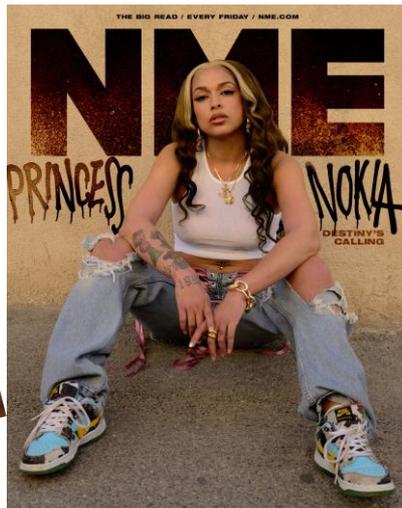
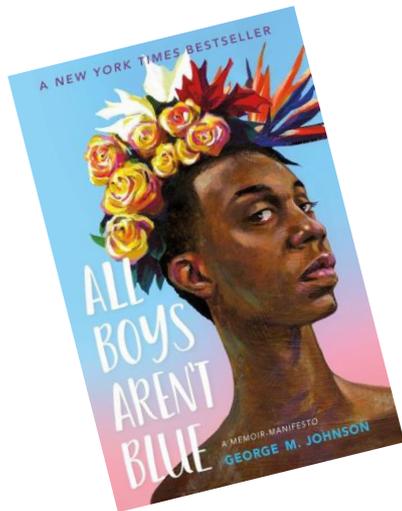


# IR's Role in Supporting Resilience Among Nonbinary Students

**\*\*Optional Activity\*\***

Use the markers and papers provided to write down a book, show, comedian, movie, musician, etc. that dives into nonbinary lived experiences.

We will share a photo of the suggestions on the whova app



# Background Literature on Nonbinary Student Identity and Experience

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# Gender versus Sex Assigned at Birth

- Sex Assigned at Birth: A medically constructed categorization that assigns and classifies people as male, female, or intersex. Sex assigned at birth is often assigned based on the appearance of the genitalia only either in ultrasound or at birth.
- Gender: the felt sense that one has of their gender. Gender is self-determined and represents something that someone can only know about themselves. You cannot guess or assume anyone's gender for them.

# Cisgender versus Transgender

- "Cisgender is not a gender itself but speaks to a gendered experience of staying with the gender often associated with the sex assigned at birth."
- "Transgender is not a gender itself but speaks to a gendered experience of moving away in some way from the gender often associated with the sex assigned at birth."
- Source: UC Santa Barbara "LGBTQIA+ Glossary"

# Nonbinary Identity

## Transgender

### Binary

e.g., Man

e.g., Woman

### Nonbinary

e.g., Gender fluid

e.g., Agender

e.g., Genderqueer

# A Caveat...

	Transgender	Not Transgender	Prefer not to respond
Nonbinary undergraduate students	36% (560)	48% (747)	16% (256)
Nonbinary graduate students	41% (170)	47% (193)	12% (49)

# Nonbinary People have Existed Across Cultures and Time



# Background Literature on Nonbinary Students' Mental Health

- Anxiety & Depression
  - most common mental health disparity
  - result of various forms of discrimination
- Post Traumatic Stress Disorder (PTSD)
  - result of misgendering
- Self-Harm & Suicidality
  - result of prejudice & victimization
  - intersection of race, socioeconomic status and age
    - higher rates among Latinx, multiracial, and American Indian compared to Whites
- Disordered eating and substance abuse

# Contributors to Mental health

- Belongingness and climate
- Fear of violence/ experience of violence
- Unstable housing, food insecurity
- Unsupported physical health needs
- Poor experiences with counseling services
  - Counselors not prepared to support nonbinary students
  - Students did not trust the service center

# UC Nonbinary Student Analysis

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# Data Sources

- 2022 University of California Undergraduate Experience Survey (UCUES)
  - 1,573 nonbinary respondents
  - 62,480 total respondents, 28% response rate
- 2023 University of California Graduate Student Experience Survey (UCGSES)
  - 415 nonbinary respondents
  - 15,878 total respondents, 26% response rate
- Enrollment data (sourced from applications and student records)

