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**UNIVERSITIES
TOWARDS
DIVERSITY**

LGBTI+
INCLUSIVE
PRACTICES
TRAINING
CURRICULUM

UNIVERSITIES TOWARDS DIVERSITY

LGBTI+ INCLUSIVE PRACTICES TRAINING CURRICULUM

www.unidiversity-project.eu

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The project "Universities Towards Diversity" is implemented in Greece by Panteion University of Social and Political Sciences and Colour Youth LGBTQ Community of Athens, in Lithuania by Vytautas Magnus University and Diversity Development Group, in Italy by the University of Brescia and Avvocatura per I Diritti LGBTI. The project is coordinated by Panteion University.

The purpose of the "Universities Towards Diversity" project is to contribute to a more inclusive academic environment towards LGBTI+ people, by targeting discriminatory incidents based on the grounds of sexual orientation, gender identity and/or sex characteristics (SOGISC) and by training the whole academic community (permanent staff, researchers, students and other staff members) in the use of inclusive language and behaviour, as well as in conflict resolution, to identify, combat and prevent SOGISC based discrimination in Greece, Lithuania and Italy.

1. THE NEED FOR TRAINING

The aim of the project "Universities Towards Diversity" desk and empirical research was to analyse the occurrence of discriminatory incidents and behaviour based on SOGISC against LGBTI+ individuals in academic environment in Greece, Italy and Lithuania. Also, this research aimed to investigate the training needs of an academic community in order to integrate inclusive practices into their everyday activities.

According to the statistical data, individuals who do not fit the traditional notions of sexual orientation, gender identity or sex characteristics (SOGISC) face various forms of discrimination and harassment. The EU FRA study[1], conducted in 2013 on the experiences of over 93,000 LGBT individuals from various countries, found that they were more likely to be victims of discrimination and violence than those non-LGBT. This study also revealed that many LGBT individuals experienced harassment and violence in educational environments.

Again in 2015, the Special Eurobarometer 437[2] revealed that 60% of participants stated that they experienced discrimination based on sexual orientation or gender identity (SOGI).

To investigate discriminatory attitudes, beliefs, and behaviours based on SOGISC in the academic environment and training needs of the academic community the online survey was addressed to members of the Lithuanian, Italian and Greek academic community (university teaching, research and administrative staff, including postgraduate, undergraduate and PhD students) as well as members of the civil society (activists and members/staff of organizations). This research was implemented in Greece, Lithuania and Italy in March and April 2021. The questionnaires were filled in by a total of 1079 respondents from all partner countries. More specifically, 251 respondents were from Greece, 575 respondents were from Lithuania and 253 from Italy. It is worth noting that the majority of survey respondents identifies themselves as non-LGBTI+ (19.1% of respondents in Lithuania, 46.2% in Greece and 46% in Italy identify themselves as LGBTI+).

Although a majority of respondents from all participating countries believe that the frequency of discriminatory incidents in academic settings is low, it should be noted here that this does not imply nonexistence. Discriminatory incidents are still prevalent in Greek, Italian and Lithuanian academic environments. The most common form of discrimination reported by respondents was the use of LGBTI+ terminology in an insulting manner. Other forms of discrimination include negative comments and prejudice. Deadnaming and misgendering also appear to take place sometimes.

Most students and staff members of Italian and Lithuanian universities have not undergone training regarding LGBTI+ issues in the five years preceding the survey. Respondents from all countries would be however interested in participating in training. In terms of the topics of such potential training, students were more interested in terminology, the psychological effects of LGBTI+ discrimination, the national situation of LGBTI+ rights, the different forms of discrimination and the legal framework; while staff members appeared to be more interested in existing good practices, ways to integrate inclusive practices into everyday practices, terminology, and teaching strategies for a more inclusive approach.

The statistical data and the results from the "Universities Towards Diversity" online survey show that discriminatory behaviour based on SOGISC still exists in the academic environment. It is considered that inclusive practices training for the academic community would be an effective tool to prevent discrimination on SOGISC grounds and create a safe place for every member of the academic community.

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1 FRA, EU LGBT survey European Union lesbian, gay, bisexual and transgender survey – Results at a glance, 2013.
2 European Commission, Special Eurobarometer 437 Discrimination in the EU, 2015

2. TRAINING OBJECTIVES

Description

Inclusive practice training is the main deliverable of the international project "Universities Towards Diversity", which is implemented in Greece, Lithuania and Italy.

The training aims to provide the academic community with guidelines on ways to build a safe, inclusive and supportive working, teaching, research and studying environment for all of its LGBTI+ members.

The training is aimed at all academic communities (teaching, research, and administrative staff as well as undergraduate, postgraduate and PhD students). Members of various organisations working on human rights and LGBTI+ issues may also benefit from the training.

Objectives

1. Develop the capacity of the academic community to recognise different forms of discrimination based on sexual orientation, gender identity, sex characteristics.
2. Increase the competence of the academic community to address LGBTI+ issues in the academic environment.
3. To raise awareness of the academic community of how to create a safe, inclusive and supportive working, teaching, research and studying environment for all of its LGBTI+ members.

3. TRAINING METHODOLOGY

Training format

The training could be organised as an online, live (face-to-face) or hybrid event. If the event is online, Zoom or another platform is the most convenient way to deliver training remotely. Prepared materials and slides can be shared with participants via screenshare and, for the group discussions, the break out rooms function should be used. If trainers need to mark participants' ideas and thoughts Google Jamboard or a similar tool could be used.

If the event is live, a suitable room for the training must be selected. Consideration should be given to whether all participants can be accommodated, whether there is a computer, a projector and a whiteboard for marking thoughts.

Training methods

- Lecture
  The training will follow the usual lecture-style format. During the lectures, the academic community will be introduced to key inclusive practices and examples of appropriate language from the "LGBTI+ Inclusive Practices Guide".

- Active learning methods
  In addition to lectures, a variety of active learning methods such as group work, analysis of case studies, and discussions will be used to assimilate and reflect on various experiences and new knowledge.

Training tools

- Training software

  For online or hybrid training, it is recommended to use the most suitable remote meeting and training software such as *ZOOM* or *MS Teams*.

- Additional tools

  For online or hybrid training, it is recommended to use a range of applications for active and interactive learning, such as Wordcloud, Jamboard, Mentimeter.com. If the event is live, writing material (notepads, pens, pencils) should be prepared.

