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RESEARCH REPORT

What do we know about the T in the LGBT? An integrative review and evidence synthesis of transgender students experiences across queer, and LGBT-spectrum research in post-compulsory education.

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Abstract

Trans students are significantly under-researched and under-reported in the education literature. We report findings from an integrative review examining what is known from the literature about this student population within post-compulsory education. Reviewing evidence that documents trans student experiences within the lesbian, gay, bisexual, transgender and queer (LGBTQ+) spectrum of research reinforces the value of understanding students' individual identities, as opposed to placing them into fixed, socially constructed categories of sexuality or gender which is now much more fluid. A systematic approach to a review of published empirical studies on lesbian, gay, bisexual, trans and queer students (LGBTQ) established the type and range of knowledge regarding trans students. Themes from the analysis and synthesis of findings are discussed and comprised: commonalities for trans students within the LGBT+ umbrella; group differences between trans, not trans and lesbian, gay and bisexual students; new challenges and directions in education policy; research and practice with queer-spectrum and trans-spectrum college student populations.

Keywords: Transgender; gender non-conforming; LGBT; Queer; Students; Higher Education; post-compulsory education

Introduction

Until relatively recently, students identifying on the trans spectrum are significantly under-researched and underreported in the education literature (Mintz, 2011; Seelman, 2014; Garvey & Rankin, 2015, author 1 et al, 2017). Historically the academy has been a primary source of queer theory (Tierney & Dilley, 1998) and feminist, critical, and multicultural pedagogies (Renn, 2010). Broader scholarship in diversity and equality has addressed but not

yet adequately integrated lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) issues in the higher education and post-compulsory education literature. Specifically, the experiences of students who identify as trans and intersex from within this broader umbrella group is least known.

A growing body of evidence on the detrimental effects of discrimination, harassment, and oppression on college and university campuses have been associated with limited academic and social success for LGBTQ students more broadly (Eisenberg, Neumark-Sztainer, & Perry, 2003; Juvonen, Nishina, & Graham, 2000). It has also documented the high interpersonal impact of blatant victimisation, micro aggressions and chronic stress on students physical and mental wellbeing (Nadal, 2008; Woodford, Kulik & Atteberry, 2015). In addition, LGBTQ students are also at risk of oppression outside of the classroom such as parental rejection, peer victimisation, and family violence (Grossman & D'Augelli, 2007; McConnell, Birkett & Mustanski, 2016). LGBTQ students have been shown to have higher rates of developing mental health issues such as depression, suicide and problematic substance use (Oswalt & Wyatt, 2011; McDermott, Hughes & Rawlings, 2016; Smithies & Byrom, 2018) with lower rates of detection, referral and access to appropriate services which may not be culturally appropriate (Nadal, Rivera & Corps, 2010).

The minority stress model (Meyer, 2003), is commonly applied to research with sexual and gender minorities including students (e.g., Woodford, Kulik & Atteberry, 2015). Mintz (2011) adapted this model to incorporate more self-reflective knowledge to reduce entrapment in systems of domination and by taking a more emancipatory and liberation stance to emphasise realism in students with sexual and minority identities. More recently

there has been a resistance to conducting studies which use a deficit model, and/or rhetoric to understand LGBTQ student lives (Nicolazzo, 2016; Pitcher, Camacho & Woodford, 2016) and researchers have instead problematised marginalising and dichotomous college environments instead. This approach to research has served to reframe LGBTQ students as resilient individuals capable of creating supportive communities and developing their own strategies to promote success (Kosciw, Palmer & Kull, 2015).

Research findings on LGBTQ students has also attempted to identify the necessary resources and approaches needed in educational environments to be culturally responsive to this group (Beemyn, Dominguez, Pettitt, & Smith, 2005; Singh, Meng & Hansen. 2013; Ivory, 2005) and the factors contribute to affirming environments, particularly as environmental responses have been shown as major factors for discrimination and oppression. Some of these findings for example stress the importance of student accommodation, bathrooms and locker facilities, the collection and storage of student personal data, omissions in diversity inclusion programmes, and staff and student training and support, to name but a few (Seelman, 2014; Ward & Gale, 2017).

Trans specific issues within the LGBTQ acronym

This paper specifically addresses trans student experiences within post-compulsory education and how these are positioned in the LGBTQ acronym under which they are often discussed. Trans or transgender, is a broad term for a person whose gender identity, and gender expression does not conform to that normatively associated with the gender they were assigned at birth and to persons who are gender transgressive or non-conforming. Gender identity refers to a person’s internal sense of being a man, a woman or someone else. Gender

expression refers to the way a person communicates their gender identity to others through behaviour and/or appearance. “Trans” or “trans*” with an asterisk has also sometimes been used as shorthand to reflect the full spectrum of gender diversity, but is not exclusive. This complexity in navigating through a vast range of terms has been acknowledged by trans activists (Beemyn & Rankin, 2011; Beemyn, 2003, 2005; Butler, 1988; Feinberg, 1999; Valentine, 2007). Given the range of terminology involved in the literature, in this paper we have used other researchers’ language when discussing certain identities (e.g., transgender, sexual minority) and groups of people (e.g., LGBTQ, LGBQ) so as to represent and reflect how researchers themselves identified participants in their research. When referring to trans students more generally, we will use the more inclusive term ‘TNB’ (trans and non-binary).

The trend in much of the literature on TNB students is to discuss their needs and circumstances in the same category as lesbian, gay, bisexual or queer students underlying which, there is an assumption that gender diversity issues and sexual identity issues are strongly related (Beemyn, 2003; Paxton, Guentzel, & Trombacco, 2006), or that their experiences and needs are the same (Beemyn, 2003). Students identifying as intersex are hardly discussed in the literature (Jones, 2016), and are often not included or sometimes included within the wider acronym (LGBTQI). Dominant discourse reinforce these culturally produced linear links between anatomical sex, gender, sexuality and sexual orientation (being heterosexual, gay, bisexual and other). Whilst there are undoubtedly common political and other interests including sexual identities, through alliances for LGBTQI students as sexual and gender diversity or minority groups, presuming a natural progression between sex and gender identity and the need to bracket different identities however, has been challenged by trans and gender non-conforming activists (Feinberg, 1999; Valentine, 2007; Seelman, 2014).

Mintz (2011, p15) for example asserts that including the “T” with the “LGB” , remains symbolic for many individuals, organisations, universities’ and colleges but without proper education about or outreach to the transgender community (Beemyn, 2003). Therefore, going beyond defining and understanding the variety of identities under the LGBTQI umbrella can help search for and support the implementation of more inclusive ways of conceptualising, listening and supporting students with TNB identities (Boucher, 2011). As our knowledge and understanding of gender identities increases, there has been a critical analytical shift regarding the conceptual frameworks typically used to represent, define, and address TNB “issues” and the impact on TNB people within educational systems (Boucher, 2011; Mintz, 2011). This scarcity of research on TNB issues extends across the educational system and reflects a context of societal transphobia.

Background to the review

The rationale for this review came from the authors engagement in research on lesbian, gay, bisexual and trans (LGBT) issues in education (Hafford-Letchfield et al, 2010; Hafford-Letchfield et al, 2017) and from a practical concern as educational practitioners in higher education with the lack of guidance for TNB students in our own setting and region at the time of writing. This led us to conduct a systematic review of international research on trans students in post-compulsory education (Hafford-Letchfield et al, 2017) from which we published findings from twenty empirical studies focused solely on trans students (2005-2016). The findings from these studies were synthesised into three main descriptive and analytical themes. These themes described the differences and complexities of gender and its related concepts within education settings; situated the importance of creating awareness and

building capacity to specifically address transgender issues and; highlighted emerging innovations and questions for further theory and research.

During the screening and initial stage of data abstraction of identified studies in that review, we identified a group of fifty-one empirical studies with LGBTQ students as their target population. Closer scrutiny revealed that whilst the studies referred to the 'T' in their aims, objectives, findings and discussion, trans students were not always included in the participant samples and/or the data analysis did not breakdown the different and individual experiences of trans students or explore trans identities specifically. We therefore excluded these studies and focused our first review only on those concerned solely with trans students as their target population (Hafford-Letchfield et al, 2017).

For the purposes of *this* review, we returned to this group of LGBTQ student population studies. The aim of this second review was to reappraise what can be further learned about TNB students from any specific data about them and together with students also included under the LGBTQI umbrella. We were specifically interested in group differences among trans, not-trans, lesbian, gay and bisexual students in post-compulsory education as well as in their commonalities and alliances and to consider specifically how gender identities and diversity are connected with sexual orientation and sexual identities in participants' experiences within these education settings (see Finger 2010). For example, in our first review (Hafford-Letchfield et al, 2017), political engagement and activism amongst trans students (Finger, 2010; Seelman, 2014) often took place alongside safe spaces within campus LGBQ networks and alliances. The notion of community and sub-cultures are important within education to offer support or political advocacy and many of the trans student studies

revealed the significance of an LGBT affirming environment for trans students (Bilodeau, 2005; Pryor, 2015). Students were actively involved as volunteers within trans-inclusive LGBT and queer student groups, which contributed to trans-affirming environments. The influence of political activism combined with participation and the relationships that resulted from these alliances, were shown to reinforce the processes of identity development for trans students with self-perceived healthier identity outcomes. These findings suggest the importance of institutional support for trans inclusive student organisations, specifically LGBTQI. However, for researchers that considered between-group differences among trans, not-trans, LGB, and/or non-trans, heterosexual college students, whilst there were shared experiences of marginalisation, there was still some isolation. Bilodeau's (2005) for example found that understanding the trans experience is incredibly difficult and often deeply inaccessible to those not experiencing it directly.