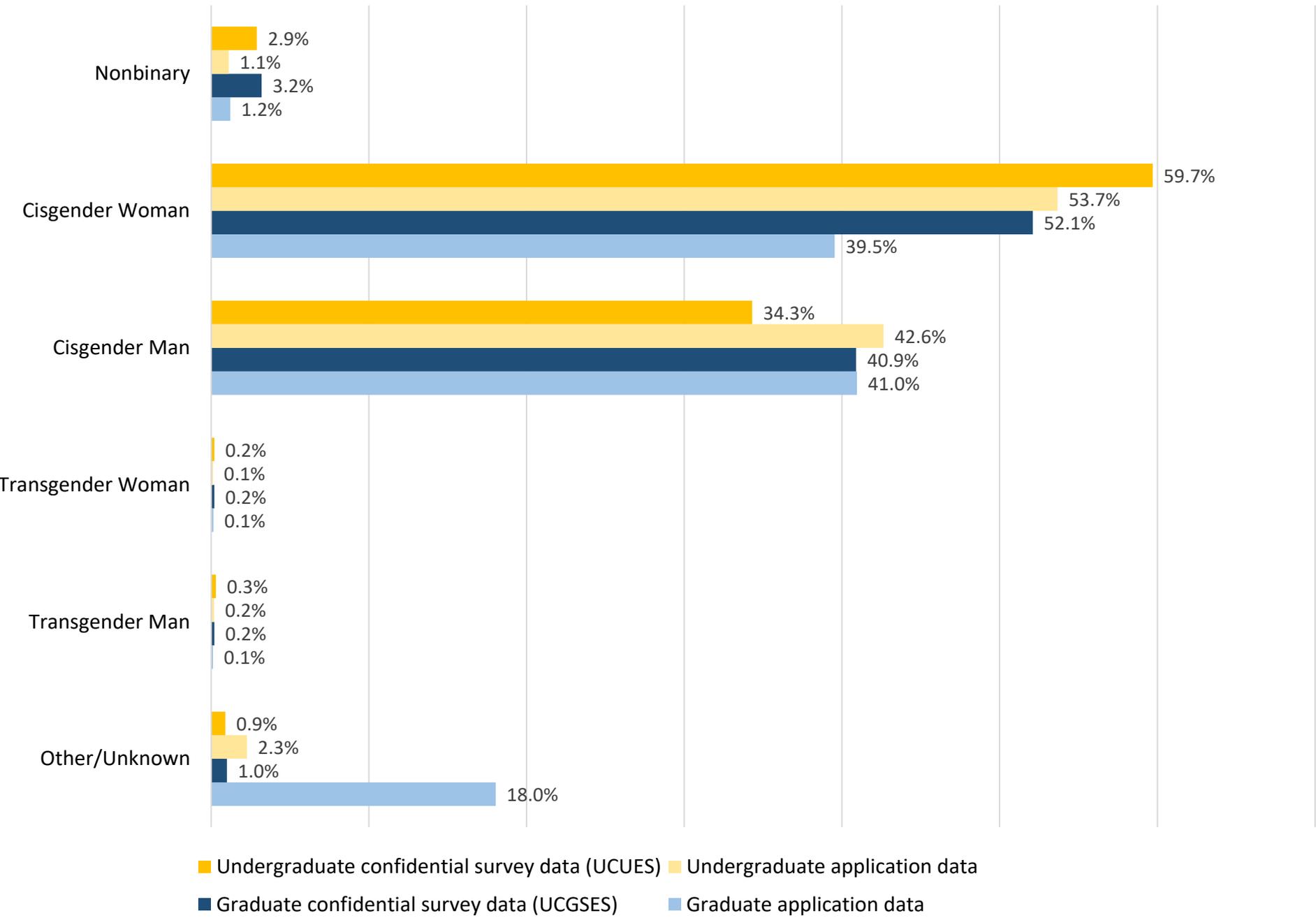
# How did we ask about gender?

