

An Evaluation of Attitudes Towards Transgender and Gender Non-Binary Undergraduate Students at Historically Black Colleges and Universities

Students with trans and non-binary (TNB) identities face an abundance of adversities in collegiate settings, ranging from a lack of affirming policies to rejection from peers (Knutson et al., 2020; Gilbert et al., 2021 & Barr et al., 2022). Exposure of varying environmental factors have the potential to affect the way one views a population of people, potentially leading to bias. Dependent upon generational belonging, exposure to TNB individuals continues to shift across the lifespan. Homophobia, transphobia, and a belief in a gender binary system is pervasive in the Black community, ultimately translating onto Historically Black colleges and universities (Mobley & Johnson, 2015). While grouped into the lesbian, gay, bisexual, transgender, and/or questioning (LGBTQ), trans and non-binary individuals undergo a unique experience while facing nonacceptance from dominant cultures, as well as the population in which they are grouped. Evaluation of the intersection of age, family religiosity and traditional gender roles, is composed to address influences of attitudes towards Black trans and non-binary undergraduate students on HBCU campuses. Age categories include ranges of 18-24, 25-30, and above 30, to find differences between generations. Family religiosity relates to the involvement in distance practices related to the engagement of specific religious organizations (Stern & Wright, 2018). Examining traditional gender roles consists of the belief systems attached to one's conception of behaviors and attitudes of differing genders (Carrierio, 2021).