

# TRANS & NON- BINARY SURVEY REPORT

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# INTRODUCTORY STATEMENT

During LGBTQ+ History Month 2022, The SU received concerning reports from transgender<sup>1</sup> and non-binary<sup>2</sup> students from both Falmouth University and the University of Exeter Cornwall. Accounts of deadnaming and misgendering inside seminar rooms and beyond were shared. In response to these accounts, we decided to further investigate the lived experience of trans and gender diverse students to uncover how inclusive teaching environments are, as well as the wider university experience.

The Higher Education experience is often painted as one of exploration, independence and self-expression. This is especially true for trans and non-binary students, with university often providing an opportunity to move away from limited ideas of gender held by friends, family and healthcare professionals pre-university.

While many trans and non-binary students can, and do, have positive experiences while studying, the findings of this report highlight that more action is required so that all trans and gender-diverse students are able to fulfil their potential while at university. This report seeks to look beyond and challenge the assumption that universities are readily inclusive.

Expanding the inclusive practice of academic staff, ensuring transparent and robust systems for transitioning students and strengthening diversity of representation across courses is just the beginning. We must move beyond visibility and be ambitious about the environment we seek to create, with students' voices driving the change.

Recommended interventions are highlighted at the end of this report.

<sup>1</sup> Those whose gender identity differs from what was assigned to them at birth. By contrast, someone would be cisgender if their identity is the same as it was assigned at birth. Transgender people often (though not exclusively) identify within the male/female gender binary. Transgender will hereon be abbreviated to 'trans'.

<sup>2</sup> Non-binary people describe their gender identity as being outside of the male/female gender binary or somewhere in between.

# NOTES ON METHODOLOGY

The findings of this report were gathered during February and March 2022 via an open survey on our website, aimed specifically at trans and non-binary students. Students from both Falmouth University and the University of Exeter Cornwall were invited to respond.

Where appropriate, data has been split between universities so that:

- Differences between institution procedure, policies and systems are recognised
- Targeted recommendations can be made.

It is important to consider that individuals will have their own intersectional experiences of being trans and/or non-binary with varying levels of privilege and marginalisation depending on the presence of other protected characteristics. Gender is just one aspect of an individual's identity, and we recommend that an intersectional approach is taken when making improvements so that other areas of privilege or marginalisation are not overlooked.

Note on terms and labels: This survey was explicitly targeted at trans and non-binary students. Therefore, where survey respondents have indicated whether they are a man or woman it is anticipated that these individuals are trans individuals. Some trans people will label themselves as women/men or more explicitly identify as trans men/trans women. This is due to personal preference.

## WHAT IS DEADNAMING? WHY DO WE NEED TO AVOID THIS IN HIGHER EDUCATION?

**Deadnaming** is calling a trans or non-binary person by their birth name after they have changed their name. Not every trans or non-binary person will change their name, but it is extremely important to respect someone's chosen name if it differs from their birth name or former name.

Deadnaming, when intended, is an overt form of aggression. When unintended, deadnaming is a distressing microaggression that compounds the marginalisation of trans individuals, which over time, can severely impact mental health.

The act of changing your name as a trans person is often empowering and gives people the opportunity to be seen for who they are. According to the Journal of Adolescent Health, young trans people experienced a **71%** reduction in severe depression symptoms when their chosen name is used.<sup>3</sup>

A trans person's previous name should not be disclosed or used. The circumstances where this might be required are minimal. If it is strictly necessary to use a birth name, you should not use or disclose a person's birth name without their full, enthusiastic consent.

<sup>3</sup> [https://www.jahonline.org/article/S1054-139X\(18\)30085-5/fulltext](https://www.jahonline.org/article/S1054-139X(18)30085-5/fulltext) or <https://www.pinknews.co.uk/2018/04/02/transgender-youths-who-use-their-chosen-name-are-65-percent-less-likely-to-attempt-suicide-research-reveals/>

## WHAT IS MISGENDERING? WHY DO WE NEED TO AVOID THIS IN HIGHER EDUCATION?

**Misgendering** is using a person's incorrect pronouns. For example, you may refer to someone as 'He' when their pronouns are 'She' or 'They'. Misgendering can happen intentionally or unintentionally. A person may slip up or select an incorrect pronoun on an appearance-based assumption.

Like deadnaming, misgendering is a hurtful microaggression that can severely impact a trans or non-binary person's mental health. It is crucial to get this right for reasons of inclusivity, acceptance and wellbeing.

For many people, choosing pronouns that align with their gender identity is a significant and courageous step in being seen in the world for who they are. Particularly for non-binary people who do not choose physical interventions (i.e hormones or surgery), pronouns can be one of the most important methods for externalising identity.<sup>4</sup>

Deadnaming and misgendering trans and non-binary people is harmful, whether it is intended or not. When deadnaming and misgendering go unchallenged in any environment, trans and non-binary people are impacted negatively. LGBTQ+ people are more at risk of developing mental health difficulties, and with over **67%** of trans and **70%** of non-binary people experiencing depression<sup>5</sup>, it is vital that we demonstrate safety and acceptance at every level of university experience.

For those who are deadnamed and misgendered at university, the cost is high. The more these experiences continue, the more we risk students disengaging from an afternoon's lecture, a term of teaching, an entire academic year or more.

We must work together so that deadnaming and misgendering are a thing of the past in Higher Education settings.

<sup>4</sup> Some non-binary people will transition physically (through change of gender expression) or medically (i.e through hormones or surgical intervention), but not all.

<sup>5</sup> [https://www.stonewall.org.uk/system/files/lgbt\\_in\\_britain\\_health.pdf](https://www.stonewall.org.uk/system/files/lgbt_in_britain_health.pdf)

## KEY FINDINGS

Just **6%** of both Falmouth and Exeter survey respondents reported feeling 'very' empowered by the current university systems regarding name change, pronoun change and social transition.

**31%** of Exeter survey respondents said they were frequently misgendered in academic spaces.

**35%** of Falmouth survey respondents said they were frequently misgendered in academic spaces.

Non-binary students experienced the highest percentage of misgendering in academic spaces, with **41%** saying they are frequently misgendered in seminars and lectures, followed by **36%** of trans women and **14%** of trans men.