Training material

- Presentation

  The main training material during the training will be a presentation containing the content from the "LGBTI+ Inclusive Practices Guide" and explanations of active learning exercises.

- "LGBTI+ Inclusive Practices Guide"

  This training is based on the content of the "LGBTI+ Inclusive Practices Guide". All participants will be able to download the Guide from the project website (https://unidiversity-project.eu/) and use it after the training to implement inclusive practices in their academic environment.

Training environment

Participants must feel safe in both the remote and the live event. This training covers sensitive topics such as discrimination based on sexual orientation, gender identity and sex characteristics. Trainers should take the time to create a safe environment before the training starts. As the training covers sensitive topics, it is important to emphasize at the beginning of the training that this training is a safe space where everyone is able to share their thoughts and feelings.

It can be expected that participants will include at least a few people who have experienced discrimination or hate speech. Discussions may bring up unpleasant memories, which is why it is important to react sensitively and ensure a safe atmosphere for sharing ideas.

Duration of the training

Regardless of the training format, the training should last 3-4 hours.

Number of participants

Ideally, the number of participants in this training should not be less than 20 and not more than 150.

Training audience

It is recommended to organise separate training sessions for two main groups: students and academic staff. This means that students and academic staff will be invited to separate training sessions. This type of classification will allow a more effective delivery of training content and sharing of experience. If it is not possible to do separate training for the different audiences, then it may be possible to organise general training for the whole academic community, both students and academic staff.

Training rules, agreements and expectations

When participants take their seats or log in, trainers should first introduce the training agenda and the rules that will be applied during the training.

The rules are:

- not to use a mobile phone during the training;
- be sensitive and respectful and respect other opinions;
- to participate actively;
- to have the right to leave the training at any time, if negative feelings are experienced.

It is also a good idea to ask participants at the beginning of the training what they expect from the training and what they want to learn.

Presentation of trainers

Trainers should state their names, pronouns, and give a very brief introduction about themselves: what organisation they represent, their area of expertise, etc.

4. PLANNING AND EVALUATION OF THE TRAINING

Registration form

Before the training, participants will be invited to register for the training. The registration form must indicate the title, time and place of the training, and a few sentences outlining the aim of the training. On the registration form, participants are asked to indicate their contact details. An example of the registration form could be found in Annex 3.

Training attendance list form

All participants must sign the attendance list form during the training. This will be proof that they have attended the training. An example of an attendance list form could be found in Annex 4. If the training is remote, organisers should export the list of participants from the online platform where the training took place.

Training evaluation form

A training evaluation form is given to participants after the training. Ideally, the evaluation form should be online and sent to the participants after the training (no later than a few days after the training). An example of an evaluation form can be found in Annex 5.

5. TRAINING AGENDA

The training agenda should be as follows:

    1) PART A. Introduction + Practical Activity / 30 min.

    2) PART B. Lecture: Guidelines for LGBTI+ Inclusive Practices / 20 min.

    3) PART C. Lecture + Practical Activity: Appropriate Language and Terminology / 20 min.

    4) Break / 30 min.

    5) PART D. Lecture: Guidelines for LGBTI+ Inclusive Practices / 20 min.

    6) PART E. Practical Activity / 60 min.

    7) PART F. Conclusion + Practical activity / 30 min.

Duration: approx. 3 hours 30 minutes

The text below explains all the parts of the training.

5.1. PART A – Introduction

Methods: lecture and practical activity.

Duration: 30 min.

Tools:

1) presentation;

2) WordCloud / Jamboard / Writing board.

    5.1.1. The trainer should give time for participants to log in, take their seats.

    5.1.2. The trainer should present key information about the training:

        5.1.2.1. agenda;

        5.1.2.2. rules and training contract;

        5.1.2.3. present the idea of a safe environment.

    5.1.3. One or two slides with information about trainers, which institution they represent, etc. should be presented.

    5.1.4. The trainer should shortly introduce the "UniDiversity" project. Additional content could be found in ANNEX 1.

    5.1.5. The context and explanation of the need for the training should be presented. The additional content could be found in ANNEX 2.

    5.1.6. The trainer should present training objectives.

    5.1.7. Practical activity – Ice breaker

        5.1.7.1. First, the trainer should explain the activity. After that, introduce the question and give one minute or two for the participant to answer, and show the results. Also, comment on the results. After that, the trainer should present the next question, give time for participants to fill/present the answer and comment on the results.

            5.1.7.1.1. The trainer should use tools: WordCloud / Jamboard / Writing board

            5.1.7.1.2. Question 1: What do you expect from this training? What do you want to learn?

            5.1.7.1.3. Question 2: What word(s) comes to mind when you are thinking about an inclusive academic environment? What words could describe an inclusive academic environment?

            5.1.7.1.4. Results: the trainer should present the results and explain how they relate to the training material / give the summary of how training participants describe an inclusive academic environment and what they want to learn.

5.2. PART B – presentation of guidelines from the document "LGBTI+ Inclusive Practices Guide".

Method: lecture.

Duration: 20 min.

Tool: presentation with the content from the document "LGBTI+ Inclusive Practices Guide".

5.2.1. Presentation of the guidelines and good practices from the document "LGBTI+ Inclusive Practices Guide" (section 1 "General guidelines for all members of the academic community for all members of the academic community"). The trainer has to present the main points from the first section of the Guide in a slide presentation, as well as briefly explain all the tips/recommendations and present examples of good practices.

5.3. PART C - presentation of appropriate language and terminology) + practical Activity

Method: lecture and practical activity.

Duration: 20 min.

Tools:

1) presentation;

2) break-out rooms;

2) activity sheet;

3) sheet for notes;

4) pens or pencils;

5.3.1. Presentation of the inappropriate/appropriate language from the document "LGBTI+ Inclusive Practices Guide" (Section "Appropriate language" Annex 2). The trainer has to present examples of inappropriate and appropriate language in a slide presentation.

5.3.2. After that, the trainer has to explain the practical activity to the participants: participants should be divided into break out rooms / face-to-face groups and have to complete the task. It is recommended to appoint 3-5 participants for each group. This assignment will contain specific terms and their descriptions, but they will be mixed up. Participants have to match the terms with their explanations/descriptions. The exercise is given in Annex 7. It is recommended to give participants 10 minutes to complete the exercise. If the event is online, the assignment should be presented in a Pdf document and shared with participants in the general chat before going to break-out rooms. In other words, participants should download the document with the assignment before going to break-out rooms and should use the document during the break-out discussions. If the event is live, information should be presented on the presentation.

