

LGBT+ AT LEICESTER
A STAFF
GUIDE





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Disclaimer: All content in this guide is correct and accurate at the time of publication (November 2018). All photographs used were labelled for reuse upon inclusion in the guide.

Note: This guide is part of a broader pack that is to include Stonewall resources, a pledge board and a marrow stem-cell myth busting flyer. A hard copy pack has been distributed to all Heads of School and/or Department whilst the guide alone has been made electronically available.

CONTENTS

Acknowledgements	i
Contents	ii
Foreword	iii-iv
A Note from the Union President	v
Glossary of Terms	1-6
Learning from Others	7-12
LGBT+ Women	13-14
LGBT+ Mental Health	15-18
Trans and Non-binary	19-20
On Being an Ally	21-24
Intersex Awareness	25-26
The Law and LGBT+	27-30
Top 10 Tips: Supporting LGBT+	31-34
Coming Out	35-37
‘It’s not in the Job Description!’	38-41
Inclusive Curriculums: School of Arts	42-47
Inclusive Curriculums: School of Business	48-51
Inclusive Curriculums: STEM	52-54
Inclusive Curriculums: School of History, Politics and International Relation	55-58
Inclusive Curriculums: Sociology, Psychology and Criminology	59-60
Further Support and Resources	61-63
Frequently Asked Questions (FAQs)	64-66

FOREWORD



FOREWORD:

Supporting Staff to Support LGBT+ Student Interests

Students at University expect a mature, comforting and embracing environment within which to study. This isn't always the experience of students from one or more of the liberation groups, including LGBT+ people.

Research shows that the staff who work with young people in educational establishments have great influence over the personal development of students that they work with. Role models, liberation group visibility, and recognition of differences are all areas where our staff have a part to play.

However, my research over the past few months has revealed a missing link in the student-staff relationship across campus. Whilst staff do not lack the inclination, they seem to struggle to develop a solid plan of how to approach diversity and inclusion on campus.

It is my hope that this guide will give staff the answers they need, and will remain in constant use for years to come.

Creating an environment that embraces diversity with a culture of inclusion is no small feat. It is my belief that the first step towards tackling these issues is by admitting that fact: it isn't easy. However, the small steps go a long way.

This guide will try to provide our staff with the information they need to do their roles to the best of their ability, and to reshape Leicester into a University that is nationally recognised as a leader in equality, diversity and inclusion.

Your students need you and LGBT+ progress is everybody's business. This guide has been studentplanned, student-written, and will be student approved overall. If you're somebody who feels as though this isn't in your job description, please remember that the way you interact with a student can make such a difference. You can have a positive impact.

Mind UK has taught us that "LGBTQ+ individuals experience higher levels of mental health problems than the general population: 42 percent of gay men, 70 percent of lesbians and 90 percent of lesbians from BME communities experience mental health problems at some point in their lifetime, 60 percent of young trans individuals attempt suicide."

Thank you for taking the time to make our campus a better place.

Jay Cavanagh
Part-time LGBT+ Officer,
University of Leicester
Students' Union.



Hello everyone!

Higher education institutions have a unique opportunity to provide a positive space for LGBT+ students to learn and grow. Sadly, the experiences of LGBT+ students in higher education are persistently shown to be disproportionately impacted by discrimination. Research has demonstrated consistently shocking levels of homophobia and transphobia on UK campuses, where 1 in 5 LGB+ and 1 in 3 trans students have experienced at least one form of bullying or harassment on campus. LGBT+ students who have experienced some form of harassment are 2–3 times more likely to consider leaving their course. Alternatively, 51 per cent of trans students have seriously considered dropping out of their course too. This situation is, of course, further worsened for LGBT+ students experiencing additional forms of oppression due to race, gender and/ or disability.

The student movement has a long history of challenging injustice on campuses and in wider society. Just as this guide has been written and delivered by an LGBT+ student, we believe the real solutions lie in empowering those most impacted, to make change and lead.

We believe this guide will go some way to supporting staff to tackle issues surrounding the LGBT+ experience on campus. At our best, the University and Students' Union should be working to instil a sense of belonging and community for all students and staff to continue on their educational journey, whatever that may be. In this spirit, the Students' Union welcomes any partnerships and proposals to improve policies, procedures, facilities, and above all, the lived experiences of LGBT+ students.

Kind regards,

Amy Moran
President of the University of
Leicester Students' Union,
2017-2019





GLOSSARY OF TERMS

GLOSSARY OF TERMS

Sometimes the language around LGBT+ identity can be confusing but language is just language. It can seem like words have just been plucked out of thin air and been attributed to an identity. However, language is simply a way of expressing identity.

Staff need to embrace the different ways in which a student might identify. In doing this, staff need to be respecting pronouns and accepting the validity of the language LGBT+ people choose to describe themselves with. Sometimes there are multiple terms to describe any one particular thing and this is true with regards to identity language.

This section is therefore, designed to help staff get to grips with the terminology the community uses to express itself.

Ally - a straight and cisgender person who supports members of the LGBT+ community.	Cisgender (Cis) – a person whose assigned sex and gender match one another.
Androgyne - a non-binary gender identity in which a person may feel a mix of male and female, or neither.	Cisnormativity – is the assumption that all individuals we come in contact with are cisgender.
Aromantic – feeling little or no romantic attraction.	Coming out – when a person first tells somebody/a group of people about their identity as LGBT+.
Asexual (Ace) - a person who experiences little or no sexual attraction. Asexual people often still feel romantic attraction and can have just as fulfilling relationships as non- asexual people.	Deadnaming - calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as a part of their transition process.
Assigned sex OR gender - the sex you were assigned at birth and raised as.	Deed Poll, Statutory Declaration - the means by which a person can legally change their name.
Bisexual (Bi) - a person who is attracted to members of both the same and opposite genders.	AFAB - assigned female at birth.

<p>Bottom Surgery - genital reconstructive surgery.</p>	<p>FTM - someone assigned female at birth but has transitioned or intends to transition to male. Please note that this term is beginning to phase out of use within the community.</p>
<p>Gay - refers to a man who has an emotional, romantic and/or sexual attraction to other men. However, it can also be used as a generic term for lesbian and gay sexuality - some women define themselves as gay rather than as a lesbian.</p> <p>This term is also commonly used as an umbrella term for people who identify as LGBT+.</p>	<p>Gender Recognition Act 2004 - allowed trans people to legally change the gender on their birth certificate.</p>
<p>Gender – often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.</p>	<p>Gender Recognition Certificate (GRC) – this enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. One currently has to be over 18 to apply but does not need one to change their gender markers at work or to legally change your gender on other documents such as your passport.</p>
<p>Gender Dysphoria - when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.</p>	<p>Gender Variant - a person whose gender identity or gender expression does not ascribe to usual societal norms or expectations.</p>
<p>Genderfluid – a non-binary identity that fluctuates between other identities.</p>	<p>Gillick Competence - term used in medical law to decide whether a child (under 16 years of age) is able to consent to their own medical treatment, without the need for parental permission.</p>
<p>Gender Identity Clinic (GIC) - a specialised hospital for trans-specific healthcare.</p>	<p>Heterosexual - refers to an individual who has an emotional, romantic and/or sexual attraction to the opposite sex.</p>

<p>Gender Reassignment - another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected by the Equality Act 2010, and it is further interpreted in the Equality Act 2010 approved code of practice.</p>	<p>Heteronormativity - is the belief that people fall into distinct and complementary genders (man and woman) with natural roles in life. It promotes heterosexuality as the normal or preferred sexual orientation.</p>
<p>Intersectionality – Intersectionality means recognising that people's identities and social positions are shaped by several factors, which create unique experiences and perspectives. These factors include, among others: sexuality, gender, race, disability, age, and religion. For example, someone isn't a woman and black, or a woman and white, but a black woman or white woman. These different elements of identity form and inform each other. In this example the person's identity as a woman cannot be separated from their identity as a black or white individual, and vice versa. The experience of black women, and the barriers they face, will be different to those a white woman faces. The elements of identity cannot be separated because they are not lived or experienced as separate.</p>	<p>Non-binary – an umbrella term for people whose gender identity doesn't sit comfortably with the binary of 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them completely.</p>
<p>Intersex - a term used to describe a person who may have the biological attributes of both sexes or whose biological features do not fit rigidly within the societal framework about what constitutes male or female.</p>	<p>Outed – refers to the action of exposing the sexual orientation and/or gender identity of an LGBT+ person, typically without consent.</p>
<p>Lesbian – refers to a woman who has an emotional, romantic and/or sexual attraction to other women.</p>	<p>Pansexual - refers to somebody who has an attraction to another person or people, regardless of their gender identity or sexual orientation.</p>

<p>LGBT+ - an inclusive umbrella acronym for all identities that form part of the sexual orientation and gender identity scale (Lesbian, Gay, Bisexual, Trans + - with the '+' symbolising 'Other').</p>	<p>Passing – refers to somebody being regarded, at a glance, to be a cisgender man or cisgender woman, which they usually are not in this context.</p>
<p>AMAB – assigned male at birth.</p>	<p>Pronoun - words we use to refer to people's gender in conversation - for example, 'he/him' or 'she/her'. Some people may prefer others to refer to them in gender neutral language, using pronouns such as 'they/their' or 'xe/xem'.</p>
<p>MSM – men who have sex with men; a phrase commonly used in medical or political documents, advertising or information sessions.</p>	<p>Queer - previously coined as a derogatory term for LGBT individuals that has now been reclaimed to some extent.</p>
<p>Misgender – a term used to describe the deliberate or mistaken use of the wrong pronouns or forms of address typically attributed to the gender identity of another individual. For example, using 'he/his' pronouns when a person has identified themselves as using 'she/her'.</p>	<p>Questioning - a word used to describe the process of experimentation of one's sexual orientation and/or gender identity.</p>
<p>MTF - someone assigned male at birth but has transitioned or intends to transition to female. Please note that this term is beginning to phase out of use within the community.</p>	<p>Sex - the word to describe what is assigned to a person at birth on the basis of primary sex characteristics (genitalia). Typically, the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.</p>
<p>Sexual Orientation (Sexuality) – a term used to describe a person's emotional, romantic and/or sexual attraction to another individual.</p>	<p>Transwoman – a person who was assigned male at birth but identifies as female.</p>

<p>Straight – a derivative of ‘heterosexual’, meaning the orientation of being attracted to the opposite sex or gender. For example, a man being attracted to a woman (cisgender or trans).</p>	<p>Transitioning – the steps a trans person may take in order to live as the gender with which they identify. Transitioning is not a clear cut rigid journey and can be different for all. For some, it involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning can also involve things such as telling friends and family, dressing differently and changing official documents.</p>
<p>Top Surgery – a double mastectomy, or the removal of breast tissue to create a more ‘masculine’, contoured chest.</p>	<p>Transphobia – the fear or dislike of someone based on the fact they are trans, including the denial of or refusal to accept somebody as, their gender identity.</p>
<p>Trans/Transgender – an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may, however, describe themselves using one or more of a wide variety of terms, including but not limited to: transgender, transsexual, genderqueer, genderfluid, non-binary, gender variant, agender, two-spirit, trans man, trans woman, trans masculine or trans feminine.</p>	<p>Transsexual – a dated term used in the medical sphere (similarly to homosexual) in order to refer to someone who transitioned to live in the ‘opposite’ gender to the one assigned at birth. Although still used by some, many people prefer to use the terms trans or transgender.</p>
<p>Transman – a person who was assigned female at birth but identifies as male.</p>	<p>Transvestite (crossdresser) – a person who likes to dress in the clothes associated with the ‘opposite’ sex assigned to them at birth (i.e. a man who likes to wear women’s clothes).</p>

Using the correct language is simply a sign of respect. Making simple changes such as including pronouns in your email signature, is the example of a small yet valuable, easy, change that staff can make to make their departments and their day to day activities more inclusive. This is a step the ordinary person might not notice but the LGBT+ community will.

LEARNING FROM OTHERS



LEARNING FROM OTHERS

Stories from the Lecture Theatres

The purpose of this section is to humanise the statistics and stories we hear about queer youth, and to put real experiences behind the problems our staff may have to help deal with in the future. There is a tendency among people in modern societies across the West to see LGBT+ strife as a non-issue now, something that has been dealt with and overcome as a result of legislative changes like equal marriage or anti-discrimination policy. Our lived reality is considerably different.

By including some personal stories, we hope to put the struggle into perspective and justify the need for staff to work with us to tackle societal prejudice and disadvantageous attitudes towards LGBT+ people.

