

A vibrant rainbow flag with horizontal stripes of red, orange, yellow, green, cyan, blue, and purple, waving against a bright blue sky with scattered white clouds. The flag is the central focus of the image, symbolizing LGBTQ+ pride and inclusivity.

LGBTQ+ Inclusivity in HE



Introductions

Fraser Bryan (He/Him) UOG LGBTQ+ Society Co-President

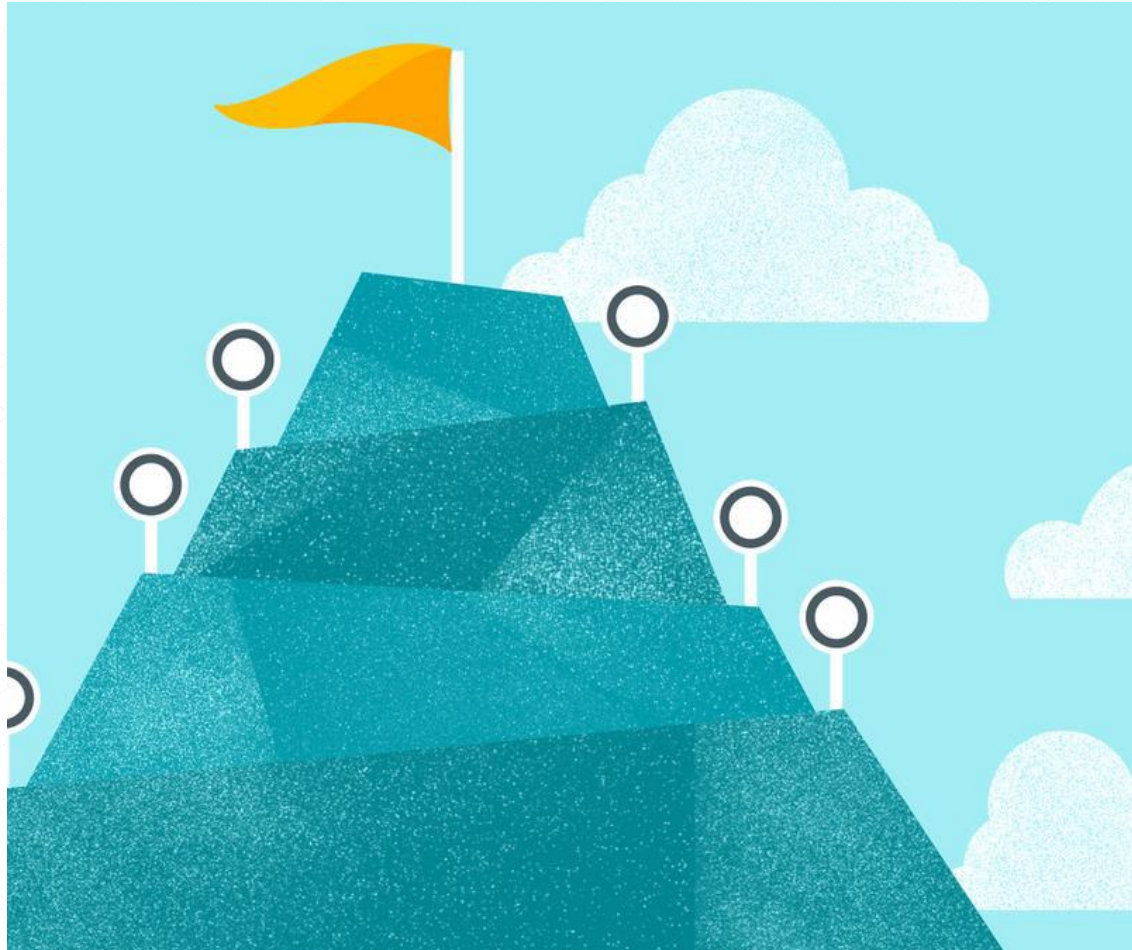
Chloe Southworth (They/Them)- LGBTQ+ Experience Officer and Co-president of LGBTQ+ Society

