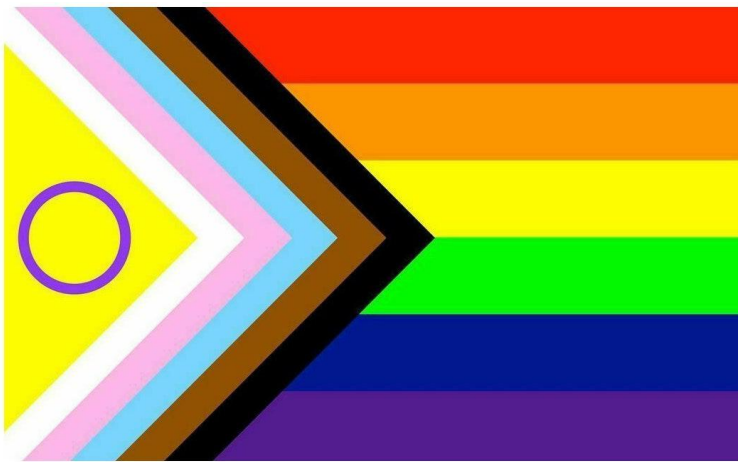


Queer and Trans College Student Research: A Resource Guide



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Updated 10/2024

A Note on Language

- Language is constantly shifting, and terminology is dependent on region, culture, etc. so throughout this guide, I name how I operationalize particular terms, recognizing that this may differ from others' usage.
- For the purpose of this resource, I employ the language of “queer and trans” to refer broadly to these communities—but when working with students, you should inquire as to why they choose to use specific terms.
- Other choose to employ alternative umbrella language with examples including but not limited to:
 - **2SLGBTQ+:** Two-spirit, lesbian, gay, bisexual, transgender, queer, and those with other minoritized sexual and gender identities;
 - **2SLGBTQIA+:** Same as above, but including intersex and ace-/aro-spectrum communities;
 - and **MISOG:** Minoritized Identities of Sexuality and Gender.
- Although all attempts at creating terminology glossaries may be incomplete or feel inaccurate to some, here is a good starting place for a list of terms: <https://glaad.org/reference/terms/>.

Updates and Sharing

- All of the resources included in this list have emerged within the past 5 years of its last update date.
- Please share with colleagues! This is intended to be an educational resource available to everyone.
- If you have any resources you would like to add, please email antonio.duran@asu.edu.

Primer on Queer and Trans Students in Higher Education

For an article that introduces trends in queer and trans student scholarship, see:

- Lange, A., Duran, A., & Jackson, R. (2019). The state of LGBT and queer research in higher education revisited: Current academic houses and future possibilities. *Journal of College Student Development*, 60(5), 511–526. <https://doi.org/10.1353/csd.2019.0047>

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Ace-/Aro-Spectrum Students

Operationalizing Language

- The language of ace-/aro-spectrum students refers to those who identify within asexual and aromantic communities. Though people frequently think of these as being singular identities, the ace- and aro-spectrum communities are quite diverse.

Relevant Scholarship

- Mollet, A. L. (2023). “It’s easier just to say I’m queer”: Exploring identity disclosure of asexual college students. *Journal of Diversity in Higher Education*, 16(1), 13–25. <https://doi.org/10.1037/dhe0000210>
- Mollet, A. L. (2020). “I have a lot of feelings, just none in the genitalia region”: A grounded theory of asexual college students’ identity journeys. *Journal of College Student Development*, 61(2), 189-206. <https://doi.org/10.1353/csd.2020.0017>

All Gender Bathrooms and Name Change Policies

Relevant Scholarship

- Pope, A., & Randall, J. (2024). Students’ perceptions of all-gender restrooms after implementation. *Journal of LGBT Youth*, 21(2), 388–404. <https://doi.org/10.1080/19361653.2024.2310664>
- Copeland, O. M., & Feldman, S. (2023). I’m not part of your cis-tem: Administrative violence and genderism in university record systems. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000509>

