

## BRIEF REPORT

Minority Stress in Nonbinary Students in Higher Education: The Role of  
Campus Climate and BelongingnessStephanie L. Budge and Sergio Domínguez Jr.  
University of Wisconsin–MadisonAbbie E. Goldberg  
Clark University

Increasing numbers of studies have begun to focus on minority stress within transgender, nonbinary, and gender nonconforming (TNG) populations. These studies indicate a strong positive relationship between minority stress and increased mental health concerns. However, little research has been conducted on nonbinary students enrolled in institutions of higher education, despite a growing number of young adults and emerging adults identifying with this label. The current study sought to fill this gap by understanding minority stress among nonbinary students in higher education. The sample included nonbinary students ( $N = 380$ ), who filled out measures that focused on the impact of minority stress experiences, perceived institutional climate, and sense of belonging. The participants in this study reported higher levels of minority stress compared with sexual and gender minority samples using similar measures. A hierarchical linear regression was conducted to test direct relationships among the constructs. The findings revealed that nonbinary students who did not feel as though they belonged on campus or felt that the climate was positive reported more of an impact of minority stress than those who reported more belongingness and a better climate. These results signify the importance of attending to belongingness and climate when considering ways that institutions of higher education can better welcome and nurture nonbinary individuals. Thus, higher education campuses should include training and programming that focus on nonbinary students to ensure smooth transitions and healthy educational environments.

**Public Significance Statement**

This study indicates that it is important for higher education learning environments to focus on an inclusive climate and foster belongingness for nonbinary students. Specifically, students report less of an impact of minority stress when climate and belongingness on campus are improved; this suggests the importance of targeting policies and practices on campus to improve climate and belongingness for nonbinary students.

*Keywords:* nonbinary, higher education students, climate, belongingness, minority stress

Considerable research has addressed minority stress within transgender, nonbinary, and gender nonconforming (TNG) populations and has linked minority stress and adverse physical and mental health outcomes (e.g., Bockting, Miner, Swinburne Romine, Hamilton, & Coleman, 2013; Hatchel, Valido, De Pedro, Huang, & Espelage, 2018; Jones, Pierre Bouman, Haycraft, &

Arcelus, 2019; Lefevor, Boyd-Rogers, Sprague, & Janis, 2019; Tebbe & Moradi, 2016; Thorne et al., 2018), with minority stress being defined as stress experienced by minority group members as a result of experiences of interpersonal prejudice and discrimination (Meyer, 2003). Yet this research has largely examined the experiences of binary transgender people—that is, individuals whose gender identities comport with the gender binary (i.e., men, women). Only a handful of relatively recent studies (e.g., Budge, Rossman, & Howard, 2014; Clark, Veale, Townsend, Frohard-Dourlent, & Saewyc, 2018; Johnson, LeBlanc, Deardorff, & Bockting, 2019; Jones et al., 2019) have focused exclusively on the experiences of nonbinary individuals, who form over one third of the TNG population (James et al., 2016).

*Nonbinary* is an umbrella term that encompasses identities that are not exclusively masculine or feminine, thus falling outside of the binary gender categories of contemporary Western societies (Matsuno & Budge, 2017). Because nonbinary persons self-

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Stephanie L. Budge, Department of Counseling Psychology, University of Wisconsin–Madison; Sergio Domínguez Jr., Department of Counseling Psychology, University of Wisconsin–Madison; Abbie E. Goldberg, Department of Psychology, Clark University.

Correspondence concerning this article should be addressed to Stephanie L. Budge, Department of Counseling Psychology, University of Wisconsin–Madison, 1000 Bascom Mall, Education Building Room 305, Madison, WI 53706. E-mail: [budge@wisc.edu](mailto:budge@wisc.edu)

identify as a gender that is different from that which may have been assigned at birth, nonbinary persons fall under the TNG umbrella (Matsuno & Budge, 2017). Some nonbinary people, however, do not identify as transgender because that word has historically been used to refer to binary transgender people only (i.e., trans women, trans men; Bauer, Braimoh, Scheim, & Dharma, 2017). Recent data suggest an increase in young adults who self-identify as TNG over the last decade, with the largest percentage selecting nonbinary (GLAAD, 2017; James et al., 2016). Despite the prominence of nonbinary youth and young adults throughout the U.S. population, research has largely failed to address the nuanced experiences of emerging adults who self-identify as nonbinary, especially in higher education settings.