Asha Sutton (She/her) Welfare Officer, Students' Union

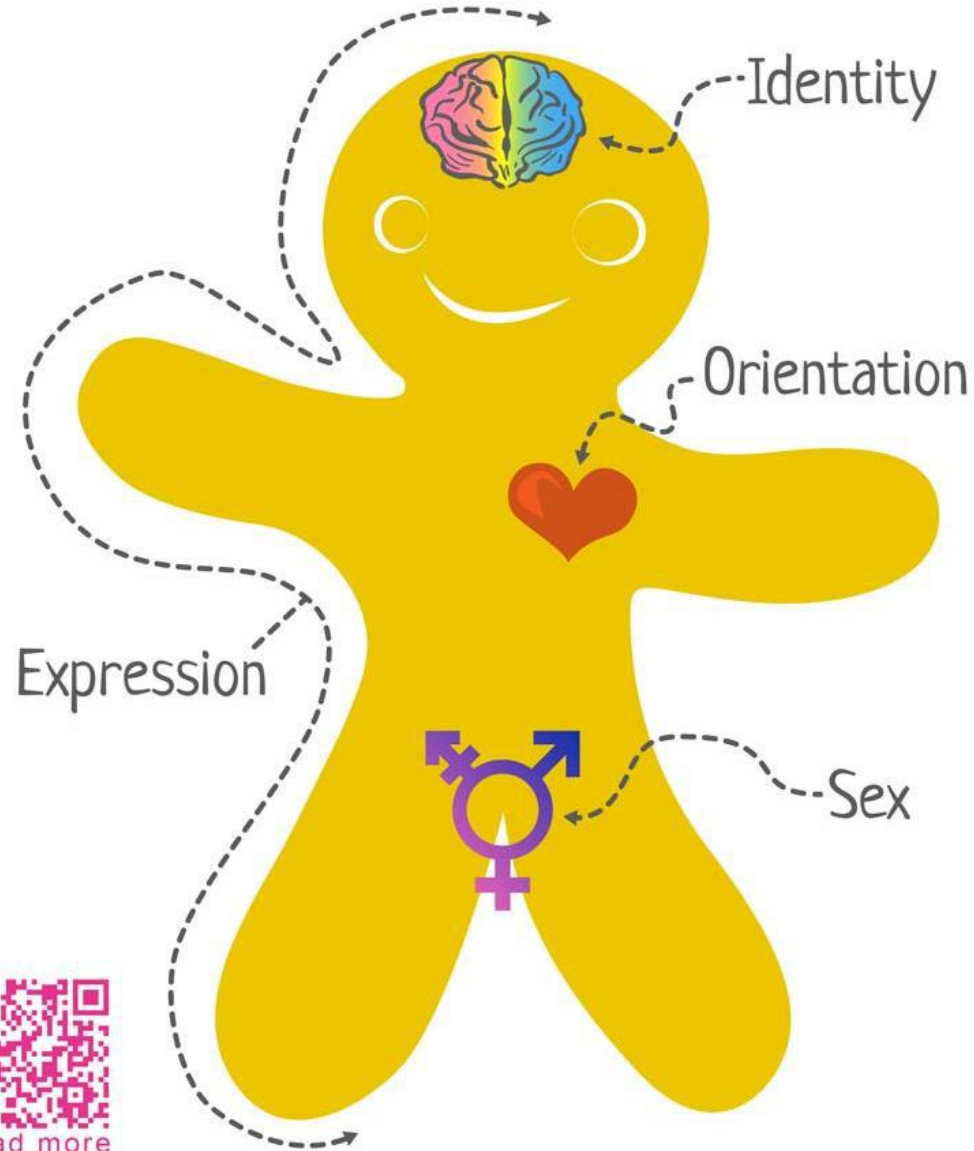
Dr Rachael Bullingham (She/her) Senior Lecturer of Sport and Exercise



Key questions



Using the padlet: What do you want to know/get out of the session? For example, it could be how to be an effective ally



Genderbread Person

- Aspects of identity sit on a spectrum
- Gender identity, gender expression, biological sex, and sexual orientation exist independent of one another
- The Genderbread person is a great activity to start exploring identity
- Great tool to help people explain how they identify!

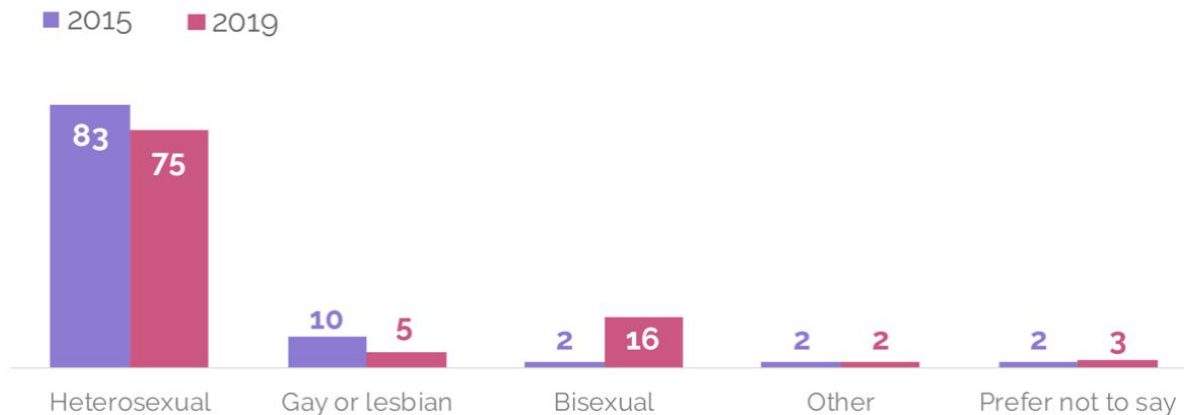
Why do we need to talk about it all?!