Anti-Racism & LGBTQ+ Work

Relevant Scholarship

- Duran, A., & Jourian, T.J. (2023). A narrative inquiry study exploring LGBTQ+ center professionals’ engagements with anti-racism. *The Journal of Higher Education*, 94(3), 333–356. <https://doi.org/10.1080/00221546.2022.2093077>
- Ortiz, S. M., & Mandala, C. R. (2021). “There is queer inequity, but I pick to be happy”: Racialized feeling rules and diversity regimes in university LGBTQ resource centers. *Du Bois Review: Social Science Research on Race*, 18(2), 347–364. <https://doi.org/10.1017/S1742058X21000096>

Asian Queer and Trans Students

Relevant Scholarship

- Yang, J. A. (2024). Engineer, Asian, and gay AF: Counterstory as means for methodological activism and intersectional healing in engineering education. *Studies in Engineering Education*, 5(1), 73–97. <https://doi.org/10.21061/see.123>

Bi+ Students

Operationalizing Language

- The language of bi+ emerges as an attempt to signal the multiple communities that consist of people attracted to more than one gender (e.g., bisexual, pansexual, polysexual). Bi+ has been adopted by people who believe that bisexual was never meant to function in a binary, attracted to men and women orientation.

Relevant Scholarship

- Tavarez, J. (2024). “There’s people out there doing more than me...”: Activist burnout among bisexual college students within LGBTQ campus spaces. *Journal of Diversity in Higher Education*, 17(4), 588–597. <https://doi.org/10.1037/dhe0000442>
- Prieto, K. (2023). Strategic navigations of identity in the face of bi-erasure: Narratives of bisexual college student identity negotiation. *Journal of Bisexuality*, 23(4), 347–373. <https://doi.org/10.1080/15299716.2023.2254282>
- Prieto, K., Lemerand, S., & Duran, A. (2023). A systematic literature review on bi+ college students using an ecological lens. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000537>

Bias Reporting

Relevant Scholarship

- Weise, J., Courtney, S., & Strunk, K. (2023). “I didn't think I'd be supported”: LGBTQ+ students’ nonreporting of bias incidents at southeastern colleges and universities. *Journal of Diversity in Higher Education*, 16(5), 607–618. <https://doi.org/10.1037/dhe0000274>

Black Queer and Trans Students

Relevant Scholarship

- Blockett, R. A., Hutchings, Q. R., Brown, J., & Patton Davis, L. (2024). Black queer men transgressing masculine normativity. *The Journal of Higher Education*. Advance online publication. <https://doi.org/10.1080/00221546.2024.2330850>
- Jourian, T., & McCloud, L. (2020). “I don’t know where I stand”: black trans masculine students’ re/de/constructions of black masculinity. *Journal of College Student Development*, 61(6), 733–749. <https://dx.doi.org/10.1353/csd.2020.0072>

Collecting Data on Queer and Trans Students

Relevant Scholarship

- Myanna, T. (2023). Strategies for LGBTQIA inclusive data collection and reporting. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000485>

Digital Engagement

Relevant Scholarship

- Simms, S., Nicolazzo, Z., & Jones, A. (2023). Don't say sorry, do better: Trans students of color, disidentification, and internet futures. *Journal of Diversity in Higher Education*, 16(3), 297–308. <https://doi.org/10.1037/dhe0000337>

Graduate Students

Relevant Scholarship

- Dua, V., Szymanski, D. M., Gonzalez, K. A., & Arora, S. (2024). If not us, then who? QTBIPOC graduate student researchers' experiences researching QTBIPOC communities. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000621>
- Prieto, K., & Duran, A. (2024). Engaging LGBTQ+ identities in teaching: Considerations for graduate instructors and those teaching graduate students. In A. Herridge & K. Prieto (Eds.), *Perspectives on transforming higher education and the LGBTQIA student experience* (pp. 146–163). IGI Global.