**14 Survey Respondents** reported regular experiences of deadnaming.

## WHEN ASKED TO SAY MORE ABOUT THE IMPACT OF DEADNAMING AND MISGENDERING DURING SEMINARS AND LECTURES, SURVEY RESPONDENTS SAID THE FOLLOWING:

“ IT PUTS ME IN FLIGHT OR FIGHT FOR THE REST OF THE DAY WHICH LEADS ME TO STRUGGLE CONCENTRATING ON ANYTHING. ”

“ BEING DEADNAMED/ MISGENDERED HAS HAD QUITE A LARGE EFFECT ON MY STUDIES AS I TRY TO AVOID THESE SITUATIONS OCCURRING, MEANING THAT A LOT OF THE TIME I WILL NOT CONTACT LECTURERS ETC IF IT MEANS I WILL HAVE TO DEAL WITH DEADNAMING OR MISGENDERING HAPPENING, WHICH HAS AN ADVERSE EFFECT ON MY WORK COMPLETION. ”

“ I WAS TOLD THAT I SHOULD JUST LEARN TO ACCEPT DEADNAMING BY A LECTURER, THIS ISN'T OK. ”

Many survey respondents called for **improvement of academic environments**. Most survey respondents called for exchange of pronouns to become standard, normalised practice. Survey respondents called for this change to happen predominantly in academic spaces but also in areas such as student support.

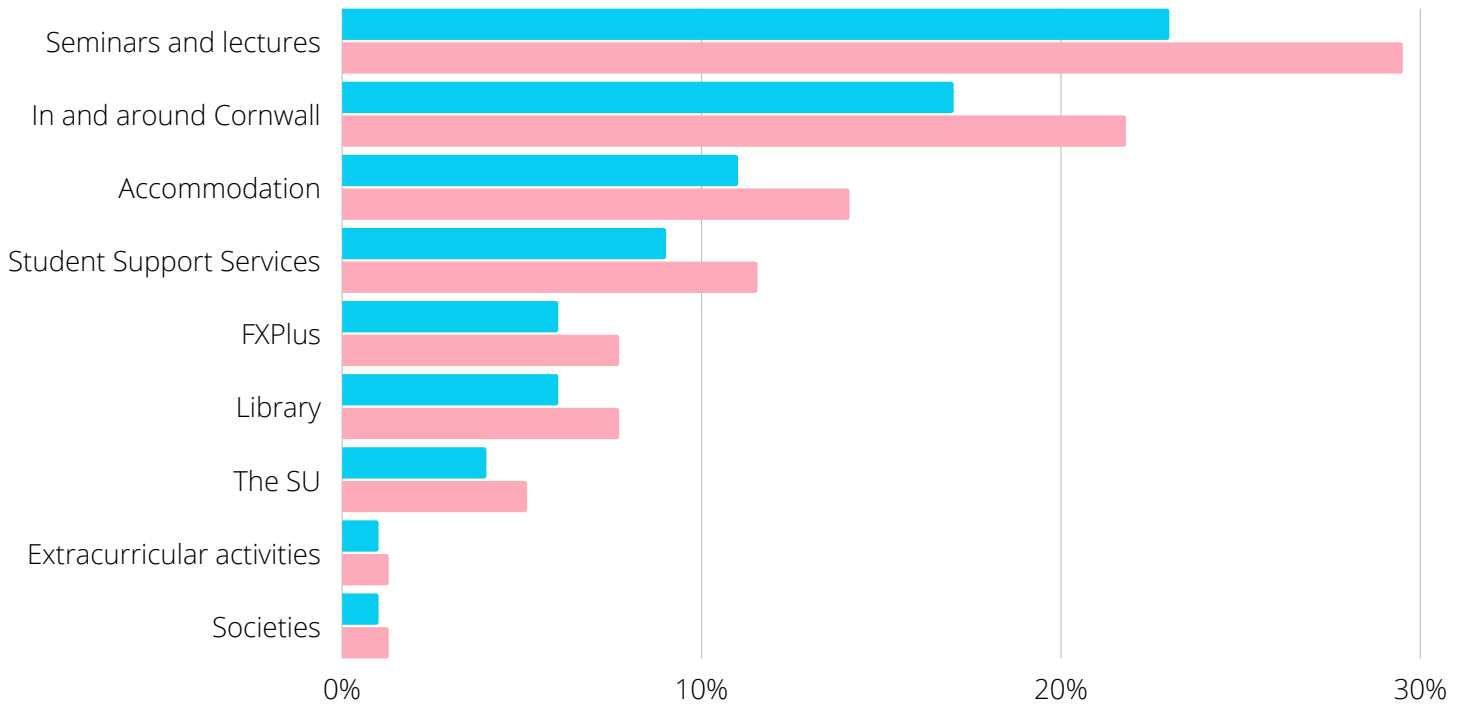
Survey respondents also want to see clarity and transparency when it comes to changing name while studying. Information needs to be easily accessible and clear – where the name will be changed, who is informed and where the information is stored.