Further, the experiences of students in post compulsory education who identify within the queer-spectrum and/or trans-spectrum offer both challenges and new directions in policy, research and practice with queer-spectrum and trans-spectrum college student populations (Rankin & Garvey, 2015). Rankin and Garvey (2015) refer to the fluid and evolving sexual and gender identities of individuals and how these terms can be used to value how individuals choose to identify themselves as opposed to placing them into socially constructed, fixed categories of sexuality and gender. That said, as indicated earlier, we found that in the majority of the literature examining sexual identity and gender identity, researchers use the acronym "LGBT" to reference sexual *and* gender minorities.

This review reported here therefore aimed to reinforce the value of individual identities, as opposed to placing people into fixed, socially constructed categories of sexuality or gender which is now much more fluid. We also wanted to look at the use of queer-spectrum and trans-spectrum language in the papers included in this second review to try and see how far trans students are positioned and any benefits and losses that might be present, for example through their inclusion or exclusion in research. Rankin and Garvey (2015) have stressed how important it is not to prioritise certain social identities while simultaneously ignoring others and how the examination of the entire lived experiences might fully capture complexities across numerous social identities. Thus, for example whilst in some studies labelled as LGBT there may be an omission of empirical data on trans students, there is a catch-22, whereby when certain social identities are under researched; a lack of empirical research on knowing how to properly include these populations is highlighted (see author 1 et al, 2017).

The research questions for this particular review were:

1. What commonalities do trans students have with students under the LGBTQ umbrella? And specifically, how are gender identities connected with sexual identities in participants' experiences within education?

2. What can be learned about trans students included under the LGBTQ umbrella specifically to consider between-group differences among trans, non-trans, LGB college/university students?

3. What does the empirical literature contribute to understand the challenges and develop new directions in education policy, research and practice with queer-

spectrum and trans-spectrum post-compulsory student populations, including fluidity and social constructed categories of sexuality and gender?

4. How are TNB students positioned and what are the benefits and losses? For example, the inclusion or exclusion in LGBTQ research.

Method

A systematic approach to searching for and conducting a review of published empirical studies was used to establish the type and range of knowledge regarding trans students in post-compulsory education. The review was based on a clear protocol (Rutter, Francis, Coren & Fisher, 2013) stating the aims and process for answering the research question. The international electronic bibliographic databases in the fields of education were used to search for empirical literature from **January 1990** up to the end of **November 2017.** The databases searched included: British Education Index, Higher Education Empirical Research, Educational Research Information Centre and Education Administration Abstracts. The Cochrane Library was examined for previous systematic reviews with nil result. To ensure the precision of the search strategy the search terms used ‘‘ ’’ to group terms and * for the truncation of terms. Boolean (AND/OR/NOT) operators were used to link terms together to return literature that crossed the interdisciplinary boundaries between education, sexuality, gender and psychology. A pilot search was used to refine the final search terms after which generic truncated terms producing large amounts of irrelevant studies were excluded. Studies reported in books and theses were not included as they were unlikely to be peer reviewed and/or challenging to retrieve. Lateral searching techniques using guidance from the mnemonic PICo (Population, phenomenon of Interest, Context) (Joanna Briggs Institute,

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2011) followed refining of the criteria for inclusion at the pilot stage. International studies were limited to those published in English. These searches are illustrated in Table 1.

Table 1: ***KEY TERMS USED IN THE SEARCH STRATEGY USING PICo[1]** (JBI, 2011)*

1.Population	2.phenomenon of Interest	3.Context
Student*	Trans* "Cross dress*" Intersex* LGBTQ Queer*	Higher education Curriculum Placement University* Further education

Summary of eligibility criteria

Study designs: No restrictions
Publication status: published (excluding books, book chapters and theses)
Dates: January 1990 to November 2017
Language: English
Settings: Post compulsory education (universities/colleges)
Outcomes: Knowledge of transgender students in post compulsory education – (students from LGBTQI /gender and sexual minorities in post-compulsory must include the minimum of 1 person identifying with diverse gender identities)

Notes:
[1]PICo: **P**opulation, phenomenon of **I**nterest, **Co**ntext.

Figure 1 illustrates the complete search process and the overall results for the two reviews and the diversion of studies, which informed this review. From the original LGBTQ studies identified (n=51), 18 were included in this second review.

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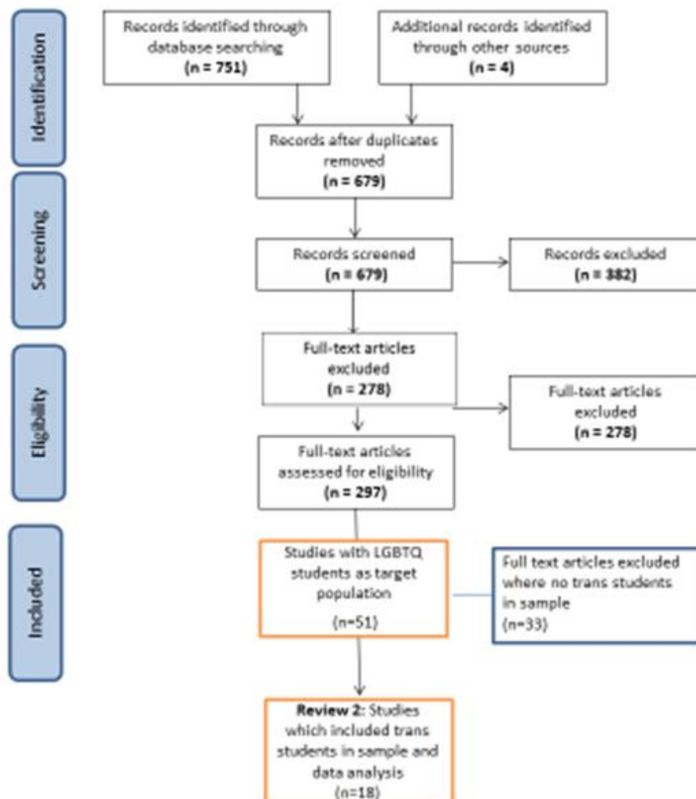
Figure 1. The T in LGBT Review: Flow Diagram Overview



Review process

The critical appraisal skills programme tool developed for screening and appraising qualitative research (www.casp-uk.net) was adapted to inform and develop a pro-forma for systematically assessing the included studies including those of mixed methodological designs. One of the three authors read each full text study and reliability was achieved through re-reading, refining and re-evaluating each study by one other author. Studies not based on an empirically based or formal evaluation were discarded. Studies were also

excluded if they stated their target group as LGBTQI but did not have a minimum of 1 trans student in their sample or did not isolate any data for analysis on their trans samples or provide findings capable of answering the review key research questions. Table 2 provides a list of all the studies finally confirmed as meeting the review inclusion criteria.

Table 2

DETAILS OF INCLUDED STUDIES (n=19)

Study	Location	Target population	Methods	Sample	Primary purpose of research
Bryant & Soria, 2015	USA	LGBTQQ University Students	Statistical analysis from Web-based survey Student Experience in the Research University Survey (SERU)	19,715 students across 8 universities including: Bisexual 409 2.07% Gay or Lesbian 429 2.18% Questioning 172 0.87% Self-identified Queer 70 0.36% Transgender 22 0.11% Genderqueer 47 0.24%	Whether lesbian, gay, bisexual, transgender, questioning, or queer (LGBTQQ) students are significantly more or less likely to participate in four types of study abroad controlling for other demographic factors and college experiences. participation rates of students from various gender and sexual orientation identity groups, .
Craig, Iacono, Paceley, Dentato & Boyle Craig (2017)	Canada	LGBTQ Social Work (BSW) and (MSW) students	Electronic survey offered in English. Developed by Education Committee of the Council on Sexual Orientation and Gender Identity and Expression (CSOGIE) at the Council for Social Work Education. 82 questions divided into	1018 students women (73%), men (21%), transgender (6%), no gender (5%), other gender category (e.g., intersex, 1%). Sexual orientation lesbian (30%), Gay (17%), bisexual (25%),	To use an intersectional lens to explore the experiences of LGBTQ social work students to enhance understanding of how their educational experiences influenced the integration

			personal, institutional, and program sections, soliciting input on the experiences of LGBTQ students. The survey included multiple-choice questions and options for qualitative responses. Intersectional and grounded theory approaches for analysis of qualitative responses.	queer (17%), pansexual (5%), other identity (e.g., asexual, 6%).	of their LGBTQ and social worker identities.
Denato, Craig, Messinger, Lloyd & McInroy (2014)	USA	LGBTQ Social Work Students	Internet-based survey of LGBTQ undergraduate and graduate students from social work programs across North America Utilizing Pearson's chi square analysis, significant associations correlated between outness and six variables relating to faculty and students peers.	N=1,018 LGBTQ 1,310 BSW (243 MSW (n ¼ 771) 597 female 737 male or trans-identified 62 trans-identified. lesbian 305 Bisexual 257 gay 174 queer 168 White, non-759 White, Hispanic 77 Black, non-Hispanic 53 Black, Hispanic 23	Examines various environmental factors that may impact a lesbian, gay, bisexual, transgender, or queer (LGBTQ) social work student's level of 'outness' (disclosure) with regard to their sexual orientation or gender identity.
Duke (2014)	Australia, Belgium, Canada, New Zealand, Sweden, the United Kingdom, and the	LGBT students with disabilities	*Meta-synthesis of empirical and* nonempirical literature analyzed 24 journal articles and book chapters that addressed the intersection of disability, [homo]sexuality, and gender identity/expression in P–12 schools, colleges and universities, supported living programs, and other educational and	24 journal articles and book chapters included in metasynthesis	To explore the intersection of disability, [homo]sexuality, and gender identity/expression in P–12 schools, supported living programs, colleges and universities, and other educational and social contexts