Jennie Lavelle, First Year BA History Student

“As a bisexual woman, I have struggled with toeing the line between two worlds for the majority of my life. I am not gay enough to be gay and not straight enough to be straight - so what am I? Truth be told, I do not often use the term “bisexual” when describing myself; I just say that I am myself, and I feel myself whether I am with a man, woman, or other. For the longest time I did not question why I felt attracted to pretty much any gender. It was normal to me.

Problems arose when entering high school. I attended a Catholic school in the centre of a small, racist city. Despite being moderately progressive, this did not stop the odd teacher from making homophobic comments. Comments that would make me question myself and feel a sticky sense of resentment towards myself. Why couldn't I be their normal? What was wrong with me? One teacher in particular was particularly outspoken in her homophobia. I remember full lessons of RE where she would rant about “gays” and try to persuade us of their abnormality. She would talk about how God would never approve of their “chosen” lifestyle and how any children brought up in anything other than a straight nuclear family would be corrupted somehow.

Comments such as these did nothing but confuse and infuriate me. I felt like I couldn't say anything as she was a teacher in a position of power and only sharing her personal opinion - however, in sharing her opinion, she was degrading and dehumanising me and many more. Even though she only spoke of gay people, it was undeniable that she would hold the same opinion for anyone in the LGBTQ community.

Sadly, I did not encounter any teachers sharing their personal views in support of the LGBTQ community. Even worse, it was almost as if we were completely ignored within my school. I don't recall ever watching a film or reading a book about the struggles of the LGBTQ community as part of the curriculum and any LGBTQ students were told to behave as “normal” as possible. This seems to be part of a disturbing pattern of accept but never truly acknowledge.

Even within the LGBTQ community itself, bisexual people often do not feel acknowledged or even accepted a lot of the time. We are told to pick a side or that we can't actually be bisexual if we are with someone who is of the opposite sex. These attitudes are nothing more than toxic and do nothing to aid the progress that has been made. Hopefully, more progress will be made to encourage more active acceptance of people who others perceive as different - both within the community and within the education system.”

Jakob Ward, Foundation BSc Mathematics Student

“I came out as a transman just before sitting my GCSEs at the end of year 11. My head of year, who was my first port of call, was also the first adult I told and she was nothing but helpful. Not only did she help me ‘come out’ to my parents, she also helped me gain access to support outside of school in the form of LGBT youth groups. Due to this great start, I decided to stay at that school to do my A-levels and regretted that decision pretty quickly. Matriculating to sixth form meant a change in head of year and though the new head of year claimed that she’d be nothing but supportive, I found this wasn’t the case.

Not only would she persistently call me by my birth-name (‘deadnaming’) but she also would only gender me correctly if I was sat with a group of boys and never if I was with girls or on an individual basis. Now I understand that force of habit can result in misgendering and birth-naming, particularly during the early days. However, it did not feel like she was trying to get it right as she never corrected herself or apologised. Also, when I attempted to set up an LGBT society for LGBT students and their allies, I was told I couldn’t because I’d be excluding ‘normal students’; I believe she meant ‘cisgender heterosexuals’.

Another incident involving this head of year was when I went to her for emotional support, given there were no other options for me at the time because the school counsellor ‘wasn’t trained to deal with trans people’. The day before, I had come to the conclusion, after a GP appointment, that biological children was not something that was going to be possible for me because fertility treatment for trans people is not currently free on the NHS and it was not something I could afford, nor did I feel able to postpone the start of hormones (after starting hormones fertility treatment is likely to not work), and I was still quite upset about it. I explained this to my head of year and that it was upsetting me; it took a considerable amount of inner-strength and courage for me to even speak to anybody at this point in time. Her response was both uncalled for and insensitive: “That’s just tough and there are thousands of other women out there who have to do the same.” She had both misgendered me, and invalidated my feelings and experiences. Fortunately, the health and social teacher, who also happened to be the suicide counsellor for the school, overheard this convocation and took me to her office to give me the support I clearly needed.

A final problem I encountered was when trying to legally change my name. The school claimed that the deed I had was not enough to prove that my name had been legally changed (it was enough for HMR). Also, when trying to retrieve these forms from the school after leaving, they claimed that they had already given them back to me. This resulted in me having to get more copies from the solicitor who charged me again for the service. All of this and other non-LGBT related issues, resulted in me performing poorly in my AS levels and leaving the school. I was able to restart my A-Levels at a different sixth form where I was treated appropriately. Outside of education, I have experienced transphobia within the LGBT community. An example would be gay men refusing to accept me as a gay man due to me being trans. This can have a massive impact on many trans people as it means LGBT safe spaces are not always safe for them. I have also experienced issues with the police. When having a meeting with a community officer in order to report several homophobic hate crimes, he thought it would be a good idea to tell my partner and I that, “when I was your age, I used to go out ‘queer bashing’.” This made reporting further issues to the police virtually impossible, as all trust was destroyed by that statement.

This is collectively why staff engagement and at least listening to students is 100% necessary, whether it’s in education or in the workplace. ”

JT Wake, Second Year BEng General Engineering Student

“I’m gender-fluid. So sometimes I’m a guy, sometimes I’m a girl, sometimes I’m both, and sometimes I’m neither. Often, I get dysphoric when I don’t present as how I’m feeling, but I more often than not lack the self confidence to wear feminine clothing which restricts my ability to suppress the dysphoria. And I also struggle to find clothes that fit due to my height, which I feel also draws attention to me whenever I’m not presenting as masculine.

Whenever I’m not passing as a cis male, I often struggle with toilets; I don’t want to use the mens because I’m not presenting as male, but then I don’t want to use the ladies because of the lack of self-confidence (and I might not be presenting as female either), and the disabled toilets are often radar key ones and I don’t really want to be an inconvenience to a disabled person. There are only a few gender-neutral toilets on campus, mostly inconvenient for when I’m in or going between lectures, and there are even fewer in public spaces.

Also, I’m afraid of standing out when I’m not presenting as male, because there are many transphobic people who would laugh or say hurtful things, so if I’m going out alone, I generally hide by presenting as the gender I was assigned at birth. Some lecturers call out people who are late, drawing attention to them, so I have missed quite a few lectures because I have been slightly behind schedule and didn’t want to be called out. Which is problematic with some lectures because not all lecturers use the lecture capture system because it promotes the idea that its ok to not turn up.

Gender neutral language is also something that bugs me. When people say “ladies and gentlemen” or use (s)he or he/she, they exclude non-binary people like me. Addressing the binary genders ignores the growing NB community. Some people choose to include a 3rd option (for example, “ladies, gentlemen, and gentlethems”), but I believe its much easier to use a single term for everyone, like “students” or “citizens” or various other terms relevant to the greeting. This includes everyone, and doesn’t make non-binary people feel like an unwanted addition. I have regular meetings with a mentor, and they make an effort to refer to me by my preferred name and pronouns, which is a great help with my self esteem and makes me feel valid whenever I speak with them.

I’m also Asexual and Pan-romantic. I feel little or no sexual attraction, but I still get romantically attracted to people. In STEM, this is more of a non-issue, but it affects me outside of university. A lot of people don’t think asexuality exists, and they think something is wrong with me, for example my depression or anxiety. But I am still attracted to having relationships with people, regardless of gender. Even inside the LGBT+ community, there’s a lot of invisibility; this mainly affects bisexual, pansexual, asexual, and non-binary people, but this is improving due to increased media representation and inclusive language.”

Jay Cavanagh, Third Year BA History Student

“I came out as bisexual at the age of 12. Although I am now comfortably out as a gay man, I felt it was a stupid and impulsive mistake to come out when I did. My secondary education was delivered at a Catholic school where I was put in isolation for a month after coming out because I stood up to somebody who called me abusive homophobic names during a class, which my teacher refused to acknowledge was taking place.

My mother and father struggled to handle my sexuality and senior members of staff were the people responsible for placing me in isolation; nobody fought my corner. From that stage on, I began to develop mental health problems as a result of low self-esteem. This was centred almost entirely around the fact that, for a time, I genuinely believed I was abnormal and worthy of the abuse I was receiving on a daily basis. A year later, I had attempted suicide for the first time by hanging myself at home. Mental health services managed to help me regain control of my life, but I lost two years of education that stunted my abilities in subjects that didn't come naturally to me, such as Mathematics and the Sciences; this limited my options substantially as I progressed through the educational system.

It wasn't until Year 10 that a teacher took me seriously and worked tirelessly to reshape bullying and disciplinary policy at my school. She had staff trained by Stonewall and tried to instigate a culture of LGBT+ inclusivity. I felt like I was valid and that somebody cared about my struggle, which made all the difference to my mental health for years to come. Before coming to University, I was fearful about living life as an openly gay man away from home. Although some friends I knew at university already, assured me that people were more accepting, this was not my experience.

Some 'friends' that I had during first year, introduced me as 'the faggot' to classmates and ridiculed me for not finding it funny, telling me 'I couldn't take a joke'. I was desperate to finally have male friends after years of being rejected by men who were too uncomfortable with my sexual orientation to value me as a person and as a friend. I didn't feel that I fitted with the LGBT+ people in the University's society, so I had no connections to my identity there, and none in my friendships. It would have meant the world to me to be able to confide in a tutor during my first year, but I didn't feel that I could.

In second year, my mental health hit a low point as a result of feeling like my sexuality was disgusting again. I struggled to handle my own self-hatred and found that almost all of the academic staff for my modules were not empathetic at all. They seemed to care more about attendance than me being able to keep living. Until I met two specific tutors who made me feel proud of myself again, who took the time to get to know me and who didn't just see me as a number. I then met my supervisor who understood what it was like to be a gay man, and who identified with me in ways that a staff member never had before. There was an acknowledgement that my feelings and my mental health were entirely valid and an understanding that its connection to my sexual orientation wasn't just an excuse or a talking point, but simply the truth.

My story should show staff how vital their interest and care is to LGBT+ students because sometimes, it saves lives.”

Listening to the experiences of LGBT+ people is an important step in the process of improving inclusion at the University of Leicester. Legal progress does not translate directly into social progress; the actual enforcing of policy is a challenge we still face. In many ways, this progress can actually be turned into a something that hinders LGBT+ people because it is often used as a reason to argue that change is not needed, or that sexuality is no longer a contentious issue.

It is.

Yes, it shouldn't be. But if our staff actively work to streamline inclusive behaviour, we can make a widespread societal change by sending our students into the world fully equipped to be compassionate members of society, members that treat everybody with respect.

Sometimes, it can be difficult for non-LGBT+ people to fully understand the issues LGBT+ people face. There shouldn't be an expectation that all non-LGBT+ people will forever have all of the knowledge instantaneously. However, it is important to be able to put these ignorances aside in order to do one's job properly and function appropriately within communities.

At the very least, staff should be open to asking questions. Most LGBT+ people will be appreciative of the efforts being made to understand the issues because it is plausible that they have found their identity journey confusing and highly complex themselves!

As LGBT+ Officer, I take the view that progress is a dual endeavour. To me, this means LGBT+ people need to actively support non-LGBT+ attempts at change, which means aiding education and supporting staff to diversify around things that they may or may not relate to themselves as individuals. In essence, this is why LGBT+ Officers, Trans Officers and other liberation officers exist within student political structures like Students' Unions and NUS.

To find out more about being a good ally, please refer to the 'On Being an Ally' section.



LGBT+ Women

Belonging to two liberation groups can sometimes further the difficulties that LGBT+ people face. Women are a particular group that struggles and even within the LGBT+ community, debates around womanhood, trans women, and female sexuality are still occurring. One of the student contributors to the resource felt that a section on women would help staff to consider how they may need to approach this specific group differently to the average LGBT+ person.

The following points have been presented based on the experience of being an LGBT+ female student in the United Kingdom:

- Staff should try not to make assumptions about sexuality and gender. This can be done by being mindful of language; instead of 'girlfriend' or 'boyfriend', use 'partner'.
- Challenge materials that sexualise queer women and be mindful that queer women may have more reasons than most to feel uncomfortable about disclosing their sexual orientation with men present.
- Using derogatory language like 'lesbo' or 'dyke' is still offensive to non-lesbian LGBT+ women. Often, staff seem to assume (for example) that bisexual women should not really be offended by such terms because they don't strictly apply to that specific group. Generally, staff should ensure that they handle abusive language appropriately, regardless of the context.
- Staff should ensure that they treat queer women the same as any other woman - Transwomen are women. If you are unsure about how to address a student, use gender neutral language such as 'they', 'them' and 'their'.
- Be mindful of your unconscious biases and potential profiling of women; tomboy attire is not an excuse to assume a woman is LGBT+ or that a woman is more queer than straight if bisexual.
- Misogyny and homophobia tend to provide a potent complementary mix for abuse. We need to be mindful of the barriers women may or may not face in our establishments because of their identities.