**73%** of all survey respondents were unaware of how to change their name and/or pronouns across university systems.



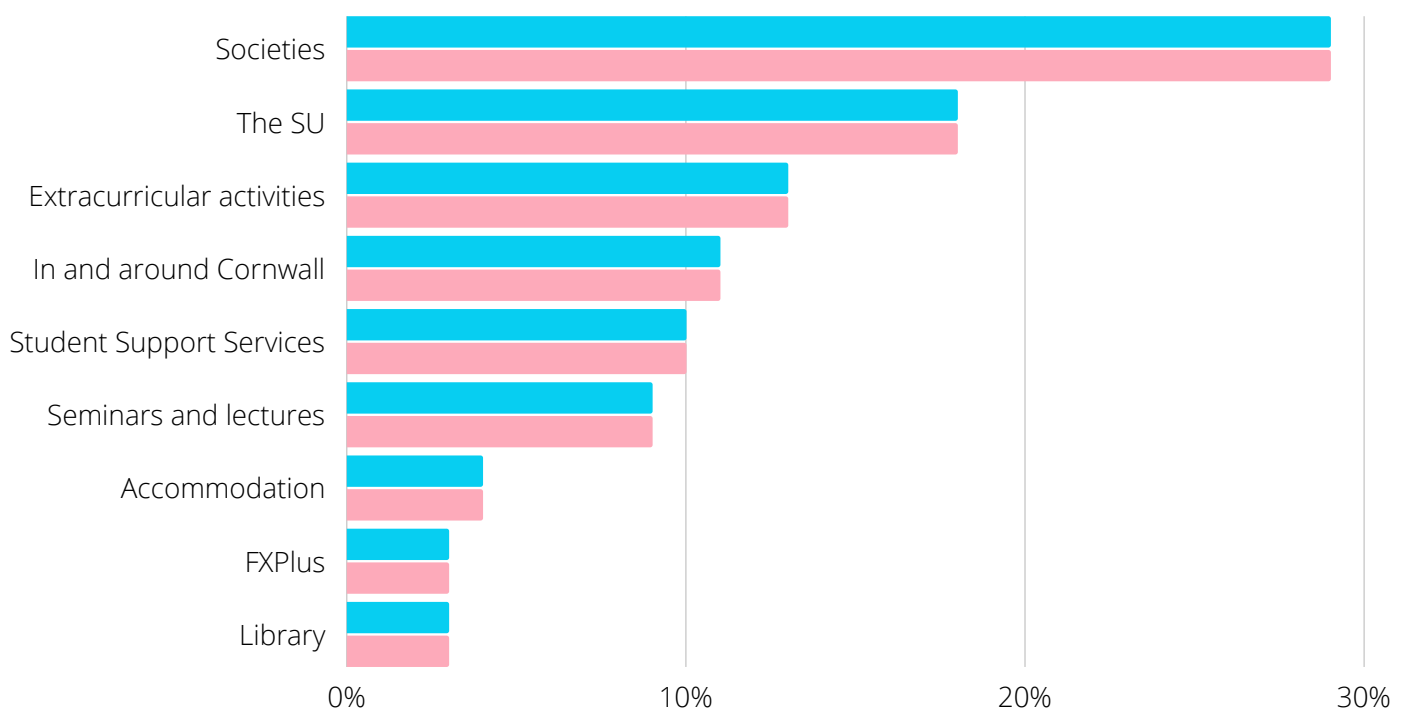
## AREAS OF NEGATIVE INCLUSION

Number of respondents  
Percentage of respondents

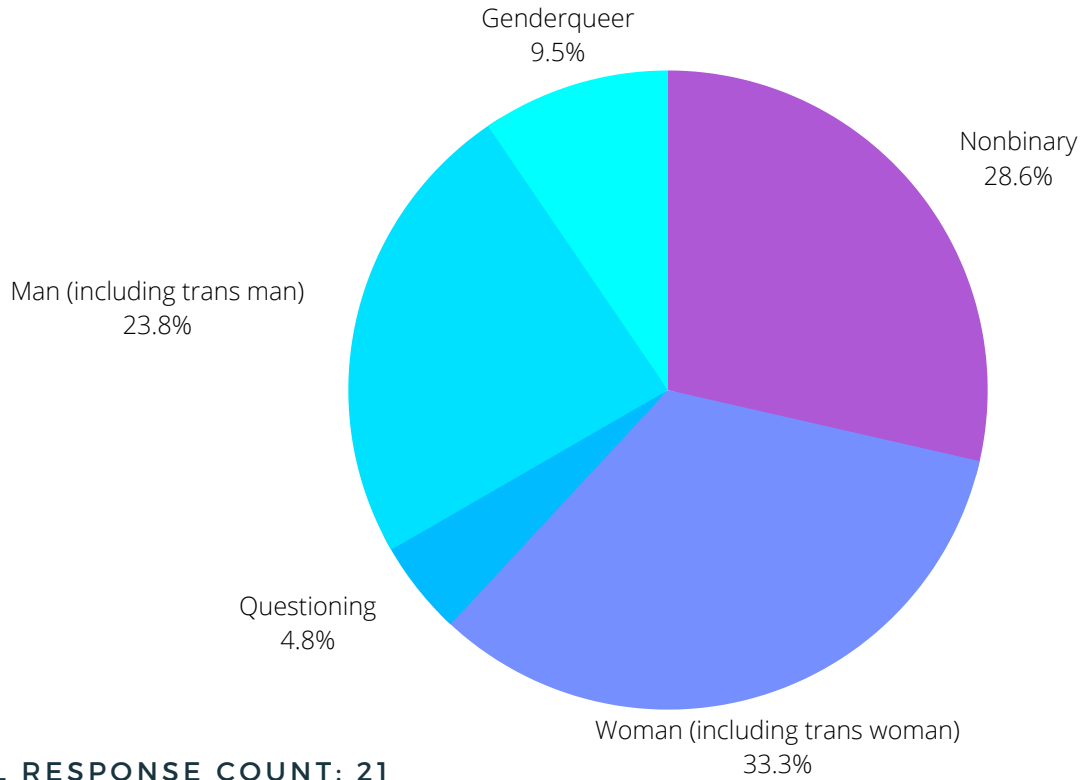


## AREAS OF POSITIVE INCLUSION

Number of respondents  
Percentage of respondents

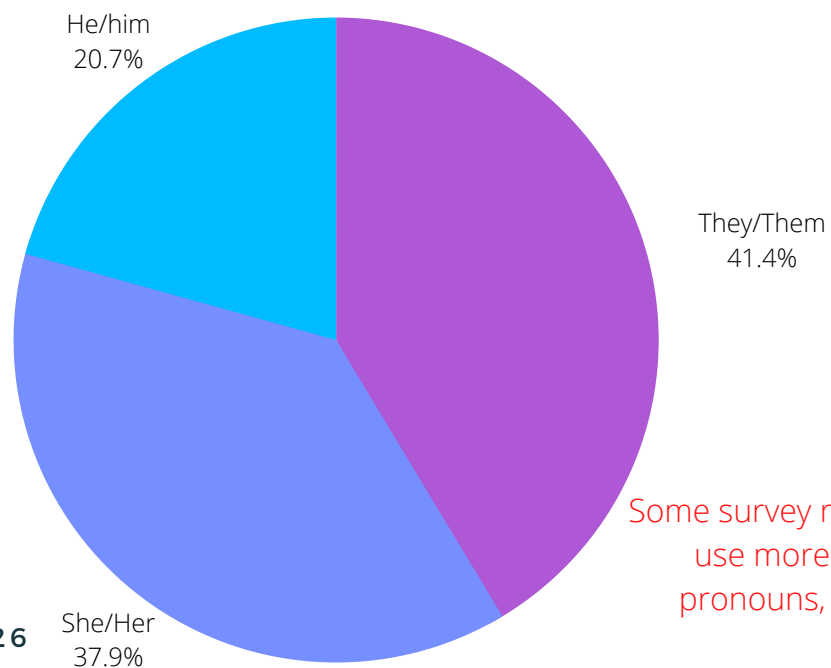


## EXETER SURVEY RESPONDENT GENDER IDENTITY



TOTAL RESPONSE COUNT: 21

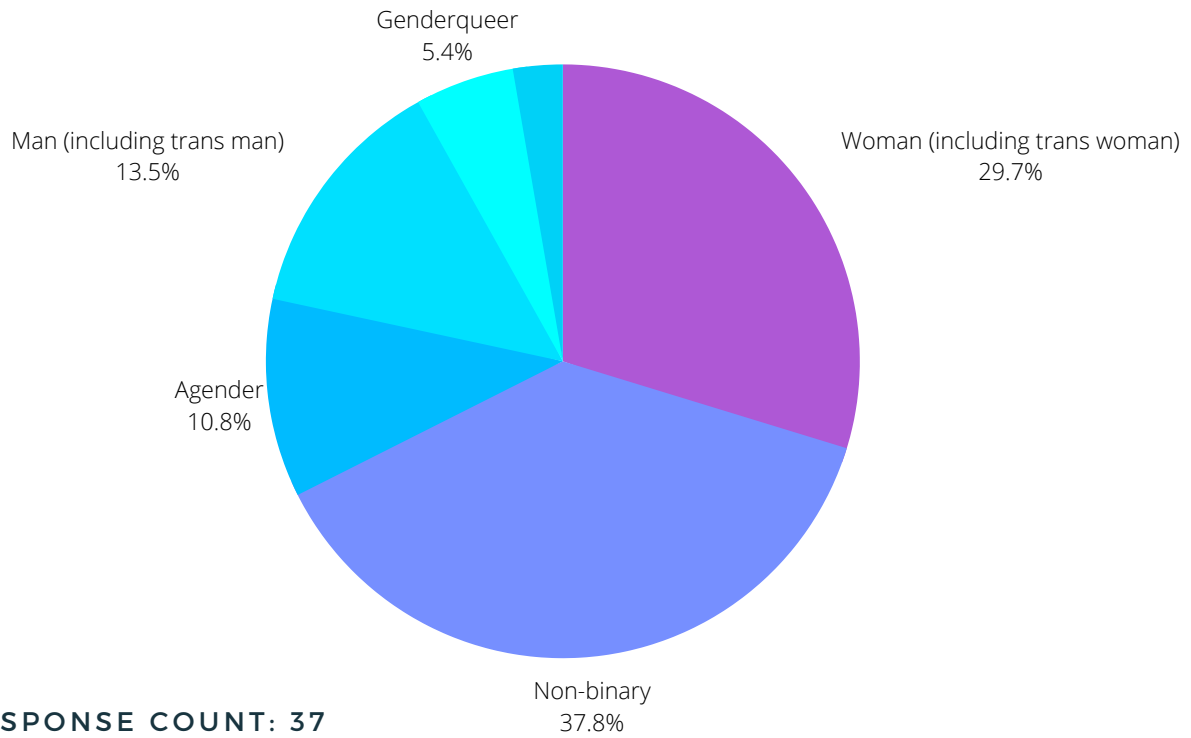
## EXETER SURVEY RESPONDENT PRONOUN USE



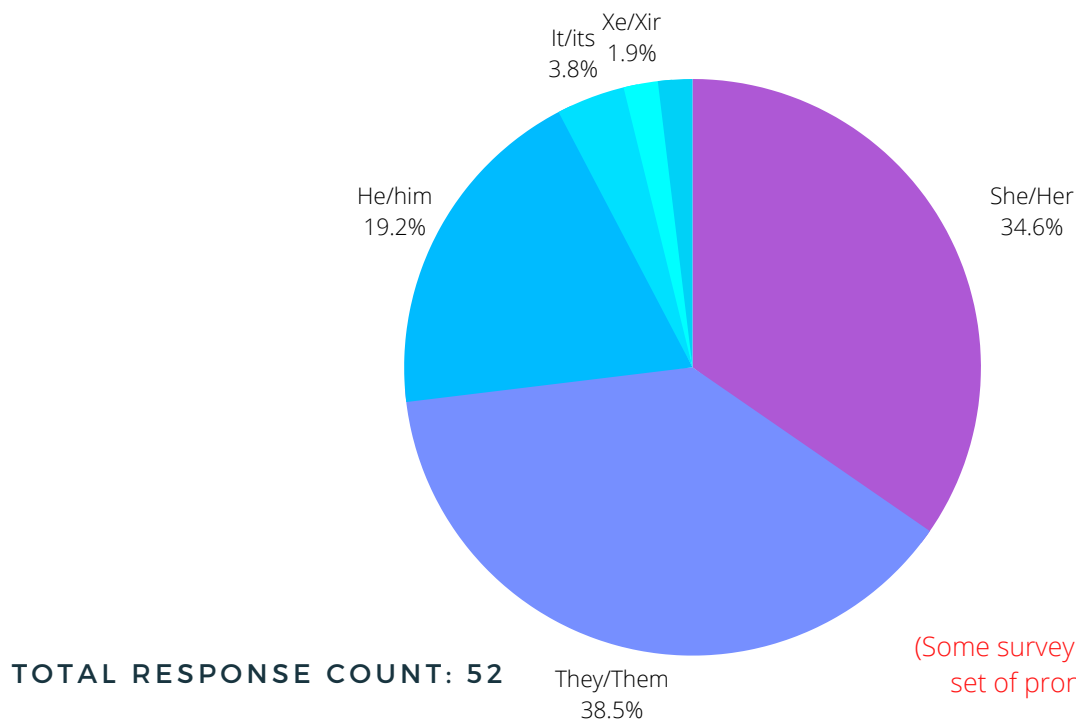
TOTAL RESPONSE COUNT: 26

Some survey respondents will use more than one set of pronouns, i.e She/Her and They/Them).

## FALMOUTH SURVEY RESPONDENT GENDER IDENTITY



## FALMOUTH SURVEY RESPONDENT PRONOUN USE



(Some survey respondents will use more than one set of pronouns, i.e She/Her and They/Them).

# REPORT FINDINGS

## COMING OUT JOURNEYS & SOCIAL TRANSITION

We asked survey respondents when they came out – whether it was before commencing studies or during their studies. Respondents were also able to indicate whether they were questioning, or not currently out as trans/non-binary.

**38%** of survey respondents came out before their studies.

**22%** of survey respondents came out during their studies.

**14%** of survey respondents are questioning or not currently out.

We asked survey respondents how easy it was to change their name on their ID badges, timetable, Teams account etc. We asked this question to understand the ease of protocol and process for name change.

**76%** of Exeter survey respondents did not change their name. While this is a significant proportion, it is nonetheless important to look at the name change process and ensure it is robust for whenever trans students do wish to change their name. **18%** said it was okay (changing name on university documents and programs), and **6%** said it was difficult.

**52%** of Falmouth survey respondents did not change their name. This may be because they are still using their birth name and a percentage may not be out.