- What is your gender identity?
  - Man
  - Woman
  - Nonbinary
  - Prefer to self-describe
  - Prefer not to answer
- Do you consider yourself to be transgender?
  - Yes
  - No
  - Prefer not to answer

# Consultation with Community Experts

- Input on research process (1st meeting)
  - w/UCSB's Quinn Rios (Director of LGBT Resources) from the Resource Center for Sexual and Gender Diversity
- Input on research process (2nd meeting)
  - w/UC's LGBTQ+ Directors Council
- Share initial analyses with community experts (3rd meeting)
- Share completed written report with final opportunity for comment and revision

# Gender identity representation by student level and information source



■ Undergraduate confidential survey data (UCUES)
 ■ Undergraduate application data  
■ Graduate confidential survey data (UCGSES)
 ■ Graduate application data

# Counting Nonbinary Students: A Data Challenge

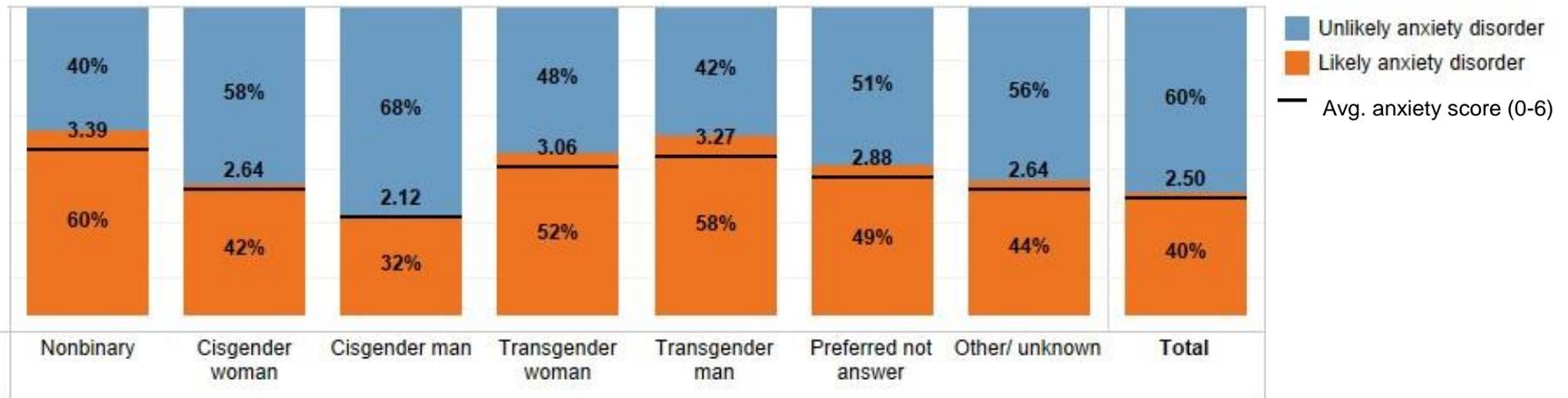
Application Gender Selection	Nonbinary Confidential Survey Respondents	
	Undergraduate	Graduate
Genderqueer or Nonbinary Gender	25% (394)	37% (153)
Woman	47% (736)	20% (85)
Man	12% (189)	11% (45)
Trans Woman	0% (4)	1% (3)
Trans Man	1% (19)	1% (3)
Different Identity	3% (54)	7% (31)
Blank/Not provided	11% (177)	23% (95)
<b>Total</b>	<b>100% (1,573)</b>	<b>100% (415)</b>

Nonbinary students tend to experience more challenges relative to their cisgender peers with regards to...

- Campus climate
- Financial confidence and basic needs
- Mental health
- Graduate mentoring