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	United States.		social contexts in 7 countries		
Ellis (2009)	UK	LGBT	Mixed methods questionnaire administered electronicallh with 25 questions comprising 5-point likert-type scales, forced-choice (yes/no) and open-response formats. Questions included in the survey covered four main aspects of campus climate. Data analysis via SPSS and content analysis of qualitative data.	N=291 across 42 universities 57% male; 42% female; 1 % unspecified) from 42 universities across the UK, Age 18 to 52 (mean = 22) 88.4% 25yrs or under.	To explore LGBT students* perceptions and experiences of homophobic discrimination/harassment on campus, and to gather baseline descriptive data regarding campus climate (in relation to homophobia) in the UK.
Garvey and Rankin (2015)	USA	LGBTQ	Secondary data analysis from the 2010 State of Higher Education for LGBT People survey (Rankin, Weber, Blumenfeld, & Frazer), 96 close-ended questions (Likerttype, single-response, and several additional open-ended questions designed for LGBTQ students, faculty, and staff to provide information about their campus experiences. Analysis using principal axis factoring (PAF) with oblique rotation to improve the meaningfulness and interpretation of the extracted factors.	Selection of undergraduate student cases (n = 1,671, 32.5%) from the 5,149 cases in Rankin et al. data Gender non-conforming =394 of the 1,671 respondents (23.6%). Gender conforming =1,277 of the 1,671 respondents (76.4%).	Examines campus climate perceptions for LGBTQ undergraduate students across gender conformity and the extent to which relevant variables influence perceptions of classroom climate.
Kilick, Wernick, Woodfo	USA	LGBTQ students	Convenience electronic survey Cross-sectional survey data collected	n-460 African American/Black 29	To extend and complicate existing research on the

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rd & Renn (2016)			among a diverse sample of LGBTQ college students split by racial status. Validated measures for depression, heterosexist discrimination, campus engagement and demographic and control variable. SSPSS and univariate statistica for linear regression models to test main effects of interpersonal heterosexism and engagement with campus organizations on depression, as well as moderating effects of campus engagement.	Asian/Asian American 11 Chicana(o)/Latina(o)/Hispanic 16 White or European descent 349 American Indian/Alaskan Native 30. Multi-/Bi-racial 50 Arab/Middle Eastern 2 0. Cisgender man 201 Cisgender woman 248 Trans* 11	relationships between depression and experiences of heterosexist discrimination by deploying an intersectional framework to examine differences in predictors of depression, as well as the potentially protective factors of engaging in groups and organizations on campus.
Linley, Nguyen, Brazelton, Becker, Renn & Woodford (2016)	USA	LGBTQ	subset of qualitative data from a national study of LGBTQ student success (www.lgbtqsuccess.net). The dataset of the national study is comprised of over 900 quantitative surveys and transcripts of 60 semi-structured interviews	N=900 surveys 60 transcripts Students self-identified as a variety of genders 22 women, 22 men, 17 transgender or genderqueer, 1 two-spirit, sexual orientations 19 gay, 12 queer, 10 lesbian, 8 bisexual, 4 pansexual, 3 heterosexual, 1 asexual, 1 homosexual, 1 polysexual, 1 questioning), racial and ethnic identities (4 Asian, 9 Black, 4 Latino/a, 28 White, 15 bi/multiracial).	Explores the role of faculty support in promoting LGBTQ student success.
Manning, Pring	USA	LGBTQ	Key informant interviews	Across 10 campuses	To conduct a qualitative needs

& Glider (2012)		Comm unity College student s	and student focus groups using standardised protocol from each of the participating CC campuses. Purposive sampling with stakeholders (a) advocates for LGBTQ students or other diverse populations, (b) connected to the student population based on their position, or (c) in key staff or administrative positions that would be important in strategic planning.		assessment on 10 community college campuses in Arizona to determine campus climate for LGBTQ students and perceptions of AOD use rates and correlates.
Miller (2015)	USA	Queer disable d univers ity student s	Semi-structured, in-depth interviews purposive sampling through e mail and social media situational analysis in grounded theory data analysi including invivo, and focused and axial coding to develop situational maps.	*N – 25* *LGBTQ students with disabilities* 12 undergraduate students 12 graduate/profession al 5 biracial/multiracial, 2 people of color White/European (*n* = 18) African, Asian, or Latina/o ethnic backgrounds underrepresented Sexual and gender identities. queer (*n* = 14) gay (*n* = 10) asexual, demisexual, panromantic, pansexual, polyamorous, and quoiromantic (n=10)	
Miller and Vaccarr o (2016)	USA	Queer student s of colour	Qualitative phenomenological methods for understanding an	N=6 undergraduate students queer student leaders of Color	Exploration of how students with multiple marginalized

			individual's lived experiences with a particular phenomenon, such as campus leadership two semi-structured, individual interviews in a calendar year. interviews lasting 60–120 minutes. Analysis of meaning units and themes using member checking	(identified as gay, lesbian, bisexual, transgender, or queer) women (n = 2), men (n = 3), and (n = 1) was considering a genderqueer identity. Students self-identified as Latino (n = 2), African American (n = 2), Chinese American (n = 1), and biracial (n = 1). Age 18-21	identities (i.e., queer students of Color) made meaning of their campus leadership perspectives and experiences
Peter and Taylor (2014)	Canada	Sexual minority youth (LGTBQ)	Data from the 2008 Health and Well-Being Survey (HWBS) Nonprobability convenience sample 52 questions (included were subsets of measures based on indices on wellbeing and reasons for living Included questions from Suicide Behaviors Questionnaire–Revised (SBQ-R) Depressive symptom index adapted from the CES-D scale Anxiety Control Questionnaire Socio-demographic variables Childhood Trauma Questionnaire (CTQ) Student Life Events Inventory Ways of Coping Scale Rosenberg Self-Esteem Inventory (RSEI)	*1,205 university 1st & 2nd year students across 17 introductory courses* *6% LGBTQ* 5 identified as transgender and/or two-spirited 62.4% of participants were female (Mean age 20.17 years, median of 19. T Two-thirds (66.8%) identified as White, 27.4% visible minority (including international students), 5.7% Aboriginal, First Nations, M´etis, or Inuit 14% born outside of Canada	Explored 3 hypotheses study seeks to expand on the existing literature by formulating three hypotheses: H1: LGBTQ respondents will Report significantly higher rates of suicidal behavior than will their heterosexual peers. H2: Female students will report higher incidences of both suicide ideation and attempt, and this pattern will be consistent when comparing sexual minority females as a group to their male counterparts. H3: Due to the increased exposure to minority stress, LGB students will exhibit more risk factors and

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			Data was analysed using SPSS, analytic procedures (bivariate and multivariate analyses with suicidality as the outcome measure)		fewer protective factors than non-LGB youth.
Renn (2007)	USA	LGBT	Grounded theory methodology open-ended interviews about leadership and LGBT identity. Grounded theory was also ideally suited for data analysis for the current article, where existing theories of identity fail to explain observed phenomena	15 LGBT-identified student leaders and activists from three institutions 7 men, 5 women, 3 female-to-male transgender Nine White, 2 Black, o ne biracial 2 Latina/o	What variations exist among the gender and sexual orientation and leadership identities of students who lead LGBT campus groups? 2. In what ways if any do gender and sexual orientation and leadership identities interact for these students
Rocken bach Riggers -Pieh, Garvey, Lo and Mayhe w (2016)	USA	LGBT	Data from the Campus Religious and Spiritual Climate Survey (CRSCS), an annual assessment of college students' experiences with and perceptions of worldview diversity at their institutions. psychometric properties of all measures in the analysis were assessed via confirmatory factor analysis to determine the degree of internal consistency, goodness of fit, and error exhibited by each theoretically-derived construct. Interaction/continuous /categorical variable analysis	13,776 students at 52 institutions submitted usable data attending 52 institutions 27 in-depth interviews with students, faculty, and administrators in four unique institutional settings 37 %) enrolled at Protestant institutions, 24 % at public institutions, 21 % at Catholic institutions, 19 % at private nonsectarian institutions. (66 %) female, (33 %) male, 1 % ''another gender identity.'' 10 % identifies as lesbian, gay, bisexual, or	Explored the extent to which LGBT students were oriented toward pluralism and self-authored worldview commitment, as well as the conditional effects of campus climate and interfaith engagement on pluralism and worldview commitment by sexual orientation and gender identity

				‘‘another sexual orientation.’ White students (77 % multiracial (8 %), Asian/Asian American (6 %), Latino/a (4 %), African American/Black (4 %) Two percent of respondents identify with ‘‘another race/ethnicity.’	
Seelman, Woodford and Nicolazzo (2015)	USA and Canada	LGBTQ	Convenience sample of self-identified LGBTQ college students who participated in an anonymous, web-based survey (*N* = 497). SPSS, version Descriptive and inferential statistics univariate and multivariate and independent variables of interest sequential multiple linear regression models for each dependent variable on blatant victimization and microaggressions	15% (*n* = 72) transgender, genderqueer, or another gender non-conforming identity, 50% (*n* = 244) women 36% (*n* = 177) men. (29%, *n* = 143) identified as gay, 20% (*n* = 97) as lesbian, 18% (*n* = 90) as queer, 16% (*n* = 76) as bisexual, 11% (*n* = 52) as straight/heterosexual, 7% as other (*n* = 33). A 18 to 61 years, median of 24 years. (79%, *n* = 386) White, (58%, *n* = 289) undergraduate (8.4%, *n* = 42) attended schools in Canada. United States, 33 states were represented,	Analyzes the relationship between microaggressions and psychological distress (self-esteem, perceived stress, and anxiety) among LGBTQ students Are experiences of blatant LGBTQ victimization and LGBTQ microaggressions significantly associated with self-esteem, stress, and anxiety among LGBTQ LGBTQ college students? In addition, does gender identity moderate the victimization/microaggressions-distress relationship?