**21%** said it was okay (changing name on university documents and programs), while **15%** said it was difficult and **12%** said it was easy.

<sup>6</sup> 'Questioning' refers to the process a person goes through while exploring their gender identity, gender expression or sexual orientation or a mixture of all three.

## ONE PERSON WHO HAS NOT CHANGED THEIR NAME SAID THE FOLLOWING

**“ I HAVEN'T CHANGED MY NAME SO THIS ISN'T APPLICABLE. BUT AS I ALSO HAVEN'T TOLD THEM I USE DIFFERENT PRONOUNS I CAN'T REALLY SAY THEY MISGENDER ME. BUT I KNOW MANY PEOPLE WHO DO GET MISGENDERED/DEADNAMED REGULARLY AND ARE TOLD TO JUST DEAL WITH IT. WHICH IS COMPLETELY UNACCEPTABLE. ”**

While this is not the case for all trans and non-binary individuals, social transition<sup>7</sup> is often the first step in transitioning and sharing who they are with the world around them. How universities handle things like name change can have lasting positive or negative impacts for an individual, depending on the ease of name change and sensitivity of administrative process.

At the time of writing, a significant number of survey respondents were unable to change their student ID card. Others faced considerable barriers. Here are some of the implications for survey respondents who were unable to change their ID card:

**“ THE FACT THAT I CANNOT GET MY NAME OF MY STUDENT ID CHANGED IS REALLY UPSETTING. I CANT AFFORD TO OFFICIALLY HAVE A DEEDPOLL OR A NAME CHANGE AND SO IM STUCK WITH MY DEAD NAME ON THAT DOCUMENT. OVERALL IT UPSETS ME AND MAKES ME WANT TO HIDE THAT ID AWAY FROM ANYONE BECAUSE IM SCARED SOMEONE WILL SEE IT AND ASK ABOUT IT. I'D RATHER NOT HAVE SOMEONE FEEL ENTITLED TO KNOWING MY GENDER IDENTITY BEFORE MY TRANSITION. ”**

**“ I'M DEADNAMED ON MY STUDENT ID CARD AND BY ACCOMMODATION. IT'S VERY ANXIETY INDUCING GOING TO THE LODGE TO COLLECT PACKAGES OR REPORT SOMETHING BECAUSE I'M WORRIED THEY WILL SAY MY DEADNAME OUT LOUD. I'M ALSO VERY ANXIOUS ANY TIME I NEED TO SWIPE MY CARD INCASE SOMEONE SEES MY DEADNAME ON IT. ”**

Obviously, there are many locations where a student card is required – building entrances, parcel collection, accommodation – for example. At each point of student card being used, there is an opportunity to validate and affirm a trans person's identity.

<sup>7</sup> Social transition is just one element of a trans and/or non-binary person's transition. It may include, but is not limited to: coming out, changing your pronouns and informing people around you, using a toilet gendered differently than before, change of name. This is not a prescriptive list. Individuals may also physically and/or medically transition.

# PRONOUN USE

Another way that trans and non-binary students can be affirmed during social transition and beyond is through **correct pronoun use**.

Currently there is little indication of if or how pronouns are stored during survey respondents' time at university. Similarly, there is little indication if there is any standardised procedure for recording and reporting pronouns across Falmouth or Exeter. Survey data suggests that different departments – and indeed teaching staff – have different practices and any existing procedures around storing and sharing student pronouns are largely informal.<sup>8</sup>

**75%** of Exeter survey respondents did not know **how their pronouns are stored** across university systems. **25%** were unsure.

**79%** of Falmouth survey respondents did not know **how their pronouns are stored** across university systems. **14%** were unsure and just **1%** said they knew how their pronouns are stored.

**76%** of Exeter survey respondents did not know **how to change their name and pronouns** across university systems. **12%** said they were aware and **12%** were unsure.

**55%** of Falmouth survey respondents did not know **how to change their name and pronouns** across university systems. **35%** said they were unsure and **10%** said they were aware.

<sup>8</sup> For more guidance on data collection best practice in HE, please see [https://warwick.ac.uk/fac/cross\\_fac/academy/activities/learningcircles/transqueerpedagogies/datacollection/](https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/datacollection/)

## ONE SURVEY RESPONDENT SAID:

*“ I'D LIKE IT [CHANGE OF NAME] TO BE AN AUTOMATIC PROCESS FOR ALL STUDENTS AND WITHOUT ANY QUESTIONS. ”*

Currently, **6%** of both Falmouth and Exeter survey respondents reported feeling 'very' empowered by current systems in place for name and pronoun change. There was little variation between how people identified and how empowered they felt.

**27%** of trans women, **29%** of trans men and **29%** of non-binary people were 'not at all' empowered.

*“ I THINK PRONOUNS SHOULD BE VISIBLE TO STUDENTS AS WELL AS STAFF, IN CASE THE INDIVIDUAL DOESN'T FEEL CONFIDENT TO TELL OTHER STUDENTS THEIR PRONOUNS BUT STILL DON'T WANT TO BE MISGENDERED. PREFERRED NAME AND PRONOUNS SHOULD ALWAYS BE USED BY ALL MEMBERS OF STAFF AND IN ALL SITUATIONS. FOR EXAMPLE, ON POST, ON ID BADGE, ON TEAMS, AND ESPECIALLY BY STUDENT SERVICES STAFF. ”*

“ MOST OF THE LECTURERS ASKED ME MY PRONOUNS/USED THEM ONCE THEY KNEW, BUT ONE OF MY LECTURERS DID IGNORE ME WHEN I SAID THAT I WASN'T A GIRL. ”

“ THEY DON'T REALLY ASK, I HAVE FOUND SEVERAL OF US HAVE BEEN MISGENDERED A FEW TIMES AT WORKSHOPS BUT I THINK IT'S DUE TO PRONOUNS NOT BEING SHARED. ”

“ THEY DON'T ASK FOR THE PRONOUNS, I GET MISS-GENDERED A LOT BUT I THINK THAT'S BECAUSE THERE ISN'T A PLACE WHERE MY PRONOUNS ON STORED IN THE SYSTEM. IT'S QUITE FRUSTRATING BECAUSE I KNOW MY LECTURERS MEAN NO HARM AT ALL AND ARE LOVELY PEOPLE. IT'S JUST A SHAME THAT THERE ISN'T ANYWHERE TO CHECK STUDENT PRONOUNS. ”

It is important to note procedure around pronouns will vary depending on **course, department and an individual's knowledge and confidence** on trans and non-binary inclusion.