LGBT+ MENTAL HEALTH

LGBT+ Mental Health

Just like physical health, mental health is something we all have. We can all experience some form of mental health condition at some point in our lives, in fact mental illness affects 1 in 4 people in England across any given year.

Open discussions about mental health are especially important at university. A recent survey found that 27% of all university students reported having a mental health problem, this figure rose to 45% among LGBT students.

How can teaching staff help?:

Teaching staff play an important role in a student's life and can have a unique position of influence. Young people often turn to their teachers when faced with a problem, including their mental health. It can be difficult for a student to discuss these problems out loud.

Don't be afraid to approach someone you are concerned about. They will most likely be aware that something is wrong and will be thankful that someone has noticed. Keep in mind examples of recent behaviour when talking to young people about mental health. It might help you to explain why you are concerned and show that you have not just jumped to conclusions.

Spot the signs:

Are you worried about the mental health of a student? Spot the signs and provide support.

- Acting out of character, e.g. becoming loud and aggressive or quiet and withdrawn.
- Uncontrolled feelings, an unusual outburst of emotion.
- Giving up interests.
- Finding it difficult to concentrate.
- Avoiding social contact, becoming quiet and regularly isolating themselves.
- Anxiety, panic attacks and phobias.
- Obsessive or addictive behaviour.
- Not looking after themselves. Changes to eating habits.
- Being very self-critical – recurring overwhelming feelings of hopelessness.
- Disturbed sleep, being tired all the time.
- Avoiding going to lectures and seminars.
- Seeing and hearing things that others do not.
- Threats or talk of self-harm and suicide.

Make sure that your students know that they can come to you with any problems. Correct usage of terminology will show that you are a trustworthy person.

Discretion and flexibility are important. There is still stigma attached to mental health issues and a student may not want their friends to know that they are seeking help. Additionally, if a young person has decided to share with you their sexual orientation, you should not assume that they are out to others.

Be culturally sensitive; young people of different backgrounds may prefer to seek out different kinds of help and so if they first reject your recommendations, suggest alternative support networks.

Seek further information or professional support for the young person if required. Keep the student informed in what you are doing.

Coming Out:

Coming out can be an exciting and liberating experience for a lot of LGBT+ people, but it can often be difficult. Many LGBT+ people can take years to come out to all the important people in their lives. Young people should not feel pressured into sharing their sexual orientation and/or gender identity until they feel completely comfortable and ready.

A fear of experiencing rejection after coming out, can make people feel that they must hide their real self. This can affect mental wellbeing and cause stress. If homophobia, biphobia or transphobia is experienced, these feelings can turn inwards. This may lead to negative feelings about their own sexuality or gender identity. This is known as internalised homophobia or transphobia.

Coming out to at least one supportive person, such as a friend or a work colleague, can lessen feelings of depression and increase a young person's overall sense of wellbeing and self-esteem, compared to someone who does not come out at all.

Using people's preferred gender pronouns ensures that there is an understanding and inclusive culture, where everyone is respected, and their voices are equally heard.

Disorder and Suicide: How can you help?


Although we take the view that statistics seem to de-humanise the issues, it's important to put into perspective how much of an endemic problem we have with mental health, particularly among the student populace.

Stonewall reported the following in the early years of the the current decade:

- Almost half - 46% - of gay pupils who experience homophobic abuse have symptoms of depression.
- This figure decreases to 35% in gay pupils who stated that they weren't bullied.
- A higher rate of lesbian and bisexual women experience symptoms of depression, sitting at 49%.
- 27% of gay men consider taking their own life, with the national average for men sitting at only 4%.

Interestingly, Stonewall also noted that LGBT+ pupils who felt like they had nobody to talk to had higher rates of depressive symptoms by more than 15%.

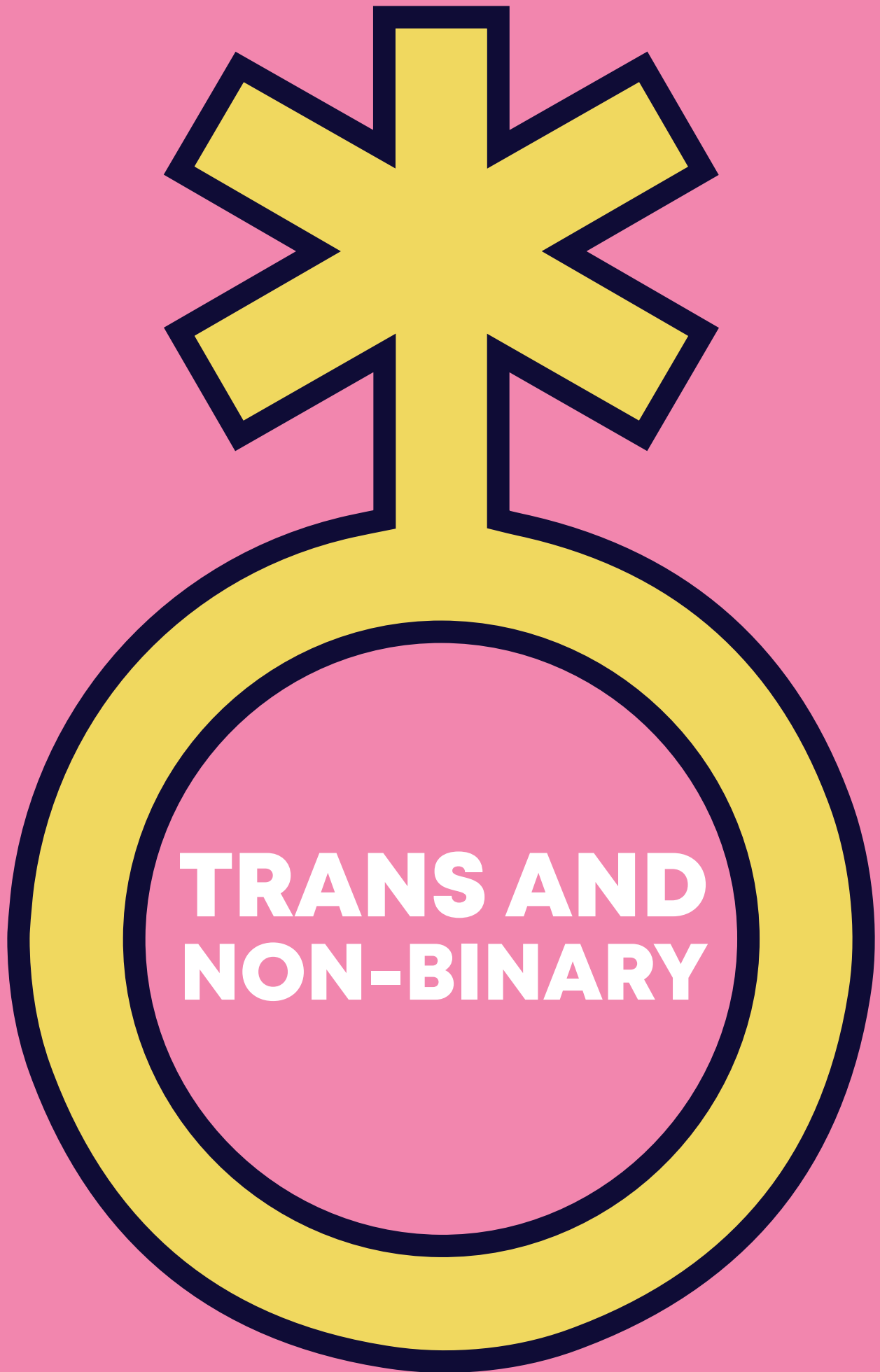
Mental health is a problem across society that does not discriminate based on age, sex, race, or indeed, sexual orientation and gender identity. However, it is disproportionately higher in LGBT+ individuals, as these pieces of data demonstrate.



"I've waited for counselling for over four months but I've considered suicide weekly".

Staff can play a vital role in alleviating student anxieties by doing the following:

- Making time for their tutees - take an active role in supporting your students so that they feel they can approach you with anything.
- Actively working towards finding solutions with them - ensure that you know what the University and the Union have to offer with regards to support. More often than not, the students you will encounter will have already gone through the NHS and their GP to source help but it is often not enough or the waiting lists are too long.
- Remember that your lack of experience or understanding of mental health and LGBT+ issues is not a barrier - there is a professional limit to what academic staff can and should do in these cases but for the most part, this falls into the bracket of being a compassionate human being.



TRANS AND NON-BINARY

It is often argued within the community that Trans and Non-binary groups are at least ten years behind the social, political and legislative progress that has been afforded to Lesbian, Gay and Bisexual communities. As such, Trans and Non-binary students can sometimes face barriers that other members of the LGBT+ community do not, such as medical and legal difficulties or higher rates of suicide and discrimination. The National Union of Students (NUS) developed a booklet that examined statistics around LGBT+ issues and found that Trans people felt the least positive of all groups (including heterosexuals) about their experiences.

Transitioning: Surgery

Due to NHS waiting times, transpeople often do not have much of a say on when certain surgical procedures may take place, such as top surgery or bottom surgery. They can fall at any point during the academic year and due to the waiting times already being rather long, transitioning students are unlikely to want to postpone surgery; being forced to do so can have many serious effects on mental health and wellbeing. As such, it is important that our staff support the interests of our transitioning student population. Trans students should be supported in getting mitigating circumstances to take an appropriate amount of time away from academia in order to get these procedures done, including healing time.

Language: Why is it so difficult?

Language has become an increasingly important structure within the LGBT+ experience over recent years. Society is structured around rules and principles that consider gender quite closely: our career patterns are gendered, our hobbies are gendered, how we behave towards one-another is often gendered, colours are gendered, sex is gendered, and so on and so forth - the list could go on forever. Gender is an ideological reality and a social construct in that it has been used to organise civilisations since time in memoriam. There is overlap but not symmetry between biological sex and gender.

Jakob, one of our contributors had this to say about language and Trans issues:

“Staff need to be made aware that there are more than two sets of personal pronouns, and that they should use the pronouns a student wishes to be referred to as. Being misgendered can ruin a trans persons day and if it happens persistently, it could have serious implications for their mental health and emotional wellbeing.

If a trans person is persistently misgendered by the same person they will begin to think that said person does not respect them or value their identity. If this person is a member of staff it can have a damaging impact on the student's university work and also perhaps lead to the student feeling invalidated. Staff should avoid using gendered terms such as “ladies and gentlemen” when addressing a group of people because, albeit a small step to take, non-binary people exist and these kinds of greetings erases them from the class environment. Simple use terms like ‘folks’, ‘people’, or ‘everyone’.”

ON BEING AN ALLY



ON BEING AN ALLY

The contribution of allies to LGBT+ progress is often very understated, even from members of the LGBT+ community itself. Being a good ally is actually about common sense and human compassion more than playing the activist. This section aims to provide staff with comprehensive advice of how to be a good ally, which often isn't as difficult as it may seem. Simple changes in approach and a basic respect of difference are the bread and butter of any good ally, and there's no reason why all staff can't embody these principles.

Kirsty Campbell, Third Year MMath Mathematics Student

“If you don't understand something then ask! Don't be afraid of seeming ignorant; just listen to what somebody has to say and be empathetic. It's good to remember that things just aren't always that easy to understand when they don't impact upon you directly.

Try to support your friends as best you can and recognise that sometimes, things that can seem small to you could be monumental to them. Everybody deserves respect and kindness, no matter who they are, abuse is abuse.

Also - don't be a bystander. If you see something homophobic, biphobic or transphobic then speak up or tell somebody about it!”

Why are allies important?

In a society structured around heterosexual and cisgendered norms or values, allies are going to be a vital part of any process for social change. If only 1 in 5 people are LGBT+ - although it's now suggested to be closer to 1 in 7 - then LGBT+ people remain a minority voice and the voices of allies can help ensure equality is achieved on all levels of industry, of teaching, of healthcare, and so on.