Schmidt, Miles and Welsh (2011)	USA	LGBT college students	online survey included demographic questions, experimenter-designed measures of college adjustment and perceived discrimination, the Multidimensional Scale of Perceived Social Support (MSPSS) and the Career Decision Scale (CDS) Statistical analysis and regression analysis	N=189 LGBT undergraduate college students. 27.5% first year, 25.4% second year, 21.2% third year, 25.9% fourth year or more). mean age 20 years 59.8%, Female 35.4% male 1.6% identified as transgender (male to female), 3.2% were transgender (female to male). All included participants who stated their sexual orientation to be lesbian, gay, or bisexual, 79.9% White/Caucasian, 3.7% African American/Black, 5.3% Hispanic/Latino, 4.8% Asian American, 0.5% Native Hawaiian/Pacific Islanders, 5.8% labelled their race as ''Other.''	To examine the roles of perceived discrimination and social support in predicting vocational indecision and College adjustment in an LGBT college student sample.
Vaccaro (2012)	USA	LGBT Faculty, Staff, and Students	ethnographic study was used to understand how LGBT faculty, staff, and students at one university experienced and perceived climate Observations of meetings In-depth interviews with LGBT individuals	faculty (*n* = 11), staff (*n* = 14), undergraduates (*n* = 18), Graduate students (*n* = 6). Questioning (*n* = 5); Queer (*n* = 5); Bisexual (*n* = 2); Lesbian and Queer (*n* = 5); Lesbian (*n* = 15); Gay and Queer (*n* = 3);	Explored the lived experiences and microclimate perceptions of LGBT people holding various campus roles (e.g., faculty, staff, undergraduate, graduate student) at one midsized university.

			Interview transcripts, field notes, and group documents were analyzed through the use Of open, axial, and selective coding Open and axial coding to yield main themes.	Gay (n = 15). One transgender. Two genderqueer identities identified men (n = 18) Women (n = 28). seven participants identified As People of Color.	
Westbrook (2009)	USA	LGBT college students	Semi structured interviews about their production and use of LGBT resources. Snowball sample through LGBT campus organizations Interview transcripts were coded and analyzed using both codes suggested from existing literature and “in vivo” codes	*30 students and staff members,*	*Examined patterns of participation at two college campuses: one where Women wanted access to LGBT resources, but did not use the existing ones on campus or produce their own, and another with a high level of participation of women in the LGBT campus community.*

Data analysis and thematic synthesis

Included papers were annotated, coded, categorised and broad themes identified against the review aims. Significantly, the majority of studies were based on research conducted in the USA (n=13), Canada (n=2) the USA and Canada (n=1). There was one study, which involved a methasynthesis of data from seven countries, and one study from the UK. Studies spanned a ten-year period (2007-2017) showing that attention to trans students within the LGBTQ was relatively new and becoming increasingly prevalent. Half of the studies used survey methodology, including secondary statistical data analysis from surveys of the wider student population. These were used to abstract variables relating to LGBTQ students, including trans students as well as other demographic variables contributing to analyses of intersectionality

within the LGBT population. Qualitative studies utilised a range of data including focus groups, in-depth semi-structured interviews and ethnographic approaches to identify themes from participants' perspectives. The method in this review also drew on key concepts from Thomas and Harden's (2008) thematic synthesis approach to develop emerging overarching 'descriptive themes' and 'the generation of analytical themes' in relation to the research questions. Going 'beyond' the primary studies is a critical component of synthesis, and this approach to metasynthesis provided some potential for integration to discover novel interpretations of findings. Figures 2a and 2b provides a conceptual map of the main themes emerging across the studies because of drawing on this approach.

Table 2a: Conceptual map of the themes across studies

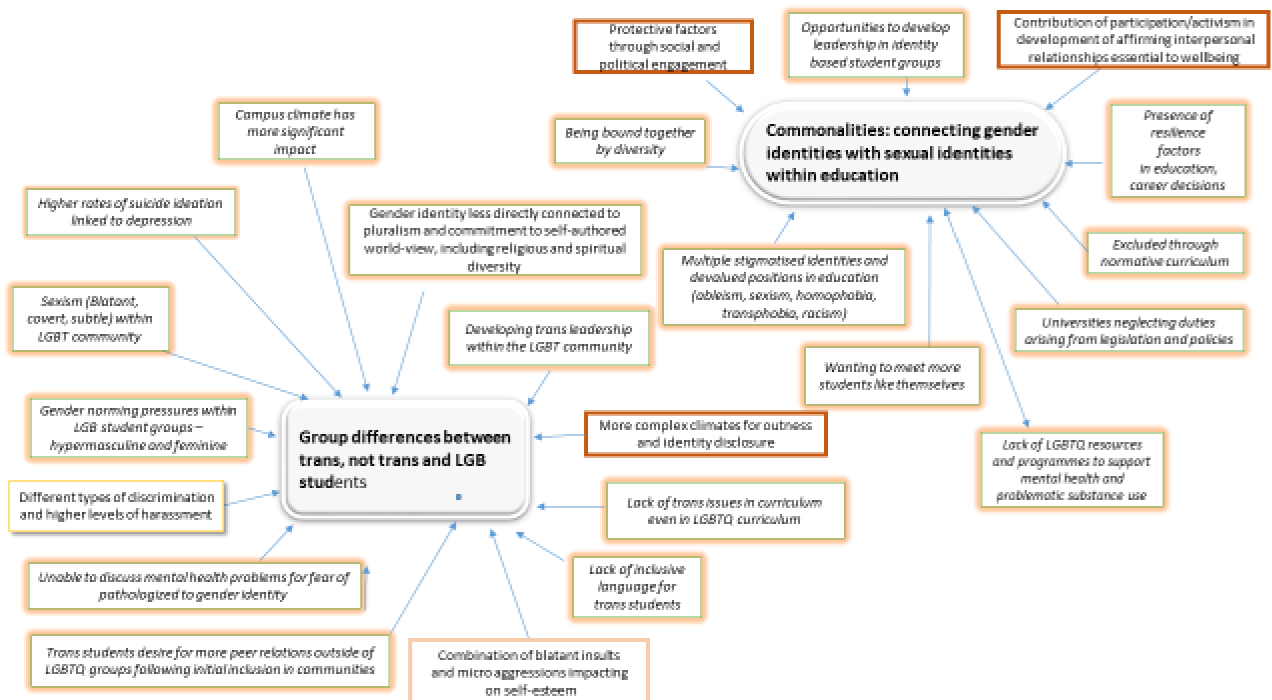

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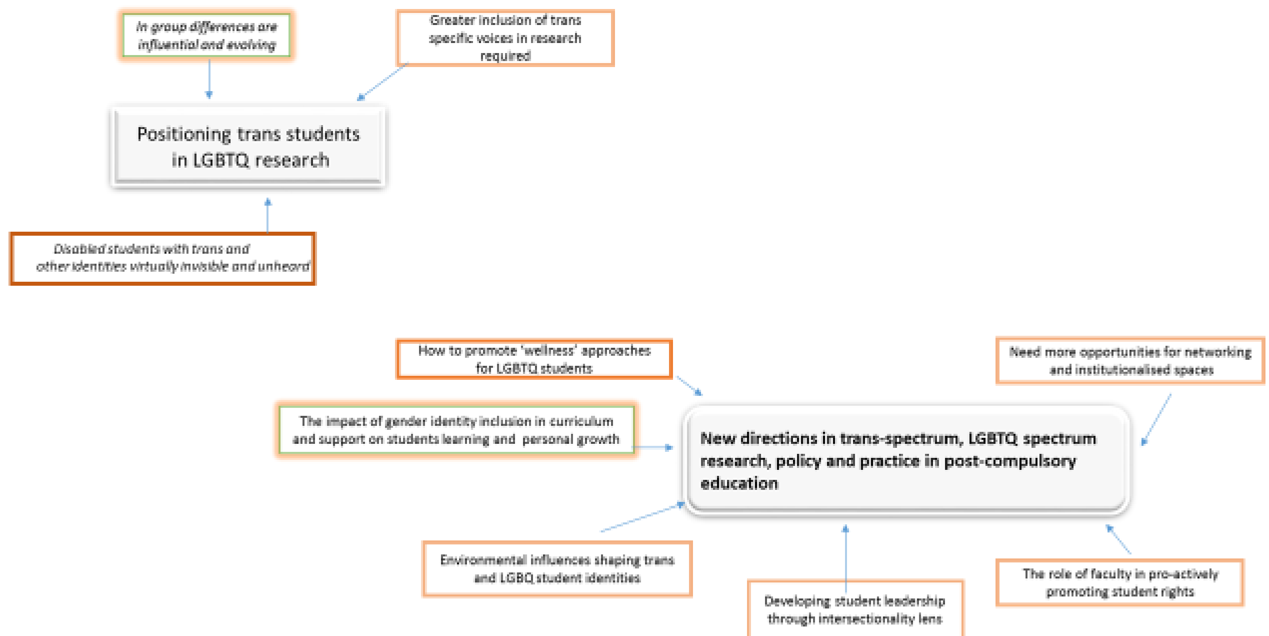
Table 2b



Results

The themes illustrated in figures 2a and 2b are discussed under the four key research questions used as headings below. These were; commonalities for trans students within the LGBTQI umbrella; group differences between trans, not trans and LGB students and new challenges and directions in education policy, research and practice with queer-spectrum and trans-spectrum college student populations**.** Each of the themes identified are synthesised and described in detail in these following sections.

Commonalities for trans students within the LGBTQI umbrella

In common with their peers, trans students reported multiple stigmatised identities related primarily to their gender and sexuality minority status and these were associated with

intersectionality and multiple identity development. For example as a student of colour (Kulik, Woodford, Kurnick & Renn, 2016; Miles & Vaccaro, 2016); being Disabled (Duke, 2011) experience of mental health problems (Peter & Taylor, 2014) and the experience of minority stress (Kulik et al, 2016; Seelman Woodford & Nocolazzo, 2016). Findings from the studies identified the significance of organisational climates within post-compulsory education which impacted on students 'outness' and disclosure, (Vaccaro, 2012) particularly in relation to their needs for support around issues that disproportionately impacted on their wellbeing, such as problematic substance use (Manning, Pring & Glider, 2012). There was consensus in the studies on the need for affinity groups for LGBTQ students to create opportunities for networking and institutionalising spaces where reciprocal relationships can be forged (Duke, 2011; Schmidt, Miles & Welsh, 2011; Westbrook, 2009).