### Minority Stress

The primary goal of this study was to determine the relationship between the impact of minority stress and experiences of campus climate and belonging. As noted previously, adverse outcomes are best explained by Meyer's (2003) minority stress framework, which posits that there is a direct relationship between stress and experiences as a minority group member. Stress-inducing conflict may also arise between minority and majority values and experiences (Meyer, 2003). Thus, adverse conditions and experiences in a minority's social environment, such as discrimination or stigma, may be conducive to experiencing stress and lead to adverse mental and physical health outcomes (Hendricks & Testa, 2012; Meyer, 2003). Further, Hendricks and Testa (2012) have applied this framework to gender minority stress. The Gender Minority Stress Model (GMSM) posits that adverse gender-related experiences, including discrimination, rejection, victimization, and societal nonaffirmation, may affect TNG individuals' psychological well-being (Hendricks & Testa, 2012).

The relationship between distal, or external, experiences is mediated by proximal, or internal and personal, processes (Testa, Habarth, Peta, Balsam, & Bockting, 2015). Proximal stressors, which are subjective and are characterized by individual perceptions and appraisals, include internalized transphobia, negative expectations, and nondisclosure of TNG identity (Testa et al., 2015). Conversely, Testa and colleagues have proposed that group-specific resilience factors may moderate the effects of distal and proximal stressors. Particularly, gender-related pride and community connectedness were found to foster resilience, such that their presence may minimize or offset the deleterious consequences of TNG individuals' adverse gender-related experiences.

Although the evidence is clear that minority stress results in adverse mental health concerns for TNG people, the research is mixed when discussing mental health concerns for nonbinary people compared with binary transgender people. For example, in a recent study (Jones et al., 2019), nonbinary people reported significantly better psychological functioning compared with binary transgender people. In contrast, other studies have found that nonbinary people reported higher scores of depression, anxiety, self-injury, suicidality, and trauma compared with binary transgender people (Lefevor et al., 2019; Thorne et al., 2018). Specifically, Lefevor et al.'s study found that higher minority stress among nonbinary clients accounted for their greater mental health concerns.

In addition to understanding minority stress and adverse outcomes for TNG people, it is important to understand the context for why minority stress exists in the first place. Data from a variety of cultural contexts indicate that the greater sociopolitical climate for TNG people is rife with discrimination, prejudice, and hostility, which in turn permeate most proximal settings (Jamel, 2018). In the United States, TNG people are routinely targeted politically, and the gender binary is consistently reinforced—this is especially true since the 2016 election of Donald J. Trump as president (Flaskerud & Lesser, 2018). In a higher education context, the lack of legal protections and explicit national political bias, alongside a broad lack of legal protections for TNG people, means that campuses may not be ready to respond to the specific needs of TNG students—more specifically, nonbinary students (Beemyn, 2019). For example, TNG students report wanting apartment-style or single-person housing accommodations when considering living on campus, yet on-campus housing assignments are often made based on sex assigned at birth (Krum, Davis, & Galupo, 2013). Many higher education settings do not have gender-accessible options for bathrooms (Seelman, 2014), and TNG students generally report that most faculty and staff are not trained in TNG-affirming practices (e.g., not using correct pronouns; Goldberg, Kuvallanka, & Dickey, 2019). Moreover, TNG students attending higher education institutions report perceiving a hostile campus climate, as well as lack of resources and education on TNG issues (Goldberg, Beemyn, & Smith, 2018). A hostile campus climate may also include students from the overall lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) community because there may be within-community marginalization or harmful experiences for nonbinary youth and young adults (Walker, 2016).