Healthcare Experiences

Relevant Scholarship

- Gross, E. B., Kattari, S. K., Steel, M., Wilcox, R., Ernst, S., & Parrish, D. (2023). 'I have had several providers who recognize my humanity': exploring the overall health and positive healthcare interactions of transgender and gender diverse college students. *Journal of LGBT Youth*, 21(2), 323–347. <https://doi.org/10.1080/19361653.2023.2300068>

Healthy Relationships

Relevant Scholarship

- Mollet, A. L., & Smoot, J. A. (2024). "We are the authors of our relationship": Queering love languages in LGBTQ+ students' intimate relationships. *Journal of College Student Development*, 65(3), 238–253. <https://dx.doi.org/10.1353/csd.2024.a929240>

Hispanic-Serving Institution (HSI) and Emerging HSIs Experiences

Operationalizing Language

- Hispanic-serving institutions are those that have received a designation from the U.S. Department of Education based on their full-time undergraduate student enrollment consisting of at least 25% Latinx/a/o students, as well as meeting 50% of all students qualifying for need-based aid. ASU is an HSI!

Relevant Scholarship

- Ortiz, G. C. (2024). Queering racialized designations: centering queer and trans latine students at an emerging hispanic serving institution (eHSI). *Journal of LGBT Youth*, 21(2), 250–264. <https://doi.org/10.1080/19361653.2024.2309509>

- Duran, A., & Valley, S. (2024). Interrogating the interconnections between servingness and LGBTQ+ inclusion at a Hispanic-serving institution: An exploratory case study. *Journal of Latinos and Education*. Advance online publication. <https://doi.org/10.1080/15348431.2024.2332753>
- Vega, G. P., Duran, A., McGill, C. M., & Rocco, T. S. (2024). Attending to sexuality in servingness: A phenomenological exploration of the experiences of Latina lesbians at a Hispanic-serving institution. *Journal of Diversity in Higher Education*, 17(4), 493–503. <https://doi.org/10.1037/dhe0000434>

Indigenous Queer and Trans Students

Relevant Scholarship

- Scott, C. A., & Kinanâskomitinâwâw, P. (2024). In the spirit of relation and kinship: Supporting Indigenous two-spirit and LGBTQ+ relatives. In H. J. Shotton, S. J. Waterman, N. R. Youngbull, & S. C. Lowe (Eds.), *Developments beyond the asterisk: New scholarship and frameworks for understanding Native students in higher education* (pp. 55–66). Routledge.
- Gutzwa, J. A. (2024). “It’s survival mode”: Exploring how an indigenous trans* student of color (per)forms identity while transgressing space. *Journal of Diversity in Higher Education*, 17(2), 243–255. <https://doi.org/10.1037/dhe0000410>

International Queer and Trans Students

Relevant Scholarship

- Herridge, A. S., Al-Sharif, M. A. B., Leong, M. C., & Garcia, H. A. (2023). LGBTQIA+ international students and socioemotional well-being: impact of intersectionality on perceived experiences and campus engagement. *Journal of International Students*, 13(2), 95–113. <http://files.eric.ed.gov/fulltext/EJ1390880.pdf>
- Nakamura, N., Estrellado, J. E., & Kim, S. (2022). Supporting LGBTQ international students in higher education. In D. P. Rivera, R. L. Abreu, & K. A. Gonzalez (Eds.), *Affirming LGBTQ+ students in higher education* (pp. 189–201). American Psychological Association. <https://doi.org/10.1037/0000281-012>

Latinx/a/o Queer and Trans Students

Relevant Scholarship

- Thacker Darrow, N. E., Duran, A., & Chan, C. D. (2024). The role of family in queer Latinx/a/o identity development: A narrative inquiry of college student experiences. *LGBTQ+ Family: An Interdisciplinary Journal*. Advance online publication. <https://doi.org/10.1080/27703371.2024.2363913>
- Patrón, O. E., & Harper, S. R. (2024). Understanding femmephobia within queer communities: Insights from gay Latino college men. *The Journal of Higher Education*. Advance online publication. <https://doi.org/10.1080/00221546.2024.2329227>
- Orozco, R. C. (2024). *Entre Ser y No Ser*. Identity development negotiations of queer Latinx/a/o college student activists. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000569>