The act of being an ally can also keep LGBT+ youth who may otherwise be vulnerable, safe. In my personal story, I commented on how a secondary teacher supported me and supported the introduction of meaningful change on a staff level. This prevented me from going on a downward spiral; staff began to understand my boundaries, my needs and I felt like somebody backed me. It was a small step to make in the grand scheme of things, but the impact was long-lasting.

Being an ally normalises LGBT+ identities and by so doing, invalidates anti-LGBT+ rhetoric to create a more inclusive and tolerant environment to study or work within.

Michael Philona, Third Year Accounting and Finance Student at Keele University

“ When I go out to clubs with friends, I just don’t act any differently around my gay friends. Sometimes even subtle differences can ostracise LGBT+ friends because it makes them feel different, which not all LGBT+ people embrace or rather, can embrace.

I think being an embracing person is an important part of being an ally because I know some people who might act uncomfortable and others who just tolerate LGBT+ people; I just embrace it and believe in live and let live. I can learn a lot from my LGBT+ friends.”

How can I be an ally?

- Avoid making assumptions about a person’s sexual orientation or gender identity; we all have unconscious biases but it is important to recognise that and not be complacent about it. Make simple changes, such as using gender neutral terms like ‘partner’ instead of ‘boyfriend’ or ‘girlfriend’, ‘person’ instead of ‘boy’ or ‘girl’.
 - Support policy changes within the University and work to promote inclusive policies from the top down within the University hierarchy. Ensure that there are code of practise policies that specifically comment on LGBT+ inclusivity and awareness, or that there is a zero tolerance policy towards homophobic, biphobic, transphobic, sexist and racist comments.
 - Promote the enforcement of such policies by not just seeing policy as a tick-boxing exercise; LGBT+ awareness matters and do not commit to action or change unless you intend to follow through. Simple ways of doing this could be.
 - Make LGBT+ training around inclusive policies a compulsory part of employment protocol.
 - Ensure that equality, diversity and inclusion policies are available to all staff and students in an accessible manner.
- Hold a semesterly departmental forum that discusses inclusivity and policy gaps.
- Whilst adhering to data protection rules, document reported incidents and provide students with a standard fortnightly turnaround agreement to dealing with cases of abuse from within the department.
 - Consider gender variant people in policies that discuss gender segregation, lavatory access and sports.
 - Encourage staff to report incidents of homophobic, biphobic and transphobic abuse, instead of being a bystander.
 - Sign the LGBT+ pledge board that you will receive with this guide, pledging to support LGBT+ equality and to not being a bystander.
 - Promote and provide the training of all staff, whether they be paid, unpaid or outsourced/third party.

- Take action against staff accused of or seen to be contravening equality protocol; inaction suggests that you are being a bystander and therefore complicit in cases of abuse where this is relevant.
- Recognise the value of LGBT+ role models to students. Encourage role models programmes, diversity champion networking, and staff LGBT+ organisational membership at a departmental level.
- Support the work of University of Leicester Equality and Liberation Champions; work with them to establish a good working relationship between staff and students to achieve mutual equality goals.
- Advertise career opportunities in LGBT+ media sources to put the University on the map as an LGBT+ inclusive institution and working environment.
- Promote the use of this guide by all staff, even if it is just a basic read-through. Make it available on Blackboard for easy access to promote staff self-education and awareness.
- Be mindful of issues of confidentiality when dealing with LGBT+ people; sometimes it is not safe for them to be out and on this point, staff should be sure to remember that the University of Leicester is home to many international students, some of which will not come from countries with progressive attitudes towards LGBT+ rights.
- Host LGBT+ information, leaflets, flyers or posters on staff and departmental pin-boards to create a welcoming and tolerant atmosphere.
- Ensure that teaching materials are reviewed so that they work to promote inclusivity and not exclusivity. It also isn't enough to simply add on a diverse topic at the end of a series of lectures or module content because to LGBT+ people and indeed, many allies, this will look like a tick-boxing strategy as opposed to a genuine diversification of the academic curriculum.

James Tasker, Third Year BSc Geology Student

“ Just be a nice person. It's really that simple. Try and be open minded when it comes to people's sexual preferences and gender identity; don't be afraid to ask questions where appropriate but also remember that LGBT+ people aren't your personal encyclopaedia. If you don't understand someone's identity, be natural and non-assumptive. ”



INTERSEX AWARENESS

Intersex people are born with sex characteristics, such as genitalia or hormones, that do not fit into typical societal definitions of the male and female sex. Whilst not inherently a part of the LGBT+ community, Intersex people face barriers that we as LGBT+ people also face, particularly those who fall under the Trans umbrella. It is important for the University to have some understanding of these issues, especially given the surgical complications some intersex people can have.

Surgery

Intersex children are often subjected to surgery or treatment for their condition, sometimes repeatedly. This often causes the individual significant physical and psychological pain that usually doesn't result in much positive change for the patient. Intersex people do not need to be fixed. These procedures can often cause irreversible and sometimes permanent damage to the individual, resulting in infertility, incontinence, and both mental and physical distress.

Staff should be aware of this reality in case they come across an intersex student who may need significant personal support. Intersex issues are rarely discussed and therefore, signposting a student onto an appropriate service is not always easy but AccessAbility or the Students' Union Advice Unit are good first ports of call for any intersex student struggling here.

Language and Identity

As the President of the LGBT+ Society (2018-2019) put it, "it is very difficult to describe the entire intersex experience." Many intersex people define terms differently when discussing intersexuality and staff should be aware of the sheer complexity involved with intersex identity - not all intersex people identify as Trans, though some do; not all intersex people label themselves as intersex, though some do.

Although the LGBT+ community does not inherently connect to or with intersexuality, it is being included here to promote inclusivity and to demonstrate how LGBT+ rights, equality and inclusivity ideas can transcend a range of boundaries. This guide is supposed to be intersectional and in this, aims to demonstrate how the whole structure of discrimination is not limited to one experience but merges between them.

Terms like 'hermaphrodite' are sometimes used to refer to intersex people but it is important to stress to staff that this is not a socially acceptable label to apply to people who are intersex. It has scientific links but is used primarily in discussions about animals and also has an extensive and unsavoury history in circulation. In the same way that many gay men and lesbian women do not feel comfortable referring to themselves as 'queer' or as a 'homosexual', intersex people by and large refute the use of the term 'hermaphrodite'. As such, it is best to avoid it.



THE LAW AND LGBT+

THE LAW AND LGBT+

Although anybody living in the 21st Century West should know that LGBT+ rights are now a legally protected, highly political, issue, many are complacent about it or do not properly enforce those standards. We'd hope that staff do not need reminding of the Equality Act or the Gender Recognition Act, and so on. Nevertheless, this section aims to remind staff of their legal obligations and the protections that exist for LGBT+ people in the United Kingdom and indeed, some of the legal issues that can be faced by international students.

Hate Crime

The Leicestershire Police website defines hate crime as “a crime” committed against somebody because of or a perceived protected characteristic, such as “disability, gender identity, race, sexual orientation, religion, or any other perceived difference.” The final criterion is perhaps the most important because it shows that hate crime and discrimination are intersectional issues that impact on all of us, not just those some might perceive to be massively at odds with the mainstream.

It's important for staff to remember that they have an institutional obligation to take hate crime seriously and to report it if not encourage the victim to do so themselves. If this doesn't happen, you are typically considered to be complicit. It is also worth reminding ourselves that hate crime doesn't always include physical violence; verbal abuse is still considered a hate crime in the United Kingdom.

Leicestershire Police: Stamp it Out!

Leicestershire Police's Stamp it Out! campaign demonstrates the importance of equality and inclusion to the city. The University should be supporting this project openly in its pursuit of an inclusive culture on campus. The findings of the project stipulate that “in particular, disability- related, homophobic” and “transphobic” hate crimes go “significantly under reported” in the city. As such, it is clear that Leicester needs to begin taking anti-LGBT+ discrimination and abuse more seriously.

As staff of the University of Leicester, you can have an active role in the inclusivity process as well as that of reporting incidents to the proper handling bodies. Only by raising complaints with the University and with the Police, can the plight of LGBT+ individuals become properly understood, which they almost certainly are not now.

Jay Cavanagh, Part-time LGBT+ Officer, 2018-2019

“I was physically and verbally assaulted in the streets by a group of 18-20 year old boys when I was around 14 years old. I had a knife dragged across my arm and was kicked and shouted at with homophobic abuse for about half an hour. I was too scared to give the Police permission to pursue the group, which I now regret.

If I had a supportive figure in school, I think this could have been different.”

The Equality Act

The Equality Act of 2010 protects people from discrimination on the basis of their gender identity or their sexual orientation, along with a number of other characteristics such as disability or sex.

In accordance with Chapter 2 of The Equality Act, which pertains to Higher Education establishments: “The responsible body of such an institution must not discriminate against a student... by subjecting the student to any... detriment.” Inaction over complaints of abuse, segregation, bullying or any otherwise detrimental behaviour, would be an exact example of breach of the law. In the case of gender reassignment surgeries, the Equality Act also stipulates that a refusal to permit absence is a breach of the law.

The Equality Act, more specifically Section 149 of it, requires institutions within the Public Sector (PSED) to “eliminate discrimination” and “harassment” against any protected characteristic. A part of this process would be staff not only reporting incidents to the relevant bodies - whether that’s the Police, a Senior Tutor, or leadership teams - but also calling out offensive language or ‘jokes’ in their classrooms. The elimination of discrimination is a cultural issue that cannot be tackled simply by calling out comments, though. And as the writer of this guide, I acknowledge that reality.

What can staff do?

It’s not rocket science - you have a legal obligation to safeguard student welfare and a part of that is not only reporting incidents of abuse or discrimination but also actively working towards eliminating discrimination in an intersectional fashion. In order to work towards eliminating discrimination, staff can do the following: diversify their curriculums using the guidance in this pack; call out offensive remarks and jokes in classes; normalise the use of personal pronouns by including them in your email signature and by introducing yourself at events, meetings or group sessions with your pronouns. Simply being open to change and challenging unsavoury views and practises does more than complacency and silence.

ISSUE	EXAMPLE	IMPACT
Criminalisation	Same-sex sexual practises are illegal punishable either by imprisonment, corporal punishment or execution.	Student is at risk of arrest and/or constant harassment by government bodies.
Lack of Protection	No anti-discrimination protections.	Student is refused an education, housing or goes unsupported after harassment cases.
Lack of Recognition	Trans identities are unrecognised; same-sex relationships are unrecognised.	Trans student cannot access ID that reflects their true gender.
Lack of Rights	Trans people cannot use facilities that match their identity because of perceived biological difference.	Trans students cannot use the right lavatories at University.
Legislative Restrictions	The Russian Federation's banning of LGBT+ education or legislation such as Section 28.	LGBT+ topics are excluded from the curriculum; no role models or visibility for LGBT+ students.
Harrassment	Police abuse and profiling of LGBT+ individuals.	LGBT+ people unable to seek help for hate crime or discrimination.
Societal Attitudes	Queer bashing'; hostile environments.	LGBT+ students are bullied and ostracised, both their personal safety and their mental health is affected.
Community	No known LGBT+ support groups; no sense of an LGBT+ community.	Unable to access support; engages in risky behaviour in order to connect with other LGBT+ people.
Visibility	Negative portrayal or no visibility at all.	A feeling of isolation and like they don't fit.
Inclusivity in Services	Doctors are untrained on LGBT+ issues.	Trans student who needs hormones are unable to obtain them.



TOP 10: SUPPORTING LGBT+ STUDENTS

TOP 10: SUPPORTING LGBT+ STUDENTS

Now it's time for some practical advice on how to support LGBT+ students. This section will provide you with a well-considered set of top ten tips on how to support LGBT+ students at the University. These tips have been developed after many conversations with different members of staff across the institution, taking into consideration the issues that they struggle with in particular.

1 **Make yourself not only available, but approachable.**

Students often don't come to their tutors with personal concerns because they may not feel they are approachable. Show them that you are an ally! Have pronouns in your email signature, wear the newly introduced pronoun badges, wear a pride lanyard, have a pride flag in your office or a rainbow sticker on your door. Make yourself visible as an ally.

2 **Educate yourself on the services and opportunities available to LGBT+ students at the University or in the City of Leicester.**

Signposting is a valuable tool for any member of staff and it's important that staff are able to do this effectively. This means being able to send students to a service that may best support their needs. For example, let them know that there is an LGBT+ Safe Space on campus and that they can contact the Society for more information.

