

“Acceptance without Exception”

‘Advancing Lesbian Gay Bisexual and Transgender (LGBT+) Inclusivity in Teaching and Learning Environments’.

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What we know: *Authenticity*

‘People Perform Better when they can be themselves’



2015-2018: <https://www.stonewall.org.uk/search/resources>

What we know: *Heteronormativity in STEMM*

- **Cech & Pham (2017)**

- ‘entrenchment of LGBT+ inequality in STEM related organisations’

- **Partridge et al (2014)**

- Heteronormative climate in STEM
 - LGBT+ individuals discouraged from entering STEM subjects
 - ‘comfortable’ ‘supportive’ climate – advance LGBT staff retention

- **Billimoira & Steward (2009)**

- STEM environment culturally dominated by Hegemonically masculine type behaviour. Heterosexist bias and discrimination against LGBT+
 - Heteronormative environment resulting in marginalisation

What we know: *Heteronormativity* pervades in academia

- ★ Lack of Knowledge → Lack of confidence
- ★ Fear of saying the wrong thing
- ★ Fear of having to manage highly charged discussions
- ★ Someone else does this ! It is not my role
- ★ This is not a priority area in my teaching / research
- ★ This challenges my beliefs
- ★ Nobody ever addressed this in any of my educational pursuits
- ★ This does not feature need to feature in the curriculum
- ★ There is no room in the curriculum



What we know: LGBT+ Student experience

- ★ **20 per cent of trans students** and **37 per cent of LGB students** feel completely **safe** on campus compared to 43 per cent heterosexuals
- ★ **One in three trans students** and **one in five LGB students** have experienced at least one form of **bullying or harassment** on their campus
- ★ LGBT+ students are **more likely** to consider '**dropping out**': 25 per cent of heterosexual students compared to **51 per cent of trans students**, **30 per cent of bisexual**, **28 per cent of gay** and **27 per cent of lesbian students**
- ★ On a scale of 1–10, LGB students' average score of agreement with the statement ***I see LGB experiences and history reflected in my curriculum*** is only **3.9**
- ★ Trans students' average score of agreement with the statement ***I see trans experiences and history reflected in my curriculum*** is just **2.5**





HIGHLY COMMENDED
**NETWORK
GROUP**



-  **Equality Act 2010**
-  **Gender Recognition Act (GRA) 2004** currently under review
-  **Civil Partnership Act 2004**
-  **Marriage (same-sex couples) Act 2013**
-  **Human Fertilisation and Embryology Act 2008**

Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce



Challenge : The Journey Begins

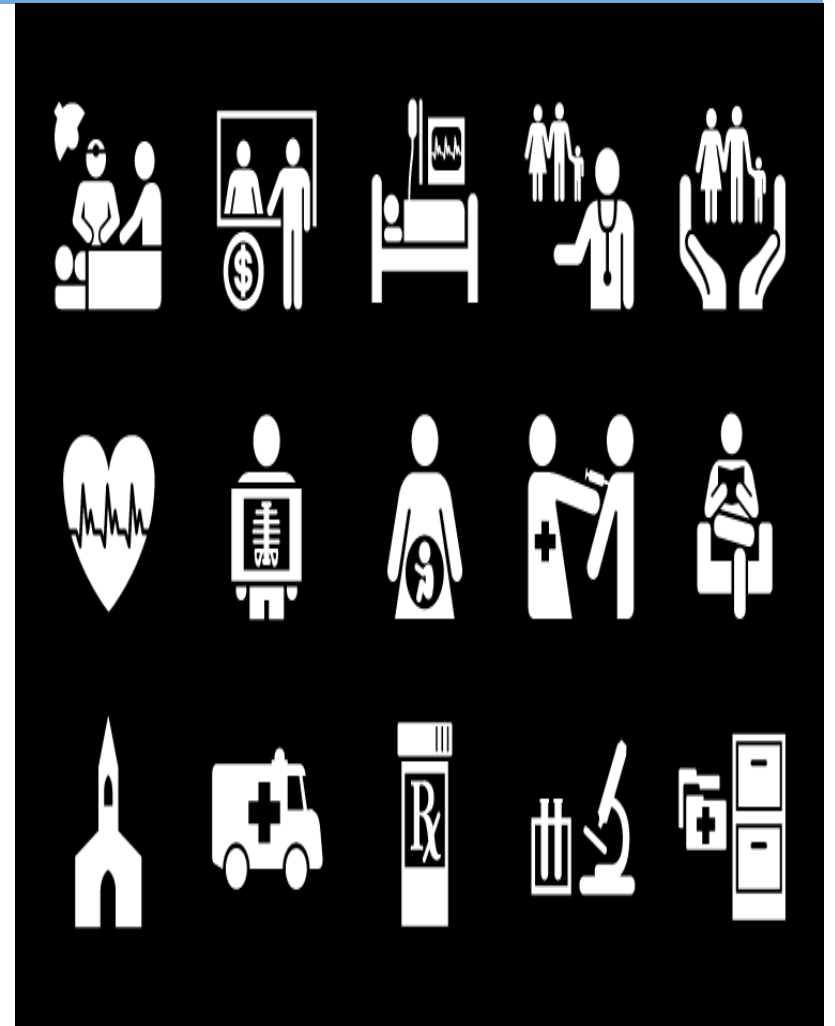


How does your nursing curriculum
represent and include LGBT+ people?


Scoping Activity. That was hard work!

What we found: *Heteronormativity* across healthcare

- ★ Lack of Knowledge → Lack of confidence
- ★ Fear of saying the wrong thing
- ★ Fear of having to manage highly charged and emotive discussions
- ★ Someone else does this! It is not my role
- ★ This is not a priority area in my teaching / research / clinical care
- ★ This challenges my beliefs
- ★ Nobody ever addressed this in any of my educational pursuits
- ★ This does not need to feature in the curriculum
- ★ There is no room in the curriculum
- ★ It is not 'sexy' research! It will not bring in €



Our project: “Little BIG things!”

- 🚩 Pilot (2013-15 c60) School of Healthcare Sciences &  Stonewall
- 🚩 2016 Where to next?
- 🚩 Publication of pilot (Journal of Nursing Research)
- 🚩 Cardiff Education Innovation Scheme funded (2017-2018)
- 🚩 Working group expands (interdisciplinary) from 5 to 14 (*including PhD student representation*)

🚩 and 



- 🚩 Programme delivered across Cardiff University (2017-18)
- 🚩 c 450 Students/Academics/Professional Support – ‘*The Collective Brain*’
- 🚩 Four UK Conferences and two International conferences
- 🚩 Further publication planned







Programme Aims and Objectives

🚩 This highly interactive, **one day training programme aims to provide participants** (students, academic and professional support staff with student facing roles are all welcome to attend), **with the tools, techniques and confidence to develop and deliver teaching and learning that promotes inclusion for LGBT+ people at this University and beyond.**

Participants will:

- 🚩 gain an overview of the discrimination and inequalities that many LGBT+ people experience in learning environments, in the workplace, in their professions and in wider society;
- 🚩 **build confidence, learn practical tools, techniques and exercises to develop curricula to be representative of LGBT lives;**
- 🚩 learn how be able to support the next generation of professionals to be confident to comply with equalities legislation and professional / organisational codes of practice in relation to sexual orientation and gender identity;

Programme Aims and Objectives

-  **have the opportunity to learn best practice from your colleagues and to share your ideas with them;**
-  **have access to a supportive wide range of evidence based resources and organisations for support;**
-  **from the student perspective this training can inspire further exploration through coursework related to programmes of study, dissertation topics/research activity or**
-  **inspire you to engage in other extracurricular / ambassadorial / ally activities to advance the Universities commitment to LGBT+ inclusivity.**

Contracting exercise: Getting the most out of today

Personal disclosure

Risk

safe

Quadrants: environments

Predictable
Reassuring
unchallenging

Creative
Challenging
productive

certain

uncertain

unsafe

Unsafe – certain
Unsafe – uncertain
Unsafe = 'driver' force

The Confidence Ruler

On a scale of 0-10 how confident do you feel that your **work and study** includes LGBT+ students and staff?



NOT AT ALL

VERY



Why are you at 3 and not 0?



What would it take for you to move to 5?

Breaking down Barriers



Berlin. 9 November 1989

Embedding LGBT+ into teaching - Resource exercise:

- Please review in small groups the literature sources you have been given.
- What may be relevant? Or useful?
- What did you find useful / what could you use it for?
- How may you use this information?
- In your group kindly prepare some feedback for wider discussion on these areas. Thank you.