### School Climate and TNG Students

The high rates of minority stress experiences reported by nonbinary people signify the importance of understanding the specific situations and contexts in which these experiences are occurring. To date, there is little information about the impact of minority stress responses for TNG people in school settings. TNG youth and young adults are at an increased risk of experiencing harassment and victimization (Hatchel et al., 2018)—two thirds of respondents in a Canadian sample reported experiencing discrimination due to their gender identity, whereas half of respondents reported discrimination based on their physical appearance (Veale et al., 2015). The same study indicated that over one third of younger respondents reported being physically threatened or injured in school during the past year. Day, Perez-Brumer, and Russell (2018) found that TNG high school youth were more likely to experience victimization and bias-based bullying, to report higher levels of absenteeism and truancy from school, to have lower grades, and to perceive school climate more negatively than their cisgender peers. Unsurprisingly, the authors found that compared to cisgender youth, TNG youth were three times as likely to miss school because of perceived lack of safety or substance abuse. Although these studies yielded important data regarding the risks that TNG youth are disproportionately exposed to within school settings, they fail to distinguish between binary and nonbinary youth and thus fail to establish whether differential risks for mistreatment exist between the two groups.

Research focusing on TNG individuals' transition into higher education underscores the importance of internal processes as mediators in the relationship between external stressors and well-being, highlighted by the relationship between perceived institutional climate and well-being (Beemyn & Rankin, 2011; Singh, Meng, & Hansen, 2013). On the other hand, known TNG-inclusive supports and policies may foster more positive perceptions of campus climate and a greater sense of belonging (Goldberg et al., 2018). None of the aforementioned studies, however, focused exclusively on nonbinary students' higher education experiences. Exploring the specific experiences of nonbinary students merits greater recognition, however, because nonbinary individuals may be particularly vulnerable to victimization due to not conforming or seeking to be recognized within either gender extreme, thereby challenging cisnormativity (Oswald, Blume, & Marks, 2005).

### Sense of Belonging in School Among TNG Youth and Young Adults

Belongingness on higher education campuses has been an area of interest for scholars and is linked to important outcomes among higher education students specifically, including academic (e.g., Glass & Westmont, 2014) and mental health (e.g., Van Orden et al., 2008) outcomes. Sense of belonging is the experience and perception of being valued and integrated within a community or environment (Hagerty, Lynch-Sauer, Patusk, Bouwsema, & Collier, 1992). A sense of belonging to minority communities has been linked to positive mental and physical health outcomes. For example, increased sense of community has been linked to lower levels of depression in gay men (McLaren, Jude, & McLachlan, 2008). Similarly, connection to the LGBTQ community has been linked to reduced distress over gay self-identification in Black men who have sex with men (Wong, Schrage, Holloway, Meyer, & Kipke, 2014).

Research also indicates that belongingness is an important factor that contributes to well-being for TNG individuals (Barr, Budge, & Adelson, 2016). Increased sense of belonging has been found to foster a wealth of positive outcomes, including increased self-esteem, life satisfaction, and psychological well-being (e.g., Barr et al., 2016; McLaren, 2008; McLaren & Challis, 2009). Conversely, decreased sense of belonging has been linked to increased depression, detachment from the community, and increased capability for suicide (e.g., Conner, Britton, Sworts, & Joiner, 2007; McLaren et al., 2008; McLaren, 2009)—which, as noted by Meyer (2003) and Hendricks and Testa (2012), are theorized to be connected to minority stress.

### The Current Study

Previous literature suggests that TNG youth and young adults are at an increased risk of experiencing hostile school environments, relative to their cisgender peers. Further, nonbinary higher education students may face nuanced challenges, the consequences of which have not yet been widely explored. The present study addressed these gaps in the literature by inquiring whether the interaction between perceived school climate and sense of belongingness affects minority stress in nonbinary higher education students. Our first hypothesis (H1) was that higher perceptions of affirming school climate would be related to lower reports of

TNG-specific minority stress. Our second hypothesis (H2) was that an increased sense of belonging would be related to lower reports of TNG-specific minority stress. Finally, we considered that certain demographic variables (race, assigned sex at birth, length of time identifying as nonbinary, undergraduate/graduate student status, public/private institution, and religious affiliation of institution) may affect the hypothesized relationships; thus, these variables were included in the model as control variables. To our knowledge, this is the first study to expressly examine the relationship between minority stress via perceived school climate and sense of belonging in a nonbinary sample.

