by the REA (maximum of 13 out

of 131; names of universities are not reported for anonymity, thus it is not possible to report if some institutions are represented multiple times). Future research should consider exploring TNB students' experiences on a larger scale, that is incorporating a larger number of UK universities to provide a comprehensive understanding of TNB inclusion.

Conclusions

This REA summarises available literature on the experiences of TNB students at UK universities, and identifies potential interventions to improve TNB inclusivity. The REA notes that TNB students in the UK can have many positive experiences, such as LGBT+ societies facilitating connection with others from the community and easing transition. Further ways in which UK HEIs appear to be supportive of TNB students include providing academic support via extenuating circumstances processes, allocating funding for TNB inclusive spaces, and installing all-gender bathrooms on campuses. However, TNB students tended to report more negative than positive experiences, citing bathrooms, changing facilities and sports societies as 'spaces of anxiety'. Students also reported masking their gender identity on campus in order to avoid transphobia. Transphobic abuse was most commonly documented in 'spaces of disinhibition' such as online settings and during social events involving alcohol. Another common theme across the reviewed papers was the general lack of education around TNB issues in cisgender peers which resulted in experiences of misgendering, insensitive use of gendered language, being approached with intrusive questions and feeling a sense of obligation to educate. Further negative experiences included deadnaming, outing and a general sense of erasure caused by a lack of representation of TNB identities in the classroom. This REA does not overlook good practice in UK universities but acknowledges that some worthwhile means of TNB inclusion are not yet in place in these environments to improve the TNB student experience. Moving forward, universities can make a small, but positive step towards TNB inclusivity in HE by adopting the recommendations outlined in this paper.

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Figure 1: PRISMA diagram

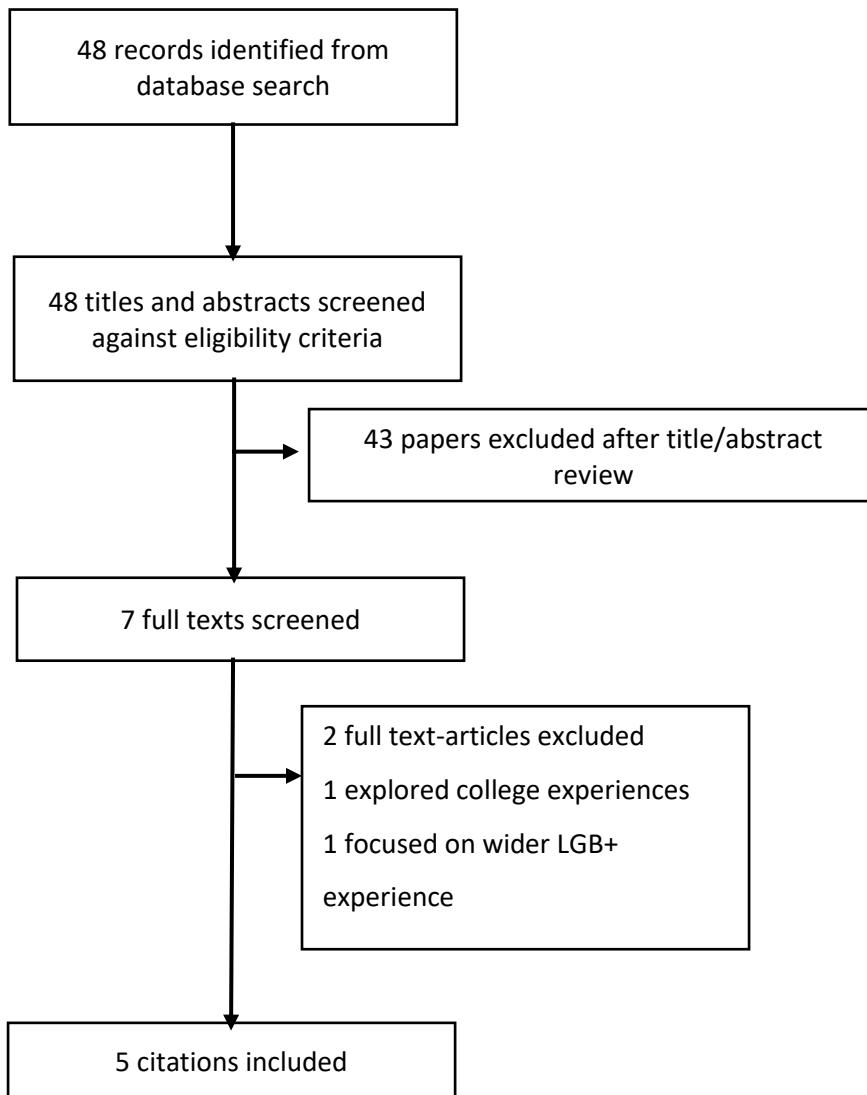


Table 1: Summary table

Authors and year	Country	Method	Sample size	Age	Gender identity	Positive experiences	Negative experiences	Interventions suggested
<i>Bonner-Thompson, Mearns & Hopkins (2021)</i>	England	Semi-structured interviews	15 (12 students, 3 staff)	18-33	Agender (1), female (2), trans female (2), female-aligned (1), trans men (3), non-binary (4), and gender non-conforming (2).	<ul style="list-style-type: none"> - LGBTQ+ society perceived to be supportive of TNB identities - Space and funding available for TNB inclusion 	<ul style="list-style-type: none"> - Toilets and changing rooms deemed to be 'spaces of anxiety' - Masking gender identity to avoid transphobia - LGBTQ+ societies perceived to be unsupportive of intersectional identities 	<ul style="list-style-type: none"> - Increase access to gender-neutral facilities - Education on TNB issues - No-tolerance policies

