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IR as an Inclusion Advocate: Gender Identity Reporting

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OVERVIEW

MAIN QUESTION: How do we report gender identity?

- Our institutions
- Institutional researchers as change agents
- Coalition building to affect change
- Reporting on gender identity – examples and where we are now
- Upcoming national changes related to gender identity and legal gender markers

UMASS AMHERST PROFILE

- Flagship of the UMass System
- Only public Carnegie highest research university in MA
- Sponsored research expenditures around \$220M
- Enrollment: 32,000+ in Fall 2022
- 24,391 undergraduates, 7,838 graduate students
- Entering class of 5,550+ FY and 1,200+ transfers
- 9 Schools and colleges + Graduate School and Commonwealth Honors College
- Over 50 academic departments, over 100 undergraduate majors



BATES COLLEGE PROFILE

- Independent, non-profit, liberal arts college in Maine
- Enrollment: 1,790 in Fall 2022
- 133-acre main campus, + 654-acres of coastal conservation areas
- Offers two degrees: BA & BS
- 34 majors, 26 minors with a robust general education curriculum
- Founded in 1855 by Freewill Baptists, admitting students without regard to religion, race, national origin, or sex



WHAT ABOUT YOU?

- We have questions for you through this presentation.
- Grab your phone – we'll be using Slido

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Is your institution reporting student gender identity (GI) data?

ⓘ Start presenting to display the poll results on this slide.

UMASS – GI REPORTING

- **Convergence of efforts**

- Effort 1

- Building out campus analytics platform – do we have GI data?
- Work in place to collect/use pronouns, campus name
- Reach out to Stonewall Center – Genny Beemyn, nationally recognized expert on trans-inclusive campus policies

- Effort 2

- Work with student activists
- Race/ethnicity on public facing dashboards
- Students also asked about gender identity

BATES – GI REPORTING

- **Convergence of efforts**

- Effort 1

- Multi-year learning about history of US Census and IPEDS Race/Ethnicity categories
 - Breaking paradigm

- Effort 2

- Need to report on gender data now. We are already collecting this information.
 - Coalition approach for guidance
 - Planning for same approach for race/ethnicity data collection and reporting

GENDER SELF-IDENTIFICATION

- Genders of participating students:
 - 0.4% Decline to answer (an option in identity update)
 - 1.9% Transgender and/or gender non-conforming*
 - 46.3% Male
 - 51.5% Female

*The umbrella term, TGNC, includes students who identified as gender queer or gender non-conforming, non-binary, not listed, questioning, transgender man or transgender woman.

ADVOCATES FOR CHANGE

- We were moved by the desire to see people's lived identities reflected in the reports we develop and worked to make it happen
- Is senior leadership 100% on board? Opportunity to lead
- Coalition building-creating a new paradigm for IR work
- Use processes that already exist (e.g., data governance)

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How frequently have you gathered a coalition to advance an IR initiative?

ⓘ Start presenting to display the poll results on this slide.

THE HOW & WHO OF BUILDING A COALITION

- **UMass**
 - Think broadly about student gender identity reporting
 - Institutional Research
 - Registrar's Office
 - Student Affairs: Stonewall Center, Data/IT team
 - Office of Equity & Inclusion
 - IT
 - Human Resources

THE HOW & WHO OF BUILDING A COALITION

- **Bates**

- How to build a coalition when you have no coalition?
- Whom to include? Start broad or narrow?
 - Institutional Research
 - Office of Intercultural Education
 - IT/Systems Development
 - Gender and Sexuality Studies Program
 - Admission
 - Title IX and Civil Rights Compliance
 - Residential Life
 - Registrar
 - SPARQ Student Peer Mentors

SCOPE & SCOPE CREEP

UMass GOAL: Gender Identity Reporting, and other (related) issues arise

- Gender Identity data collection (and legal Gender Marker data collection (X))
- Who sees GI data
- When should GI data be used
- Should we “fill in” GI unknowns with sex data?
- What about faculty and staff GI data?

SCOPE & SCOPE CREEP

Bates GOAL: Gender Identity Reporting and Data Access

- Fix processes for Chosen Name change
- Revisit categories in identity collection
- Coordinated communication to students
- Identity change process easier and more transparent
- Advocating for gender neutral bathrooms
- Including (X) in Legal Sex
- Data Governance, definitions of terms
- Legal Sex vs Gender reporting policy

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Which of these topics would you consider "scope creep?"

***You can select multiple topics**

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SCOPE & SCOPE CREEP

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- ~~Data Governance, definitions of terms~~
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HOW ARE WE REPORTING GI DATA?

