

LGBT+ Culture in Higher Education

September 2022



UNIVERSITY OF
GREENWICH
London | Kent



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Target audience

This research report exploring the LGBT+ staff culture at the University of Greenwich, is for university staff identifying as LGBT+, LGBT+ allies or neither of the two. This includes both internal and external audiences, and the report aims to provide further evidence to inform policies and practices in higher education that celebrate diversity and promote inclusivity.

Any enquiries about the research data should be sent to the Principal Investigator of this study, Associate Professor Panagiotis Pentaris at P.Pentaris@greenwich.ac.uk

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The research team



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Dr David Evans is Professor in Sexualities and Genders: Health and Well-being in the School of Health Sciences. A nurse and former Roman Catholic priest, David has been teaching matters of sex, sexualities and sexual health since 1990. He is a member of the University's Staff LGBT+ Community and a participant in the Stonewall Steering Group. He has published widely, including second author to the HEPI Report on [Student Relationships, Sex and Sexual Health Survey](#), and spoken at numerous conferences on LGBandT+ people's health. David was the first National Teaching Fellow in sexual health (2014) and appointed an OBE "for services to nursing and sexual health education" in 2017. A range of his websites are listed here: <https://en.gravatar.com/davidtevens>



Dr David Hockham is a Senior Lecturer in Theatre and Scenography at the University of Greenwich. David's research spans equitable community arts producing practices, the ways in which we learn the intersecting methods of theatre and performance and the roles and structures of Higher Education Institutions. David is chair of the LGBT+ Staff community, co-director of the international touring theatre company Dead Rabbits Theatre, and co-administrator for the Greenwich Cultural Forum

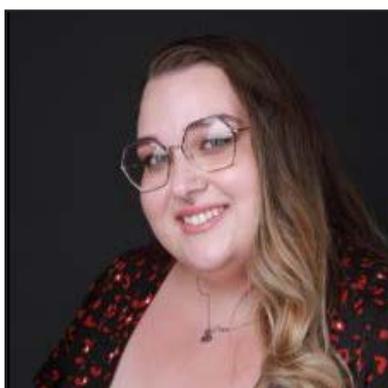


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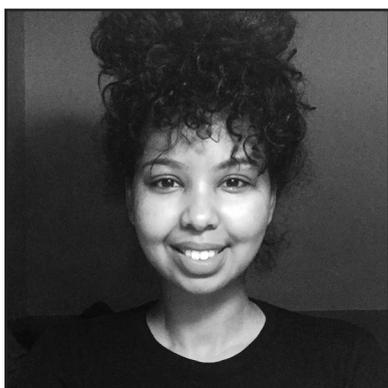


Alan Dudley is an early career researcher and project officer. With experience undertaking investigations relating to Executive MBA learner perspectives and observations of online learner platform development with the Institute of Education and UCL Knowledge Lab. Alan is a Co-chair of the University of Greenwich's Disabled Staff Community and supports work towards the advancement of race equality, as an active member of the Race Action Group. With a sizeable tenure working across international partnerships, supporting transnational education provision, mobility, and recruitment; Alan is passionate about the role education and knowledge sharing play, strengthening cross-cultural connections through collaborative work

Research Assistants



Kasandra Matthews is a mixed methods postgraduate researcher who is currently researching the 'rough sex defence' and how it mimics rape myths. She is interested in how the acceptance of this defence is understood from the general population, legal teams, and sexual minorities. She is an advocate for LGBT+ rights and would like to conduct further research with LGBT+ communities



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Most importantly, thank you to all our staff at the University of Greenwich who took the time to take part in this study. Your perspectives are valued and feed directly into how themes of culture and inclusion are negotiated. Many thanks also to all the friends and colleagues across campuses who helped facilitate this case study. Thank you, all.

With especial thanks to those among you reading this now whom neither identify as LGBTQIA+ nor an ally, per say. Thank you. Your curiosity bears the hallmark of change, please do read on.

Glossary

The glossary of terms comprised below includes many direct citations taken from Google's English dictionary, developed in partnership with definitions provided by Oxford Languages (2022). Where terms extend beyond a summary or take new meaning, paraphrasing has been used to collate and convey the meanings presented across multiple publications further referenced within this work. It is understood that the meaning of some of the terms here presented may carry different meanings to readers. Below is an expression of terms as they are presented within this report.

Agender. Literally meaning not having a gender. Used to convey a position of gender neutrality, not conforming to either binary stereotypical expression of gender. Otherwise termed as having a lack of gender.

Agnostic. A person who believes that nothing is known or can be known of the existence or nature of God.

AFAB. Assigned female at birth.

Ally. A state of cooperation and support for another individual or group.

AMAB. Assigned male at birth.

Asexual. Asexuality is defined as not experiencing sexual attraction.

Atheist. A person who disbelieves or lacks belief in the existence of God or gods.

Autistic spectrum. Autism spectrum disorder (ASD) is a neurological and developmental disorder.

Baha'I faith. A person who believes in the oneness of humanity and is devoted to the abolition of prejudice based on race, class or religion.

BAME Staff Network. Black, Asian and Minority Ethnic Staff Network. Staff networks (or communities) at work provide a space for staff with shared identities (and/or values) to meet, gain support, celebrate and share experiences, raise awareness about mutually valued causes, and seek betterment of their collective experience.

Bigender. Literally means both-genders. Used to convey the position of expressing 2 genders. This may be elements of both stereotypical binary gender expressions or elements of a combination of binary and nonbinary gender identities.

Biphobia. Biphobia, directly related to homophobia, is a fear or disliking of someone identified as bisexual, based upon prejudicial views or beliefs.

Bipolar. Bipolar disorder is characterised by extreme periodic mood swings, ranging from extreme highs (mania) to extreme lows (depression).

Bisexual. Bisexuality is defined as romantic and or sexual attraction toward 2 gender expressions, which may be either binary male or female or 1 of these in combination with a nonbinary gender identity.

Blind/visual impairment. Blind/visual impairment are terms used to describe a loss of sight that cannot be corrected using glasses or contact lenses.

Buddhist. A person who adheres to the religion based on the teachings of Buddha.

Christian, Catholic or Protestant. A person who believes in the religious teachings of Jesus of Nazareth and professes Christianity.

Cisgender. Cisgender (sometimes cissexual or shortened to cis) describes a person whose gender identity corresponds to their sex assigned at birth.[1] The word cisgender is the antonym of transgender.

Civil Partnership. (Within the UK) A civil partnership is a legal relationship which can be registered

by two people who aren't related to each other. Couples who form a civil partnership have comparable rights to married couples.

Co-habiting. Literally means living together. This can apply to couples or groups who are within a romantic and or sexual relationship that share accommodation.

Cyberbullying. Cyberbullying is the use of technology, phones, instant messaging, e-mail, chat rooms or social networking to harass, abuse, threaten or intimidate someone.

Deadnaming. Deadnaming is the act of referring to a transgender or non-binary person by a name they used prior to transitioning, such as their birth name.

Demigender. Individuals who feel a partial connection to a particular gender identity.

Demisexual. Demisexuality is defined as only becoming sexually attracted to someone once an emotional bond has been established.

Direct discrimination. Direct discrimination occurs when an individual is treated less favourably (worse) than another/others. This can occur in relation to personal characteristics and be based upon prejudicial views or beliefs.

Directives. A directive is an official or authoritative instruction.

Disability. A disability is a physical or mental condition that impairs and limits movement, sense or function.

Disability Staff Network. The Disabled Staff Network provides a space at work for staff with disabled identities and related values to meet, gain support, celebrate and share experiences, raise awareness about mutually valued causes, and seek betterment of their collective experience.

Discrimination. Discrimination is defined as the unjust or prejudicial treatment of another/others based upon personal characteristics.

Diversity. Diversity is defined as the practice or quality of including or involving people representing a range of different personal characteristics and or identities. A term used in relation to the inclusion of differing social, ethnic, gendered, sexual orientation, disabled groups.

Dyscalculia. A disorder defined by severe difficulty in making arithmetical calculations.

Dyslexia. A group of disorders with no bearing on general intelligence that is defined by challenges presented learning to read, interpret words, letters and other symbols.

Dyspraxia. Also known as Developmental Coordination Disorder, Dyspraxia is defined by its impact on movement and coordination skills. Dyspraxia has no bearing on general intelligence.

EDI. Equality, Diversity, and Inclusion.

Equality. Equality is defined as the state of being equal, in terms of status, rights, and opportunities.

Focus groups. A focus group is a small group of people brought together to answer questions in a moderated setting. The group is chosen due to predefined demographic characteristics and questions are designed to explore a locus or phenomenon.

Gay. Gay is defined by same sex romantic or sexual orientation. Commonly used by men who have a romantic and or sexual orientation towards men. Also, a generic term for lesbian sexuality - some using the term gay to define themselves rather than lesbian. Non-binary people may also identify with this term.

Genderfluid. Is defined as a person who does not identify themselves as having a fixed gender expression and or identity.

Gender identity. Gender identity is defined as an individual's personal sense of having a particular gender. This concept is intimately related to the concept of gender role, which is defined as the outward

expressions and manifestations of personality that reflect a gender identity.

Genderqueer. Genderqueer is defined as a person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.

Greysexual. Gray asexuality is considered the grey area between asexuality and sexuality, in which a person may only experience sexual attraction on occasion.

Guidance materials. Guidance materials are defined as a means by which to help illustrate and convey the meaning(s) contained within a regulatory framework, strategy, or policy.

Harassment. Harassment is defined as the illegal behaviour towards a person that causes mental or emotional suffering. Harassment manifests as repeated unwanted contact; insults; threats; touching; and offensive language.

HEI. Higher Education Institution.

Heterosexist. Heterosexism is defined by discriminatory prejudice against homosexual people on the assumption that heterosexuality is the normal sexual orientation.

Heterosexual. Heterosexuality is characterized by sexual and or romantic attraction to or between people of the opposite sex.

Hindu. A person who follows the teachings and practices of Hinduism and professes the religion and culture of Hinduism.

Homophobia. A fear or disliking of someone identified as [homosexual] bisexual, gay or lesbian, based upon prejudicial views or beliefs.

Homogenous. The state of all things being the same or alike, consisting all-parts of the same kind.

Humanism. A rationalist system of thought that attaches principal importance to human matters instead of primary concern given to the divine or supernatural.

Identity. The fact of being who or what a person or thing is.

Inclusion. The action or state of including or of being included, within a group or structure.

Inclusivity. The practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as minority groups.

Indirect discrimination. Indirect discrimination manifests through a practice, policy or ruling, which applies to everyone in the same way, whilst negatively impacting or disadvantaging a minoritized group.

Jewish. A person who traces their origins through the ancient Hebrew people of Israel to Abraham; a person who professes the religion of Judaism.

Intersectionality. The interconnected nature of social categorisations, including ethnicity, race, class, gender, sexual orientation, disability etc. Intersectional characteristics link and compound interdependent systems of discrimination or disadvantage.

Intersex. Intersex people are individuals born with multiple sex characteristics including chromosome patterns and or genitals that do not align with binary notions of male or female bodies.

Legislation. Laws enacted. Examples of legislation relevant to or referenced within this report include:

- Data Protection Act 2018
- Equality Act 2010

- Gender Recognition Act 2004
- Protection from Harassment Act 1997
- Public Sector Equality Duty 2011

Lesbian. Refers to a woman who has a romantic and or sexual orientation toward women. Some nonbinary people also identify with this term.

LGBT+ History Month. In the UK, LGBT+ History Month runs through February. An annual month-long observance, events set to raise awareness and celebrate the history, civil rights movements and milestones, of the lesbian, gay, bisexual and transgender community.

LGBT+ Staff Community. The University of Greenwich's LGBT+ Staff Community champions the positive development of related equality and diversity support and representation. Staff from across the university who identify as, or who are allies of, lesbian, gay, bisexual, trans and wider non heteronormative identities, are invited to join a forum that facilitates discussions and networking, while working collaboratively towards the visibility of LGBT+ identities, empowering individuals and celebrating their diversity.

LGBTQIA+. Lesbian, Gay, Bisexual, Trans, Queer/questioning, Intersex, Asexual, + (other, non-gender conforming or non-heterosexual orientation conforming identities). This acronym is presented in its shorter forms consisting of the same identity titles, either as LGBTQ+ or LGBT+.

Marketisation. The act or process of entering, participating in, or introducing a free market economy.

Mental health. Refers to the status of a person's condition in relation to their psychological and emotional well-being.

Microaggressions. A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional, discrimination against members of a marginalized group.

Microinvalidation. A form of microaggression (above) that excludes or negates a person's experience, thoughts, or feelings.

Misgendering. Referring to someone using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify.

Muslim. A person who adheres to Islam, an Abrahamic religion. Muslims [submit to and] consider the Quran, the central religious text of Islam, to be the verbatim word of the God of Abraham (or Allah) as it was revealed to Muhammad, the principal Islamic prophet.

Neoliberal identity. A neoliberal identity refers to an individual who professes or exemplifies through their actions the western political-economic theory developed during the 1980's, of neoliberalism. Referred to as, populist common sense. Neoliberalism aims to transfer social, political and economic risk away from [a] democratic (liberal) government and onto citizens. Self-regulation occurs as individuals negotiate societal, social and economic relationships, governed by [democratically] determined incentives and penalties.

Nonbinary. Non-binary is an umbrella term for people whose gender identity doesn't correspond to traditional expressions of either 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Obsessive-compulsive. Refers to a disorder in which a person feels compelled to perform certain stereotyped actions repeatedly to alleviate persistent fears, anxiety, or intrusive thoughts.

Pansexual. Refers to a person who has a romantic and or sexual orientation not limited by biological sex, gender, or gender identity. Some nonbinary people also identify with this term.

Passive aggression. Passive-aggressive behaviour presents as a pattern of indirectly expressing negative feelings instead of openly addressing them. A disconnect is observable between what a person who exhibits passive aggression, says and does. Inaction where some action is socially customary is a typical passive-aggressive strategy.

Pilot test. Refers to a small scale-study undertaken prior to planned research, designed to test and refine approaches, procedures and tools.

Policy. Policies define a course or principle of action adopted or proposed by an organization or individual.

Positive discrimination. Refers to a form of discrimination that favours someone by treating them differently in a positive way. For example, the appointment of individuals from underrepresented groups without due consideration to the experience, knowledge and or skills, required to succeed in the role.

Psychological bullying. Psychological bullying can be defined as intentional and purposeful mental abuse, and relational aggression. Malicious intent is key and the assault is sustained. Typically, direct and indirect insults and snubs result in invalidation and emotional harm, alienating the victim from others.

QDA [Qualitative Document Analysis]. Refers to a form of qualitative research involving the interpretation of documents, deriving voice and meaning in relation to an assessment focus. Aligning coding themes with related interview and or focus group transcripts defines this analytical approach.

Queer. Is a term reclaimed and used by LGBTQIA+ persons to self-identify, with identities that fall outside of heterosexuality, heteronormativity and or, are non-gender conforming. Queer is an umbrella term for people who are not heterosexual or are not cisgender.

Questioning. Questioning refers to individuals in the process of determining their sexual orientation and or gender identity – questioning the default presumption of heterosexuality.

Rastafarianism. Refers to a religious movement of Jamaican origin holding that Emperor Haile Selassie of Ethiopia was the Messiah and that black people are the chosen people and will eventually return to their African homeland.

Regulations. A rule or directive made and maintained by an authority.

Schizophrenia. Refers to a long-term mental disorder of a type involving a breakdown in the relation between thought, emotion, and behaviour, leading to faulty perception, inappropriate actions and feelings, withdrawal from reality and personal relationships into fantasy and delusion, and a sense of mental fragmentation.

Secular beliefs. Defined by the separation of religion from state. Secularism separates religious institutions from state institutions, creating a public sphere where religion may participate but not dominate. Secularist principles enable the freedom to practise one's faith without harming others, or to change it or not have one; equality is targeted, insomuch as religion or nonreligious status leads neither to advantage nor disadvantage.

Sexual orientation. Refers to a person's identity in relation to the gender or genders to which they are sexually attracted.

Sikh. A person who adheres to Sikhism. Sikhs believe in the oneness of all beings and the equality of everyone. A monotheistic religion, Sikhs worship one God who is referred to as Waheguru.

Spiritualist. A person concerned with the human spirit or soul as opposed to material or physical things. Spiritualism refers to a religious process of re-formation, seeking to return to an original state of human experience.

Statements. Reporting facts or opinions, a declaration or remark.

Steering group. A steering group is assembled to steer work that is to be undertaken by others. Invitation and or selection of members to participate in a steering group, relates to individual characteristics, such as skills, experience, knowledge and the ability to inform strategic decisions.

Stereotyping. Stereotypes are simple, commonly held, and essentialist, characterisations of specific groups. Stereotyping is widely observed in relation to gender and sex, race and ethnicity, national identities, age, socioeconomic status, and language. Stereotypes are prevalent within deep culture and, because of this, are embedded within social institutions.

Stonewall. (Officially Stonewall Equality Limited) A UK based lesbian, gay, bisexual and transgender (LGBT) rights charity. The largest LGBT rights organisation in Europe. Stonewall was named giving recognition to the 1969 Stonewall riots, in New York US. LGBT political activists and allies formed the organisation in 1989, to campaign against Section 28 of the Local Government Act 1988.

Strategies. A plan of action designed to achieve a long-term or overall aim.

Survey. To look closely at or examine. To record the features of and describe, an individual or group, a phenomenon or phenomena, or a thing(s).

Tick-box [exercise]. Box ticking means ensuring that all the requirements of an activity have been completed or performed. Commonly used within the UK in reference to a perfunctorily performed activity completed with resignation and progressed for bureaucratic expediency more than to achieve any stated higher purpose.

Transgender. Denoting or relating to a person whose sense of personal identity and gender does not correspond with the sex assigned at birth.

Transitioning. The process or period of transition. To adopt permanently the outward or physical characteristics of the gender one identifies with, as opposed to those associated with the sex assigned at birth.

Transphobia. The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it.

Transsexual. Denoting or relating to a transgender person whose bodily characteristics have been altered through surgery or hormone treatment to bring them into alignment with their gender identity.

UREC. University Research Ethics Committee.

Victimisation. The action of singling someone out for cruel or unjust treatment. Victimisation is the process of being victimised or becoming a victim.

Wellbeing. The wellbeing of a person is what is ultimately good for this person, the state of being comfortable, healthy, or happy.

Wellbeing Champions Network. The University of Greenwich's Wellbeing Network consists of staff who share a common interest in mental health and in promoting positive wellbeing across the three campuses. Within the Network, we have staff who are wellbeing champions and those who have been trained as peer supporters. Wellbeing champions play a vital role in communicating and supporting positive attitudes and actions towards wellbeing.

Women's Staff Network. The University of Greenwich's Women's Network supports and represents women members of Academic and Professional Services staff who feel comfortable in a female centred community, including trans women and non-binary females.

Zoroastrianism. Zoroastrianism (or Mazdayasna) is a monotheistic religion. Among the oldest organized faiths, adherents follow the teachings of the prophet Zoroaster.

Foreword from Professor Jane Harrington



At the University of Greenwich inclusivity and culture are one of our four core strategic priorities. Achieving it means having an ambitious programme of work and aiming to deliver sector-leading EDI activities.

As a university, we recognise the importance of evidence, research, knowledge, and more insight. This is especially true on the topic of LGBT+ employees and allies experiences within our institution, the wider sector, and the society. Historically the creation and access to such evidence needed accelerating and democratising and this project seeks to do exactly that.

That is why I am really pleased to endorse this research. It provides rich insights on the experiences of our LGBT+ employees and allies. It sheds more light on what LGBT+ identities mean to those identifying with them, and the considerations of what these views are, especially

by those who support them. It also provides information on where the gaps are between how LGBT+ identities are supported through policies and practices, and the lived experiences of individuals.

I want to thank the research team, and everyone involved in the development of this project, in particular members of the LGBT+ community who have courageously shared personal experiences of discrimination, which have been deeply challenging and can be difficult to share and read. Only by creating such openness will we have the opportunity for change.

I hope that commissioning such work demonstrates our commitment to progress and improvement, which can only be made by having a better understanding of the challenges people face. We know there is more to do, and we will aim to use this knowledge to provide the right support through allyship or upstanding to tackle these cultural and structural equalities. Our university wide strategy and the investment in our People Enabling Strategy will continue to provide an effective framework for our EDI workstreams going forward. In addition, I and the senior leadership team will continue to actively engage and ensure ownership and commitment to further our EDI aspirations.

Thank you.

A handwritten signature in black ink, which appears to read 'J. Harrington'.

Vice Chancellor, University of Greenwich

Professor Jane Harrington

PART I

LGBT+ discrimination and oppression persist in Higher Education. To develop a deeper understanding of the issues and challenges of those identifying as LGBT+, it is crucial that their lived experience is recorded. This approach will not only help to appreciate the individual's experience but highlight the areas which higher institutions can focus on to promote inclusivity and overcome personal and structural inequalities. This study uncovers the lived experiences that will complement the current data and knowledge regarding LGBT+ visibility, representation and inclusivity.

1. Introduction

In 2021, the co-chairs of the LGBT+ Staff Community, Equality, Diversity and Inclusion (EDI) manager Jonathan Gascoigne and Associate Professor Panagiotis Pentaris, in consultation with the members of the community and other stakeholders at the University, recognised the need for a more meaningful understanding of what the lived experiences of LGBT+ staff are, what practices and policies support this group of staff and where the gaps are. Following a business case with the Vice Chancellor's Office, the Vice Chancellor and the Human Resources Directorate, a project to examine the LGBT+ Culture at the University received funding and ongoing support to date. In September 2021, this project was launched with Associate Professor Panagiotis Pentaris as its lead, Research Officer Alan Dudley, and a supportive research team consisting of Dr Dave Hockham, Professor David Evans and Carmen Yau.

This report presents key findings from an emancipatory research project exploring the lived experiences of LGBT+ staff members of the University and LGBT+ allies. The project focused on five distinct areas which overlap regularly: lived experiences, allyship, views and attitudes regarding how diversity and inclusivity are celebrated and promoted at the University, tendencies about reporting and resolving discrimination, and staff perspectives on how the University can improve in policy and practice to facilitate a more inclusive and safer environment.

1.1 Why do this study?

The need for this study derives from recent statistics regarding LGBT+ discrimination and oppression in Higher Education Institutions (HEI) and among staff members, as well as the lack of substantial data to provide insights regarding what LGBT+ identities mean to those identifying with them, what their views are about how others may be able to support them, and where the gaps are between how LGBT+ identities are supported via policies and practices, and the lived experiences of individuals.

Even though recent years have seen many developments in the legal and social rights of the LGBT+ population, issues such as homophobia, biphobia, transphobia, misgendering and many microaggressions –especially in the form of subtle and unintentional microinvalidations–remain serious in the workplace and Higher Education specifically. HEIs have increasingly adopted a neoliberal identity, with marketisation and bureaucratisation at the centre. Such an identity leads to more practical and standardised approaches concerning EDI altogether; a more 'top-down' approach that is often considered a 'box-ticking' exercise allowing space for generating measurable outcomes. Examples of such practices are demographic data recognising people's gender and identity, without insight into what those identities mean to the individual selecting them; raising the LGBTQIA+ flag during LGBT+ History Month (i.e. February) and Pride Month (i.e. June), claiming that those two months are important for celebrating non-binary and non-conforming identities, but not beyond that, implying that such practices are more beneficial for marketing agendas rather than the individuals most affected by them (Cannella & Koro-Ljungberg, 2017; Kandiko, 2010).

A recent report from the University and College Union (UCU) (2021) revealed important data suggesting that over three quarters of LGBT+ staff in HEI have considered leaving the sector completely, while one quarter suggested that they face challenges with progressing in their roles and frequently experience discriminatory and judgmental language. Consequently, according to the same report, almost half of the LGBT+ staff tend to experience mental health issues and almost the same amount experience burnout. Stonewall's reports –LGBT Britain: Health (2018) and Trans Lives Survey 2021: Enduring the UK's hostile environment (2021) –concluded that over half of LGBT+ individuals continue to face derogatory and discriminatory language when encountering healthcare professionals or in the workplace, whereas seven in 10 trans individuals face severe discrimination and microaggressions. Similar findings are posited by the research report by the Institute for Business Value¹, which also emphasises the need to recognise intersected identities and avoidance of the gender binaries which frequently create negative experiences for those outside of the binary.

Other research, such as Ng and Rumens (2017), posits that workplaces such as HEIs that are characterised by heterosexist activities, attitudes and/or policies tend to reinforce a heterosexual, gendered view of their employees. Such views are exemplified in simple circumstances such as making assumptions that if one is a parent they are also heterosexual. Such assumptions frequently lead to derogatory jokes, misgendering and stereotyping in the workplace (McKinsey, 2020). The Government Equalities Office's

¹ Available at: [Striving for authenticity \(ibm.com\)](https://www.ibm.com/ibm/striving-for-authenticity)

(2018) supports this, showing that over 21% of LGBT+ people have experienced negative reactions by others at their workplace due to their LGBT+ identity, and one in 10 have been 'outed' at work without their consent and have experienced verbal abuse and direct discrimination by colleagues and line managers.

Drawing on this and the increasing demand for duty of care and the facilitation of the right environments wherein staff, regardless of sexuality or gender (as well as other characteristics), may meet their full potential, this project aimed to shed light on the experiences of LGBT+ staff and LGBT+ allies with the intent of informing further policies and practices which will improve standards and staff experiences at the University.

Further research has nonetheless shown that LGBT+ staff in HEI perceive their colleagues and line managers, at large, as supportive and interested in their wellbeing (Huffman et al., 2008). Supportive attitudes, in addition, tend to generate positive feelings about the workplace, increase job satisfaction and create a safer space in which individuals are more confident to be open about who they are (Webster et al., 2018). Similarly, Pichler et al. (2018) argue that when staff work in a safer and healthier environment that is supportive of their identities, they also tend to be more productive and perform at higher levels.

Such data concerning improved wellbeing and supportive relationships with co-workers and line managers lends to this project which also aimed to recognise all good practice across the University and present research data that confirms the degree of impact such practices have on individual staff and, overall, the LGBT+ population of the University.

Furthermore, this project carefully considered one of the biggest challenges when exploring issues pertinent to the LGBT+ population: the tendency to view LGBT+ as a homogenous group of marginalised or underrepresented members of staff, ignoring the nuances of the LGBT+ spectrum and the fluidity by which gender and sexuality may be perceived. Most importantly, the project recognises that gender and sexuality identities are different, and thus considers both. That said, this report needs to be read with caution as lived experiences of those identifying as gay men may differ significantly to those identifying as non-binary, or transgender, and so on.

1.2 Allyship

The term ally is a commonly explored concept relating to EDI. Understanding what it takes or what is expected to be an effective ally can be hard to define. The Merriam Webster Dictionary (1849) states that 'the state or condition of being an ally' is simply the 'supportive association with another person or group'. Compatible with this definition are the descriptors we find from various sources and organisations such as Stonewall. This section presents those characteristics in turn.

At the top of the list is openness. It seems clear that without being mindfully open to different and unknown perspectives, allyship cannot follow, whether that is being 'open to learn, to listen and educate yourself' (Carroll, 2021); or just plainly being 'open-minded' (GLAAD, 2022). Youth Engaged 4 Change Resources (YE4C, 2022) go further to describe openness as asking allies to accept that 'occasional disagreement is normal and healthy' and that being open requires frank and honest conversations. As Carroll (2021) explains, messing up is a matter of course and it's okay if it's owned and progresses the conversation further.

Following openness, (1) community engagement, (2) upstanding and (3) integrity feature as overarching concepts in allyship. Community engagement necessitates asking questions and listening (Carroll, 2021; Ditch the Label, 2021; GLAAD, 2022; REACHOUT, 2022; Stonewall, 2020; YE4C, 2022). As Carroll (2021) asserts, it is important to 'listen and educate yourself' and 'check your privilege'.

Furthermore, engagement entails learning, inclusive of self-education and self-reflection. Regarding self-education, allies are told that it is important to develop an understanding of the differences between sexuality, gender and the issues faced by the LGBTQIA+ community (REACHOUT, 2022; YE4C, 2022). Going further, the Youth Engaged 4 Change (2022) warns of the potentially harmful impacts of language, such as 'it's so gay', and how that can inhibit and hold back LGBTQIA+ voices. Hence,

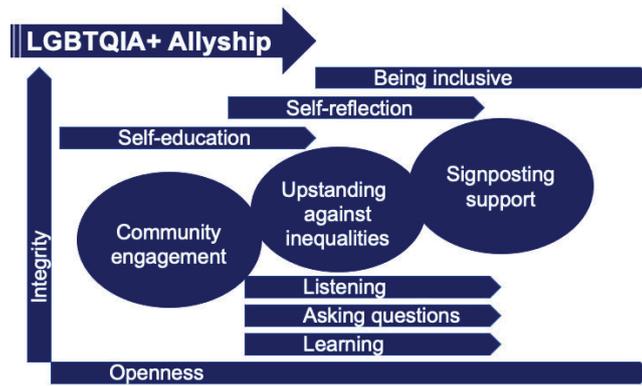
learning how, why and what language can be problematic is a noteworthy area of learning. This goes hand in hand with the reflective, and understandably challenging, journey through the process of considering personal bias and privilege. As the team at GLAAD (2022) highlight, it's important to 'confront your own prejudices and bias, even if it is uncomfortable to do so'.

Upstanding is at the forefront of an ally's characteristics and concerns taking a stand against inequalities and discrimination and signposting support for LGBTQIA+ persons. Taking a stand against inequalities and discrimination refers to being an upstander –but what does upstanding mean? Upstanding means being visible and, although it speaks to individual visibility, it goes further, highlighting structural or organisational visibility. Whereas allies are directed to 'make sure your policies reflect your values' (Stonewall, 2020), visibly demonstrating organisational allyship has become a phenomenon that is observably snowballing through Pride Month (i.e. June) –with many companies including the rainbow theme within their brand. Similarly, personal visibility can be supported through personal branding. One example is the publication of personal pronouns on electronic systems (Stonewall, 2020), and this can now be observed expanding across social media platforms such as LinkedIn. It is possible to understand how identifying in this manner acts as a signal, showing openness and support for those identifying with LGBTQIA+. Upstanding and personal visibility goes further: celebrating LGBTQIA+ achievements (Stonewall, 2020); encouraging LGBTQIA+ colleagues (REACHOUT, 2022); educating those around you by spreading the word and sharing resources (Ditch the Label, 2021); and speaking out and acting against language use or behaviour that negatively impacts LGBTQIA+ persons is fundamental to allyship (Carroll, 2021; Ditch the Label, 2021; GLAAD, 2022; REACHOUT, 2022; Stonewall, 2020; YE4C, 2022).

A major aspect of being upstanding is being inclusive, and this is characterised by Stonewall (2020) as to 'establish or re-establish the ground rules of respect and inclusion'. In other words, if any of us are to thrive within an environment, respect from our colleagues is a base requirement. In the introduction of her book *Jam Cultures*, Kramer (2020) defines inclusion as being 'about who is allowed to participate, who is allowed to express their opinion and who is allowed to help shape decisions'. On a structural level, this is an area that is defined primarily through policy –a point made and reiterated by Stonewall (2020). Other inclusive practices include learning how not to presume when it comes to sexuality or gender identities, noting the importance of language choices, the shared celebration of LGBTQIA+ lives and achievements, and defining spaces as safe by challenging homophobia and transphobia.

Lastly, integrity is another key characteristic associated with allyship. Work from Youth Engaged 4 Change (2022) posits that support for equality means, 'supporting policies [at work] that help protect LGBT people from discrimination'. Furthermore, integrity is seen in those who demonstrate altruism, caring for those who need support, 'supporting equal rights for everyone –regardless of race, sexual orientation, gender or religion' and, through engagement, enabling others to be allies (REACHOUT, 2022). Being an ally can be summarised as being kind (Ditch the Label, 2021). LGBTQIA+ allies are open and can be defined by their integrity. Their inclusive practices and approaches are examples for good practice. Through their engagement both within and without the community, allies empower and enable safe spaces. Based on an ongoing journey of learning, allies ask questions and listen, self-educating and reflecting on their own impact. Taking a stand against inequalities, allies signpost support for people with LGBTQIA+ identities.

Figure 1.1. Characteristics of an LGBTQIA+ ally



1.3 The University of Greenwich’s LGBT+ Staff Network 2012–17 and LGBT+ Staff Community 2020–present

This section provides an overview of the LGBT+ Staff Network (2012–2017) and the LGBT+ Staff Community (2020–present) at the University of Greenwich as those have been presented by former and current chairs of the Network and Community. It identifies the motivation for each group forming and the areas of activity and relationship with the University, as well as their strengths and weaknesses. It also provides some context for this report, which focuses on the LGBT+ Culture at the University.

1.3.1 The LGBT+ Staff Network 2012–2017

In 2012, an email was sent by the University’s Human Resources (HR) department in response to a desire to participate in the Stonewall accreditation submission. It asked if anybody would like to form an LGBT+ Staff Network. From this call, five individuals from across the University came forward and formed a steering group, with the responsibility of overseeing the activities of the network. Following Stonewall’s advice, the steering group started growing and established co-chairs. Until 2017, the LGBT+ Staff Network grew. It had a steering group of five, an advisory group of five and, over five years, built a community of around 50 LGBT+ self-identified staff members.

The advisory group ran alongside the main steering group and put forward proposals on what the network might do. In addition, an LGBT+ Allies Network was set up, albeit it had no institutional recognition. At one time, the Allies Network was more active than the LGBT+ Staff Network and ran and organised many of the local events.

At the time of coming together, those forming the steering group were unsure why there was a need for a staff network as they were unaware of problems within the University vis-a-vis LGBT+ inclusion. However, the steering group could see the benefit in creating a community across campuses as it might enable them to create links with people they do not work with daily. They could also see the benefit in creating a lively and fun set of social events. Although HR were the instigators in setting up the network, it quickly became unnecessary for the latter to interact with the HR Directorate and they became operationally independent, albeit creating an additional workload for the members of the steering group.

In the first couple of years, the steering group held a number of social events to grow the community. It was this social element where the community thrived. Over the 5 years of operation, people began come forward with concerns regarding LGBT+ inclusivity in the workplace, ranging from challenging inappropriate language in lecture theatres as well as information technology (IT) concerns regarding the use of dead names/previously known names. These concerns were communicated to HR and, where they could, they were addressed. The IT concerns were, however, considered too large and although there were several meetings looking into changes, when senior allies departed from the University they were not taken forward.

The membership of the community had a greater percentage of professional services staff. There appeared to be a concern from academic colleagues that being out-and-proud at work would lessen their ability for academic promotion and there were also fears that it might impact their working relationships with students.

The network had a number of successes. It participated in the Stonewall submissions and supported the University from being ranked 320 in the Stonewall UK Workplace Equality Index to being a top 100 institution. In 2016, it was awarded the employee network of the year. Every year the group hosted the Douze Points, a Eurovision-themed party with videos from across Eurovision years that required participants to vote on a winner. The group was about celebrating diversity and having fun while doing so. Those in the steering group also became more known across the University, raising the profile of the University as an LGBT+ inclusive environment.

Despite the many successes, there were also many challenges. There was a concern that senior colleagues were playing lip service to inclusivity, using the network's success as a way of profiling the University in the sector. Furthermore, some senior colleagues referred to the group as the 'sandwich BLT' rather than using the letters LGBT+. Time was not awarded to staff taking on management or chair positions, and there was no official funding support. The steering group of the network approached the then Chief Operating Officer for cap-in-hand contributions from heads of directorates and schools, and this resulted in few contributions.

By 2017, the work of the group had become a chore. Those in the community would always ask what's next, and without time and funding and with a feeling the network was there only to support University metrics, the steering group lost motivation. When steering group members became promoted or moved to different job roles, no-one came forward to take on these voluntary positions, and the group came to an end in 2017.

1.3.2 The LGBT+ Staff Community 2020–Present

In July 2020, an academic member of staff and another from professional services took responsibility for revitalising the LGBT+ Staff Network, under a new name with refreshed perspectives and ideas. This was triggered by a call for expression of interest by the HR Directorate in the preceding months.

From September 2020, four members of the executive committee were in place: two co-chairs and two co-vice chairs, with the initial action to rename the network as the LGBT+ Staff Community, emphasising the intention to create and facilitate a space where people would develop a sense of belonging. Over the first three months, the group recruited a secretary, a communications officer and an inclusion officer.

In its beginning phases, in the summer of 2020, the Community had under 15 members. Through these early meetings, the executive committee drafted the LGBT+ Staff Community Terms of Reference (ToR) and invited the Community's members to reflect on them. These terms became the foundation for building up a community where everyone feels heard and safe, but also one that will advocate on behalf of others and across the University.

The University also set up a Stonewall steering group, supported by a Stonewall account manager, and co-chaired by the co-chairs of the LGBT+ Staff Community. The Stonewall steering group is a large group and invites not only the LGBT+ executive committee but also senior leaders including the Vice Chancellor, the Chief Operating Officer, HR, EDI officers and other stakeholders across the University.

Due to the pandemic, there was a need to bring people together in online spaces for social events such as shared film screenings, quiz events and meetings. It had become part of what people did, and the community was aided by this shift and desire to want to connect. The Community also ran several online training sessions with external partners, created branded LGBT+ UoG lanyards and, when the Community could, they met in person, e.g. for a large social event in July 2021 which was, as many commented on, the first time they had met face-to-face. To enable this work, the Community was supported by a small budget, while continuously supported by HR upon request.

There were many successes in its 1st year. The Community seeded many initiatives framed around a published strategy document which listed three key themes: understand, empower and celebrate. These initiatives ranged from research in the LGBT+ culture, roundtables and discussions on LGBT+ parenting,

film night socials, work with artists, intersectional conversations and presentations, and poetry nights by trans and queer students. The University launched a new set of awards and the LGBT+ Community won the Greenwich excellence awards and was nominated for the inclusivity champion award. This followed a University-wide re-launch event for the LGBT+ Staff Community, supported by the Vice Chancellor's Office, the Vice Chancellor and the Senior Leaders of the University, but with external partners contributing as well.

Over its two years, from the time writing this report, the Community has grown to just over 100 members. In its second year, the Executive Committee grew to 10 individuals, including a few unnamed roles known as general members, and supported initiatives on inclusive language and policy amendments as well as changes in inclusivity training for all staff and managers. The Executive Committee sit on central University committees which include, but not exclusively: the Stonewall Steering Group, EDI Committee and Central Communications. The Community also sits on recruitment panels for senior posts and are consulted about policy change across all areas of the University. In February 2022, the Community celebrated its largest programme of events for LGBT+ History month, a combination of live events across campuses and online, and saw partnerships grow with the Bijou Stories project, a project which gathers and shares the oral histories of LGBT+ people in London. This work was then amplified by the Performing Oral History symposium, co-convened with the LGBT+ Community and in partnership with the Oral History Society and the LGBT+ Oral History special interest group. An international symposium was held online and live at the University's Bathway Theatre.

The Community has also fielded various concerns raised by its membership. In response to cases of bullying and harassment, the Community wrote a guide to navigate both people and policy which has now been adopted by the University as draft wording for a new reporting system. Conversations on safer spaces have occurred due to concerns raised around trans non-inclusive spaces in research groups, with pilot workshops in the pipeline. The IT project concerning deadnaming is back on the agenda and the Chief Operating Officer and Head of IT have formally recognised the need for the project in all its complexity and have begun work to map out a timeline to make the University's systems more inclusive.

There remain several challenges for the Community. Time remains a concern for staff in the Executive Committee. It is unclear how time is offered for staff to attend events and meetings. Some of the challenges include workload allocation and the recognition of the contribution to the activities and cause of the LGBT+ Staff Community. There also appears a tension around who the Community is for.

The University has centred EDI in its new 2030 strategy. The associated work of going to the various meetings, consultation exercises and committees adds a level of burden to staff day-jobs. The move to hybrid work models and the multiple campuses makes it unclear where best to hold events and, as such, each event scopes out new times and new locations to increase access to those, given staff locations. The events and activities now occurring across the year, while exciting, also generate work across teams in communications, marketing and administration, which is frequently difficult to fit into existing responsibilities.

In conclusion, as the Community finishes its second year, many members of the Executive Committee are concerned with whether they will be able to continue supporting the work or whether the additional workload is too much.

PART II

This is a seven-phase project that ran between September 2021 and August 2022. A steering group was formed to enable co-production and ongoing consultancy with the different phases of the project. The methods of triangulation of the data collection included a Qualitative Document Analysis and a self-administered Qualtrics-based survey, as well as in-depth interviewing and focus group discussions. SPSS, NVivo and StataSE were used to organise and analyse the data from the various methods, while the project was ethically approved by the University Research Ethics Committee.

2. Methodology

This is an emancipatory in nature, mixed methods study with the aim of exploring the LGBT+ Culture at the University of Greenwich. Specifically, the study aimed to develop a fuller and more robust understanding of what it means to be LGBT+ or an ally of the LGBT+ community at the University. This project also aimed to identify the intersected identities of LGBT+ self-identified individuals and LGBT+ allies, offering insights regarding how to better understand individual-specific experiences and avoid any tendencies to homogenise this new knowledge.

The project employed the triangulation of data collection and analysis. This resulted in seven phases of the project which intertwined; at times, the process was reiterative. The study was conducted between September 2021 and August 2022, and the sections below provide information about each of the phases and the methods used.

2.1 Phase 1

The first phase of the study involved a thorough review of current knowledge and understanding around our three main areas of concern: (1) LGBT+ experiences in the workplace, (2) homogenous approaches to LGBT+ identities and intersectionality, and (3) allyship and bystanders. This review helped identify certain gaps and areas that could inductively inform the study. Specifically, reviewing previous evidence about the LGBT+ experiences in the workplace helped refine the tools used in phases 2 and 3 of the project. Similarly, examining homogeneity and LGBT+ identities supported the research team's understanding of how the data can be best interpreted, and it allowed space to recognise the relevant recommendations inferred from the data that will potentially benefit those directly affected by the topic under investigation. Lastly, the review of material regarding allyship and bystanders informed the research tools used in phases 2 and 3, and also verified gaps in practice which this research attempts to fill in. This phase of the project began in August 2021 and was completed in May 2022. The period this phase lasted was necessary to continuously update the information that helps contextualise the study.

2.2 Phase 2

During this phase, a Qualitative Document Analysis (QDA) was conducted. The aim was to review the policies that inform the LGBT+ experience and scrutinise currency and structural support or oppression through these frameworks. QDA is a qualitative method that uses a systematic procedure to appraise and analyse documentary evidence and answer questions specific questions (Bryman, 2016). To gain deeper meaning and empirical knowledge of the LGBT+ Culture at the University, a QDA method, which requires repeated review, exploration and interpretation of the data (Bowen, 2009), was most suitable for the purposes of policy analysis.

Institutional policies are published on the University's website, enabling access. However, identifying the population sample presented the first challenge. Documents perform different tasks, and identifying a full population and noting the target audience led to the first refinement of the sample. Given the focus of the study upon staff, those relating to Student Services were omitted from this QDA. That left 195 documents for consideration.

A traffic light approach was employed to identify documents for the QDA based on their relevancy: (green=41) those communicating to the lived experience of the LGBT+ community, (amber=81) those that can be understood as impacting the lived experience of all staff, and (red) those that do not impact lived experience and, rather, reference technical guidance and processes. Only those under the green category were considered, first chronologically and then conceptually and based on intent and target audience.

2.3 Phase 3

During this phase, a Qualtrics-based, self-administered survey was disseminated across the University staff members. The survey was disseminated on several occasions between October 2021 and March 2022 via the Internal Communications Newsletter; the LGBT+ Staff Community; and the Vice Chancellor's

Newsletter, and directly communicated to staff members of varied Directorates across the University. The survey design was initially based on questions regarding each of the areas of concern of this project: LGBT+ or LGBT+ ally experiences; homogeneity and LGBT+ identities and intersectionality; and allyship and bystanders. The survey opened in October 2021 and remained available until end of February 2022.

The sample comprised 277 respondents. Sixty-one were removed due to missing values/little progress in the survey (unanswered questions), which resulted in a total of 216 respondents. The total number of staff members recorded at the University at the time of this survey was approximately 1900; for the survey results to be representative of the overall staff body, a sample size of at least 10%–30% was necessary (Charan & Biswas, 2013; Hertzog, 2008), which was achieved with this part of the study (n=216; 11.4% of the total sample).

The survey followed a branch logic; in other words, it evolved into three separate surveys based on the stakeholder group to which the participant belonged. Each survey was populated with questions regarding personal characteristics, LGBT+ experience, discrimination and oppression, allyship and bystanders, LGBT+ and workplace, and intersectionality.

Demographic information such as age, ethnicity, religion/non-religion, sexual orientation, sex, gender, disability, partnership/relationship status, years of experience and association with LGBT+ identities was used to explore the data (table 4.1).

2.4 Phase 4

The third phase was initiated shortly after the first dissemination of the survey. In this phase, candidates were invited to participate in qualitative interviews. These interviews helped appreciate in more detail individuals' lived experiences and allowed participants the space to provide anonymous, candid responses to how they experience their progression in the current job roles and how incidents of discrimination, oppression, microaggression, bullying or harassment might affect their wellbeing.

Forty staff, either LGBT+ self-identified or LGBT+ allies, contributed to this phase of the study. The interviews were completed between December 2021 and March 2022 and via Microsoft Teams. Interviews were recorded and later transcribed verbatim. Participants were given the opportunity to withdraw from the study at any point and until two weeks after their interview was completed.

2.5 Phase 5

In this phase, candidates were invited to participate in focus group discussions. These discussions provided a complementary understanding of people's views, thoughts and experiences and helped to confirm findings that derived from the qualitative interviews. In other words, the interviews, focus group discussions and the survey complemented each other and added value and reliability to the findings.

Focus groups of LGBT+ staff and LGBT+ allies, of four to eight members each, were completed between February 2022 May 2022. The size of each of these groups was determined based on research methodology literature (Bryman, 2016; Flick, 2021) that suggests that to allow for participation and commitment, groups should comprise no more than six or eight members; but to enable a dialogue with varied perspectives, they should contain no fewer than four.

A total of six focus groups were completed with a total of 35 participants. These took place online via Microsoft Teams and were facilitated by the project's Research Officer. Each group discussion lasted between 60 and 90 minutes; they were recorded and transcribed with all identifiers removed. Each focus group used the first five to ten minutes of the session to reiterate the aims of the study and housekeeping rules, whereas the last five to ten minutes were offered as a debrief to ensure that participants had space to reflect and to offer access to support if they required it. These two periods (the beginning and the end) were not recorded.

Participants from diverse backgrounds were purposefully invited to each focus group to avoid homogenisation of the findings and reflect the diversity of participants in the previous methods of data collection.

2.6 Phase 6

This phase included the thorough analysis, synthesis and interpretation of the data. Data from the survey were exported from Qualtrics and imported into the Statistical Package for Social Sciences (SPSS) Statistics version 26 software, which is commonly used for the statistical analysis of research data. StataSE was also used to support the analysis of multiple group responses.

The data from the interviews and focus group discussions were transcribed verbatim and imported into NVivo 12, a qualitative data analysis software used to assist with the information management and analysis. The data were processed following the six steps of thematic analysis (Braun & Clarke, 2019): familiarisation with the data, generate initial codes, search for themes, review themes, define and name themes, and produce report. The transcripts were uploaded to NVivo 12 for organisation and analysis; all the data were kept in password-protected folders in the secured University drive and kept in file until final dissemination of the data.

2.7 Phase 7

In this phase, the final research report and associated tools were produced.

2.8 Steering group and co-production

To inform, critique and lead the development of these research tools (i.e. survey, interviews, focus group discussions), a Steering Group comprised of voluntary members of the LGBT+ community, allies and key stakeholders across University networks, was established. This group has offered vital advice and recommendations to the process of designing and developing the research tools used, as well as the need to pilot them to ensure the effective use and the inclusive right use of language.