There is an LGBT+ Centre in the city, an inclusive sexual health clinic on campus, a range of gay bars, clubs and also an LGBT+ youth group. You are not expected to have all the answers, but just making yourself aware of what other services and support networks there are is a good way of actively trying to support the LGBT+ student populace. Staff are also reminded to utilise the Students' Union Advice Service, located on the top floor of the Percy Gee Building, if they are struggling to advise a student themselves. The local LGBT+ Centre has a service level agreement with the University, so approaching them for advice is always a good option.

3 **Recognise that LGBT+ youth still struggle.**

The key to being a supportive member of staff and by extension, a good ally, is in the recognition of the LGBT+ struggle as valid. LGBT+ people have higher rates of mental health issues; LGBT+ people are bullied more than the average individual; LGBT+ people struggle to find role models in education; LGBT+ people rarely see themselves represented in their curriculums. In addition to this, staff should remember that LGBT+ people are not always born into supportive or progressive family environments. As such, we shouldn't just expect that LGBT+ students are able to find support and therefore, that it isn't a staff concern.

Recognition of this reality means that we can begin to tackle it.

4 Call out homophobia, biphobia and transphobia.

Complicity is the first step towards the encouragement of damaging behaviour. Whether it is in-class or as you walk around campus, whatever the reason: call it out. More often than not, the individuals using derogatory language don't intrinsically understand why they're using it. Most of the time, people use it because they've grown up around other people using it daily in school and it has gone unchallenged; it's become a part of the national colloquial vocabulary.

Jay Cavanagh, Part-time LGBT+ Officer, 2018-2019

“ Although I always felt pathetic for it, whenever friends or other people used homophobic language, it caused me to feel deeply upset. It reminded me that I was different and that I identified as something that other people found sickening or funny.

Even if somebody doesn't consciously acknowledge homophobic language as damaging, it's impact can be felt subconsciously. That's why it makes sense to work towards tackling it at every level. It's never okay. ”

5 Participate with the Equality and Liberation Champions, Union Officers and the Equality, Diversity and Inclusion Team on their projects.

It could be argued that simply not knowing how to act in these situations isn't a good enough reason not to have acted. There are departments and individuals across the university that are available for the sole purpose of promoting equality on campus, like the Equality and Liberation Champions; like the Equality, Diversity and Inclusion Team; like the Part-time Officers, and the list goes on. If staff utilise proactive officers and other staff members, or even students, then they are likely to be able to get things in-place quicker and more effectively.

6 Be visible and be active.

A crucial part of being an ally for the LGBT+ community is being visible. This means that you let students know that they can come to you. Include LGBT+ safe space and intersectional hate crime or incident reporting information on your Blackboard pages, ensuring that you're making your interest in LGBT+ student support clear. In relation to your actions, they will help to tell students that you're somebody worth approaching. University and Union staff such as Professor Mark Peel, Dr Angie Pears, and even myself as LGBT+ Officer (2018-2019), are visibly trying to tackle LGBT+ issues on campus. It is important for LGBT+ students to see this level of support, not least because it tells students where they can go for advice or to feedback on a range of important issues that could be LGBT+ specific.

7 Acknowledge that being an ally doesn't just mean saying you're okay with gay people.

Being an ally means that you support the broader social, cultural, political and legislative progress that our community needs or receives over time. It also means that you support every corner of our community, from trans people to gay men - being LGBT+ isn't just about same- sex desire, which it can often be painted out to be.

8 Listen and don't assume that students need help.

Being LGBT+ isn't inherently an 'issue' - a student may be comfortable with their sexual orientation and/or gender identity, and may not be seeking help for a problem related to that. However, their identity or identities could be helpful in assessing their needs in relation to a separate issue, and it could be useful to bear it in mind. In addition to that, it could simply be the case that a student want to talk or wanted to tell somebody. The act of talking can be an important form of self-help that doesn't have to indicate a need for further support.

9 If somebody makes a remark such as 'that's so gay' , 'ha, gay' or something similar, then handle it in an educated fashion that challenges the student or students without entering into a direct conflict.

Ask 'what do you mean by that', 'how do you think a gay person might feel hearing that remark?' or 'why are there negative connotations being attached to the word gay?'. These approaches are not dismissive of the topic, nor are they accusatory. They could help push other students to engage in a debate on the derogatory use of LGBT+ language, putting the responsibility on students to come up with a solution and therefore, promoting a 'no bystander' consensus among students.

10 Respect confidentiality.

Some LGBT+ at University are fully out, fully proud and living as their true selves. Other LGBT+ people are not out and proud, and may be at a stage in their journey where they are struggling to realise their identity, or to accept it.

If there is an incident on campus that could involve external intervention, from parents, guardians or otherwise, it is always good to seek the pupil's advice on disclosing their identity to these parties. Of course, there may be some situations where your hands are tied but in these cases, seek out a second or even a third opinion to make sure that it is absolutely necessary.



COMING OUT

COMING OUT

Coming out is often seen as a necessary step in an LGBT+ person's journey. However, many cisgender heterosexual people see coming out as unnecessary, branding it a method of attention seeking. This is usually said because they feel uncomfortable with the idea of being gay and struggle with their own prejudiced positions. For a member of staff, a student coming out to them can be a very liberating experience and staff members need to know how to act appropriately. What they do from that point on can have very real implications for the student.

When a student comes out to you and tells you that they are Lesbian, Gay, Bisexual, Transgender or another identity, such as Asexual or Genderfluid, or even a combination of the aforementioned, your reaction as a member of staff is significant. For many students, the plan of coming out would have caused them a lot of anxiety and confusion. Likewise, for many, it has not. Here are some basic tips on how to support said students.

Listen.

Do not necessarily assume that the student wants advice. Just sitting back and listening to what they have to say is an important indicator of your allied position. Coming out is often not a quick and easy process, and you may be approached multiple times by the same student as they progress on their journey and come up against some challenges as a result of it.

Remember to validate their identity.

It is important to make sure that you use inclusive language and that you show your respect to them as an LGBT+ person. In this, you would typically be ensuring you call them by their chosen name and utilise the pronouns they have stated, if any. If you are unsure of how to address them in lieu of this conversation, simply use gender neutral terms such as 'they/them'.

Do NOT ask them whether or not they are sure.

Doing this suggests that you are challenging their identity and it isn't your place to do so.

Do NOT say things like "I knew it!" or "I know" or, "Of course you are".

These phrases take the disclosure away from the student and make it your thing. You also reveal yourself to have been making assumptions about the student, which would usually be based on your stereotypical perceptions of what it means to be LGBT+. This is a good way to ostracise the student and make them feel that they cannot come to you or rather, shouldn't.

Appreciate the student's courage and candour.

Coming out isn't easy - acknowledge that. Consider their coming out as a gift to you as it clearly indicates their trust and respect of you as an individual, not least as a member of staff.

Jay Cavanagh, Part-time LGBT+ Officer, 2018-2019

“ When I came out, I quickly became the laughing stock of the school for most of that evening, to the extent that people outside of my school knew before some of my friends. It spread like wildfire.

I remember going into a Mathematics class shortly after coming out, and students held up whiteboards with penises and derogatory language, directing them at me. My teacher saw these and chose to ignore it because he was too uncomfortable to deal with the situation. I had never felt so alone and misunderstood in my life.

Having a supportive member of staff would have made all the difference to me in school because my parents were never my first port of call on the issue and actually, my friends acted as my family in these situations. I found them more accepting and tolerant of who I was.”

Remember that gender and sexuality are NOT the same thing.

Knowing someone is transgender doesn't tell you anything about their sexual orientation, and to some extent, has no effect on it. Treat them as separate things that require different levels of understanding and signposting to different support services or networks, should that be identified as important.

Remember that the student hasn't changed at all.

The student is still the same person they were before they stepped into your office as they are leaving it. They are still the student interested in 'x' or 'y' topic, and being gay or bi, or trans (and so on), doesn't change how you should treat them.

Do NOT panic.

Not every member of staff would feel completely at ease handling this sort of conversation. This doesn't have to be because they don't understand or because they are prejudiced. On the contrary, it could be because the staff member in question is merely conscious of saying the wrong thing and offending the student. That's why staff should always be prepared to signpost students on to other services if it becomes necessary. Such services include:

University of Leicester Students' Union Advice Unit

University of Leicester Students' Union Part-time LGBT+ Officer

University of Leicester Students' Union Part-time Trans Officer

Leicester LGBT Centre

Stonewall UK

University of Leicester LGBT+ Society.

**‘IT’S NOT IN THE JOB
DESCRIPTION!’**



‘IT’S NOT IN THE JOB DESCRIPTION!’

The claim that’s often thrown around by staff daunted by the prospect of promoting LGBT+ inclusivity on campus, is that of it ‘not being in the job description’ that they have to go that extra mile for student welfare.

In addition to the section on Law and LGBT+ - this section aims to express exactly why this is not the case. If anything, it is incumbent upon anybody in the teaching and educational professions to be inclusive and to promote ideas of mutual respect, tolerance and kindness.

Why do staff need to work on LGBT+ inclusion?

Staff do not only need to work on LGBT+ inclusion because of the law, they also need to work on it because of University policy. Moreover, staff should be working on intersectional inclusion out of sheer human decency! The University of Leicester uses an Attendance Monitoring System (AMS) that should bring to staff attention, the decline of some students as they progress through any given academic year. If staff were approachable and aware, it may enable them to identify the causes of such declines, which can be because of sexuality or gender related struggles.

To use a personal example, our LGBT+ Officer struggled substantially across Second Year with mental health complications that centred heavily around social and personal acceptance issues as a result of their sexual orientation. At the time, they didn’t feel able to go to their assigned personal tutor and was being regularly hounded by staff for their waning negative attendance statistics. If our staff were better equipped to deal with LGBT+ student issues, this uncomfortable and debilitating experience could have been virtually avoided.

The Dignity at Work Code of Practice and the Harassment and Discrimination Policy make equality a staff issue. Section 1.2 of the former stipulates that “All members of the University community... have a... responsibility to behave professionally towards others.” This suggests that the University leadership deem inclusion to be a staff priority. Although staff come to the University to research and/or to teach, they also enter into an agreement that means they work with and for the students enrolled at the institution. A part of this is securing a comforting academic environment that embraces student difference instead of tearing it down.

HARASSMENT & DISCRIMINATION POLICY

Although this policy is to undergo a significant overhaul during the 2018-2019 academic year, it raises some important points and gives some important recommendations that can still be usefully applied.

The University of Leicester's Harassment and Discrimination Policy posits the following:

... the offence can be referred to one or more of the following:

- Personal Tutor
- Academic Affairs Officer or Welfare and International Officer of the Students' Union
- Students' Union Part-Time Student Officers or Association Presidents
- Student Welfare Service
- Counselling Service
- Freeman's Common Health Centre
- Chaplain
- Warden of Accommodation
- Nightline
- Departmental Equality Officers

The following senior officials can also be consulted on an informal basis:

- Heads of Departments
- Academic Registrar
- Director of Human Resources

The University therefore, has set an expectation that personal tutors, Union officers (part- time and full-time), and departmental staff should be involved in handling discrimination and by extension, on-campus inclusion initiatives.

A Student's First Port of Call

With sensitive issues relating to being LGBT+, including discrimination, hate crime and coming out, teaching staff can often be a student's first port of call. It's important that staff remember the damage they can do with their responses to such situations, and should also always remember that they always have the ability to signpost students onto other services. For that student at that time, they may not have the luxury of another option, so remember to approach students with a caring and comforting tone that you would expect to be afforded to you should you find yourself in a difficult situation.

Training Opportunities: “I’m ill-equipped”

It is always acceptable to mention that you feel ill-equipped to handle LGBT+ issues in your classes or during personal tutor meetings. What isn't okay, is for you to denounce the progressive initiatives put in-place to promote liberation students' interests at the University. As such, we would recommend engaging with all of the staff training programmes that are available at the University. For senior tutors reading this guide, it is also advisable to make sure that your staff are doing this:

Anonymous, Graduated BSc Psychology Student

“ I was pleased to hear that the University had training in areas such as unconscious bias. However, this wasn't my feeling for long because I came to learn that some staff were refusing to do the training and not being reprimanded for it. ”

If you feel that your department needs more - speak to the Equality, Diversity and Inclusion (EDI) Team or even the part-time liberation officers at the Students' Union, all of whom will have a staff email account in the University's directory.

Although, there are some training opportunities available through the following organisations:

Stonewall

Contact the EDI Team for the contact information of the University's Diversity Champions Account Manager at Stonewall UK or get in-touch with the charity directly to discuss training opportunities for your staff members.