- Vega, G. P., McGill, C. M., Duran, A., & Rocco, T. S. (2023). Familismo, religiosidad, and marianismo: College Latina lesbians navigating cultural values and roles. *Journal of Latinos and Education*, 22(5), 1939–1952. <https://doi.org/10.1080/15348431.2022.2071899>
- Salas-SantaCruz, O. (2024). My pronouns are fuck ICE: on the colonial gender continuum, colonial dysphoria, and loving illegality. *International Journal of Qualitative Studies in Education*, 1–22. <https://doi.org/10.1080/09518398.2024.2365204>

Perspectives on Language (i.e., Latinx/a/o)

- Lozano, A., Salinas, C., & Orozco, R. C. (2021). Constructing meaning of the term *Latinx*: a trioethnography through *Pláticas*. *International Journal of Qualitative Studies in Education*, 36(7), 1338–1355. <https://doi.org/10.1080/09518398.2021.1930251>

Men of Color (Programs)

Relevant Scholarship

- Hutchings, Q. R., & Thomas, J. (2024). The resistance is always Black and queer: Leadership as resistance in Black male initiative and men of color mentorship programs. *Journal of Women and Gender in Higher Education*, 17(1), 7–25. <https://doi.org/10.1080/26379112.2024.2309314>
- Hutchings, Q. R. (2023). Blackness preferred, queerness deferred: navigating sense of belonging in Black male initiative and men of color mentorship programs. *International Journal of Qualitative Studies in Education*, 37(5), 1425–1437. <https://doi.org/10.1080/09518398.2023.2181457>

Mental Health

Relevant Scholarship

- Feldman, S., & BrckaLorenz, A. (2024). Examining campus support systems for LGBTQ+ college students' mental health and well-being. *Journal of LGBT Youth*, 21(2), 306–322. <https://doi.org/10.1080/19361653.2024.2308104>
- Platt, L. F., Schimmel, C. J., Shaw, J., & Scheitle, C. P. (2024). The mental health needs of sexual and gender minority collegiate clients at university counseling centers. *Journal of LGBT Youth*, 21(2), 284–305. <https://doi.org/10.1080/19361653.2023.2295263>
- Pascale, A. B., & DeVita, J. M. (2022). Transgender college students' mental health: Comparing transgender students to their cisgender peers. *Journal of American College Health*, 72(1), 135–141. <https://doi.org/10.1080/07448481.2021.2024212>
- Thacker Darrow, N. E., Duran, A., Weise, J. A., & Griffin, J. (2023). LGBTQ+ college students' mental health: A content analysis of research published 2009–2019. *Journal of Gay and Lesbian Social Services*, 35(3), 330–359. <https://doi.org/10.1080/10538720.2022.2093302>
- Miller, R. A., Wynn, R. D., Stare, B., Williamson, J. & Guo, L., (2022). Mental health and resilience among LGBTQ+ college students with disabilities. *Currents: Journal of Diversity Scholarship for Social Change*, 2(1). <https://doi.org/10.3998/ncidcurrents.1779>

Nonbinary College Students

Relevant Scholarship

- Dolan, C. V., & Garvey, J. C. (2024). Dismantling gender binaries: An emergent model for nonbinary identity development. *Journal of Women and Gender in Higher Education*, 17(3), 167–185. <https://doi.org/10.1080/26379112.2024.2306850>
- Marx, R. A., Maffini, C. S., & Peña, F. J. (2024). Understanding nonbinary college students' experiences on college campuses: An exploratory study of mental health, campus involvement, victimization, and safety. *Journal of Diversity in Higher Education*, 17(3), 330–345. <https://doi.org/10.1037/dhe0000422>
- Dolan, C. V., & Matsuno, E. (2023). Safety strategies and the impact of misgendering among nonbinary college students: A minority stress perspective. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000544>