Most of the engagement of the Steering Group concerned the survey, whereby critique of the questioning streams was sizeable. Elements of the discussion included exploration of age ranges, with attention drawn to under 18s that may be present within the workforce and at the other end of the range, considering the possible expansion and impact on those grouped 65 years of age and over. Perspectives shared regarding demographic questions framing sex and gender led to the development and refinement of related lines of questioning. Reflecting on Steering Group discussions, it is worth noting the challenge presented when delivering multiple options across binary and non-binary constructs. For example, a trans-man or trans-woman – or trans-binary, conforming with binary identification – has inherently, through their personal identification as either, elected a binary form of identification. In doing so, persons identifying in this manner identify as a binary sex or gender. Hence, differentiating sex and gender was identified as problematic for trans-binary persons, who would select matching options. However, this research sought to explore as much of the variation possible, and engagement lead to the expansion of this area. To enable self-identification for trans-binary respondents, the question relating to identifying sex was framed to include binary female and male options, going further to add intersex and assigned at birth indicators, along with providing respondents with the ability to choose multiple options. Two further questions were also included following engagement with the steering group, asking respondents whether they identify as either transgender or transexual and if they identify as currently transitioning.

The following question provided options for gender identification. The terms transgender and transsexual were removed from this question, instead creating opportunities for the development of the questions preceding it – giving respondents the option to self-identify. Non-binary trans status identifiers were included within 'gender' to provide full representation, as it was understood by the research team, of the trans spectrum. Binary gender non-conforming identities here included agender (aspects of neither binary constructs), bigender (aspects of both binary constructs merged), genderfluid (aspects of binary constructs changeable, fluid), genderqueer (binary construct non-conforming, queer presenting), non-binary (neither identifying exclusively as male or female, binary gender non-conforming). Options for binary gender-conforming identifies were included as female and male. The term cisgender was removed through this process. This term was identified as confusing to cis-gendered respondents, who may elect either female or male and then altogether discount the option. It was interesting to observe and reflect on how the use of a Latin adjective descriptor (cis-gender) was unknown to binary gender-conforming members of the steering group. This term was also found to cause offense to neurodivergent

members, who associate the term with the currently experienced English slang use of the term sissy. This disconnect between exposure, understanding and positionality shines light on the variables at play. Options relating to gender were also further opened to allow for multiple choices to be made and for respondents to select 'I identify in another way' with an open text field, to allow freedom of entry of an unlisted personal identifier. Although the options presented for sexuality were not debated through the Steering Group, a key addition noted was the need to include a field which allows further freedom of expression by selecting 'I identify in another way'.

Exploring questioning streams that relate to allyship presented further areas where the steering group directly impacted the expansion of the themes and aided clarity of meaning. In addition, concerns were raised regarding how allyship may feature within the final research report regarding cis-gendered and heteronormative staff identifying as an ally and any perceived negativity that may derive from the findings presented regarding acts of allyship, confidence in identifying and acting as an ally at work and what barriers exist. Input relating to the semi-structured interview schedule also enabled questions to be unpacked and clarity of meaning to be refined.

This process was invaluable for question refinement, expansion and developing clarity of meaning. Contributions extended well beyond the parameters of community identifiers, which were initially identified as a desirable requirement for such engagement. Highlighting factors that directly impact employees' lived experiences within a workplace lifecycle and extending the spectrum of focus at each point along each personal journey were considered. This included how support may be provisioned, training delivered, and the knowledge and competencies of allied managers. It is important to observe an additional step which was included within this phase of research, whereby it was important to ensure that all comments and perspectives gathered from the Steering Group were accurately portrayed. To do review contributions, short one-to-one discussions were held with all that engaged and left a comment for consideration.

2.9 Methodological frameworks

For the purposes of this study, we applied a phenomenological approach (i.e. an exploration of the participants' viewpoints) with variations across the project aims. This approach allowed for a comprehensive examination of how findings interact, which led to an in-depth understanding of the views, thoughts and experiences of all of the participants.

This study also applied a mix of inductive (i.e. generating new knowledge or theory emerging from the data) and deductive (i.e. testing already existing knowledge) approaches to meet its objectives. The additional inductive approach used enabled a theory-base to be developed that can inform future University policy and practice regarding LGBT+ staff or identify patterns of meaning based on the findings. The patterns revealed through the inductive examination were subsequently explored against the varied protected characteristics of participants.

2.10 Ethics

This study's ethics were approved by the University Research Ethics Committee at the University of Greenwich [UREC/Pentaris-21.1.6.16]. The study maintained high levels of confidentiality and anonymity. Participation in the survey was fully anonymised and private, whereas the interviews and focus group discussions were followed by a thorough removal of any identifiers in the transcripts. All the participants signed an informed consent form and were given an opportunity to ask further questions (in addition to the participant information sheet).

All data were managed and stored based on the UoG's data storage strategy and regulations.

PART III

41 documents met eligibility criteria and were analysed. The analysis focused on the use of language of terminology pertinent to LGBT+ identities, as well as the focal points of the documents regarding LGBT+ inclusivity. Below are the key points this QDA raises.

1. Documents directly related to LGBT+ identities promote awareness of the issues faced,
2. Action plans do not address approaches to empowerment,
3. Unconscious bias and unconscious inequalities are observable and relate to language usage within documents,
4. Documents promoting empowerment do not recognise inequalities,
5. 15/41 documents feature themes of inclusivity; only 3/41 provide instruction relating to empowering staff to meet their full potential,
6. 15/41 documents address inclusivity; only 5/41 recognise inequalities across the University.

3. Qualitative Document Analysis

This chapter presents the analysis and results of the QDA, the first phase of this study. It will be recalled that this stage and method aimed to examine the structures which directly influence lived experiences and either promote or limit LGBT+ identities and the expression of one’s unique self. The ultimate benefit of the QDA, when read in comparison to the remainder of the methods used in this study and the data produced is that it helps highlight the gaps between the organisational and personal experiences of staff members of the LGBT+ population.

A total of 41 documents met the eligibility criteria. These included policy documents (n=14), guidance documents (n=11), information sheets (n=1), regulations (n=4), statements (n=1), strategies (n=4) and reports (n=6). The documents comprised 447 pages in total (mean=10.9, range=1-35) and were published between 2004 and 2021 (four documents were revised, changing the date range of the selected documents to 2009–2021). Table 3.1 provides further information on the included documents, and Figure 3.1 shows a chronology of their publication.

Figure 3.1. Chronology of selected documents

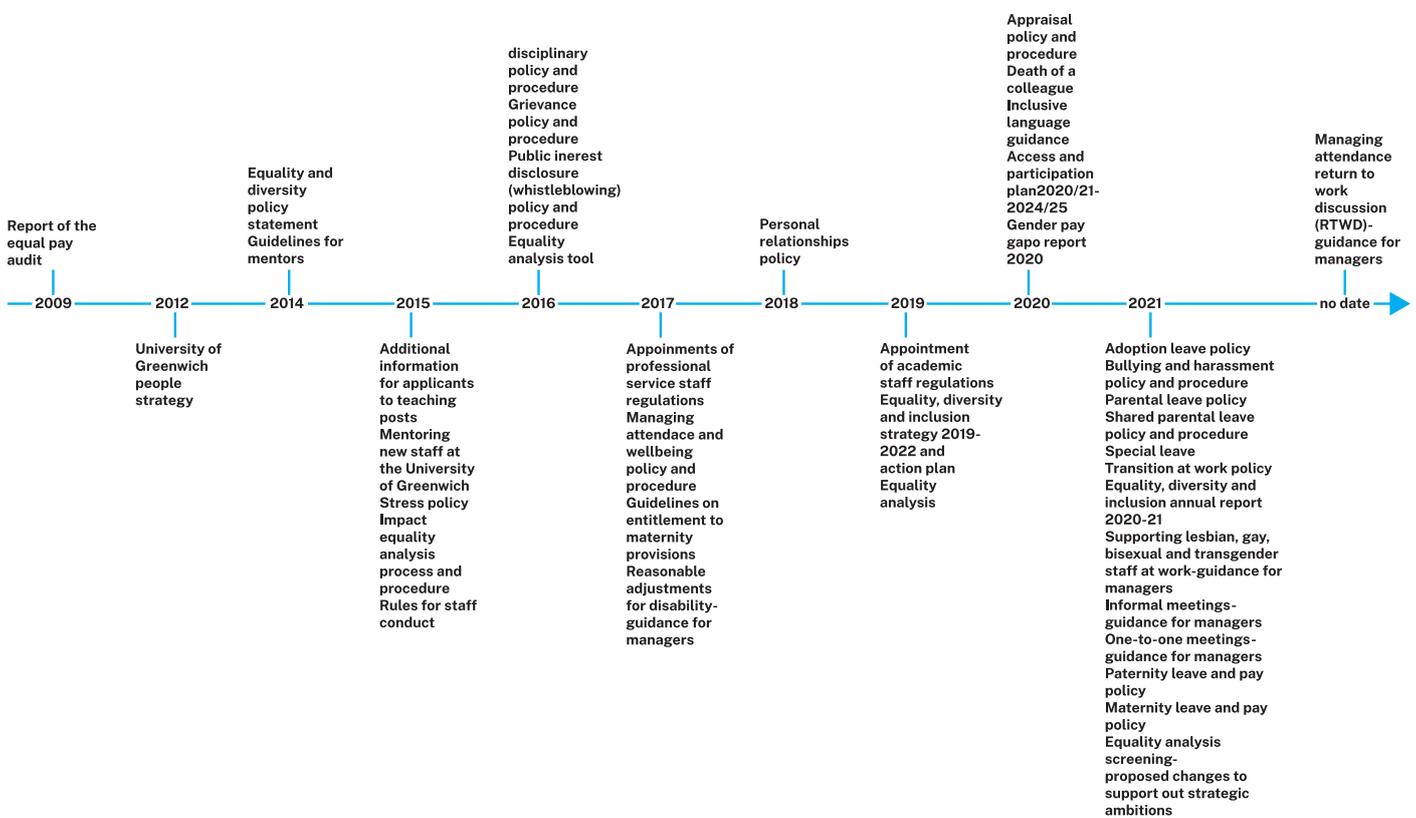


Table 3.1. Summary of documents included

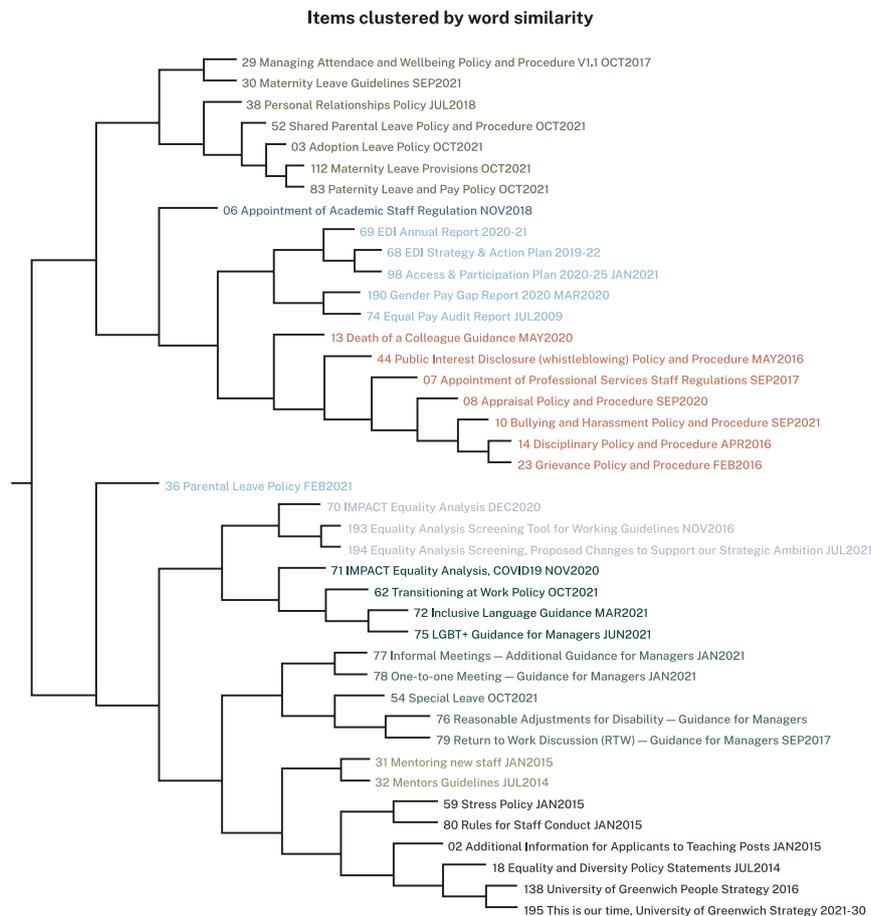
ID	Document	Document type	Date of publication/ review	Length (No. of pages)	Aim
02	Additional Information for Applicants to Teaching Posts	Information	2015	1	Provides information about the main strategies by which the University supports academic staff that are new to teaching and learning responsibilities.
03	Adoption Leave Policy	Policy	2021	10	This document details the arrangements for adoption leave and pay for employees who are either adopting or fostering a child.
06	Appointment of Academic Staff Regulations	Regulations	2017/2019	20	The document lists all regulations and arrangements about the appointment of all academic staff.
07	Appointment of Professional Services Staff Regulations	Regulations	2017	10	Regulations related to the appointment of professional services staff apart from senior staff.
08	Appraisal Policy and Procedure	Policy	2020	8	This policy details the arrangements regarding staff development and procedures. Its aim stems from the intent to help all staff meet their full potential and achieve high performance. This policy also ensures that staff objectives are always linked to those of the Faculty or Directorate they are employed under.
10	Bullying and Harassment Policy and Procedure	Policy	2017/2021	25	To ensure that all staff can challenge behaviours that do not respect the privacy, rights and dignity of others. Also, this policy ensures that procedures for raising complaints about harassment and discrimination or bullying are in place, without fear of victimisation.
13	Death of a colleague	Guidance	2020	7	This guidance details provisions to support staff deal with the death of a colleague.
14	Disciplinary Policy and Procedure	Policy	2016	20	This policy applies to all staff, including students who are employed at the University, apart from senior posts as defined in the Memorandum and Articles of Association. This policy applies to matters related to conduct at work and implications when there is misconduct.

18	Equality and Diversity Policy Statement	Statement	2014	2	This is a supportive statement about inclusive environments across the University.
23	Grievance Policy and Procedure	Policy	2016	12	This policy details provisions about solving employees' concerns.
29	Managing Attendance and Wellbeing Policy and Procedure	Policy	2017	21	The policy aims to support employees to return to work and provides wellbeing advice and support.
30	Guidelines on entitlement to maternity provisions	Guidance	2008/2017	9	This document provides guidance in relation to the University's policy on maternity leave and pay.
31	Mentoring new staff at the University of Greenwich	Guidance	2015	3	Provides guidance about pairing new staff with employees in the same area in order to develop a better understanding of roles and responsibilities in their role and division in the University.
32	Guidelines for Mentors	Guidance	2014	2	This document offers definitional and role-related descriptors about mentoring new members of staff.
36	Parental Leave Policy	Policy	2021	5	The policy build's on the University's commitment to facilitate an equitable environment of employment. The policy offers details of parental leave; provisions and support.
38	Personal Relationships Policy	Policy	2018	12	The policy offers regulations about personal relations between any member of staff, student, partner or contractor with the University. The document details procedures that should be followed when there is a personal relationship developed between those affiliated with the University.
44	Public Interest Disclosure ('Whistleblowing') Policy and Procedure	Policy	2016	5	The document highlights the application of the Public Interest Disclosure Act 1998.
52	Shared Parental Leave Policy and Procedure	Policy	2021	10	The policy details the arrangements for shared parental leave and pay in relation to the birth of a child.
54	Special Leave	Regulations	2021	2	This document offers information about what applies in relation to special leave, including study or compassion leave.

59	Stress Policy	Policy	2004/2015	3	This policy derives from the University's duty of care toward its employees. The policy details the different responsibilities that varied segments of the University have in relation to reducing stress for staff.
62	Transitioning at Work Policy	Policy	2021	13	This policy provides the framework of how it will support those transitioning during their employment at the University.
68	Equality, Diversity and Inclusion Strategy 2019-2022 and Action Plan	Strategy	2019	26	This document narrates the strategy of the University by setting out EDI related objectives and how those will be met.
69	Equality, Diversity and Inclusion Annual Report 2020-21	Report	2021	35	This report provides information about the annual progress of the University regarding EDI related matters. This includes data from staff surveys about identity.
70	Impact Equality Analysis: Process and Procedure	Report	2015	5	This analysis provides information about the degree to which policy and practice at the University is compatible with the Equality Act 2010.
71	Equality Analysis	Report	2019	24	This report provides analyses of how close to the Equality Act 2010 the University policies and practices are.
72	Inclusive Language Guidance	Guidance	2020	19	This document provides guidance to those developing policy or relevant documents to ensure inclusive language.
74	Report of the Equal Pay Audit	Report	2009	9	This document reports on the results from the pay audit prior to 2009, and in keeping with the Human Resources strategy 2007-2010.
75	Supporting Lesbian, Gay, Bisexual and Transgender Staff at Work – Guidance for Managers	Guidance	2021	14	This guidance provides insights to managers who support staff self-identifying with any of the identities in the title of the document or any other identity in the LGBT+ acronym.
76	Reasonable Adjustments for Disability – Guidance for Managers	Guidance	2017	4	The document provides support to managers in order to ensure equity and equality of opportunity when managing individuals with a physical or mental disability.
77	Informal Meetings – Additional Guidance for Managers	Guidance	2021	4	This document gives guidance on good management practices.

78	One-to-One Meetings – Guidance to Managers	Guidance	2021	4	The document highlights that one-to-one meetings are an effective line management practice and provides guidance to managers about how to follow this approach.
79	Managing Attendance: Return to Work Discussion (RTWD) – Guidance for Managers	Guidance	n.d.	5	The document highlights the effectiveness of meeting with staff immediately after sickness leave. This document provides guidance to managers about how to practice in this way.
80	Rules for Staff Conduct	Regulations	2015	2	This document highlights the responsibility of all staff to conduct themselves in a particular way while at their work environment.
83	Paternity Leave and Pay Policy	Policy	2021	7	The policy sets out staff members' entitlement to paternal leave and pay, and it provides arrangements in this area.
98	Access and Participation Plan 2020/21-2024/25	Report	2020	29	This report provides information about access and participation. It also provides an action plan to increase performance in those areas.
112	Maternity Leave Pay and Policy	Policy	2021	12	The policy sets out staff members' entitlement to maternity leave and pay, and it provides arrangements in this area.
138	University of Greenwich People Strategy	Strategy	2012	12	This document highlights the University's strategy about recruiting and supporting staff who will impact society on a wider level.
190	Gender Pay Gap Report 2020	Report	2020	9	This report provides information about the gender pay gap in the year prior to 2020.
193	Equality Analysis Tool	Guidance	2016	2	This document provides a guidance about how to screen a policy document for its EDI relevance when developing new policies.
194	Equality Analysis Screening – Proposed Changes to Support our Strategic Ambitions	Strategy	2021	2	A strategy that details proposed changes following the screening of policies and how those relate to EDI matters.
195	This is Our Time: University of Greenwich Strategy 2030	Strategy	2021	23	This is the University Strategy 2021-2030 which details the University's priorities and principles.

Figure 3.3. Selected documents by word similarity



3.1 The LGBT+ acronym and related language

Search queries were conducted to identify the frequency of the use of the acronym ‘lgbt’ as well as the terms ‘lesbian’, ‘gay’, ‘bisexual’, ‘non-binary’, ‘pansexual’, ‘queer’, ‘queergender’, ‘transgender’, ‘transexual’, ‘questioning’, ‘asexual’, ‘questioning’, ‘poly-gender’ and ‘homosexuality’. Further terms and language were searched for, but this paper only reports on those used in the selected documents.

Overall, all LGBT+ related terms and language can be found in six documents alone (14.6%), of 41 total, covering a total of 3.12% of the text (Table 3.2). The EDI Annual Report 2020–21, the Transitioning at Work Policy, the Inclusive Language Guidance and the LGBT+ Guidance for Managers predominantly feature such language. Figure 3.4 shows which terms are featured in the selected documents. The documents not referred to here do not use this language or identify LGBT+ language. Furthermore, the language is used for different purposes, and Figure 3.5 shows those in relation to the identified terms. At large, LGBT+ related language is used for purposes of classification and recognition, thus, of different identities. There are notions of awareness raising, especially in the LGBT+ Guidance for Managers. There are only two attempts to recognise intersected identities in the use of language; the first is that of referring to ‘women of colour’ – this is further discussed later in the text given the contested and negative connotation of the phrase – who may also identify as lesbians. The second attempt is that of referring to individuals identifying as non-binary and with neurodiversity. Lastly, the Transitioning at Work Policy focuses on those identifying as transgender and provides guidance about supportive environments during the period of transitioning.

Table 3.2. Frequency of terms by selected documents

Name	References	Coverage
62 Transitioning at Work Policy OCT2021	36	0.81%
68 EDI Strategy & Action Plan 2019-22	3	0.02%
69 EDI Annual Report 2020-21	34	0.14%
71 IMPACT Equality Analysis, COVID19 NOV2020	14	0.06%
72 Inclusive Language Guidance MAR2021	27	0.39%
75 LGBT+ Guidance for Managers JUN2021	85	1.70%

Figure 3.4. Terms by selected documents

Transitioning to Work Policy	non-binary; transgender
EDI Strategy & Action Plan 2019-22	lgbt
EDI Annual Report 2020-21	lgbt; lesbian; gay; bisexual; non-binary queer; transgender
Impact Equality Analysis	lgbt; lesbian; gay; bisexual; transgender
Inclusive Language Guidance	lgbt; lesbian; gay; bisexual; pansexual non-binary; asexual; queer; questioning; transgender
LGBT Guidance for Managers	lgbt; lesbian; gay; bisexual; pansexual; non-binary asexual; queer; questioning; homosexuality; transgender

Figure 3.5. Use of language

Classifications
<ul style="list-style-type: none">• lgbt• lesbian• gay• bisexual• pansexual• nonbinary• non-binary• asexual• queer• questioning• transgender
Awareness raising
<ul style="list-style-type: none">• lgbt• lesbian• gay• queer• transgender
Action Plan
<ul style="list-style-type: none">• lgbt
Referral to students and staff
<ul style="list-style-type: none">• lgbt
Survey data
<ul style="list-style-type: none">• gay• bisexual• transgender
Something one is oppose to
<ul style="list-style-type: none">• homosexuality

Tables 3.3–3.14 and figures 3.6–3.17 show the frequency by which different terms feature in which documents and for what purposes. The terms ‘lesbian’ and ‘non-binary’ are the only ones linked with the concept of intersectionality; regarding race and neurodiversity, respectively. The terms ‘gay’, ‘bisexual’ and ‘transgender’ frequently refer to survey data of the central University system, whereas the term ‘homosexuality’ is used in the LGBT+ Guidance for Managers, suggesting the need to update the language and its use in policy documents to avoid the use of terms with a negative historical connotation. This is discussed further later in this report. It is evident from the tables and figures below that the Inclusive Language Guidance and the LGBT+ Guidance for Managers are the two documents where the majority of the terms are featured. This is expected given the aims of these documents (also see Table 3.1).

Table 3.4. Use of the term 'lesbian' by document

Name	References	Coverage
69 EDI Annual Report 2020-21	2	0.01%
71 IMPACT Equality Analysis, COVID19 NOV2020	1	0.01%
72 Inclusive Language Guidance MAR2021	2	0.03%
75 LGBT+ Guidance for Managers JUN2021	8	0.19%

Figure 3.7. Use of the term 'lesbian'

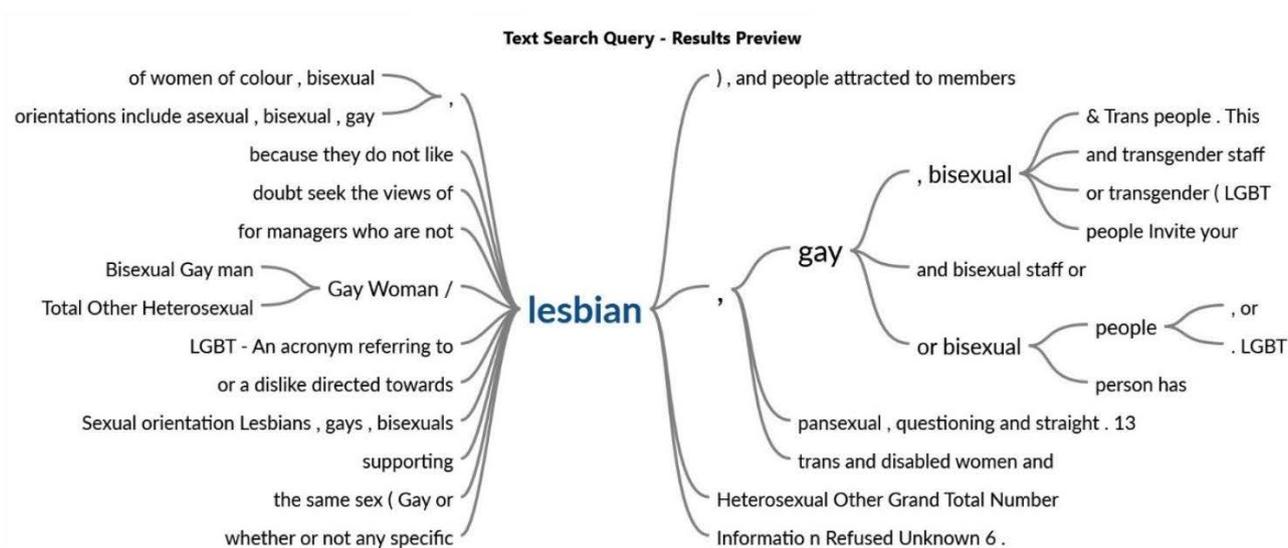


Table 3.5. Use of the term 'gay' by document

Name	References	Coverage
69 EDI Annual Report 2020-21	4	0.01%
71 IMPACT Equality Analysis, COVID19 NOV2020	2	0.01%
72 Inclusive Language Guidance MAR2021	2	0.01%
75 LGBT+ Guidance for Managers JUN2021	13	0.13%

Figure 3.8. Use of the term 'gay'

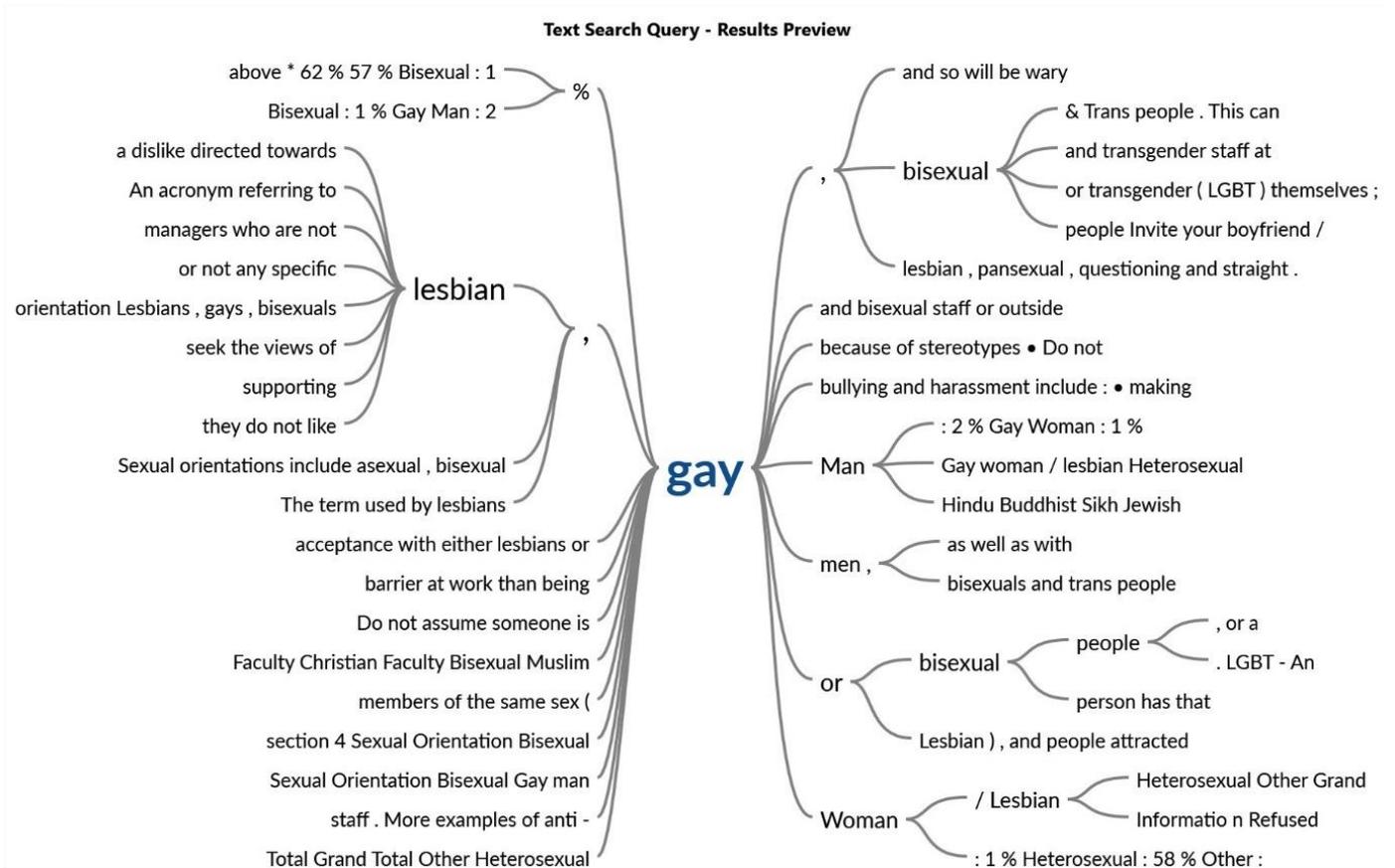


Table 3.6. Use of the term 'bisexual' by document

Name	References	Coverage
69 EDI Annual Report 2020-21	3	0.02%
71 IMPACT Equality Analysis, COVID19 NOV2020	1	0.01%
72 Inclusive Language Guidance MAR2021	2	0.03%
75 LGBT+ Guidance for Managers JUN2021	9	0.25%

Figure 3.9. Use of the term 'bisexual'

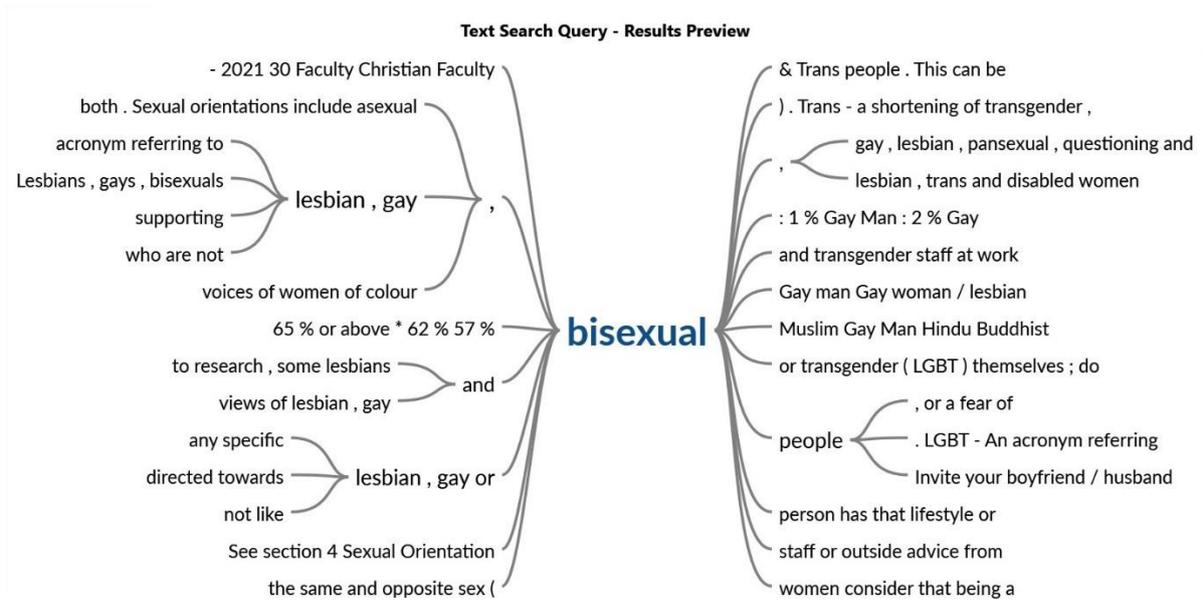


Table 3.7. Use of the term 'transgender' by document

Name	References	Coverage
62 Transitioning at Work Policy OCT2021	32	0.74%
69 EDI Annual Report 2020-21	1	0.01%
71 IMPACT Equality Analysis, COVID19 NOV2020	1	0.01%
72 Inclusive Language Guidance MAR2021	3	0.07%
75 LGBT+ Guidance for Managers JUN2021	8	0.30%

Figure 3.10. Use of the term 'transgender'

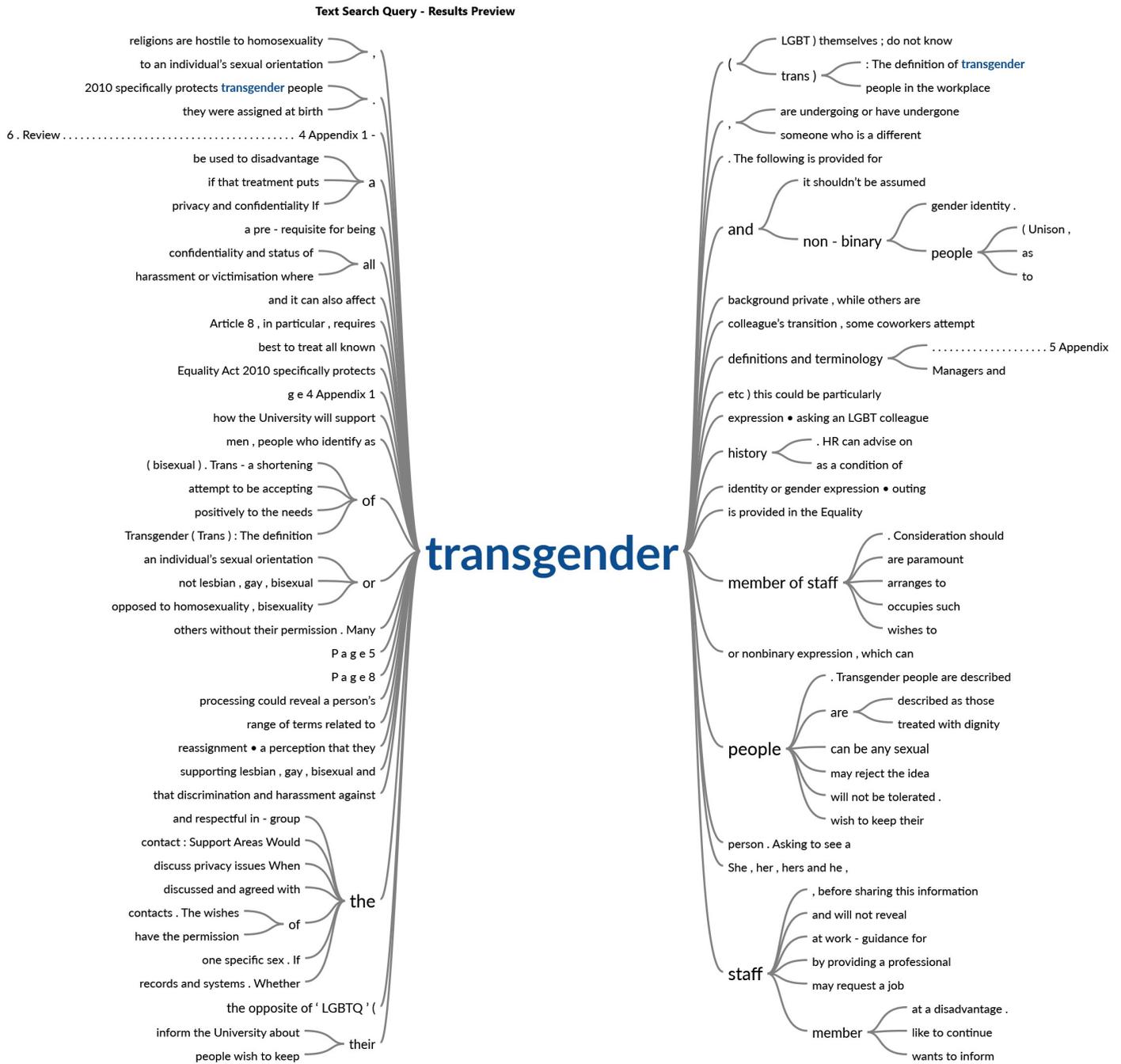


Table 3.8. Use of the term 'pansexual' by document

Name	References	Coverage
72 Inclusive Language Guidance MAR2021	1	0.02%
75 LGBT+ Guidance for Managers JUN2021	1	0.03%

Figure 3.11. Use of the term 'pansexual'



Table 3.9. Use of the term 'nonbinary' by document

Name	References	Coverage
75 LGBT+ Guidance for Managers JUN2021	1	0.03%

Figure 3.12. Use of the term 'nonbinary'



Table 3.10. Use of the term 'non-binary' by document

Name	References	Coverage
62 Transitioning at Work Policy OCT2021	3	0.06%
69 EDI Annual Report 2020-21	2	0.02%
72 Inclusive Language Guidance MAR2021	5	0.10%
75 LGBT+ Guidance for Managers JUN2021	2	0.07%

Figure 3.13. Use of the term ‘non-binary’

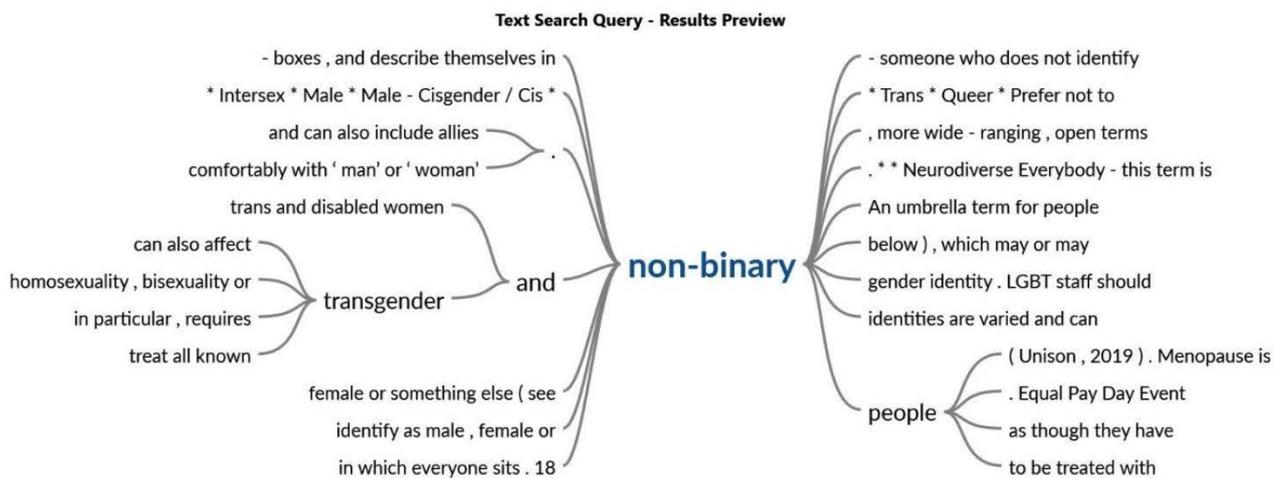


Table 3.11. Use of the term ‘asexual’ by document

Name	References	Coverage
72 Inclusive Language Guidance MAR2021	2	0.03%
75 LGBT+ Guidance for Managers JUN2021	1	0.02%

Figure 3.14. Use of the term ‘asexual’

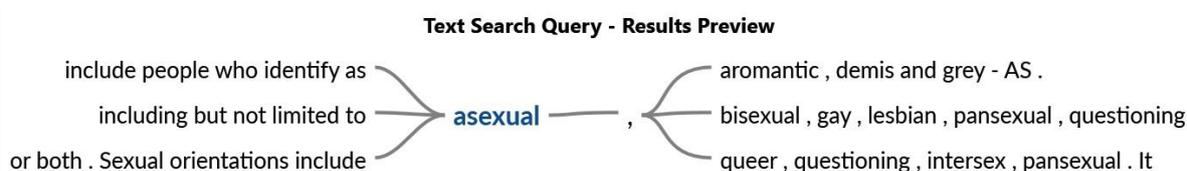


Table 3.12. Use of the term ‘queer’ by document

Name	References	Coverage
62 Transitioning at Work Policy OCT2021	1	0.01%
72 Inclusive Language Guidance MAR2021	7	0.07%
75 LGBT+ Guidance for Managers JUN2021	1	0.02%

Figure 3.15. Use of the term 'queer'

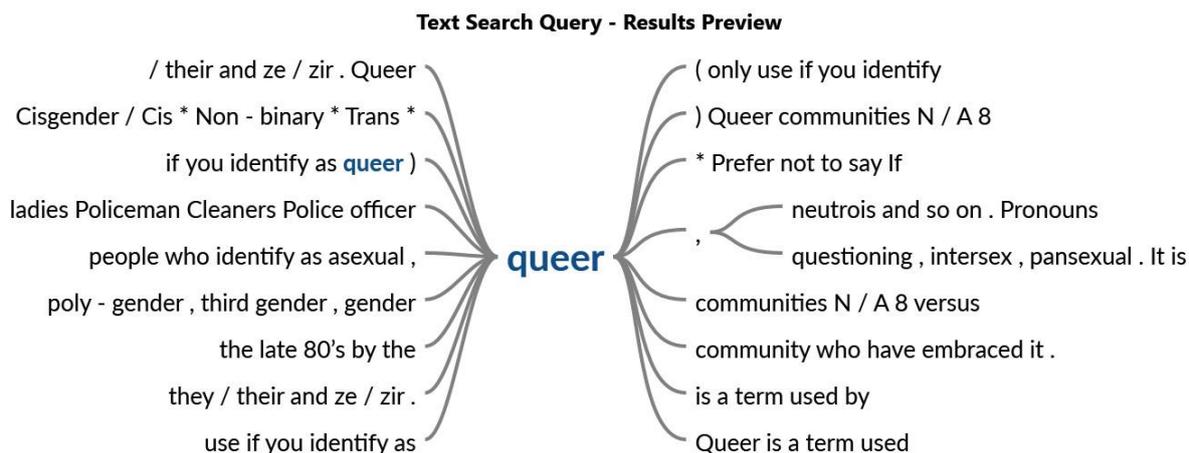


Table 3.13. Use of the term 'questioning' by document

Name	References	Coverage
72 Inclusive Language Guidance MAR2021	1	0.02%
75 LGBT+ Guidance for Managers JUN2021	1	0.04%

Figure 3.16. Use of the term 'questioning'

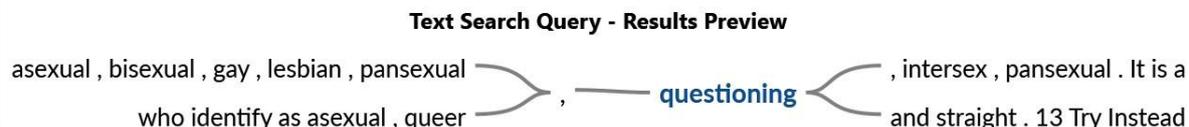
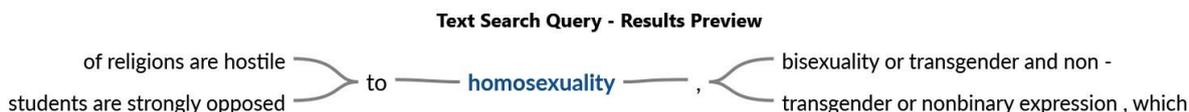


Table 3.14. Use of the term 'homosexuality' by document

Name	References	Coverage
75 LGBT+ Guidance for Managers JUN2021	2	0.09%

Figure 3.17. Use of the term 'homosexuality'

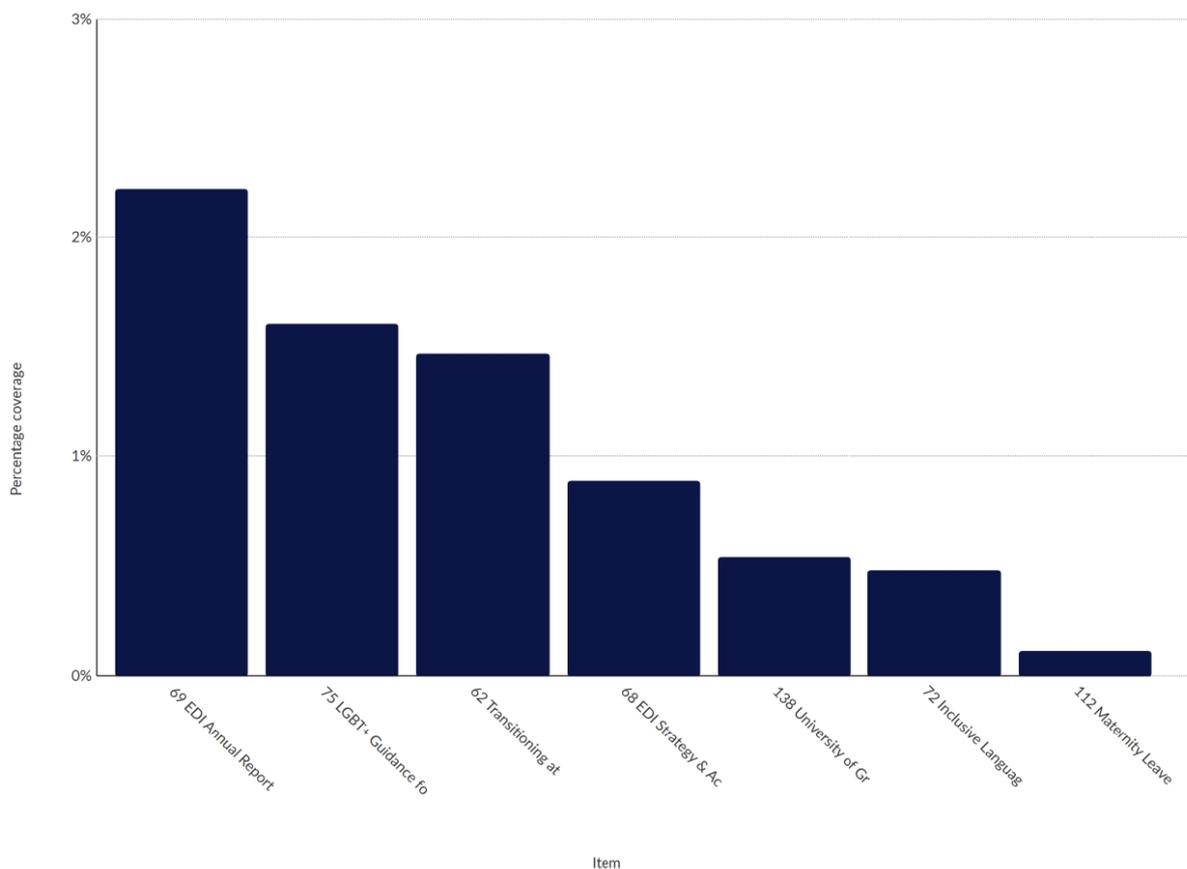


Lastly, the Inclusive Language Guidance recognises the gender-neutral pronouns ze/zir once in the document. These pronouns do not feature elsewhere nor are they recognised elsewhere in the 41 selected documents for the purposes of this analysis.

3.2.1 Action plan for inclusion

Of the 41 documents, 10 provided details of an action plan for inclusion (Figure 3.19). For example, the Transitioning at Work Policy states, ‘the university aims to create an inclusive workplace and learning environment, free from discrimination, harassment or victimisation’ (62, p.3). Similarly, the EDI Strategy & Action Plan 2019–22 stated the intention of the University to ‘establish staff networks initially for following protected groups: BAME, Disabled staff, the LGBT+ community, women’ (68, p.2). These examples identify a framework of intent and recognition, which is either realised or in the process of being so.

Figure 3.19. Action plan for inclusivity: coding by document



Specifically, the 10 documents promoting an action plan for inclusion focused on initiatives and strategies that will aim to bridge student gaps, promote equal pay, increase staff productivity, support managers to facilitate safe spaces for other staff, and provide training to all (Figure 3.20).