Who will support me with this?



The Action Plan

Your chance to identify what you can do to ensure the inclusion of LGBT+ people at this university and beyond.

-  **Identify what you will stop, start and continue doing?**
-  **When will you do this?**
-  **How will you track progress and evaluate impact?**
-  **What might you be able to contribute to developing this project and the supporting resources? We would love to hear from you.**

The project working group is available for support and we will follow up with you in due course on your progress.

Into The Future!

- Full systematic evaluation due Sept 2019.
- Significant and **growing** interest from a other UK Higher Education Institutions and other public sector organisations.
- Sustained at Cardiff University
- International interest emerging also. *“Hello MCCA today!”*
- Establish the project group model and training programme in other teaching and research arenas



Challenges along the way !

“Cardiff is the leading HEI in the annual Stonewall Top 100 Workplace LGBT+ Employers Index. We cannot have a problem!”

- **Marketing and Communications**

- 🏳️‍🌈 Mass CU broadcast did not work too well.

- 🏳️‍🌈 *Ripple* effect takes time!

- 🏳️‍🌈 Word of mouth from participants most effective

- **Time factor for working group**

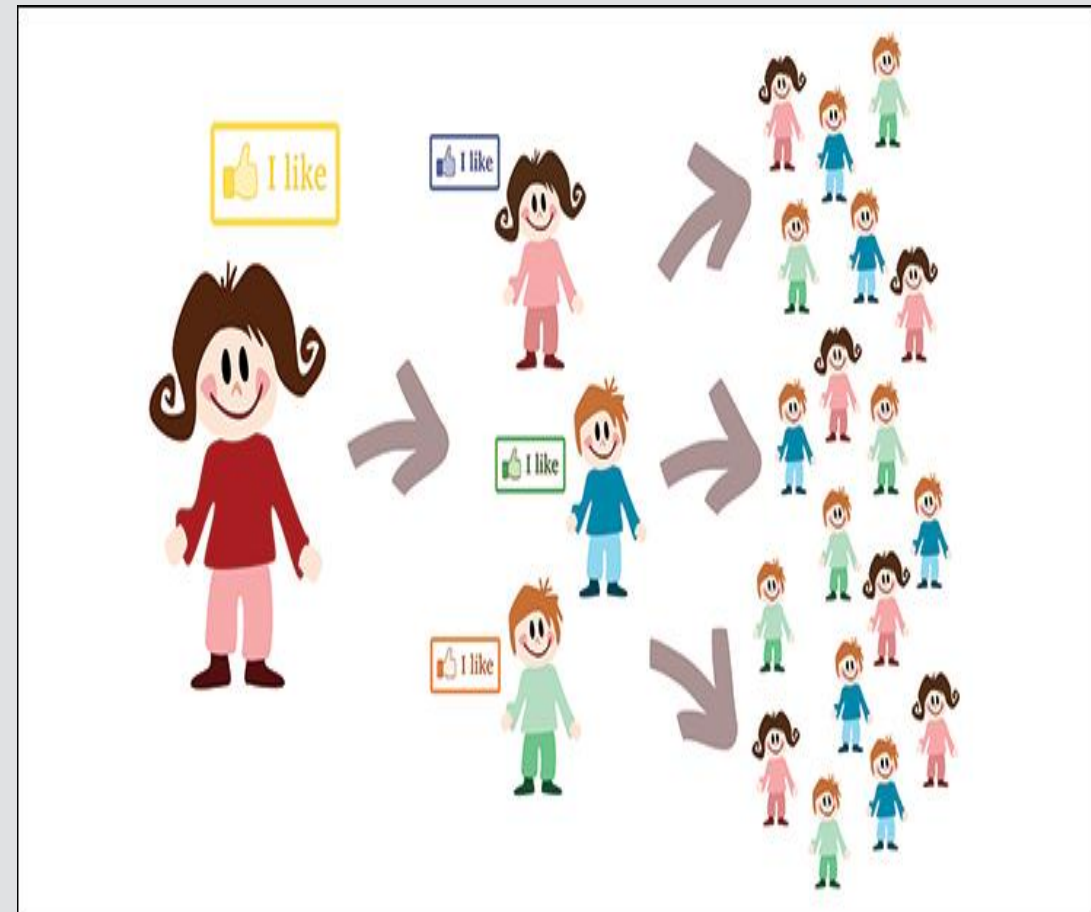
- 🏳️‍🌈 promoting programme and meeting stakeholders

- 🏳️‍🌈 background learning,

- 🏳️‍🌈 training day preparation,

- 🏳️‍🌈 training delivery,

- 🏳️‍🌈 working group meetings.