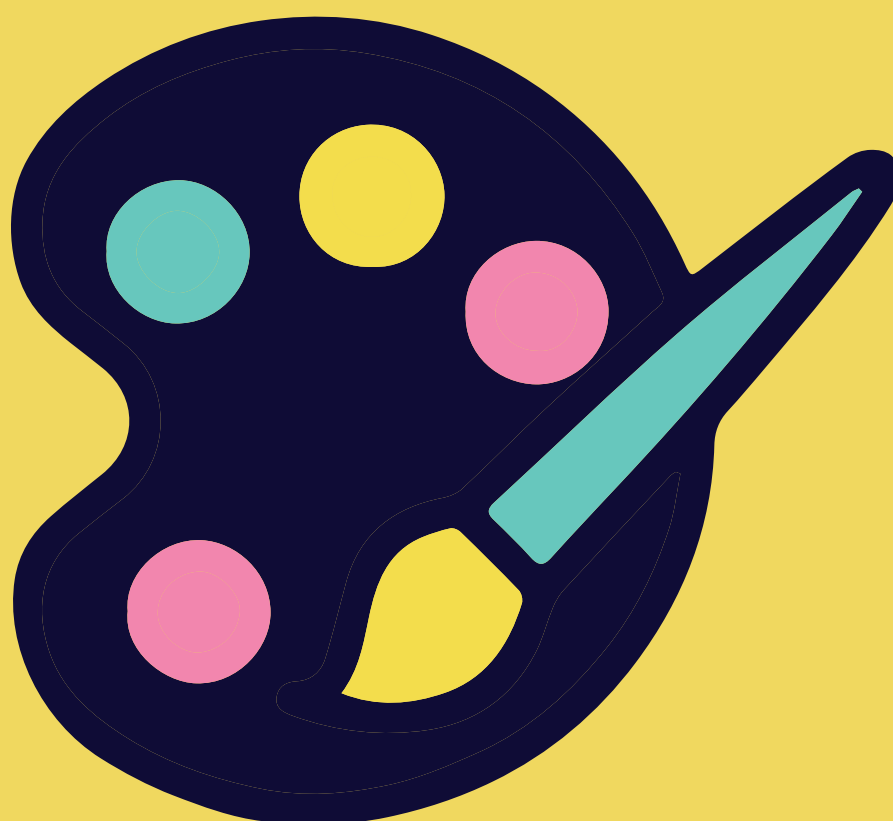
Consider Mental Health First Aid Training or Mind UK training

This type of training will allow you to look at how to handle some more intense conversations that you may come across during personal tutoring sessions.

The Leicester LGBT Centre

A local LGBT group that holds a range of training opportunities in the city for groups and individuals at a fairly reasonable rate.

INCLUSIVE CURRICULUMS: SCHOOL OF ARTS



INCLUSIVE CURRICULUMS: SCHOOL OF ARTS

Inclusive curriculums are now an inevitable part of the way institutions will teach over the coming years. Human attitudes to gender and sexuality are indisputably socially and historically developed. International bodies that reflect the departments that make-up the School of the Arts, including it in itself, have the gifted positions of being somewhat at the forefront of queer social and cultural development. It's time that we begin developing this further to support genuine on-campus inclusivity and to promote a genuine, accurate and diverse educational goal.

The Arts - film, art and the history of art, languages, English: all subjects that demand an attention to culture, social historical context and an embracing intersectional view of identities. Whether we learn to embrace cultural variations through our language degrees, queer theory in literature or to appreciate homoeroticism in art - the School of the Arts has a vital role to play in the development of an inclusive culture at the University of Leicester. It is one area where what is needed is actually quite obvious, I believe.

This section will aim to give departments and staff from within the University of Leicester's School of the Arts, an insight into how they might diversify their curriculums, why it is important to do so, and how they can employ new teaching strategies to begin developing inclusive and cultured students.

Your Departmental Equality and Liberation Champions:

Equality and Liberation Champions are Union appointed students who work within a specific department to ensure liberation values are being upheld or observed across that department's academic work.

The champions for the School of Arts are:

Kiki Fakorede - Sociology and Spanish, kikifakorede@gmail.com

Emma Westbrook - English, emma.westbrook19@gmail.com

The Voices of your Students:

Anonymous, Second Year Sociology and Spanish

“ Languages to me are all about culture and embracing difference. It should be reflected better in our syllabus because at the moment, I feel like we only touch on these topics to a bare minimum level. It would be good to study some LGBT+ and BAME people for a change, instead of just straight white men and occasionally, women. ”

There are a number of queer and black people who could be utilised in teaching.

Anonymous, English Graduate

“ I think that it's important to honour the voices of the gay and lesbian icons who contributed so much to our literature over the years. Some writers from centuries ago have given LGBT+ students today valuable life lessons in just managing as a queer person; they've saved lives without even intending to do so. It's important we recognise that contribution. ”

Teaching: Going Beyond the Syllabus

Here are some general tips on how staff in these departments can look to better deliver their seminars, tutorials, lectures and personal tutor meetings:

Visibility

Draw on the wealth of LGBT+ thinkers in your fields, from E.M. Forster - a pacifist author with a hidden secret not revealed until his death and the then release of Maurice; to Simeon Solomon, an artist who drew on Sappho and the lesbian experience in a period of substantial queer stigmatisation.

By extension, do not just include these topics as a way of ticking boxes. Include them throughout classes to streamline and normalise the embracing of LGBT+ voices. Challenge your unconscious biases by doing this.

Early Exposure

Be sure to not just include gender and sexuality topics in the latter years of your programmes. It gives the impression that these topics are still for the more adult candidate, suggesting that your courses are constructed in a prejudiced fashion. Small things like this do not help to fill LGBT+ students with confidence about your programmes and can be rather off-putting, as it conveys the idea that your department is simply looking to tick the proverbial equality and diversity box.

Use Gender Neutral Addresses in Lectures

Address your groups with language such as 'good morning all!' as opposed to 'good afternoon boys and girls' or 'good morning ladies and gentlemen'.

Encourage the Inclusion of Pronouns into Introduction Sessions

When you sit in a group and go around asking for names, maybe begin by stating your pronouns: "Hi, I'm Professor Jessup and my pronouns are he/him!" This promotes the mainstream use of pronouns in everyday conversation, which is a small step taken towards full Trans and Non-binary inclusivity.

MODERN LANGUAGES

Whilst the Languages department can seem to be a difficult one to further diversify, there are some very simple ways this can be achieved. Modern Languages not only address linguistic issues, but also examine culture, difference, and transnational histories, as the module list illustrates. Beyond the basic practical advice given on the prior page, the department can do the following to better its programmes:

When you teach beginners level classes in the First Year, include LGBT+ vocabulary

Instead of having a focus on 'mum' and 'dad', 'boy' and 'girl', include 'my dads' or 'my mums' into your teaching; find the terms for non-binary identities, and have them as a taught option. Embrace non-conventional relationships in your teaching, rather than maintaining a heteronormative approach.

Encourage LGBT+ cross-campus activities

Encourage your students to get involved with language and cultural societies across the University and the Union. Maybe start an International Student/Study Abroad or multilingual group that looks at transnational LGBT+ projects. Put the University of Leicester's department on the map as the first to promote the holistic angle of their discipline with the academic.

Make use of LGBT+ authors, texts and academics in your teaching exercises

Do not just set texts by straight male authors. Instead of Paul Valéry maybe try Jean Genet or Ann Scott.

A Seminar or Tutorial Plan Idea: 1hr	
Introduction:	Pronoun and name refresher: 5 minute exercise, going around the class and asking people to introduce themselves by name and pronouns.
Discussion:	<p>Text readable in preparation was: Monique Wittig's <i>The Straight Mind</i></p> <ul style="list-style-type: none">● Split into two groups● Discuss what Wittig's work tells us about queer liberation in a twentieth century French society● Examine Wittig's considerations of the "linguistic" impact.
Conclusion:	Discuss why studying a queer text helped to better understand French culture, thought and what new terms we had been introduced to in class.
Last Five Minutes:	Ask for everybody's class highlight; hopefully this will induce some interesting points that may make the less confident students feel more able to be verbally open, inclusive and generally progressive.

English

English is a department of any University that should be expected to embrace queer representation and abstract ideas. As a general criticism of the department at Leicester, a lot of the module choices seem to see diversity as one of two things: women and/or BAME. Diversity is actually something much broader than this and whilst it is a term inclusive of gendered and BAME identities, it is also inclusive of LGBT+, of disability, of mature and immature voices, and so on. As such, here are some things that we would advise the department to consider when they begin reassessing their curriculum:

When you teach, use gender neutral language in any appropriate context.

Instead of simply assuming a narrative to be heterosexual or binary, question your own assumptions and use gender neutral terminology such as 'partner' instead of 'boyfriend/girlfriend'. Something this minor, in some sense, can set an example to students in English who should be looking to open their minds analytically which doesn't mean following a rigid set of rules of interpretation, but being free to interpret texts broadly. This to me, is what literature is about and why it is so valuable to us.

Encourage some short creative writing exercises that reflect minority identities.

Allow your students to step into the worlds of Oscar Wilde, E.M. Forster or Sarah Waters. What better way to embrace difference and to teach students to be compassionate, understanding, cultured and also to encourage them to enhance their analytical minds, than to ask them to write from a perspective that is completely out of their comfort zone.

Develop some queer literature modules.

Queer theory and LGBT+ authorship has aided the development of some of the world's best literary movements - the Beats, for example, and the likes of Ginsberg, Burroughs and Kerouac. Be visible and be unapologetic about having an LGBT+ module or multiple.

Redevelop some of the preexisting modules.

For a time, it's going to seem like LGBT+ voices are simply being forced into the academic programmes but this is because we are so used to their exclusion that a sudden move towards inclusion is deemed shocking. Including a few LGBT+ authors, issues or texts goes some way towards introducing LGBT+ into the mainstream. To give an example, the department could include books like 'Giovanni's Room' by Baldwin, in a module on American Literature.

History of Art and Film

The department of History of Art and Film aims to explore culture - popular, national and visual, genres, style and the people behind some of the world's most valued works of art, whether they be cinematographic or paintings, drawings or sculptures. Art like this can reveal a lot about sexual and gender identities that transcends both time periods and national boundaries. Terms such as 'lesbian', 'gay' and 'transgender' were not widely coined until recent decades and art often acted as a medium for people to express if not liberate themselves in an age of crippling oppression. Our examination of the histories of art and film should embrace different identities in an intersectional fashion, and its modules should reflect this. Here's how the department can diversify its programmes:

When you teach, show an awareness of the issues surrounding language and identity.

Stylistically and as a result of legislative oppression, LGBT+ identities were not always clearly expressed in art or cinema. Look at the works of Francis Bacon or David Hockney and consider how they express same-sex identity and desire without making it explicit or obvious to the conventional eye. Also, staff should look to encourage explorations into androgyny, masculinity, femininity and relationships.

Arrange visits to LGBT+ exhibitions or film viewings.

Diversify your students' experience by planning some visits to exhibitions or viewings that touch on LGBT+ topics. The Tate Modern is particularly good at looking at queer art and holding related exhibitions.

Develop some queer modules.

Modules such as 'Media and Gender' completely overlook the possibility to discuss trans and non-binary identities. Consider the coverage of the Stonewall Riots and how Marsha P. Johnson, a notable Trans activist and woman of colour, was written out of most popular representations of the riots. Staff could also consider looking at films such as 'Boys Don't Cry' starring Hilary Swank, which offer an insight into corrective rape, South-American culture, police handlings of hate crime, trans love and trans identity.

Consider reaching out to the Queerseum project.

Show your support for an external project that promotes LGBT+ inclusivity in the art, culture, film and history worlds! Demonstrate the importance of LGBT+ identities to Leicester students by building a relationship with Queerseum (www.queerseum.org).

Hold workshops on LGBT+ representation and gender stereotyping.

Look at the importance of queer representation in film and media, connecting it to politics and legislative equality. Pull on topics such as same-sex marriage or Section 28 to consider the real living impact of LGBT+ media and campaigns on equality.

INCLUSIVE CURRICULUMS: SCHOOL OF BUSINESS



INCLUSIVE CURRICULUMS: SCHOOL OF BUSINESS

The Business School has a unique and often unappreciated part to play in the diversification of academic inclusion. Whether it is in economics or management courses, discussions around privilege, agency and power are all key components of theory. This section will consider the following departments and its courses:

- Marketing
- Management
- Economics
- Accounting and Finance
- Human Resource Management

The School of Business has a good opportunity to prepare students for the real world, whilst promoting positive, moral and ethical social values. Universities play a vital role in shaping student minds to be understanding, tolerant and embracing of LGBT+ diversity.