Figure 3.20. Action plan for inclusivity model



3.2.1.1 Bridging student gaps

The Access & Participation Plan 2020–25 makes clear statements about the intent to reduce any gaps in attainment, recruitment and access among students. In particular, there is a focus to ensure that students of underrepresented backgrounds (e.g. Black and Asian students) are supported and provided equal opportunities. The document specifically states that:

‘Our ambition is to eliminate all the access, attainment, continuation and progression gaps we have highlighted, and to have achieved this by 2033. We believe this can be achieved if we maintain the rate by which we have reduced the gaps in recent years, we continue to implement the interventions we are delivering and also supplement these in areas of specific concern. As highlighted below our main challenges are related to the attainment and progression of Black and Asian students, hence much of our focus will be on those interventions that target these groups’ (98, p.11).

Furthermore, the same document recognises the need to create inclusive curricula. The first aim set out in the plan is to ‘enhance our culture of inclusive teaching and learning to ensure equality in the learning experience and enhance academic attainment outcomes for all students’ (98, p.12).

3.2.1.2 Equal pay between male and female self-identified staff

The Gender Pay Gap Report 2020 emphasises the University’s plan to continue to work towards eradicating the pay gap between those identifying as male and female among staff. The focus of the document and arrangements is on the binary gender recognition of male–female. There is, however, no addressing of other genders or non-conforming staff, but rather the expectation that each staff member will identify with the two options. The document sets out specific criteria in its plans, which will enable its success. For example, the document advocates the need to ‘continue to encourage applications from women at an earlier stage in their career progression to consider the Aurora leadership programme and invest in allied female leadership programmes’ (190, p.6). Another example is the intention to ‘monitor and consider positive action steps to ensure recruitment, promotions and other panels monitor diversity, understand and tackle bias in decisions, and attract applicants from underrepresented groups to support gender balancing’ (190, p.6). This is the only document that discusses and encourages the tackling of equal pay between the two recognised genders.

3.2.1.3 Increased productivity and sense of well-being

The University of Greenwich People Strategy 2016 focuses on how inclusive environments impact on staff productivity, increasing motivation and job satisfaction, but also an increased sense of well-being. 'The Strategy covers four key areas in which we will work to achieve a cultural change in the relationship between the University and its employees and the environment we create to support engagement and performance' (138, p.2). Specifically, the Strategy advocates that 'employees who are engaged with the mission and values of the organisation they work for have a greater sense of well-being and are more productive. This is particularly true in a university collegiate setting which relies on a partnership between the university and individual employees' (138, p.5).

3.2.1.4 Privacy of information of those transitioning

The Transitioning at Work Policy highlights the University's intention to facilitate a supportive environment for staff who are transitioning during their employment. This document emphasises that the 'University will respect the confidentiality and status of all transgender staff and will not reveal sensitive information without the consent of the individual' (62, p.4).

3.2.1.5 Supportive managers

Of the 10 documents focusing on an action plan for inclusion, two target the effects of supportive management in the process. Specifically, the LGBT+ Guidance for Managers and the Return to Work Discussion (RTW) – Guidance for Managers highlight that supportive managers can facilitate a more comfortable environment for other staff members, whereas the latter document reminds managers of the following: 'discussions should be sensitive and supportive with respect for privacy. You should ask open questions and listen attentively' (79, p.1).

3.2.1.6 Training

Only one document of the 10 in this area highlighted the intention to provide training for all staff. The Gender Pay Gap Report 2020 states: 'Training for all staff on equality, diversity and inclusion so that they can embed the University's values and the associated behaviours into their day-to-day work' (190, p.2). This area derives from plans to eradicate pay gaps between the two recognised genders but is not particularly focused on sexuality or anything other than the binary genders or the non-conformity thereof.

3.2.2 Empowerment

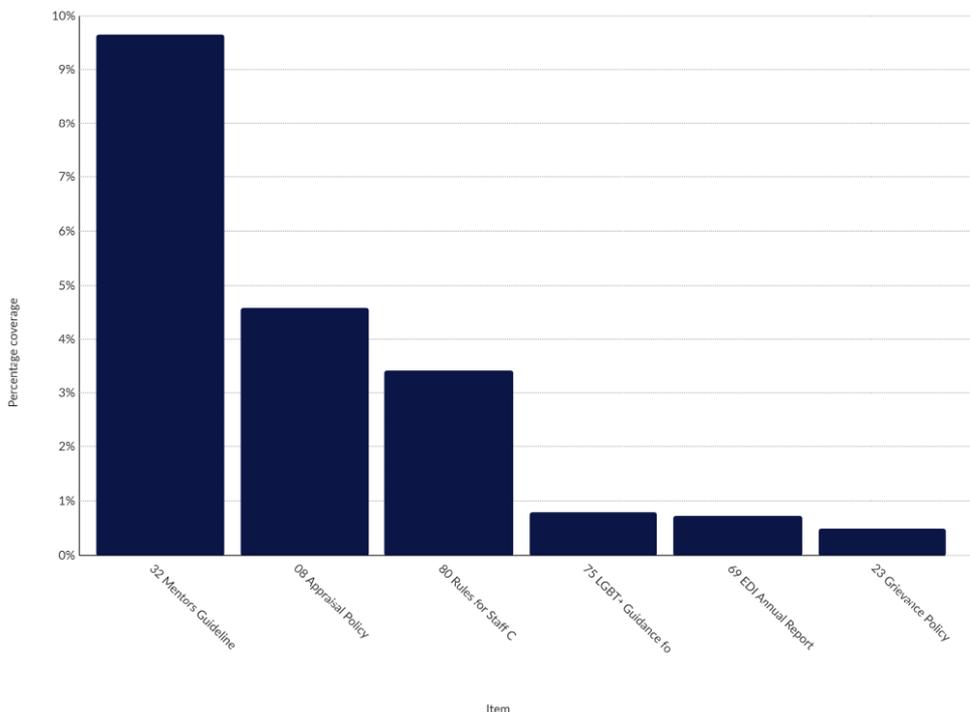
Six documents negotiate matters of diversity and inclusivity, and, regarding LGBT+ identities, from an empowerment approach (Figure 3.21). The Mentors Guidelines covers 9.65% of this theme, whereas the Appraisal Policy and Procedure and Rules for Staff Conduct cover 4.58% and 4.40% respectively. The Mentors Guidelines suggests that mentors should be prepared to:

- 'simply being available for a chat – either face to face, on the phone or may be by email
- setting time aside to listen, support , encourage helping the mentee keep track of their work
- knowing 'someone who can' when you personally cannot help asking simply how is it going?
- helping the mentee to see "a way through"
- giving informal feedback on what mentees have already done being positive about achievements
- providing an opportunity for learning based on the mentee's own experience sharing knowledge and experience
- helping the mentee to make the most of feedback from others
- reviewing/evaluating the mentoring relationship from time to time to refocus' (32, p.2).

On a similar note, the Appraisal Policy and Procedure advocates that all staff should 'receive appropriate development to help them to grow as individuals enabling them to carry out their role to the very best of their ability' (8, p.3). These examples highlight the policy and guidelines intent to recognise the

significance of empowering individuals to meet their full potential as there are benefits for both the individual and the University.

Figure 3.21. Empowerment: coding by document



3.2.2.1 Inclusivity

Of 41 documents, 18 negotiated the concept of inclusivity, not purely feeding into an action plan but aiming to recognise its significance and place at the University as a process and a value (Figure 3.22). Documents such as the Rules for Staff Conduct, Access & Participation Plan 2020–25, Special Leave and Impact Equality Analysis predominantly feature this theme (Figure 3.23). Five distinct sub-themes are found in this area, and these are presented in the subsequent sections.

Figure 3.22. Inclusivity: map

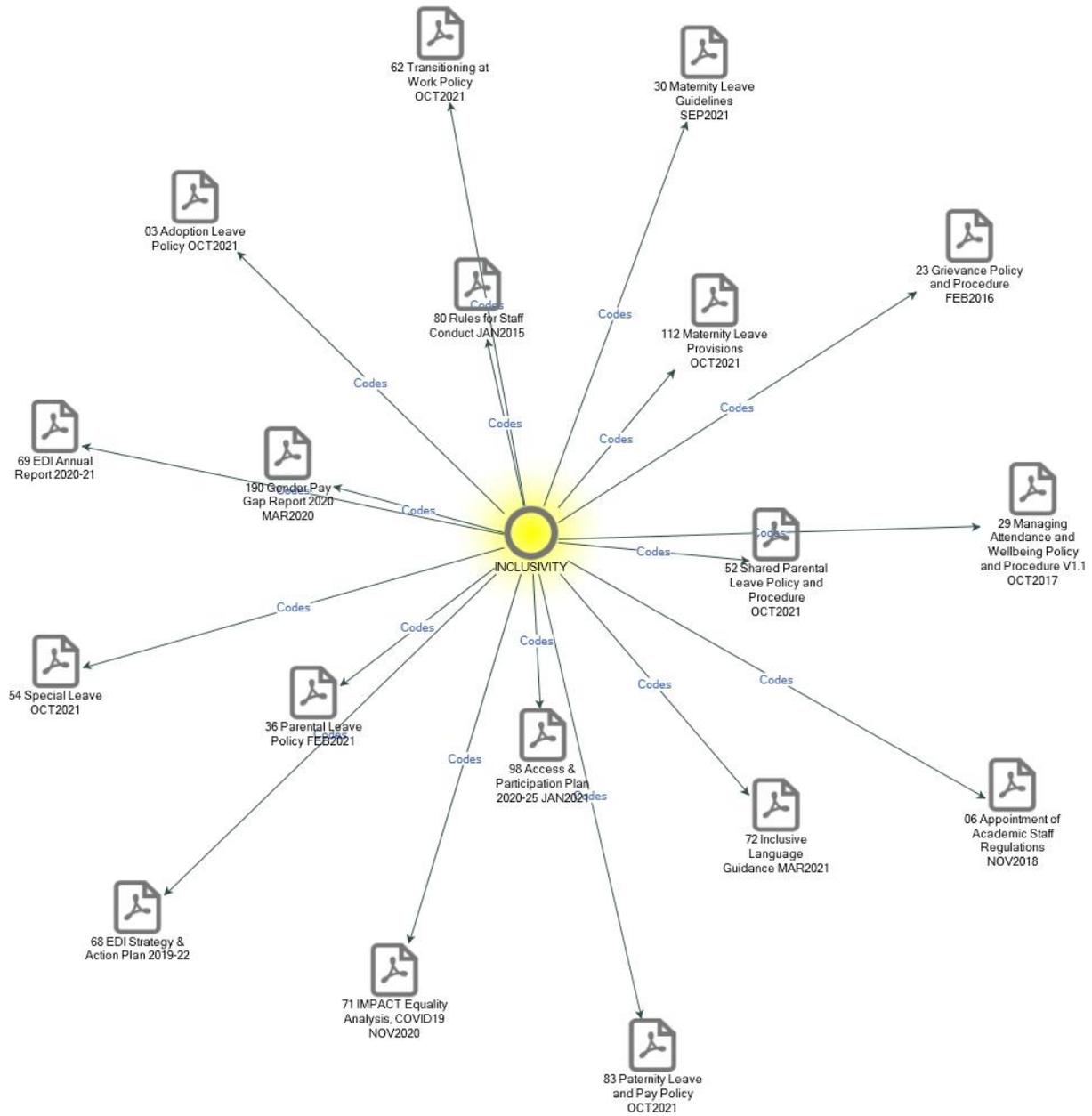
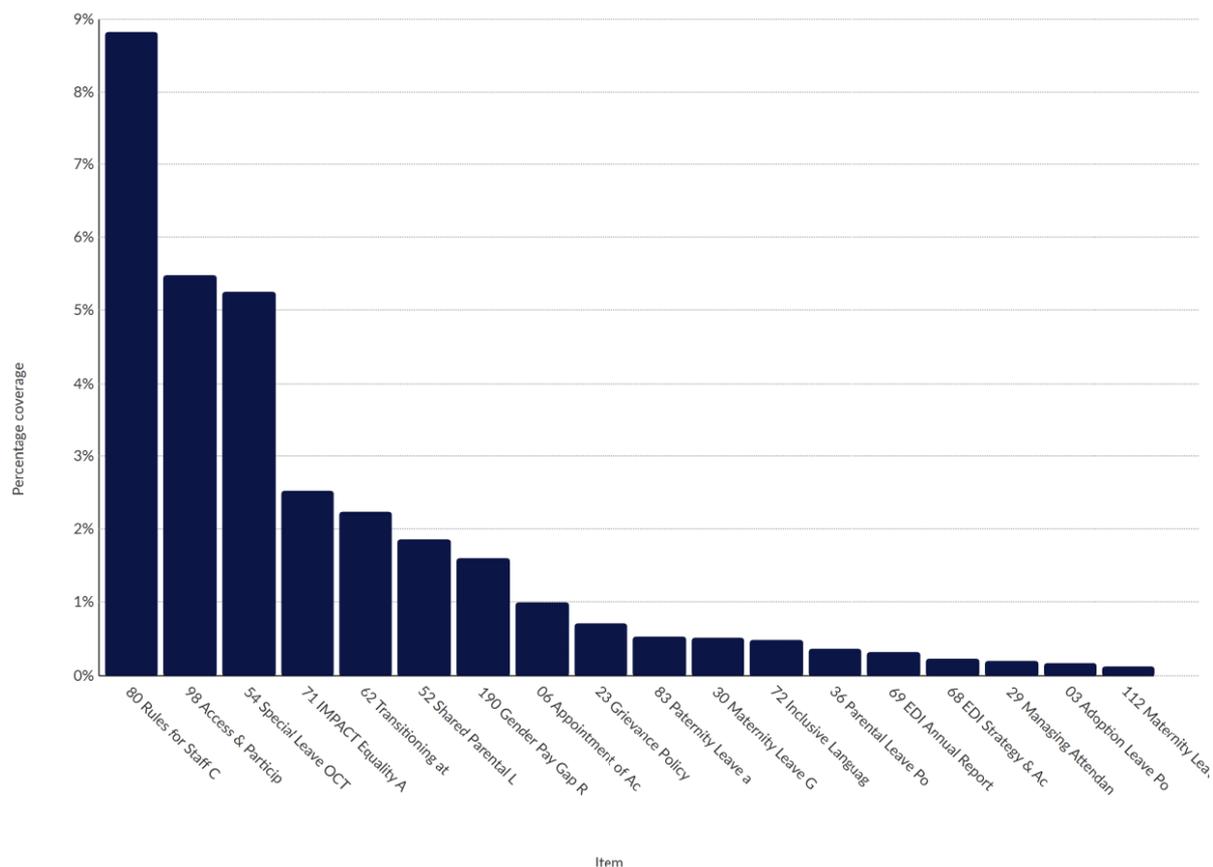


Figure 3.23. Inclusivity: coding by document



3.2.2.1.1 Legislation and accountability

Employment law is used as a reference point in documents such as the Appointment of Academic Staff Regulations and the Gender Pay Gap Report 2020 to emphasise the University’s responsibility to abide by legislation and facilitate an inclusive environment. For example, the Gender Pay Gap Report 2020 states that ‘as part of the University’s legal obligations under the Equality Act 2010 and as required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the University is required from March 2018 to publish data on the University’s gender pay gap’ (190, p.2). Another example is that of the Special Leave policy stating that ‘the Employment Relations Act 1999 has given employees the right to take a reasonable amount of unpaid time off to care for a dependant’ (54, p.2) in certain circumstances.

3.2.2.1.2 Welcoming all students

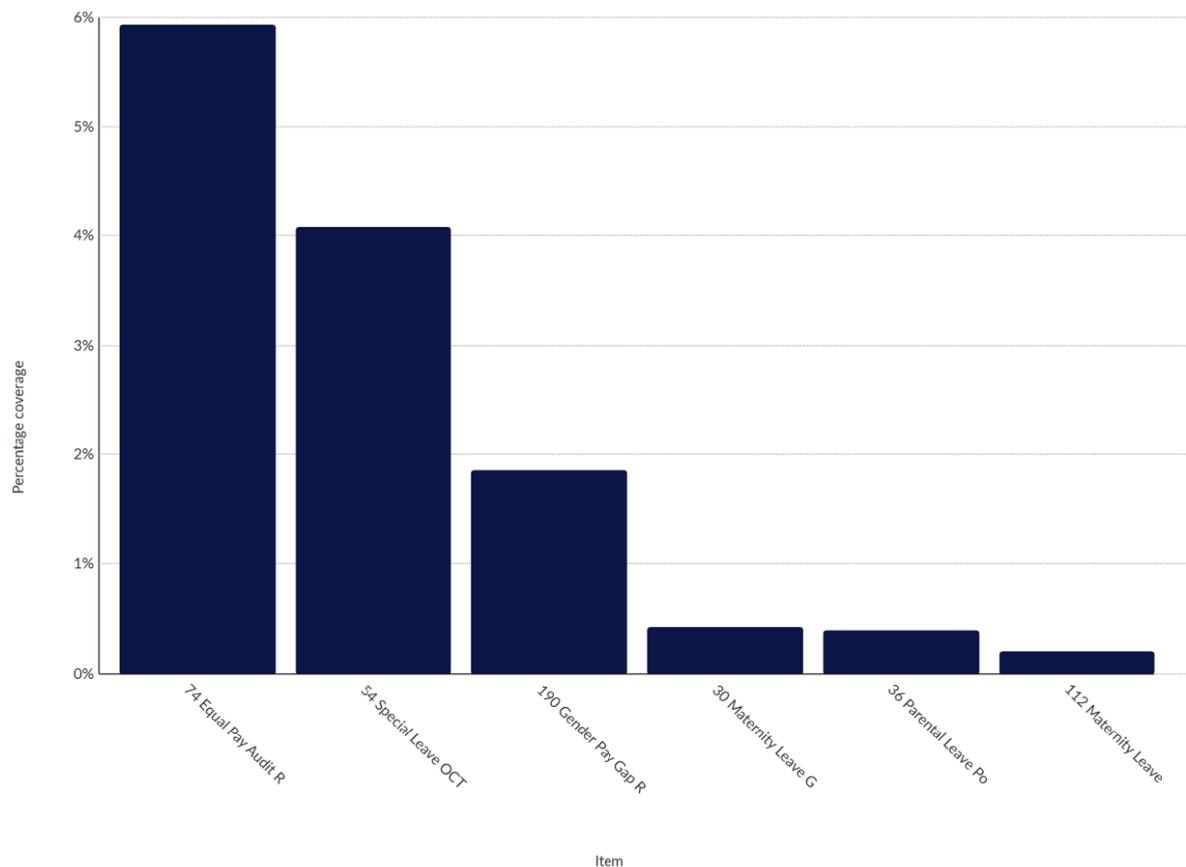
Linking to the previous section, the Access & Participation 2020–25 accentuates the University’s intent and responsibility to widen participation and recruit and involve students from all backgrounds and those underrepresented due to their ethnicity, sexuality, gender or other protected characteristics under the Equality Act 2010. The same document also recognises the diverse student body of the University and highlights the need for diverse methods of response to such a student body composition.

3.2.2.2 Inequalities

Another theme emerging from the analysis of the selected documents is that of inequalities. Six documents out of 41 explore the concepts of inequalities or present unconscious bias and pose unwillingly systemic inequalities. The documents featuring such biases include the Special Leave, the Equal Pay Audit Report, the Maternity Leave Guidelines, the Parental Leave Policy, the Gender Pay Gap

Report 2020 and the Maternity Leave Provisions (figure 3.24). The Equal Pay Audit Report identifies that ‘the imbalance of male and female representation across grade levels as a factor influencing average pay’ (74, p.8), thus recognising inequalities between the binary genders at the University. The recent Gender Pay Gap Report 2020 identified that ‘in reviewing the hourly rate differences between males and females, females are being paid a mean average of £3.72 less per hour, and a median average of £3.78 less per hour than their male colleagues’ (190, p.4) emphasising further gender inequalities in pay.

Figure 3.24. Inequalities: coding by documents



3.2.2.2.1 Heteronormativity

Only one reference in the Maternity Leave Guidelines, across all documents, indicated risks of imposing heteronormative positions. The guidelines state that:

‘A mother will be able to transfer up to six months maternity leave to her partner... which can be taken once the mother has gone back to work and the child is over 20 weeks old. This entitlement is known as additional paternity leave and must be taken within 1 year of the birth or adoption of the child’ (30, p.4).

The above extract uses the term ‘partner’ to neutralise the gender or sexuality of the person supporting the mother, but later suggests that this provision is an ‘additional paternity leave’, thus excluding the possibility of the partner being another mother rather than a father.

3.2.2.2.2 Homogeneity

The Equal Pay Audit Report makes the following statement: ‘The Group agreed that for the purpose of analysing ethnicity data, Black Minority Ethnic (BME) should form one homogenous comparator group

against White and should not be broken down into sub-categories' (74, p.2). This statement confirms that two main ethnic groups are considered for the purposes of ethnicity data regarding pay and inclusivity: White and non-White. This suggestion fails to consider, however, the plurality of identities within groupings of identities, such as LGBTQIA+, as well as intersected identities or mixed ethnicities in this instance.

3.2.2.2.3 Missing data

The Equal Pay Audit Report 2009 recognised that 'because the University does not capture personal data relating to sexual orientation and religion or belief, these issues were excluded from the audit' (74, p.2). Since then, the University has begun collecting data on sexual orientation, religion and belief, but subsequent reports are due to rectify this and inform further policies accordingly.

3.2.2.2.4 Pay gap

The same report – Equal Pay Audit Report 2009 – recognised gaps in pay and between genders. The attempt to respond to pay gaps on the grounds of ethnicity was not fruitful given the lack of data in this area.

3.2.2.2.5 Structural disenfranchisement

The Parental Leave Policy sets its scope to all employees, regardless of their gender identity or that of their partners. This remains inclusive of all genders and beyond the binary but does not consider the intersected and complicated notions of identities of sexual orientation and gender identity together. Such approaches may unwillingly cause risk of disenfranchisement and nullification of people's experience, which is indicated in this study's data. A similar example may be found in the Special Leave policy, which states that 'these rules apply to all University employees regardless of the employee's gender identity or the gender identity of their dependant' (54, p.1).

3.2.2.3 Raising awareness

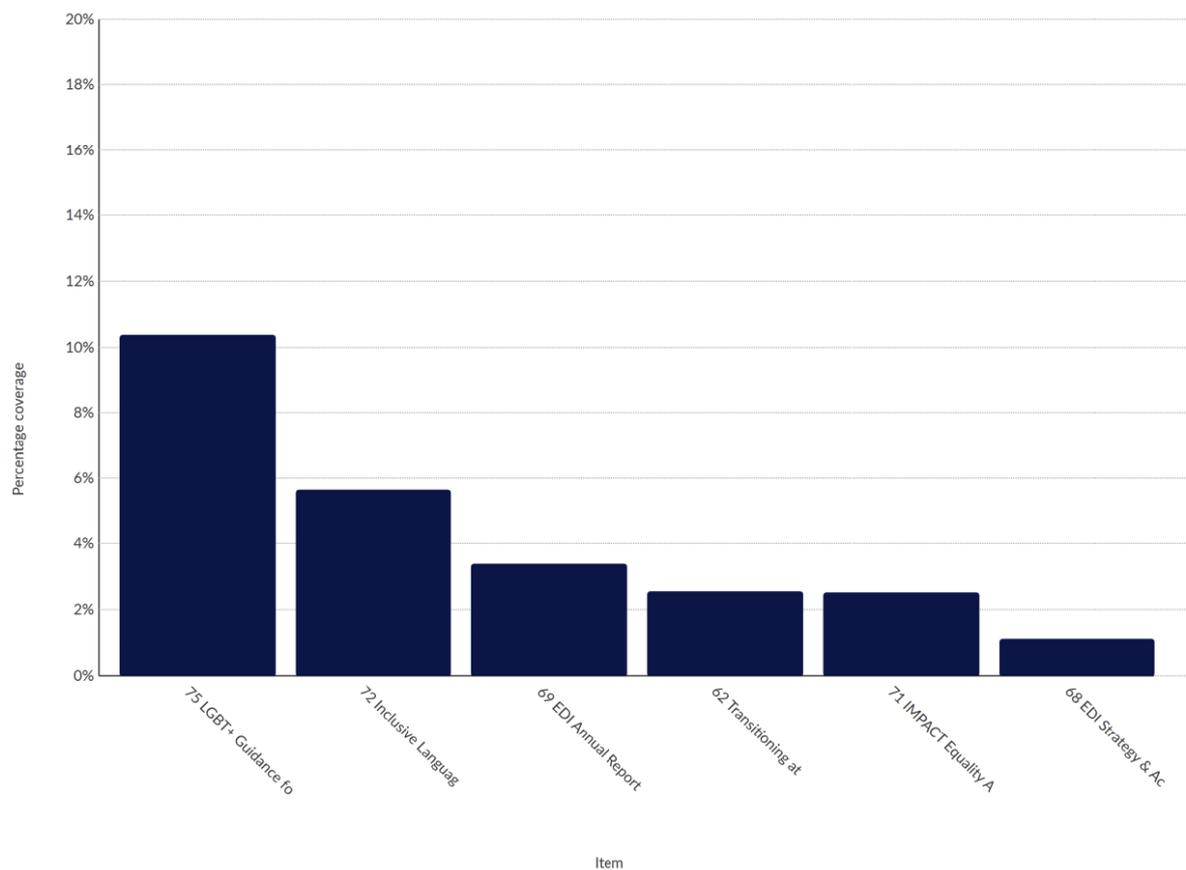
Of the 41 documents, six are found to actively raise awareness about issues related the LGBT+ identities, inclusive of intersected identities with LGBT+. The documents doing so are only those that focus on EDI generally or LGBT+ identities specifically (figure 3.25). The LGBT+ Guidance for Managers is predominantly prevalent here, with the Inclusive Language Guidance following. In addition, the EDI Annual Report 2020–21 recognised the work completed by the LGBT+ Staff Community which adds to this agenda of educating and sensitising individuals and groups across the University. The report specifically states:

*'The community has promoted understanding of the LGBT+ University community through awareness-raising and sharing testimonials and stories, including through:
i. LGBT+ History Month (February 2021) and disseminating moving "coming out" experiences from different perspectives, and accounts of microaggressions' (69, p.7).*

This area targets issues most prevalent to those identifying as LGBT+ and invites staff and the University population generally to consider them in the process of devising supportive environments. An example includes the Impact Equality Analysis, which states:

'Homophobic bullying, not feeling able to be "out" with family or employers, rejection from family/friends, harassment at work and poor responses from professionals are common mental health triggers which LGBT+ people can experience more' (71, p.15).

Figure 3.25. Raising awareness: coding by documents



3.2.2.3.1 Celebrating LGBT+ identities

The EDI Annual Report 2020–21 recognises the varied initiatives in the last few years which celebrate LGBT+ identities and invites the University to engage further and with a more robust understanding of its staff self-identifying with these identities. The same report highlights the significance of recognising intersectionality as a diversity issue that needs attention in an attempt to move away from homogenous approaches to the LGBT+ population of the University or that of other groups represented by staff networks or communities. The report identifies intersected identities with BAME, disabilities, gender and specifically women, as well as nonconforming. That said, little emphasis is given to other protected characteristics such as age or religion and belief, or characteristics not necessarily recognised in the Equality Act 2010, such as social class.

3.2.2.3.2 Raising awareness for managers

There is focus placed on how to raise awareness for managers and its significance. Both the Impact Equality Analysis and the LGBT+ Guidance for Managers emphasise this and link it to the need for LGBT+-sensitive managers whose contribution can help transform staff experience and improve wellbeing. The LGBT+ Guidance for Managers explicitly addresses areas such as staff ‘being out’ at work and feeling comfortable sharing such information with their line manager:

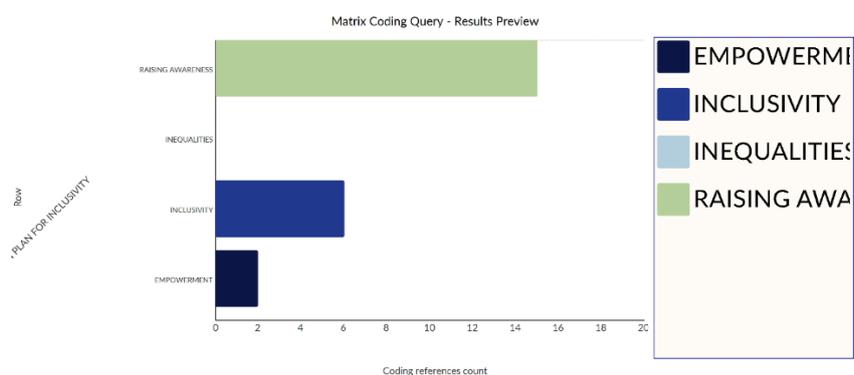
‘Many staff may regard a colleague’s or their own sexual orientation and gender expression as a private matter. However whether a staff member is “out” at work or not (open about their sexual orientation or gender identification) can impact on their performance’ (75, p.2).

Similarly, the guidance raises awareness about the likelihood of LGBT+ self-identified individuals, or those perceived to be of such identities, experiencing homophobia, transphobia, biphobia or victimisation: 'LGBT+ people, and those perceived to be LGBT+, sometimes experience homophobia, biphobia, transphobia, hostility, harassment or prejudice at work which can go unrecognised and unchallenged' (75, p.2).

3.2.2.4 Comparisons and relationships

The selected documents revealed an action plan for inclusivity which is not always aligned with inclusivity and empowerment; areas that could be emphasised and further highlighted in the content. As expected, inequalities do not feature in any of the coding about the action plan for inclusivity but the focus remains on raising awareness; an area that adds to the initiatives about educating and sensitising University staff about LGBT+ issues (Figure 3.26).

Figure 3.26. Action plan for inclusivity: matrix coding



Figures 3.27–3.35 depict the varied relationships between the codes that were generated from the documentary analysis and presented earlier in the chapter. Some of the key findings from these matrix and relational analysis are the following:

- Documents directly related to LGBT+ identities (e.g. Transitioning at Work Policy) are more likely to promote awareness of issues faced by LGBT+ self-identified staff.
- The documents detailing the action plan for inclusivity rarely address empowerment as a concept or approach towards enabling staff to meet their full potential.
- Some documents (e.g. Maternity Leave Provisions) are inclusive of an action plan for inclusivity but also pose unconscious inequalities, primarily due to language.
- Documents promoting staff empowerment either do not recognise inequalities or promote structural inequalities.
- Of the 15 documents wherein inclusivity is addressed, only three refer to empowerment and enablement of staff to meet their full potential.
- Of the 15 documents wherein inclusivity is addressed, five recognise inequalities across the University.

Figure 3.27. Comparison between 'action plan for inclusivity' and 'raising awareness'

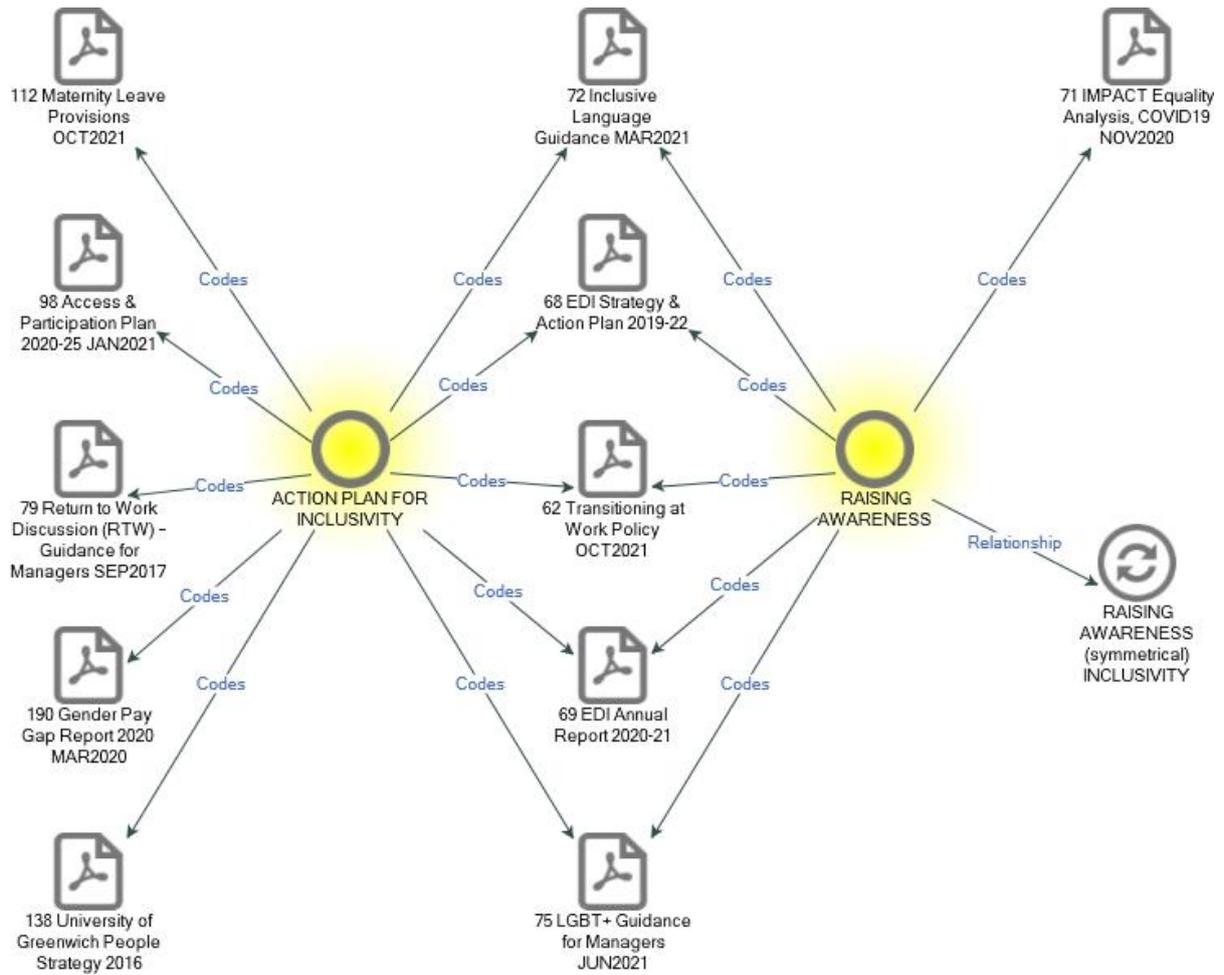


Figure 3.28. Comparison between ‘action plan for inclusivity’ and ‘empowerment’

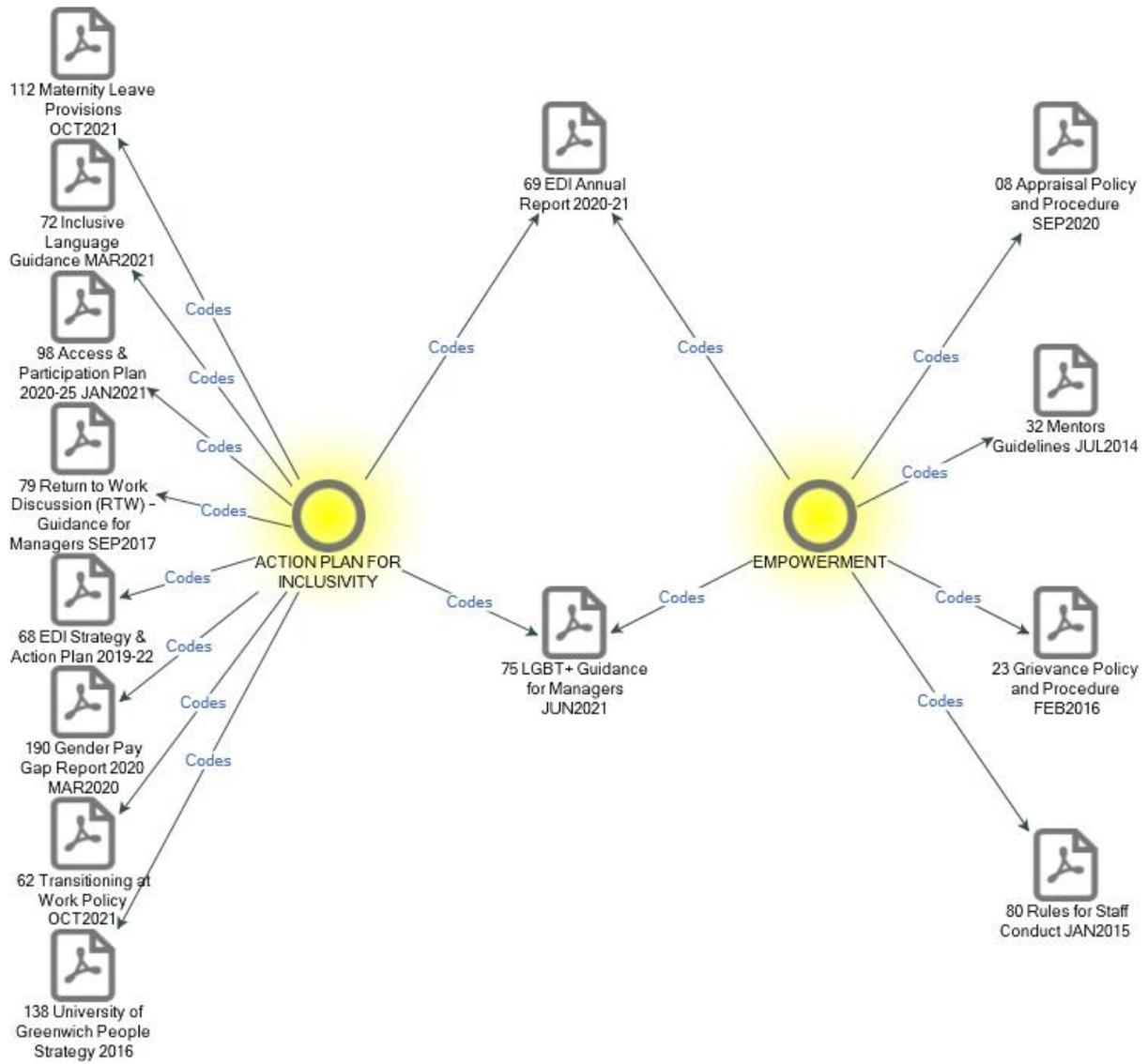


Figure 3.29. Comparison between 'action plan for inclusivity' and 'inclusivity'

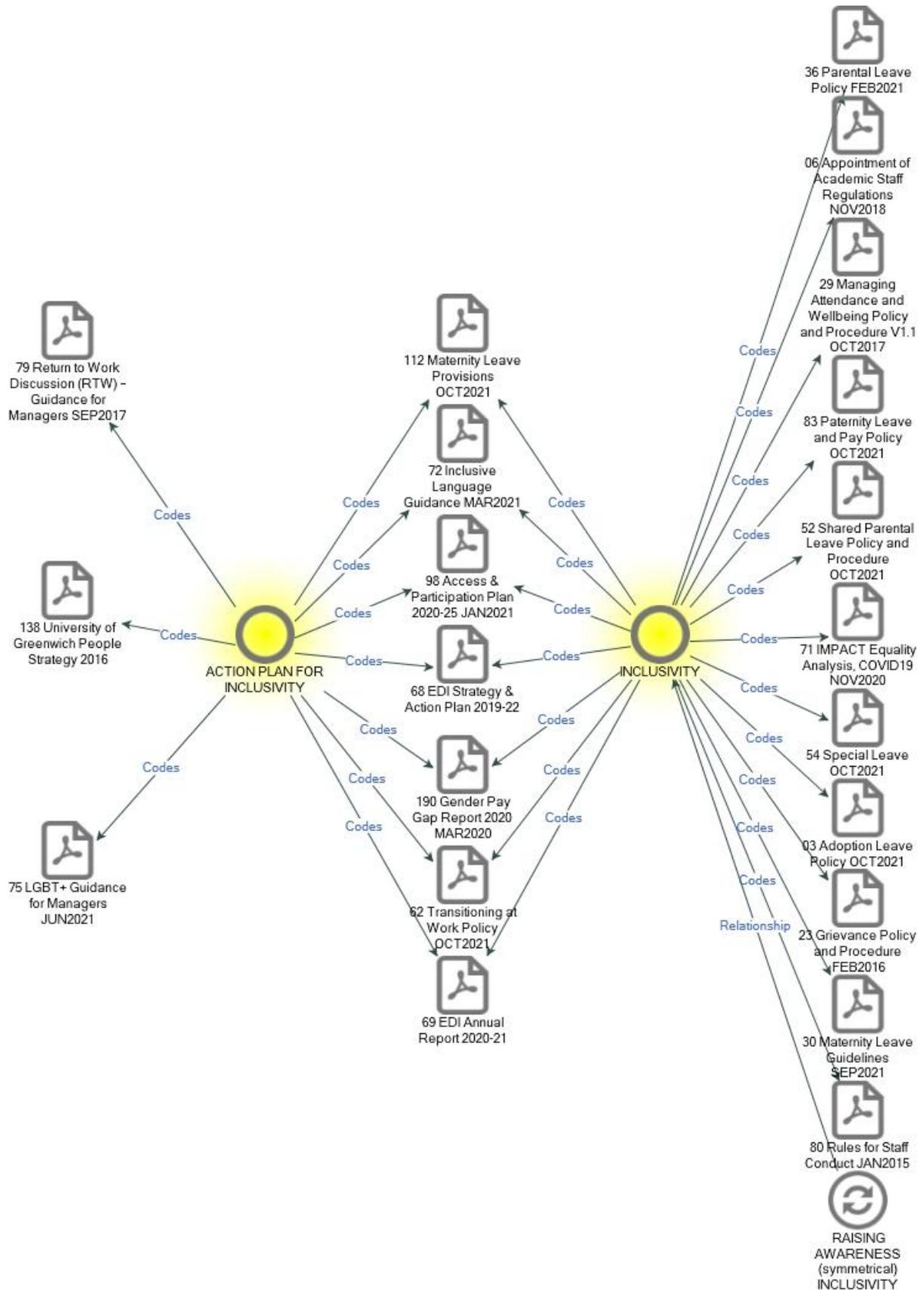


Figure 3.30. Comparison between 'action plan for inclusivity' and 'inequalities'

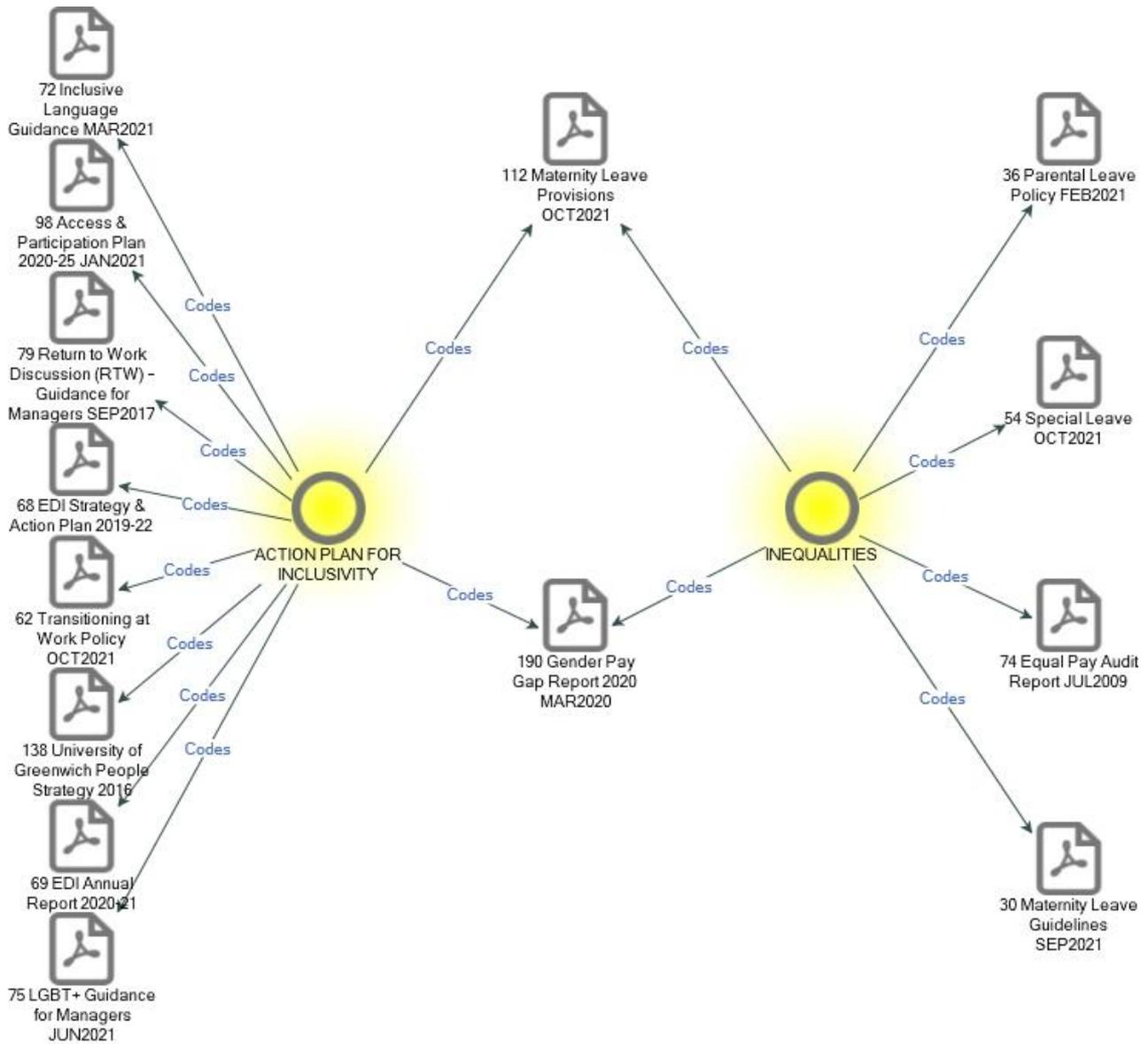


Figure 3.31. Comparison between 'empowerment' and 'raising awareness'

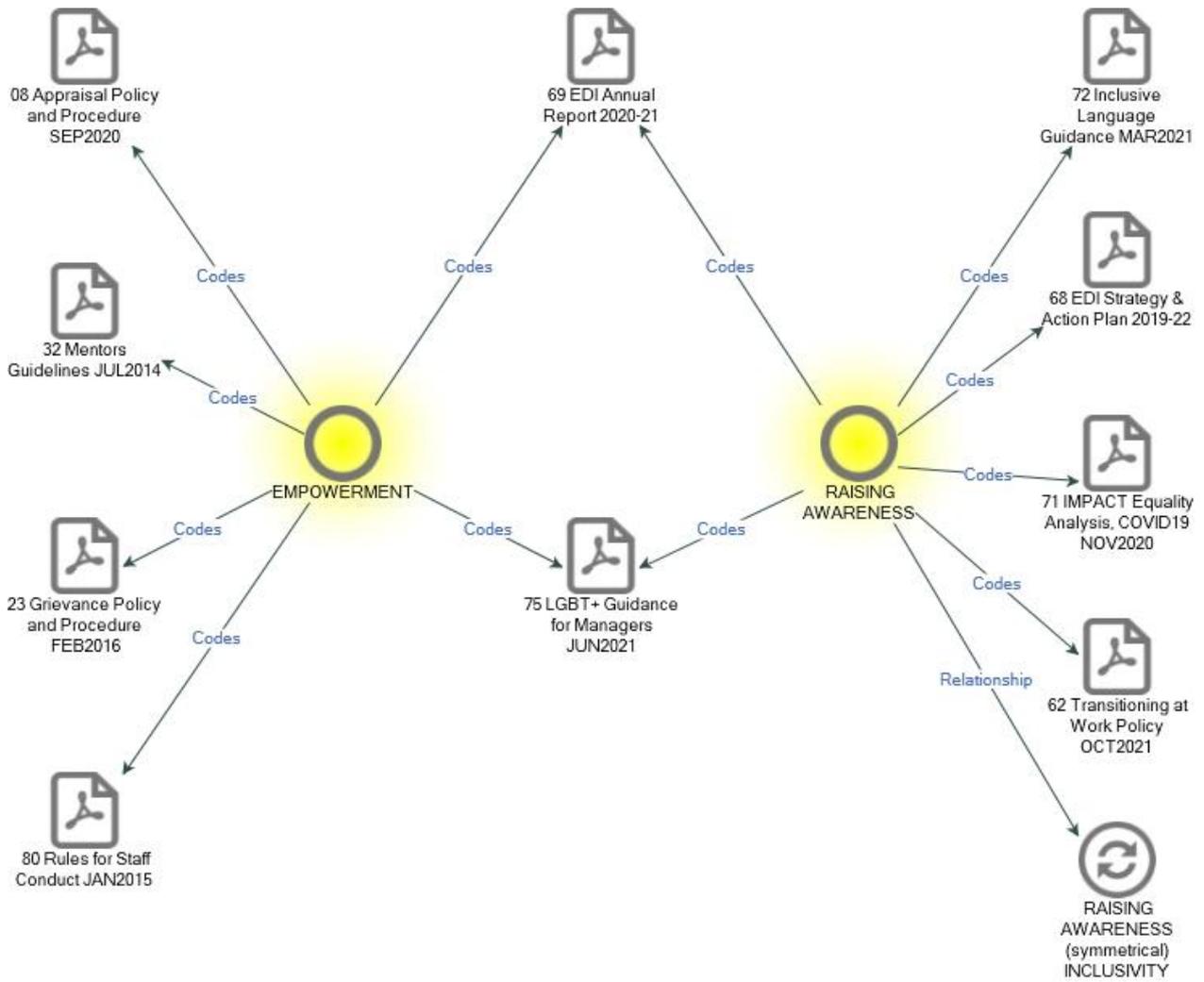


Figure 3.32. Comparison between 'empowerment' and 'inequalities'