Westbrook (2009) suggested that many LGBT students did not necessarily always want to socialise primarily with other LGBT students of different identities or genders from them, but perceived united political activity to be more effective than separate activist efforts. Students joined these social/support groups when they were first coming out or when they first arrived at a college, when they were less likely to have a network of people like themselves. Once they had made friends, they typically stopped attending the group. Whilst focussing on women, Westbrook's study examined two factors previously unexamined in the literature on LGBT college students thought to be related to gender gaps in participation: (1) disparities in student group membership related to 'gender-blind' organising and (2) differential leadership development caused by a combination of 'patrimonialism and friendly-fire sexism' (p370). Manning and colleagues' (2012) informants on the other hand desired more social LGBTQ-oriented activities to increase visibility where more ''baseline'' social activities, such as

mixers, are needed to help students engage with a stable social network. Westbrook suggested increasing queer women's participation within the LGBT campus community: engaging in gender conscious organising to include as many genders as possible; increasing the level of leadership training and support from professional staff members. Kulik et al (2016, p7) note how LGBTQ communities create alternative and complementary institutions and organisations that separate from dominant systems. However these can also draw from racially and culturally encoded norms of relationships, to reconfigure the distribution of material and symbolic resources relative to gendered and sexual relationships, especially through the formation of kinship bonds building from and within existing community formations that seek to rectify and address traumas experienced relative to one's family of origin. Kulik et al. (2016) noted that LGBTQ student's band together across these different domains in organisations, associations, and community groups to support one another and lead locally based and systemic change efforts to honour, respect, and celebrate sexual and gender diversity. Participation in activist and community groups can also contribute to the development of affirming interpersonal relationships and an increased sense of control and mastery, factors crucial to wellbeing and the empowerment of marginalised communities

Schmidt, Miles and Welsh (2011) examined how the perception of discrimination and social support related to career development and college adjustment in an LGBT undergraduate student sample. They suggest that LGBT individuals who face relatively more discrimination in their lives may have gained special competency in building their own social support networks and weathering difficulties, which helps them to adjust to other developmental challenges such as career development. This notion provides support for the resilience and strength of a community who, from a young age, may have faced potentially greater obstacles

than their heterosexual counterparts may. Whilst it was difficult to draw anything specific from the data about trans students including trans students with a lesbian, gay, or bisexual sexual identity, Schmidt et al.'s findings explored how access to social support interacts with perceptions of discrimination when predicting career indecision. Interestingly, individuals with high levels of both social support and perceived discrimination had the lowest levels of vocational indecision. This was a surprising finding, as those with high levels of social support and low levels of perceived discrimination would seem to have the least risk of difficulty, though they did not have the best indicators of career development. Schmidt et al (2011) recommend that career counsellors and others working with this group should attend to both the difficulties (e.g., discrimination) and resilience factors (e.g., social support) when assessing the vocational needs and adjustment factors for LGBTQI students. In particular, they may face discrimination from very early age, therefore learn to copy, build their own resilience, and support groups.

With the educational institution, faculty serve an important function in supporting LGBTQ students towards success (Linley, Nguyen, Brazelton, Becker, Renn & Woodford, 2014) both directly and indirectly. Where faculty were perceived as supportive, these facilitated positive in- class experiences, affirmed students' career choices and personal well-being. An inclusive curriculum, using appropriate language, challenging comments and formal interactions where support outside the classroom included giving attention to personal wellbeing – a listening ear – and/or displaying an LGBTQ friendly placard were given as examples. Informal interactions such as faculty being out or active allies, particularly allies in a position of power, all provided role models to demonstrate that faculty cared about the issues. Miller (2015) also found that disclosing identities might be prompted by course content related to

identity or conversely, hidden where there were offensive comments from students or faculty. Factors that positively influenced LGBTQ students' climate experiences and perceptions were mostly derived from the support of caring faculty and staff from a host of departments on campus (Vaccaro, 2012). LGBTQ students can feel supported by faculty members of any sexual or gender identity; however, it does not make clear whether students feel differently supported by faculty members of varying gender and sexual identities. There is also a need to discern whether students desire more contact with LGBTQ faculty and if they are actively seeking out these faculty members. Students, who hold one or more minoritised social identities, are at risk for negative experiences and outcomes, from microaggressions (everyday often-covert negative slights and indignations) to attrition. Faculty who seek positive interactions with students in general were found by Linley et al (2016) to also be likely to have a positive influence in the lives of their LGBTQ students. In considering how to develop as LGBTQ allies, they suggested that faculty might pursue opportunities on their own campuses.

LGBT students' experiences and perceptions of harassment and discrimination on campus (Ellis, 2009) featured as a continuing and significant one in most studies included. Whilst extreme acts (e.g. actual physical violence) were relatively uncommon, verbal harassment and anti-LGBT sentiments were prevalent. Fellow students were, in the main, responsible for incidents of homophobia, both through explicit anti-LGBT sentiments and through resistance to visibility and inclusiveness. These inhibited many LGBT students from being open about their sexual orientation/gender identity and therefore to collude in their own oppression by actively passing as heterosexual**.** Vaccaro (2012) reported that climate negativity largely stemmed from interpersonal interactions with peers including actual or living in fear of

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violence, particularly those who were not out which made them unwitting party to negative and abusive comments. Undergraduates who engaged in LGBT campus activism often experienced negative backlash. Students also reported looks, stares, or other forms of nonverbal exclusion, which they experienced as message to LGBT people that they are not accepted. Campus climate for LGBTQ students is complex however when considering outness and different types of identity disclosure (Garvey & Rankin, 2015). Students who are more out and open about disclosing their LGBTQ identity experience a less accepting classroom climate and may not do so for fear of mistreatment. Garvey and Rankin (2015) illuminated a clear connection between higher levels of identity disclosure and negative classroom climate perceptions among LGBTQ students.

Seelman, Woodford and Nicolazzo (2016) examined both blatant victimisation and microaggressions and their association with psychological distress among LGBTQ college students and whether gender identity moderated these relationships. Both forms of discrimination were associated with lower self-esteem and greater stress and anxiety but victimisation was found to be more negatively associated with self-esteem among trans students. Their findings emphasised the importance of addressing both blatant and subtle forms of discrimination targeting LGBTQ college students.

Seelman et al (2016) surmised that gender identity did not moderate the relationship between microaggressions and any other forms of psychological distress. The prevalence of microaggressions and other subtle manifestations of discrimination were as a more acceptable way of expressing prejudice in today's more politically correct world. LGBTQ students, regardless of gender identity, may regularly feel the impact of microaggressions on their self-

esteem, stress, and anxiety as such and there is no differentiation in these relationships among these subgroups.

In relation to mental health, differences were explored in suicidal behaviour between lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) and non-LGBTQ university students as well as risk and protective factors in the prediction of suicidality between these two groups. Peter and Taylor (2014) found that LGBTQ respondents reported higher risks of suicide, and even higher in female LGBTQ. Among LGBTQ participants, symptoms of depression correlated most strongly with suicidality. An insufficient sample of trans respondents prevented the drawing of any particular conclusions even where it is know that past parental verbal and physical abuse, and low body esteem can increase risk. Their research did however find higher risk of serious suicidal ideation in LGBTQ students than heterosexual, cisgender students (8.9% versus 23%, respectively) and suicide attempt (3.5% versus 26.2%). In addition, among LGBTQ respondents, significant risk covariates for suicidality were depressive symptoms, socioeconomic status, being bullied, age, and childhood trauma. The only significant protective factor was self-esteem. Peter and Taylor's (2014) research shows the importance of examining and understanding the strong link between suicidality and sexual minority status, as well as highlights some of the unique risk and protective factors for this group. They suggest the creation of a separate suicide-prevention strategy for LGBTQ youth including students.

One of the trans students in Miller's (2015) study spoke of her struggle with the decision to discuss mental health issues with her professors, expecting reprisal and a lack of understanding during the times when she was very depressed (p384). When looking at

developing strategies for gender and sexual minority students, Manning, Pring and Glider's (2012) exploratory study on the use of alcohol and other drugs by LGBTQ students looked at the resources available and differences with heterosexual students. They found that the college experience was reported as even more stressful for LGBTQ students who are trying to come out to their families and friends and are facing possible or active rejection with the additional stressor of not having a counselling centre wellness programme. When considering multiple marginalised identities through an intersectional framework, Kulik et al (2016) discussed existing models of health disparities and collective healing, specifically in relation to depression. These models were considered insufficient to effectively render the complexity of intersectional group differences. Kulik et al (2016) attempt to complicate existing research on the relationships between depression and experiences of heterosexist discrimination by deploying an intersectional framework to examine differences in predictors of depression, as well as the potentially protective factors of engaging in groups and organisations on campus. They found disparate trends in the relationships between discrimination, engagement and depression among their sub-samples comprising white and persons of colour, where victimisation of people with sexual diverse identities had a significant main effect on depression scores. They also found a positive interaction effect that suggested that increased LGBTQ activism is associated with a *strengthened* relationship between victimisation and depression. Overall, their findings demonstrate patterns that both affirm and complicate existing models of minority stress and collective healing. By taking an intersectional perspective and dividing the sample of LGBTQ college students by racial status (white and POC), identifying disparate relationships between experiences of heterosexism, depression, and campus engagement; .they suggest multiple pathways through which sexual

marginalisation and opportunities for empowerment and healing can be enacted (Kulik et al, 2016).

Most of the studies referred to a universal lack of LGBTQ content or images in the formal curriculum (beyond a few courses dealing with human sexuality or psychology, or offered through gender and women's studies) and these were compounded by the hidden normative curriculum (Manning et al., 2012; Vaccaro, 2012). Likewise universities neglected their duties arising from legislation and policies with little infrastructure for being proactive in their approach or in monitoring or evaluation (Ellis, 2009). Whilst the sample in Ellis (2009) study included 0.7% as trans and 4.1% 'other' (e.g. "gay AND trans"), the data analysis did not isolate any findings with respect to this population.

