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Transgender students in post-compulsory education: a systematic review

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Table 2 – Studies included in the review

| Study | Location | Target population | Method | Sample | Primary purpose of research |
|--------------------------|------------|---|--|--|---|
| Austin et al. (2016) | USA/Canada | Social work students identifying as Transgender | Subset from online mixed methods survey -of 82 questions to 1310 sexual and gender minority students | N=97 age 19-69 years | Soliciting personal, institutional, and programmatic experiences from gender minority students studying social work. |
| Bilodeau (2005) | USA | Campus Lesbian, Gay, Bisexual, Transgender (LGBT) electronic listserv. | Semi-structured interviews | N=2 trans self-identified | Explored participants' experiences in relation to D'Augelli (1994) lifespan model of sexual orientation identity development. |
| Dugan et al. (2012) | USA | Selected cases of respondents identifying transgender from Multi-Institutional Study of Leadership (MSL) data at 101 institutions across 31 States | Quantitative analysis using instrument and variable selection | N=91 trans identified and matched samples of non trans, Lesbian, Gay, Bisexual (LGB) and heterosexual peers | Explored/compared trans students' perceptions, engagement, and educational outcomes across 17 dimensions of collegiate with non-transgender LGB/ heterosexual peers |
| Effrig et al. (2011) | USA | Sample 1 = general campus population surveyed by Student Affairs Administrators in Higher Education (NASPA). Sample 2 = college students seeking counselling services at one of 66 counselling centres nationwide contributing to Center for Collegiate Mental Health (CCMH) | Quantitative Analysis using categorical, dichotomous and independent variables | N=29 (.1%) Trans identified N=57 (.3%) 'other'. | Examination of treatment-seeking and non-treatment seeking college students with regards to victimisation and psychological distress. |
| Finger (2010) | USA | Enrolled/recent graduates (within 5 years). | In-depth interviews | N=18 trans students | Exploratory interviews and documentary analysis using post structural - feminist theoretical framework |
| Garvey and Rankin (2015) | USA | Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students, faculty and staff | Survey data from the 2010 State of Higher Education for LGBT People 96 close-ended and open-ended questions | Undergraduate cases LGBTQ N=1671 N= 394 (23.6%) gender non-conforming Comparison group N=277 (76.4%) gender conforming | Explored differences in the perception of campus climate between gender non-conforming and gender-conforming LGBTQ students and the influence of individual contexts, classroom contexts, and campus contexts on LGBTQ students' classroom climate. |
| Hart and Lester (2011) | USA | Students, faculty and staff at a women only college | Instrumental case study using in-depth interviews and focus groups | N=2 self-identified as trans Data included N=339 students, | Explored how gender is constructed at a women's college based on Judith Butler's (1990) work on performativity to frame how members of the campus community perceive transgender students are integrated into the college. |

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|------------------------------|-------------|---|--|--|---|
| | | | | faculty, staff | |
| Ings (2015) | New Zealand | PG students in visual arts | Case study - interviews, observations and analyses of exegetic material. | N=5 identifying as genderqueer | Explores questions relating to safety, identity, tokenism, exoticisation and the pressure research candidates feel to develop work with credibility within the academy and queer community and complexities of navigating queer-oriented thesis developed inside the academy. |
| Johnston (2016) | Canada | Trans students | Narrative interviews | N=1 transman + 1 transwoman identifying as gender variant | Critical narrative analysis of campus life and gendered norms in unequal social spaces |
| Krum et al. (2013) | USA | Trans and gender non-conforming college age adults | Online survey | N=103 identifying as transgender or gender-nonconforming | Explored what type of housing respondents prefer when considering living on college campus. |
| Lemond and Petroutsas (2014) | UK | Trans and gender non-conforming students | Individual interviews | N=3 students self-identified as trans or transgender. N=3 staff with experience of supporting trans and gender questioning students. | To understand the needs of trans students at the university and to identify examples of good practice and areas for improvement. |
| Marine and Nicolazzo (2014) | USA | LGBTQ centres in US States - members of the Consortium of Higher Education Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Resource Professionals. | Qualitative survey via e mail template using critical discourse analysis | N=19 LGBTQ centres | Elucidate tensions regarding the efforts of LGBTQ centre staff to recognize and meet the values, needs, and programmatic interests of trans students, faculty, and staff on college campuses, using insights from critical trans politics to improve trans inclusion. |
| McKinney (2005) | USA | Undergraduate and graduate students self-identifying as transgender | Written qualitative survey based on phenomenological design | N=75 trans students | Examined students' experiences of campus climate, resources and education. |
| Mintz (2011) | USA | Transgender university students | Case study using student narrative analysis | N=3 Female to Male (FtM) transgender students | Used critical theories to explore students own narratives regarding their experiences on campus and review of campus documents. |
| Nicolazzo (2016) | USA | Students at large research university | Critical collaborative ethnographic methodology | N=9 transgender students | Explored strategies transgender college students use to navigate gender-dichotomous collegiate environments paying attention to narratives of success and resilience |
| Pryor (2015) | USA | Transgender college students | Multicase study methods – cross case study analysis and synthesis | N=5 trans students | To understand the experiences of transgender students in the context of the college classroom and their perceptions of faculty and peer support. |
| Pusch (2005) | USA | Transgender young adults at college or university | Qualitative group interview using listserv - | N=13 listserv participants | Examined perspectives of male-to-female (MTF) and female-to-male (FTM) transgender students reflecting upon |

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|----------------|-----|---|--|--|--|
| | | | grounded theory | | reactions of family and friends. |
| Seelman (2013) | USA | Transgendered people in Higher Education across 50 states | Mixed methods integrate both qualitative and quantitative data analysis of structural bigenderism Secondary data analysis datasets from Colorado Trans on Campus (CTOC) and National Center for Transgender Equality (NCTE/The Task Force. | N=30 individuals N = 6,456 transgender and gender non-conforming individuals from datasets. | Examine lived experiences of transgender and gender variant students, staff, and faculty in college/university settings to understand the barriers to full participation faced by transgender community members in these settings. |
| Seelman (2014) | USA | Transgender and gender non-conforming students, staff and faculty in one US state | Qualitative interviews with demographic data using content analysis. | N=30 19 students 3 staff 5 faculty identifying as trans or gender non-conforming | Explores experiences and generates solutions offered by individuals with lived experience with marginalisation and interpersonal victimisation within college and university through lens of intersectionality. |
| Seelman (2016) | USA | LGBTQ college students across 33 states. | Quantitative web-based survey recruited via email messages and distributed through LGBTQ listservs. | N = 497 LGBTQ students N=72 (15%) identified as transgender, genderqueer, or another gender non-conforming identity | Examine both blatant victimization and microaggressions and their association with psychological distress among LGBTQ college students (N=497) and look at whether gender identity moderates these relationships. |