# Undergraduate Mental Health

## Anxiety

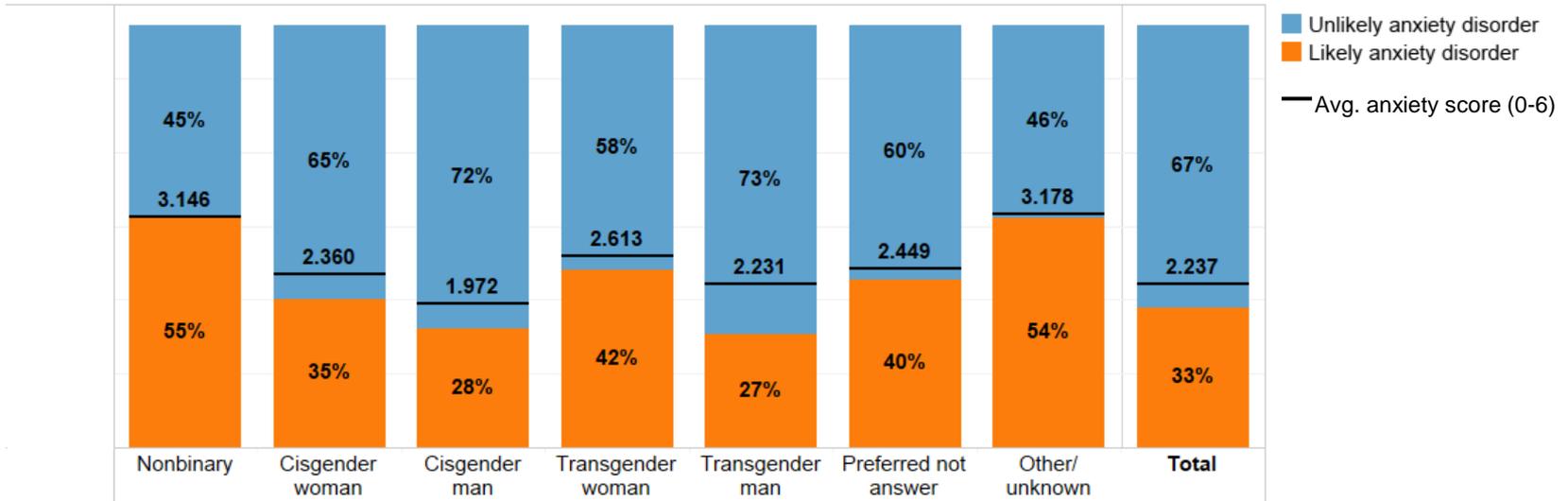


## Depression

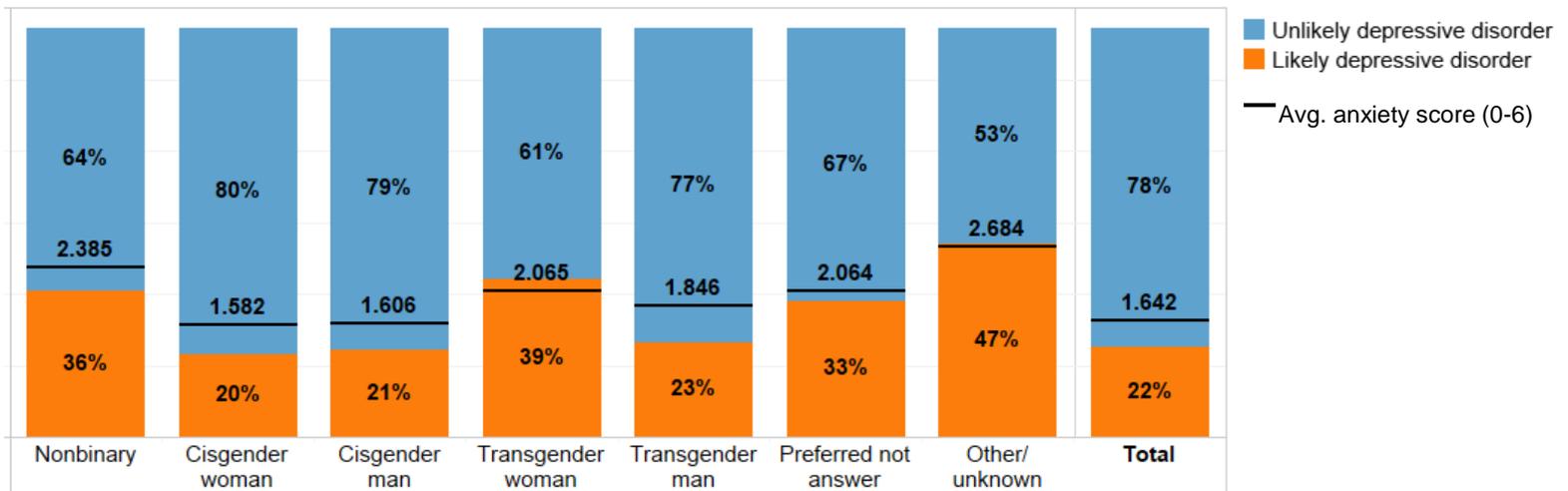


# Graduate Mental Health

## Anxiety



## Depression



# Top Nonbinary Undergraduate Mental Health Predictors

Independent Variables	Anxiety	Depression
	Nonbinary standardized coefficient (population standardized coefficient)	
Neurodevelopmental/cognitive disability or condition	.38*** (.37***)	.28* (.41***)
Chronic health condition	.37* (.34*)	
Sense of belonging	-.21*** (-.21***)	-.22*** (-.18***)
Food insecurity	.21** (.21***)	.19** (.21***)
UC GPA		-.20* (-.17***)
Feel valued as an individual		-.14** (-.04***)
Worry about debt and financial circumstances	.19*** (.19***)	.10* (.14***)
Feel safe from crime and violence on campus	-.13** (-.13**)	-.08* (-.06***)
Satisfaction with overall social experience	-.12* (-.12*)	-.17*** (-.11***)