5.3.3. Presenting results. After the assignment is finished, the trainer should present the correct answers and present them on the slides.

5.3.4. After this part, the trainer should call a 30-minute break.

5.4. PART D – presentation of the guidelines from the document "LGBTI+ Inclusive Practices Guide".

Method: lecture.

Duration: 20 min.

Tool: presentation.

5.4.1. Presentation of the guidelines and good practices from the document "LGBTI+ Inclusive Practices Guide" for academic staff (management, administrative, research, teaching staff). The trainer has to present the main points from sections 2-4 of the Guide in a slide presentation, as well as briefly explain all the tips/recommendations and present examples of good practices. *Note: this section will not be presented during the training for students.*

5.4.2. Presentation of the guidelines and good practices from the document "LGBTI+ Inclusive Practices Guide" for students. Trainer has to present the main points from section 5 of the guide in a slide presentation, as well as briefly explain all the tips/recommendations and present examples of good practice. *Note: this section will not be presented during the training for academic staff.*

5.5. PART E – Main practical activity

Method: Group-work discussion.

Duration: 60 min.

Tools:

1) presentation;

2) case studies;

3) sheet for notes;

4) pens or pencils;

5) break-out rooms.

5.5.1. Trainer will have to explain the activity to the participants:

5.5.1.1. Participants should be divided into break out rooms / physical groups and have to discuss the case studies and answer the presented questions. It is recommended to appoint 3-5 participants for each group. The case studies will be about discriminatory incidents in the academic environment. All the case studies can be found in Annex 6. Trainers can also use case studies of their own choice, but they should be appropriate to the training topic. One group has to receive one case study and discuss it. If there are more groups than the case studies, it is possible to give the same case study to several groups. It is recommended to give participants 15-20 minutes to discuss the case study and prepare the answers.

5.5.1.2. Participants in their groups will have to discuss: 1) reasons/aspects, why each case study is related to discrimination/inappropriate language? Which discrimination forms are mentioned in the case study? 2) What actions could be taken to solve these issues? 3) What actions can be identified to prevent such incidents from happening in participants' academic environment?

5.5.2. Presenting results. Representatives from each discussion group should present the main discussion points. Representatives should present: 1) the case and discriminatory actions; 2) aspects of the case, how to solve it; 3) actions for preventing such a case in their academic environment. *Note: if a large number of participants are taking part in the training, you can ask only a few groups to present their results, e.g. 3-5 groups.*

5.5.3. PART F – Conclusion

Method: lecture and practical activity.

Duration: 30 min.

Tools:

1) presentation;

2) WordCloud / Jamboard / Writing board.

5.5.4. The trainer should present one slide for summing up the training activities and main ideas. Also, the trainer should present the document "LGBTI+ Inclusive Practices Guide" and tell that all participants will be able to download this document from project website (https://unidiversity-project.eu/). Participants will receive the "LGBTI+ Inclusive Practices Guide" after the training.

5.5.5. After that, the trainer should explain the practical activity: introduce the questions, give one minute for participants to answer, and show the results. Also, comment on the results. After that, the

trainer should present the next question and follow the same actions.

    5.5.5.1. Tools: WordCloud / Jamboard / Writing board.

    5.5.5.2. Question 1: express the biggest value or benefit that you gained from this training?

    5.5.5.3. Question 2: How can you start using the new knowledge, gained in the training, in your everyday practice?

    5.5.5.4. Results: the trainer will present the results and comment on the answers.

5.5.6. The trainer should remind participants about the evaluation form, which will be sent to participants after the training.

5.5.7. The trainer will start the Q&A session and will answer the questions (10-20 minutes). If it is an online training, participants could ask questions in chat or raise a hand on the online platform.

ANNEX 1. INFORMATION ABOUT THE PROJECT

"Universities Towards Diversity" is a 2-year ground-breaking initiative aimed at making the academic environment more inclusive towards Lesbian, Gay, Bisexual, Transgender & Intersex (LGBTI+) individuals in Greece, Lithuania and Italy.

The project "Universities Towards Diversity" is implemented in Greece by Panteion University of Social and Political Sciences and Colour Youth LGBTQ Community of Athens, in Lithuania by Vytautas Magnus University and Diversity Development Group, in Italy by University of Brescia and Avvocatura per I Dirriti LGBTI. The project is coordinated by Panteion University.

The purpose of the "Universities Towards Diversity" project is to contribute to a more inclusive academic environment towards LGBTI+ people, by targeting discriminatory incidents based on the grounds of sexual orientation, gender identity and/or sex characteristics (SOGISC) and by training the whole academic community (permanent staff, researchers, students and other staff members) in the use of inclusive language and behaviour, as well as in conflict resolution, in order to identify, combat and prevent SOGISC based discrimination in Greece, Lithuania and Italy.

The project "Universities Towards Diversity" is funded by the Rights, Equality and Citizenship Programme (2014 – 2020) of the European Union.

ANNEX 2. THE NEED FOR TRAINING

Data from the research - LITHUANIA

Did you know that in Lithuania

Data collected from an online survey of the academic community (students, academics, research and administrative staff) conducted in Lithuania between March and April 2021. Out of 575 respondents surveyed in Lithuania*:

- 73 % of students and academic staff have not or probably have not attended lectures and classes on LGBTI+ topics;
- 68 % of students and academic staff expressed that any actions focused on LGBTI+ issues have been taken in their academic environment during the past year;
- 56 % of students and academic staff that identify as LGBTI+ reported that discriminatory incidents happen from time to time during a year in an academic environment;

- According to the survey, the majority of respondents would be interested to learn about basic LGBTI+ terminology and to hear various good practices implemented in other countries, ways of integrating inclusive practices into their everyday practice for the environment to be safe for everyone.