## Method

### Data Collection

Data from the current study were collected between May and November 2016. All data were drawn from a larger sample of trans students' experience in higher education. We selected a subsample ( $n = 380$  nonbinary higher education students) from this larger sample by excluding binary identified students (see author citation for details).

As part of the development of the survey, focus groups with nonbinary students were conducted to provide information regarding constructs to be measured and the inclusion of specific measures. Sample selection for the focus groups started with one key member, and networking/snowballing methods were employed. Focus-group participants ( $n = 7$ ) were all nonbinary undergraduate students (age range: 18–22 years) in a moderate-size urban city. Two were People of Color, and five were White. The survey was pilot tested to determine how eventual participants would perceive the survey (for ease and functionality) prior to the survey being distributed for the first time. During the pilot, feedback was received and integrated; minor changes were made to the survey.

The current study was approved by the Institutional Review Board at Clark University and was distributed online via Qualtrics. Study information was distributed via electronic mailing lists and social media pages aimed at both TNG people as well as students attending institutions of higher education (e.g., college students, graduate students). In addition, recruitment efforts also targeted social media pages aimed at TNG people who were higher education students. Participants were recruited from LGBTQ groups, clubs, and resource centers on higher education campuses throughout the United States via e-mail. When a campus did not have these specific resources, the study team provided information to a designated staff member (e.g., director of the multicultural center) for dissemination to participants meeting inclusion criteria.

Survey instructions included: "You may complete this survey if you (a) identify as trans, gender nonconforming, gender questioning, genderqueer, gender nonbinary, agender, or anywhere on the gender-nonconforming spectrum, and (b) are currently enrolled at least part-time in a college/university (or recently graduated). Graduate students may also participate. *Students with nonbinary gender identities are particularly encouraged to participate.*" Potential participants were informed that they should not put identifying information in the survey and that upon completion, they would be directed to a link to include their name/e-mail—which would not be linked to their data—to be entered into a drawing for 1 of 10 \$50 gift cards.

## Participants

Our study included 380 nonbinary higher education students. Students' ages ranged from 16 to 55 (mean [ $M$ ] = 21.96, standard deviation [ $SD$ ] = 4.45). Regarding gender assigned at birth, 82.7% ( $n = 314$ ) students were assigned female at birth (AFAB), and 17.3% ( $n = 66$ ) students were assigned male at birth (AMAB). These numbers are consistent with data from the United States Transgender Survey finding that the majority of nonbinary young adults were AFAB (James et al., 2016). Students reported that they had been identifying as nonbinary for an average of 2 years and 2.88 months ( $SD = 3$  years, 7.28 months, range 0–30.5 years). For race, 71.8% ( $n = 273$ ) of young adults identified as White only, and 28.2% ( $n = 107$ ) were categorized as a Person of Color. More specifically, students could choose more than one option for their race: 8.9% ( $n = 34$ ) identified as Latinx, 8.1% ( $n = 31$ ) identified as Asian American, 4.2% ( $n = 16$ ) identified as African American, 3.1% ( $n = 12$ ) identified as Native American/American Indian, 1.6% ( $n = 6$ ) identified as Middle Eastern, 80.8% ( $n = 308$ ) identified as White, and 5.2% ( $n = 20$ ) wrote in additional options. For student status, 75.9% of the sample ( $n = 289$ ) were undergraduate students or recent graduates, and 24.1% ( $n = 92$ ) were graduate students. The majority of students attended a public university (52.8%,  $n = 201$ ), and the majority of students attended a secular, or nonreligious, university (95.8%,  $n = 365$ ).

## Measures

### Demographic and control variables.

**Race.** Students who indicated a racial category other than White were coded as People of Color (1), and students who solely indicated White were coded as White (0).