Changing demographics



18 to 24 year olds half as likely to identify as gay or lesbian and eight times more likely to identify as bisexual than they were in 2015

Which of the following best describes your sexuality? % of 18-24 year olds



YouGov | yougov.com

13 - 14 Aug 2015 / 23 - 24 May 2019

Key findings

- The survey gathered 108,100 valid responses.
- 61% of respondents identified as gay or lesbian, 26% as bisexual, 4% as pansexual, 2% as asexual, and 1% as queer.
- 49% of respondents were men (including 3% trans men), 42% were women (including 3% trans women), and 7% were non-binary.

Younger respondents were more likely than older respondents to identify as bisexual, pansexual, asexual or queer, or to describe their sexual orientation as 'other'. They were also more likely to identify as non-binary than older respondents.

- 69% of respondents were aged under 35, compared to 31% of the general population.
- Respondents were relatively well educated, with 85% having completed some form of post-secondary education.
- London was the most common place of residence (19%), followed by the South East (15%) and the North West (12%).

Why do we to talk about it all?

Additional challenges



- Stonewall: half of LGBTIQ+ people had experienced depression and three in five had experienced anxiety
- One in eight LGBTIQ+ people aged 18-24 had attempted to end their life
- Almost half of trans people had thought about taking their life.
- Do not assume they are 'out'
- Do not assume all students/staff will be welcoming and understanding
- May not be safe to go home
- COVID impacts

Gender Assumptions



Why can it be harmful to assume someone's gender?

Generous	Assertive
Free-spirited	Straightforward
Encouraging	Arrogant
Humble	Aggressive
Wears make up	Watches top gear
Likes to cook	Drink's beer
Wears dresses	Dominant

Challenging our pedagogy to create inclusive spaces



- Importance of Language
 - Pronoun usage- What are pronouns? Why are they important
 - Assuming identity
 - Considering putting your pronouns in your email signature and social media bios
 - Challenging transphobia and homophobia- Not communicating is *still communicating*.
 - Beneath heteronormativity lies homophobia and transphobia.

This all contributes to making your classroom a safe space

Climate

- Consider your climate
 - The UK is currently a hostile space for LGBTQ+ people
 - Conditionally tolerant – don't ask, don't tell
 - The effect of not creating inclusive space
 - By considering your language and challenging homophobic, transphobic behaviour, you are creating a safe space for students to feel confident in voicing other things that are affecting them



Calls to end transgender 'experiment' on children'



Practical examples from UOG



- All SU Staff have their pronouns in their bio
- Vocalising pronouns workshops
- Platforms have been made available to talk about LGBTQ+ subjects at university conferences
- UOG LGBTQ+ Society
- Pride network
- TDOR Event held at the Faith Space

Practical ideas



- Educate students and staff
- Promote/include examples
- Confront homophobia/transphobia
- Seek advice from specialist staff/organizations
- Be aware of legislation/university policy
- Remember not everyone is out
- Be aware that stereotypes can be misleading
- Promote role models
- Understand key terms
- Consider use of language - 'that's so gay'
- Challenge assumptions
- Use gender neutral language
- Pronouns use – email/twitter
- Avoid gendered groups
- Varied examples – actively use non-heterosexist examples
- Celebrate events

What is an ally?

An ally is a heterosexual and cisgender person who supports equal civil rights, gender equality, and LGBTQ+ social movements, challenging homophobia, biphobia, and transphobia



Becoming an ally (according to Stonewall)



1. Educate and empower yourself
2. Listen
3. Be visible and challenge - when you hear people making negative comments or using hurtful or abusive language towards LGBTQ+ people, challenge it. If it's online, report it.
4. Influence others - think about the opportunities you have to share the Come Out For LGBTQ+ message – rainbow laces.
5. Being an ally goes beyond just LGBTQ+ - it's important to remember that people have lots of different elements to their identities



Summary

- Any questions?
- Support links PDF in the chat
- Link to Microsoft forms
- Pride network events in June!

Contact

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