*19,1 % of respondents identify themselves as LGBTI+

Data from the research – GREECE
Did you know that in Greece

Data collected from an online survey of the academic community (students, academics, research and administrative staff) conducted in Greece between March and April 2021. Out of 251 respondents surveyed in Greece*:

- 79 % of students did not/maybe did not know any openly LGBTI+ staff members in their academic environment;
- 59 % reported that there were (probably) no actions, such as seminars and information days, related to LGBTI+ issues that have taken place in their academic environment during the past years;
- 44 % of students reported that the use of LGBTI+ terms is common in an insulting way, while verbal harassment is the most prevalent form of violence;
- In terms of the topics of such training, Greek students were more interested in terminology. University staff from Greece appeared to be more interested in existing good practices, ways to integrate inclusive practices into their everyday practice, terminology and teaching strategies for a more inclusive approach.

* 46,2 % of respondents identify themselves as LGBTI+

Data from the research – ITALY
Did you know that in Italy

Data collected from an online survey of the academic community (students, academics, research and administrative staff) conducted in Italy between March and April 2021. Out of 253 respondents surveyed in Italy*:

- 66 % of the academic community believes that discriminatory incidents occur in the university halls and yards, and in the university cafeteria;
- 44 % of the academic community is not sure if LGBTI+ people are generally respected in academic environments;
- 38 % of the academic community believes that LGBTI+ rights are not or not much promoted and discussed in academic environments;
- Italian participants identified terminology, the national situation of LGBTI+ rights, ways to integrate inclusive practices and teaching strategies for a more inclusive approach in the most preferred topics.

* 46 % of respondents identify themselves as LGBTI+

ANNEX 3. REGISTRATION FORM

Registration form

The aim of the LGBTI+ Inclusive Practices Training is to provide the academic community with guidelines on ways to build a safe, inclusive and supportive working, teaching, research and studying environment for all of its LGBTI+ members. Training venue:_____. Training date and time:_____.

Please fill in the form with your contact details

1. Name and Surname
2. Academic institution
3. Email
4. Phone number
5. I agree to receive news regarding this and similar projects* (Yes/No)

* In order to comply with the GDPR regulations:

By answering yes, you agree that [name of organisation/university] can send you news about this or other projects. Your personal data will be kept in the organisation for this reason, but you can request the modification or deletion of your data, by send a relevant request to [email of DPO or relevant data manager]. By answering no, your email will not be used for the promotion of project activities.

ANNEX 4. ATTENDANCE LIST FORM

Universities Towards Diversity
LGBTI+ Inclusive Practices Training
Attendance list form

Date of the training: …………………………………………………………………………..........................
Venue: ……………………………………………………………………………………………...................
Format: Online / Live / Hybrid
Name of trainer(s) and their signatures …………………………………………………………………………………
Project's partner: ………

No	Name of participant (or name initials)	Signature (not necessary if the training was organized online)
1		
2		
3		
4		
5		
6		
7		
8		

ANNEX 5. EVALUATION FORM

Thank you for taking part in the LGBTI+ Inclusive Practices Training. We hope you have gained new knowledge that you can put into practice. To help us improve, please evaluate the training. It will only take a few minutes. All you have to do is fill in this short questionnaire.

1. To which of the following groups do you belong?
    - Undergraduate student.
    - Postgraduate student.
    - PhD student.
    - Teaching staff member
    - Research staff member
    - Administrative staff member
    - Person outside the university's community (e.g. visitor, NGO representative etc.).
    - Other

2. Do you consider yourself to be part of LGBTI+ community? (1 – yes, 2 – no, 3 – I don't know / I don't want to answer)

3. How would you rate the overall training? (from 1 to 5, 1 – poor, 5 – excellent)

4. How would you rate the duration of the training? (1 – Too short, 2 – Just Right, 3 - Too Long)

5. Training exercises helped me to learn new things (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

6. The training was well organised (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

7. The contents of the training were relevant (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

8. The contents of the training were up–to–date (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

9. The timing of the training was well managed (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

10. Training instructor(s) were well prepared to talk about the issue at hand (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

11. Training instructor(s) encouraged engagement and participation (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

12. The training helped me to gain more knowledge about discrimination based on sexual orientation, gender identity and gender characteristics in the academic environment (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

13. The training helped me to understand the needs of LGBTI+ individuals in the academic environment (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

14. I will be able apply knowledge gained during the training in my everyday studying/working environment (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

15. The training met my expectations (from 1 – completely disagree, 2 – partially disagree, 3 – neither agree, nor disagree, 4 – partially agree, 5 – completely agree)

16. What did you like most about the training? (Open question)

17. What did you like least about the training? (Open question)

18. If you were not fully satisfied, please give us your feedback suggestions for improvement (open question)

Thank you very much for your time!

ANNEX 6. CASE STUDIES

Case study 1
Survey shows widespread LGBT+ discrimination in higher education

New report suggests over three-quarters (77%) of LGBT+ staff have considered leaving the sector.

29% of respondents said promotion criteria negatively impact LGBT+ staff.

Three in 10 (30%) said they have experienced homophobic language.

A report published by UCU, exploring the working conditions of LGBT+ staff in higher education, found that homophobic, biphobic and transphobic discrimination remain widespread in UK universities.

The report, 'Challenging LGBT+ exclusion in UK higher education', presents findings from a pilot survey carried out by UCU, the University of Sussex, University of Kent, University of Essex, and Glasgow Caledonian University. The study analysed 122 survey responses from LGBT+ members of staff from six different universities across England, Scotland, and Wales.

Key findings include:
- over three-quarters (77 %) of respondents have thought about leaving higher education
- almost half (47%) have experienced mental health issues
- more than four in 10 (41) % have experienced burnout
- three in 10 (30%) have experienced homophobic language
- 29% said promotion criteria negatively impact LGBT+ people
- of those identifying as women, non-binary or other, 26%, 25% and 33% respectively have witnessed derogatory language towards others
- almost half (47%) indicated that the decolonisation work in their institution does not include working on issues related to gender diversity and sexual orientation
- all black LGBT+ respondents reported either personal discriminatory experiences or having witnessed derogatory language towards others.

The report recommends a number of areas for action to address LGBT+ people's experience of discrimination within the sector. These include clear messaging from institutions that staff should not be subject to homophobic or transphobic treatment; developing campaigns on mental health which centre the experiences of Black LGBT+, trans and non-binary people; and linking queer scholarship on black and LGBT+ lives to decolonising the curriculum initiatives. Further recommendations will be launched in January 2022 after further research and consultation with LGBT+ staff in higher education.