**Assigned gender.** We included assigned gender (1 = male, 0 = female) in that (a) most participants were AFAB, and it is appropriate to account for this in analyses, and (b) AMAB people who show gender nonconformity often encounter greater stigma (Bockting et al., 2013).

**Length of identity.** For this continuous variable, students were asked to rate how long, in months, they have identified with the gender identity noted in the survey.

**Student status.** Current undergraduate students (and students who graduated from undergraduate institutions in the last 2 years who were not currently graduate students) were coded as 1, and current graduate students were coded as 0.

**Secular versus nonsecular institution.** This variable was coded as a binary variable, based on the question that asked students to note whether or not they attended a religiously affiliated university.

**Public versus private institution.** This variable was coded as a binary variable, based on the question that asked students to note whether or not they attended a public or private university.

**Climate and belonging.** These constructs were measured using the Sense of Belonging and Climate Measure (Dugan, Kusel, & Simounet, 2012). The measure includes eight items that are rated from *strongly disagree* to *strongly agree* on a 5-point Likert scale. The sense-of-belonging subscale comprises three items that measure the degree to which nonbinary students feel that they belong in relation to their college or university; a sample item from this measure is: "I feel like I belong on campus." The coefficient alpha for this subscale was .91. The campus-climate subscale

comprises five items that measure discriminatory experiences on campus that lead to an unwelcoming atmosphere; a sample item from this measure is: "I have encountered discrimination while attending this institution." The coefficient alpha for this subscale was .85.

**Minority stress.** This construct was measured using the Stressful Experiences Measure (Balsam, Beadnell, & Molina, 2013). This measure was validated on LGBTQ populations and includes 9 items that focus on the minority stress that nonbinary individuals may experience; participants were asked to rate items based on, "How much has this problem distressed or bothered you in the past semester at college?" The items were rated on a 6-point scale, with 0 = *it did not happen*, 1 = *it happened and it bothered me not at all*, and 5 = *it happened and it bothered me extremely*. The impact of minority stress experiences measured in this construct ranged from a feeling of invisibility to harassment to difficulty finding clothes that respondents were comfortable wearing. A sample item on this measure is: "Feeling invisible in the LGBTQ community on campus because of your gender identity/expression." The coefficient alpha for this subscale was .70.

## Results

Hierarchical multiple-regression analyses were conducted to determine factors associated with the minority stress experiences of nonbinary higher education students. Independent variables in the analysis included perceived school climate and level of belongingness. To conduct the hierarchical multiple-regression analysis, we used recommendations by Aiken and West (1991). For the hierarchical regression, race, gender assignment at birth, length of time identifying as nonbinary, student status (undergraduate vs. graduate student), public versus private institution, and secular versus nonsecular affiliated university were entered as covariates in Step 1 (see Table 1 for correlations). At Step 2, the independent variables were entered in order to test for main effects.

Before reducing the data set into a nonbinary-only sample to conduct the regression analysis, the entire data set was cleaned. For the initial survey, 649 respondents began the survey; 509 (78%) completed all of the closed-ended items used in the study. The median and modal time to finish the survey was 39 minutes. Participants were prohibited from taking the survey more than one time. Participants' answers to analogous questions were reviewed for indications of careless or fake responding; response times and missing-data patterns were also assessed (Dillman, Smyth, & Christian, 2009). Participant data finished in 15 min or less were carefully reviewed to ensure logical responding patterns (Meade & Craig, 2012).

We conducted a hierarchical linear regression analysis (Table 2) to determine the relationship between belongingness (independent variable [IV]) and climate (IV) with minority stress (dependent variable [DV]). Several variables were included as control variables, including assigned gender at birth, race, length of time identifying as nonbinary, student status (undergraduate vs. graduate), public versus private institution, and secular versus nonsecular institution. All covariates were included in Step 1, and none of the control variables were significant. At Step 2,  $F(8, 66) = 10.93$ ,  $p < .001$ , both belongingness ( $\beta = -0.15$ ,  $p = .005$ ) and climate ( $\beta = -0.37$ ,  $p < .001$ ) were significant. The results indicate that when students report higher belongingness and better climate, they