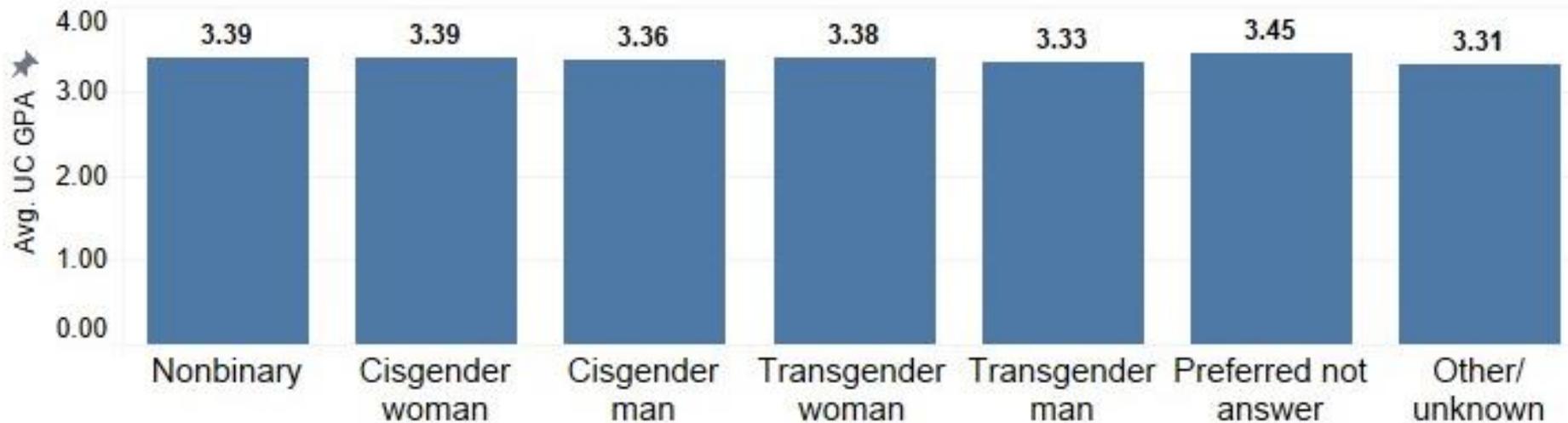
p < .05 \*; p < .01 \*\*; p < .001\*\*\*

