

***The Misgendering and Deadnaming Survey:
An Innovative, Co-Designed Campus
Change Project to Catalyze Improvement***

Review of Literature

- Misgendering and deadnaming can negatively impact college students' feelings of self-worth, respect, and value—causing a chilly and hostile campus climate and high levels of distress for TGNB students.
- A complex problem that involves addressing policies, information systems, technology, and human behavior simultaneously.
- Disconnect between inclusive policies and implementation.

Context for the Survey

Part of a larger partnership between Student Health Center and LGBTQ+ Center to address misgendering and deadnaming as one of many barriers to the wellbeing and thriving of TGNB students.

Quality improvement survey conducted each semester for two years—before, during, and after interventions to reduce incidents of misgendering and deadnaming at the micro (individual), meso (department), and macro (university-wide) levels.

Overview of Instrument

Weekly survey conducted each semester for 2 years:

1. the number of times they were misgendered and/or deadnamed in the previous week;
2. In what settings the incident(s) occurred;
3. An optional question asking for additional qualitative information about the incident(s);
4. If they wanted a member of the LGBTQ+ Center or SHC to follow-up with them individually about their responses

Key Insights and Takeaways

- Survey allowed for us to address specific issues in real-time and across time using an incident log and statistical process control (SPC).
- Shortened the cycles of learning and improvement unlike more traditional methods (e.g., campus climate surveys, national survey instruments).
- Gave us concrete data to bring to partners in building strategic relationships for improvement (e.g., faculty).
- Change efforts require attention to policies, systems, and individual/collective capacity building simultaneously.

Key Insights and Takeaways

- Collaborative and co-design approach with TGNB students allowed for:
 - Data analysis, interpretation, and storytelling to be driven by TGNB student experience.
 - Iterative improvements to the survey design and implementation (e.g., compensation, collecting additional demographic data, location of incidents, opt in follow up).
 - Building trust and rapport with individual TGNB students and student groups serving TGNB students, expanded further through word of mouth.
- Misgendering and deadnaming is one of many barriers to equitable wellbeing for TGNB students.

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