Study abroad can offer an opportunity for students to be in a new environment and allow them to be more open about their identity exploration, depending on the country or cultural acceptance (Bryant & Soria, 2015). Where cultural taboos and familial expectations can be very burdensome to individuals, being in a new environment allows them to have time away from these afflictions to explore their identity. Bryant and Soria (2015) used D'Augelli's (1994) model for unpacking the developmentally-based decisions students may make when choosing to study abroad, and to ascertain whether LGBTQQ students are more or less likely to study abroad than their heterosexual or cisgender peers. Their findings suggest that bisexual and gay or lesbian students were significantly more likely to study abroad compared to their peers. Questioning, self-identified queer, transgender, and genderqueer students were not significantly more or less likely to study abroad compared with their peers (p97). Bryant and Soria (2015) conclude that environmental contexts are important in shaping lesbian, gay,

and bisexual students' identity development and that LGBTQQ students may choose to study abroad because it affords them opportunities to explore their sexual identity in a setting different from the one at home. Campuses that provide support and resources for LGBTQQ students who are interested in studying abroad may help students to feel more included within their college experience. College students not associated with the LGBTQQ community also become more accepting of LGBTQQ students through higher levels of interpersonal contact through co-curricular programs, such as study abroad, all of which can be used to foster greater acceptance of diversity among college students. Intersectional aspects of students' identities may also shape LGBTQQ students' decisions to study abroad and may be impacted by income and gender.

The development of leadership as an educational device for LGBT students was a key theme across many studies. Westbrook (2009) suggests increasing queer women's participation within the LGBT campus community: engage in gender conscious organising to include as many genders as possible; increase the level of leadership training and support from professional staff members; institutionalise women's leadership by creating leadership positions specifically for queer women within LGBT campus centres and student bodies. Both Miller and Vaccaro (2016) and Westbrook (2009) suggests that establishing activist LGBT student groups on campus which teach valuable leadership skills, are more likely to be sex integrated than social/support groups. It was difficult to determine further in relation to trans women as no distinction made between trans women and cis women in Westbrook's data and there was no separate analysis of specific groups within its LGBT participants.

Miller and Vaccaro (2016) focus on the link between leadership and college students' multiple, intersecting social identities, the theoretical frameworks of intersectionality and multiple identity development and their study yielded rich data about the essence of being a queer student leader of color. Students in their study described a phenomenological essence of striving to be authentic, culturally competent, and collaborative leaders with multiple minoritised identities in a predominantly White student group. Queer students of Color faced a variety of leadership dilemmas including navigating racism, becoming aware of others' perceptions of their leadership, and considering the creation of an intersectional identity organisation that would reflect their own developmental needs (p47). Their data also showed that leadership is hard and that leading in the face of oppression is harder. Even students who were confident enough to live at, and lead from, the intersections of their multiple minoritised identities, faced oppression and resistance when they attempted to put their culturally competent, collaborative, and authentic leadership ideals into practice. Miller and Vaccaro (2016) conclude that leadership development training should be delivered through a cultural competence lens, include an emphasis on collectivist approaches to leadership and entail critique of highly individualised approaches to leadership that affirm a rigid leader-follower dichotomy.

Finally, Renn's (2007) qualitative study provided evidence of common patterns of involvement, leadership, and identity among 15 students leading lesbian, gay, bisexual, and transgender (LGBT) campus groups. Renn (2007) sought to examine what variations exist among the gender and sexual orientation and leadership identities of students who lead LGBT campus groups and in what ways if gender and sexual orientation and leadership identities interact for these students. Renn (2007) was able to identify an overall pattern of involvement

in LGBT organisations, from a prompt to get involved to achieving a leadership position, reflects the pattern of students in other identity-based organisations such as based on gender, race, or ethnicity), but connects leadership and identity in ways not always observed in other identity-based student groups. The function of the involvement-identity cycle for LGBT students depends on factors related to increased visibility as LGBT and increased sense of responsibility for leadership or activism. For example, a transgender student described how her leadership position in an LGBT group brought increased visibility, which caused her to identify more strongly with her trans identity. This in turn prompted her to become involved in additional leadership on and off campus, perpetuating the involvement-identity cycle: “And then I was more out as trans, so I did more with the [LGBT] group, and more people knew me as trans, so like it fed on itself.” This mutually reinforcing cycle existed across the sample (p318).

Difference between Trans, not Trans and LGB students

In and between group differences in the studies were mostly related to the complex climate for being out concerning gender identities and specifically for those students whose identities had affected their self-esteem and who experienced different, additional and institutional discrimination and exclusion (Peter & Taylor, 2014). As anticipated from the experience of our trans specific review, there was significantly less data on trans students within the LGBTQ samples.

Disclosure of identities for trans students might be prompted by course content related to identity, offensive comments from students or faculty, or simply a roll call (Miller, 2015). Fifteen per cent of participants in Seelman’s (2015), study identified transgender,

genderqueer, or another gender non-conforming identity and victimisation was associated with lower self-esteem compared to that for cisgender students. Experiencing blatant insults and threats may have a particularly impactful presence for trans students, In contrast to measures of self-esteem, an interaction between gender and victimisation was not significant for stress and anxiety. Seelman et al (2016) suggest that it is possible that, for trans* students, the presence of blatant insults and threats may uniquely connect to self-esteem because such insults and threats are added onto the various other forms of microaggressions and discrimination that a trans* student experiences across all sectors of life.

Whilst the inclusion of transgender voices were limited in the LGBTQ studies, one self-identified transgender person and two people considering a genderqueer identity participants in Vaccaro (2012) study, as considered along with trans group members whose actions and comments were observed during group meetings, align with the major themes already discussed. Also as indicated in the previous section on commonalities, Bryant and Soria (2015) were able to identify that questioning, self-identified queer, transgender, and genderqueer students were not significantly more or less likely to study abroad with another college or university program compared with their peers. In relation to students' travel abroad for service learning, volunteer, or work experiences, the findings suggests that questioning, self-identified queer, and trans students were significantly more likely to travel abroad for service learning, volunteer, or work experience compared to their peers and self-identified queer students were more likely to travel abroad for cross-cultural or informal educational experiences.

Some LGBTQ students attending undergraduate or graduate programs may enter programs as 'out' individuals about their sexual orientation and/or gender identity, while others may choose to remain closeted or not come out during as they expect such programmes to be more friendly and accessible. Denato, Craig, Messinger, Lloyd and McInroy (2014) looked specifically at various environmental factors that may impact a lesbian, gay, bisexual, trans, or queer (LGBTQ) students attending a social work educational programme's level of 'outness' (disclosure) with regard to their sexual orientation or gender identity. These were examined in relation to students' students' stage of identity development in the ongoing coming out process; institutional factors; classroom environments; perceptions of safety, comfort, support, and inclusion. Their sample from an online-survey of n =1,310 included 63 trans-identified students. Fifty-seven percent of all LGBTQ students reported that they 'did not know' about a non-discrimination policy associated with gender identity thus demonstrating the further marginalisation within these programmes. Whilst many of the study's issues were not disaggregated for trans students, the findings further the idea that perceptions of faculty support for LGB and Q issues may differ based on level of student outness. These findings are not surprising and Denato et al (2014) observe that there remains room for continued investigation with regard to the need of such support specifically with regard to transgender and gender variant students. They suggest that continued research in this area may hold implications related to the level of perceived comfort with coming out within one's social work program as well as accessing supportive services.

Westbrook (2009) drew on theoretical frameworks or models which used Benokraitis and Feagin's (1999) distinctions between "blatant sexism," to describe actions that clearly favour one gender over another, "covert sexism," which includes hidden and intentionally harmful

sexist actions, and "subtle sexism," which is hidden but not intentionally harmful. When asked about sexism Westbrook's interviewees usually described other forms of prejudice within the community, including discrimination against bisexuals, trans people, and femme (as opposed to 'butch') women. The desire to meet people "like themselves" was not gender or identity specific. Bisexual students said that they wanted to attend groups with other bisexuals, trans students said they wanted to attend groups with other trans people. LGBT students of color said that they wanted to attend groups with other LGBT students of color. Queer men said that they wanted to attend groups with other queer men, and queer women said they wanted to attend groups where there were other queer women. The desire to sex-segregate was not found to be gender specific.

Linley et al (2016) sample was very diverse in relation to gender and sexual identities and found unanswered questions about the ways in which LGBTQ students experience faculty support or non-support, and interaction as well as how faculty see their own experiences of working with and supporting LGBTQ students. They identified for example, in relation to trans specific issues, the lack of inclusive language, such as not using binary gender pronouns (i.e. he/him, she/her), and honouring students' preferred names. Inclusive language was important to many participants. For some, support also came in the form of feeling respected in faculty's use of students' preferred name, pronouns, and gender identity. They discuss the case study of 'Cameron', a trans student (p58), who explained how faculty have only responded positively to requests to be referred to as a name other than the name on the class roster. Another example of Alison, a trans woman, shared a specific occasion when she felt supported by the faculty advisor of her engineering honour society. Alison's legal name on student records was her previous name, and before the honour society's induction ceremony,

the faculty advisor “asked me what name would I prefer and was really respectful of referring to me as that.” (p58). Other students described how some faculty responded positively when they were made aware that some students were a different gender identity from the one the professor assumed for that person. Jack, who identifies as a transsexual male, pointed out a situation that arose when a professor included a dance lesson during class.