# Top Nonbinary Graduate Student Mental Health Predictors

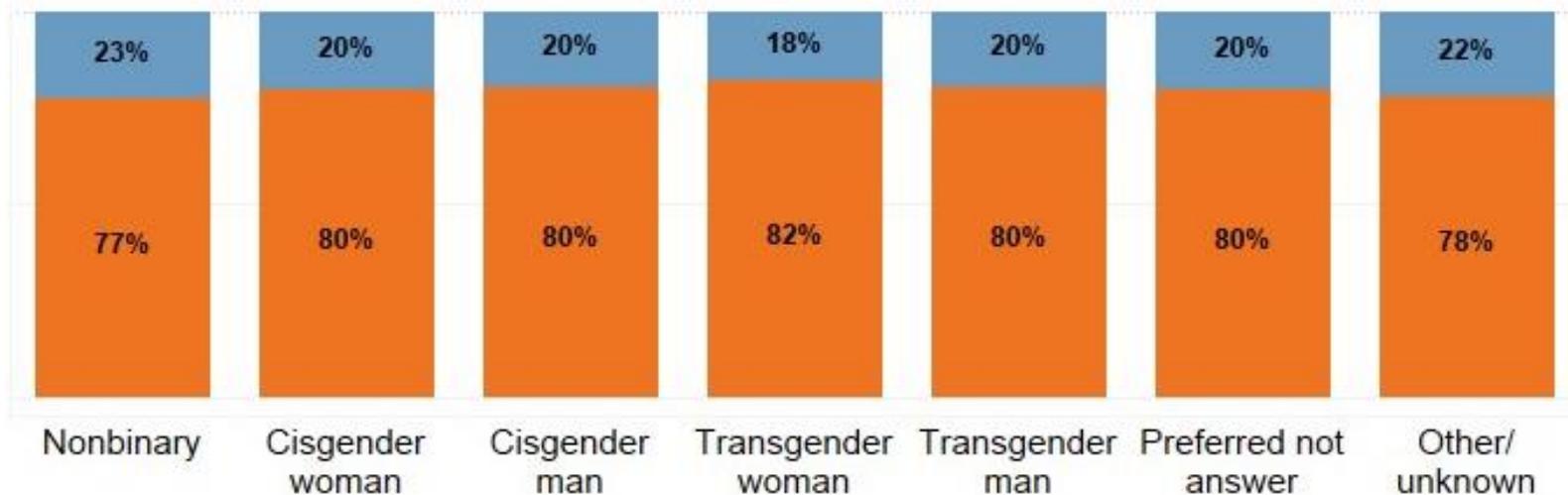
Independent Variables	Anxiety	Depression
	Nonbinary standardized coefficient (population standardized coefficient)	
Knows where to get help for a counseling, psychological, or other mental health needs	-.21** (-.03*)	-.15* (-.05***)
Sense of belonging on campus	-.20* (-.21***)	-.23* (-.17***)
Sense of belonging in program		-.26** (-.24***)
Satisfaction with mentorship and advising in program	-.18* (-.09***)	

p < .05 \*; p < .01 \*\*; p < .001\*\*\*

# Undergraduate Academic Success



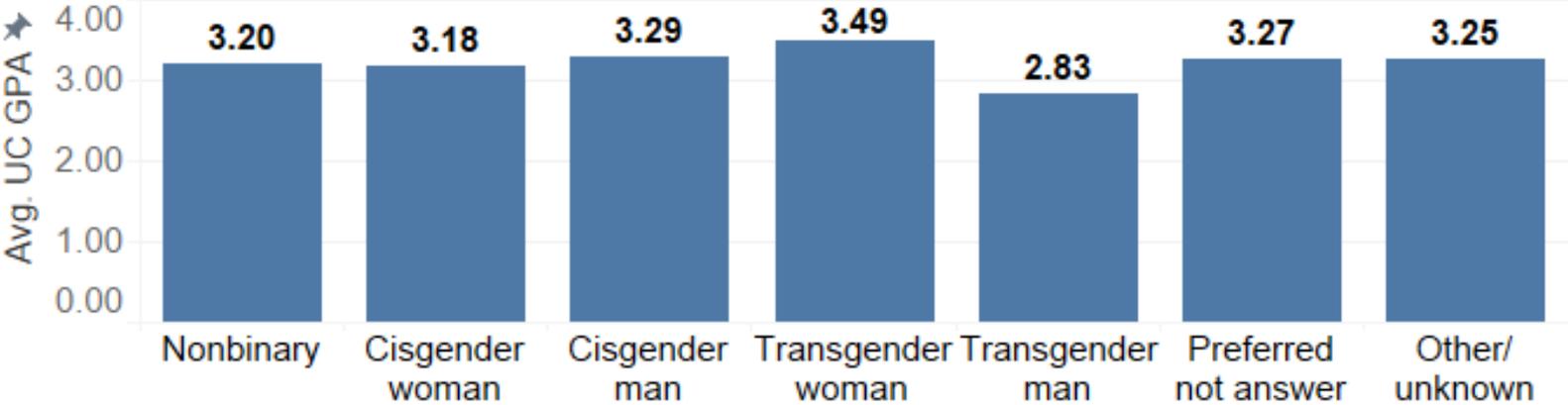
"Assist faculty in conducting research"