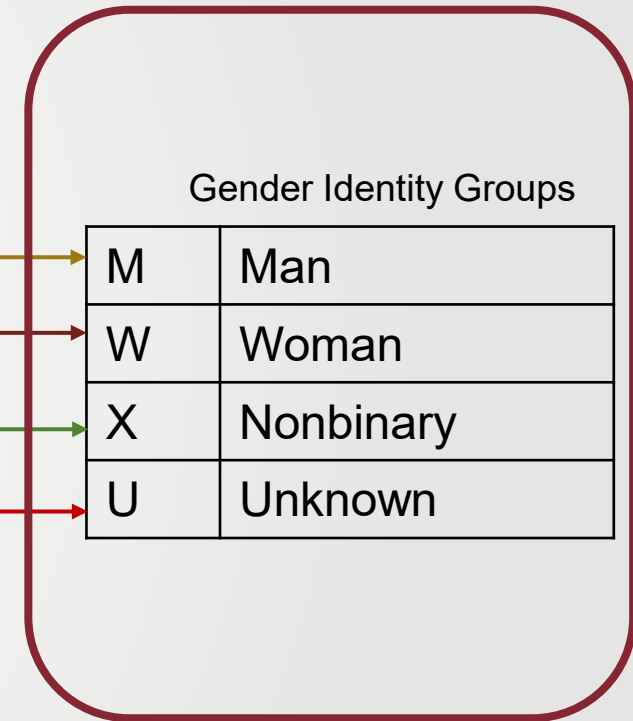
- **UMass Reporting**
- Students can select from multiple options:

UM_GI_M	Cisgender (non-trans) Man
UM_GI_TM	Trans Man
UM_GI_W	Cisgender (non-trans) Woman
UM_GI_TW	Trans Woman
UM_GI_AG	Agender
UM_GI_GF	Gender Fluid
UM_GI_GQ	Genderqueer
UM_GI_NB	Nonbinary
UM_GI_Q	Questioning or Unsure
	No Response/Blank

HOW ARE WE REPORTING GI DATA?

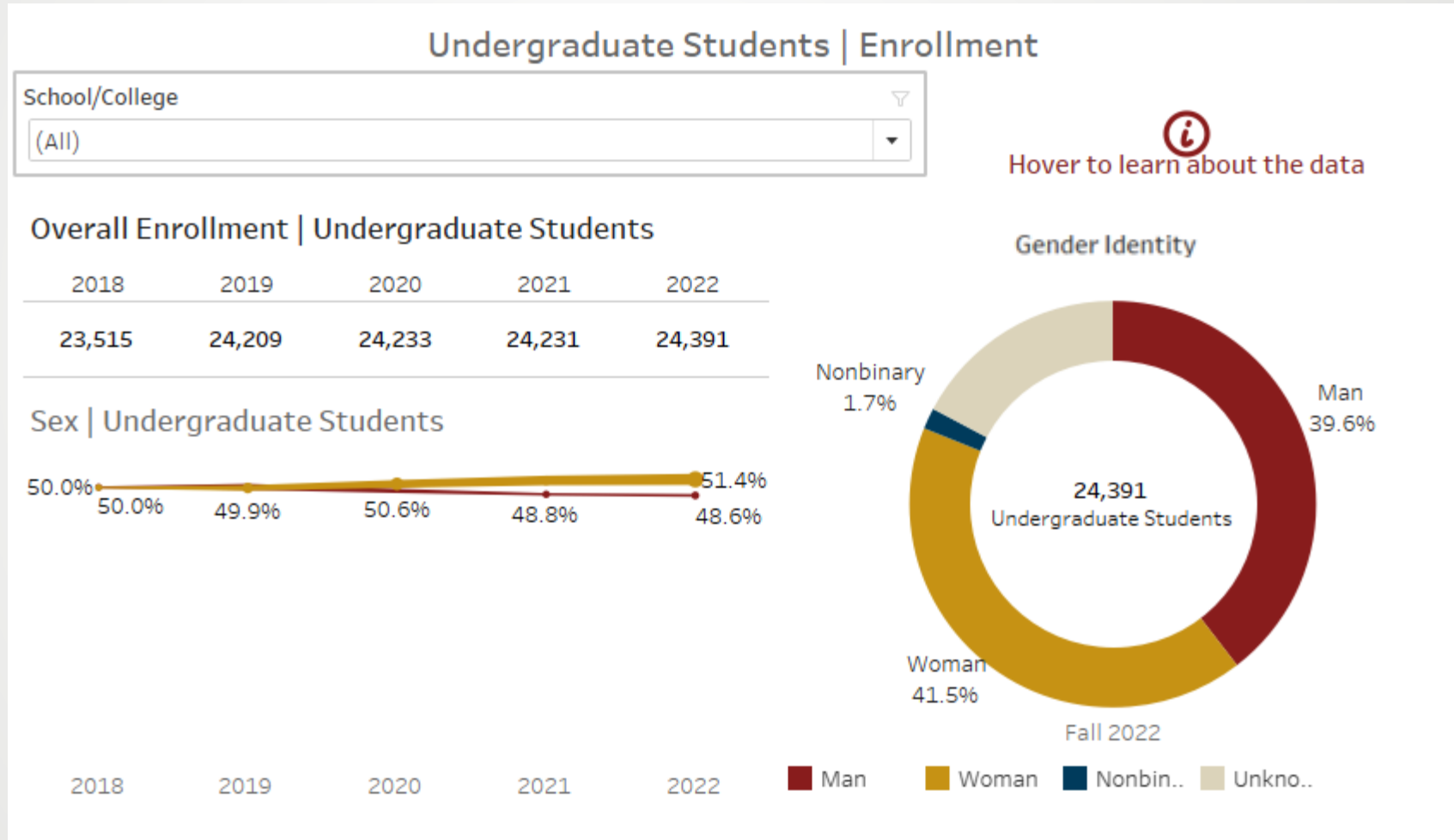
- **UMass Reporting**
- Options aggregated from single & multiple responses:

Cisgender (non-trans) Man
Trans Man or Cis Man + Trans Man
Cisgender (non-trans) Woman
Trans Woman or Cis Woman + Trans Woman
Agender
Gender Fluid
Genderqueer
Nonbinary & multi-responses leading to Nonbinary
Questioning/Unsure & multi-responses rolling to Q'ing/Unsure
No Response/Blank



WHERE WE ARE

- UMass



WHERE WE ARE

- **Bates**

- Allowed scope expansion. Focus on communication and process first.
- Gender Identity Reporting: Student portal form. Updates immediately.
 - Female
 - Gender queer or gender non-conforming
 - Male
 - Non-Binary
 - Questioning
 - Transgender man
 - Transgender woman
 - Not listed
 - Decline to answer

NATIONAL CHANGES - IN PROGRESS

Common Application

First-year application

Proposed changes to sex and gender questions

- Move gender and pronouns questions to Demographics
- Add "X or another legal sex" as a legal sex option
- Add "Mx." and "other" to all prefix choice groups. If "other" is selected, "Other prefix" short answer question field will appear.

Before

Demographics

Legal sex [Learn more*](#)

Female

Male

Clear answer

Prefix

Dr.

Mr.

Ms.

Mrs.

Clear answer

After

Demographics

Gender

Female

Male

Nonbinary

Add another gender

Pronouns

He/Him

She/Her

They/Them

Add another pronoun set

Legal sex [Learn more*](#)

Female

Male

X or another legal sex

Clear answer

Prefix

Mx. X

Mr.

Ms.

Mrs.

✓ Mx.

Other

CHANGES IN PROGRESS

- IPEDS

New question Gender Unknown or Other than Provided Categories – At the TOTAL level only

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

Is your institution able to report another gender for the 2022-23 data collection? If you indicate 'No', your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Undergraduate students:

- Yes
- No

Graduate students:

- Yes
- No

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

Undergraduate students:

CHANGES IN PROGRESS

- IPEDS con't

Which students should be included in 'another gender'?

Students who self-identify as having a single binary gender identity (i.e., men or woman) should be reported in the appropriate binary gender category. Students who self-identify as having a gender identity that does not fall into either of the mutually exclusive binary categories provided (i.e., men or women) should be reported in the "another gender" category. Institutions are not limited to the options available for IPEDS reporting purposes and should determine the best way for their institution to collect and aggregate this information.

For some students, it may be challenging to place them in either a binary category or another gender. For example, for students that indicate they are transgender and provide a binary gender, institutions may ask the student whether they identify as transgender or as the binary gender they selected. If they identify as transgender, they would be reported in another gender. If they identify as a binary gender, they should be placed in the appropriate binary gender category.

Which students should be included in 'gender unknown'?

Institutions should report all students who do not self-report a gender (i.e., missing data) as 'gender unknown'.

Students that selected a binary gender or another gender than the binary 'men' and 'women' category should not be included in gender unknown.

Should our institution resurvey students if we previously only collected binary gender categories?

Institutions should resurvey students so that they can report an accurate number of students in the 'another gender' category. Institutions that cannot report the 'another gender' category can indicate they are not able to report these students using the radio buttons at the top of the screen. It is expected that institutions should be able to provide a count of 'gender unknown'.

QUESTIONS?

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