Table 1  
Correlation Matrix

Construct	<i>M (SD)</i>	1	2	3	4	5	6	7	8	9
1. Race	—	1								
2. Assigned gender	—	-.02	1							
3. Length of identity	34.88 (43.28)	-.02	-.01	1						
4. UG vs. grad	—	-.01	.04	-.16**	1					
5. Secular vs. nonsecular	—	-.04	.06	.01	.06	1				
6. Public vs. private	—	.001	-.002	.003	-.09	-.22**	1			
7. Belonging	10.18 (2.86)	-.03	.02	.01	.10	.07	-.23**	1		
8. Climate	14.86 (4.65)	-.02	.04	-.03	.12*	.02	-.09	.37**	1	
9. Minority stress	4.77 (2.07)	-.01	.04	.05	-.05	.02	.01	-.27**	-.41**	1

Note. UG = undergraduate student; grad = graduate student.  
\*  $p < .05$ . \*\*  $p < .01$ .

report fewer experiences of minority stress. Step 2 accounted for 19.3% of the variance.

### Discussion

The current study sought to determine how campus climate and belongingness relate to the impact of higher education students' experiences of minority stress. Of note is that the overall mean for being impacted by minority stress experiences of nonbinary students in this sample ( $M = 4.77, SD = 2.0$ ; see Table 1) was higher than that in other samples previously collected. In Balsam et al.'s (2013) original study, the gender-expression subscale mean was 2.40 ( $SD = .077$ ); by way of comparison, the students in the current sample were bothered more than the validated sample by experiencing invisibility, barriers to accessing affirming identity-related experiences (e.g., wearing clothes that affirm one's gender), and being misunderstood on their campuses. This finding alone is an important one, given that TNG individuals are often treated as a monolithic group in explorations of their experiences

of minority stress, despite nonbinary individuals experiencing different treatment from their binary trans counterparts (Beemyn, 2015).

The results from this study suggest that when nonbinary students report feeling as though they belong more on campus, they also report a lower overall impact of experiences of minority stress. This is an important finding, given that campus institutions are expected to assist students with creating a sense of community (Torres-Harding, Diaz, Schamberger, & Carollo, 2015). Previous research on belongingness in TNG communities demonstrates that belongingness is directly related to a sense of well-being (Barr et al., 2016). Our results indicate that minority stress experiences are considered less bothersome (i.e., less of a psychological barrier) when nonbinary students feel as though they belong more on campus. Given that this sample experienced significant challenges from minority stress experiences, the findings here suggest the importance of campuses putting time, energy, and effort into creating formal and informal opportunities to improve belongingness among nonbinary students. For example, higher education institutions should seek to (a) explicitly acknowledge nonbinary students in official forms and records, (b) facilitate on-campus groups for trans and possibly specifically nonbinary students, (c) ensure that both curricular and extracurricular programming include acknowledgment of gender as a nonbinary construct and recognition of diverse gender identities. Although beyond the scope of the current study, studies have shown that a sense of belonging at school is associated with better academic achievement (e.g., Layous et al., 2017), highlighting the need for future research to focus on how nonbinary individuals' experiences of belongingness are related to academic performance (as well as retention and other academic indicators) in higher education settings.

The results from this study also signify that campus climate is an important factor when considering the impact of nonbinary students' minority stress experiences. Specifically, when nonbinary students report a more welcoming climate, they also report less of an impact on minority stress. This finding is not surprising, given the numerous studies that have shown that discriminatory or toxic campus climates often lead to poor outcomes for TNG individuals (e.g., Rankin, 2005; Rankin, Weber, Blumenfeld, & Frazer, 2010; Seelman, 2016). What makes the finding unique is that it reflects the experiences of nonbinary higher education students specifically and examines the role of climate in relation to minority