Your Departmental Equality and Liberation Champions:

Equality and Liberation Champions are Union appointed students who work within a specific department to ensure liberation values are being upheld or observed across that department's academic work.

The champions for the School of Business are:

Karrie-Anne Collingwood - Media and Communications, kac16@student.le.ac.uk

Melika Boakye-Boateng - Management Studies and Marketing mbb9@student.le.ac.uk

Accounting and Finance:

Here are a number of very simple ways that Accounting and Finance can tackle inclusivity in its curriculums:

Consider using examples of LGBT+ charities in your non-for profit module.

Instead of having a focus on heteronormative organisations, diversify by including LGBT+ organisations into the narrative. A relatively small change, this could mean a great deal to LGBT+ students on your courses who are looking for some visibility in a very rigid and heteronormative, masculine industry such as finance.

Look at the impact of same-sex marriage on tax and personal finance.

Legislative changes in the United Kingdom have had an impact on the way LGBT+ people are spending money and how they are taxed. Topics of study could also be things like the issues around pensions and being LGBT+, or marriage and its affect on personal finance.

Make use of LGBT+ authors and academics in your teaching.

Do not just set texts by straight male authors; try to diversify the reading to represent different perspectives in Accounting and Finance.

Whilst preparing students for a potential Year in Industry, consider discussing LGBT+ workplace dynamics and inclusion with them.

Make students aware of the barriers LGBT+ people can face entering the financial industry.

Economics

Economics isn't always seen as an easy subject area to diversify however, there are actually a number of very simple ways that the department can look to tackle inclusivity in its curriculums.

Consider inclusive teaching about spending power and demography.

Instead of having a focus on consumers as one collective group, explore national topics such as the 'Pink Pound' or the 'Dorothy Dollar' to show students that LGBT+ identities do have a relevance in Economics.

Develop a module that looks at the relationship between demographics in economics and equality of opportunity.

Encourage students to think about the politics behind difference and how that impacts spending power, contributions to the national economy and do this in an intersectional fashion. Look at LGBT+ identities, women and race.

Make use of LGBT+ authors and academics in your teaching.

Do not just set texts by straight male authors; try to diversify the reading to represent different perspectives in Economics.

Redevelop some modules to touch on LGBT+ groups in economics.

For example, in EC3075: Social Choice, maybe consider including a topic on LGBT+ preferences. In health economics, consider the impact of LGBT+ identity on healthcare, and use case studies of higher rates of mental health, or refer to prolific historical topics such as HIV/AIDS. This encourages students to think about topics beyond the straight and narrow.

Management

In any management courses, equality and human resources play a vital role in the dynamics of industry and the workplace. The following, are solid methods of making management courses more inclusive:

Ensure that your modules are embedding inclusion, not adding it on as an extra to tick boxes.

The 'Work and Society' module for BA Management Studies includes LGBT+ themes but ensure that these are not just an addition to a much broader topic.

Redevelop the Human Resource Management BA and its modules.

This course needs modules on equality, diversity and inclusion. Equality policy forms a substantial part of a twenty-first century workplace and therefore, preparing students for this is vital. Ensure that modules look at LGBT+ inclusive policy, language and discrimination procedure.

Marketing:

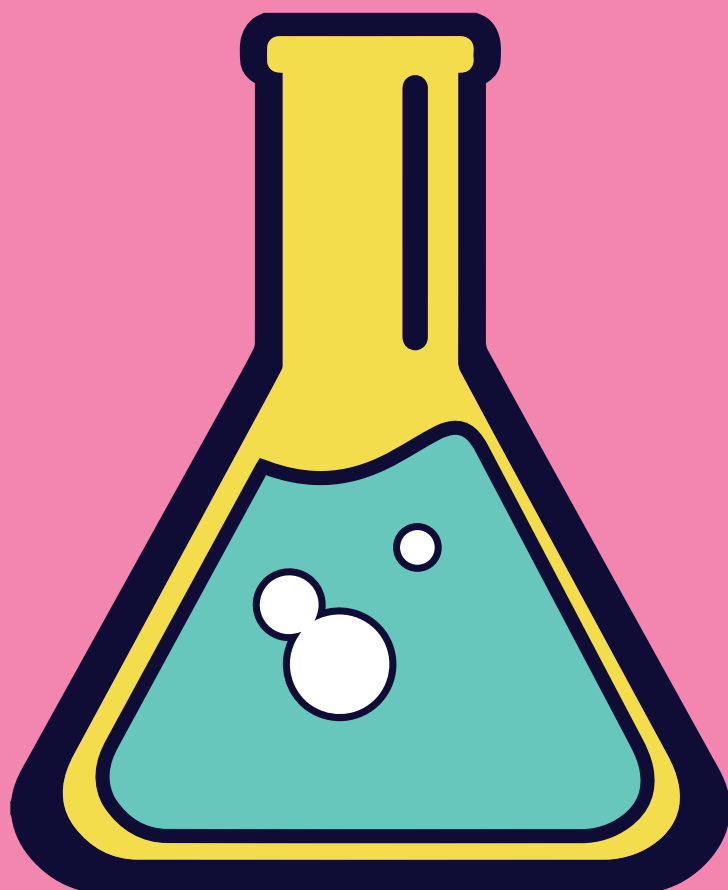
Here are a number of very simple ways that Marketing courses can tackle inclusivity in their curriculums:

Examine heteronormativity and its part in marketing.

Compare LGBT+ and heteronormative marketing styles in an analysis of attitudes towards LGBT+ equality in society. Open students' minds to LGBT+ representation or lack thereof in modules such as 'Consumer Behaviour' (MN2121).

Include LGBT+ identities in discussions around Business Ethics.

Consider how LGBT+ groups have been exploited or disadvantaged in business. Look at specific examples such as the Bakery Case in the United States, which considers law, business ethics, religious ethics and LGBT+ rights in a merged case study.



INCLUSIVE CURRICULUMS:

STEM

INCLUSIVE CURRICULUMS: STEM

Initially, it can be difficult to identify ways to promote LGBT+ inclusivity in STEM curriculums, without making it seem forced. Science, Technology, Engineering and Mathematics (STEM) degrees however, still play a part in the inclusivity narrative. This section will be useful to the following departments:

- Biological Sciences, Chemistry and Physics
- Engineering
- Mathematics
- Informatics
- Geology and Geography

The sciences have had a lasting impact on how we view gender and sexuality, redefining what we understood to be 'normal' and addressing the biological and psychological basis for discussions about sexual orientation and gender identity.

Your Departmental Equality and Liberation Champions:

Whilst we understand that STEM subjects are not the easiest to diversify, the development of Equality and Liberation Champions has come about as a result of acknowledging that boundary and seeking to remove it. Capitalise on the introduction of this new Union-led role that aims to make diversification and inclusion a much more accessible endeavour.

The STEM departmental Equality and Liberation Champions are:

Elsie White - Biological Sciences, ew186@student.le.ac.uk

Ola Dalek - Geography, akd19@student.le.ac.uk

Connor Burchell - Geology, cb528@student.le.ac.uk

Ayrton (Tony) F. Magaia - Biological Sciences, afm19@student.le.ac.uk

So, what can be done?

Here are a number of very simple ways that STEM departments can tackle inclusivity in its curriculums:

Consider using examples of LGBT+ contributions to the field in your lessons.

If you refer to scientists such as Bruce Voeller or Jim Pollack, make sure that you are mentioning their LGBT+ identity and the LGBT+ scope of their work where relevant. This increases visibility and shows that you are including LGBT+ voices into the STEM narrative. It also shows that you are not perpetuating the idea of being LGBT+ as a barrier.

Show an awareness of how diversity impacts upon qualitative and quantitative data collection and analysis.

LGBT+ rights are realistically and historically, not that common. Remember that binary, often heteronormative, ideas about gender and sexuality could have a significant impact on data collection and analysis. For example, some pieces of data may refer exclusively to men and women, ignoring the section of society that may not fall in either of those brackets.

When teaching on disease, maybe consider LGBT+ examples and dynamics.

Although we should be careful not to promote the belief that there is a substantiated connection between HIV-AIDS and being LGBT+, it could be useful to use it as an example. Examine its substantial impact on the LGBT+ community and breakdown myths around LGBT+ transmission, connecting it to broader ethical themes within science and medicine.

Promote inclusive approaches to science.

Remember that science is a discipline that hinges upon empirical evidence and not upon assumptions. Ensure then, that there's an awareness of biases in data and of how LGBT+ experiences have been written out of science for a range of oppressive reasons.

Changes in delivery.

Lecturers can make real change by simply avoiding assumption-based behaviour and by using inclusive language.

When referring to families in data or surveys, do not make the assumption that all men will have a wife or girlfriend, or that all women will have a husband or boyfriend. Some men marry other men, and some women marry other women.

Also, do not assume that everybody fits into the bracket of male and female, and use that to question the reliability of your data.

Refer to your class as a class or as 'everybody' when greeting them. Do not use binary language such as 'boys' and 'girls'.

Introduce yourself by name and with your pronouns. A small and otherwise unnoticed step, this can have a huge impact on the impressions of LGBT+ students.

Use LGBT+ examples on occasion, instead of exclusively heterosexual ones. For example, refer to something as Joe and Callum, instead of James and Joanne.

Signpost students to LGBT+ on-campus events and groups to show that we are an inclusive institution. For example, in LGBT+ History Month, make your students aware of the Union programme of events to commemorate the period.

During a time of significance to LGBT+ people, such as LGBT+ History Month or Trans Day of Remembrance, maybe start a lecture or a seminar with a brief note to an LGBT+ scientist or mathematician that has contributed valuably to your field. This needn't be more than a nudge but has real-term significance to LGBT+ students, visibility and role modelling on campus.

If you're still struggling to source areas where strides in this area can be made, commission the starting up of a STEM Student Group or focus group which can look into this for you from the perspective of the learners.

INCLUSIVE CURRICULUMS: SCHOOL OF HISTORY, POLITICS AND INTERNATIONAL RELATIONS



INCLUSIVE CURRICULUMS: SCHOOL OF HISTORY, POLITICS AND INTERNATIONAL RELATIONS

History, politics and international relations are all areas where LGBT+ identity should feature in the University's curriculum. However, it doesn't tend to be all that interwoven into the current programmes of study. There are many opportunities for this to happen - modules on gender and sexuality exist but ironically, they rarely cover LGBT+ issues.

Liberation groups have often been the changing faces of the political agendas of countless nations across the world and the school should really be asking itself the follow: is the study of history, politics or international relations actually worthwhile if we exclude marginalised communities or liberation voices from the academic narrative?

As a student of History, I would argue that it isn't.

Your Departmental Equality and Liberation Champions:

Equality and Liberation Champions are Union appointed students who work within a specific department to ensure liberation values are being upheld or observed across that department's academic work.

The champions for the School of History, Politics and International Relations are:

Jonathan Shore - History and International Relations, js873@student.le.ac.uk

Ruth Walters - History and Politics, raw43@student.le.ac.uk

Obinna Michael Awuzudike - Politics and International Relations, oa159@student.le.ac.uk

Adnan Rahman - Politics and International Relations, ar426@student.le.ac.uk

Marny Monteiro - Politics and International Relations, mm758@student.le.ac.uk

Reading Lists

History at the University of Leicester:

Incorporate some intersectionality into the reading lists.

Utilise the wealth of BAME, female and LGBT+ voices in historiographical debate. More often than not, the study of history for people in liberation groups is a holistic endeavour and this can add a new dynamic to their work, making for interesting consideration historiographically.

Politics and International Relations at the University of Leicester:

Include queer voices in the reading lists

LGBT+ voices often have a very specific take on political ideas as a result of oppressive experiences and a history of injustice. This also applies to other groups such as BAME, disabled people and women. Diversify the learning of your students by encouraging them to tackle readings from perspectives outside of their own and what they would usually consider to be 'normal'.

Modular Adaptations.

History at the University of Leicester:

Reform the HS2400 module to ensure that the Gender and Sexuality topic actually covers sexual orientation.

Based on the 2017-2018 delivery of this module, it only examined sex and gender with regards to cisgender women. There was no consideration of trans and non-binary identities, nor of lesbian, gay, bisexual or other sexual identities. Reconsider this module and try to make it inclusive of LGBT+ identities through this topic.