<i>Phipps (2021)</i>	England	Focus groups	6 (5 student union officers, 1 student)	Officers aged 18+ (unspecified), student aged 20	Officers unspecified (5), student trans* man (1)		<ul style="list-style-type: none"> - Lack of guidance for TNB participation in sport - Binary, specific policies that exclude TNB identities from university sport 	<ul style="list-style-type: none"> - Clear guidance for TNB identities engaging in university sport - Alternative classification of sporting teams
<i>Haslop, O'Rourke & Southern (2021)</i>	England	Mixed methods - large-scale survey and in-depth interviews	795 (15 provided interviews)	18+ (unspecified)	Unspecified (cisgender and TNB students)		<ul style="list-style-type: none"> - Over half of TNB respondents had either experienced online harassment or think they may have - Abuse goes unreported - This can cause disengagement 	<ul style="list-style-type: none"> - No tolerance policies - Universities should carefully monitor their social media platforms

							nt with university social media platforms	
<i>Mearns, Bonner-Thompson & Hopkins (2020)</i>	England	Semi-structured interviews	15 (academic staff, professional staff and postgraduate and undergraduate students)	18-33	Agender (1), female (2), trans female (2), female-aligned (1), trans men (3), non-binary (4), and gender non-conforming (2)	<ul style="list-style-type: none"> - One transgender participant reported that their university had all-gender bathrooms - Some TNB students characterise LGBT+ societies as welcoming spaces to connect with others from the community 	<ul style="list-style-type: none"> - Two non-binary participants stated that the only gender-neutral bathrooms on their university campuses were disabled bathrooms - One participant reported how a flatmate would often "deadname" her intentionally 	<ul style="list-style-type: none"> - Education for staff and students - Facilitate access to gender-neutral bathrooms on all campuses - Talks for students on TNB issues - Ally programme - Promoting queer information, successes, news, and events

							<ul style="list-style-type: none"> - Participants reported 'difficult conversations about the sensitive use of gendered language' with their flatmates. - One participant noted that a lack of knowledge and resultant interactions with flatmates made them feel 'untrue' to themselves. - TNB issues are not talked about 	
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							<ul style="list-style-type: none"> - Several digital systems can hold onto deadnames - Some students stated that LGBT+ societies are not inclusive of TNB identities 	
Storrie & Rohleder (2018)	England	Semi-structured interviews	6 university students (4 undergraduate, 2 postgraduate)	18 – 25 (5), 50+ (1)	Female to male transgender (1), trans woman (3), non-binary (1), and non-binary/trans masculine (1)	<ul style="list-style-type: none"> - University perceived to be a 'new start' - Some societies facilitate change to previously TNB exclusive structures 	<ul style="list-style-type: none"> - Misgendered - Perceived consequences for physically expressing gender identity 	<ul style="list-style-type: none"> - Education on TNB issues - No-tolerance policies - Representation of gender minorities - Talks on TNB issues

						<ul style="list-style-type: none"> - Universities are supportive via extenuating circumstances - One student reported how their lecturers did not base interactions upon gender identity 	<ul style="list-style-type: none"> - Being asked inappropriate questions - Felt obligation to educate cisgender peers - Framed by gender identity - Reports of abuse online and when peers are under the influence of alcohol - University systems holding onto deadnames 	<ul style="list-style-type: none"> - Share responsibility of education - Societies should ensure that social events do not revolve around alcohol use - Encourage engagement in societies that are not based on gender identity e.g., feminism, law etc. - Monitoring of online university platforms - Re-evaluate university systems – can it be made easier to facilitate
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								changes to names/gender markers?
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Glossary

Transgender: Those who identify as transgender experience a gender identity/expression that is not congruent with their sex assigned at birth (Hughto et al., 2015). Transgender individuals often describe their gender identity as being within the male/female binary.

Non-binary: Those who identify as non-binary may explain their identity as falling between or outside of the male/female gender binary (Matsuno & Budge, 2017). The gender binary assumption dismisses these identities.

Cisgender: Those who are cisgender experience a gender identity/expression that is congruent with their birth-assigned sex; cisgender simply means not TNB.

Binary: The assumption that gender is classified as either male or female.

Transphobia: Hostile responses toward those who are TNB or who are perceived to be TNB.

Cisnormative/Cisnormativity: The assumption that a person's gender identity matches their birth-assigned sex, and that cisgender is the norm. This dismisses TNB identities.

Misgendering: Instances in which TNB individuals are addressed by incorrect gendered language (e.g., calling someone who identifies as male 'she' and vice versa; Dolan et al., 2020), indicating that their gender identity has not been recognised.

Outed/Outing: Being 'outed' refers to when a TNB persons' gender identity is disclosed to others, usually against their wishes (whereas 'coming out' usually refers to when they have disclosed their identity to others willingly).