Pandemic Experiences and Outcomes

Relevant Scholarship

- Duran, A. (2023). Reflections on identity exploration in the time of the COVID-19 pandemic from queer students of color. *Journal of College Student Development*, 64(5), 524–540. <https://doi.org/10.1353/csd.2023.a911788>
- Hanna-Walker, V., Lawrence, S. E., Clark, A. N., Walters, T. L., & Lefkowitz, E. S. (2023). “It’s like an elephant in the room with my family”: LGBTQ+ college students’ identity expression during the COVID-19 pandemic. *Journal of Adolescent Research*. Advance online publication. <https://doi.org/10.1177/07435584221149372>
- A. Gattamorta, K., Salerno, J. P., & Roman Laporte, R. (2022). Family rejection during COVID-19: Effects on sexual and gender Minority stress and mental health among LGBTQ university students. *LGBTQ+ Family: An Interdisciplinary Journal*, 18(4), 305–318. <https://doi.org/10.1080/27703371.2022.2083041>

Queer and Trans Muslim Students

Relevant Scholarship

- Shaheen, M. (2024). Queer and Muslim college student identity integration. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000604>

Queer and Trans Students in STEM

Relevant Scholarship

- Pradell, L. R., Parmenter, J. G., Galliher, R. V., Berke, R. B., & Rowley, L. (2024). The identity-related experiences of LGBTQ + students in engineering spaces. *International Journal of Qualitative Studies in Education*, 37(8), 2267–2287. <https://doi.org/10.1080/09518398.2024.2318271>
- Vaccaro, A., Carvalho, O. D., Jones, M. C., Miller, R. A., Forsythe, D., Friedensen, R. E., & Forester, R. (2023). Identifying stressors inhibiting belonging, visibility, and peer inclusion

for college students with MIOG in STEM. *Journal of LGBT Youth*, 21(2), 265–283.
<https://doi.org/10.1080/19361653.2023.2297271>

- Cross, K. J., Farrell, S., Chavela, R., & Tsugawa, M. (2023). Queerness in science, technology, engineering, and mathematics (STEM): Insights and foresights from experienced lesbian, gay, bisexual, transgender, queer, and plus (LGBTQ+) advocates. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000528>
- Vaccaro, A., Miller, R.A., Kimball, E.W., Forester, R., & Friedensen, R. (2021). Historicizing minoritized identities of sexuality and gender in STEM fields: A grounded theory model. *Journal of College Student Development*, 62(3), 293–309.
<https://dx.doi.org/10.1353/csd.2021.0026>

Queer and Trans Students of Color (Broadly)

Relevant Scholarship

- Nguyen, T. M., & Konrad, C. (2024). Queer and trans black, indigenous, and people of color (QTBIPOC): the sun of LGBTQ + rainbow. *Journal of LGBT Youth*, 21(2), 414–423.
<https://doi.org/10.1080/19361653.2024.2311291>
- Day, J. K., Goldberg, A. E., Toomey, R. B., & Beemyn, G. (2024). Associations between trans-inclusive resources and feelings of inclusion in campus LGBTQ+ groups: Differences for trans students of color. *Psychology of Sexual Orientation and Gender Diversity*, 11(3), 458–470.
<https://doi.org/10.1037/sgd0000616>
- Duran, A., & Jones, S.R. (2020). Complicating identity exploration: an intersectional grounded theory centering queer students of color at historically white institutions. *Journal of College Student Development*, 61(3), 281–298. <https://dx.doi.org/10.1353/csd.2020.0028>

Other Resources

- What's Tea? The QTPOC cultural resource guide:
https://drive.google.com/file/d/1QvWoqsiAaJXatSP0_Z7AWJfpp-9KhWSU/view

Queer and Trans Students with Disabilities

Relevant Scholarship

- Ives, A. J., & Elkins, B. (2024). Queer crip enrollments: 2SLGBTQ mad, mentally ill, neurodivergent, and/or disabled college students. *Journal of LGBT Youth*, 21(2), 215–234.
<https://doi.org/10.1080/19361653.2024.2309510>
- Dispenza, F., Ray, M., & Coleman, J. S. (2022). Supporting LGBTQ+ college students living with disabilities. In D. P. Rivera, R. L. Abreu, & K. A. Gonzalez (Eds.), *Affirming LGBTQ+ students in higher education* (pp. 123–140). American Psychological Association.
- Abrams, E. J., & Abes, E. S. (2021). "It's finding peace in my body": Crip theory to understand authenticity for a queer, disabled college student. *Journal of College Student Development*, 62(3), 261–275. <https://dx.doi.org/10.1353/csd.2021.0021>
- Miller, R. A., & Smith, A. C. (2021). Microaggressions experienced by LGBTQ students with disabilities. *Journal of Student Affairs Research and Practice*, 58(5), 491–506.
<https://doi.org/10.1080/19496591.2020.1835669>