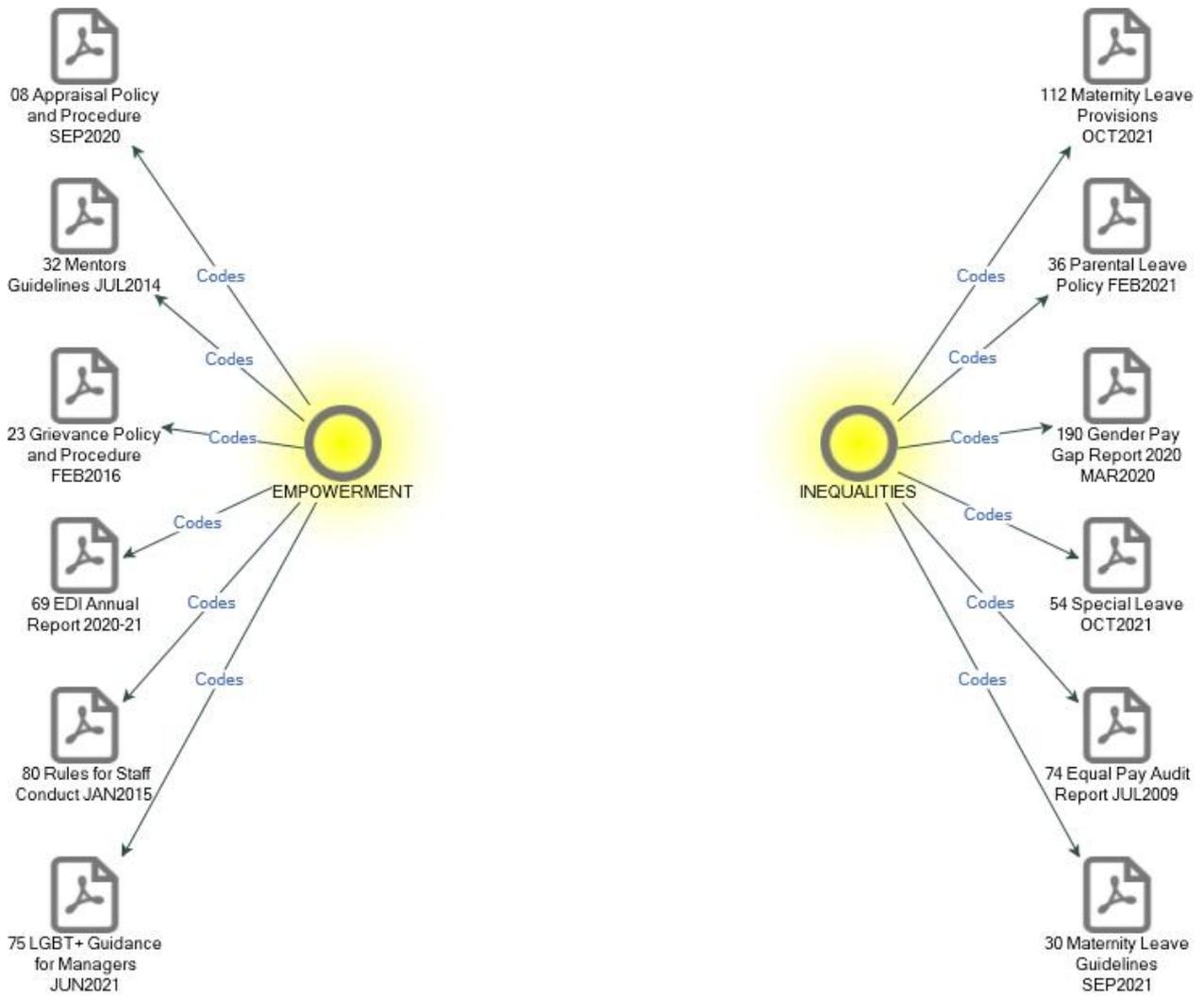


Figure 3.33. Comparison between 'empowerment' and 'inclusivity'

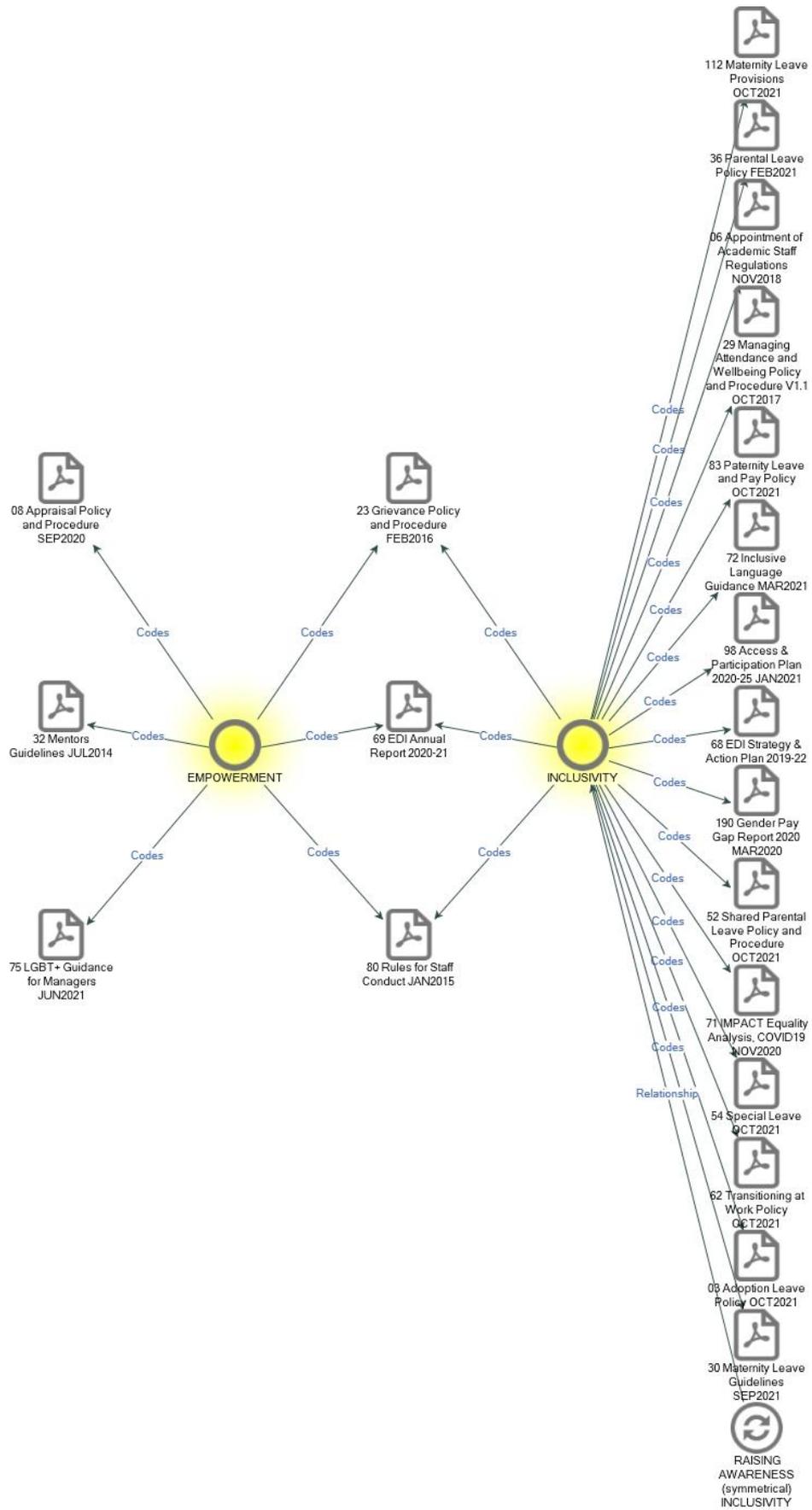


Figure 3.34. Comparison between 'raising awareness' and 'inclusivity'

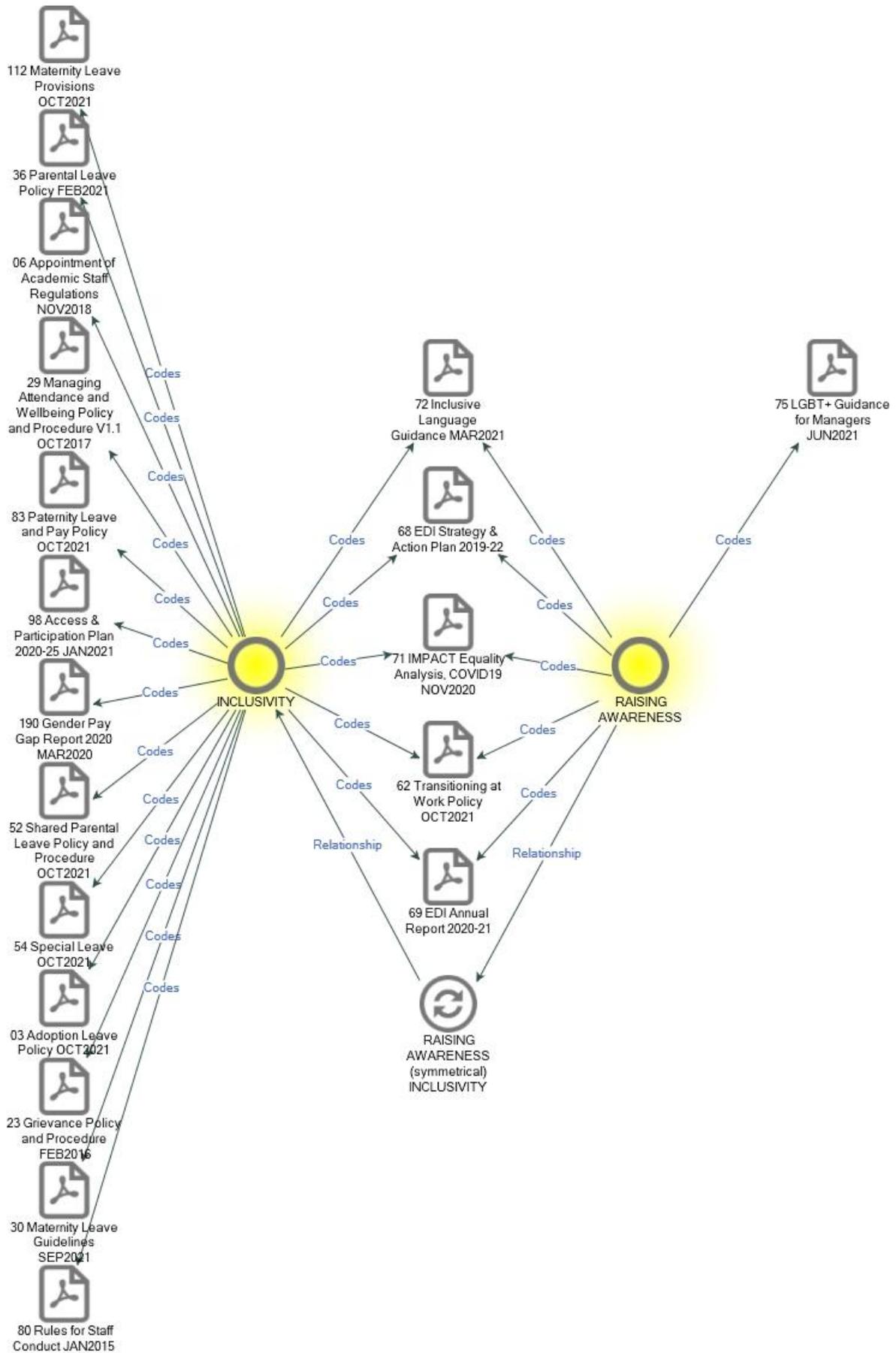
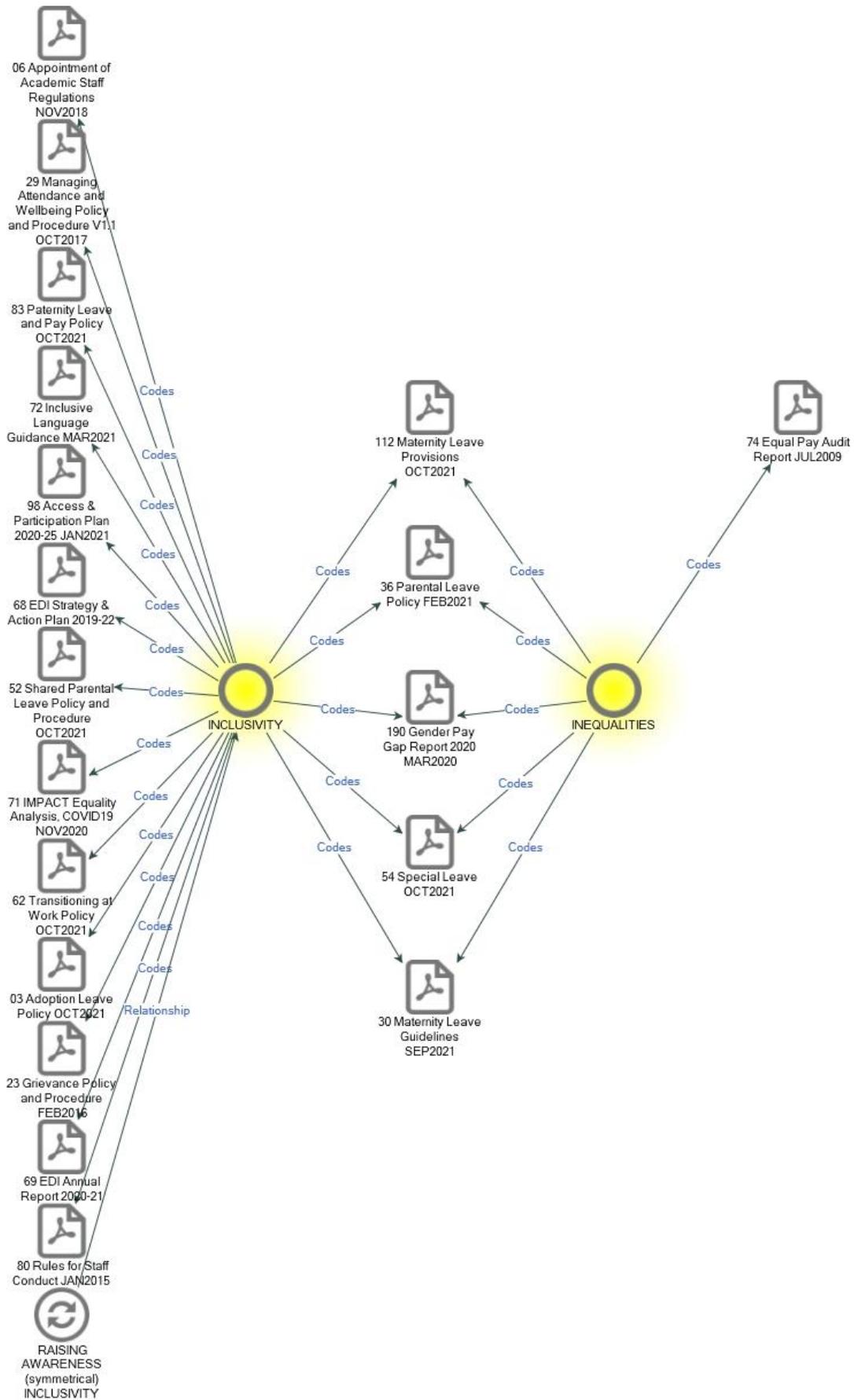


Figure 3.35. Comparison between 'inclusivity' and 'inequalities'



3.3 Coda

The QDA sought to investigate the impact of institutional policies on LGBT+ staff. In total, 41 policies were identified as relevant to this study, directly negotiating LGBT+ lived experience on a structural level. The sample consisted of documents comprising varying functions including statements, information sheets, strategies, reports, guidance materials and regulations. A timeline of development was observed, with the first report published in 2009 and momentum growing across subsequent years. A proliferation of institutional documents targeting inclusion was noted, ranging from 1 published in 2009 through to 13 during 2021.

Language use varied throughout the timeline and across the differing types of documents. Only 6/41 of the policies featured the use of the acronym LGBT+ and comprising terms. LGBT+ terminology featured predominantly throughout only the most recent strategies, reports and guidance materials. A turning point, and call to action, was observed within the 2019–20 EDI Strategy and Action Plan. Subsequently and for the first time, the acronym LGBT+ was explained throughout resulting guidance materials, thereby extending the scope of classification and recognition.

Intersectionality only featured twice within the analysis, giving reference to women of colour and neurodivergent non-binary staff. Considering this in relation to the Equality Act 2010, it is possible to understand how more work is required to better classify and recognise intersectionality.

Pockets of language use consistency were observed, connecting prose and function. Uniformity grouping processes and procedures were disconnected and presented differently across regulations, policies and guidance materials. The inconsistencies observed illustrate a need for a centralised system of LGBT+ quality assurance.

3.3.1 Summary of results

3.3.1.1 An action plan for inclusion

This theme stems from 10/41 of the documents considered. A framework of intent, placing inclusion at the forefront of institutional objectives, was found to include:

- Creation of inclusive work and study spaces,
- Establishment and support for staff networks,
- Elimination of all [staff and student] access, attainment, continuation and progression gaps,
- Eradication of the pay gap between staff identifying as male and female,
- Increased productivity and sense of well-being,
- Respect for the confidentiality and status of all transgender staff,
- Supportive management,
- Provision of training for all staff.

While appearing to be comprehensive, non-binary identities were not observed within this framework.

3.3.1.2 Empowerment

This theme refers to instructions detailing methods by which staff are to be empowered to reach their full potential – benefiting both the individual and institution. Staff conduct, appraisal and mentoring all feature within policies that speak to empowerment. Mentoring empowers early-mid career level mentees. Through provision, invitation and encouragement, mentors make themselves available for supportive consultations. Experiential knowledge drives this relationship, with a sustained focus on personal and professional development aligned with mentee feedback and progression.

3.3.1.3 Inclusivity

Eighteen of the policies reflected the concept of inclusivity. These documents referred to staff conduct and special leave arrangements; access and participation planning; and the impact equality analysis tool, designed to extend scope for inclusion. Inclusivity overarches two subthemes, including legislation and accountability, and welcoming all students. Notable among the institution's legal responsibilities

relating to inclusivity were regulations governing the appointment of staff, reporting on the gender pay gap, and the provision of special leave. The subtheme of welcoming all students pertains to the strategic principles and planning that recognises the diverse student body and defines responsibilities relating to underrepresented groups defined by their 'protected characteristics' (Equality Act, 2010).

3.3.1.4 Inequalities

'Inequalities' were negotiated through 6/41 of the documents. Unwilling systemic inequalities were observed which illustrate structural unconscious bias. Five subthemes arose from the analysis of inequalities and included observations of (1) 'heteronormativity' regarding the division of parental leave, whereas assumed gender roles were found to alienate same-sex parents. Next, (2) 'disenfranchisement' of said couples, resulting from a lack of LGBT+ recognition within the document. The earliest document considered, the Equality Pay Report 2009, comprised three further subthemes: (3) 'Homogeneity' was observed, whereby ethnicity data was recorded as white and non-white only; (4) 'Missing data' were also confirmed concerning sexuality and faith; and (5) 'Pay gap' was identified, both through the lens of missing data being problematic within the report and an inequality negotiated within subsequent reports.

3.3.1.5 Raising awareness

Raising awareness of LGBT+ matters was evidenced through publications made in 2021, including both specific LGBT+ focussed guidance materials and reports. Two subthemes were identified, including (1) 'celebrating LGBT+ identities' and (2) 'raising awareness for managers'. Celebration of the contribution, experience and identities of LGBT+ staff featured throughout the reports. Furthermore, guidance was identified as educating and sensitising managers regarding the LGBT+ experience, with the aim of enabling managers to create safe working spaces where staff are comfortable expressing their identities. It was noted that LGBT+ sensitive managers can help to transform staff experience, improve wellbeing and impact team performance.

3.3.2 Conclusion

The concluding remarks from this QDA include:

- Documents directly related to LGBT+ identities promote awareness of the issues faced,
- Action plans do not address approaches to empowerment,
- Unconscious bias and unconscious inequalities are observable and relate to language usage within documents,
- Documents promoting empowerment do not recognise inequalities,
- 15/41 documents feature themes of inclusivity, and only 3/41 provide instruction regarding empowering staff to meet their full potential,
- 15/41 documents address inclusivity, and only 5/41 recognise inequalities across the University.

PART IV

The survey was sent out to all staff of the University and remained open for four months. Two hundred and thirteen responses were included in the analysis for the purposes of this report. Of the respondents, 40.38% identified as an LGBT+ ally, 36.62% as LGBT+, and the remainder of the sample with neither of the categories. The majority of the sample identified as white (82.94%) and atheist (31.65%), and are employed full time (74.88%). This section reports that experience about being open at work – about one’s sexuality – is not always correlated with the manner in which they identify. However, the study found that LGBT+ staff value the visibility of role models at the University. Such visibility is positively correlated with lived experience, being authentic at work and feeling valued altogether. Furthermore, data show that LGBT+ staff continue to experience discrimination at the University, with microaggressions and indirect discrimination as the most prominent types. In addition, the data demonstrate that staff do not know how to report incidents of positive discrimination, feelings of isolation, deadnaming and psychological bullying. This part of the study also highlights that when staff 1) have their ideas considered, 2) feel that everyone is respected, 3) feel included, 4) feel comfortable voicing their views, 5) and feel comfortable to be their authentic self at work, they will also feel more valued in their workplace altogether. Finally, those feeling more confident with their identity are also more likely to challenge discrimination, while they feel allyship to be a rewarding experience.

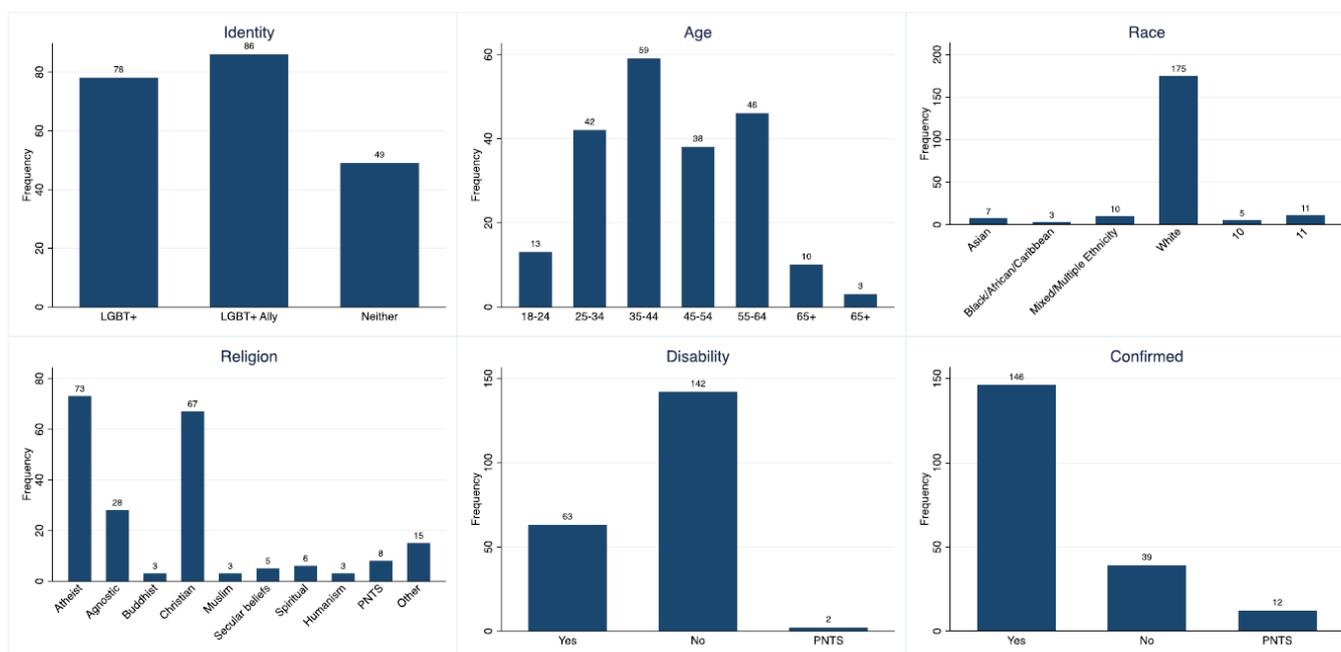
4. Survey results

This study uses descriptive statistics and correlation to explore the associations between views, perspectives and attitudes with personal and/or protected characteristics. It begins with a descriptive analysis using frequency and percentages to provide an overview of the sample group. Data were collected through Qualtrics and was later organised through SPSS and analysed through StataSE. This results section is divided into three parts. Part one uses questions 1–9 and 14–26 to identify the sample demographic. Part two aims to identify if a correlation exists between two categorical variables; it uses crosstabulation and Pearson chi-square to describe association. Part three uses Spearman's correlation coefficient to measure the strength of a linear relationship between two variables that are ordinal. It uses Identity as the controlled variable and focuses on respondents identified as LGBT+. Both parts two and three use results from the Likert-scale questions³.

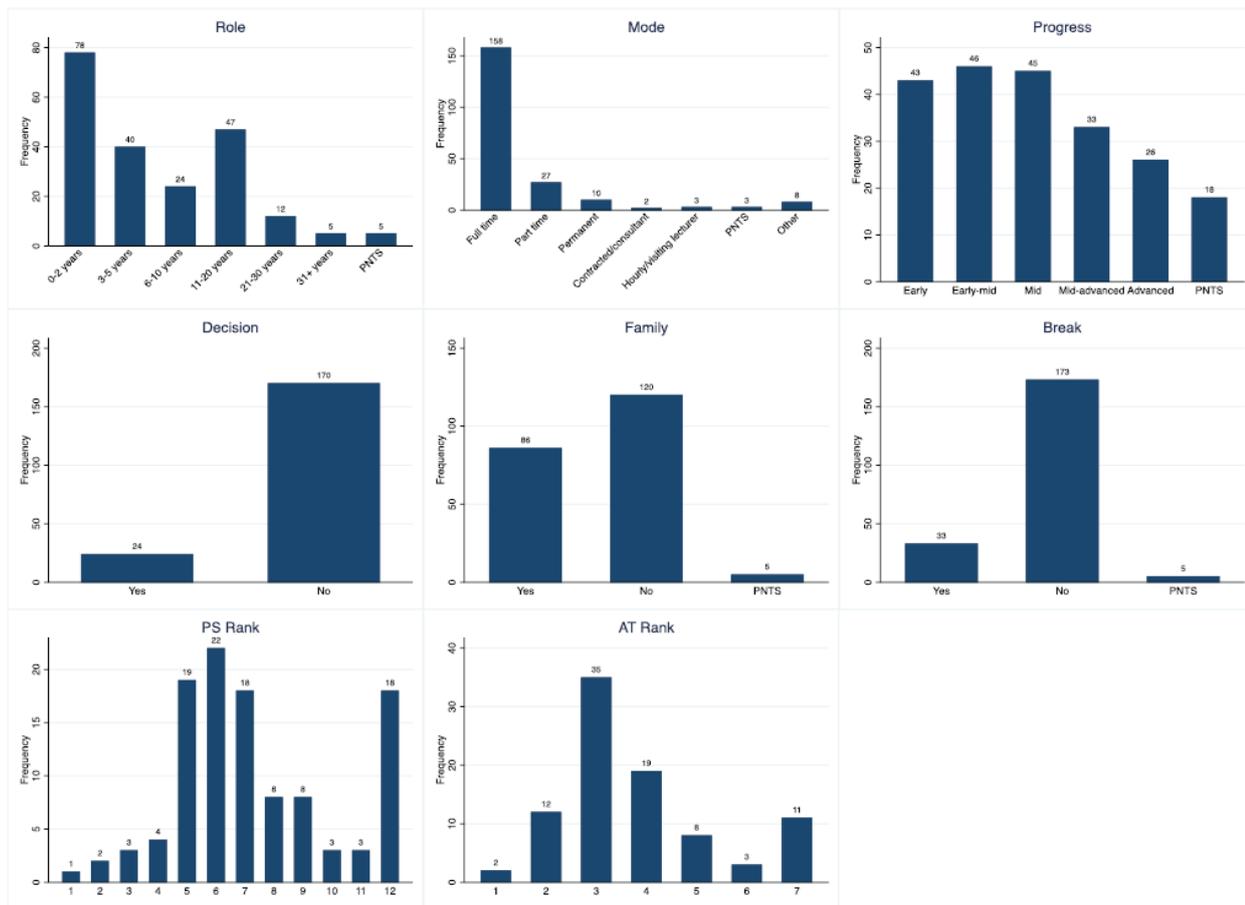
4.1. Sample characteristics

The sample group for this study totals n = 213, with 40.38% identifying as LGBT+ Ally (n = 86), followed by LGBT+ 36.62% (n = 78) and neither at 23% (n = 49). Age ranges from 18–24 to 65+, with the largest group of participants being between 35–44 years (27.96%, n = 53) and 55–64% at 21.80% (n = 46). For Race, 82.94% of the respondents are white (n = 175) followed by Other at 5.21% (n = 11). For Religion, 31.65% are Christians (n = 67) followed by Atheist at 34.60% (n = 73). For Mode of work, 74.88% are full time (n = 158). For Role, 36.97% have been in their role in the past 0–2 years (n = 78) and 22.27% for 11–20 years (n = 47) (Figure 4.1).

Figure 4.1. Baseline characteristics



³ For all references to 'questions' in the survey, please see Appendix VII.



Tables 4.1 and 4.2 use the chi-square test for independence to compare baseline characteristics. Section A tested the association between Identity and 15 characteristics: Age, Race, Religion, Gender, Sexual Orientation, Sex, Disability, Confirmed, Role, Mode, Progress, Decision, Family, Break, PS Rank, AT Rank and Experienced discrimination. Table 4.1 shows that Identity is positively correlated with Age, Religion, Gender, Sexual Orientation, Sex, Role, Progress, Decision, Family and Break ($p < 0.5$). No correlation was found with Race, Disability, Confirmed, Mode, PS Rank and AT Rank. Protective/personal characteristics such as sex at birth, transgender and transsexual are not included in Table 4.2 to ensure anonymity.

Table 4.1. Identity and baseline characteristics

Variable names	LGBT+		LGBT+ Ally		Neither		Total		Chi ²
	Obs	%	Obs	%	Obs	%	Obs	%	
Age (q2)									
18-24	8	10.26	5	5.81	0	0	13	6.16	χ ² = 4.2041 df = 12 Pr = .000*
25-34	24	30.77	14	16.28	4	8.51	42	19.91	
35-44	26	33.33	24	27.91	9	19.15	59	27.96	
45-54	7	8.97	22	25.58	9	19.15	38	18.01	
55-64	11	14.10	19	22.09	16	34.04	46	21.80	
65+	1	1.28	2	2.33	7	14.89	10	4.74	
PNTS	1	1.28	0	0	2	4.26	3	1.42	
Total	78	100	86	100	47	100	211	100	
Race (q14)									
Asian	3	3.85	4	4.65	0	0	7	3.32	χ ² = 10.8431 df = 10 Pr = .370
Black/ African/ Caribbean	1	1.28	1	1.16	1	2.13	3	1.42	
Mixed/ Multiple Ethnic	3	3.85	3	3.49	4	8.51	10	4.74	
White	69	88.46	68	79.07	38	80.85	175	82.94	
10	1	1.28	2	2.33	2	4.26	5	2.37	
11	1	1.28	8	9.3	2	4.26	11	5.21	
Total	78	100	86	100	47	100	211		
Religion (q15)									
Atheist	33	42.31	29	33.72	11	23.4	73	34.6	χ ² = 32.5453 df = 18 Pr = .019*
Agnostic	13	16.67	12	13.95	3	6.38	28	13.27	
Buddhist	3	3.85	0	0	0	0	3	1.42	
Christian	16	20.51	26	30.23	25	53.19	67	31.75	
Muslim	0	0	3	3.49	0	0	3	1.42	
Secular beliefs	2	2.56	1	1.16	2	4.26	5	2.37	
Spiritual	2	2.56	1	1.16	3	6.38	6	2.84	
Humanism	1	1.28	2	2.33	0	0	3	1.42	
PNTS	2	2.56	5	5.81	1	2.13	8	3.79	
Other	6	7.69	7	8.14	2	4.26	15	7.11	
Total	78	100	86	100	47	100	211	100	
Gender (q6)									
Genderfluid	1	100	0	0	0	0	1	0.47	χ ² = 36.5469 df = 12 Pr = .000*
Non-binary	4	100	0	0	0	0	4	1.90	
Man	39	52.7	25	33.78	10	13.51	74	35.07	
Woman	28	23.73	57	48.31	33	27.97	118	55.92	
PNTS	0	0	2	100	0	0	2	0.95	
Multiple	5	71.43	1	14.29	1	14.29	7	3.32	
Other	1	20	1	20	3	60	5	2.37	
Total	78	36.97	86	40.76	47	22.27	211	100	
Sexual orientation (q7)									
Asexual	0	0	0	0	1	100	1	0.47	χ ² = 189.0126 df = 18 Pr = .000*
Bisexual	10	71.43	4	28.57	0	0	14	6.64	
Demisexual	3	100	0	0	0	0	3	1.42	
Gay	39	100	0	0	0	0	39	18.48	
Heterosexual	2	1.64	79	64.75	41	33.61	122	57.82	
Lesbian	10	83.33	0	100	2	16.67	12	5.69	
Pansexual	2	100	0	0	0	0	2	0.95	
PNTS	0	0	3	50	3	50	6	2.84	
Multiple	4	100	0	0	0	0	4	1.9	
Other	8	100	0	0	0	0	8	3.79	
Total	78	36.97	86	40.76	47	22.27	211	100	
Sex (q3)									
Female	32	26.02	58	47.15	33	26.83	123	60.89	χ ² = 15.4193 df = 2 Pr = .000*
Male	42	53.16	25	31.65	12	15.19	79	39.11	
Total	74	36.63	83	41.09	45	22.28	202	100	
Disability (q13)									
Yes	26	33.77	27	32.14	10	21.74	63	30.43	χ ² = 7.8961 df = 4 Pr = .574
No	50	64.94	56	66.67	36	78.26	142	68.6	
PNTS	1	1.3	1	1.19	0	0	2	0.97	
Total	77	100	84	100	46	100	207	100	
Confirmed (q8)									
Yes	55	78.57	64	77.11	27	61.36	146	74.11	χ ² = 7.8961 df = 4 Pr = .095
No	14	20	13	15.66	12	27.27	39	19.8	
PNTS	1	1.43	6	7.23	5	11.36	12	6.09	
Total	70	100	83	100	44	100	197	100	
Role (q17)									
0-2 years	37	47.44	26	30.23	15	31.91	78	36.97	χ ² = 21.0727 df = 12 Pr = .049*
3-5 years	15	19.23	19	22.09	6	12.77	40	18.96	
6-10 years	9	11.54	10	11.63	5	10.64	24	11.37	

11-20 years	13	16.67	24	27.91	10	21.28	47	22.27	
21-30 years	3	3.85	4	4.65	5	10.64	12	5.69	
31+ years	0	0	1	1.16	4	8.51	5	2.37	
PNTS	1	1.28	2	2.33	2	4.26	5	2.37	
Total	78	100	86	100	47	100	211	100	
Mode (q23)									
Full time	62	79.49	67	77.91	29	61.7	158	74.88	$\chi^2 = 12.0774$
Part time	6	7.69	11	12.79	10	21.28	27	12.8	df = 12
Permanent	5	6.41	3	3.49	2	4.26	10	4.74	Pr = .439
Contracted/consultant	1	1.28	0	0	1	2.13	2	0.95	
Hourly/visiting lecture	1	1.28	1	1.16	1	2.13	3	1.42	
PNTS	0	0	1	1.16	2	4.26	3	1.42	
Other	3	3.85	3	3.49	2	4.26	8	3.79	
Total	78	100	86	100	47	100	211	100	
Progress (q18)									
Early	3	3.85	19	22.09	11	23.4	33	15.64	$\chi^2 = 23.1290$
Early-mid	18	23.08	24	27.91	4	8.51	46	21.8	df = 10
Mid	15	19.23	17	19.77	13	27.66	45	21.33	Pr = .010*
Mid-advanced	15	19.23	14	16.28	4	8.51	33	15.64	
Advanced	5	6.41	13	15.12	8	17.02	26	12.32	
PNTS	4	5.13	5	5.81	9	19.15	18	8.53	
Total	78	100	86	100	47	100	211	100	
Decision (q19)									
Yes	14	19.18	9	11.25	1	2.44	24	12.37	$\chi^2 = 6.9437$
No	59	80.82	71	88.75	40	97.56	170	87.63	df = 2
Total	73	100	80	100	41	100	194	100	Pr = .031*
Family (q20)									
Yes	13	15.12	42	48.84	31	36.05	86	100	$\chi^2 = 40.3812$
No	64	53.33	43	35.83	13	10.83	120	100	df = 4
PNTS	1	20	1	20	3	60	5	100	Pr = .000*
Total	78	36.97	86	40.76	47	22.27	211		
Break (q22)									
Yes	3	3.85	19	22.09	11	23.4	33	15.64	$\chi^2 = 14.3979$
No	74	94.87	64	74.42	35	74.47	173	81.99	df = 4
PNTS	1	1.28	3	3.49	1	2.13	5	2.37	Pr = .006*
Total	78	100	86	100	47	100	211	100	
PS Rank (q24)¹									
1	0	0	1	2.44	0	0	1	0.92	$\chi^2 = 29.1740$
2	1	2.27	1	2.44	0	0	2	1.83	df = 22
3	1	2.27	2	4.88	0	0	3	2.75	Pr = .140
4	0	0	2	4.88	2	8.33	4	3.67	
5	9	20.45	5	12.2	5	20.83	19	17.43	
6	12	27.27	6	14.63	4	16.67	22	20.18	
7	6	13.64	10	24.39	2	8.33	18	16.51	
8	4	9.09	4	9.76	0	0	8	7.34	
9	3	6.82	4	9.76	1	4.17	8	7.34	
10	2	4.55	0	0	1	4.17	3	2.75	
Other	0	0	0	0	3	12.5	3	2.75	
PNTS	6	13.64	6	14.63	6	25	18	16.51	
Total	44	100	41	100	24	100	109	100	
AT Rank (q25)²									
1	0	0	2	5	0	0	2	2.22	$\chi^2 = 13.7081$
2	3	10.71	6	15	3	13.64	12	13.33	df = 12
3	11	39.29	17	42.5	7	31.82	35	38.89	Pr = .320
4	4	14.29	10	25	5	22.73	19	21.11	
5	3	10.71	4	10	1	4.55	8	8.89	
Other	1	3.57	1	2.5	1	4.55	3	3.33	
PNTS	6	21.43	0	0	5	22.73	11	12.22	
Total	28	100	40	100	22	100	90	100	
Experienced discrimination (q35)									
Yes	45	54.22	30	36.14	8	9.64	83	100	$\chi^2 = 16.4371$
									df = 8
									Pr = .037*

* Significant at 5% level ($p < 0.05$).

¹PS stands for professional services.

²AT stands for adamic rank.

Table 4.2. Identity and baseline characteristics (total)

Variable names	Code	LGBT+		LGBT+ Ally		Neither		Total	Chi ²	df	p value
		Obs	%	Obs	%	Obs	%	Obs			
Age	Q02	78	36.97	86	40.76	47	22.27	211	44.2041	12	.000*
Race	Q14	78	36.97	86	40.76	47	22.27	211	10.8431	10	.370
Gender	Q06	78	36.97	85	40.76	44	21.26	207	31.1836	10	.001*
Religion	Q15	78	36.97	86	40.76	47	22.27	211	32.5453	18	.019*
Gender	Q06	78	36.97	86	40.76	47	22.27	211	36.5469	12	.000*
Sexual orientation	Q07	78	36.97	86	40.76	47	22.27	211	189.012	6	.000*
Sex	Q03	74	36.63	83	41.09	45	22.28	202	15.4193	2	.000*
Disability	Q13	77	37.20	84	40.58	46	22.22	207	2.9029	4	.574
Confirmed	Q08	70	35.53	83	42.13	44	22.34	197	7.8961	4	.095
Role	Q17	78	36.97	86	40.76	47	22.27	211	21.0727	12	.049*
Mode	Q23	78	36.97	86	40.76	47	22.27	211	12.0774	12	.439
Progress	Q18	78	36.97	86	40.76	47	22.27	211	23.1290	10	.010*
Decisions	Q19	73	37.63	80	41.24	41	21.13	194	6.9437	2	.031*
Family	Q20	78	36.97	86	40.76	47	22.27	211	40.3812	4	.000*
Break	Q22	78	36.97	86	40.76	47	22.27	211	14.3979	4	.006*
PS rank ³	Q24	44	40.37	41	37.61	24	22.02	109	29.1740	22	.182
AT rank ⁴	Q25	28	31.11	40	44.44	22	24.44	90	13.7081	12	.160
Experienced discrimination	Q35	45	54.22	30	36.14	8	9.64	83	16.4371	8	.037*

* Significant at 5% level ($p < 0.05$).

¹ Gender: dummy variable (multiple) was created for respondents that selected more than one option.

² Sexual: dummy variable (multiple) was created for respondents that selected more than one option.

³ PS stands for professional services.

⁴ AT stands for adamic rank.

4.2. Correlations

This section used the chi-square to test the association between baseline characteristics and responses to the Likert-scale questions (questions 9 to 12, 27 to 33, 35 to 38 and 40 to 45). Responses were grouped into openness at work, feeling valued, impact, discrimination. Results are shown in Table 4.3. Tables 4.4a to 4.4d test the significance between Allyship and Age, Race, Religion, Disability, Role, Progress, Family, Break. Table 4.6 observes responses to Q39, which examines the types of discrimination and Q35, which seeks to ascertain if the participant knows who to approach and feels comfortable in reporting discrimination.

- Openness at work. A statistical significance is found between Identity with Open with everyone and Open with co-workers. Both Open with line managers and Open with employees they manage are not dependent on Identity.
- Feeling valued. A statistical significance is found between Identity and rolemodels. The remaining variables are not depended on Identity.
- Impact. There is no statistical significance between Identity and Positive impact for authentic.
- Discrimination. Statistical significance is found between Identity and Reportdiscrim. No association is found between Identity and Discriminationexists.

Results on whether participants identified as Transgender or transexual revealed a statistical significance ($p < 0.05$) with Ideascout, Feelinlval, Authenticatwork, Voiceopinions, Rolemodels, Progrmmeetneeds (Table 4.6).

Table 4.3

Variable names	Code	LGBT+		LGBT+ Ally		Neither		Total		Chi ²	p-vale
		Obs	Mean	Obs	Mean	Obs	Mean	Obs	Mean		
Openness at work											
Open with everyone	Q09	78	2.051282	86	1.802326	47	2.234043	211	1.990521	17.8994	.022*
Open with co-workers	Q10	78	1.807692	86	1.790698	47	2.234043	211	1.895735	15.4935	.050*
Open with line manager	Q11	78	1.769231	86	1.918605	47	2.234043	211	1.933649	8.4014	.395
Open with employees they manage	Q12	78	2.320513	86	2.162791	47	2.404255	211	2.274882	14.5080	.069
Feeling valued											
Ideascount	Q27	78	1.948718	86	2.197674	46	2.130435	210	2.090476	10.2864	.245
Treatedwithrespect	Q28	78	2.307692	86	2.139535	46	1.956522	210	2.161905	7.5159	.482
Feelinclvalued	Q29	78	2.064103	86	2.046512	46	2.086957	210	2.061905	8.6270	.375
Authenticatwork	Q30	78	2.115385	86	1.918605	46	1.847826	210	1.97619	11.2181	.190
Roiceopinions	Q31	78	1.974359	86	2.093023	46	1.956522	210	2.019048	4.0722	.851
Rolemodels	Q32	78	2.820513	86	2.27907	46	2.456522	210	2.519048	16.7393	.033*
Progrmmeetneeds	Q36	78	2.423077	86	2.360465	46	2.130435	210	2.333333	14.6820	.066
Awareofpolicies	Q37	78	2.128205	86	2.27907	46	2.086957	210	2.180952	3.0214	.933
Impact											
Positive impact for authentic self	Q33	78	2.615385	86	2.302326	46	2.434783	210	2.447619	6.4206	.600
Discrimination											
Reportdiscrim	Q35	78	2.641026	86	2.453488	46	2.108696	210	2.447619	16.4371	.037*
Discriminationexists	Q38	78	2.807692	86	2.965116	46	3.326087	210	2.985714	10.3832	.239

* Significant at 5% level (p<0.05).

Table 4.4a and table 4.4c show a statistical significance between Directally and Age, Confirmed and Race, Allyreward and Progress. There is no association found between the rest of the variables.

Table 4.4a

Variable names	Code	Age (q2)					Race (q14)				
		Obs	Mean	df	Chi ²	p-vale	Obs	Mean	df	Chi ²	p-vale
Allyship											
Directally	Q40	85	2.49411	20	31.382	.050*	85	2.494118	20	19.795	.471
Confidally	Q41	85	1.82352	15	15.745	.399	85	1.823529	15	26.382	.034*
Confidactagaindiscrim	Q42	85	1.83529	15	7.4475	.944	85	1.835294	15	18.347	.245
Trainingforally	Q43	85	3.18823	20	13.169	.870	85	3.188235	20	16.436	.689
Allyreward	Q44	85	2.05882	15	14.139	.515	85	2.058824	15	7.9007	.928
Allyeffort	Q45	85	2.91764	20	15.814	.728	85	2.917647	20	25.833	.171

* Significant at 5% level (p<0.05).

Table 4.4b

Variable names	Code	Religion (q15)					Disability (q13)				
		Obs	Mean	df	Chi ²	p-vale	Obs	Mean	df	Chi ²	p-vale
Allyship											
Directally	Q40	85	2.49411	32	29.5702	.590	83	1.831325	8	7.6036	.473
Confidally	Q41	85	1.82352	24	25.2096	.394	83	1.831325	6	3.2944	.771
Confidactagaindiscrim	Q42	85	1.83529	24	20.6754	.658	83	1.843373	24	9.3718	.154
Trainingforally	Q43	85	3.18823	32	31.1732	.508	83	3.192771	8	6.2118	.624
Allyreward	Q44	85	2.05882	24	18.7318	.766	83	2.036145	6	2.7844	.835
Allyeffort	Q45	85	2.91764	32	35.4842	.307	83	2.915663	8	2.8830	.941

* Significant at 5% level (p<0.05).