We asked how often students experienced misgendering in seminars and lectures.

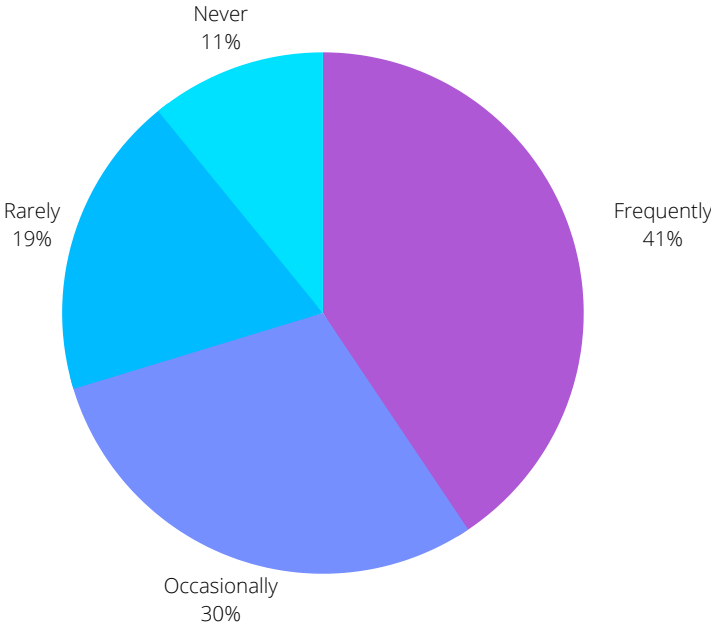
**44%** of Exeter survey respondents reported 'never' being misgendered in a teaching space. **31%** had 'frequently' experienced misgendering, **13%** said they had 'occasionally' experienced misgendering and a further **13%** said 'rarely'. Data suggests that a high portion of Exeter survey respondents are not currently out, which may be why **44%** did not experience misgendering.

**35%** of Falmouth survey respondents reported being misgendered 'frequently', and a further **35%** were 'occasionally' misgendered. Taken together (frequent and occasional), this means that **70%** of survey respondents were misgendered often in Falmouth teaching spaces. **13%** were 'rarely' misgendered and **16%** were 'never' misgendered in a teaching space.

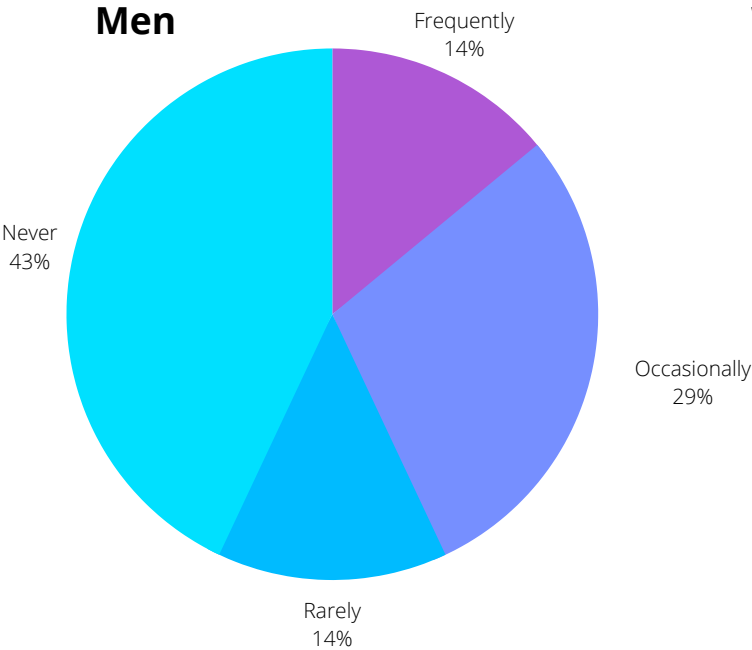


**OUR DATA REVEALS THE FREQUENCY OF MISGENDERING VARIES  
DEPENDING ON GENDER IDENTITY.**

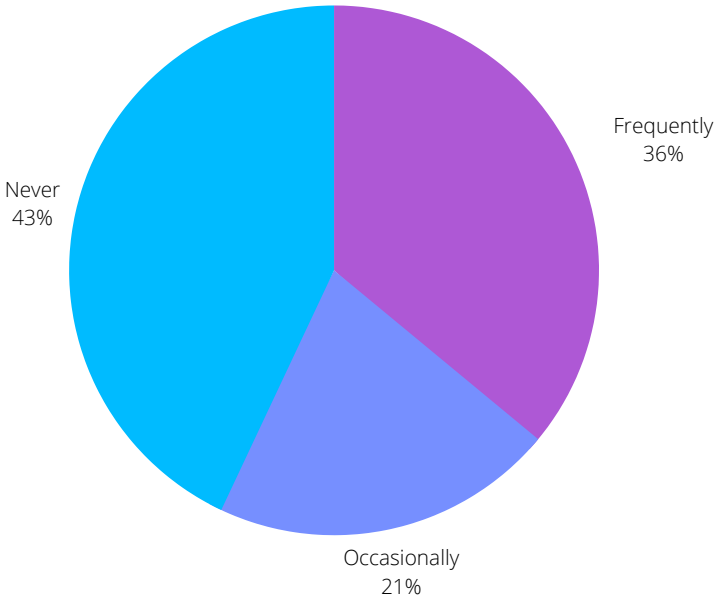
**Non-Binary**



**Men**



**Women**



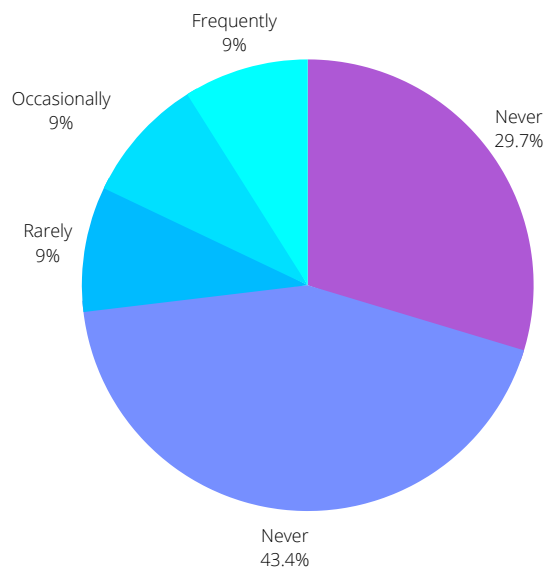
We also asked how often teaching staff and students corrected themselves if they misgendered someone.<sup>9</sup>

**50%** of Exeter survey respondents said that teaching staff 'never' correct themselves. **25%** 'rarely' do. Just **6%** frequently correct themselves when they use the wrong pronoun.