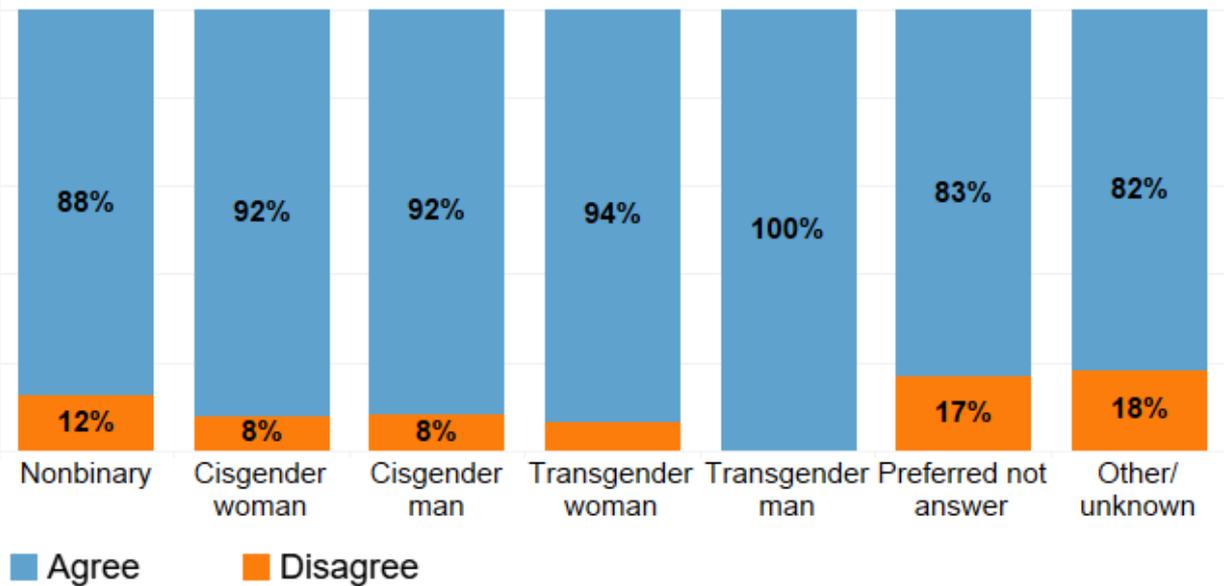
No

Yes

# Graduate Student Academic Success



“I’m on track to complete my degree program on time”



# Pair up, then share

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- How does your institution currently report gender?
- How might your institution consider reporting gender in the future? Are there possibilities for reform and improvement?
- For what outcomes might it be the most important to uplift data reflecting nonbinary students' experiences at your institution?

# Things to Consider when Focusing on Nonbinary Students in Research

- How does the growing awareness about non-binary gender identities challenge established research processes?
- As researchers, what do we need to ask ourselves to change the assumptions and decisions that have made nonbinary lives invisible?
- What challenges come up when we start thinking about transforming research practices to incorporate nonbinary genders?

# Additional Constructs to Consider

- Physical health satisfaction
- Body satisfaction/image
- Access to gender affirming health care
- Access to mental health care
- Social support
- Access to a supportive nonbinary community

# Key Takeaways

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- Administrative data is likely significantly **undercounting** nonbinary students
- Consistent with previous findings, we find **nonbinary students experience disproportionate challenges** to their mental health, financial security, sense of climate, and graduate students report more negative advising and mentoring experiences
- Nonbinary students, especially undergraduates, tend to demonstrate **good academic outcomes**.
- **Feeling valued as an individual** and **satisfaction with overall social experience** is relatively more important to nonbinary undergraduates' mental health relative to peers
- **Knowing where to find help** and **satisfaction with mentoring and advising** relatively more predictive of graduate student mental health compared to peers

# Ask us questions!

\*And rate our presentation on the Whova conference app\*

Andrea Belgrade: [andrea.belgrade@ucop.edu](mailto:andrea.belgrade@ucop.edu)

Nancy Carrada Zuniga: [nancy\\_carradazuniga@ucsb.edu](mailto:nancy_carradazuniga@ucsb.edu)

Courtney Sanders: [courtney.sanders@ucop.edu](mailto:courtney.sanders@ucop.edu)

Yang Yang: [yang.yang@ucop.edu](mailto:yang.yang@ucop.edu)

# Protective Factors: Resilience & Resistance

- Engaging in activism
- Recognizing intersectional oppression
- Seeking out connections, information, various forms of support via social media
- Support from same-gender & same-race peers
- Family support
- Forming a positive gender identity
- Young nonbinary people today are living their authentic lives as a form of resistance