Residence Life

Relevant Scholarship

- Atteberry-Ash, B., Williams, J. R., DuBois, H. T., & Pearson, B. (2024). Belongingness, connectedness & engagement: The impacts of an LGBTQ + residential learning community. *Journal of LGBT Youth*, 21(2), 369–387. <https://doi.org/10.1080/19361653.2024.2310655>
- Mollet, A. L., Weaver, K. E., Holmes, J. M., Linley, J. L., Hurley, E. A., & Renn, K. A. (2021). Queer in residence: Exploring the on-campus housing ecological systems of queer college students. *Journal of Student Affairs Research and Practice*, 58(1), 1–14. <https://doi.org/10.1080/19496591.2020.1717962>
- BrckaLorenz, A., Fassett, K. T., & Hurtado, S. S. (2020). Supporting LGBTQ+ students with disabilities: Exploring the experiences of students living on campus. *Journal of College and University Student Housing*, 46(3), 78–91.

Rural Queer and Trans Students

Relevant Scholarship

- McNamee, T. C., & Tate, B. C. (2022). 'Too queer for the country, too country for college: It's hard to find home as a queer, rural kid. In A. Duran, R. A. Miller, T.J. Jourian, & J. Cisneros (Eds.), *Queerness as being in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge.
- Goodrich, J. D., & McClellan, M. J. (2022). Supporting rural LGBTQ+ communities in higher education. In D. P. Rivera, R. L. Abreu, & K. A. Gonzalez (Eds.), *Affirming LGBTQ+ students in higher education* (pp. 173–188). American Psychological Association. <https://doi.org/10.1037/0000281-011>

Safe Zone/Allyship Training

Operationalizing Language

- Safe zone/allyship trainings are those that are intended to educate the general campus community on queer and trans individuals, history, and terminology. Some campuses have specific safe zone programs on topics like trans communities, queer and trans students of color, etc.

Relevant Scholarship

- Catalano, D. C. J. (2024). The paradoxes of social justice education: Experiences of LGBTQ+ social justice educational intervention facilitators. *Journal of Diversity in Higher Education*, 17(4), 518–526. <https://doi.org/10.1037/dhe0000436>
- Catalano, D. J., Tillapaugh, D., Wagner, R., Dockendorff, K., & Tissi-Gassoway, N. (2024). Curiosity, passion, & proximity: Motivations for attending safe zone trainings. *Journal of Queer and Trans Studies in Education*, 1(2). <https://doi.org/10.60808/46f3-ec25>
- Catalano, D. C. J., & Wagner, R. (2024). Gender as spectacle: Safe zone facilitation experiences of nonbinary/trans educators. *Journal of Women and Gender in Higher Education*, 17(1), 63–78. <https://doi.org/10.1080/26379112.2024.2307482>

Sexual Violence

Relevant Scholarship

- Gartner, R. E., Ballard, A. J., Smith, E. K., Risser, L. R., Chugani, C. D., & Miller, E. (2023). “There’s no safety in these systems”: Centering trans and gender diverse students’ campus climate experiences to prevent sexual violence. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000512>
- Mollet, A. L., & Black, W. (2023). A quantitative examination of coercive rape tactics perpetrated against asexual college students. *Journal of College Student Development*, 64(1), 96-101. <https://doi.org/10.1353/csd.2023.0004>

Student Government

Relevant Scholarship

- Goodman, M. A. (2021). Re(-)presentation and advocacy: Openly gay men and the work of elected, undergraduate student government. *Journal of College Student Development*, 62(6), 692–707. <https://dx.doi.org/10.1353/csd.2021.0066>