Table 4.4c

Variable names	Code	Role (q17)					Progress (q18)				
		Obs	Mean	df	Chi ²	p-vale	Obs	Mean	df	Chi ²	p-vale
Allyship			2.65882						21.150		
Directally	Q40	85	4	24	31.9223	.129	85	2.494118	20	9	.388
			1.82352						15.908		
Confidally	Q41	85	9	18	19.1708	.381	85	1.823529	15	1	.388
Confidactagaindiscrim	Q42	85	4	18	18.7154	.410	85	1.835294	15	8	.191
			3.18823						16.641		
Trainingforally	Q43	85	5	24	18.1435	.796	85	3.188235	20	5	.676
			2.05882						28.454		
Allyreward	Q44	85	4	18	8.5054	.970	85	2.058824	15	9	.019*
			2.91764						15.683		
Allyeffort	Q45	85	7	24	24.5097	.433	85	2.917647	18	6	.736

* Significant at 5% level (p<0.05).

Table 4.4d

Variable names	Code	Family (q20)					Break (q22)				
		Obs	Mean	df	Chi ²	p-vale	Obs	Mean	df	Chi ²	p-vale
Allyship			2.49411				2.49411		11.476		
Directally	Q40	85	8	8	8.3634	.399	85	8	8	3	.176
			1.82352						1.82352		
Confidally	Q41	85	9	6	1.9501	.924	85	9	6	2.8884	.823
Confidactagaindiscrim	Q42	85	4	6	5.5514	.475	85	4	6	6.4773	.372
			3.18823						3.18823		
Trainingforally	Q43	85	5	8	3.6471	.887	85	5	8	7.6092	.473
			2.05882						2.05882		
Allyreward	Q44	85	4	6	3.4033	.757	85	4	6	6.2246	.399
			2.91764						2.91764		
Allyeffort	Q45	85	7	8	4.3461	.825	85	7	8	7.9414	.439

* Significant at 5% level (p<0.05).

Table 4.5

	LGBT+		LGBT+ Ally		Neither		Total		Chi ²
	Obs	%	Obs	%	Obs	%	Obs	%	
Sex from birth (q3)									
Malatbirth	8	80	1	10	1	10	10	31.82	χ ² = 45.45 12.3003
Diffsex	2	100	0	0	0	0	2	45.45	
PNTS	0	0	2	66.67	1	33.33	3	9.09	df = 6
Total	11	50	7	31.82	4	18.18	22	13.64	Pr = 0.056
Identified as transgender or transexual (q4)									
Yes	5	100	0	0	0	0	5	2.37	χ ² = 96.21 8.9403
No	72	35.47	85	41.87	46	22.66	203	96.21	
PNTS	1	33.33	1	33.33	1	33.33	211	1.42	df = 4
Total	78	36.97	86	40.76	47	22.27	211	100	Pr = 0.063

Question 39 examines identifying the type of discrimination participants experienced relating to their LGBT+ status. Results in Figure 4.2 show Microaggressions and Indirect-discrimination to be the most experienced discrimination type. Participants that have selected other state issues referred to areas such as ‘the University systems use deadnaming by default’ regarding gender neutral bathrooms. Others stated gaslighting, lack of representation, uncomfortable with sharing LGBT+ status, transphobia, overt sexism, hetero, and outing (refereeing to people being forced to come out and share their sexuality). The results were then compared with responses to Q35 Reportdiscrim. Two dummy variables were created by combining ‘strongly agree’ and ‘somewhat agree’ to ‘agree’ and ‘somewhat disagree’ and ‘strongly disagree’ to ‘disagree’. Table 4.6 shows a high disagreement in knowing who to approach and feel comfortable reporting the following discrimination: Isolation, Deadnaming, Psychological bullying and Victimisation.

Figure 4.2. Types of discrimination experienced by members identified as LGBT+

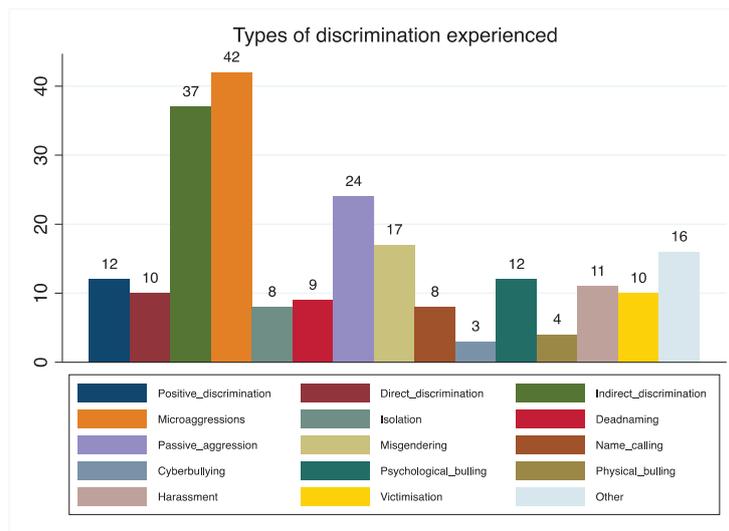


Table 4.6. Types of discrimination experienced and Reportdiscrim

no.	Types of discrimination experienced (Q39)	LGBT+		LGBT+ Ally		Neither		Total	Reportdiscrim*			
		Obs	%	Obs	%	Obs	%		Obs	Agree	%	Disagree
1	Positive discrimination	7	58.33	4	33.33	1	8.33	12	3	25	8	66.67
2	Direct discrimination	8	80	2	20	0	0	10	3	30	7	70
3	Indirect discrimination	25	67.57	9	24.32	3	8.11	37	16	43.24	15	40.54
4	Isolation	6	75	1	12.5	1	12.5	8	2	25	5	62.5
5	Microaggressions	29	69.05	12	28.57	1	2.38	42	17	40.48	17	40.48
6	Deadnaming	6	66.67	3	33.33	0	0	9	2	22.22	6	66.67
7	Passive aggression	15	62.50	7	29.17	2	8.33	24	9	37.5	12	50
8	Misgendering	9	52.94	7	41.18	1	5.88	17	8	47.06	7	41.18
9	Name calling	6	75	2	25	0	0	8	3	37.5	4	50
10	Cyberbullying	2	66.67	1	33.33	0	0	3	2	66.67	1	33.33
11	Psychological bullying	9	75	3	25	0	0	12	2	16.67	10	83.33
12	Physical bullying	4	100	0	0	0	0	4	1	25	2	50
13	Harassment	8	72.73	3	27.27	0	0	11	5	45.45	5	45.45
14	Victimisation	6	60	4	40	0	0	10	3	30	6	60
15	Other	7	43.75	6	37.50	3	18.75	16	4	25	6	37.5

4.3. Correlations and research objectives

This part uses Spearman’s correlation test to address the following research objectives Members of

1. LGBT+ staff feel secure at work
2. Institutional support available for members of LGBT+ staff
3. Institutional policy open to supporting LGBT+ staff
4. Support available for members of LGBT+ staff

The results are presented in two types of tables, the first showing descriptive results, including standard deviation, mean, min and max, and the second showing results for the Spearman’s correlation test and t-test for significance. The results reveal the strength of the relationship between different variables. Outcomes close to 1 indicate a strong correlation whereas 0 indicates no association between the variables. Negative coefficients indicate an increase in the value of one variable, a reduction on the value of the other variables shown. The direction of the outcome (1 to -1) shows the direction of association and is not an indication of causation. Figures have also been used to help visualise the data.

4.3.1. Objective 1: Openness to sharing sexual orientation for members of the LGBT+ staff

To address objective 1, the level of ‘openness to sharing sexual orientation’ and ‘discrimination’ for respondents identified as LGBT+ staff was tested. Table 4.7 shows the score range, with the mean score for openness ranging between 1.77 to 2.32 (somewhat agree), for Impact at 2.62 (neither agree not

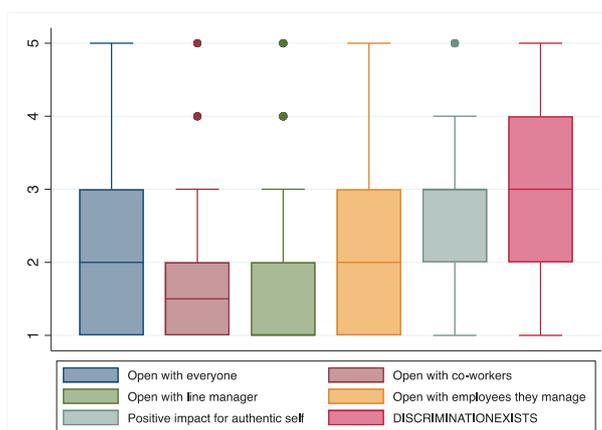
disagree) and for discrimination 2.81 (neither agree nor disagree). Figure 4.3 shows the mean score across the three categories. The first four bars in the figure show that the majority of LGBT+ staff are open about their sexuality at work with colleagues and everyone generally. However, they 'neither agree nor disagree' with the statement that being their authentic self positively impacts their work evaluation. For discrimination, most participants 'somewhat agree' with the statement that LGBT+ discrimination exists at the University.

A Spearman's correlation test revealed a strongly positive correlation between Open with co-workers, Open with co-workers, Open with line manager, Open with employees they manage (table 4.8). There is a weak positive correlation between Positive impact for authentic self and Open with employees they manage. A weak negative correlation was found between LGBT+ discrimination exists and Positive impact for authentic self.

Table 4.7. Mean outcome for openness, impact and discrimination

Variable names	Code	Obs	Mean	Std. Dev.	Min	Max
Openness						
Open with everyone	Q09	78	2.051282	1.149788	1	5
Open with co-workers	Q10	78	1.807692	1.020029	1	5
Open with line manager	Q11	78	1.769231	1.357261	1	5
Open with employees they manage	Q12	78	2.320513	1.541576	1	5
Impact						
Positive impact for authentic self	Q33	78	2.615385	1.02223	1	5
Discrimination						
LGBT+ discrimination exists	Q38	78	2.807692	1.117252	1	5

Figure 4.3. Results for openness, impact and discrimination



1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly agree.

Table 4.8. Spearman correlation coefficient results for openness, impact and discrimination

Variable names	Code	Q09	Q10	Q11	Q12	Q33	Q38
Openness							
Open with everyone	Q09	-					
Open with co-workers	Q10	0.8423*	-				
Open with line manager	Q11	0.6442*	0.7001*	-			
Open with employees they manage	Q12	0.6069*	0.6299*	0.5511*	-		
Impact							
Positive impact for authentic self	Q33	0.2178	0.092	0.0945	0.2510*	-	
Discrimination							
LGBT+ discrimination exists	Q38	-0.0419	0.0411	0.0121	0.0979	-0.3446*	-

* Significant at 5% level (p<0.05).

4.3.2. Objective 2: Institutional support available for members of the LGBT+ staff

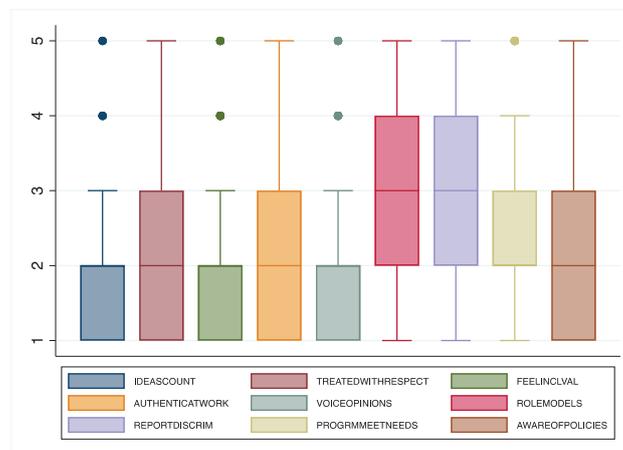
Objective 2 explores the level of institutional support available for members of the LGBT+ staff. It uses eight factors (questions 27 to 32 and 35 to 37) to identify if they feel valued at work. Similar to object 1, most of the participants responded with 'somewhat agree', with scores ranging between 1.95 to 2.82. Rolemodels and Reportdiscrim both scored closely to 'neither agree nor disagree' (Table 4.9). Figure 4.5 shows the results for each of the nine variables. Participants predominantly selected 'somewhat agree' for all variables except for Rolemodel, whereby 'neither agree nor disagree' received the highest score.

Table 4.10 shows a positive correlation between Ideascount, Feelinclvalued, Voiceopinions and Rolemodels, Progrmmeetneeds. In addition, a positive correlation was found between Authenticatwork and Feelinclvalued, and between Awareofpolicies, Rolemodels, Reportdiscrim and Progrmmeetneeds. Awareofpolicies showed a weak correlation with Ideascount, Treatedwithrespect, Feelinclvalued, Authenticatwork and Voiceopinions. Negative correlations were found with Rolemodels and Ideascount, Treatedwithrespect and Feelinclvalued.

Table 4.9. Mean outcome for feeling valued

Variable names	Code	Obs	Mean	Std. Dev.	Min	Max
Feeling valuated						
Ideascount	Q27	78	1.948718	0.910222	1	5
Treatedwithrespect	Q28	78	2.307692	1.209354	1	5
Feelinclvalued	Q29	78	2.064103	1.010847	1	5
Authenticatwork	Q30	78	2.115385	1.044227	1	5
Voiceopinions	Q31	78	1.974359	1.068733	1	5
Rolemodels	Q32	78	2.820513	1.181498	1	5
Reportdiscrim	Q35	78	2.641026	.1365265	1	5
Progrmmeetneeds	Q36	78	2.423077	1.167962	1	5
Awareofpolicies	Q37	78	2.128205	0.95834	1	5

Figure 4.4. Results for feeling valued



1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree.

Table 4.10. Spearman correlation coefficient results for feeling valued

Variable names	Code	Q27	Q28	Q29	Q30	Q31	Q32	Q35	Q36	Q37
Feeling valued										
Ideascount	Q27	-								
Treatedwithrespect	Q28	0.6482*	-							
Feelinclvalued	Q29	0.6387*	0.6046*	-						
Authenticatwork	Q30	0.143	0.1498	0.3439*	-					
Voiceopinions	Q31	0.4963*	0.4445*	0.5363*	0.5556*	-				
Rolemodels	Q32	-0.0644	-0.0173	-0.0464	0.1401	0.0746	-			
Reportdiscrim	Q35	0.2154	0.3789*	0.4183*	0.4726*	0.3340*	0.2325*	-		
Progrmeetneeds	Q36	0.3180*	0.4644*	0.3543*	0.2942*	0.3590*	0.2805*	0.4537*	-	
Awareofpolicies	Q37	0.1976	0.1014	0.0889	0.2096	0.2121	0.3740*	0.3826*	0.3145*	-

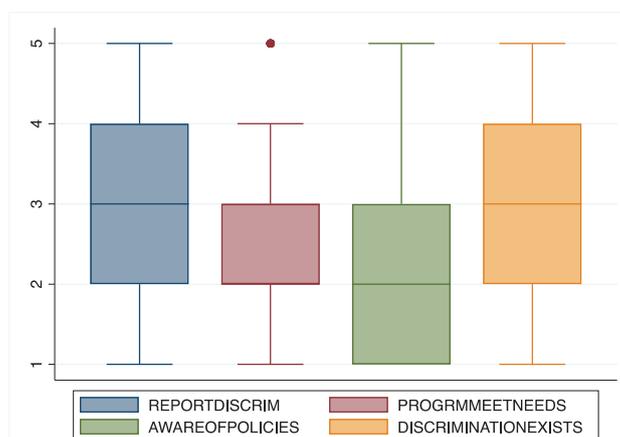
4.3.3. Objective 3: Institutional policy to support LGBT+ staff

The third objective seeks to understand whether institutional policies on discrimination are positively implemented. Results show both Reportdiscrim and Discriminationexists have a mean score close to ‘neither agree nor disagree’ while Progrmeetneeds and Awareofpolicies is close to ‘somewhat agree’ (Table 4.11). Figure 4.5 shows the score for each optional response. For Progrmeetneeds 39.74% (n = 31), Awareofpolicie 48.72% (n = 38) and Discriminationexists 33.33% (n = 26) selected ‘somewhat agree’, while for Reportdiscrim, participants selected ‘somewhat disagree’ at 25.64% (n = 20). Table 4.12 shows a positive correlation across all four variables (p <0.05).

Table 4.11. Mean outcome using a mixture of variables

Variable names	Code	Obs	Mean	Std. Dev.	Min	Max
Reportdiscrim	Q35	78	2.641026	1.205769	1	5
Progrmeetneeds	Q36	78	2.423077	1.167962	1	5
Awareofpolicies	Q37	78	2.128205	.9583397	1	5
Discriminationexists	Q38	78	2.807692	1.117252	1	5

Figure 4.5. Results using a mixture of variables



1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly agree.

Table 4.12. Spearman correlation coefficient results for variables relating to objective 3

Variable names	Code	Q35	Q36	Q37	Q38
Reportdiscrim	Q35	-			
Progrmeetneeds	Q36	0.4537*	-		
Awareofpolicies	Q37	0.3826*	0.3145*	-	
Discriminationexists	Q38	-0.4296*	-0.2655*	-0.2376*	-

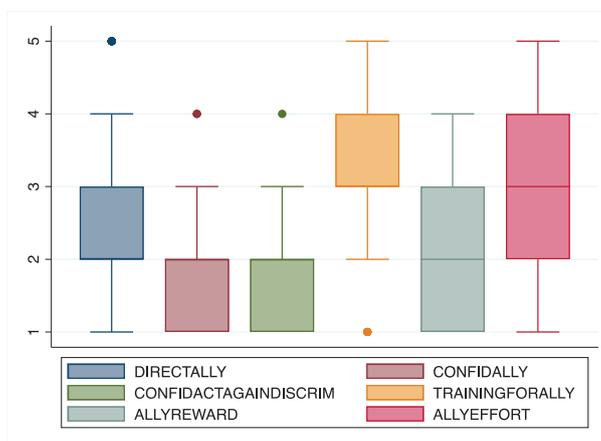
4.3.4. Objective 4: Peer-to-peer support available for members of LGBT+ staff

The fourth objective observes the level of peer-to-peer support offered to LGBT+ staff by participants identified as LGBT+ Ally. Questions 40 to 45 were used for the assessment (Table 4.13 and Figure 4.6). The mean score for Directally, Confidally, Confidactagaindiscrim and Allyreward are close to 'somewhat agree', whereas Trainingforally and Allyeffort were close to 'neither agree nor disagree'. Table 4.14 shows a positive correlation between Confidally and Confidactagaindiscrim and also between Allyreward and Confidactagaindiscrim.

Table 4.13. Mean outcome for variables relating to objective 4

Variable names	Code	Obs	Mean	Std. Dev.	Min	Max
Directally	Q40	85	2.494118	1.108662	1	5
Confidally	Q41	85	1.823529	0.789461	1	4
Confidactagaindiscrim	Q42	85	1.835294	0.769153	1	4
Trainingforally	Q43	85	3.188235	1.063397	1	5
Allyreward	Q44	85	2.058824	0.877672	1	4
Allyeffort	Q45	85	2.917647	1.093398	1	5

Figure 4.6. Outcome for variables relating to objective 4



1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree.

Table 4.14. Spearman correlation coefficient results for variables relating to objective 4

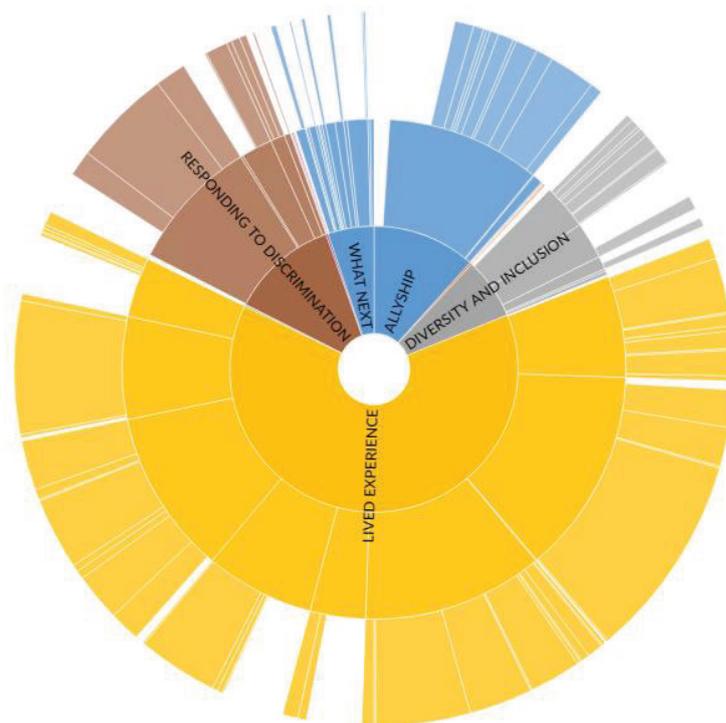
Variable names	CODE	Q40	Q41	Q42	Q43	Q44	Q45
Directally	Q40	-					
Confidally	Q41	0.3678*	-				
Confidactagaindiscrim	Q42	0.4131*	0.6905*	-			
Trainingforally	Q43	0.0607	0.1007	0.1397	-		
Allyreward	Q44	0.1357	0.2097	0.2381*	0.1487	-	
Allyeffort	Q45	-0.0906	-0.1201	-0.0761	-0.0908	0.1113	-

PART V

5. Introduction

This study focused on the lived experiences of LGBT+ staff and LGBT+ allies at the University. The aim was to adopt an exploratory approach to explore how participants' experiences regarding LGBT+ identities are affected by other factors when joining the University and during their employment. The data from the qualitative interviews and focus group discussions reveal five overarching areas under which themes are categorised. Those areas are shown in Figure 5.1. As shown in the figure, most of the data explore lived experience, inclusive of experiences of discrimination. This part of the report presents each of the areas and all themes in turn.

Figure 5.1 Categories of themes



5.1 Lived experience

Participants were asked to reflect on their lived experiences while employed at the University and concerning LGBT+ and intersected identities. Seven themes were generated from the findings: joining the University; leadership and management; environment; authenticity; discrimination; diversifying the LGBT+ Staff Community; and providing data to HR. All themes reflect the experiences of self-identified LGBT+ staff and LGBT+ allies in relation to different aspects of University life, and the following subsections discuss those in turn.

Seventy-two percent of the participants whose experiences informed the themes of this section identified as LGBT+ and 28% as LGBT+ allies. Figures 5.2 and 5.3 show the proportion of participants in this category by gender and sexuality, respectively, with the majority identifying as male (50%), female (43%), gay man (33%), heterosexual (27%) and lesbian (21%).

Figure 5.2. Lived experience coding by gender

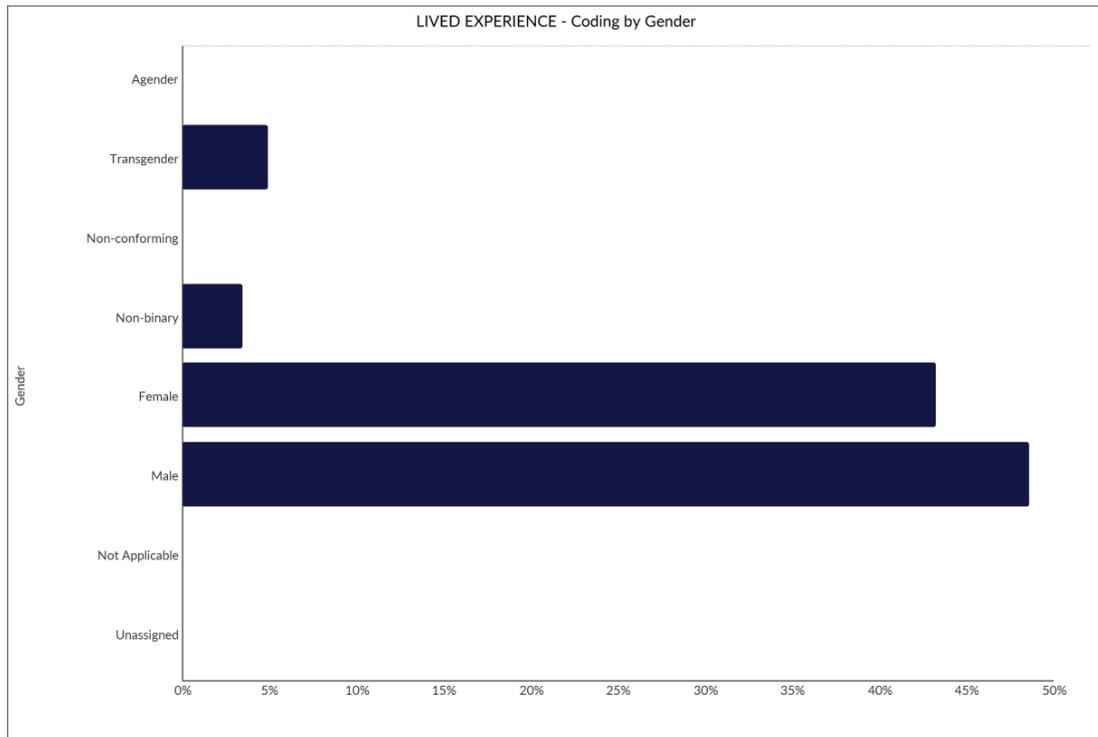
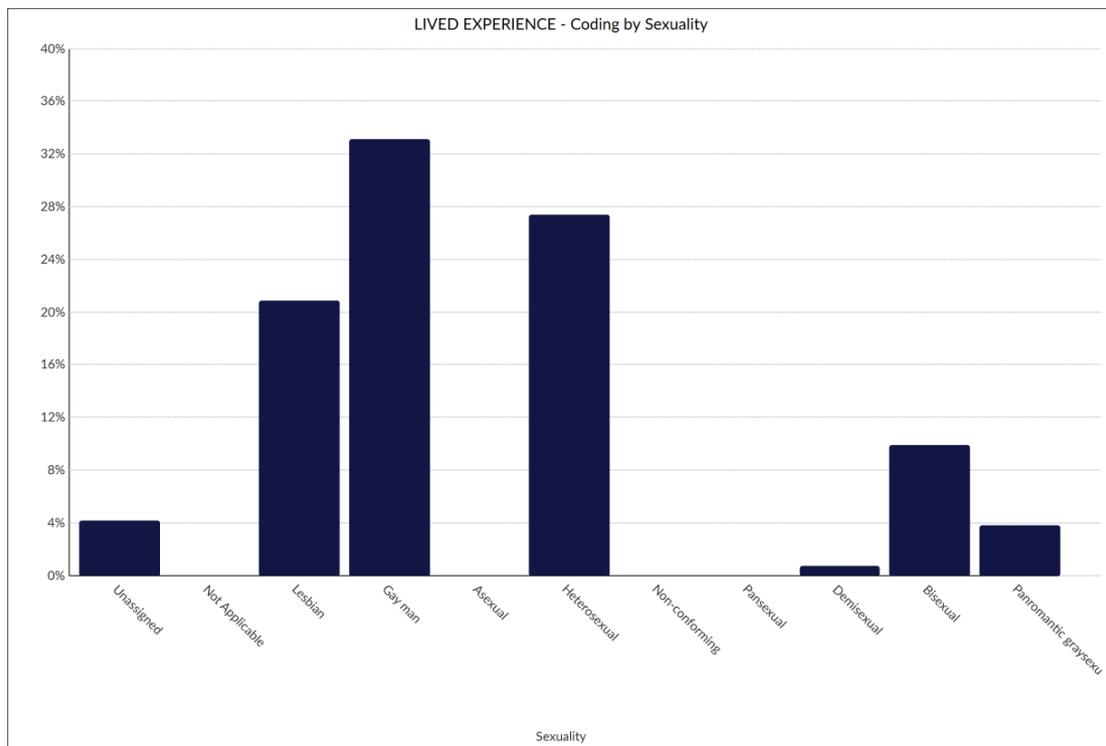


Figure 5.3. Lived experience coding by sexuality



5.1.1 Joining the University

Participants were asked specifically about their experiences joining the University; what led to the decision, how their induction was treated, how they felt when joining and by whom, as well as whether their identity/-ies impacted on those experiences in any way, or still do. Overall, staff felt welcome when joining, while the University's LGBT+ profile was not a determining factor in pursuing a role in the institution. In either occasions, other factors played a role in how the experience was shaped; these are presented in the sub-sections below and corroborated with data.

5.1.1.1 Welcoming

Twenty-two out of 40 participants have felt very welcomed upon their arrival at the University, regardless of their identity. There was clear confidence of this among those who may have started as staff members or those who joined as students at first and were subsequently employed by the University.

Most people were welcoming. They didn't really have an issue with me being trans. (female, transgender).

I think for me it's been quite open to start with, and I felt very welcome and that was very positive. (non-binary, unassigned).

I felt very welcomed. It's quite a different environment to where I was before. It's very friendly, a very friendly atmosphere. (male, heterosexual).

Everyone I came into contact was really nice. I felt the University to be quite a welcoming place. (female, lesbian).

I don't think I had any issues in terms of feeling uncomfortable to talk about myself or be myself in that situation. (non-binary, bisexual).

Quite often, this experience was dependent on the department or area in which staff were employed, specifically as the staff in those areas were those with more direct contact with the participant. All participants in this study thought they were welcome in their departments or they considered that individuals in those areas made their experience positive, albeit some challenges. That said, it is worth noting that participants in this part of the study did not represent all parts of the University.

It has been overall very welcoming. And this is different obviously because I'm in the Union setting, so I think this is also another kind of dimension to add right? Because I am in the Union we have a very different onset in the way we talk about these things very openly. (non-binary, unassigned).

I can't speak for the whole University. I have no idea what other Faculties are like but certainly in the Faculty of Education, Health and Human Sciences everyone seemed very friendly and supportive, so that was good. (male, gay man).

Other staff emphasised that the openness of co-workers was a positive factor influencing their experience and how welcome they felt when joining the University, while even minor stereotypical thoughts, such as believing that if one gay meets another they ought to be friends, sometimes had a positive effect, making people feel more comfortable in the environment.

What attracted me in the first place was the openness of the staff, the diversity and just the friendliness of everyone that works within the University. (female, bisexual).

I do remember one of the first things (they) said to me, 'There's another gay guy...so you'll have an automatic friend', and I was like, 'okay, that actually makes me feel a little bit more comfortable'. (male, gay man).

It is, however, telling from the data that staff who joined the University within the last two years (i.e. 2020–present) appear to have had a more positive experience than those who joined more than 20 years prior to the study.

Yes, perfect, so far so good. I only started in June but everywhere there is talk about the University being inclusive and open and that's certainly been the experience that I've felt so far. (female, lesbian).

So, my experience of joining the University for the first time as a staff member was in 2020, and it was a really positive experience. I really liked [it] from the beginning. (female, lesbian).

Furthermore, the data show that staff joining the University saw a distinct difference between the University and its staff at times, which informed more of their view about why their experience was so positive.

Met [name], working in a shared office, and [they are] a very ebullient person; they are very nurturing and developmental and just someone I clicked with straightaway... So, the University, it was welcoming through people as opposed to organisational structure, I would suggest. (male, heterosexual).

Yeah, definitely positive. And I know that some colleagues are also gay, so it doesn't feel like a space where LGBT+ people aren't welcome. (male, demisexual).

5.1.1.2 LGBT+ identity influencing decision to join

The data from 19 participants show an almost equal split between those whose decision to join the University was influenced by the institution's visible profile in supporting LGBT+ identities and promoting inclusivity, and those whose decision was unaffected by this. Some staff opined that the inclusivity agenda of the University made them feel more content with their application and enabled them to pursue their job better.

So, pre-application I saw that the University had a great kind of record on LGBT+ inclusion. At the time I was not actually out, so it wasn't at the forefront of my mind. But I alongside some other things just in terms of inclusion of people who might have come from the non-traditional kind of educational background...I was looking at...is this kind of place that would actually be open to seeing an application from me? And it was quite plain to see that they were very inclusive of not just people like myself but also other marginalised communities. (male, demisexual).

When I was looking through the material, I saw there was an LGBT+ community and staff network, so I was like, okay, great. (female, lesbian).

Yeah, definitely, absolutely. From the process, from completing all the contracts, signatures and filling papers and everything, it was always put out there but the inclusivity that the University has and the culture of the inclusivity and diversity and everything was always put out there, and this helped. (female, bisexual).

Yeah, I was aware of it and I guess when I saw inclusive, I felt like it was open and a safe space for me. So, even though I didn't specifically consider it and look it up, I definitely felt safe coming here. (female, lesbian).

Well, none of that (i.e. Stonewall accreditations and the gay forums or whatever) existed in the early days [to inform my decision]. (female, lesbian).

The community was not there when I started and there was not indication of these things then. (male, gay man).

I did not join the University because of its LGBT+ character, because I don't think, if I recall correctly, there was anything visible to me as a candidate when I was first coming onboard that made me think, 'Oh that will be a great supportive environment', or what have you. (male, gay man).

I am an ally rather than from the LGBT+ community. So, yeah, there was no concern for me. (male, heterosexual).

It was not a consideration when I joined. (female, heterosexual).

I knew there was a network and things happening to improve EDI, but nothing specific. (male, demisexual).

The only thing I remember was that there was an LGBT staff network and there was some information somewhere. (male, heterosexual).

5.1.1.3 Induction

In the context of exploring the lived experience of staff when joining the University and becoming a member to its staff community, the study sought more information about how induction processes were followed and supported the first few weeks of staff into employment. Overall, approximately 17.5% (n=7) of the participants spoke about an induction process that felt rather disengaging and distant, with either a simple meeting scheduled and little engagement from managers and other staff.

My experience of the induction was just a meeting with [name] who was the [role] of the Faculty at the time, just to say who I am and stuff like that. (male, demisexual).

It was tricky, because of the time of the year, people were very busy. Some people were off on leave, and I was put in an office temporarily...so actually I didn't have any kind of induction. I was introduced in a meeting once, 'here is [name]', and that was the extent of my welcome. Nobody said, 'can I show you this, can I show you that'. (male, gay man).

The induction I received when I joined the University was extremely poor. I remember arriving the first day and it was like, 'Oh, it's you, well, here is a thing to read'. (female, heterosexual)

In addition, staff were asked to share their experience of how LGBT+ support and inclusivity altogether were integrated in the induction process. Of those focusing on this area during the interviews, four participants highlighted that there was nothing specifically pointed out to them concerning University services and staff networks. The remainder of the participants neither claimed that this information was provided to them, nor that it was not; they mostly kept an indifferent view.

I do not remember it being mentioned, no. I do not recall any queerness being mentioned. (female, panromantic greysexual).

I do not think there was any mention or evidence that there was a community then. (female, heterosexual).

It was not something that was brought up in inductions. Inductions were highly localised. (non-binary, bisexual).

5.1.1.4 Joining online

It was worth noting that for some staff who pursued employment at the University during the years 2020 and 2021, the experience was impacted by COVID-19 and associated restrictions, including the need to join a new University and team online and rely solely on Teams and Zoom meetings to be inducted and start engaging with their new role and responsibilities. This appears to have caused further challenges.

I joined online, so it was weird at the beginning. It was hard to get to know people initially. So, you had to introduce yourself through Teams every now and then, and just book meetings with people. And it was just weird. (male, gay man).

5.1.1.5 Unpleasant

Whereas many of the participants shared positive experiences when joining the University, whether due to local teams and specific individuals or due to structure and organisation, others felt more negatively about it and for various reasons.

First off, I would say joining the University was not nice. I faced a lot of hostility. (female, lesbian).

It wasn't necessarily 100% positive. (female, transgender).

As I've progressed, I noticed things were inherently, systemically wrong and need to be addressed. (non-binary, unassigned).

I think maybe things that I represent were not necessarily welcome when I first joined, or that has been my experience anyway. (male, gay man).

5.1.1.6 Misgendering, racism and homophobia

Two of the participants in this stage of the study explicitly referred to their experiences of misgendering, racism and homophobia when they first joined the University; all of which derived from relationships with other staff members. This is a common theme across many of the participants, which is more specifically addressed later and under the theme of discrimination, yet it is worth noting that for these two participants, this was part of the experience during the very first few days and weeks from when they joined as a staff member.

To this day I still can't work out if my experience was mostly racism, or the fact that I am a gay woman, or actually a combination of the two. I honestly cannot say. It felt like racism at the time, but of course there were comments about the fact that they thought I was gay, because at the time I kept silent. (female, lesbian).

I joined the University in 2009. At the time, I was occasionally misgendered by other students and staff. It still occasionally happens today. (female, transgender).

5.1.1.7 Recognition of work and achievements

Participants were asked about their experience of having their work recognised and achievements celebrated as soon as they joined the University, and in the course of their contributions to their respective teams and departments. Generally, participants suggested that what they have felt most proud of were tasks and achievements which have influenced the development of others and the institution.

I think the greatest achievement that I've worked on recently is the development of an action plan for our strategic deliverables, which is a big piece of work. And I did it with a quick turnaround I should say. (non-binary, unassigned).

My greatest achievement is my progression in my research and generally supporting others in their research activities. Helping developing junior staff more generally at research activity. (male, heterosexual).

My greatest achievement was when I was co-chair of a staff network, and we won a Stonewall WEI award. (male, gay man).

I am really proud of the work we have done with the staff community and the awards and recognition received. (male, gay man).

Looking after students to make sure they have a good time and that they get the help they need and welfare support if they need that. I've developed the expertise to do that now, so I'm doing my bit I think in that sense. (female, lesbian).

Furthermore, participants expressed a varied view of whether they feel their work to be recognised at the University. Some (n=8) indicated that they feel their strengths are given recognition and this enables them to achieve further growth.

I just recently received an award for the work we did...that was nice. That was my greatest achievement, where I've been recognised, and my skills. (female, heterosexual).

My manager is really good at giving me affirmation and being like, yeah, well done, really happy with your progress, and giving me positive feedback which is something I really need. (female, lesbian).

I do feel very valued. I do feel that I can make a change. (female, bisexual).

My line manager will make a point at the end of every week to thank us for the work that we've done. And when we have meetings everybody's contribution is listened to and valued and even as a newbie coming in, if I make a suggestion it's picked up and it's run with. I think I've only got positive experiences of that so far. (female, lesbian).

Yes, I am very much valued for my contribution, and my opinion. I think that's been shown by my progression throughout the organisation. (male, gay man).

Other staff (n=6), though, felt differently and their work unrecognised. This differentiation in experience does not appear, based on the data, to be shaped by factors such as particular identities or length of service in post.

I don't personally think that was being recognised and I think...I don't know how it is at the University but especially in the union sector there is much more appreciation. (non-binary, unassigned).

This is my frustration. So, I have been working as a [role] at the level for four years informally, and then not been recognised, so that is quite frustrating. I don't feel valued, but the University likes to say that we got an award. (male, gay man).

Both from my line managers or supervisors, nothing gets recognised. (male, bisexual).

I don't feel valued, my skills...I don't feel valued. (female, lesbian).

Somewhere between feeling valued and recognised and the opposite, there are experiences of staff feeling partly valued or going unnoticed without any recognition of how their contribution at work offers collective and personal growth, or feeling that recognition is trivial or not worth the mention from management.

I think the student-led teaching awards are probably the only method of acknowledgement that we as staff members get, and I think we value the opinion of the student body far more than we would our peers and colleagues. (female, heterosexual).

I have been supported partly by the University or acknowledged, but I have not been fully supported and recognised for all the work I do. (male, gay man).

Despite doing so much work for the University, I have gone unnoticed. (female, lesbian).

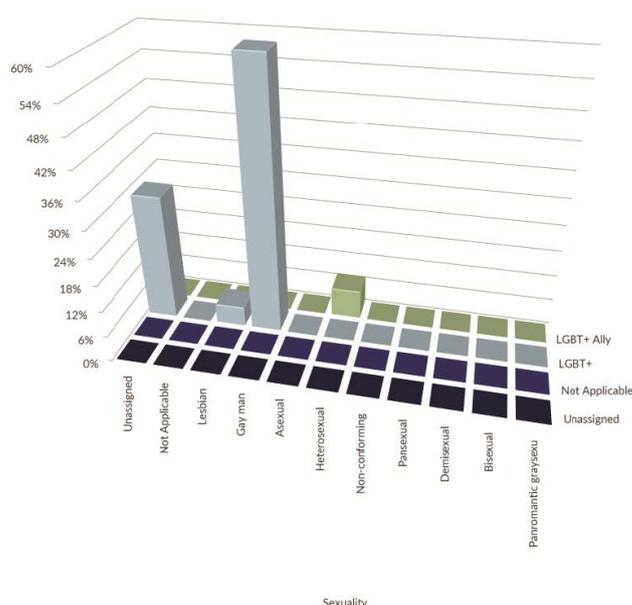
It's like, whether or not my job exists, I don't think it makes much of an impact on people's lives. (female, lesbian).

Valued? I would not say valued. I suppose people are very busy with their own stuff, so we don't necessarily take the time to say to others, 'oh, yeah, good job'. I know that at some level they appreciate it. It's just not something that's done explicitly I suppose. (female, heterosexual).

5.2 Leadership & management

Seven of the 40 participants shared their experiences and views with leadership and management at the University, and this area was also widely discussed in focus groups. These data complement experiences about how welcome staff have felt when joining the University, while they indicate the degree of trust in the wider University. Those who shared such experiences and views mostly identified as gay men or decided not to identify with any sexuality, and approximately 94% were LGBT+ staff (Figure 5.4).

Figure 5.4. Coding by gender and group

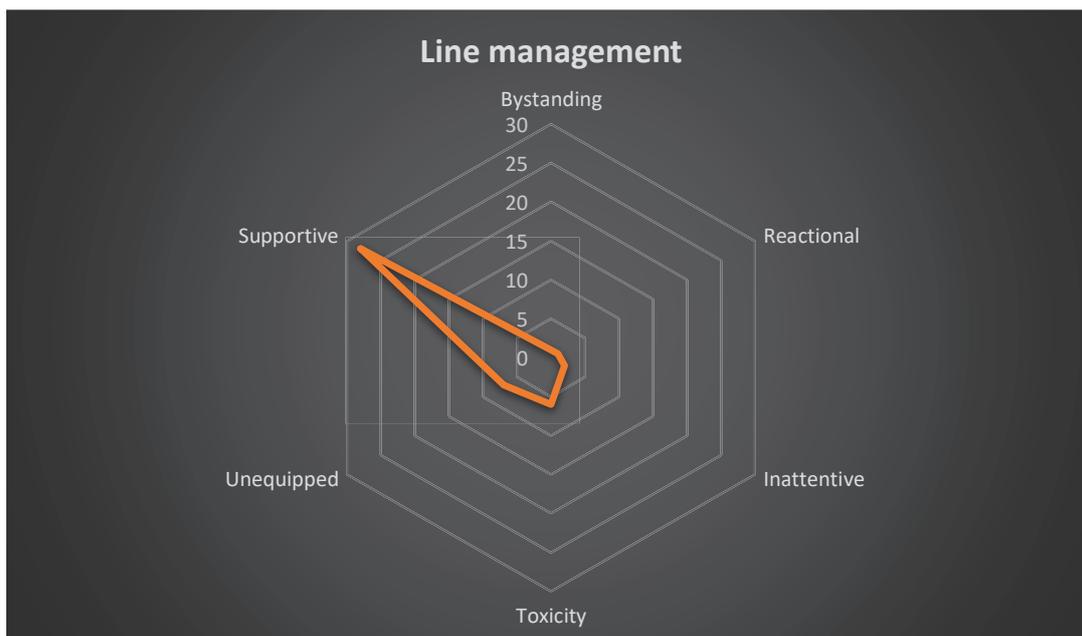


In this category, two main sub-themes were generated: line management and senior leadership. Regarding line management, staff expressed their experiences of managers being supportive, at large, but also shared occasions when line managers were unsupportive, inattentive, or reactionary, as is reported later in the following section.

5.2.1 Line management

The data show six ways in which line managers are perceived by LGBT+ staff and LGBT+ allies at the University. Largely, staff considered their line managers to be supportive, but with exceptions involving experiences where staff managing peers with LGBT+ identities were seen as inattentive, toxic, unequipped, reactionary to situations or acting as a bystander to unjust practices (Figure 5.4).

Figure 5.5. Line management approaches



5.2.1.1 Supportive

Most participants shared that their experience with their line manager has been positive, either on the basis of an understanding of unique circumstances or the willingness to be open to explore ways to support the staff member, even if the understanding of their needs was limited. Overall, there is a sense of satisfaction emerging from staff’s experience when their LGBT+ identity is not dismissed or negated when line managed.

[My relationship with my line manager] has been very positive. I think that I’ve always had line managers who have cared very much about my development, and I’ve brought forward suggestions about where I want to go. (male, demisexual).

Well, I work in a relatively small community... We actually have [a] high percentage of LGBT+ staff as well as students. Everyone is very interactive, and managers. (female, heterosexual).

I have perfectly good relationships with my line managers. I feel quite happy that I could talk to them about anything... It appears that there is fairly transparent

management. And when decisions are made it's very clear to everyone why those decisions are made and when appointments are made it's very clear to everyone why those appointments are made. (male, gay man).

Yeah, it's good. My manager is very supportive. I get on very well with my line manager and he is very supportive of what I am doing. (male, heterosexual).

It's been a very good relationship. (male, gay man).

My line manager has been supportive, and with appraisals I have felt [that] every time I needed to, my line managers were definitely open to me talking. (female, heterosexual).

I'm friendly with my new line manager, and she is really great, and we chat about our personal lives quite a lot, and I feel comfortable doing so. I have a female partner and he knows her name and will ask after her and stuff. (female, lesbian).

Really great support with my line manager. She is the one who suggested I should go for [award] and she is the one who nominated me for [award]. (male, gay man).

In addition, focus group discussions delved further into what makes a line manager supportive. The consensus from these conversations is that a line manager should be a leader or represent leadership qualities to provide other staff members with the confidence that they will be supported throughout. Furthermore, it is clear from the data that a supportive line manager is one that is willing to engage and learn more about the issues that affect those they line manage.

Focus Group 1

I like to think about line managers not as line managers but as leaders. And I think that goes towards how I like to line manage, and also how I feel line managers want to manage me. It's very much lead by example and make sure that you understand the people that you are line managing as much as you can. And perhaps what groups they might be in, what issues they might have, so that you can then be a better person to lead them. And I do think it's much more about people leading than line managing.

To me line management is just following HR policies, making sure your sickness forms are done and all of that. Whereas people leading is about career progression, developing people, developing their skills. Whether that's work skills, soft skills or just understanding diversity type skills.

I'd like to agree, and I think in particular listening is important. Being able to listen and having availability.

I'd agree in regard to listening, but particularly investing time. So not only just affording regular time, but also affording consistent time so that you actually understand how individuals evolve and change.

Focus Group 3

It's allowing that person to express, allowing the person that's coming to them to express their thoughts and their feelings through their lived experience. So, I think the line manager needs to be open, welcoming, willing to listen, rather than to push the needs of the business as such to the forefront. Obviously, they do have a business focus there at the end of the day, but it may well be that there's a change in practice that's required to support that inclusivity of the staff members.

I think a line manager also has to anticipate and be a little bit proactive. You need to be open and allow people to come to you with their issues and so on. But being able to prompt in the right way to really get to the bottom of if there is an issue there or a problem there with someone, it's difficult really. I guess it depends, if someone's out and is known to be a member of the LGBT+ community for example, maybe there has been an event that's happened that might impact that person.

Focus Group 4

With integrity. In other words, honesty and not being duplicitous and not be a politician and just want to please everybody and actually keep to your word, so if you're going to do something then follow that through and then not backtrack on it. So, for me, integrity, honesty and your word, reliable in that sense, that's what I mean by integrity.

Lastly, two of the participants considered supportive relationships with line managers to be accentuated due to sharing LGBT+ identities. Such a circumstance leads to a more open and comfortable relationship when negotiating matters arising from LGBT+ identities.

I think we have had a good, open relationship. Thankfully, my line manager has also been part of the LGBT+ community so we have been able to have quite an open dialogue about things that have gone wrong. So, I've been able to flag things up. (non-binary, unassigned).

But I think we are having a really positive experience because she is also someone from the LGBT+ community and this has really helped because there is openness about exploring those areas as well. (male, gay man).

5.2.1.2 Unequipped

Six participants reflected that, in fact, they found line management to be unequipped and unprepared to respond to issues that may refer to LGBT+. Specifically, participants stated:

Later on, when I had my third child, I had to say to my manager of my complex or rainbow family life and what was going on, and even then the pressure was enormous for me to give precise dates when we were going to have the child etc. and how many children we were going to have... I mean that was just bad management from this particular manager. (female, lesbian).