UCU head of equality and policy Jenny Sherrard said: 'These findings should make sober reading for university management. UCU is determined to end homophobia, biphobia and transphobia within academia but there is clearly a lot of work to do before universities become inclusive spaces for LGBT+ staff. The report sets out some useful areas of focus for how we might combat discrimination of LGBT+ people. Key to any progress will be recognising that meaningful LGBT+ inclusion is bound up with wider struggles linked to job insecurity, health and wellbeing and decolonisation.'

Report co-authors Paul Boyce, Trude Sundberg and Róisín Ryan-Flood said: 'As well as experiencing widespread job insecurity and mental health issues, our research shows that too many LGBT+ staff still find themselves on the receiving end of homophobic and transphobic language in the workplace. Moreover, they face a range of indirect discrimination in higher education such as a lack of representation in curricula, failures in institutional support, and unequal research opportunities. As we move into the next phase of this research, we will seek to better understand the challenges faced by LGBT+ staff in universities, as well as how we can effectively address them.'

Source: University and College Union (UK, 6 May 2021), https://www.ucu.org.uk/article/11536/Survey-shows-widespread-LGBT-discrimination-in-higher-education

Case study 2
Judge strikes a blow in LGBTQ discrimination case against Yeshiva University

Judge Lynn Kotler of the New York County Supreme Court denied a request last week for a preliminary injunction in a case brought forth by the Yeshiva University Pride Alliance, ruling out a quick decision meant to compel the university to recognize the unofficial LGBTQ club in time for the fall semester.

The case will continue in court, with oral arguments scheduled to begin on Oct. 19. In her decision to deny a preliminary injunction, Kotler cited the alliance's failure to adequately demonstrate the university's obligation to New York City's anti-discrimination laws. The final decision will be determined by the court in a summary judgement, as opposed to a full trial. Kotler also denied a request by Yeshiva University to dismiss the case.

Molly Meisels is the lead plaintiff on a suit accusing Yeshiva University of discrimination against LGBTQ students. by the Forward

For more than a decade, Yeshiva University, a leading Modern Orthodox institution, has refused to recognize LGBTQ groups as legitimate student clubs. In a May investigation, the Forward spoke with LGBTQ students, alumni and faculty about what they described as a culture of fear, reprisal and alienation on campus. In one instance, a Y.U. counselor warned a gay freshman that he would likely be treated as a "second-class citizen" if he came out to his peers.

Although Y.U.'s official policies on discrimination and harassment consider sexual orientation or gender identity and expression to be protected classes, a university statement claims that its "Torah-guided" refusal to permit an official LGBTQ club does not negate its "care and sensitivity" for LGBTQ students on campus. Y.U. receives public funding as an officially nonsectarian institution of higher education, although Kotler noted in her decision that the New York City Human Rights Law, which is at the center of the case, includes an exemption for certain religious institutions.

Molly Meisels, one of several current and former student plaintiffs in the case, called the lawsuit a "last resort" after years of lobbying the university to permit an official LGBTQ group.

"There's an environment of fear, and not only of fear but just so much silence," said Meisels, who graduated from Y.U. in January 2021. "To be queer in that environment is to be an outsider."

Source: Sara Herschander, Forwards.com (USA, August 24, 2021), https://forward.com/fast-forward/474564/lgbtq-discrimination-yeshiva-university/

Case study 3

Sexual orientation, gender identity and gender expression-based violence in Catalan universities: qualitative findings from university students and staff

Background

Hate crimes have risen in Spain and the gender and sexuality-based conflicts persist worldwide which leads to this problem having an effect on health and wellbeing. Following a focus of transforming Higher Education Institutions, this research analysed the problem that affects undergraduate students in six Spanish universities. The research goal is to improve the life quality of lesbian, gay, bisexual, transgender, queer and intersex university students, breaking the silence that exists around the violence that this group suffers in Catalonia, Spain.

Methods

Following the Communicative Methodology, this study has identified violence based on sexual orientation, gender identity or gender expression in the target universities and provided guidelines to improve anti-discrimination protocols. A qualitative method has reached the experiences of university students, heads of equality commissions, professors and administrative staff regarding this conflict. Focussing on the qualitative research tools, 30 semi-structured interviews were conducted with university students and staff around issues related to violence against lesbian, gay, bisexual transgender, queer and intersex students: 1) perception of violence and discrimination, 2) institutional measures, 3) actions against violence. An analysis of exclusionary and transformative dimensions was used to identify emergent themes.

Results

We have identified two dimensions for the analysis given their impact in contributing or overcoming violence: exclusionary and transformative. A wide range of forms of violence on the grounds of sexual orientation, gender identity and gender expression perpetrated at universities have been identified as exclusionary facts and described by participants in the study. Equality commissions have not received reports of violence based on sexual orientation, gender identity or gender expression, and university staff shows certain unfamiliarity regarding the measures and politics to prevent and intervene in cases of violence against the lesbian, gay, bisexual, transgender, queer and intersex community. Among the results identified as transformative are the ways through which the actions of lesbian, gay, bisexual, transgender, queer and intersex groups against violence and the professors' commitment to intervene have a relevant impact on students' wellbeing. An improvement and implementation of anti-discrimination protocols with mandatory applicability has also been documented.

Conclusions

Findings highlight the need for collecting more evidence that contributes to the improvement of protocols, measures and politics to protect all the members of the university community. A better understanding of violence based on sexual orientation, gender identity and gender expression in HEI's may guide national and international governments to improve the health and well-being of lesbian, gay, bisexual, transgender, queer and intersex persons.

Case study 4

Students' experiences of discrimination based on gender, gender identity or sexual orientation at postsecondary schools in the Canadian provinces, 2019

All forms of discrimination can create an environment where people feel disrespected, excluded and potentially unsafe. In the postsecondary environment, discrimination creates barriers to full participation which may hinder the success of students (Asquith et al. 2019; Levchak 2013).

<...>

For these reasons, discrimination on the basis of gender, gender identity or sexual orientation in the postsecondary setting represents an important topic for research and policy work. The present study aims to describe the prevalence, characteristics, and attitudes surrounding these forms of discrimination among Canada's 2.5 million postsecondary students. Note Developed and conducted by Statistics Canada, the Survey on Individual Safety in the Postsecondary Student Population (SISPSP) collected data from students at Canadian postsecondary schools in 2019. The survey was funded by the Department for Women and Gender Equality (WAGE) as part of It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence.