# Higher Education Policy Recommendations

- Parent connectedness – Increased parent connectedness & support via family based sessions can help with mental health resilience
- Social support – Feeling connected to at least 1 non-parental adult can protect against depression and feelings of suicide
- School safety & belongingness – support for gender affirming care may be more helpful for those who are suffering from stress that is associated with their gender affirming status

# Higher Education Policy

- Course curriculum- address transgender identities to both increase understanding among cis-gender students and to also create relatable content for trans-identifying students.
- Trainings- help students, faculty, and staff understand transgender identities and experiences (special focus on residential advisors, orientation leaders, mental health counselors, faculty mentors)
- Transgender spaces and groups
- Explicitly include gender identity and expression in nondiscrimination policies
- Bathroom access- single stall and multi-stall gender-inclusive bathrooms

# Higher Education Policy continued...

- Name and gender change in campus records-
  - Centralized system versus multiple steps
  - The steps required to change the preferred name should be clearly and effectively advertised.
- Campus website pages and materials should remove unnecessarily gendered language (e.g., 'your child' versus 'your son or daughter').
- Access to gender affirming care centers for all UC campuses
- Health insurance provided to students should include gender affirming care
- Inclusive on-campus housing- variety of preferences in gender pairings or single occupancy dorm rooms
- Support students' food security

# Recommended reading for transgender issues in higher education

- [Goldberg, A. E. \(2018\). Transgender students in higher education. The Williams Institute.](#)

# Counting Nonbinary Students: A Data Challenge

Undergrad application data	2022 UCUES gender categories						
	Nonbinary	Cis Woman	Cis Man	Trans woman	Trans man	Other/unknown	Prefer not to answer
<b>Genderqueer or Nonbinary Gender</b>	25% (394)	0% (38)	0% (24)	5% (6)	3% (5)	1% (94)	3% (32)
<b>Female</b>	47% (736)	98% (31,439)	0% (23)	45% (58)	14% (22)	60% (5,357)	51% (474)
<b>Male</b>	12% (189)	0% (27)	97% (17,918)	18% (23)	20% (31)	35% (3,148)	33% (309)
<b>Trans Woman</b>	0% (4)	0% (3)	0% (1)	28% (36)	0% (0)	0% (11)	1% (6)
<b>Trans Man</b>	1% (19)	0% (1)	0% (1)	0% (0)	54% (85)	0% (40)	0% (4)
<b>Different Identity</b>	3% (54)	0% (5)	0% (9)	0% (0)	1% (2)	0% (31)	1% (12)
<b>Blank/Not provided</b>	11% (177)	2% (514)	2% (417)	4% (5)	7% (11)	3% (267)	9% (87)
<b>Total</b>	100% (1,573)	100% (32,027)	100% (18,393)	100% (128)	100% (156)	100% (8,948)	100% (924)

# All Undergraduate Genders Crossed with Transgender

	Not Transgender	Transgender	Prefer not to respond
Man	98.6%	0.84%	0.54%
Woman	99.31%	0.40%	0.29%
Nonbinary	47.79%	35.83%	16.38%
Other/unknown	54.73%	29.05%	16.22%
Prefer not to answer	41.59%	3.58%	54.83%

# PHQ-4: THE FOUR-ITEM PATIENT HEALTH QUESTIONNAIRE FOR ANXIETY AND DEPRESSION

Over the last two weeks, how often have you been bothered by the following problems?	Not at all	Several days	More than half the days	Nearly every day
Feeling nervous, anxious or on edge	0	1	2	3
Not being able to stop or control worrying	0	1	2	3
Feeling down, depressed or hopeless	0	1	2	3
Little interest or pleasure in doing things	0	1	2	3
<b>TOTALS</b>				

Total score is determined by adding together the scores of each of the 4 items.

Scores are rated as normal (0-2), mild (3-5), moderate (6-8), and severe (9-12).

Total score  $\geq 3$  for first 2 questions suggests anxiety.

Total score  $\geq 3$  for last 2 questions suggests depression.

Reprinted with permission from Kroenke K, Spitzer RL, Williams JB, Löwe B. An ultra-brief screening scale for anxiety and depression: the PHQ-4. *Psychosomatics*. 2009;50(6):613-21. From *Principles of Neuropathic Pain Assessment and Management*, November 2011.