I've moved into a different research group, and my line manager in there was better about it, but again he would occasionally slip up and misgender me. I think some of the management at the University need more sensitivity training on this aspect. (female, transgender).

Then I at the time came out to my line manager. When I said I am getting married, he said, 'I didn't even know you had a boyfriend', and I said, 'Well I don't'. His face; his chin kind of hit the floor. For a good two to three minutes it felt like there was a black hole and I was going to be sucked into it, and he just sort of shook his head and couldn't really say anything. (female, lesbian).

I don't think the line manager was attuned to the particular agenda [EDI and LGBT+] as much. (male, heterosexual).

5.2.1.3 Toxicity

Participants, particularly those identifying with an LGBT+ identity, stated that at times line management has been unsupportive to the extent of it becoming a toxic environment. This was emphasised with examples of a lack of understanding and the negative impact on the person's wellbeing.

Rather than offer his condolences or understanding or do any of the things that I'd requested, he sort of said, 'Oh well, it's not as bad as', and just gave me some other thing that was happening at the time. So completely 'poopooed' the fact that I'd gone in tears saying that I'm at my wits end. (male, gay man).

It's usually in small ways that we have thought about maybe taking some action through unions or something. But because it's always in very small ways, on their own they do not amount to much. It's usually... there is a lot of micro management, and patronising and just generally creating kind of a toxic environment. (female, panromantic greysexual).

I don't think I found that with the appraisal with [name], so it was much more sort of, 'have I done...? Yes/no/yes/no' and a telling off for the things I hadn't done when I'd run out of time... But at the same time, the appraisal process is driven by me as much as it is the line manager and so I made sure I put on the form the things that I want for my growth. (female, heterosexual).

The response was very disappointing, because essentially the response was that, 'I'm very sorry you felt that way', which is an absolutely wrong response, because essentially they took no responsibility... It's [a] very patronising approach and I've seen that happen a lot. (male, gay man).

It was more about the manager's ridiculous style, and also the kind of culture he created within the department. I think it was very much about that and his own prejudices, I must be honest with you, towards gay people. (female, lesbian).

5.2.1.4 Inattentive

Two of the participants, both identifying as female, shared that they have felt that either due to the circumstances or other reasons, their line manager has not been attentive and generally present with their line of work with regard to showing support or understanding of their aspirations, especially concerning progression.

And then I think my line manager became [name], but they then went straight into maternity leave, so I didn't really see or speak to them. Both my line managers, I have a great opinion of them, but in terms of being managed, it didn't really happen. (female, heterosexual).

What's interesting is my line managers have no real clue what I do. Because they are in incredibly different fields. So, my first line manager had no clue about my area of work. So, from a career perspective [it] made no real sense at all, and the second line manager, she is amazing, but again has no real understanding of what I do. (female, lesbian).

5.2.1.5 Reactional

Another way in which one staff member described the line management approach in their experience is that managers tend to be reactional; merely taking action or responding to something once an issue has arisen.

Line managers can sometimes just leave it to when something's raised. For example, I wasn't out and so how can I understand that my line manager is as open as they are or as considerate of those issues as they are if I've not been the one to instigate that? (male, demisexual).

5.2.1.6 Bystanding

Lastly, one of the participants gave an example that represented their experience, which referred to their manager not stepping up and supporting them in a situation when they experienced microaggression by other staff.

The thing was particularly difficult about that was that the person sat next to me was my line manager who afterwards said, 'Oh maybe I should have stepped in, but you seemed to be coping all right'. It's the absolute opposite of [being an ally and upstander]. (male, gay man).

5.2.2 Senior leadership

When discussing how staff feel about senior leadership, participants expressed mixed feelings between lack of trust in senior leadership and confidence in new leadership at the University. Specifically, participants explained that they do not necessarily feel that all senior members of staff are committed to the overall EDI agenda and particularly in support of LGBT+ identities.

I also believe there are certain senior members of staff that aren't necessarily onboard with it (EDI and LGBT+). (female, transgender).

I remember once that I had a conversation with a senior leader about my experience [related to LGBT+] and partially the response was... The University's real need was to make sure that the job was done but it's not really here to spend many resources trying to be [a] liaison between people. (male, gay man).

Other staff expressed confidence in the Vice Chancellor's position and support towards these matters nonetheless.

I think the University is improving. I think my experience before...was that the University saw the Stonewall submission very much as just a box-ticking exercise and nothing more. Personally I believe it is changing. I believe that is partially the new Vice Chancellor's influence. They are very keen on it. (female, transgender).

I do think the new Vice Chancellor is doing a fantastic job. (female, heterosexual).

I think so [that the new Vice Chancellor is influencing positive change]. Look at the way in which she is influencing all of these issues of inclusivity. (male, gay man).

Right now, I think it [the University] is doing really, really well but I think that is because of the new Vice Chancellor and I think if they didn't have the interest that they have in EDI, I don't think it would be on the level that it is right now and that is one of my concerns. I think other people also have this concern, if the new Vice Chancellor leaves, what would happen? (male, gay man).

In addition, focus groups explored the roles of senior leadership regarding being visible and supportive. The data show that staff expect senior leaders to be both present and supportive, as an active actor to the process of promoting EDI and supporting individuals who may be underrepresented at times. This leads to a lived experience characterised with trust that senior leadership is promoting equality and diversity across the University

Focus Group 1

It's almost wanting to get people to realise that this is an intrinsic part of their role and they're responsible to take that forward. And that's what their role is, to be open, be transparent and looking to develop not only the organisation and obviously the people that are part of the community in the broadest sense, and also the LGBT Plus community, but also as individuals themselves.

Focus Group 2

I think actually there is a genuine desire to really address inequalities within the University and I think it is a desire that's very much being driven by, and the impetus has come from those folk who've more recently joined the University at those senior levels. And I agree with you, there is a very short institutional

memory so if they move on, will it continue? That's the question. I don't doubt the genuine intent behind what's happening at the moment, but I think that intent is being constantly stimulated from the top and if those people left, I'm not sure whether or not it would fizzle [out].

5.3 Environment

Complementary to the participants' lived experience of joining the University, job satisfaction in relation to achievements and recognition, as well as leadership and management, the data reveal more insights about LGBT+ self-identified staff and LGBT+ allies and their experience in the environment. This area explored how participants view the environment of the University, how represented they feel in it, and the degree to which they feel LGBT+ identities are supported, to name a few aspects. On a few occasions, participants thought the environment of the University to be inclusive, but not consistently, and this does not appear to be a universal experience.

There are never any language issues where people are using the wrong words, or saying anything like, 'Oh, that is so gay'. I have never really had that. In fact, if anything, it has been the opposite. I do understand though that sometimes with people with strong religious beliefs there may be tensions with sexualities. (male, gay man).

On a similar note, the data show that staff recognise the paradox of universities being perceived as 'saint' environments where issues of discrimination and oppression are not present, but this is contested and causes turbulence to the lived experience of LGBT+ staff.

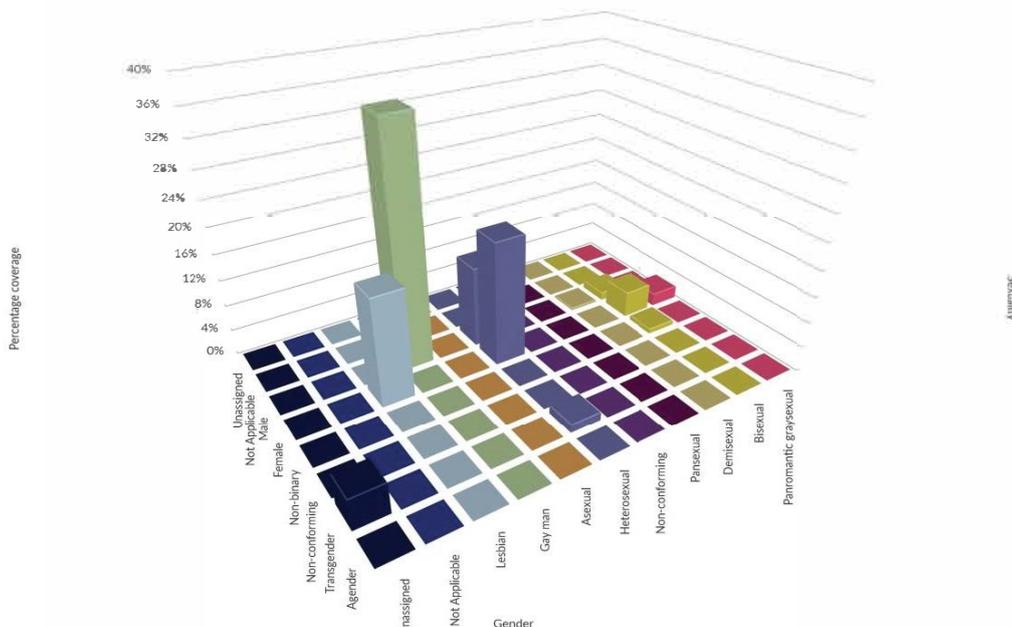
A challenge that we often don't acknowledge much is that people have the expectation...there is this halo on universities, because it is considered to be a liberal environment, an accepting environment. We kind of assume that we do not have incidents of prejudice and discrimination against any group, but we do. I think it is a lot about challenges, this perception that academia is this saint industry, where nothing bad actually happens. (female, heterosexual).

There is the thought that people normally who work at a University have good or high ethical standards. (female, heterosexual).

It is a particular environment within a higher education where one would reasonably expect attitudes to be more progressive. I expect I suppose people to be enlightened and not necessarily homophobic or that kind of thing. (female, lesbian).

The data reported in this section derive from 36 of the 40 participants, and Figure 5.6 shows that the majority identified as male and gay men, followed by female lesbian and heterosexual.

Figure 5.6. Coding by gender and sexuality



5.3.1 Representation

When asked whether they consider LGBT+ identities to be represented in varied positions at the University, 76% of participants stated that they find their teams and departments to be primarily diverse, and if it is not with LGBT+ identities, there is diversity across other protected and/or personal characteristics.

In my particular team of staff...there's ten full-time members of staff and 50% of those identify as LGBT [including line managers]. So, in terms of representation and progression I think we are quite a good example of the fact that everyone here is respectful of each other's needs, wants and beliefs. (female, heterosexual).

Absolutely, and I think there has been a lot more presence of the community and of this identity in many more conversations that are happening in the University. (male, gay man).

I think we are quite fortunate that our senior leadership is very diverse. In terms of that kind of representation it is really good. (non-binary, unassigned).

Within our team, there is a nice cross-section across the board of protected characteristics. (male, gay man).

I'd say across my group there is good representation there. There is pretty good BAME and LGBT+ representation. There's also a lot of women, which is really nice. That is an environment I tend to feel comfortable in. (female, lesbian).

Really good inclusivity there and especially from the BAME point of view we have got quite a few colleagues who are from different black or Asian minority ethnicities, even at programme leadership level. (male, gay man).

In the organisation, LGBT+ representation I think there is a certain amount up to academics and all that. (male, gay man).

The teams that I have worked in have been quite diverse. People who are not British born, foreign languages, and different ethnicities and religions, all in one team, which is good because I do think that understanding other people helps with representation. (male, gay man).

Overall, participants expressed concerns about the representation of LGBT+ with intersected identities across the University or underrepresentation of ethnic diversity, but others recognised that, even if only locally, LGBT+ identities intersecting with racial identities of underrepresented groups appear in positions of influence, management and leadership.

When I listen to people's experiences, they are completely different to mine as far as LGBT+ is concerned. That could be because maybe we are not fully represented in terms of people of colour. (female, lesbian).

We are quite underrepresented in ethnic representation. We did have a black lecturer who has moved onto another job role. So, we are actually all currently white; we are actually 60% female to 40% male within our little cohort. (female, heterosexual).

I am at the point of looking to post PhD and what I am actually going to do as a job or role. And a bit of me is saying, 'where are the people who look like me?'. (male, bisexual).

I think this is fundamentally the problem. So, we have now a higher education institution, and we do not have as many black members of staff, nor Asian or South American or.... We do not have that many people. (female, heterosexual).

As a school I think having the most, and admittedly they are technically only interim, senior person being a person of colour I think is probably a good thing. But again, we do have members of staff who are black and are in relatively senior positions. (female, transgender).

Focus group discussions engaged with the issues regarding intersectionality and showed that intersections of identities are not at the forefront of the conversations across the University. There is a recognition of smaller group discussions, but intersectionality with LGBT+ identities remains an unfocused topic.

Focus Group 1

I think from what I know of some of the other networks, we are still not all getting together to look at that intersection. So, we're still working in silos, and some of those silos are created because we've been minority groups because of one reason or another. We've experienced societal pressures maybe throughout our lives. There have been all these reasons that have brought us together as a particular group, but there are other reasons which have brought others together. And what we're not looking at is the intersection between those.

There is that silo-ness. But I also do think that we're trying to do more work together and be mindful of other networks and trying to include them in our events.

Focus Group 3

I think from my experience at least there's a big misunderstanding on how to deal with intersected identities. At least sometimes I feel it as being a kind of sum of identities, like kind of a sum up of things, like things that pile up in a way. So, you tick this box, and you tick this box, and you tick this box and so you can join let's say the BAME Society and the Women's Society and the LGBT+ Society, but then I mean at least from the LGBT+ community I saw a lot like of willingness of communicating and doing stuff together with the other networks.

But it's not given right, so this is because this is the people who are in there now, and they have this willingness and there is nothing that recognises that these things, like are not separate blocks, it's just like we are in a circle. Like women's networks and there's a circle of women and yeah, whatever these women are different people, there's a lot of stuff in their lives beyond being women.

Focus Group 5

I think intersectional experiences are vital, because it's very rare that somebody is only a member of one marginalised group. Generally, you tend to find that people are members of multiple [groups]. And the way those interact really do affect how they're affected by various marginalisations. For example, although it's not a protected characteristic, a poor woman who doesn't earn much money is going to be more greatly affected by certain things than somebody who's wealthy. And I think it's very important that people take into account the intersectionality when they're talking about things. Because otherwise you often get things that the least marginalised of a group dominate the conversation, and that's a dangerous thing to happen.

On the other hand, few staff recognised that LGBT+ representation at the University cannot be as clear or visible as other identities might be – e.g. ethnicity. That said, few staff shared that they are unable to say how represented they feel at the University as this depends on how open staff are about their sexuality.

I do not know. That is the issue, you see. You can tell by looking how well represented...what the BAME percentage of staff is and also what the gender percentage, well, heterosexual gender perspective of staff is. What you cannot tell from looking is what the LGBT balance is. (male, gay man).

As for LGBT+, I do not have knowledge within my department of anyone's sexuality because I do not really ask these questions. (female, bisexual).

Nut if you are gay or bisexual, how would you know that there are others like you? You cannot tell. (male, bisexual).

Lastly, two participants explicitly stated that their experience is of a university that is 'very white' (P3, male, bisexual) adopting a 'white ceiling' (P26, male, heterosexual). These comments corroborate with the views that representation is not equally distributed across the University but is often discipline or department specific; it does not cover all characteristics and does not emphasise intersectionality. This corroborated with data from focus groups; below is an example.

Focus Group 6

The recent discussion we had was just around representation in terms of how many women we have in the institute in terms of group leader and department lead and that, yeah, we were quite far from having a 50/50. So, this was the main [topic] and one of the senior management asked why we needed representation, which I thought was a bit, yeah, you think then they need to get some information, we shouldn't be the one explaining [to] them why we need more women at higher level.

5.3.2 Supporting LGBT+ identities

The data went further to reveal more perspectives about the degree to which LGBT+ identities are supported at the University. Thirty participants' scripts were relevant to this area and the data show various ambiguities regarding how supportive managers and colleagues may be (see previous section). In this area, participants shared experiences regarding their environment but not without reference to individuals in it. Specifically, the data show that those considering that LGBT+ allies may be unaware of LGBT+ identities and experiences also claimed to be uncertain about what University policies are in place to support them. When discussing how LGBT+ staff have experienced support from the University, this is frequently linked with specific situations which may related to LGBT+ identities or may be a wider issue. One example is that of parenting.

So, in essence then, no support in fact, and it was difficult to parent my first lot of children and the only way I could do it in a way that I find respectful and helpful to my new children is to reduce my contract. (female, lesbian).

However, the data show that staff experience has been positive and continuously improving. This was shared by both LGBT+ staff and LGBT+ allies. However, participants recognise that although there may be nothing 'wrong' in what the University is doing to support those of LGBT+ identities, there is still room for improvement and development.

Absolutely supportive, and it is something I have raised with a colleague who works in the [department], and I have started something to try and improve the risk assessments that are done, so for people from marginalised communities what sort of challenges might they face in a particular territory if their line manager is signing off on a trip for them to go over, what has been considered? (male, demisexual).

It does not feel like the University is doing anything wrong, but it could do more. (male, gay man).

I think they [the University] could do a lot more. I know there is the employee assistance programme and I understand that there are dedicated counsellors who are trained and experienced in dealing with LGBT+ clients, but I do not know that these services are known publicly [at the University]. (male, gay man).

The data also show, however, that participants have frequently not felt that their LGBT+ has been received and/or supported positively.

Being frank, I think both GSU and the University as an institution have a public perception that we support wellbeing and welfare, but I do not think that is the accurate case of just looking at people in general, looking at how people are working, what the workload is like and then let alone marginalised groups such as LGBT+. (non-binary, unassigned).

[The University is supporting LGBT+] superficially, [and is] very good. (male, gay man).

Well, I guess in that, I have never, other than this interview, I have probably never been asked about my own stage, where I am myself. I have never really been asked about my own sexuality, for example, or what I think about my gender. So, in that for all my line managers and others might know I could be struggling with many issues and finding it difficult. So, in that respect, it [University support] is probably not brilliant in that I have never been in a position where I have had to give my views or say where I am at. So, I do not know. I guess there are probably a lot of people who do struggle and do not feel supported. (male, heterosexual).

Initially it was...I felt awkward, it did not feel like many people would be talking about it [LGBT+] or it did not feel that people wanted to engage with it... It did not feel like there was much openness across the University to engage with such conversations. (male, gay man).

I do not think the University understands what it is like to be an LGBT+ member of staff. (female, lesbian).

Regarding trans identities, participants expressed the view that experiences have been positive but also recognise that those are specific to their chronology; in other words, it also depends on the socio-

political context in which we find them.

I was a lot more obviously trans back then as well, because I'd only recently transitioned. So, mostly positive but also had its negatives, but I think that would have been the state at the time for any university. (female, transgender).

5.3.2.1 Visibility

When discussing how supported LGBT+ staff have felt by the University, a few participants emphasised that visibility is key in making them feel supported and included in University life.

Visibility is very important because the more you celebrate something, the more it becomes the norm. So, the more likely it is that people will feel comfortable with it and they will feel more comfortable advocating about it. (male, gay man).

Others brought up examples of visibility which has given further confidence to LGBT+ staff that there is representation and support, both of which lend to being more comfortable in being one's authentic self at work.

Maybe because it has been revitalised recently and [names] have put so much work in the last year, that is really...I think we are the most visible network by far, and I see we are in the internal news constantly. (male, gay man).

Obviously the LGBT+ Staff Community has grown and is more visible and so...no concerns of anything. (male, gay man).

We had a social event in the summer and the Vice Chancellor came along, which was brilliant. They took the time to come out and to come and meet people and have a chat. I think that is very visibly, very publicly engaging with the community, and that is something that they are extremely good at. (non-binary, bisexual).

5.3.2.2 University policies

The data further show a balanced view regarding the sufficiency of University policies in supporting LGBT+ staff and promoting wellbeing. It is also suggested that there is positive progress in this area, which can only improve the lived experience of staff.

Especially as we are working towards getting greater recognition with Stonewall, so it means that all the policies we have got and all the different people doing different bits of it are improving. (male, gay man).

From my perspective and from my experience, I do not think there is an issue with that [supportive policies]. (non-binary, bisexual).

In terms of policies, I think they are...you know, they are very good. (female, heterosexual).

5.3.2.3 LGBT+ parents

The data further reveal some of the experiences of LGBT+ parents and the degree of support they have received in the course of their employment at the University. There appears to be an intersected and complex matter arising in this area as support for LGBT+ parents is also dependent on gender, social norms and structures, as well as other factors.

I do not think I have ever...no, I have never been asked about that. I have never had somebody come and say, 'You are raising a child on your own. You have to do all these runs and there are so many things. What do you need? Do you need more flexibility there?'. I was never asked about that. To the contrary, because of my roles in mentoring people and managing teams that I have been primarily just given responsibilities more and more and it was not necessarily part of the conversation.

*The most disappointing perhaps factor for me is that it is not considered by management, rather than my immediate colleagues. But also from my immediate colleagues, because I am a man, I am not asked about support that I might need.
(male, gay man).*

You know, it is strange, because in the beginning I did not make it clear that I am gay, and I certainly did not make it clear that I was a mother. No allowances were made for me; in fact it is the case for people of colour, to have a very heavy workload and to be treated not very nice. It did not change and because with my other children I did not give birth, it was not supported. (female, lesbian).

5.3.3 Positive experience

Regarding their environment, LGBT+ staff also recognised some of the factors that have influenced their positive experience at the University, much of which becomes apparent throughout the data. However, this section reports on three factors which directly impact positively on lived experience of LGBT+ staff (Figure 5.7).

Figure 5.7. Factors impacting positively on LGBT+ lived experience



5.3.3.1 Active LGBT+ Staff Community

At large, data show that an active community representing LGBT+ identities have a positive impact on individual staff members. Specifically, the degrees of representation, visibility, advocacy and engagement shift significantly due to the active community which both enhances comfort levels for staff but also improves wellbeing and a sense of freedom to be their authentic self (see Section 5.5).

To be honest, I have only heard about the network [LGBT+] within the last year and of course I have joined as many of the meetings as I possibly can and have enjoyed it, I really mean this... I wish it was around back in the day. (female, lesbian).

The LGBT+ Staff Community is just incredible, and from like there being quite a lot of socials, the fact that like today you guys were asking for suggestions for training. Yeah, I think it is incredibly supportive and even the fact that there is a Teams group where I feel like people are quite open and accepting if you have any problems that you have to raise. (female, lesbian).

Yeah, without a doubt. Now we have all these different groups, and it is as if we have achieved a greater status already and that we are looking for how we can all celebrate being a big community together with our differences. (male, gay man).

If there was not the Staff Community, then it would be a lot harder for me to actually say whether the University supports the welfare [of its LGBT+ staff]. I suppose it does by having and supporting the community. (male, gay man).

As staff, I was really happy to see quite an active community on wider LGBT issues and to see people that were like really interested in making, like, having action on these issues. (female, heterosexual).

Focus Group 1

I've only recently mingled with the LGBT+ Staff Community, and I watched Paris Burning which I thought was a fantastic movie. I'm loving it at the moment. Different input if you see what I mean, different stories I'm hearing.

I would agree with that. To face the questions quite individually, so for example the LGBT+ History Month events this month, it's so prolific and actually really enjoyable to read and attend, it's really impressive. And I think personally I suppose it was quite a frenetic year last year in terms of re-establishing a community, but already the legacy of that is being felt through policies having been updated for example, new recruitment processes being put in place.

I would say broad sweep and agree with everybody else. But I've particularly found the parenting sessions very interesting from an allyship point of view. I think that the insights that some of those dialogues and those opportunities have actually brought a completely different understanding and a different perception that I wouldn't otherwise have had an understanding of. So, I'm very appreciate of those opportunities, and I look forward to engaging with more.

Focus Group 3

I must say I'm not necessarily the best member of the network, I don't attend nearly as much as I should, so apologies for that. But knowing it's there and also seeing the discussions that colleagues have is really encouraging. I know that there's a group, a network of people there who are able to understand maybe some of the challenges that I've gone through that can be a safe space for me to discuss some really quite personal things.

Participants emphasised that the LGBT+ staff community acts as a mechanism for increasing inclusivity as well, which is the result from the overall activity recorded with the community and how this is perceived by LGBT+ staff members, as shown in the data above.

5.3.3.2 Peer support

The second factor originating from the data is that of peer support, inclusive of encounters with specific individuals who have positively impacted staff experiences on specific occasions or altogether.

The particular HR officer really was very nice. They were absolutely lovely and they forced the line manager at the time to allow me to have a staggered return at work, which was very helpful. (female, lesbian).

In fact, one person I know is the reason I ended up at Greenwich. They are one person who has never misgendered me, and they have got more of an excuse than most people (having known them for a long time). (female, transgender).

I would say we have a good mix of individuals that are informing policies and they are shared around equality. My new line manager is one of them and I am very pleased about that. (male, gay man).

5.3.3.3 Active allies

Finally, the data show that where there are active allies, LGBT+ staff tend to have a more positive experience that improves wellbeing and their sense of belonging at the University.

In my branch, yes. People are active allies, and this makes things more manageable. (male, gay man).

Where I work, yes people are allies and supportive. This is very helpful to me. (female, bisexual).

5.3.4 Lack of understanding from students

Other data, but not largely, have revealed that LGBT+ staff are equally concerned with the student body and different understandings or the opposite which impact on lived experience. This has not surfaced sufficiently regarding how the environment is experienced, but more expressions of concerns have been shared when discussing issues of oppression and discrimination.

The students are not necessarily up to speed with that sort of issue and how to address trans people. (female, transgender).

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Discrimination that people may face from students and that is another issue. For example, I have experienced discrimination from students, and I had students leave my classroom with a face of disgust and then they never came back. (male, gay man).

We do not know how students respond to this. I have witnessed discrimination from students. (female, bisexual).

5.3.5 Majority groups' experiences

A final piece of evidence emerging from this part of the study refers to two statements offered by heterosexual members of staff, considered LGBT+ allies, who perceive reverse oppression or pressure being placed on them due to different practices leading to further equality as recognised by the LGBT+ population of the University. Specifically, one of the issues that was raised from the data was that of pronouns, considering the practice of forcing individuals who may not wish to use pronouns or declare them to do so.

I guess if I find anything difficult is that issue around pronouns. I mean I find it a bit artificial. I personally do not use that ending on my emails. You know, 'this is the pronoun I want to go by'. I find it a bit forced and I can see why it is done, and I do not know how widespread it is actually. I do not know if there is any University recommendation about using that on an email ending at all. (male, heterosexual).

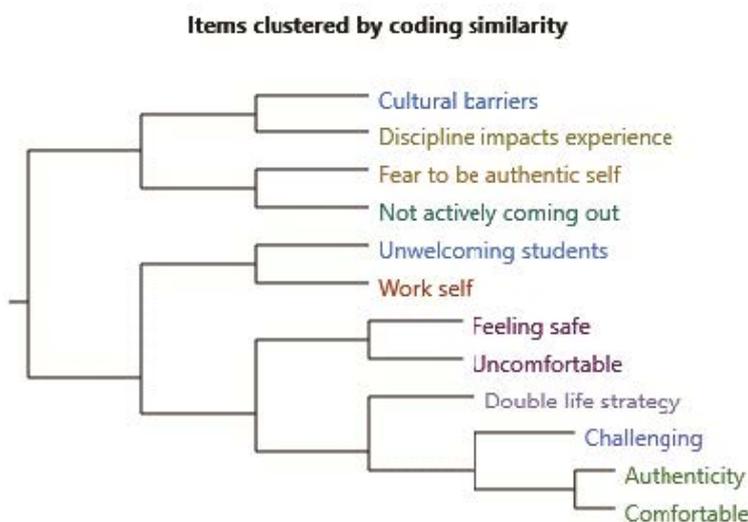
The second issue is that of being treated negatively by default when identifying as white, but the discussion is about underrepresentation of other ethnic groups. The sense of exclusion in those instances is expressed in the extract below.

Well, there is whiteness, isn't there? Interactions where you are treated negatively because you are white. When I am in a group talking about equality, diversity and inclusion, and trying to make a difference around that. I feel like I might get myself into hot water here, and I am very concerned about talking about something that I think might open[s] up cans of worms. (non-binary, bisexual).

5.4 Authenticity

One of the largest areas of exploration when examining the lived experience of LGBT+ staff is that of authenticity; how authentic do individuals feel or are made to feel at work, and to that extent, how far do they see themselves as being their authentic self? A Jaccard's coefficient analysis of the data in this sub-theme showed that individuals who feel comfortable being their authentic self at work also promote authenticity and individuality more comfortably. Further on the same analysis, those who recognise cultural barriers with their identity, also draw on their disciplinary area to suggest that it creates a further barrier in order to be their authentic self (Figure 5.8).

Figure 5.8. Authenticity by coding similarity



Twenty-four LGBT+ staff and 8 LGBT+ allies responded to questions that generated data which informed these themes. At large, 18 of the LGBT+ staff stated that they have felt comfortable to be their authentic self at work and feel safe to do so. Table 5.1 also shows that the majority of the LGBT+ staff contributing to this sub-theme self-identify as gay men, with heterosexual staff, bisexuals and lesbian women following, whereas no data are available from individuals self-identifying as asexual, non-conforming or pansexual.

Table 5.1. Crosstab of authenticity data by sexuality

	Lesbian (6)	Gay man (13)	Asexual (0)	Heterosexual (1)	Non-conforming (0)	Pansexual (0)	Demisexual (0)	Bisexual (3)	Panromantic graysexual (1)	Total (36)
Authenticity	6	12	0	8	0	0	1	3	1	31
Challenging	0	3	0	1	0	0	0	1	0	5
Cultural barriers	0	0	0	0	0	0	0	1	0	1
Unwelcoming students	0	1	0	0	0	0	0	0	0	1
Comfortable	4	11	0	8	0	0	0	1	0	24
Discipline impacts experience	0	0	0	1	0	0	0	0	0	1
Double life strategy	0	2	0	0	0	0	0	1	0	3
Fear to be authentic self	1	0	0	0	0	0	0	0	0	1
Feeling safe	1	3	0	1	0	0	0	2	1	8
Not actively coming out	0	1	0	0	0	0	0	0	0	1
Uncomfortable	4	1	0	1	0	0	0	0	1	7
Work self	0	2	0	0	0	0	1	0	0	3
Total	16	36	0	20	0	0	2	9	3	86

5.4.1 Comfortable

The data show that staff feel comfortable to be their genuine self at work, whether this is within smaller teams or across the University. The majority of those expressing such views about their experience also refer to tendencies to be open with colleagues, which helps increase their sense of comfort.

Although I do not directly say to my students that I am a trans woman, I would be very open with them if they were to ask. (female, transgender).

I feel that I can always be my authentic self at work regardless of who I am interacting with. (male, gay man).

I have no concerns about being myself at work. (female, panromantic greysexual).

I do not really have any concerns. I may be speaking from a place of privilege perhaps because when you are a white man, then you are already the majority in the minority. (male, gay man).

This job and this environment that I work in provides me with being my crazy self because I am very weird as a person, and I speak everything that goes through my mind. I have no filter and I have never felt that I have been put into a box, not in this job. (female, bisexual).

I feel that I can be myself here and discuss things openly. (male, bisexual).

I am conscious that people hold different views, but I have never felt uncomfortable around that and cultural backgrounds, and certainly not within the teams I have worked in. (non-binary, bisexual).

Perhaps I am just a, 'this is me, this is how I am, accept it or don't' type of attitude, but I have never felt that I had to be different to myself. (male, gay man).

Generally...I think that the other members of staff are quite welcoming, and I do not feel like I have to hide and think about myself. (male, gay man).

Furthermore, at times staff view being their authentic self as activism which prevents anti-LGBT views from being expressed.

So, I would not say that anyone is particularly outwardly or openly anti-LGBT, but there are lots of examples where being my authentic self has closed those doors. (male, gay man).

That is one thing that is really lovely; because I am out anyway, I do not need to come out at all, but whenever I do get any sort of religious homophobia in class, then I say, 'Oh, I am going to come out as being a former Catholic priest' and that really shocks them. (male, gay man).

5.4.2 Feeling safe

Coupled with feeling comfortable with being authentic at work, regarding LGBT+ identities, the data also reveal complementary findings about staff feeling safe in their environment with being themselves, but not always – and only nine out of 24 LGBT+ staff who suggested comfort thought they also felt safe. This potentially reveals a divide between feeling comfortable and expressing authentic identities at work where one feels safe.

This is one of the safest spaces I feel. When I leave campus actually and when I am on my way home or even walking around the area that I live in, it feels much less safe than actually here. (male, demisexual).

I actually feel safe to be my authentic self without actually putting on a more feminine voice which I can do if I do not feel safe. (female, transgender).

I was never fully out, I can say that even now I am not fully out. So...certainly I did not feel hesitant to come out if I wanted to because there were queer people, openly queer people working in my department. So, the fact that there were people who had felt safe enough before me even though it was not my choice to come out, meant that it was safe for me as well. (female, panromantic greysexual).

When I joined here, I quickly felt it was an inclusive, open and a safe space for me. I definitely felt safe coming here, and I was aware of the community there was, and even just walking and seeing the rainbow flags and things like that makes it safe. (female, lesbian).

5.4.3 Work self

In line with feeling comfortable and safe in the environment with being genuine, some data show that staff may also choose not to be open at work, and thus feeling comfortable and safe is more of a reflection of them being their 'work self', which is different than who they are in their personal life.

I mean, I do have a work self, but I would not say that is inauthentic. You just behave slightly differently in a professional context than you would at the pub with your friends. (male, demisexual).

I do not necessarily want to be my full self at work. I mean that is the thing. The University is quite keen on this notion, I think. I have heard it before, 'we want to be a place where people can be their full selves'. Well, I would add to it, 'if they want to'. But not everybody wants to, not everybody wants to declare who they are, some people like to be entirely private. (female, lesbian).

5.4.4 Uncomfortable and challenging

Even though the majority of the participants shared that they feel comfortable being themselves at work, there is still a considerable proportion (n=8) that felt otherwise and shared various challenges they may face with this idea.

For the most part, no, I am not comfortable. (female, transgender).

I have concerns about being my authentic self in general. Because of my particular flavour of queerness. So, it feels weird to disclose my sexuality. Because people, there is a lot of erasure, people will dismiss your experience and say things like, well-meaning stuff, but it is still annoying that we say things like, 'Oh, perhaps you have not met the right person yet' or maybe because I am very vocal about my mental health issues they would be like, 'Oh maybe it is the medication'. (female, panromantic greysexual).

I would say the constraints have always been at the Faculty level where we have not always been very comfortable as an executive team about issues of inclusion and if we are driven by numbers and data rather than discussions of culture and belonging and so on. (female, heterosexual).

So, my partner is female, and I will usually say, and in front of certain members of staff I will go for gender neutral terms. I just think like hearing people making comments which made me feel like, not necessarily unsafe but slightly uncomfortable in being myself, which I guess I would count as like microaggression. (female, lesbian).

Different staff may face further challenges when being their authentic self at work, particularly regarding the risk of misgendering or the need to continuously explain what their identity is or be placed in a position of 'ongoing coming out'.

It is a positive in some ways because I feel comfortable being myself at the University, but in other ways obviously that has its repercussions amongst certain elements of the University's community who won't necessarily gender me currently at that stage. (female, transgender).

I do [feel comfortable] to a certain extent. So, because I identify as non-binary, it causes very particular kinds of difficulties in the workplace. So, it does not necessarily mean that I am not being myself, but it means continuous repetition of who that is, continuous reminders of what that is. (non-binary, unassigned).

Well, it is a lifelong thing of this constant coming out and having to consider moments which present themselves when you are faced with people talking about their partner. It is a choice of pronoun [for example]. (female, lesbian).

Other challenges involve a) what the response from students would be, rather than being concerned about other staff's views, and b) cultural barriers.

I think if there were any concerns that I had, it would be more from students than it would be from other staff. (male, gay man).

We are such an international university, and some cultures just do not accept LGBT+ in general just of how their upbringing and everything. So, I would say these are the main challenges. If they come from a culture background where they do not get all of the information and grow up with this open mentality and acceptance mentality and diversity and inclusivity mentality, they will present kind of a barrier and will create a more hostile environment, but I have not seen it to be fair. (female, bisexual).

5.4.5 Double life strategy

Following on from the tensions between feeling comfortable and uncomfortable with being genuine at work, the data reveal that individuals frequently employ a double life strategy; especially when they work both on campus and internationally with partners.

Not at work [University] per se, not in the office, but when I have gone abroad for work, travelled for work, that is where I found it a bit, when I have been a bit unsure as to how much I might be able to reveal myself, reveal about myself. (male, demisexual).

I get the sense that the Faculty [name] may be a little more hostile to me as a gay man, so I might actually probably modify my position and behaviour and how open I am when dealing with colleagues in that Faculty. I might try to be a bit more straight acting, a bit more, it is an awful term but maybe be a littler less flamboyant maybe and maybe not be so open about my identity in those kind of chats and informal conversations. (male, gay man).

Do I change how I am in different situations? Absolutely I do. And, I think there are really two spaces that I would say, the term authentic self seems a bit strange, seems a bit woke, which is how I was brought up at all. (male, gay man).

5.5 Discrimination

Eighty-one percent of LGBT+ staff who contributed to this study shared experiences of direct discrimination or witnessing discrimination. Such experiences did not always take place on campus but could also be via social media or while working online, but all were related to working at the University. The data show that such experiences make staff more aware of the varied attitudes towards non-conforming sexualities while they have impacted negatively on their experiences overall.

Figure 5.9 shows the linguistic associations between the different sub-themes and types of discrimination participants have experienced or witnessed. Those discussing biphobia also used the same language to refer to its impact with feelings of distress, while structural racism is associated with mispronouncing names and bullying. Furthermore, direct abuse is linked with feelings of dysphoria, and misgendering with anxiety. These are important links which show the conceptual constructs of such attitudes and what those might lead to.

Furthermore, a Jaccard's coefficient (Figure 5.10) revealed that biphobia is more prevalent when working in smaller teams, whereas microaggressions, slurs and jokes are directly linked with any type of discrimination. In addition, transphobia impacts with feelings of dysphoria, and positive discrimination might lead to feelings of exclusion. Lastly, the same analysis shows that unconscious biases are associated with misgendering, corroborating participants' views that misgendering is often due to lack of knowledge and understanding rather than malicious intent.

Figure 5.9. Linguistic association between codes

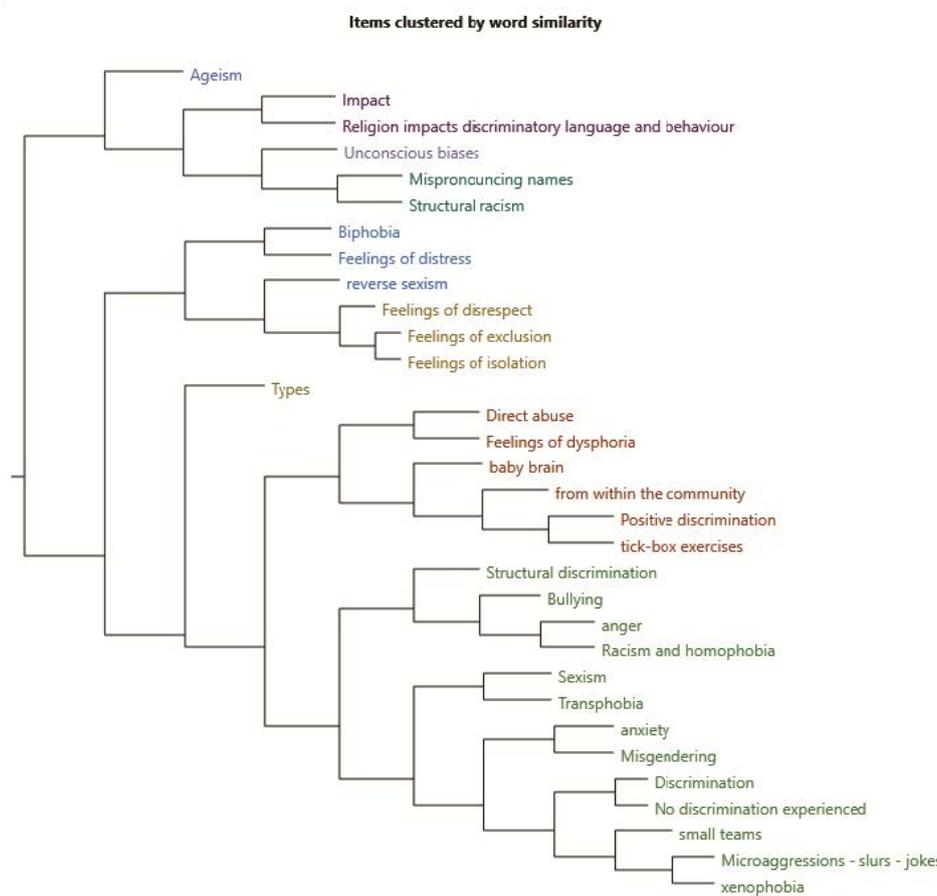
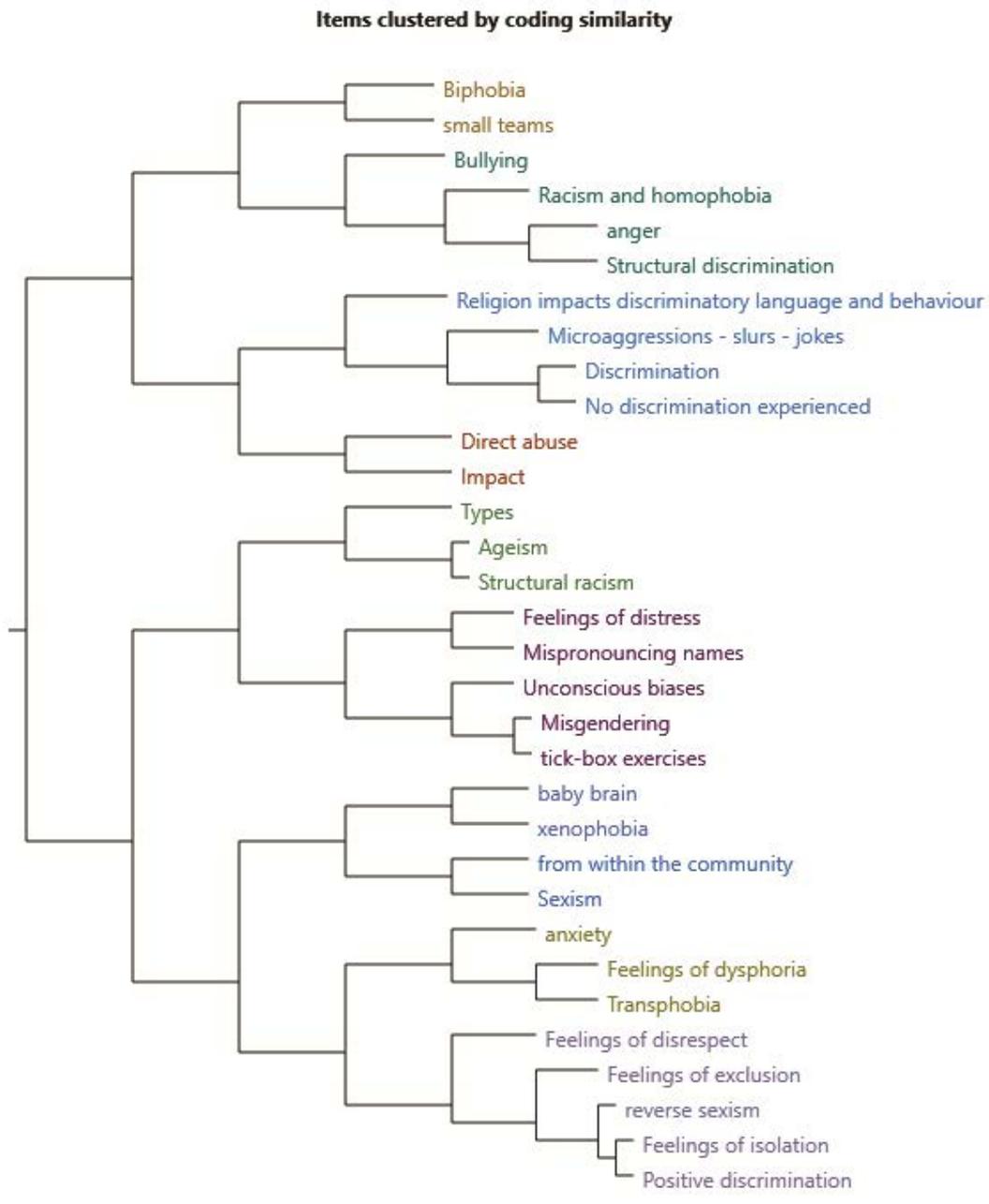
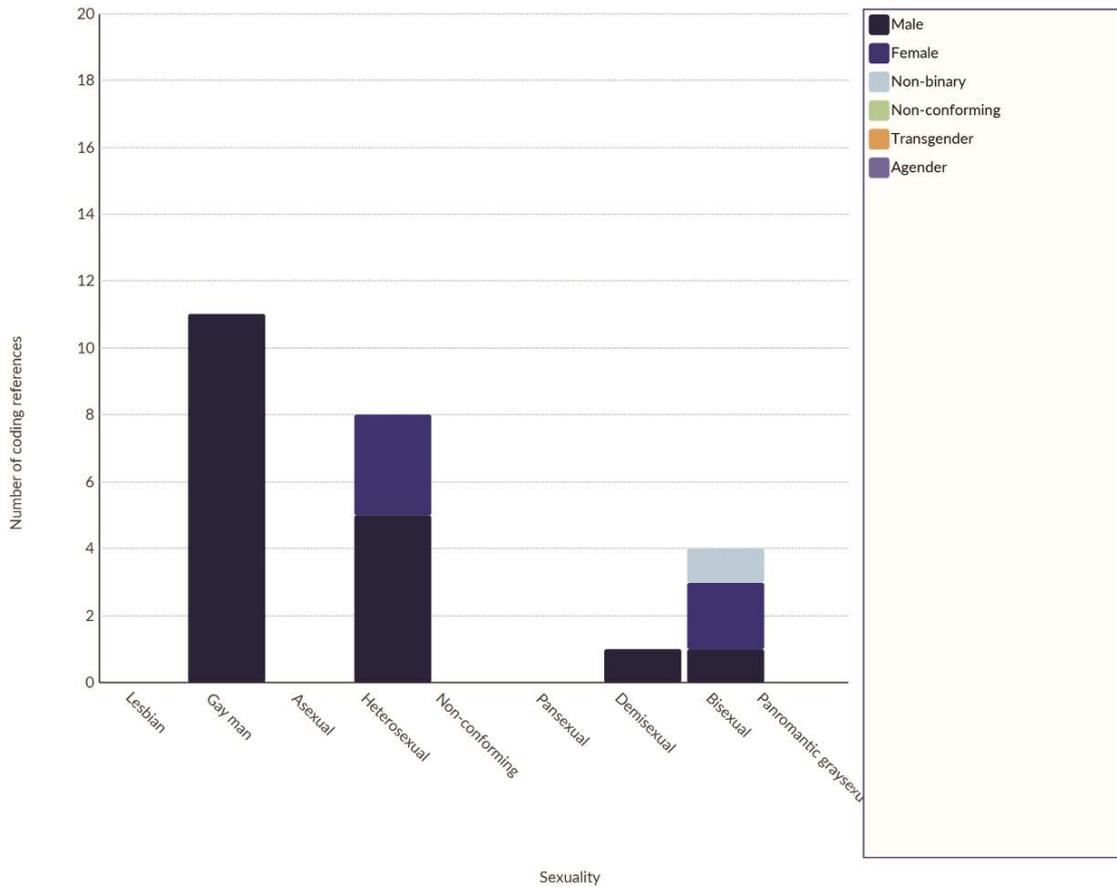


Figure 5.10. Discrimination: Jaccard's coefficient



Participants sharing information about discrimination – direct or indirect and in varied forms – also identified as gay men, heterosexual, demisexual, non-conforming and bisexual. The same individuals also identified as male, female and non-binary (Figure 5.11).

Figure 5.11. Discrimination – Coding by sexuality and gender



The data show that staff have experienced or witnessed 11 types of discrimination, oppression or prejudice while employed at the University. The most prominent types are microaggressions, racism and homophobia, and structural discrimination. Figure 5.12 lists all 11 types of discrimination but only provides extracts from the data for the last eight types. The first three, which are the most prominent ones, are discussed in the subsequent sections, which also provide extracts from the data.