<...>

Summary

Close to half (47%) of students at Canadian postsecondary institutions witnessed or experienced discrimination on the basis of gender, gender identity or sexual orientation (including actual or perceived gender, gender identity or sexual orientation) in the past year. This included a larger proportion of women (52%) than men (42%). Women were also more likely to have witnessed this form of discrimination without having personally experienced it (25% versus 22%), and were more likely to have experienced it themselves (20% versus 13%).

Discrimination that happened in the postsecondary context may have taken place on campus, or—if it involved a student, teacher, or happened at an event sanctioned or organized by students or the school—it may have happened in an off-campus or online space. Women were more likely than men to have experienced discrimination based on gender, gender identity or sexual orientation in two key locations, including in a learning environment such as a lecture hall or lab (52%, versus 43% of men) or during an internship, volunteer assignment, or other type of paid or unpaid employment related to their studies (14% versus 8%). This suggests women more often face discrimination in formal settings directly related to their academic programs and associated work experience.

Most women (72%) and men (73%) said that a fellow student was responsible for at least one instance of discrimination based on gender, gender identity or sexual orientation that they experienced in the postsecondary setting. That said, 12% of women who had experienced discrimination said that a professor or instructor was responsible—a larger proportion than among men (7%).

Women and men were similarly likely to report serious mental health impacts as a result of discrimination, such as anxiety (14% and 11%, respectively), depression (7% and 6%), and fear (6% and 5%). In addition, students who experienced discrimination based on gender, gender identity or sexual orientation—especially women—said that they felt unsafe in various situations in and around campus. Despite this, relatively few students who experienced discrimination spoke about it to someone associated with the school, such as a faculty member, student support service, campus security, mental health counsellor, chaplain, or someone employed at their student residence or who was responsible for students' wellbeing.

Experiences of discrimination on the basis of gender, gender identity or sexual orientation in the postsecondary setting were more common for students who identified as lesbian, gay, bisexual or with another sexual orientation other than heterosexual (LGB+). LGB+ students were also more likely than their non-LGB+ counterparts to experience impacts on their emotional and mental health. This kind of discrimination was also more common for transgender students.

Source: Statistics Canada, Marta Burczycka, Canadian Centre for Justice and Community Safety Statistics (Canada, September 15, 2020), https://www150.statcan.gc.ca/n1/pub/85-005-x/2020001/article/00001-eng.htm

Case study 5
LGBT in Britain - University Report

Key findings

Two in five LGBT students (42 per cent) have hidden their identity at university for fear of discrimination.

Seven per cent of trans students have been physically attacked by another student or member of university staff in the last year.

Two-thirds of LGBT students (69 per cent) say university has equalities policies that protect LGB people on campus.

LGBT in Britain - Universities Report is based on YouGov research with 522 LGBT university students reveals that LGBT students face concerning levels of discrimination in British universities.

More than a third of trans students (36 per cent) and seven per cent of lesbian, gay and bi students who aren't trans faced negative comments or conduct from university staff in the last year because they are LGBT.

Three in five trans students (60 per cent) and more than one in five lesbian, gay and bi students who aren't trans (22 per cent) have been the target of negative comments or conduct from other students.

LGBT disabled students are particularly likely to have been the target of such remarks from other students; almost half of LGBT disabled students (47 per cent) have experienced this.

Seven per cent of trans students were physically attacked by another student or a member of university staff in the last year because of being trans.

One in five trans students (20 per cent) were encouraged by university staff to hide or disguise that they are trans.

Two in five trans students (39 per cent) and more than one in five lesbian, gay and bi students (22 per cent) wouldn't feel confident reporting any homophobic, biphobic or transphobic bullying to university staff.

More than two in five LGBT students (42 per cent) hid or disguised that they are LGBT at university in the last year because they were afraid of discrimination.

One in four non-binary students (24 per cent) and one in six trans students (16 per cent) don't feel able to wear clothes representing their gender expression at university.

One in six trans students (17 per cent) report being unable to use the toilet they feel comfortable with at university.

What respondents said

I was walking to the university library when a group of people started yelling things like "oh look at this dyke", "you look like a man… wait, is that the point, you tranny?" at me as I walked past.

MICHAEL, 23 (SCOTLAND)
I went to a Christian event at university and it was heavily implied that they thought being LGBT+ was sinful and wrong.

KEVIN, 20 (NORTH WEST)
The university email system will not use my preferred name unless I change it by deed poll, an option currently unavailable to me for complex reasons, and so I am forced to see my dead name attached to every email and computer document I produce, even on my own software

ALEX, 22 (LONDON)
In the university, people have refused to refer to me with the proper pronouns because they "don't see me as a woman" despite me fully presenting myself as such. I have not worn a dress once for the last couple months due to the weather and as such I have been seen as "not trans enough". I have been told that I'm undermining the image of women by a number of students and it has caused me to feel unable to socialise with my peers.

LISA, 21 (WALES)
My university has made great leaps and bounds in welcoming all students. One facet that greatly pleased me was the introduction of gender neutral bathrooms.

MELANIE, 23 (SCOTLAND)
Source: LGBT in Britain - University Report (2018), https://www.stonewall.org.uk/lgbt-britain-university-report

Case study 6
LGBTQ students face discrimination while Education Department walks back oversight

The U.S. Department of Education under Secretary Betsy DeVos has recently taken steps to walk back the agency's role in protecting the civil rights of LGBTQ students. In multiple congressional appearances, for example, DeVos has consistently declined to say that the department will protect LGBTQ students from discrimination. Further, the agency decided this past fall to rescind the Obama administration's Title IX guidance regarding transgender students. As one of us has argued, this move leaves transgender students at risk and is out of sync with federal law. Nonetheless, the Department of Education is doubling down on this approach and recently announced that

the Office of Civil Rights will no longer accept complaints about transgender students not being able to use a bathroom that matches their gender identity. While these recent policy decisions affect transgender students in particular, these actions combined with DeVos's testimony leave the impression that the department is taking a hands-off approach toward enforcing federal civil rights laws as they pertain to LGBTQ students.