In Craig, Iacono, Paceley, Dentato and Boyle’s (2017) exploration of the experiences of LGBTQ social work students through an intersectional lens looked at the social environment of schools of social work. They examined the identity-based experiences of LGBTQ social work students enrolled in social work programs, and how these experiences influence their intersecting identities as LGBTQ social work students. A strong overarching theme in their data indicated how social work programs needed to better support the integration of their LGBTQ and emerging social worker professional identities. Students reported experiencing disconnects on how they were being supported to integrate their two identities. They reported a burden on them to educate their peers on relevant gender identity issues. This was illustrated in their example of a queer transgender male student following a Master’s programme who said that if they were not queer/trans that they would be totally ill-prepared as a social worker to work with gender and sexual minorities (p6). Craig et al (2017) study participants expressed the need for a local community as well as a national or international space for gender queer as well as LGB social work students that could foster a sense of community across social work programs.

In relation to problematic substance use, Manning et al (2012) found that several informants asserted that there tend to be gender-norming pressures among peers in both straight and

lesbian and gay groups, and greater marginalisation of trans- and bi- students by all. Manning et al suggested that respect for gender diversity was still a widespread social problem in the hyper masculine and feminine peer-pressure environments at work in many secondary schools and social settings and these community pressures were often reflected in college life as well. This was even more evident in campus environments with a historically higher military, law enforcement, and/or religious/regional-cultural presence. One interviewee eloquently summed up the daily toll of such heightened scrutiny and judgment: ‘‘The public nature of LGBTQ lives and the centrality of public discourse regarding their issues can poke holes in their sense of safety, of well-being. It requires a different set of coping skills; they have to develop thicker skins to face the question. Why does everyone get a say in my life?’’ (p497). They provided examples of well-intentioned decisions by administrators, which had stigmatising results for LGBTQ students, (e.g., assigning an Americans with Disabilities Act [ADA] room to a student in transition, or making students fit into a forced category choice on official forms that does not reflect their true identity, (or worse, that may out them if they respond honestly).

Duke’s (2011) metasyntheses of 24 sources of disparate empirical and non-empirical, international, and multidisciplinary literature specifically addressed the intersection of disability, sexuality, and gender identity/expression in the lives of LGBT youth related to the disciplines of special education, disability studies, health and human services and social sciences /in multidisciplinary journals. Within Dukes metasynthesis, he reported that there was a tendency to pathologise queer expressions of gender and sexuality and/or to conflate queer expressions of gender and sexuality with disability. For example, studies presented the trans characteristics of young people with autism as symptoms of autism or as coexisting or

independent psychiatric disorders and associated difficulties in establishing gender identities due to “problems with empathy and pretence” (p. 637). Duke found little empirical literature on autism and gender identity/expression but noted that students with disabilities may possess multiple stigmatised identities as sexual/gender minorities and their issues are not discussed in education.

Garvey and Rankin (2015) looked at differences in the perception of campus climate between gender non-conforming and gender-conforming LGBTQ students and the extent to which individual contexts, classroom contexts, and campus contexts influence LGBTQ students’ classroom climate. Results from the independent samples t-test and regression analysis revealed that among LGBTQ students, gender non-conforming students perceived the classroom climate as less inviting than gender-conforming students. These findings support literature that found significantly higher experiences of harassment for trans students among all LGBTQ students (p198) (see also Hafford-Letchfield et al, 2017). An intersectional frame was also used to provide a more nuanced understanding of demographic variables and recognise between- and within-group differences as influential and evolving (Rockenbach, Riggers-Piehl, Garvey, Lo, & Mayhew, 2016). Rockenbach et al’s examination of the interactions of sexual and gender identities with students’ spiritual and interfaith experiences on campus revealed how such intersections shape pluralism orientation and self-authored worldview commitment. These were used to account for structures and cultural contexts by examining these relationships with attention to various dimensions of campus climate. Rockenback et al (2016) found that LGB-identified students have greater inclinations toward self-authored worldview commitment and pluralism than their heterosexual peers. However, gender identity appeared to play a less consistent predictive role in that students identifying

outside the male/female binary are not significantly different from female- and male-identified students when it comes to self-authored worldview commitment. Although gender identity appears to be less directly connected to pluralism and commitment, non-significant or inconclusive findings may have to do with the small numbers of students identifying outside the male/female binary—and the researchers concluded that this provides grounds for continued inquiry into trans* student positionalities. The researchers also recommend that campus educators must bring gender identity into the conversation when considering the ways in which traditional educational experiences, both curricular and co-curricular, impact students' growth and learning.

New challenges and directions in education policy, research and practice with queer-spectrum and trans-spectrum college student populations

There were some key findings from across the study which highlight the need for paying more attention to the environment (see Figure 2b) which shape student's identities; are active in both developing and enacting policies on gender inclusion; and provide opportunities for active networking within institutional spaces (Manning et al, 2012). The use of leadership initiatives using an intersectional lens (Miller, 2015; Kulik et al, 2016); the support of faculty and providing a more inclusive curriculum were all mentioned for their potential to promote individual student's wellness, personal growth and career development (Schmidt et al, 2011), positive identity development (Rockenbach et al, 2016) within a human rights framework (Duke, 2011; Ellis, 2009).

Some researchers in this review drew on critical critical/postmodern epistemologies and concepts from both queer theory and disability studies, to explore students' detailed

experiences in the university classroom related to their multiple, intersecting social identities (Miller, 2015). These experiences included navigating race, ethnicity, religion, and socioeconomic status at a predominantly white institution—experiences that were intertwined with the participants' experiences related to their LGBTQ and disability identities (p384). Miller's findings (2015) affirmed previous work that called for a rethinking of linear, stage-based models of student identity development. Miller concluded that students' descriptions of being selectively and strategically out about an identity and using different labels contextually did not necessarily signal an incomplete or unhealthy understanding of self. They engaged in strategic decisions about managing how they expressed their identities in various classroom contexts and as performers, decided when they wanted to perform as queer/disabled and as advocates for LGBTQ and disabled people. Miller described pivotal moments to put a face on queerness or disability and attempt to personalise the argument and become an activist in everyday situations. These decisions contributed to the emotional labour of managing the perceptions of others and expended time and energy that could go toward other tasks.

Stereotyping from limited interactions or education about trans and gender diversity still plays a major role in shaping responses from non-LGBTQ students, faculty, and staff (Manning et al, 2012) as well as within the LGBTQ community itself. Heteronormativity (the assumption that heterosexuality is or should be the norm), homophobia, and gender bias including cisnormativity, continue to be major concerns. A healthier campus community would be more widely accepting of all forms of diversity, would not presume heteronormativity, and would not make assumptions based on presumed gender identity or sexual preference nor exert gender-norming pressures on others—even within L and G

communities. It is a very complex area and the lack of adequate language across intersectional populations to describe and articulate gender and different identities (Duke, 2011). Understanding these would help design better support, the sorts of networks needed and how students might politicise their gender identity issues.

Paying attention to queerness provides unique opportunities to engage with students in challenging discussions about how the most seemingly personal parts of people's lives are densely and intimately wrapped up in larger sociocultural and political narratives that organise desire and condition how we think of ourselves. Further utilising an "intercategorical" approach by focusing on the community and context defined by a structural position of marginalisation (LGBTQ college students) and "intracategorical" approach by examining how differences in racial status (privileged/marginalised) within and across these communities. These may inflect the relationships between experiences of discrimination, depression, and engagement on campus (see Kulik et al, 2016). Evidence that identifying as lesbian, gay, bisexual, or trans* has implications for college students' development of their worldview and their appreciation of the worldviews of their peers according to Rockenbach et al (2016) has contributed to our knowledge on LGBT identity development and experience, and adds nuance to research on spiritual and worldview development. It also contributes to knowledge about the relationships between campus climate, worldview commitment, and pluralism outcomes. For trans* positionalities— limitations to sample sizes suggests the necessity of further study of this intersection of identity experiences. Historically, the concern about campus climate for LGBT college students has been limited to specific intersections of identity—most often related to sexual orientation, gender, and race/ethnicity. However, higher education scholars and practitioners must consider these students' needs in concert

with their religious and spiritual experiences. Rockenbach et al suggest that the use of religious and ideological norms to create and maintain structural barriers to non-heterosexual and non-cisgender persons is needs a wider dialogue surrounding the development of LGBT identities, the intersection of these identities with spiritual and religious experiences, and the way that campus climate can influence spiritual outcomes both positively and negatively.

How trans students are positioned and the benefits and losses that might be present, for example the inclusion or exclusion in LGBTQI research

Historically speaking, there have always been enormous benefits from the inclusion of gender diverse identities within the LGBTQI umbrella as many of the findings from this review have clearly demonstrated. There are some tendencies however for their voices to be less present. For example, Disabled students with trans identities are a minority population where their voices are virtually unheard (Duke, 2011). Seelman et al (2016) reinforce that having a trans sample or a differentiated research agenda is capable of providing insight into a different population with different challenges and needs. Further, the in-group differences found by Garvey and Rankin (2015) suggested that both scholars and educators must understand the unique experiences and identities of gender non-conforming students in the classroom context and not by default combine them under the broad umbrella of LGBTQ students. Kulik et al (2016) noted that many trans respondents in their full survey sample were excluded as they opted not to answer questions related to heterosexist discrimination, because either they do not identify as sexually marginalised or they preferred to only answer questions about anti-trans discrimination. In their enquiry, additive models of identity-based stress can efface relational dynamics where group-level differences are not readily apparent; and,

single-identity conceptualisations of discrimination, as well as the resulting organisational forms developed to contest these forms of discrimination, may be insufficient to facilitate healing for those occupying positions of multiple marginalisation.

Miller (2015) suggests that future research on disabilities and identities within varying campus, geographic, and socio-political environments would likely enrich and expand our understanding of students from a diverse array of backgrounds and experiences. Future work might focus on the perspectives of specific identity groups and intersections, such as the experiences of Trans students living with depression, (or gay men with ADHD). Finally, validity of the instruments used in how questions or survey instruments are worded for gender diverse students, can prevent bias and foster inclusiveness (Rankin, Blumenfeld, Weber, & Frazer, 2010).