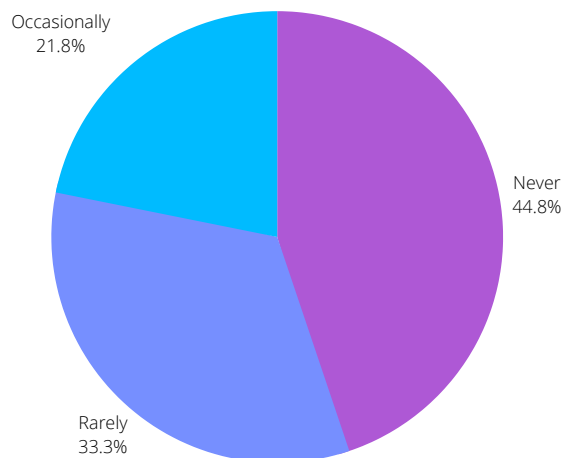
**39%** of Falmouth survey respondents said that teaching staff 'rarely' correct themselves. **35%** said teaching staff 'occasionally' correct themselves – again, this is indicative of a move in the right direction.

We asked how often survey respondents are deadnamed in teaching spaces.

### Exeter



### Falmouth



<sup>9</sup> Correcting yourself as soon as possible, apologising and moving on (if an individual is misgendered) is considered best practice for allies.

## IMPACT

We must not underestimate the consequence, severity and ongoing impact for trans and non-binary students who do not have their identities respected consistently or offered the correct support while transitioning.

### Impact on Wellbeing

We asked students how their wellbeing was impacted by non-inclusive environments with frequent deadnaming and misgendering. Significant challenges were described with varying impacts.

*"It makes me feel insignificant and that my identity isn't respected. **This lowers my self-esteem** and has a **significant effect on my depression and anxiety.**"*

*"I was left crying and really didn't want to go back to class. As an autistic person, **it lead to a meltdown.**"*

*"Very jarring to hear my dead name...**It puts me in flight or fight** for the rest of the day which leads me to struggle concentrating on anything."*

*"**Being deadnamed/misgendered is terrible for my mental health** as it feels like i am not being taken seriously or treated with the same respect that others receive in and around campus in a number of situations."*

For people with existing disabilities such as neurodiversity (see second quote above), lack of inclusion or recognition of trans/non-binary identity resulted in consequently distressing experiences. This points to intersectional experience more broadly, and how the presence of other protected characteristics can lead to isolating experiences of marginalisation, or 'double oppression.'<sup>10</sup>

Therefore, it is imperative to foster inclusive environments for trans students, particularly so we can protect individuals from double oppression, which pushes people further into the margins of society.

<sup>10</sup> 'Double oppression' refers to the doubling of marginalisation and/or oppressive experiences when there is a co-presence of protected characteristics. For example, someone experiencing double oppression in this context may be experiencing both racism and transphobia at the same time – living at the intersection of both race and gender leading to specific struggles.

## IMPACT ON STUDIES

When asked about the impact of non-inclusive teaching spaces on their ability to participate in their studies, survey respondents said:

- They will avoid lessons that involve face-to-face interactions if they have been deadnamed or misgendered previously in that lesson.
- They will avoid group work if they have been previously deadnamed or misgendered in a teaching space, whether it was a peer or member of teaching staff.
- They will not contact lecturers for support with assignments if they have been previously deadnamed or misgendered in a teaching space.
- It [deadnaming and/or misgendering] makes them feel unsafe talking to specific lecturers.
- It impacts their motivation to study.
- They will avoid contributing to discussions and critique calls.

*"It makes me not want to participate in group discussions - there are no questions about pronouns, just people assuming gender... It gets tiring and sometimes I don't want to continue working with new people."*

*"Being deadnamed/misgendered has had quite a large effect on my studies as I try to avoid these situations occurring, meaning that a lot of the time I will not contact lecturers etc. if it means I will have to deal with deadnaming or misgendering happening, which has an adverse affect on my work completion."*

*"It makes me unwilling to come to class and it makes me feel unsafe talking to specific lecturers"*

The qualitative data suggests that there is a link between inclusion, engagement and attainment.

Teaching environments and inclusive practice must be built on to avoid educational marginalisation. We must recognise the risk of trans and non-binary students dropping out of university: Stonewall's Report 'LGBT+ in Britain' found that one in seven trans students (14 per cent) had to drop out of a course or considered dropping out of a course because of harassment or discrimination.<sup>11</sup>

<sup>11</sup> Ibid

## KEY CONCLUSIONS

1. There is ambiguity around how trans and non-binary students can change their name across a wide range of systems, from Teams and email accounts to university administration systems. The lack of clarity students face around name change has led to a sense of growing uncertainty around whether their university recognises trans students and their needs. In addition, the lack of clarity around name change disempowers trans and non-binary individuals while transitioning socially. It is important that social transition is as easy as possible so that people can continue with their studies uninterrupted and unhindered.

2. There is a lack of standardised practice around pronoun use, storage and exchange. Variation on pronoun use between universities, departments, courses and academic staff leads to patchy inclusion across the board, with individuals experiencing differing levels of consideration. Improvements are necessary and have been called for by the majority of survey respondents. Currently, the lack of pronoun exchange is concerning for students.

3. The lack of standardised practice around pronoun use is leading to widespread misgendering, which is fostering a perspective among the LGBTQ+ community that there is a lack of inclusion toward trans and non-binary students.

4. There is considerable impact on the mental health of trans and non-binary students who are frequently misgendered and/or deadnamed. With some LGBT+ groups around six times more likely to share a mental health condition, we need to ensure safety and belonging to balance the risk of deepening mental health difficulties among the community.<sup>12</sup>
  
5. There is considerable impact on the studies of trans and non-binary students who are frequently misgendered and/or deadnamed.
  
6. A scarce number of transitioning students and gender diverse students feel empowered by their current university experience. Greater transparency and information on social transition is needed so that trans and non-binary students feel autonomous and in charge of their experiences.

<sup>12</sup> <https://www.ucas.com/corporate/news-and-key-documents/news/450-increase-student-mental-health-declarations-over-last-decade-progress-still-needed-address>

7. More needs to be done so that non-binary students feel seen and welcome. With 1/3 of survey respondents identifying as non-binary, we need to challenge the idea that these students are a minority on our campuses.