Figure 5.12. Types of discrimination experienced or witnessed



direct abuse

- 'The one that was very obviously - I witnessed it - was direct abuse. It was not said in a jokey way. It did not come across as being banter; it just seemed to be quite aggressive'.

misgendering

- 'I might be misgendered throughout, right? So, as a person, my identity there is not a problem being myself but how that is then perceived by other people, that is rather the problem than me being myself'. (P35, non-binary, unassigned).

transphobia

- 'I was a lot more obviously trans back then as well, because I'd only recently transitioned. So mostly positive (experience) but also had its negatives'. (P32, female, transgender).

ageism

- 'There is an attempt to stop old men getting, it was something I went to at the Wellcome Institute and someone stood up in front of a room full of archivists, curators, and said, "we do not want old men volunteering in archives because they are so blinkered"'. (P38, male, gay man).

biphobia

- 'One of my colleagues at the time, they would identify as bi, and they had a situation where they had been shouted at by a colleague and I arrived at work and they were all shaking and trembling...they were very upset'. (P13, female, heterosexual).

positive discrimination

- 'So, essentially, "oh you are gay. It is good to have diverse people in this group, you should be part of this group." So, the concern is whether in fact you are included in things just because of your diversity or you are included because one appreciates your skills or your knowledge, your expertise'. (P15, male, gay man).

5.5.1 Microaggressions, slurs, jokes

In total, 14 LGBT+ self-identified staff shared experiences related to microaggressions, slurs or insulting jokes regarding sexuality and non-conforming identities; in addition, six LGBT+ allies have witnessed such instances. Microaggressions are categorised based on the intentions or consciousness of the aggressor. Data from this study show that both conscious and unconscious insults have been directed to LGBT+ staff and for various reasons, while University staff might make jokes that may not intend to harm but eventually do as the sub-section on 'impact' demonstrates.

It is one of these things where you are never quite sure what is going on behind the scenes, and I have heard some things from other people...I have heard, for example, that my first line manager did have an issue with me being trans, but he never vocalised that to me but apparently, he did vocalise that to other people... It is never deliberate, but it still stings. (female, transgender).

As a non-binary person, it is a very complicated position to be in, I think. Especially because I am working very closely within the organisation on EDI, and I think I can notice in those spaces that there is almost like an organisation-wide perspective that specifically queer inclusion is not the priority. (non-binary, unassigned).

I still hear people talk about somebody with 'coloured skin' or something like that, but even then it is, you think, oh, well they are learning. (male, heterosexual).

Microaggressions and assumptions...it was all the assumptions, and the stereotyping that was wearying at the time. It sounds ridiculous. I mean I should just come out and say it. I am a white male from [country name] and with that came a whole lot of assumptions about how I view people of different races etc. and derogatory statements about my country's political past etc. directed at me. (male, gay man).

I had a really funny experience where I was talking about how we had rats in our garden, and I was like, 'I went over and I poked around to sort out the rats, because my partner is really scared', and this woman I work with was like, 'why was your

*partner scared? It should have been him, like he should have been the one doing it'.
(female, lesbian).*

I have experienced it more on the level of microaggressions and comments. Like, we will be around the table in a meeting where somebody will be talking about challenges with raising children and because they will know I am a gay man they will make a comment in passing that, 'well of course these are not issues you would be troubled with'... I remember there was a time where we brought cupcakes in a meeting...and one of those cupcakes was decorated with a lot more colours...they said, 'this should be more fitting for you', which I found very offensive...because of course they were saying, 'because you are the gay one here, so you like rainbows and feather boas'. (male, gay man).

One comment that I heard was 'poof'. I think the idea was that the people who said it thought it was a joke whereas obviously it is not a joke. (male, gay man).

At times, comments and slurs have not only been inappropriate and offensive but also shocking to the person hearing them. An example follows.

*People somehow thought I was gay. I do not know how they heard about it. As soon as I arrived at the University, I remember the manager for the [name] department joking with the academic colleagues and saying, 'she likes to wear penises'.
(female, lesbian).*

Then sometimes they can become really annoying and say things like, 'no, come on, this is very unnatural'. They say that this is against human instincts, humans are meant to procreate, and they are meant to reproduce their species, so for you to not have any sex drive or a strong sex drive anyhow, it is very unnatural. (female, panromantic greysexual).

But sometimes some individuals sort of being of the impression that if you are a gay man then you are after men all the time, or something like that. As if there is one sexuality that is over sexualised, and the rest are fine. It is a huge stereotype historically about the gay population. (male, gay man).

'oh she is trans actually, but she is quite pretty actually'. As if the implied or the automatic reception is that by being a trans woman you won't be an attractive woman or that trans women are not attractive. (male, gay man).

Microaggressions, slurs and inappropriate or offensive jokes are also prevalent among the student body, and this study verifies the impact those have on staff as well. The following extracts show evidence of staff witnessing these or experiencing them directly.

We do have some people who have alternative dress styles and alternative ways in which they like to present themselves, and I have heard students who have made mention or called them names within a corridor whilst passing or waiting for a lesson. (female, heterosexual).

There was a comment that a student made, for example, something like...it was something of how fancy I am holding the glass and how...um...camp manner. (male, gay man).

Focus Group 3

I work in an environment that is full of students all the time but often they're unaware of my presence as staff, I don't wear a uniform or anything and I'm not teaching staff, so I catch them at times when they are really relaxed and talking normally. Yeah, at times I have heard the use of gay as in uncool, it's rife. Then I have had students undermine me because I am an immigrant for example, and they asked to speak to a native English speaker. Yeah, there's been a few occasions.

I do a bit of teaching alongside the day job and yeah, there was one occasion this term actually where I set the students off to do some group work and they were in addition to doing the group work just chatting as they do. I heard one conversation where someone was saying, 'Are you gay?' as to saying, in a way to mean, 'What's wrong with you, why would you do that thing?'

Some participants shared how such comments which may be offensive or insulting or derogatory and negate one's emotions and experiences may also come from within the community, stressing the point that those identifying as LGBT+ are not immune to such behaviours, especially when considering the many identities represented under the LGBT+ umbrella.

The saddest thing is that I have had this even from within queer circles, where people... So, I remember once I was... in the previous LGBT+ network of the University, and I was with some gay men, and they were talking a lot about sexuality and sex, and no one had really asked me how I identified. They did, and I answered and even for them, I found that, I do not know. I felt like I was a human zoo. (female, panromantic greysexual).

5.5.1.1 Xenophobia

Three of the participants spoke further about how microaggressions were indicators of the xenophobia they have been experiencing. When considering intersected identities, xenophobia is highly prevalent in different contexts and among LGBT+ self-identified individuals.

It is just little things that happen all the time with new colleagues and new students, who constantly say, 'where are you from? How long have you lived here? You speak English well'...it is all these daily little things...but it is not relevant with the context all the time. (female, heterosexual).

Yeah, there were cases where people asked me where I was from...and they said, 'I am sorry'. For what? Their expressions changed after the financial crisis, and I told people where I am from. It was almost like I became a 'dirty migrant'. (female, panromantic greysexual).

I was experiencing xenophobia. It was I think to do with myself being from [country name] and I think it had a lot to do with much of the debate around European finances and about politics and about language and so on. (male, gay man).

5.5.1.2 'Baby brain'

When considering intersected identities, some data reveal another form of microaggression regarding new mothers. One of the participants who was returning from maternity leave when the data were collected shared their experience of negating comments received by colleagues concerning having given birth, referring to 'baby brain'.

So, they start telling you this when you are pregnant, and then definitely when you have your baby and come back from maternity. You know like we are very tired easily? Our mind is a bit distracted, cognitively you have a lot of things juggling... But when you have a baby...people call it baby brain when you say something that is a bit out of place, or if you do not say the right thing, or you do not respond as fast, you make a little mistake. They say, 'baby brain'. Because they think this is caused because of the fact that I had a baby, and I am just preoccupied by that. (female, heterosexual).

5.5.1.3 Mispronouncing names

Another participant referred to the mispronunciation of their name which impacts how they experience themselves being themselves.

I suppose really one of my personal hurdles is my name. Sometimes that actually does not allow me to be who I am because people call me something I am not... How they pronounce my name and therefore my identity is not actually as it should be. (female, heterosexual).

5.5.2 Racism and homophobia

The data also highlight occasions of racism and homophobia, either separately or combined due to intersected identities. Twelve of the participants shared experiences that illustrate this. The extracts below show experiences from individuals identifying as LGBT+ but also those identifying as heterosexual who have witnessed incidents classified or potentially recognised as racist or homophobic. Furthermore, as the data show, such experiences do not merely stem from staff members at the University but also from the student body.

It felt like racism at the time, but of course there were comments about the fact that they thought I was gay because at the time I did not say anything. It was the manager's prejudices towards gay people... But I think this is more to do with me being Black. I am not the only Black gay woman who will tell you this; it is so difficult for us to pin down our experience to whether it is racism...the fact that we are gay or the fact that we are women. (female, lesbian).

I have witnessed homophobia – would list it under homophobia. (female, heterosexual).

With the line manager, as a result of that [disclosing I am gay] I was not asked to do things anymore, go away [abroad] for example, as I had been a link tutor. All these sort of things...the gates were closed almost suddenly... Another example is we have a professor...who on Facebook is very homophobic; makes outwardly homophobic remarks and comments. (male, gay man).

I have experienced...racist, racial assumptions. (male, gay man).

Apparently, there is a department that is notorious for being...homophobic, but I also think too comfortable in their privilege. We also did have a member in the LGBT+ community recently who said some offensive homophobic words were used in his presence...the person who said these words to me...it is clear that he is aware of how homophobic the stuff he says are. (female, panromantic greysexual).

I have witnessed things that are not necessarily positive. It could be from staff or students...but essentially there is a negative stance I think sometimes when somebody might not be dressed in the normative way or whatever that might mean... Well, I have seen once, somebody expressing disgust in their look because of the person sitting next to them. (male, gay man).

By my accent people are like, 'where are you from?' and that could cause some kind of racism sometimes. (female, bisexual).

As far as I am concerned in the student community there is homophobia, it is not unusual to get cases relatively regularly where stuff has been said. (male, gay man)

5.5.3 Structural discrimination

The third more prominent type of discrimination identified from the experiences of the participants is that of structural discrimination. Staff recognised that different procedures and teaching content, as well as HR policies, can be designed and delivered in ways that promote discrimination.

The only way my wife and I could get married is if we got married on a Sunday because it was not possible to get time off during the week to have a wedding... That was because nobody would take over my time at nine o'clock on Monday morning to teach... And later, they said because my wife was [ethnicity] and resident of [country other than the UK] and she was giving birth, they said I was not allowed to have any support from the organisation. (female, lesbian).

For example, for me a lot of the time you will have [in forms] 'male, female, gender queer, and other'. There is most of the time like three and then a fourth, 'other'. So, it is fine but if I have to choose other that is also very nondescriptive, right? It is very much; I am just other. And with sexuality, I identify under the bi-spectrum, so that a lot of the time does not necessarily encompass that. (non-binary, unassigned).

So, white men were leaping up to the pay scales at three year splits... White women four and a half years which I attributed largely to [the] maternity leave gap. I could find no evidence. (female, heterosexual).

So, the content we teach...is all quite neutral, and we are beginning to introduce texts which focus on LGBT+ issues or representation of non-normative identities in children's literature. However, the majority of what we teach is very much normative. (male, demisexual).

One of the HR policies on staff relationships specifically states...that if you are a member of staff, and you are seeing another member of staff, both members tell their line managers. I actually raised this as an issue, because my partner does not believe that they should have to tell people whether they are gay or not, and did not want to necessarily be out at work... If I tell my manager, I am outing somebody, and that is not OK. (male, gay man).

5.5.4 Tick-box exercises

In addition to the above, the data reveal the tendency for staff to consider many of the abovementioned practices and intentions for support of LGBT+ identities as a tick-box exercise to meet other criteria relevant to the University as an organisation and not linked to the staff wellbeing.

It [University] is doing things like tokenism just to tick a box and things like that, which is one of the things I hate people doing with EDI stuff. It is just about appearing to do something rather than doing something. (female, transgender).

Obviously, accreditation such as the Stonewall ones are somewhat important, however, there are certain elements of I suppose LGBT+ inclusion or representation rather than I feel are very left unaddressed. It feels like a tick-box exercise. (non-binary, unassigned).

5.6 Impact of discrimination

Following on from the lived experiences of LGBT+ staff and LGBT+ allies about discrimination and the varied types listed above, the study examined how those experiences have impacted the individual. The findings are telling about the negative impact discrimination may have on LGBT+ staff members and, consequently, as shown by the previous findings about joining the University in section 5.2.1, how it impacts on the person's performance at work and wellbeing overall.

Seven different ways in which discrimination impacts the individual are identified from the data. These tend to overlap and overall refer to increased anxiety, anger, feelings of exclusion and isolation and signs of depressive feelings (Figure 5.13).

Figure 5.13. Impact of discrimination on LGBT+ staff



5.6.1 No experience of discrimination

Of the 40 participants in this part of the study, those that were newer to the University also appeared to have fewer experiences of discrimination, whereas LGBT+ allies mostly stated they had not witnessed any such incidents either. A total of 14 participants between those categories shared information that resulted in these findings; the extracts illustrate these below.

I must say, I have not [experienced or witnessed any discrimination]. (male, demisexual).

I have not [experienced] any. That is not to say I do not think it goes on, but I have certainly never experienced it where I am. (male, gay man).

I have never experienced any homophobia or prejudice or anything. It was just, 'I am me, there you go'. (male, gay man).

No, I have never experienced or witnessed anything. (male, gay man).

No, never, I do not think so. (male, heterosexual).

At the University? I have never seen or experienced anything like that. (male, heterosexual).

5.7 Intersected identities

Lived experience is unique and thus worth recognising this in the data as well. This study recorded experiences from LGBT+ staff and LGBT+ allies but drew on those experiences to emphasise intersectionality and how the abovementioned experiences are neither exhaustive nor universal. It is important to allow flexibility with this data because experience is never associated with one characteristic or identity but the intersection of the identities a person identifies with. LGBT+ staff in this study expressed this in their stories and highlighted that often, it is not as easy to know what part of themselves may be the trigger for their either positive or negative experiences at the University, especially regarding progression and/or discrimination.

You tend to face this kind of huge challenge in the workplace...so for me, intersectionality presents a load of opportunities... It makes us unique. I am a mother, an immigrant, I am a human, a load of attributes that we associate with these identities can be quite empowering. (female, heterosexual).

I used to hide both my sexuality and my ethnicity... I struggle with what to put down sometimes, it is like white mixed and then...bisexual. But sometimes there is a moment of hesitancy because I do not know. It is to do with what we discussed earlier – is it about bisexuality or ethnicity? (male, demisexual).

I do identify with more than one protected characteristics and...the intersectionality of it...my experience at the University is perceived through those two lenses, through the multiple identities I have. (male, gay man).

I have a mental health problem but also a physical thing which makes me very tired and often causes injury... Each thing impacts me as an individual. (female, lesbian).

My religion is putting me in a minority group I guess and my sexuality. There are other characteristics that are not part of the Equality Act 2010. But all impact my experience. (male, gay man).

The data reveal that intersected identities are appreciated largely in relation to one's lived experience. The participants of the study highlighted that the University's recognition of this is just as important in order for them to feel more included.

Focus Group 4

Intersectionality is a hugely important thing and recognising that someone can fit into several different camps, for want of a better word, so whether you identify as LGBT+, whether you identify as disabled, what ethnic background you're from and so on, all of these have really strong impacts on how we are as people and how we also interact with each other too, and acknowledging this I think is, yeah, it's a really good thing.

5.7.1 Unequal focus on different identities

Furthermore, when participants spoke about intersected identities, they also highlighted that there appears to be a hierarchy of support levels based on identity and protective characteristics. More specifically, disability and race and the intersections of those identities with LGBT+ identities or other characteristics are recognised as areas that are paid little attention by the University.

I think intersectionality is visible... It is more about listening to the voices and the people you already have. There are many people who have experiences of intersectionality or speak to intersectionality as a concept... You need to essentially talk to people when you are developing these strategies about different identities and developing EDI strategies. (non-binary, unassigned).

Actually, one thing I would like to add is that I think more can be done on intersections. LGBT+ intersectionality, particularly on race. I think that is a real blind spot of the University. (male, gay man).

Disability isn't figuring quite as much as it should. I have not had many students with a significant visible disability that they are prepared to present and the few that I have had, we have not really accommodated them as effortlessly as we should. (male, heterosexual).

Focus group discussions offered more data on the area of intersectionality, and this revealed more recognition of an unequal focus on different identities, whether those are LGBT+ or related to other capacities, characteristics or roles.

Focus Group 2

I'm going as somebody who is...I have a student hat and a staff hat, but I also have a parent hat and a chronic condition hat and lots of other different hats and sometimes the calls of those aren't, don't feel valid in some way. So, as a student I'm expected or treated as though I'm in my 20s with no other responsibilities in my time. As a member of staff, I'm expected to know all the different policies or whatever without being told them. And I know it's really, I don't think necessarily, I think you're treated as one hat at a time rather than having all of these different things going on in your life or different responsibilities.

Yeah, I don't think that's acknowledged at all from my own...that's just my own experience as an older parent and a student and someone who you know particularly in recent times, those of us who are leading seminars, we're the ones who are seeing students. We are the face of the University, and I don't think that's mentioned much at all let alone intersectional identities.

Some of my identities feel fairly hidden I suppose and that goes I suppose for certain disabilities I might have and they're often things I can, I will often forget about because they aren't really brought to the frontline and not something I would ever really consider in the environment at the University to bring to the forefront.

Focus Group 4

There seem to be competing inequalities and some inequalities are more acceptable to discuss and when you have an inequality that's combined with different ethnicity as well as gender as well as sexuality, there are some things that people seem to get on board with, but if you think about racism, that is so contentious and I think the problem with our, especially with my experience in my faculty, is that the majority is heterosexual, white and that is really hard to penetrate if you're not in that majority characteristic.

Focus Group 6

I shouldn't have to go to University and say I'm just a black woman and be treated just like a black woman because nobody understands the fact that I'm not just a black woman, I'm other things as well, and that's just crazy stuff.

5.7.2 Empowering

Lastly, and more importantly, the data show that intersected identities can have an empowering effect on the individual identifying with them. This perhaps is an additional factor that may eliminate protective factors from the impact of discrimination or there could be a counterbalance between the two through improving the resilience of staff members in the future.

You may feel that this intersectionality is something that really allows me to be more unique. Once I start reflecting on it, I start to feel more real and authentic about myself. I find it as giving me strength. (female, heterosexual).

5.8 Providing data to HR

Lastly, and regarding the lived experience of LGBT+ staff and allies at the University, the study sought to examine views and attitudes toward providing data related to LGBT+ identities to HR. Generally, participants showed a change of heart on this issue from previous years, with staff being more open and willing to share such information with HR nowadays.

To be honest, if you had asked me some years ago, I would have said hell no. Now, it is absolutely yes, I am not bothered. (female, lesbian).

I provide it all. No problem to do so. (female, transgender).

In the past maybe no, but now as I get older, I do not mind. (male, gay man).

No problem, I tick the box. (male, gay man).

However, there are still data which suggest that some staff will still avoid providing this data either because the member of staff lacks trust in the University, is unclear about the purpose of the data collection, or simply perceives this as tokenistic practice.

Sometimes there is a moment of hesitancy because it is like the issue about my bi visibility, and I guess people questioning if it is bisexual. (male, demisexual).

If you look at the University overall, I feel a bit more hidden in numbers I suppose. I do not know what the stats are in terms of HR... How these HR processes the information and what boxes are; how well do they actually adapt to how I identify? (non-binary, unassigned).

I think making it very clear that this data is basically to support the case for a more inclusive environment. I think maybe people feel more assured or secure when they tick the boxes. (female, heterosexual).

I will admit that I do not feel comfortable that we are still asking those questions because I do know that when I tick the box I am doing a favour to the University so it will say, 'look, we are diverse'. But it is like going to the zoo and you just look at the animals behind the cages, you know. It feels a little bit like that in some ways because your identity has to be showcased essentially. (male, gay man).

Tick 'prefer not to say' because I do not trust what the organisation will do with the data or why they need the data. (male, bisexual).

Two of the participants also noted that providing data to HR requires the right options to be available, but that is not always the case.

So, allyship is not a button I could select on the horizon. If it had been there, I would have done so but it was not a box I could select. (female, heterosexual).

I think I just put heterosexual, because I do not think there is a box for demisexual. (male, demisexual).

6. Diversity and Inclusion

Further to examining the lived experience of LGBT+ staff and allies, this study examined the views and perceptions of staff regarding the degree to which the University is inclusive and the ways in which staff diversity is both visible and celebrated within the University. The data show that staff can see a gradual, positive change across the institution and identify examples of how University practices and procedures have become more inclusive.

Figures 6.1–6.3 show the coding clustered by gender, sexuality and self-categorisation as LGBT+ or LGBT+ allies. Predominantly, participants identifying as gay men, lesbian, bisexual and heterosexual, as well as male, female and non-binary, have contributed with their experiences regarding the themes and sub-themes reported in this chapter.

Figure 6.1. Diversity and inclusion codes by sexuality

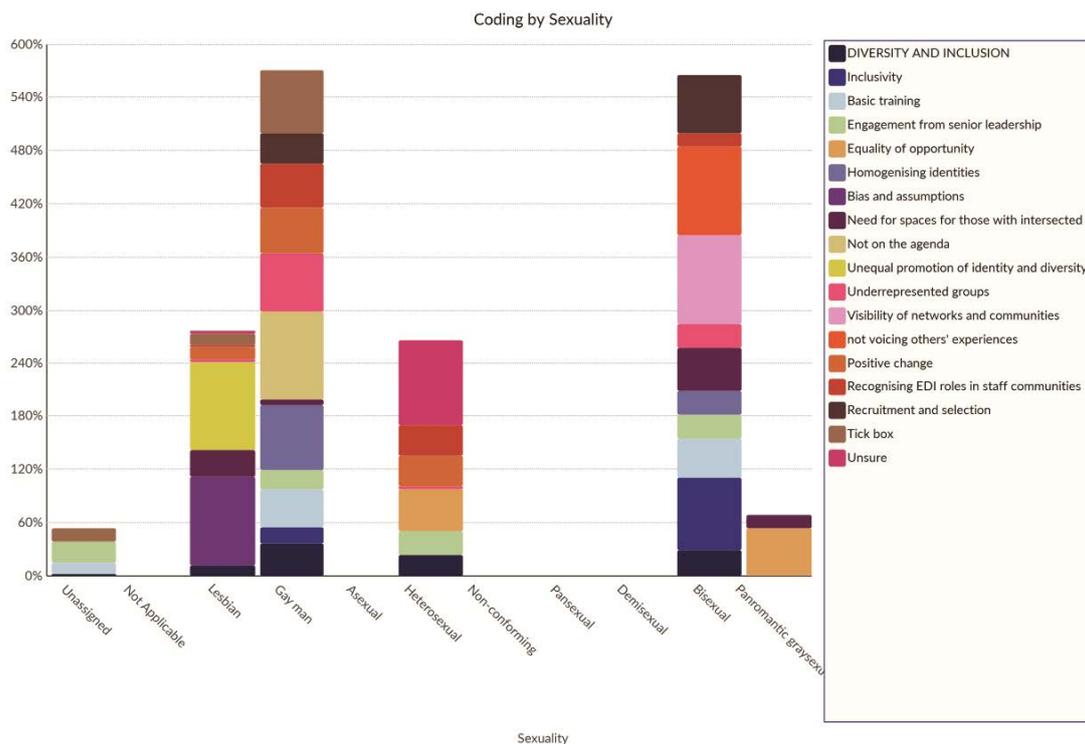


Figure 6.2. Diversity and inclusion codes by gender

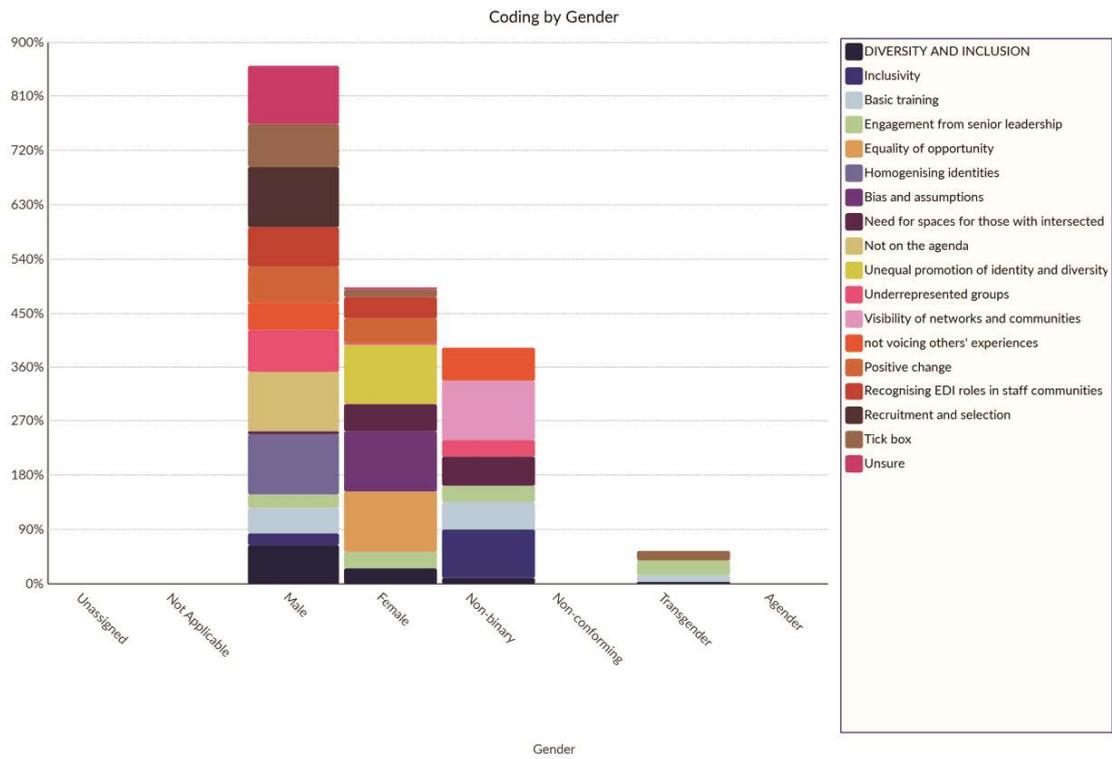
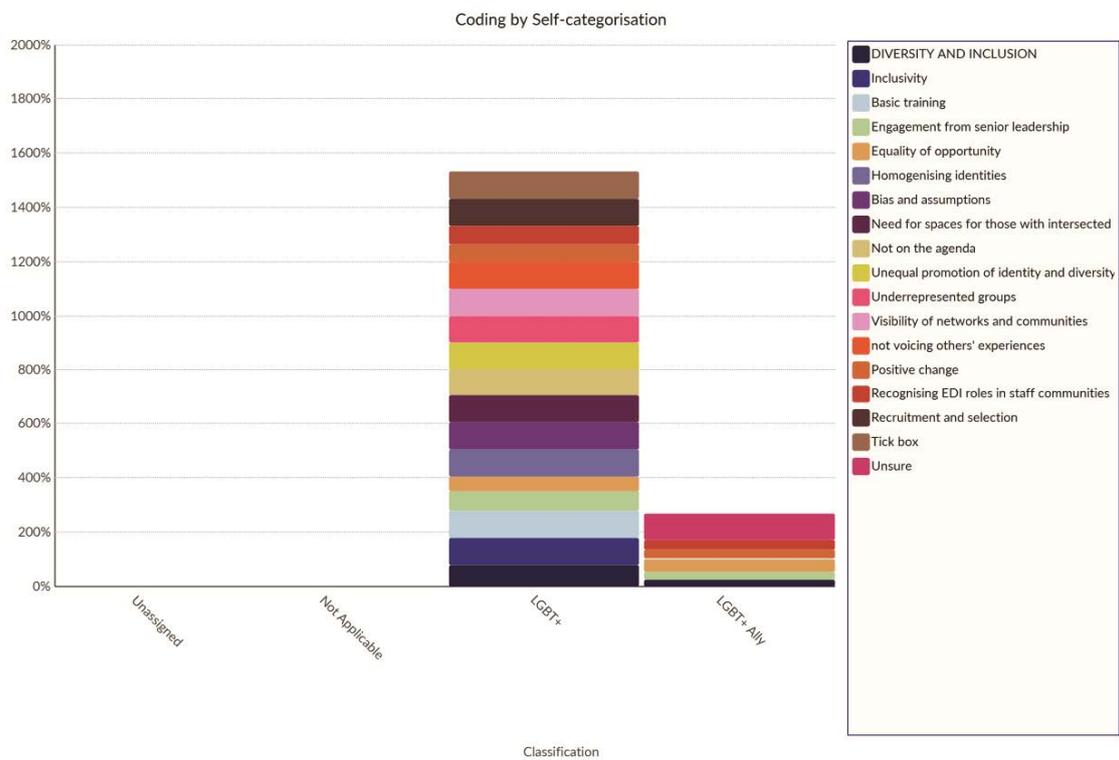


Figure 6.3. Diversity and inclusion codes by self-categorisation



6.1 Positive change

Overall, LGBT+ staff and allies expressed the view that evidently there is positive change at the University and in relation to championing inclusivity and celebrating diversity. This change has been recognised in the last few years and specifically tied to the change of leadership. Communication and visibility appear to play a big part in how staff perceive that the University is emphasising LGBT+ matters and inclusivity altogether. The wider participation of the LGBT+ Staff Community in the different functions of the University further highlights the focus on inclusivity and the different EDI priorities.

I would say over the last couple of years I have noticed a real change in communications...There is a lot more open-mindedness when it comes to support groups and signposting to welfare when needed and the Stonewall accreditation as well has been very good. (female, heterosexual).

It goes an awful lot better than it used to... So, anyone coming to the University would see that LGBT+ welfare is an issue that the University is concerned about. (male, demisexual).

I think it has been a progressive journey for the University. But I think it is becoming more embedded into the central function such as HR, student support, and so on. (male, gay man).

It [the University] has become more effective in the last year and a half, but I do not think it was effective before that in my experience. I think lately it has become more effective because it has been providing evidence of the support towards individuals and it is given evidence that it supports the maintenance of a communal sense of belonging to the University. (male, gay man).

I think at the moment the University is doing a really good job...I think I am aware that especially with LGBT history month, I have seen lots of talks going on, I think things like that are brilliant. (female, lesbian).

Things have shifted in the University. The University as a whole is much more aware of and proactive around inclusion for students and staff. That is something that becomes evident in the nature of the communications in the things that are being celebrated. (non-binary, bisexual).

Staff see those positive changes more relevant to individuals that are newly recruited and who take on new roles and responsibilities, which accumulatively leads to more positive results. This indicates a more thoughtful recruitment that considers principles of inclusivity and diversity more than in the past.

I think at a school level now it is actually quite good. I would say that we have got a good mix of individuals that are informing school level policies and they are shared around equally. I think the team that my new line manager is building is very much about that. (male, gay man).

6.1.1 Recognition of EDI roles

In addition, progress at the University is seen whereby EDI roles are recognised and celebrated as important contributions by members of staff. Examples include individuals taking on roles in the Executive Committee of the LGBT+ Staff Community and being given recognition for those as well as the time to be part of the work the Community is completing.

You cannot really be part of the running of a network and then not engage with people, and I learned a lot about myself. That sounds, not just about the community but I learned a lot about myself and my perceptions through that process. And this had to be recognised. (female, heterosexual).

It is part of the appraisal process. You have to have an impact with the wider University. So, I updated the site. I mentioned that when the appraisal came around and when I had to update our managers and what I have been doing in the past few weeks. (male, gay man).

6.2 Recruitment and selection

An area that has been distinctly recognised for its positive change is that of recruitment and selection. The data show that there is still room to improve in this area, and especially with how decisions are made, but overall a positive attitude is expressed by the staff members.

I think in terms of opportunity and recruitment and selection and where people are being promoted, I think it has been very positive from my point of view. (male, demisexual).

EDI panels and feeding back the reasons for appointments when appointments go against the advice of the EDI panel. And also having training in place, so where that appointment is made against the advice of the EI panel, that the University puts in place measures to support that person on LGBT equality or other types of equality and feeds those measures back to the EDI panel as well. (male, gay man).

The data also show some scepticism in this area, however, and particularly the view that EDI inclusion in recruitment and selection may be ticking the boxes rather than aiming for a substantial change in the University. This view might influence staff members' decision to be part of the process and contribute with their perspectives of EDI.

We were recently invited to be part of one of the panels for recruiting some of these new senior faculty roles, and I know there was concern there that one of the people who did attend from the LGBT+ community felt they were not listened to in one particular case, which does sound a bit too much like box ticking to me. (female, transgender).

What I see, not so much day-to-day but certainly on the ground is that those agendas [EDI] are not supported, and even just rumblings of people. It is not necessarily just with LGBT but with BAME related activities, there is a lot of 'Yes, but is it really an issue?', and things like that from your typical white, actually not always male but white middle class, middle aged individuals. (male, gay man).

6.3 Inclusivity

The data also show the different views LGBT+ staff and allies hold regarding inclusivity more specifically and beyond the perspective that there have been positive changes. Participants

142 shared views regarding whether they truly feel that inclusivity is addressed and celebrated adequately at the University. In doing so, the data reveal seven areas (Figure 6.4) which might help the University's environment to be more inclusive; these areas are identified as developmental

Figure 6.4. Barriers for inclusivity



6.3.1 Basic training

Participants felt that current training provided to university staff and in relation to inclusivity and diversity is more of a tick box exercise, which does not necessarily engage staff meaningfully in order to increase knowledge and understanding in these areas. Further, current training resources are seen as non-inclusive alluding to further comments about a more dominant perspective of the content and the need for decolonising inclusivity training.

Because the online training often ends up just being a tick box because people just will skim through it and tick a box at the end saying they have done it. (female, transgender).

For example, say we have had a training session of sorts and then for example there is culturally exclusive references. I am like, "right, maybe do not do that because a lot of your staff are not going to understand it". But then there might also be use of inappropriate language and it is like, "right, you also cannot use that". Or there is a weird phrasing that is very heteronormative. (non-binary, heterosexual).

Right now we do not really do adequate training on diversity or inclusivity or allyship and being in a challenging discrimination, we do not really do much of that. We do some sort of e-learning. (male, gay man).

6.3.2 More engagement from senior leaders

Participants also referred to the degree of engagement by senior leaders. Data showed that staff may still consider that senior leadership represents unconscious biases that create barriers to promoting an inclusive environment. Also, staff recognise an overt strategy being promoted for inclusivity but suggest that this is not always substantial or representative of LGBT+ identities always.

There is work to be done. Because I think there is still a lot of unconscious bias amongst the senior leadership, particularly on the research side. I think less so on the teaching side of the school. (female, transgender).

For example, being told by leadership that we do not need to talk about trans inclusion or talk about gender at this moment, we can talk about that later when we are at a point in the organisation's development which is very interesting in contrast of me very personally having experiences that are contradicting exactly that statement. (non-binary, heterosexual).

The senior people obviously...are very pro-diversity and stuff, but I do not really see any in terms of LGBT and particularly disability. (male, gay man).

Focus group discussions addressed this as well and data showed that even though there is confidence in how senior leadership promotes diversity and inclusion, this is primarily due to personal experiences with specific teams rather than an overall sense of trust across the university.

Focus Group 1

My observation always has been that at the very top [there is trust]. But whether those values are demonstrably upheld by other members of the VCG or the leadership forum is doubtful, just sometimes by behaviours that I've observed or a reluctance to discuss LGBT+ and other equality issues. So that's my own person observation.

I think I'd agree. The area that I work in the senior management team I'd say definitely do. But I couldn't say that I'd be able to say the same throughout the university, mainly because I don't have the experience of other teams.

I actually think that this in some people's views is a relatively new concept. I don't think we're very mature in this space.

Further, focus group discussions highlighted the need for engagement by senior leaders in order to build trust over time, and avoid suspicion of tokenism when strategizing for a more inclusive and respectful environment for all.

Focus Group 1

It's about trust in my view as well, and trust is built up over time. Trust is built up on the record of things which people have done, and it's about the engagement.

Focus Group 4

I think a lot of it is tokenistic and there's a lot of middle managers in between that say all the right buzz words and stuff but I wonder if there is actually going to bring any change on the ground, that's my real concern and that's been my concern from the beginning because historically, looking at other universities and places like that, they do all these things but really does it really change for the people on the front line?

6.3.3 Unequal opportunities

The risk of homogenisation of identities is surfacing from the data as well. Staff recognise this risk and refer to the need to identify the diversity of the LGBT+ population and avoid strategies and practices directed at this group as a homogenous part of the university staff. Doing so creates barriers to becoming more inclusive, and especially when blending sexuality with gender.

Otherwise, I feel that their [LGBT+ staff] voices are misconstrued by others and people kind of act like advocates when actually what they are advocating is not the thoughts of the marginalised community themselves, or the individuals who might have had a discussion with those before. There is a real danger that that voice then, that is almost on behalf of the group, then speaks for the whole of that group, when actually the group is incredibly diverse. (male, demisexual).

Because you cannot just have something on LGBT+. People who are bisexual have different experiences and people who are gay have different. It is really a risky thing to be doing, to generalise. (male, gay man).

Quite often when writing LGBT I would rather write LGB&T+. The way I explain that to others is to remind them that the lesbian, gay and bisexual are orientations but the trans is a gender issue. (male, gay man).

6.3.4 Homogenising identities

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6.3.5 Need for spaces for those with intersected identities

The data has highlighted throughout the study the need for more attention to intersected identities, as those impact on the lived experiences of staff and help with the attempt to avoid generalising knowledge to groups of people who may not share the same feelings but are categorised under the same umbrella. With that, data also indicates that designated spaces for those with intersected identities may improve inclusivity at the university.

What I would like from the university is to create space for people like me, people who are Black, gay and female. I would like them to create a space for us, because we have a voice and our voice is very different to the LGBT+ people and it is very different to women, and it is very different to the BAME people. (female, lesbian).

Because I come from a working class background but my job has moved me into a middle class environment. So, I do struggle sometimes with some colleagues... It is this kind of understanding of each other's viewpoints... So to a certain extent class, being female and being gay are unique characteristics for me. (female, lesbian).

More can be done on intersections. LGBT+ intersectionality, particularly on race, I think that is real blind spot of the university. (male, gay man).

6.3.6 Unequal promotion of identities

In relation to the need for spaces for intersected identities, participants also suggested that in their experience certain identities are better or more promoted than others which creates a hierarchy of inclusivity at the university.

The university is doing really good work as far as recognising LGBT+ people and I would say that they are very supportive of LGBT+ people more so than the BAME people. (female, lesbian).

6.3.7 More visibility of staff networks and communities

Lastly, few staff reflected that staff communities and networks should be more visible and available and accessible to all. Members of staff should not need to search for those and the benefits they offer.

As a staff member if I have to go out of my way to find for example the network then I do not think that is good enough. That should be part of the first things that you do upon induction, for example. (non-binary, heterosexual).

That said, participants also recognise that the impact of staff networks and communities is dependent on individuals' willingness to dedicate the time and effort to make them work and offer support to others. In other words, visibility is also deriving from those chairing these entities and supporting their activities.

Focus Group 1

I think more than anything these networks and communities rely on people being proactive and being prepared to give up the time to move them forward. I think there definitely has been for the past year, not just with the LGBT+ community but with other networks, questions raised actually about the nature of that relationship between the university and the community and the other networks.

7. Responding to discrimination

Chapter 5 reported on data which reveals information about LGBT+ staff and allies' lived experiences at the University and regarding LGBT+ identities, inclusivity and diversity. A big part of the data informs us of discrimination experienced at the University, inclusive of various types such as ageism, sexism, homophobia, transphobia and racism, as well as positive and structural discrimination and oppression. This study further explored how staff tend to respond to these experiences and what approaches they use, whether formal or informal, and this chapter reports on those findings.

Figures 7.1 and 7.2 show the themes in this area by gender and sexuality as those were developed from the contributions of staff identifying with a diverse set of identities. Predominantly, gay men, lesbian, heterosexual, male and females identified staff responses comprise these themes.

Figure 7.1. Findings by sexuality

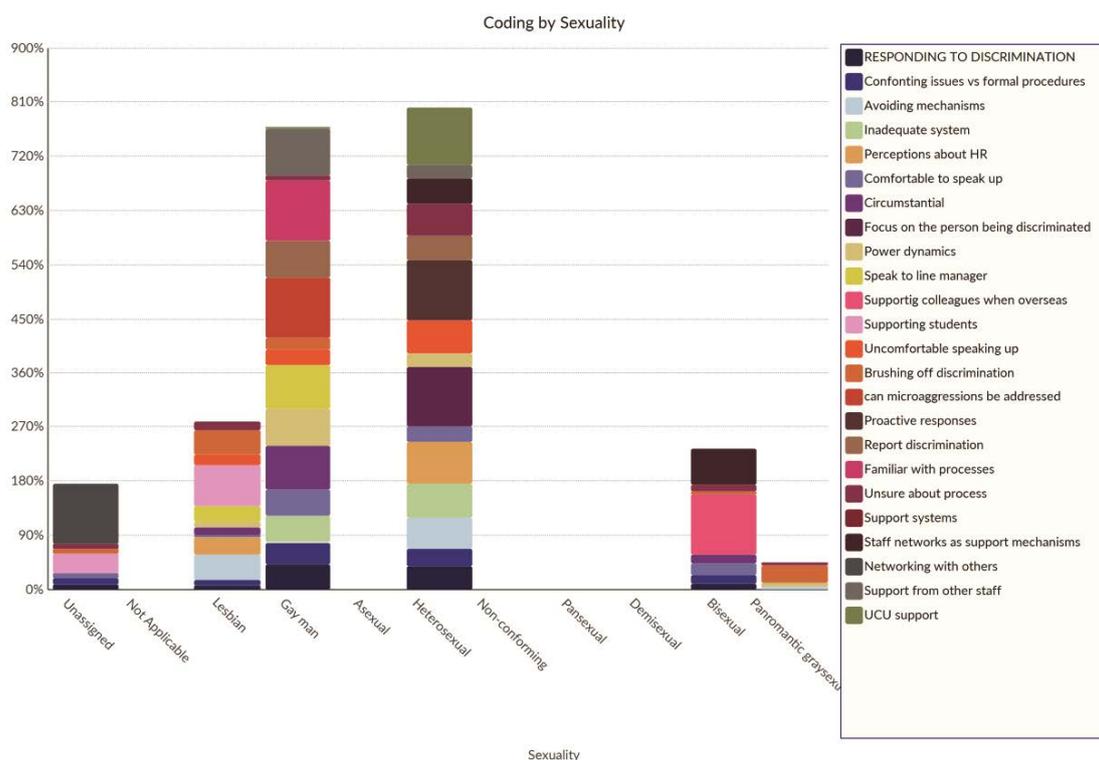
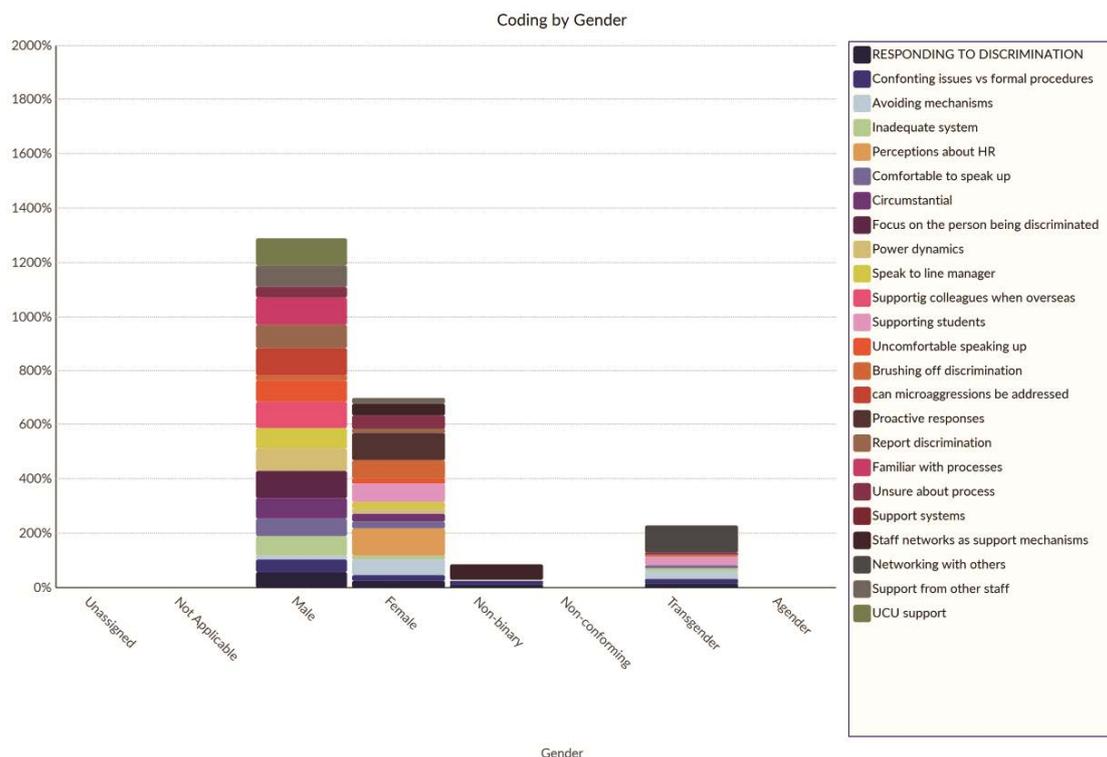


Figure 7.2. Findings by gender



7.1 Formal vs informal responses

Staff tend to prefer informal responses to incidents of discrimination, whether overt, covert, in the form of microaggressions and unintentional or intentional. With an informal approach, staff envision a higher chance of the confrontation to be educational rather than corporate punishment, which is in line with the initiatives about raising awareness and creating more safe spaces for conversations and the exploration of personal views and general attitudes.

Things like the misgendering I have usually dealt with myself, unless I have just shrugged it off. (female, transgender).

I bring it up [locally]...now is going to be addressed within closer teams, see what we can do on a smaller scale because the way I have seen it, it is not been ill-intended... Misgenderings have been unaware of or forgotten or not understanding how language is gendered. So, for me it is not been about going to the official disciplinary level but rather being like, 'can we address this now in an open space and then we go from there?'. (non-binary, heterosexual).

I would raise it [any issue] with the individual. I have that raised that sort of thing in the past with individuals. (male, gay man).

I do not want to be aggressive or confrontational. If I was going to confront someone who I saw discriminating against another person, I would want to do it in a really calm, reasonable way to best get the point across and make it a moment of education. (female, lesbian).

In that instance I would not immediately go down the complaints procedure. I would go immediately to the responsible individual. (male, heterosexual).

In other instances, participants felt that choosing to follow more formal routes depends on the seniority of the discriminator or microaggressor.

If it was someone like the pro-vice chancellor though I would absolutely take it as high as possible because, well, that is part of their function, to be inclusive and an example. (male, gay man).

Generally, participants shared that avoiding the formal mechanisms and pursuing complaints through HR is not a route they would regularly follow. There is a question raised from the data about trust and confidence in the formal procedures; whether the outcomes from those may be beneficial or not. In addition, the data reveal concerns about whether individuals understand the process and what its outcomes may be.

Despite experiencing loads of issues or loads of negative interactions with people over the years, I never once approached HR to take any disciplinary action. (female, lesbian).

I call it out on a very local level. But I would never pursue it with HR. I do not have the confidence that HR would deal with it appropriately based on the evidence that I have seen them deal with other things. (female, lesbian).

I would be very reluctant to report anything to HR to be honest. (male, gay man).

It is not that HR is a department I felt that you would go as an employee there to have a chat with them about the options for the employee. I always felt that HR was more out to show that my contract's coming to an end, or I should not get maternity. So, I do not feel that HR is really on my side. (female, heterosexual).