Challenges: What did we learn?

👉 **Be brave and fearless : It's the right thing to do!**

👉 **'Never be fearful of doing what is right'**

Mostava Moonir Shawrav (MCCA Vienna 24/2/2019)

👉 **Senior 'buy in' is empowering and influential (convince them of reputational value, and the business case, showing them that your discipline, and your university is welcoming of LGBT+ students and staff.**

👉 **Allies and role models are a powerful resource.**

👉 **Let your LGBT+ Networks know about your work.**

👉 **Project group also have busy days jobs.**

👉 **Be prepared for hard work but celebrate and shout about your achievements !**



Benefits to the Project Group members.

- 🇪🇺 **Advances our ability to be more inclusive in our teaching, learning and research environments.**
- 🇪🇺 **Interdisciplinary collaboration enhances each others understanding of issues, barriers, promotes new learning, inspires co-production and advances research and scholarship activity and profiles.**
- 🇪🇺 **Advances meeting required benchmarks for academic promotion through demonstrating innovative practice, enhancing civic mission and engagement activities for University.**
- 🇪🇺 **It is an enjoyable activity and fulfils part of our expectations to engage in citizenship activities.**



Some additional headline
statistics supporting
LGBT+ inequalities.

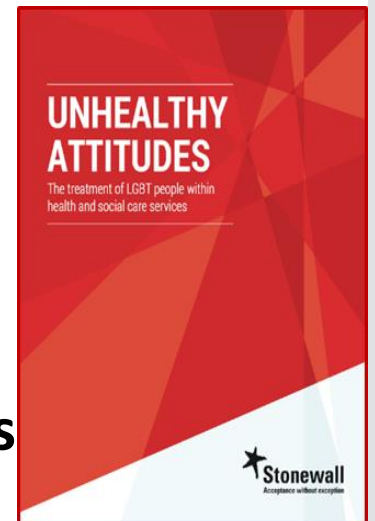
What we know: LGBT+ people and 'hate crime'.

- **One in five** LGBT+ people (21 per cent) have experienced a hate crime or incident due to their sexual orientation and/or gender identity in the last 12 months.
- **Two in five** trans people (41 per cent) have experienced a hate crime or incident because of their gender identity in the last 12 months and **one in six** LGB people, who aren't trans (16 per cent), have experienced a hate crime or incident due to their sexual orientation in the same period.
- The number of lesbian, gay and bisexual people who have experienced a hate crime or incident in the last year because of their sexual orientation **has risen by 78 per cent** from **9 per cent** in 2013 to **16 per cent** in 2017.
- **Four in five** LGBT+ people (**81 per cent**) who experienced a hate crime or incident didn't report it to the police.



What we know: LGBT+ health and social care staff experience

- ★ **Half of lesbians and bisexual women** and **a third of gay and bisexual men** who have accessed healthcare in the last year have had negative experiences related to their sexual orientation
- ★ **54 per cent of trans people** have been told by a health care professional that they didn't know enough about trans-related care to provide it
- ★ **1 in 10 health and social care staff** have heard colleagues express belief that LGB people can be 'cured'
- ★ **1 in 3 health and social staff** have heard homophobic or biphobic remarks
From colleagues in the last year.
- ★ **1 in 5** have heard transphobic remarks
- ★ **57 per cent with direct responsibility for patient care** don't think sexual orientation is relevant to patients' health needs
- ★ **Just 1 in 20 patient-facing staff** have had training on LGBT+ health care needs



What we know: LGBT+ Home

- Only half of lesbian, gay and bi people (**46 per cent**) and trans people (**47 per cent**) feel able to be open about their sexual orientation or gender identity to everyone in their family
- More than one in ten LGBT people (**11 per cent**) have faced domestic abuse from a partner in the last year. This increases to **17 per cent** of black, Asian and minority ethnic LGBT people.
- Half of **black, Asian and minority ethnic LGBT+** people (**51 per cent**) have experienced discrimination or poor treatment from others in their local LGBT community because of their ethnicity.
- This number rises to **three in five black LGBT** people (61 per cent).