The Department of Education's current approach toward its enforcement role is a concern, particularly given new evidence from a recent nationally representative survey of LGBTQ adults. This survey shows that many LGBTQ people report and perceive discrimination in school settings, both at the K-12 levels and in higher education. This survey, produced by NPR, the Robert Wood Johnson Foundation, and the Harvard T.H. Chan School of Public Health (NPR/RWJF/Harvard), provides a valuable and rare snapshot into the perceptions and experiences of LGBTQ individuals. Below, we discuss what we can learn from this survey about the experiences of LGBTQ individuals and, in particular, their perception of discrimination in educational contexts.

In the context of K-12 education, the survey asked LGBTQ respondents whether they agree or disagree with the following statement: "Because of the way the schools operate where I live, LGBTQ children here don't have the same chances to get a quality education as children who are not LGBTQ." Overall, 43 percent of LGBTQ respondents agree with this statement, while 52 percent disagree, and 5 percent say they don't know. For a point of reference, the share of LGBTQ respondents who agree with this statement is roughly the same as the share of Latinos (45 percent) and Native Americans (40 percent) who say that Latino or Native American children (respectively) do not have the same chances to get a quality education as white children, as we reported in a prior post.

While not a majority, a substantial amount of LGBTQ people agree that LGBTQ students' education is negatively impacted because of their sexual orientation and/or gender identity. These survey results are consistent with other major research in this area, including GLSEN's 2015 National School Climate Study, which found that LGBTQ students face a "hostile school climate" because of the harassment, bullying, and discrimination they experience at school. The survey results further suggest that this problem is not confined to K-12 education. The following figure shows LGBTQ people's perceptions of how often lesbian, gay, and bisexual (LGB) people in their neighborhood are discriminated against when applying to or while at college, and separately their beliefs of how often transgender people are discriminated against when applying to or while at college.

Overall, large majorities of LGBTQ people believe that both LGB and transgender people are discriminated against at college, though they perceive this discrimination happening slightly more often against transgender people. As shown in Figure 1, 58 percent of LGBTQ respondents say that, where they live, LGB people are sometimes or often discriminated against at college. Slightly more, 64 percent, say that transgender people are sometimes or often discriminated against at college.

Notably, low-income LGBTQ people and LGBTQ people living in the South are significantly more likely than their counterparts to say that LGB people "often" experience discrimination at college. (There are no statistically significant differences for perceptions of discrimination toward transgender people.)

Overall, these survey results show that LGBTQ people perceive and experience anti-LGBTQ discrimination in both K-12 and higher education settings. The Department of Education should treat this problem seriously, given its mission to "strengthen the Federal commitment to assuring access to equal educational opportunity for every

individual." By backing away from its role and mission, even when it is clear that LGBTQ students need the federal government to protect their rights, the Department of Education is taking steps in the wrong direction.

Source: Logan Casey and Elizabeth Mann Levesque (USA, April 18, 2018) https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/18/lgbtq-students-face-discrimination-while-education-department-walks-back-oversight/

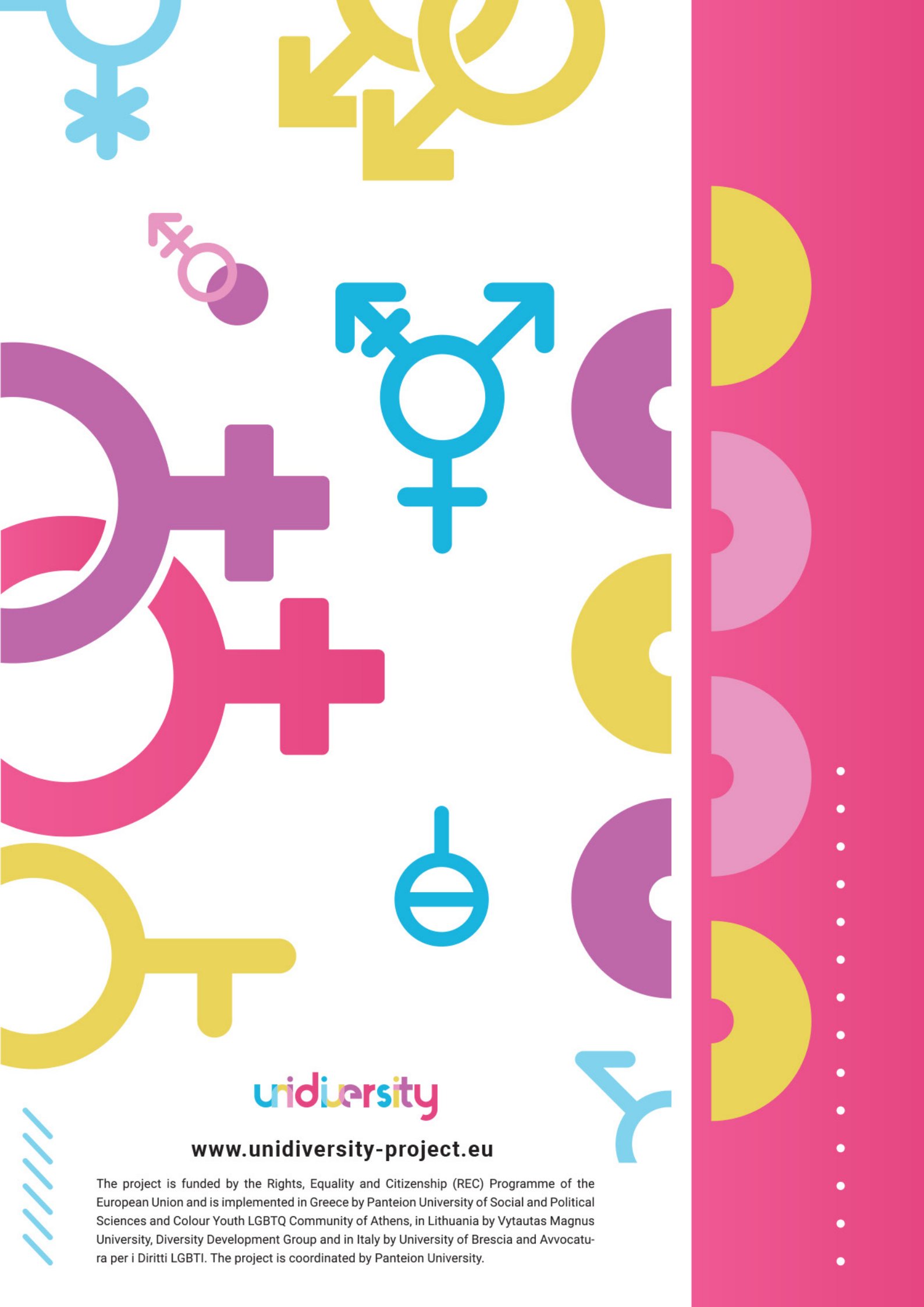# ANNEX 7. PRACTICAL ACTIVITY – LGBTI+ TERMINOLOGY

The activity sheet for participants

Description of the activity: please, match terms with their descriptions.