Sorority and Fraternity Life

Relevant Scholarship

- Goodman, M. A., George, A., Cohen, S. S., & Bonamy-Lohve, L. V. (2023) Beyond June: (Re)visiting sorority/fraternity messages about LGBTQ+ identities and issues from 2020 – 2021. *Journal of Sorority and Fraternity Life Research and Practice*, 17(3), Article 4. <https://doi.org/10.25774/vsf3-pa29>
- Etengoff, C., Hopkins, Z., & Rodriguez, E. M. (2022). Transformative LGBTQ+ growth and leadership within Greek life. *Journal of Homosexuality*, 70(10), 2226–2252. <https://doi.org/10.1080/00918369.2022.2059966>
- McCready, A. M., Goodman, M. A., & Duran, A. (2023). Shifting fraternity masculinities: Examining the relationships of the inclusion of queer membership and members' masculinities. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000497>
- Duran, A., Garcia, C. E., & Reyes, H. L. (2023). Critically examining the experiences of queer people of color in culturally-based sororities and fraternities. *Journal of Diversity in Higher Education*, 16(6), 781–791. <https://doi.org/10.1037/dhe0000378>

Trans and Queer Center(ed) Diversity Work/ers

Operationalizing Language

- The language of trans and queer center(ed) diversity workers comes from an attempt to recognize that those who serve trans and queer students are not always in roles within LGBTQ+ centers.

Relevant Scholarship

- Christiaens, R. (2024). Desire, refusal, world-making, and underworlding: Transfeminist praxis as a transfemme educator in diversity, equity, and inclusion (DEI) work. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000572>
- Gilbert, C., Siepser, C., Fink, A. E., & Johnson, N. L. (2021). Why LGBTQ+ campus resource centers are essential. *Psychology of Sexual Orientation and Gender Diversity*, 8(2), 245–249. <https://doi.org/10.1037/sgd0000451>
- Oliveira, K. A., Gonzalez-Siegel, V. A., Feldman, S., Kannan, K., Woods, C., Pryor, J. T., Duran, A., Catalano, D. C. J., & Jourian, T.J. (2023). An autoethnographic exploration of the realities of engaging in TQ center(ed) diversity work. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000501>
- Duran, A., Catalano, D. C. J., Pryor, J. T., Taylor, J. L., & Jourian, T.J. (2023). Mapping the rise of LGBTQ+ student affairs: A 20 year review. *Journal of Student Affairs Research and Practice*, 60(2), 181–193. <https://doi.org/10.1080/19496591.2022.2032112>

Transgender College Students

Relevant Scholarship

- Cain, L. K., Denton, J. M., Alvarez, R., & Smith, A. (2023). Examining trans student narratives of transitioning while in college. *International Journal of Qualitative Studies in Education*, 37(4), 1174–1190. <https://doi.org/10.1080/09518398.2023.2181422>
- Lange, A. C. (2022). Transgender college students' identity exploration processes. *Journal of College Student Development*, 63(4), 351–367. <https://dx.doi.org/10.1353/csd.2022.0031>

White Queer and Trans Students

Relevant Scholarship

- Noble, C. E., & Renn, K. A. (2021). Whiteness and the rainbow: White LGBTQ+ college students' racial identity development. *Journal Committed to Social Change on Race and Ethnicity*, 7(2), 104–135. <https://www.jstor.org/stable/48645157>

Additional Resources

Academic Journals to Find Contemporary Queer and Trans Student Scholarship

- Queer- and Trans-Specific:
 - Journal of Queer and Trans Studies in Education
 - Journal of LGBT Youth
 - Journal of Homosexuality
- Non-Queer-and-Trans-Specific
 - Journal of College Student Development
 - Journal of Diversity in Higher Education
 - Journal of Student Affairs Research and Practice
 - Journal of Women and Gender in Higher Education

Reports on Queer and Trans Student Experiences

- GLSEN has really great reports that attend to K-12 and higher education experiences:
<https://www.glsen.org/research/reports-and-briefs>