Introduce a module on Queer History.

LGBT+ identities had a vital role to play in youth culture, the modern political climate, and in contribution to art, literature and popular culture.

Begin looking at hiring historians of sexuality and gender.

Queer history is an emerging field of historiographical study that is becoming increasingly popular. Having historians in the school who can facilitate LGBT+ topics for supervision is an asset to History at Leicester.

Politics and International Relations at the University of Leicester: Introduce a module, or at least a topic, that addresses social mobility.

LGBT+ and other liberation voices can change election outcomes quite drastically. Addressing disenfranchisement, social movements and electoral voice should be an important area of interest within politics courses - especially given its growing importance in modern elections and political climates.

Introduce a module on Social Movements/Social Revolution

Modules are available on feminism, gender, sex, and so on. Why not combine the goals of these individual modules to create an intersectional second or final year module that looks at social movements as a whole? Queer voices, feminist voices, black voices, and so on all have a vital role to play in shaping international relations, particularly in the West. Examine the US Civil Rights Movement, Women's Suffrage and the Gay Liberation Front or gay rights movements.

At the very least, use examples of liberation voices in modules such as:

- Contemporary Political Philosophy: Theories of Justice (PL2027)
- Political Participation in Britain (PL3127)
- Political Parties in Contemporary Britain (PL2020)

These modules all provide opportunities to comment on LGBT+ experience, voice and even to discuss broader social movements and their impact on politics. Civil and human rights come into justice; social mobility is a part of political participation; and social justice is a key part of political ideology and the development of party and party policy. In recent years, social progress has become an increasingly important feature of the political andscape across the West.

Changes in Delivery

In History, Politics and International Relations, there are some simple ways to make the delivery of both seminars and lectures, more inclusive. These include:

As usual, use LGBT+ inclusive language such as ‘partner’ instead of ‘boyfriend/girlfriend’; ‘person’ instead of ‘man’ or ‘woman’.

LGBT+ inclusive language is a subtle way to ensure that teaching staff are showing an awareness of non-binary identities. It's a small and easy change to make that allows minority groups to feel that they are being included in teaching exercises that would otherwise only seem to address gender-conforming or binary groups. LGBT+ people would notice small things like this in a way that non-LGBT+ people wouldn't.

In seminars, maybe begin with a group introduction exercise that includes pronouns in the process.

When you address names/who people are in a group, maybe include “my pronouns are...” in this narrative. This sets the tone of the group as accepting and open, ensuring that all students not only know that they are in a safe and welcoming environment but also that they know there is a zero-tolerance standard being set from the beginning.

Challenge comments, looks or other demeaning behaviour that may or may not arise in your classes that feature LGBT+ content.

Ask questions and engage with students who seem to have a derogatory view of LGBT+ or other liberation perspectives in a way that entices debate without ostracising individuals. Be open to alternative views but encourage a respectful and tolerant level of communication.

INCLUSIVE CURRICULUMS: SOCIOLOGY, PSYCHOLOGY AND CRIMINOLOGY



INCLUSIVE CURRICULUMS: SOCIOLOGY, PSYCHOLOGY AND CRIMINOLOGY

So, what can be done?

Here are a number of very simple ways that your department can tackle inclusivity in its programmes of study:

Sociology: General Guidance

Including LGBT+ voices in modules such as SY2093 or SY3092 is great. Maybe consider the introduction of a broader liberation module that looks at BAME, gender and disability in collaboration with sexual orientation and gender identity.

SY3098 and SY2083: Streamlining Inclusive Teaching

SY3098 (The Global Sex Trade) and SY2083 (Sociology of Fashion) are both solid examples of where LGBT+ issues alongside those of BAME and other liberation groups, have become firmly embedded into the curriculum. Including sessions that examine non-binary identities and the materialisation of those through fashion, is an effective way to introduce students to non-binary issues. Likewise, embedding Trans and LGBT+ sex work into the narrative around sex work more broadly, emphasises how institutional transphobia, homophobia and racism impact upon the safety and prosperity of certain groups within society.

SY3092: Social Movements

This module has worked to ensure that underrepresented voices are clearly expressed. However, the case study used that relates to LGBT+ issues - AIDS - connects much more heavily to gay men than to other areas of our community. Consider looking at the Stonewall Riots and including the BAME and Trans voices that contributed so heavily to progress within the LGBT+ community during this event. There is also the second wave feminist movement and the British gay liberation movement that happened alongside one another in a society fraught with racism; perhaps addressing 1980s Britain as a case study would lend itself much better to a more intersectional approach, which we should be encouraging academics and students to take. LGBT+ is much bigger than just the G!

FURTHER SUPPORT AND RESOURCES



FURTHER SUPPORT AND RESOURCES

General: Inclusivity in Education

Plymouth University: Inclusive Teaching and Learning Research List

<https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity/inclusivity-research>

The Higher Education Academy: Widening Participation

<https://www.heacademy.ac.uk/hub>

Developing an Inclusive Culture in Higher Education: Final Report, 2013

https://www.heacademy.ac.uk/system/files/inclusive_culture_report_0.pdf

Universities UK: Inclusion, Equality and Diversity

<https://www.universitiesuk.ac.uk/policy-and-analysis/Pages/inclusion-equality-diversity.aspx>

Stonewall: Higher Education

<https://www.stonewall.org.uk/get-involved/get-involved-education/higher-education>

Lesbian, Gay, Bisexual and Transgender (+)

The National Union of Students' Report, Education Beyond the Straight and Narrow: LGBT Students' Experience in Higher Education

<http://www.nus.org.uk/global/lgbt-research.pdf>

Stonewall's Guide to Standing up for LGBT Inclusion: a Guide for Senior Champions

https://www.stonewall.org.uk/sites/default/files/senior_guide.pdf

Stonewall's Ten Steps to Tackling Homophobic, Biphobic and Transphobic Language

https://www.stonewall.org.uk/sites/default/files/hbt_language.pdf

GALOP

<http://www.galop.org.uk>

Lesbian, Gay, Bisexual and Transgender (+)

The Equality and Human Rights Commission: Research Summary 39, The Experiences of Lesbian, Gay and Bisexual Staff and Students in Higher Education

<https://www.equalityhumanrights.com/sites/default/files/research-summary-39-experiences-of-lesbian-gay-bisexual-higher-education.pdf>

Stonewall

<https://www.stonewall.org.uk>

TRADE (LGBT+ Sexual Health)

<http://www.tradesexualhealth.com>

LGBT Centre: Leicester

<https://leicesterlgbtcentre.org>

The University of Leicester and the University of Leicester Students' Union

University of Leicester Transitioning Guide

<https://www2.le.ac.uk/offices/equalities-unit/protected-characteristics/transitioning-guide-for-staff-students>

University of Leicester: Report and Support

<https://reportandsupport.le.ac.uk>

Students' Union Full-time Wellbeing Officer

Oge Obioha, 2018-2019 (<https://www.leicesterunion.com/officers/wellbeing/>)

Students' Union Part-time LGBT+ Officer

Jay Cavanagh, 2018-2019 (<https://www.leicesterunion.com/part-timeofficers/lgbt/>)

Students' Union Part-time Trans Officer

Nate Searson, 2018-2019

University of Leicester LGBT+ Society

<https://www.leicesterunion.com/opportunities/studentgroups/findastudentgroup/7220/>

Union Advice Service

<https://www.leicesterunion.com/support/advice/service/>

Equality and Liberation Champions

<https://www.leicesterunion.com/voice/representation/equality-diversity/>

On-campus Support Services

<https://www.leicesterunion.com/support/leicestertalks/a-z/campus-services/>

Further Support: Online and Community Services

<https://www.leicesterunion.com/support/leicestertalks/a-z/community-services/#LGBTQIA>



FAQs

FREQUENTLY ASKED QUESTIONS (FAQ)

Why do I need to treat LGBT+ students differently? I treat everybody equally.

Equal treatment does not always result in equality. In a liberation context, the privileged and the unprivileged rarely start on an even playing field, so treating a white cisgender male the same as a black lesbian woman is unlikely to result in true 'equality'.

Focus less on equal treatment and more on inclusive treatment.

This affects less than 10% of our intake - why does it matter?

Inclusivity is not something that only benefits liberation groups; a tolerant, more open and positive environment is never a damaging thing. As institutions of higher learning, it is important to not only prepare students for the working world - which is increasingly developing into a more inclusive and LGBT+ friendly place - but also to produce rounded and well-mannered adults. A part of being rounded and well-mannered in 2018 and beyond, is being open-minded and respectful of difference, not averse to it.

Also, 10% of students are still students at the University of Leicester; they deserve the same level of inclusion and attention that any other student group gets, white, male, female, or otherwise.

Everything's offensive now. Isn't it better to just avoid the topic altogether because we're bound to get something wrong?

In short - no. Everything isn't offensive and virtually all LGBT+ students would be ecstatic to see their curriculums and their teaching staff acknowledging their identities as valid. It has never been okay to be abusive to somebody or to make somebody feel unhappy.

Our parents always drilled the phrases 'if you have nothing nice to say, don't say anything' and 'treat people how you want to be treated' into our heads from a very young age. A part of behaving appropriately then, is accepting and including people who are different in a way that is encouraging and respectful.

Surely treating LGBT+ people as an exclusive group simply furthers the problem?

As stated in response to Question 1, liberation groups aren't exclusive - they're merely different. Ensuring that individuals who belong to these groups feel valued is crucial. This entire process is actually more of a way of integrating liberation groups than compartmentalising them.

What training is available?

Unconscious bias and some other anti-discrimination training opportunities are supposed to be mandatory for university staff. However, it hasn't always been appropriately observed. Contact the Equality, Diversity and Inclusion department for further information about training opportunities, or consider utilising the local LGBT Centre or Stonewall for LGBT+ specific training for you or your staff.

How can we get involved as cisgender straight staff members?

Get involved by making the changes recommended in this guide, by cooperating with the LGBT+ Staff Forum, or by engaging with UCU and other unions' activities around campaigning and equality initiatives.

Does the University of Leicester have an LGBT+ Society?

Yes! The University of Leicester LGBT+ Society is a well-established, well-run society. A link to the details of the society can be found in the 'Further Support and Resources' section of this guide.

Is the University of Leicester a Stonewall Diversity Champion? If so, what does that really mean?

Yes, the University of Leicester is a part of the Diversity Champions Programme which is currently a network of organisations that work together to create good working environments across workplaces.

I'm on board but my department isn't. What can I do about this?

Diversity and inclusion are everybody's concern and it should matter to all. We would advise that you firstly open a dialogue with your colleagues to establish why they are uninterested or demotivated by the project.

If this doesn't reveal much, perhaps raise the concern with either the Union LGBT+ Officer, the Wellbeing Officer, or the University's Equality, Diversity and Inclusion (EDI) department for further guidance and support.

The important thing is not to give up. As an individual, you can still change how you deliver classes or how you handle personal tutor meetings, which can still have a substantial impact.

Does the University or the Union run events for LGBT+ staff and/or students?

Of course! The LGBT+ Society runs events all year round, including a week-long pride event in November that includes collaborations with both the Union and O2 Academy Leicester. In 2019, the LGBT+ Officer will be putting on a series of events for LGBT+ History Month to raise the profile of queer history, education and the University's LGBT+ voice.

How do I support a student who is being bullied or harassed for their sexual orientation or gender identity?

Whether it's because they are LGBT+ or because they have ginger hair - abuse is abuse, bullying is bullying and it is unacceptable under any and all circumstances. The first thing staff should be doing in this instance is providing an empathetic and engaging ear. Listen, comfort and, providing the student is comfortable with you doing so, take notes on the case.

Encourage the student to report it to a relevant body. Determining this body would depend slightly on the issue at hand. Intense and targeted cases should be referred to the local police service, whilst other less- severe instances may be best handled internally by the Senior Tutor or Head of School

I'm an academic - not a counsellor. Why do I need to be equipped to deal with these issues if I don't feel I should be dealing with them at all?

Being an academic and a teacher at the University of Leicester, you have a duty to ensure the academic enrichment and prosperity of your students. A part of doing this is focusing on making sure that your students are looking after themselves. If their wellbeing suffers, their academic work suffers.

The University's policies also stipulate that staff do have a role to play in ensuring student wellbeing on top of their own research and teaching. It's okay to not know what to do, but staff can at the very least refer a student on to one of the various services mentioned in the resources section of this guide.