1. Asexual (or "Ace")	A. "The term means the external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behaviour, voice or body characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine and feminine changes over time and varies by culture"
2. Bisexual	B. "It is a person's inner sense of their gender. For trans people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl), but for some people it does not fit neatly into one of those two choices. Unlike gender expression, gender identity is not visible to others"
3. Cissexism (or Genderism)	C. "A term that relates to a range of physical traits or variations that lie between stereotypical ideals of male and female. (*Missing words*) people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male; or a combination of female and male; or neither female nor male. Many forms of intersex exist; it is a spectrum or umbrella term, rather than a single category. That is why intersex activists frequently prefer to use the term sex characteristics (for example, when talking about grounds that can be protected against discrimination). There is not one static state called 'intersex status', so using the term sex characteristics reflects the fact that being intersex is a bodily experience and only one part of a person's identity"
4. Gender expression	D. "Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree"
5. Gender identity	E. "A broad spectrum of sexual orientations generally characterized by feeling varying degrees of sexual attraction or desires for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity, despite sexual desire. Some asexual people do have sex and do experience varying levels of sexual attraction. There are many diverse ways of being asexual. A person who does not experience sexual attraction can experience other forms of attraction such as romantic attraction, as physical attraction and emotional attraction are separate aspects of a person's identity. These may or may not correlate with each other - for instance, some people are physically and romantically attracted to women. However, others might be physically attracted to all genders and only emotionally attracted to men".
6. Intersex	F. "It is a term that refers to a person's primary (*missing word*) characteristics such as: chromosomes, anatomy, hormonal structure and reproductive organs or a person's secondary sex characteristics which become apparent at puberty such as: breasts, facial and pubic hair, Adam's apple, muscle mass, stature and fat distribution. The term is seen by many activists as a more accurate term than 'intersex status', as it refers to a spectrum of possible characteristics instead of a single homogenous status or experience of being intersex"
7. Pansexual	G. "This term refers to each person's capacity for profound affection, emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender"
8. Trans / Transgender	H. "The pervasive system of discrimination and exclusion founded on the belief that there are, and should be, only two genders and that one's gender or most aspects of it, are inevitably tied to assigned sex. This system oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. Within cissexism, cisgender people are the dominant group and trans/ gender non-conforming people are the oppressed group"
9. Sexual orientation	I. "an umbrella term which includes those people who have a gender identity which is different to the gender assigned at birth, and those people who wish to portray their gender identity in a different way to the gender assigned at birth. Transgender includes those people who feel they have to, or prefer to, or choose to, whether by language, clothing, accessories, cosmetics or body modification, present themselves differently to the expectations of the gender role assigned to them at birth. This includes, among many others, transsexual and transgender people, transvestites, cross dressers, no gender, multigender, genderqueer people, intersex, and gender variant people who relate to or identify as any of the above"
10. Sex characteristics	J. "when a person is emotionally and/or sexually attracted to persons of more than one gender".

The answer, that should be presented to the participants after the discussion in (break-out) rooms.

Asexual (or "Ace")	"A broad spectrum of sexual orientations generally characterized by feeling varying degrees of sexual attraction or a desires for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity, despite sexual desire. Some asexual people do have sex and do experience varying levels of sexual attraction. There are many diverse ways of being asexual. A person who does not experience sexual attraction can experience other forms of attraction such as romantic attraction, as physical attraction and emotional attraction are separate aspects of a person's identity. These may or may not correlate with each other - for instance, some people are physically and romantically attracted to women. However, others might be physically attracted to all genders and only emotionally attracted to men".
Bisexual	"when a person is emotionally and/or sexually attracted to persons of more than one gender".
Cissexism (or Genderism)	"The pervasive system of discrimination and exclusion founded on the belief that there are, and should be, only two genders and that one's gender or most aspects of it, are inevitably tied to assigned sex. This system oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. Within cissexism, cisgender people are the dominant group and trans/ gender non-conforming people are the oppressed group".
Gender expression	"Gender Expression is the external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behaviour, voice or body characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine and feminine changes over time and varies by culture"
Gender identity	"Gender Identity is a person's inner sense of their gender. For trans people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl), but for some people it does not fit neatly into one of those two choices. Unlike gender expression, gender identity is not visible to others"
Intersex	"A term that relates to a range of physical traits or variations that lie between stereotypical ideals of male and female. Intersex people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male; or a combination of female and male; or neither female nor male. Many forms of intersex exist; it is a spectrum or umbrella term, rather than a single category. That is why intersex activists frequently prefer to use the term sex characteristics (for example, when talking about grounds that can be protected against discrimination). There is not one static state called 'intersex status', so using the term sex characteristics reflects the fact that being intersex is a bodily experience and only one part of a person's identity"
Pansexual	"Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree"
Sex characteristics	"Sex Characteristics is a term that refers to a person's primary sex characteristics such as: chromosomes, anatomy, hormonal structure and reproductive organs or a person's secondary sex characteristics which become apparent at puberty such as: breasts, facial and pubic hair, Adam's apple, muscle mass, stature and fat distribution. The term 'variations of sex characteristics', therefore, is seen by many activists as a more accurate term than 'intersex status', as it refers to a spectrum of possible characteristics instead of a single homogenous status or experience of being intersex"
Trans / Transgender	"an umbrella term which includes those people who have a gender identity which is different to the gender assigned at birth, and those people who wish to portray their gender identity in a different way to the gender assigned at birth. Transgender includes those people who feel they have to, or prefer to, or choose to, whether by language, clothing, accessories, cosmetics or body modification, present themselves differently to the expectations of the gender role assigned to them at birth. This includes, among many others, transsexual and transgender people, transvestites, cross dressers, no gender, multigender, genderqueer people, intersex, and gender variant people who relate to or identify as any of the above"
Sexual orientation	"Sexual orientation: refers to each person's capacity for profound affection, emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender"

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