Table 2  
Hierarchical Regression Results

	Minority stress regression				
	$R^2$	$\Delta R^2$	$\beta$	$t$	$p$
Step 1	.005				
Race			-.01	-.21	.84
Assigned gender			.04	.68	.50
Length of identity			.004	.07	.94
UG vs. grad			-.06	-1.04	.30
Secular vs. nonsecular			.03	.53	.60
Public vs. private			.02	.29	.77
$F(6, 368) = .33, p = .92$					
Step 2	.19	.185			
Race			-.03	-.54	.59
Assigned gender			.05	1.14	.25
Length of identity			.003	.05	.96
UG vs. grad			-.01	-.11	.91
Secular vs. nonsecular			.03	.60	.55
Public vs. private			-.05	-.97	.33
Belonging			-.15	-2.82	.005**
School climate			-.37	-7.27	.000**
$F\Delta(8, 366) = 38.35, p < .001$					

Note. UG = undergraduate student; grad = graduate student.  
\*  $p < .05$ . \*\*  $p < .01$ .

stress; to our knowledge, no study to date has examined the direct relationship between climate and minority stress for nonbinary individuals. Findings such as this can shape campus policies and be used to provide administrators with data to fuel resources (e.g., clubs, programming focused on nonbinary students) that can improve the campus climate for nonbinary students. Indeed, in their article focused on campus climate for TNG students, Garvey and Rankin (2015) specifically call for quantitative studies that examine the relationship between climate and minority stress to facilitate institutional change in policies, advocacy, and resource allocation. The current study heeds this call and takes an important first step in this direction.

## Limitations

Although this study did not find that demographic variables were related to experiences of minority stress, it is possible that studies using different methodologies or different measures might yield different findings for nonbinary individuals with additional marginalized identities. It may be that the focus on identity variables in this data set was not nuanced enough to capture the impact of racism, for example. Future studies should use qualitative methodology to understand the specific mechanisms of how climate and belongingness may be protective factors for minority stress—these findings could be particularly useful in creating interventions for campuses to use as preventative measures. In addition, future research should focus on specific types of minority stress (e.g., concealment, internalized stigma) as they relate to different climate and belongingness factors to determine if there are differential relationships among the constructs.

## Implications

The implications of the current study suggest the need for educational institutions to build in programming and training that focus on nonbinary students and their particular needs. Specifically, faculty and staff should undergo training on common microaggressions toward nonbinary students that can lead to more minority stress outcomes, specifically focusing on nonbinary pronoun options and moving away from binary gendered examples within the classroom setting. For example, the Center for Teaching at Vanderbilt University offers its policies and resources in a public setting for others to use and for students to hold faculty, staff, and peers accountable for nonbinary inclusion: <https://wp0.vanderbilt.edu/cft/guides-sub-pages/teaching-beyond-the-gender-binary-in-the-university-classroom/>. In addition, offering trans and nonbinary inclusive mental and physical health services can signal positive climate and efforts to increase belongingness. For example, the University of Wisconsin–Madison has nonbinary inclusive health services that focus on informed consent and statements of support for nonbinary students: <https://www.uhs.wisc.edu/front/trans-health/>. Campus Pride (campuspride.org) provides many resources and recommendations to universities and colleges seeking to provide a more LGBTQ-friendly and specifically trans-friendly environment for students. For example, it offers recommendations for fraternities and sororities on trans inclusion: <https://www.campuspride.org/resources/trans-inclusion-policy-key-recommendations-for-fraternities-sororities/>. Division 35 (Psychology of Women) of the American Psychological Association (APA) recently hosted a webinar with nonbinary graduate students, in which students

shared their experiences as graduate students in psychology and offered specific advice for graduate programs in psychology: <https://register.gotowebinar.com/recording/viewRecording/5435226123245411075/2275216511764203011/klump@msu.edu?registrantKey=6707494117973903373&type=ATTENDEEMAILRECORDINGLINK>. Further, the group created an infographic with recommendations for psychology graduate programs on creating affirming environments for nonbinary graduate students: <https://create.piktochart.com/output/38939812-non-binary-students>. We recommend that higher education campuses post visible and inclusive information across departments and health systems to ensure accountability and also to display to students that they are part of a welcoming learning environment. By fostering an inviting and inclusive environment, higher education campuses can contribute to nonbinary students' physical and mental well-being.

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