Research on LGBTQ students often conflates sexuality and gender, thus diminishing the importance of gender identity and expression in the experiences of LGBTQ students (Garvey & Rankin, 2015). The literature overall however reinforces findings in LGBTQI research in post-compulsory education of a largely hostile environment with evidence of both implicit and explicit discrimination. Whilst more students are coming out regarding their gender and sexual identities, a significantly high proportion of trans students within the LGBTQI umbrella are experiencing intolerable levels of discrimination as opposed to their LGB cisgender peers. Many of the studies observed in their limitations that in their LGBTQ participants/respondents, the samples of gender diverse students were often very small and in some cases virtually invisible and hard to analyse or make any interpretation. Some made their other intersecting identities (e.g., race, ethnicity) explicit, or data on students' other

intersecting identities were not systematically collected. This limited the conducting of a more robust intersectional analysis. It is recommended that future studies should more comprehensively capture the various identities as well as the perspectives of trans and other gender diverse students.

There are also several strengths identified in the literature about the benefits of inclusion of trans voices and representation in LGBQ research. Pending developments in education policy, structures and processes that enable and facilitate the voices of trans students to be heard, recognised and responded to, the flagging up of gender identity issues and students with diverse gender and sexual identities within the LGBTQI political and social organising is extremely important. It is clear from the themes emerging from our first research question that any strategies and interventions that are effective in supporting students may also have immense benefits for trans students, without which they may become further marginalised.

Limitations of the review

This review was limited by the design and research questions generated for the original purpose of each study included. These make it difficult to make any meaningful comparisons across the studies particularly about the variety of language and terminology generated within the papers. As with any review, despite following a protocol, we may have unknowingly missed or omitted significant studies that were not picked up in the search engines used. We are also aware of the fast pace of research on sexual and gender identities which may make some of the outcomes dated.

Discussion

Many of the studies included in this review concern themselves with LGBTQ students with sometimes limited detailed analysis on trans students within those populations. One of the criteria for inclusion of studies in this review was that there were a minimum of one trans participant. This meant that many studies excluded which addressed LGBTQ students, as their target population did not actually include trans students. We reiterate that this is not necessarily a negative observation given the clear struggles and historical legacy involved in highlighting the need to include students identifying within the sexuality and gender diverse population when discussing equalities within post-compulsory education. Gender diversity has always aligned itself with the LGB movement.

Queer scholars have called for the creation of more comprehensive and sustainable change, where all disciplines must engage in "gender-complex education" that recognises the existence and specific experiences of transgender people (Rand, 2011). There is a tremendous amount to learn about sexual and gender identities and expression, as well as the fluidity of social identities by those working and living in post-compulsory education environments. There is a need to leverage diversity of identities to enhance learning, as well as to support and celebrate individual and group experiences and expertise is an essential component for educators to take into account for a more inclusive environment and teaching which enhances students' experience.

Still, the issues of small sample sizes within LGBT research make it challenging to draw any reliable conclusions on TNB issues. Practitioners in post-compulsory education practitioners have begun recognising the unique needs of LGB students, but less acknowledged do trans students face the gender identity issues frequently. It is critical to consider the institutional

barriers that trans students face on campus. While students are often navigating their multiple identities simultaneously, some research suggests that one identity may become more or less salient as circumstances and contexts change (Jones and McEwen 2000). For example, once the key areas identified in the research have become more inclusive for students identifying outside of gender binaries, these students may be able to prioritise other aspects of their identity development. Kearns, Mitton-Kukner and Tompkins (2014) suggest that whilst policies and procedures to combat homophobia and transphobia are beginning to appear in many education settings, unless educators have the opportunities to explore and apply their grounded knowledge gained from professional development these well-meaning policies will not likely be translated into action and educational spaces will remain unsafe for many LGBTQ students. This requires integration of "LGBTQ-inclusive teaching and intersectionality into compulsory courses. Like the findings in our review of trans students in post-compulsory education (Hafford-Letchfield et al, 2017), trans-spectrum students experienced the lowest perception of campus climate (Garvey & Rankin, 2015).

It is also worth noting that terminology used in the papers: identity terms (e.g., LGBTQ) that are contested, lack a fixed meaning, and can be fluid. Different elements within the LGBTQ acronym refer to sexual orientation and sexual identities (e.g., lesbian, gay, bisexual, or queer) or gender identity (e.g., cisgender, trans_-identified, or genderqueer). Many LGBTQ people are using gender pronouns that affirm their identities rather than conforming to their sex assigned at birth, are in a plural format 'they/them' or are a neologism such as 'ze' or 'hir'.

Previous research has also found that among LGBTQ students, rates of discrimination are higher for trans individuals than cisgender (non-transgender) students (Dugan, Kusel, & Simounet, 2012; Rankin et al., 2010). These disparities were certainly echoed in the studies included in this review. There are strong implications that harassment and discrimination targeting trans individuals may be more prevalent and less often challenged by others in education settings and the literature shows that these are aligning with overall patterns within university environments in which cisgender identities are treated as the norm and trans identities are marginalised (Nicolazzo, 2016; Seelman, 2013).

Recommendations

There are several recommendations informed by the review findings:

It is important for all faculty and students to be offered training as allies and be able to offer a safe zone perhaps through contacting all students on a course roster, before the class begins, to ask for preferred names and pronouns. Also by including LGBTQ topics in the curriculum as appropriate. Faculty can take action to decrease heterosexism and cisgenderism in the classroom (e.g., by not separating students by gender and by providing examples from multiple perspectives). This could also include proactively creating an inclusive classroom without needing an LGBTQ student to disclose or come out as a catalyst.

Many of the students across the studies referred to the importance of faculty staff modelling safe and inclusive practice through modelling the use of exclusive language and discussing strategies for promoting inclusiveness with their students. Professional development on these topics may also enhance faculty and student awareness and knowledge of LGBTQ issues and will help to build their skills to create a more positive campus climate for trans students in

particular. Linley et al (2016) found that faculty who seek positive interactions with students in general are likely also to have a positive influence in the lives of their LGBTQ students. In considering how to develop as LGBTQ allies, faculty might pursue opportunities on their own campuses. Vaccaro (2012) found that to create climates that are affirming to all LGBT campus community members, higher education practitioners must address *both* organisational-level *and* microclimate issues related to heterosexism, homophobia, genderism, and transphobia. Professional development on these topics may enhance faculty awareness and knowledge of LGBTQ issues and build their skills to create a more positive campus climate for LGBTQ people and all students.

In relation to specific topics such as mental health and problematic substance use (Manning et al., 2012), targeted needs assessment and engaging with strategic planning that encourages student participation and a survey of resources to identify gaps around services are required for LGBTQ students and specifically trans students. Further, there are opportunities to norm sexual diversity and gender non-conformity thought increasing visibility and valuable teaching moments. Developing a bias incident reporting system and review and to identify Heterosexist Policies and ‘‘Queer’’ Them - policies for serving transgender students in dorms, presence or absence of gender-neutral bathrooms, the presence or absence of a director of LGBTQ affairs, identifying and rectifying such policy issues. As with other findings, again, Manning et al (2012) recommend forums or panels open to the college community, events such as Pride Week or Coming Out Day, and offering topics in human sexuality and gender identity in courses. Miller (2015) notes that whilst compliance with non-discrimination and academic accommodation policies is essential as a baseline, this

compliance alone will not address the multifaceted nature of students' experiences and identities.

Actively infusing queerness and disability into discussion, curriculum, and policies might open up space for students to receive validation and share their experiences more readily, simultaneously interrupting assumptions that all students are heterosexual, cisgender, and nondisabled. Miller suggests adopting a universal strategy that interrupts the notion of gender identity as experienced only by transgender people and asking for gender pronouns, can start a conversation about gender norms and assumptions from the outset. Further, shifting such perspectives might move discussion of disability, queer identities, and intersecting experiences beyond merely providing access but provide interactive opportunities for educators to draw upon multiple pedagogical and andragogical teaching and learning strategies poised to reach all students (p390).

Miller and Vaccaro (2016) nuanced view of the leadership perspectives and styles of queer student leaders of Color prompt questions about the utility of deeply embedded leadership norms that value individualism and hierarchy as well as leadership practices that fail to acknowledge the connection between leadership and multiple social identities. Practitioners and researchers can utilise these findings to support student leaders with multiple marginalised identities as they attempt to enact authentic, culturally competent, and collaborative leadership while simultaneously navigating marginalisation.

Renn (2007) also suggests that LGBT identity can be used as a hook to motivate student involvement and could provide a point of connection. An entry into involvement for students who might not think of themselves as leaders; in the ways that leading an LGBT student

group influenced many students' academic lives and career aspirations, was significant. As scholars and educators seek to provide empirical support for the best practices literature about LGBT student leaders, Renn's study is an important one in connecting the different research studies on LGBTQ leadership to provide a broader base for enhancing programs that aim to develop leaders for a diverse democracy. Lesbians, gay men, bisexuals, and trans people will have the skills, knowledge, experience, and inclination to take up leadership— and activism—for social change (p328).

Conclusion

This review has attempted to examine some of the nuances for trans students within the LGBTQ acronym and to deconstruct the current trend in much of the research on LGBTQ students. Underlying these may be an assumption that gender issues and sexual identity issues are related or that their experiences and needs are the same (Beemyn, 2003). We have tried to highlight the commonalities and differences as evidenced in the research in post-compulsory education as well as in their commonalities and alliances and to consider specifically how gender identities are connected with sexual identities in participants' experiences within these education settings (see Finger 2010). These findings suggest the importance of increasing institutional support for all LGBTQ students but that, within this student population, much more engagement with trans issues is essential to move towards comprehensive and sustainable change recognises the existence and specific experiences of transgender people (Rand, 2011). There is tremendous amount to learn about sexual and gender identities and expression, as well as the fluidity of social identities by those working and living in post-compulsory education environments. There is a need to leverage diversity

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of identities to enhance learning, as well as to support and celebrate individual and group experiences and expertise is an essential component for educators to take into account for a more inclusive environment and teaching which enhances students' experience.

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