8. Peer-to-peer acceptance levels seem strong, particularly in society spaces. By normalising pronoun use and exchange in teaching spaces, peer acceptance can be bolstered and strengthened. With Stonewall finding that 60 per cent of trans students have been the target of negative comments or conduct from other students<sup>13</sup>, it is crucial that acceptance and inclusion is demonstrated across the many aspects of university life.

9. The wider picture emerging from the survey data and student feedback is that universities need to actively demonstrate inclusion to trans and non-binary students through a variety of means and activities. The bare minimum – in terms of trans and non-binary inclusion – is yet to be done.

<sup>13</sup> Ibid

## KEY RECOMMENDATIONS

Having a protected characteristic should never impact your university experience. Trans and non-binary students want to see change so they can truly reach their potential regardless of their gender identity. We include a list below of key recommendations to promote greater inclusivity for the trans and non-binary community on our campuses.

1. Increase the clarity, transparency and effectiveness around the name change process for trans and non-binary students.

1.1. Information on the process should be communicated simply and made widely available and accessible in variety of formats.

1.2. Name change should be permitted without requiring a deed poll as this is not accessible or affordable for many students.

1.3 ID cards should be changed without cost whenever a student is ready to change their name.

1.4. Administrative systems should be reviewed so that birth names are concealed or removed when necessary. Staff should be notified when a name change has occurred.



1.5. Name change should be straightforward where names are visible, for example on Microsoft Teams, emails, shared software etc.

1.6. Consider confidentiality around the name change process.

2. Increase the clarity, transparency and effectiveness around protocol for sharing and recording pronouns for both staff and students.

2.1. Make it an option to display pronouns wherever names are visible, for example on Microsoft Teams, emails, shared software etc.

2.2. Evaluate the possibility of developing a university wide pronoun protocol – for example sharing and recording pronouns at the beginning of each term – to reduce variance of inclusion and ensure wider inclusion across the board.

2.3 Exchange of pronouns needs to be normalised not just in academic spaces but in places such as student support, accommodation and library service.

3. Departments should evaluate current levels of inclusion, deciding if staff knowledge and confidence around gender diversity and pronoun best practice is sufficient to create a welcoming environment for everyone. Survey data suggests that knowledge and confidence is currently not sufficient for trans and non-binary students to feel truly welcome and seen.

3.1. Encouraged use of gender-neutral language, especially when referring to specific individuals where gender identity and/or pronouns are unknown so that misgendering is minimal.

3.2. Wider discussion and awareness around the risk of drop out for trans and non-binary students as well as reduced attainment depending on level of inclusion.

3.3 Wider discussion and awareness around likelihood of trans and non-binary students experiencing severe mental health difficulties so that adequate support can be put in place.

4. Normalising of all trans identities, but especially non-binary identities where erasure and invisibility is high, both within HE and society.

4.1. Increase visibility of trans and non-binary people not only through course curricula and teaching materials but also consider wider representation in subject areas i.e STEM.

5. Deconstruct assumptions of existing inclusivity based upon the size and visibility of queer communities in and around Penryn and Falmouth.

5.1. Reduce the assumption of universities being inclusive based upon whether they deliver academic or creative subject courses as this can contribute to inaction.

6. Ensure classroom inclusion on the basis of peer-to-peer respect and acceptance.

7. Ensure access to appropriate LGBTQ+ informed peer support, mental health support and trans-affirming healthcare on campus. This will reduce risk of drop out and increase belonging.

8. Improve student awareness around Hate Crime reporting tools for awareness and reduction.

9. Continued work with external partners to increase the safety and equality of trans and non-binary people in and around Cornwall.

10. Increase in provision of gender-neutral toilet facilities on campus. This was requested by several survey respondents.

11. Increased dialogue between universities and their trans and non-binary communities, so that students feel comfortable to discuss and raise any issues or difficulties they are having in relation to inclusion, transition, support etc.

12. Be considerate of any students that represent the trans, non-binary and wider LGBTQ+ community as they can be overburdened with requests or relied upon too much to deliver representation and/or support.

## Further Reading:

### **LGBT+ in Britain universities**

[https://www.stonewall.org.uk/system/files/lgbt\\_in\\_britain\\_universities\\_report.pdf](https://www.stonewall.org.uk/system/files/lgbt_in_britain_universities_report.pdf)

### **UCAS Next Steps**

What is the experience of LGBT+ students in education?

<https://www.ucas.com/corporate/news-and-key-documents/news/lgbt-freshers-looking-forward-being-open-and-out-university-new-ucas-research-shows>

### **Shut Out**

A report on the experiences of LGBT+ young people not in education, training or work

<https://www.stonewall.org.uk/resources/shut-out-experiences-lgbt-young-people-not-education-training-or-work>

## REFERENCES:

<https://www.pinknews.co.uk/2018/04/02/transgender-youths-who-use-their-chosen-name-are-65-percent-less-likely-to-attempt-suicide-research-reveals/>  
[https://www.stonewall.org.uk/system/files/lgbt\\_in\\_britain\\_health.pdf](https://www.stonewall.org.uk/system/files/lgbt_in_britain_health.pdf)

<https://www.ucas.com/corporate/news-and-key-documents/news/450-increase-student-mental-health-declarations-over-last-decade-progress-still-needed-address>

[https://warwick.ac.uk/fac/cross\\_fac/academy/activities/learningcircles/transqueerpedagogies/datacollection/](https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/datacollection/)

## SUPPORT/OUR WEBSITE

### **The SU Mental Health and Wellbeing hub**

Your Students' Union is here to help, support and advise you on all mental health issues and concerns. Here you can find some resources that you may find helpful.

**Intercom Trust** run an LGBT youth group in Cornwall. They offer 1:1 support and a free confidential helpline, as well as peer support group on campus every other Thursday night at the Chaplaincy. For more information on the peer support group, please visit <https://fxplus.ac.uk/student-support/support-wellbeing>

**Student Space Phone** and Webchat Service for trans, gender-diverse and non-binary students.

### **Stonewall Student FAQs**

For any students seeking additional resources, statistics or data on LGBTQ+ identities and Higher Education.

**Mermaids** offer a confidential helpline for trans and gender diverse young people, as well as a free student support space.

### **MindOut**

A mental health charity dedicated to the LGBTQ+ community. They offer counselling, telephone befriending, peer support and advocacy.

With thanks from our student officers that were involved in the process of launching the survey. In particular, we would like to thank LGBTQ+ Officer (21/22) Neo Stansby with her help and feedback in creating the survey questions.