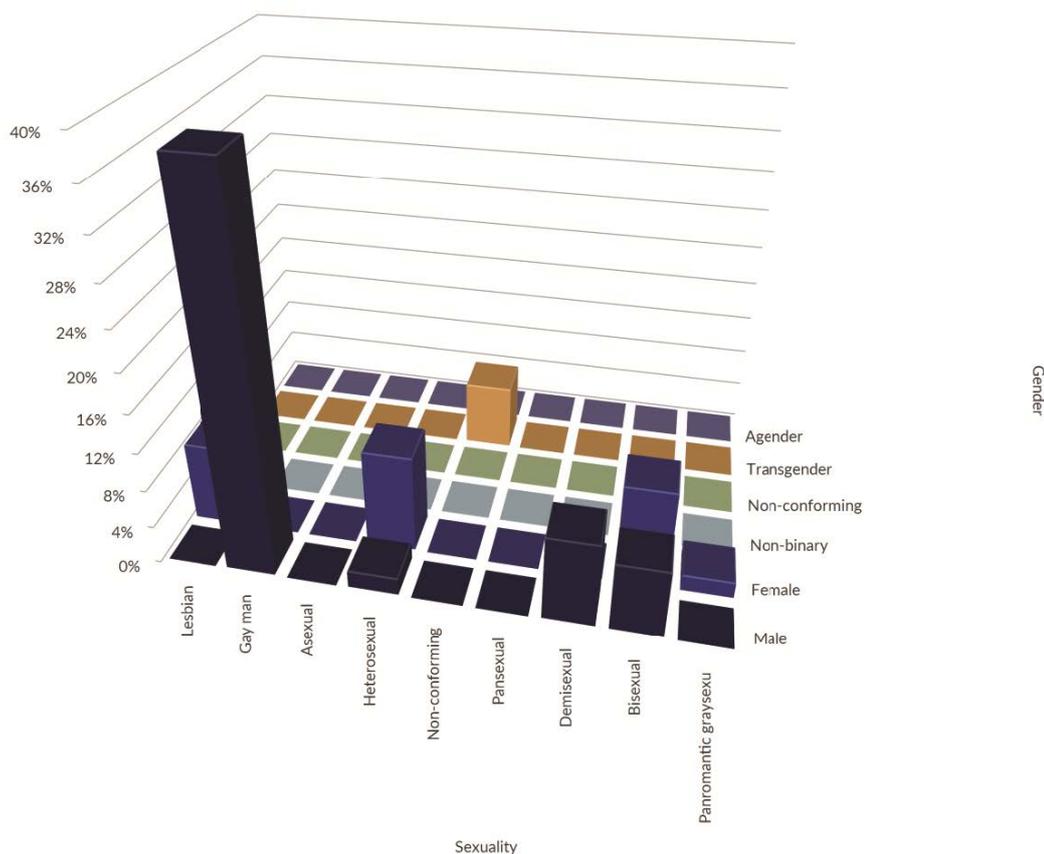
Focus Group 1

So, there is one thing that I want to talk about. Maybe people don't really understand, I personally don't understand what would happen after I log a formal complaint. So in a way during the process, you have a discussion with your line manager, then HR would get in touch if it's serious enough. But the actual outcome of a complaint about somebody being discriminatory might be something that I personally don't wish on someone, I guess. So, depending on the level and the gravity of maybe the slur they used or the action they've done which was discriminatory or bullying and harassing even, I might not want to log a formal complaint knowing that for that tiny bit that they may have done they will be fired, and I'll take that on my shoulders in a way.

7.1.1 Comfortable speaking up

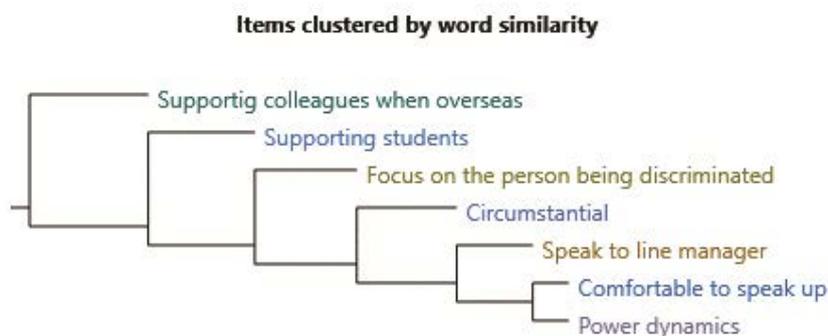
Further to following more informal routes when responding to discrimination, the study also explored how comfortable individuals feel in speaking up. Figure 7.3 shows that gay men, followed by bisexual individuals, are more likely to speak up when witnessing or experiencing an incident of discrimination which impacts others or themselves.

Figure 7.3. Likelihood to speak up, by gender and sexuality



Overall, staff stated being comfortable to speak up and confront issues such as microaggressions but also recognised instances when they may not feel the confidence to do so. A Pearson correlations coefficient (Figure 7.4) shows the different instances recognised and the association between them with respect to the language used when describing them. These associations show a strong correlation between power dynamics and comfort levels to speak up, which indicates that those recognising the likelihood of power dynamics are also more likely to speak up.

Figure 7.4. Pearson correlations coefficient



I am very extroverted anyway in the sense that I am quite happy to challenge pretty much anything. (female, heterosexual).

I would speak out against it if it occurred say during a meeting or a wider discussion. (female, lesbian).

I would feel comfortable speaking up and talking about it [the incident] (male, gay man).

I would absolutely call it out when I see it. (male, gay man).

Focus Group 2

I think you have to name it. I think you have to call it out when it occurs so that somebody is confronted with the reality of you saying that and they can either explain it and then you know you've been wrong in that assumption, or they have to either accept it and apologise or dig themselves a hole. But I do think you have to name it and call it out when it occurs.

Yeah, I think kind of drawing on to that, I'd agree about speaking out when something does happen. I think as well, knowing that when that does happen in front of other people or other people are present, that they will also be able to sort of back you up or back up the person who is being discriminated against but also those people knowing what to do which I guess relates I suppose to the bystander training.

7.1.1.1 Circumstantial

It is not unlikely that those feeling comfortable to speak up would also consider the circumstances which might change that degree of comfort. A vivid example is that of someone who is a parent and considers the dangers of the incident or the risk of danger. The following extracts from the data highlight further examples.

I think I would become more cautious, and this is since I have been a parent that I would become more cautious about being involved in a situation that I find dangerous, where it would hurt me... But I would still act in terms of calling the police or report otherwise. (male, gay man).

I would probably try to react and address it in the moment, but it would depend on the situation. It would depend on the person, it would depend on the environment that we are basically in. (female, bisexual).
I think my response would be different depending on where I was. (female, lesbian).

I think my response would depend on the person who I am experiencing it with, or whether I am experiencing it from another person. (female, lesbian).

7.1.1.2 Power dynamics

As alluded to earlier in the data, participants considered the power dynamics and seniority of the staff member which would impact the decision of how to respond to an incident or whether they would choose to do so. Different roles and seniority across the University makes it harder to employ a unifying approach against discrimination, leading decisions one way or another based on how speaking up to someone at a more senior level might affect one's position in the organisation in the short- and long-term. Complementary to that, some staff considered seniority of characteristics another factor which may change power dynamics and influence decisions to report discrimination.

There was an instance, but the person was much more senior, so I did not feel like I could challenge them enough. (female, panromantic greysexual).

It all depends. If someone was higher up, I do not know. I never want people who are in positions of power to make other people feel uncomfortable, but I do not know. (female, lesbian).

I think the more junior you are, the more likely it is that you will experience these things, that is my understanding. But also the more minority you are considered the more likely it is you are going to experience it [discrimination]. So, I think not only with senior members of staff but also seniority in terms of characteristics; being a white man, for example, which changes the power dynamics. (male, gay man).

Well, it is more likely you will challenge somebody on a lower level than you than someone on the same level as you, or senior levels? (male, gay man).

I think if it was someone who was in a higher position of power and the hierarchy of university roles, there is a potential that I might not be as vocal. (female, lesbian).

7.1.1.3 Speak to line manager

Between being very informal and raising concerns with HR and the reporting system, some staff also expressed the view that they would begin from speaking to their line manager. Of course, this is dependent on the confidence staff have in their line manager and the rapport the two have built. That said, participants suggested that line managers would need to be well-equipped to be prepared to manage such situations on a more local level.

Assuming it was not my line manager who was doing it [discrimination], I would report to them first, I feel like I could. (male, gay man).

Yes, I would talk to my line manager first, I think. (female, lesbian).

Yes, I would go to my line manager afterwards. (female, lesbian).

Focus Group 1

If small cases are not being taken forward to HR but they're resolved at a line management level, I'm not sure whether there is an overall understanding of how often they happen across the university. So, maybe line managers should be able to deal with smaller issues at a local level the way that the policy is now being written, but they should be able to report that further to HR without necessarily naming them. Just so that HR is aware of where there are spaces where people should be re-educated or reintroduced or there is more work to be done in that area of the University.

7.1.2 Uncomfortable speaking up

Despite the abundant evidence suggesting that individuals feel comfortable in speaking up, raising concerns and confronting discrimination in the workplace, 11 participants, eight of which self-categorised as LGBT+, provided more information about their lack of comfort in speaking up. Specifically, the data show that staff might feel uncomfortable speaking up if the situation is about something they are not directly affected by, or the person causing discrimination is not close to them.

I put my hands up as being guilty to that. Because on the whole, I think that LGB discrimination does not really, even in a casual way, does not happen as much, but I think trans discrimination is still an issue. I know that I am guilty of not challenging it. (male, gay man).

If it is someone I know a bit better I might be more comfortable challenging them about what they are saying or doing, but if it was someone I did not know as well, I do not know. I think I might be less likely to respond in that way. (female, lesbian).

Similarly, data from the focus group discussions corroborate these findings, with participants anticipating that often, staff will feel uncomfortable speaking up and being an upstander, either for themselves or for others. There is also recognition that individuals may not always realise this in the moment.

Focus Group 5

I think if anyone sees discrimination they should be calling it out. That's my own view on it. I also understand that some people wouldn't necessarily be comfortable doing that.

I completely agree. People should call out when a moment of discrimination happens, but sometimes we don't even notice in that moment when it happens that it happened.

7.1.2.1 Brushing off discrimination

Eight out of the 11 staff members who spoke of not feeling comfortable speaking up focused on what they would do if the discrimination was directed to them. All eight participants talked about brushing off discrimination without addressing it in the slightest. Often, according to the data, this is due to not wanting to cause further tension, or else they do not feel this is something they can do or that this is something they have been comfortable doing for a lifetime.

To be honest, I would not do anything. I remember once I just ignored it and moved from it. (female, lesbian).

I often am not confident enough in myself to call it out...sometimes it is very difficult to call it out yourself so you just let it lie. (female, transgender).

I do not necessarily say anything in the moment. I am more inclined to wait personally because I do not want to address it there and then. Maybe later. (non-binary, heterosexual).

I ignore it [instances of microaggressions] and perhaps I should not. If I thought it was offensive...I do not know. I ignore things. (male, gay man).

I know I have not always stoop up when people make what they consider to be quite offhand comments about trans people. (male, gay man).

7.2 Reporting discrimination

The data also reveal more explicitly whether staff are familiar with how to report discrimination. Sixty-five percent of the staff were unsure about how to report discrimination formally if they decided to. The other 35% may not have been fully clear about the processes but referred to HR and line management as intermediate supportive mechanisms to report discrimination.

If there is something more sinister, I have recourse through my line manager and HR policies and guidance and services. (male, gay man).

I know how to report it. (male, gay man).

I would definitely report any incident. I would take action every time. I would report it and follow it through because it is not acceptable... AMS probably, which is the accident management system. (female, lesbian).

Participants also referred to the Accident Management System (AMS), but not frequently given the lack of awareness of it by many. However, those that did refer to the system mostly shared that this is not the right way to report homophobia as, for example, discrimination is not an 'accident' that one experiences at work. Thus, the context feels distorted and irrelevant to reporting discrimination.

What I would do is say, 'I am going to fill out an accident report on the AMS', which is how I would deal with it. Because actually what tends to happen then is me going, 'I have got absolutely no idea where to take this', but I do not need to know...I am going to pop it into the system, and someone will contact me to say 'this is what we need to do'. (male, gay man).

In regard to the AMS system, I am not sure that actually that is a very comfortable place for people to report things that are of a personal nature. (female, heterosexual).

My personal view on it is that it is not fit for purpose. It is called the accident management service or something. And a homophobic attack is not really an accident. So, it is kind of weird to put in that context. (male, gay man).

7.2.1 Unsure about the process

At large, however, participants shared that they are uncertain about the process; where they need to go and who they need to speak to in order to report an incident related to LGBT+ matters, such as homophobic or transphobic events or incidents of microaggression. As shown in Figure 7.5, all but one of the participants who suggested an informal confrontation of a given incident also appear to be unsure about the processes of reporting discrimination. This relationship between the codes emphasises that there may be a risk of individuals deciding to choose a more informal route to resolve a situation because they are uncertain of how else to approach it, or it may be vice versa as well. A Jaccard's coefficient analysis (Figure 7.6) shows a direct similarity in the two codes presenting a close relationship between attitudes expressed by those choosing to approach a situation informally and those who are unsure about the formal processes.

Figure 7.5. Comparison diagram: confronting issues informally and unsure about the process of reporting formally

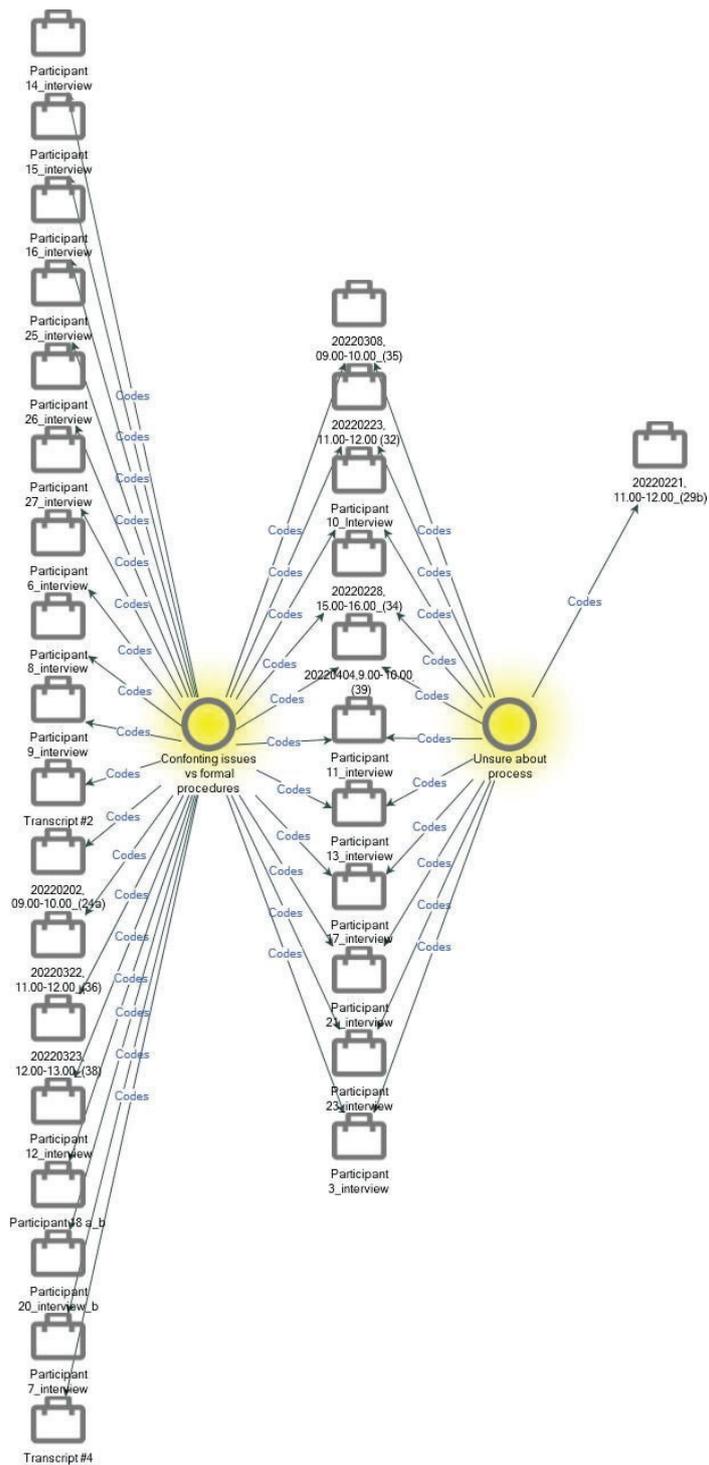
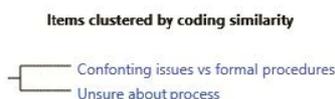


Figure 7.6. Jaccard's coefficient correlation between codes about reporting discrimination



The following extracts show the varied views emerging from the data that corroborates this sub-theme.

Another issue is...we do not really know processes. I suspect some people would know exactly what they need to do, in order to report when something is happening. (female, heterosexual).

I would not necessarily know off the top of my head, but I would know probably to contact HR if I felt there was an issue that I could not deal with myself. (female, transgender).

I am not really sure what I have to do [when an incident arises]. (non-binary, heterosexual).

I would...is there a form nowadays? I am not sure. (male, gay man).

Not sure. I have been told that there is a new HR system coming in shortly that we facilitate making such complaints. (female, panromantic greysexual).

I do not know the actual measures, like the actual procedure but I would say that I would have to bring it up to my line manager... I am not aware to be fair. (female, bisexual).

I do not know who I would go to actually. If it was my direct line manager, then I would go to the head of school perhaps. But if it was the head of school, I do not know; would I go to the Pro VC? (female, lesbian).

I actually do not know. Currently, I do not know how to report it. (female, lesbian).

7.3 Support systems

While exploring how individual staff members who identify as LGBT+ or LGBT+ allies would approach a situation of discrimination, including microaggressions, the study also examined what support systems staff develop in their experiences of discrimination or support levels from the University. The data show three main sources of support that staff organically draw on during their time at the University, all of which appear to be beneficial in improving positively lived experiences, especially when facing discrimination of any type. Three sources of support are recognised, which apply to a systems framework divided into three levels: macro, mezzo and micro; i.e. UCU, staff networks and communities, and individuals. Despite the degree of connectedness between these three levels – e.g. person in environment – this study found that none of the participants shared more than one view on support systems. In other words, each of the three sources of support are emerging from data from different participants within the study (see Figures 7.7–7.9).

Figure 7.7. Comparison of support systems A

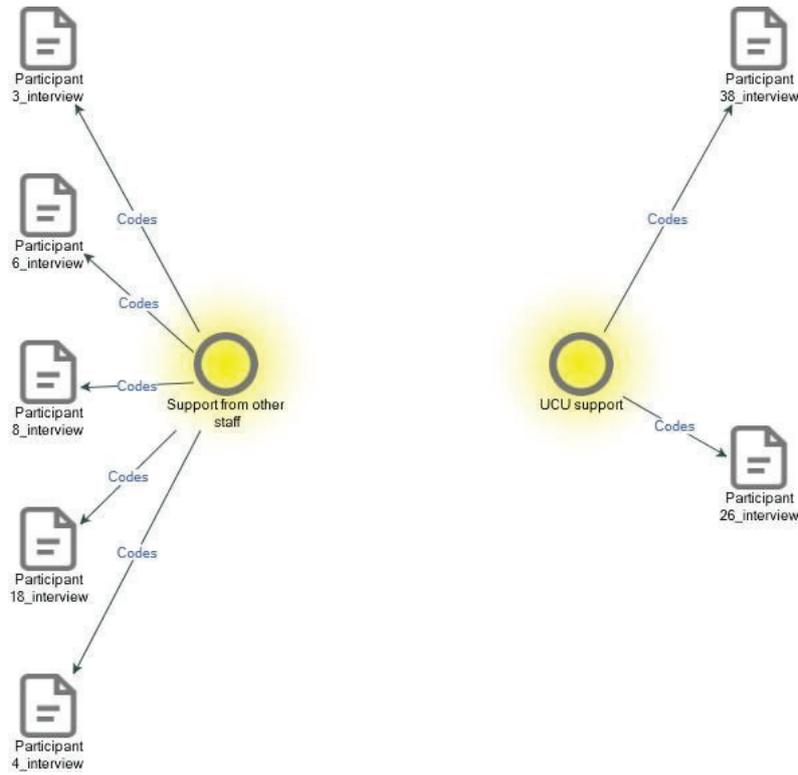


Figure 7.8. Comparison of support systems B

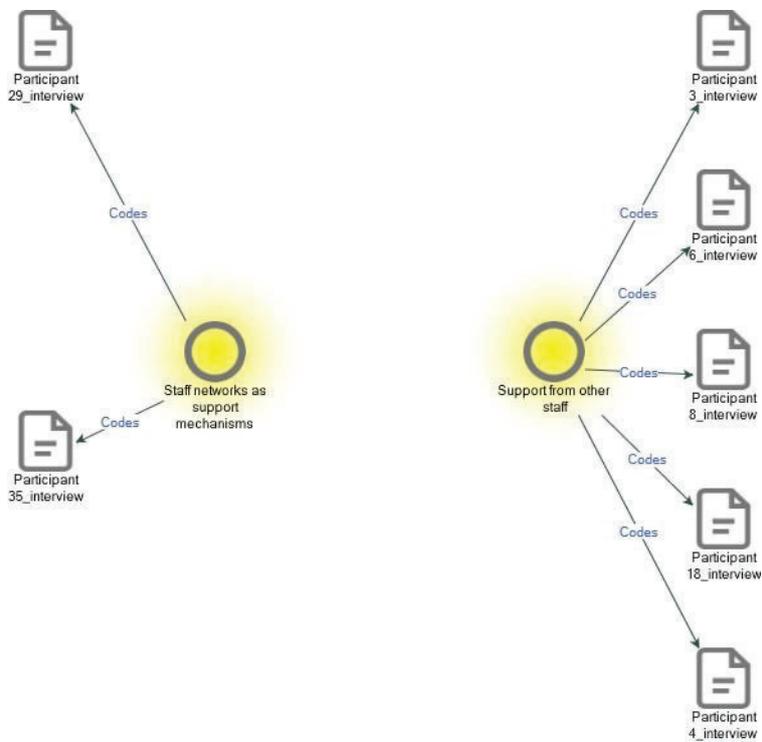
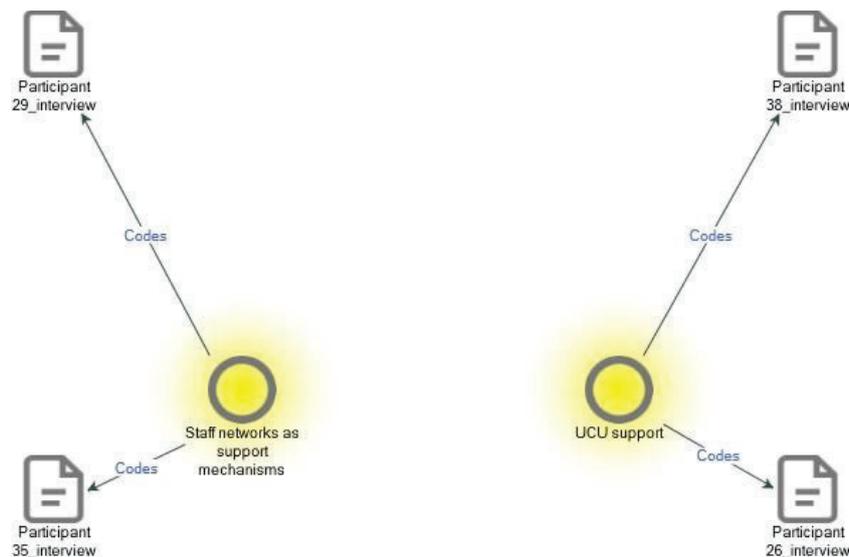


Figure 7.9. Comparison of support systems C



The figures above show a mix of individuals identifying with one or more LGBT+ identities, as well as individuals who are LGBT+ allies but do not self-identify as LGBT+ themselves. This lack of relationship between the codes may suggest that different sources of support are only effective to certain individuals and for certain reasons, making their experience even more unique. The following extracts help appreciate the differentiation between these three sources of support identified.

Staff networks and communities as support mechanisms

- To have a staff network of support that can take some of the burden off is important. (female, heterosexual).
- In terms of staff network, this is not something that was provided to me or suggested to me. It is something that I had to go and find on my own which I have since joined, which I personally feel is very welcoming and I can go to if I need something. (non-binary, heterosexual).

Support from other staff

- I have a lot of connections with other staff around the university, and even [names]; I feel I would be able to go to one of them and ask for advice. (male, gay man).
- I think I would rely on the connections I have created. So, it would be other people...that I would feel confident to go and say, "hey I have had this happening". (male, gay man).

UCU support

- Probably, if it was...I would go to the union representative and approach it in that way. (non-binary, heterosexual).

8. Allyship

This chapter reports on findings from the part of the study that focused on allyship. This study aimed to investigate how the concept of allyship is understood by LGBT+ staff and allies and what the main attitudes and behaviours are which constitute allyship for LGBT+ individuals. Furthermore, the study explored whether individuals consider staff members at the University to be allies and the degree to which this occurs in real life, impacting lived experience.

The data reveal that LGBT+ staff and those identifying as LGBT+ allies are moderately confident that University staff are allies but with certain limitations, which are present in later sections. Participants shared that they consider others to be allies, and those who act as an ally may not always be aware of it but rather act out of a set of personal principles.

*I think people normally who work at university have good or high ethical standards, and I think people who work at university will certainly be open for it [being allies].
(female, heterosexual).*

I think some are very positive in doing that and would stand up and say, 'I am an ally', and others...would do so without realising there was a label for them. (male, gay man).

My general view and vibe is that yes, most people are allies. (male, gay man).

*I think some people are definitely allies but I think there is more to be done there.
(female, heterosexual).*

Other staff (n=5, identifying as LGBT+) consider that members of the University perform as allies, whether passively or actively, but they remain sceptical about the intent behind this. Specifically, there are concerns regarding whether there is a genuine desire to be an ally or a need to meet goals related to EDI or other agendas. This may suggest that once EDI is no longer on the agenda, the interest will lessen.

Whenever I think about allies, I try to think about, 'did you support us before it was cool?'. I really want to see a commitment from back in the day, not just because it is trendy now, with EDI. (male, gay man).

Some of the participants (n=4), all of which identified as LGBT+, were adamant in their views that University staff are not allies or do not act as allies. This finding corroborated the theme about passive and active allyship, which is also discussed further below.

No, I do not consider staff at the University to be LGBT+ allies. (female, lesbian).

There have been some things I have heard third hand that means some members of the staff might not necessarily be so. (female, transgender).

Four themes were generated from the data. These themes (Figure 8.1) are equally important and highlight both perceptions and views, as well as considerations of the main characteristics and attitudes expected of those who may be or act as allies.

Figure 8.1. Perspectives about allyship



8.1 Ever-evolving identity

Being an ally may be considered both a status and a process. As a status, being an ally is an identity that one recognises in themselves, or others recognise in them. However, in many respects, and according to this study, one becomes an ally, and the process by which they develop into one is ever-evolving. Allyship, according to the data and participants' views, is a goal that one continuously strives for; a journey to being supportive to others but not an end goal.

*I think allyship is...it is an evolving concept. I am learning but it is about just making...checking in with people that they are okay. Because some of us are happy...some of us are not. Some of us are happy to be open, some of us are not. But we should all be human enough to just check in on each other and if conversations are inappropriate, we should all be willing to say so and not leave it.
(female, heterosexual).*

You develop continuously as an ally. It never ends. (male, gay man).

This finding corroborates the principle of lifelong learning and being open to updating knowledge and understanding of current socio-political circumstances (see later sections in this chapter), both internal and external to the institution, which impact on the lived experience of LGBT+ individuals. Such broadened and continuously updated understanding helps develop a more current understanding of the challenges those identifying as LGBT+ may face at any given time.

8.2 Passive vs active allyship

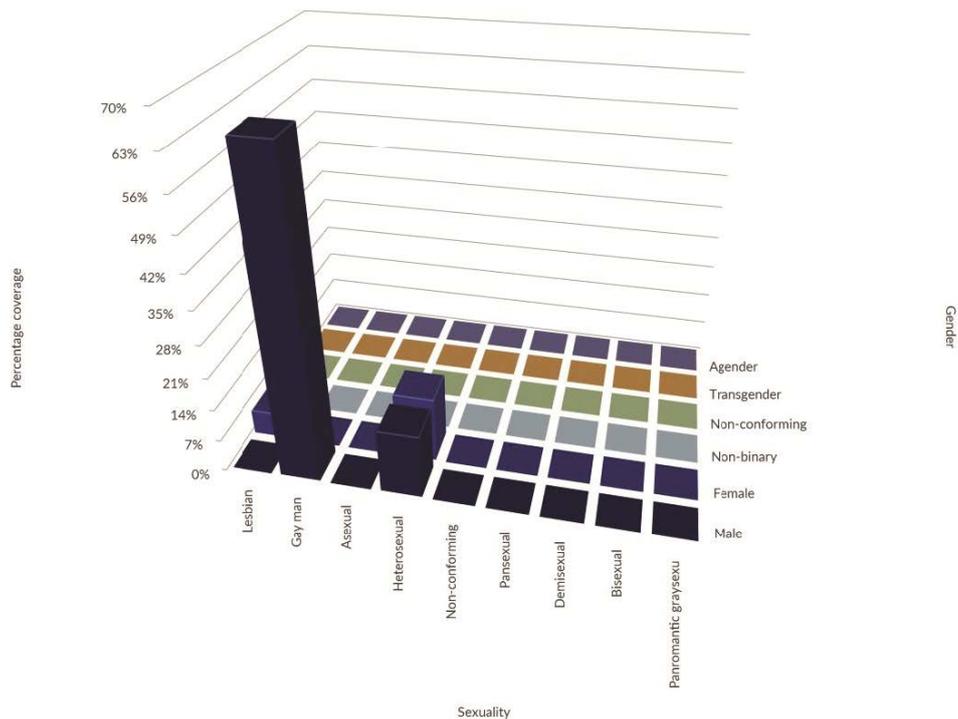
Five of the participants, identifying primarily as male and gay men (figure 8.2), discussed passive versus active allyship. In this context, participants recognised allyship as an act of support rather than a passive state of being. Coupling this with the finding of concerns about individuals identifying as allies but not contributing actively to the support and advocacy of LGBT+ members of the University, it is important to highlight the distinction that is viewed at the University. In other words, the two categories of allies recognised at a university level – i.e. active and passive allies.

I think an ally is someone who will take action, who will engage actively in conversations and activities that will benefit those that are disadvantaged or underrepresented. So...someone who actively is part of the solution, rather than theorising about how supportive they are... I consider staff at the University to be passively supportive, like they like to report that of course they support you, but I do not see staff acting. (male, gay man).

I think there are two different kinds of ally...There is a passive ally and there is an active ally. I think you can be an ally by just saying, 'I accept LGBT people, I have got gay friends, blah-blah-blah'. But then I think there is an active ally who goes out and learns and is prepared to join campaigns...I think the majority of staff at the University can probably consider themselves as passive allies. (male, gay man).

I think there are active and passive allies. So, I would guess that...I would hope everyone were an ally and yet we all can be better allies. (male, heterosexual).

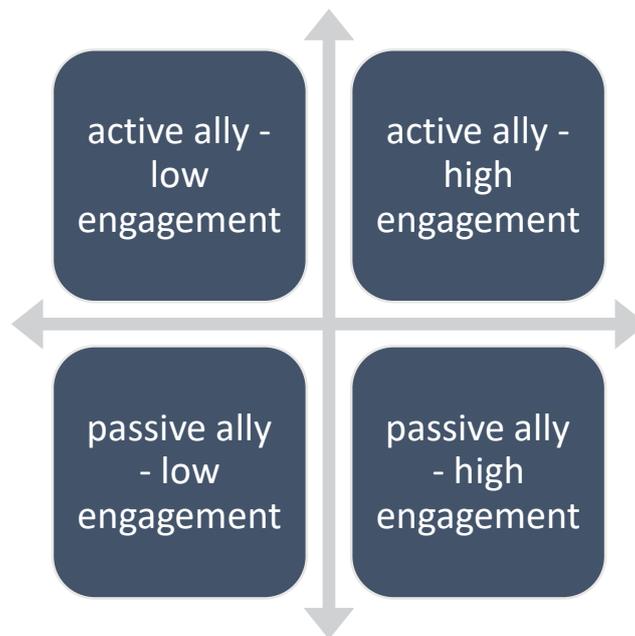
Figure 8.2. Passive vs active allyship by gender and sexuality



The data from this study support the idea of a spectrum of allyship upon which one finds themselves. The different phases in the spectrum are characterised by different levels of engagement with supporting LGBT+ individuals, LGBT+ life and LGBT+ matters as a cause. Figure 8.3 shows the spectrum of allyship that is developed from the findings of this study. There are four categories of allyship, all of which require one's willingness to be and be recognised as an ally. Both active and passive allyship can be characterised with high or low engagement from the individual identifying as an ally. Active allyship with low engagement refers to an individual who identifies as an ally and will actively stand up and speak out for LGBT+ individuals and LGBT+ matters but will not engage with opportunities that will help improve their knowledge and understanding of the person's lived experience or matters they advocate about. Active allyship with high engagement refers to the same individual but one who is actively engaging with learning opportunities to improve their understanding and thus ways in which they can support others who may be in a disadvantageous position. Furthermore, passive allyship refers to one who identifies as an ally but does not actively partake in any activities that will promote and celebrate LGBT+ identities or support those experiencing discrimination, for example. This kind of ally may present with low or high engagement, as described above.

When considering the spectrum of allyship with the concept of an ever-evolving identity, it is important to recognise that active allyship with high engagement is not the end point but one that requires maintenance with continuous development. Thus, one's status as an ally may vary in time and move between the four points in the spectrum.

Figure 8.3. Spectrum of allyship



8.3 Victimisation

A third sub-theme in this area is victimisation. This was not a predominant theme but, importantly, two participants referred to the risk of victimisation as an unavoidable trait of allyship. In other words, the two staff expressed the concern that being an ally to someone alludes to the narrative that one is unable to be an advocate for themselves and have control over their experience. However, as we will see in section 8.4, a good ally is also seen as one who does not take ownership of others' voices but creates the space for those voices to be heard, which may contest the risk of victimisation. Furthermore, this risk may be prevalent with the passive allyship and low engagement in the spectrum but not across the board.

I actually do not know. I cannot help thinking that if you need an LGBT+ ally it makes you a bit of a victim. You are having someone else fighting your battles for you when you are perfectly capable of fighting them yourself. (male, gay man).

8.4 A good ally

All participants answered questions regarding what a good ally is; what characterises them and their actions. The data reveal 11 key characteristics of a good ally, while highlighting the ways in which those interlink and accumulatively lead to active allyship with high engagement. Figure 8.4 lists the 11 characteristics, all of which are of the same importance and are discussed in turn in the following sub-sections.

Figure 8.4. Characteristics of a good ally



Table 8.1 shows the participants whose responses contributed to the development of this theme and the subsequent traits of a good ally. The four most dominant characteristics emerging from the data are 1) upstanding, 2) supportive, 3) understanding and 4) accountability, with 10 or more of the participants highlighting each of those and in different ways. Overall, none of the participants who discussed this area identified as non-conforming or pansexual. Those identifying as gay men did not indicate ‘creating safe spaces’ or being ‘non-judgmental’ as traits of a good ally, yet there is an overlap between characteristics that alludes to those as well. Lesbian women did not refer to accountability or a caring nature, and neither did heterosexual individuals consider ‘caring’ and ‘creating safe spaces’ as characteristics of a good ally.

Table 8.1. Participants by gender and sexuality

	Accountability	Advocate	Caring	Creating safe spaces	Educating others	Listening	Non-judgmental	Supportive	Understanding	Upstanding	Willingness to learn
Lesbian	0	1	0	2	1	1	1	2	2	4	2
Gay man	6	3	2	0	1	1	0	3	4	11	2
Asexual	0	0	0	0	0	0	0	0	0	0	0
Heterosexual	2	2	0	0	1	3	1	4	4	8	1
Non-conforming	0	0	0	0	0	0	0	0	0	0	0
Pansexual	0	0	0	0	0	0	0	0	0	0	0
Demisexual	0	0	0	0	0	1	0	1	0	0	0
Bisexual	2	0	0	0	0	1	0	3	0	2	2
Panromantic graysexual	0	0	0	0	2	0	0	0	0	1	0
TOTAL	10	6	2	2	5	7	2	13	10	26	7

8.4.1 Accountability

The data show that a sense of accountability is key for someone who is considering themselves to be an ally, specifically an active ally. Participants referred to accountability as a responsibility of the ally to not only claim to be supportive but be held accountable for their own actions or lack thereof.

It is everybody's responsibility to say something. If something is not addressed, then ultimately you are condoning it in a way. (female, heterosexual).

Keep themselves accountable...If you are wrong and you get called up on [that]... there is a sense of accountability in saying, 'I did not know, that is my bad. I am going to work on that'. (non-binary, heterosexual).

Furthermore, participants discussed accountability as a trait that indicates consistency in one's actions; being accountable was seen as an indicator for someone who is consistently an ally and not displaying ally-like behaviours on few occasions only.

Consistency is probably key, making one big gesture is probably not enough. It needs to be consistent, and it needs to go through everything that you do...It is very easy to say you are an ally, but providing it consistently, that is when you actually become one. (male, gay man).

In addition, data referring to accountability also indicate the demand for someone to be proactive. Accountability in this sense is not only about consistency but also acting rather than reacting to situations.

Someone who has done something proactive...because I think all too often people say they are an ally, and again particularly with leaders, say they are an ally and espouse all of those great things, but actually when you ask them what they have done in the last three months to support LGBT+ equality, they struggle, and it is impossible very often for them to say. (male, gay man).

It is also that kind of proactive engagement with but also the accountability...I think there is a good standard of saying, 'we support inclusion, we are allies' but then I do not think the actions follow through on that all of the time. I think there is more work that could be done. (non-binary, heterosexual).

Someone who is proactive and works with the community to push an agenda. (female, lesbian).

Other participants saw accountability as the responsibility to avoid becoming the expert in place of those who are the experts of their own lived experience.

It is people who won't talk over the community, which does happen sometimes that people consider themselves to be an ally, and then they seem to think they are more of an expert on it than those actually in the community, which can be an issue. (female, transgender).

Lastly, visibility is key to accountability, which is also recognised by LGBT+ staff at the University.

I think it is somebody who is visible in their support and awareness. (non-binary, bisexual).

8.4.2 Advocate

Another quality that is seen in allies or is expected of those identifying as allies is that of being an advocate. Primarily, individuals identifying as LGBT+ allies referred to this quality with a sense of responsibility for anyone openly claiming the status of an ally, whereas staff identifying with LGBT+ identities alluded to it.

Someone who supports LGBT+ issues either politically or just emotionally showing understanding and empathy with some things LGBT+ staff experience day-to-day. (male, gay man).

It is about an accomplice to the cause. It is about really fighting for the cause with those you consider yourselves to be an ally and celebrating the successes but also fighting the challenges with them and actively challenge whatever discrimination you witness. (male, gay man).

Stand up in somebody else's shoes, not just for a day...forever frankly. And let go of your damned privilege...and start championing other people who don't have the privilege. (female, lesbian).

It is about advocacy...would be an important part of allyship and giving voice to certain groups, seeding space, staying silent, all of these things are really important. (male, heterosexual).

Somebody who is prepared to step into the space and actually advocate for individuals that I identify. You are able to support and communicate in a way whereby you are advocating for the way that they would wish to live their lives, so that you are not determining it but that the individuals that you know, and you care about and those that you love. (female, heterosexual).

Focus Group 5

Somebody who's willing to be an advocate when they need to be. Somebody though who in being that advocate isn't going to then talk over the group that they're advocating for, which happens too much.

Because you get people who say 'well I know better about this because I've done X Y and Z'. And it's just like 'well no, you're talking over the community you're meant to be helping here' which does happen. It's partially about listening but it's also being willing to stand up and say 'no, that's wrong' when something you see happens.

8.4.3 Caring

Two of the research participants also emphasised that genuinely caring for the other, for the individual for whom you are becoming an ally, or the cause to which you dedicate your allyship is an important factor that should be part of every ally. A caring nature is also accentuating the findings about consistency in allyship, avoiding momentary supportive actions but instead committing to a lifelong aim, which can only be feasible when one truly cares.

An ally...you genuinely care. This is important...you are not doing it to impress someone, you are doing it because you genuinely care. (male, gay man).

One truly cares and that is an ally. (male, gay man).

8.4.4 Creating safe spaces

The data further reveal that active participation in creating and facilitating spaces that provide a sense of safety for those identifying as LGBT+ is key in allyship and in what makes a good ally. This is complementary to all other characteristics as the actions and behaviours of allies are those also enabling others to feel safer in the space. It is worth noting that this characteristic emerges from the data deriving from participants identifying as female and lesbians only.

You want somebody that was going to actually act on it if there was being proper discrimination, or anything that has made somebody feel uncomfortable in their own skin at work, feel safe. (female, lesbian).

Someone who makes you feel comfortable being yourself, and someone who when you have revealed a part of yourself and been authentically able to say a part of yourself, such as, 'I am in a relationship with a woman'. (female, lesbian).

8.4.5 Educating others

Educating others refers to the responsibility to enable the learning and development of others to become allies as well. Participants highlighted that an ally is a person who owns that responsibility and does not simply engage with improving themselves but contributes to the advancement of others' understanding about LGBT+ matters and supports them to take action and become upstanders.

Someone who educates other straight people. (female, panromantic greysexual).

To put education out there so that people know it is not acceptable to discriminate for any reason and to make people understand what discrimination is because I think sometimes people do it without even realising. (female, lesbian).

Someone that is prepared to educate themselves about the issues, and others. (female, heterosexual).

Someone who comes forward and wants to know more, wants to educate themselves but also educate others. (female, lesbian).

Similarly, this characteristic was recognised in the focus group discussions. Group participants explored what educating others might mean and how this may be important in order to share responsibility with those who identify as LGBT+.

Focus Group 3

I would say apart from being an active ally in terms of actually speaking up whenever they spot or witness something discriminatory being said, I would say for me the main role would be the educational role. So often people with protected characteristics are called to educate others and it's something that they have to do over and over again, which can lead to burnout and it's just often too much. Or it can be triggering, so if some of this educational part can be take on by the allies, that would be great.

8.4.6 Listening

One of the most important skills that participants recognised in an effective ally is that of listening; active and attentive listening which allows them to step back and assume the role of a supporter rather than the protagonist. The significance of giving the space for LGBT+ individuals to own their experience and voice concerns from their perspectives cannot be overstated. Listening allows an ally to truly do that and gain a better insight about the LGBT+ experience, inclusive of challenges and mere disadvantages.

It is to listen and to accept...very important. (female, lesbian).

It is somebody who is committed to LGBT+ equality, does not tell LGBT people how they are going to help, but listens and responds. (male, gay man).

You have to be seeing, listening and understanding. (male, heterosexual).

It is mostly someone who will listen... The key thing is to listen and be able to push things forward on behalf of the community you are an ally to. (female, transgender).

A good ally or just an ally is someone who takes the time to listen. (non-binary, heterosexual).

They are going to be, even if they do not fully understand the issues, they are going to be ready to listen and to stand by colleagues who are from different communities and support them and stand against discrimination...it is just being prepared to listen. (male, gay man).

Someone who holds space to hear the experiences of those who deal with oppression and discrimination. (male, demisexual).

Focus Group 1

I think people who listen rather than assume, and respond accordingly and act accordingly. But also, not just talking about it but actually being able to demonstrate how they are allies recently. And that doesn't mean to say that they intervened, what are they doing, what have they done in the past three months to demonstrate their allyship?

I think it's also recognising that you are an ally supporting that individual. So, it's that individual's perspective that should guide that allyship.

8.4.7 Non-judgmental

Following on from the other characteristics listed in this section, being non-judgmental is a key element in the concept of a good ally. Participants specifically referred to this, but explicitly to indicate that judgmental behaviours are not merely the conscious and direct statements that come across or are judgments of a person regarding their sexuality and/or gender but, subtly, they include unconscious and often unintentional comments as well, such as microinvalidations, which will often negate or undermine one's emotions and experiences, and which act as a reminder of a binary between normality and abnormality.

You have not felt judged or even...in a subtle way you do not feel that kind of judgment, it feels normalised, it is like a normalised reaction. And I think it already seems like a small thing, but it is already for me a big sign that someone's going to be an ally for you. (female, lesbian).

I think being non-judgmental is absolutely key in all of this. (male, gay man).

8.4.8 Supportive

One of the most dominant characteristics in the data is that of an ally being supportive. This study explored what 'being supportive' means to the LGBT+ staff but also those who identify as LGBT+ allies. Primarily, a supportive nature is one that is both caring, as mentioned earlier, but also empathetic. Being supportive requires a degree of active allyship and some level of engagement from the ally, not only towards an individual but the wider LGBT+ population, and it is a trait that needs consistency and

commitment. Furthermore, supportive here refers to the degree of understanding required.

For me an ally would be just supportive, like understanding. (female, bisexual).

Someone that is supportive is an ally. (male, gay man).

I would just want someone that I would feel comfortable to go to if I there was a problem; to be supportive. (female, lesbian).

Being supportive, being kind and being understanding, for others to be themselves. (male, gay man).

You want someone who is supportive and caring. (female, heterosexual).

Someone who will champion the fact that it is acceptable to be who they want to be and ultimately you know, can get on with everyone, and be supportive of them. (female, heterosexual).

8.4.9 Understanding

Complementing the other characteristics, this refers to the need for an understanding of LGBT+ experience and pertinent matters such as those which have been explored in this study. Participants discussed understanding as a multi-dimensional aim that allies should target. An understanding of LGBT+ experience is a very limited description of what this refers to. The variety of elements incorporated into this are all important, and the quotes below indicate some of the most important which emerged from the data. Specifically, participants discussed an understanding of unique experiences, considering the diversity found within the LGBT+ population or staff members at the University. Even individuals identifying with the same identity will have a different experience to share and different conception of what their identity means to them. That said, gaining an understanding of the person in their environment is the most important task pertinent to this characteristic, rather than acquiring basic knowledge around discrimination and diversity of LGBT+ populations.

To understand like what this minority is going through, and also understand there is a wide range of experiences within minorities. (female, lesbian).

Being open to hear[ing] other people's stories and even walk[ing] in their shoes to understand them. (male, gay man).

Allies need to understand. (male, gay man).

First and foremost, they [allies] actually need to try to understand, even if they have not had that lived experience themselves. They need to try to put themselves in the shoes of someone else so they can actually, they cannot live that experience but they can have some empathy with people. (female, heterosexual).

What I think is the main thing is that allies need to understand, almost like you need to understand your place but to realise that being an ally is about being with someone and not speaking for them, that is an important thing. (female, heterosexual).

Somebody who understands the issues that LGBT+ people experience. (male, gay man).

Focus Group 1

Somebody who wants to understand. Somebody who is open to understanding and will also champion your point of view.

Focus Group 6

I think someone that genuinely understands and can maybe just step in and lend that ear when they recognise, just as a friend would, recognise that there's an issue maybe affecting you, and to kind of reassure you and to help.

8.4.10 Upstanding

Twenty-one out of 40 participants explicitly discussed the need for someone to be an upstander and not a bystander in order to demonstrate allyship towards LGBT+ individuals and matters. The data show that not being a bystander is what is expected of allies yet when considering the spectrum of allyship (see Figure 8.3), it is also evident that passive allyship does not include the principle of being an upstander. The data often recognise active allies who are upstanders or otherwise referred to as active bystanders which, in this data, equates to upstanding.

To not be a bystander. Act. (male, gay man).

Someone who is an active bystander or active ally. (female, panromantic greysexual).

I think it is that no bystander so it is 'upstanding'...and that is probably my natural instincts anyway. (female, heterosexual).

An ideal ally would be someone who, if they saw discrimination going on, would stand up against it. (female, lesbian).

Allyship is about really reacting and acting and challenging discrimination, being an upstander. (male, gay man).

Allyship...activism and not being a bystander. (female, bisexual).

I would like to think that I would be an ally...like if you saw someone going, 'queer, fags', would you step in, in public, even if you were by yourself? Would you step in?...would you put yourself in a protective role when it really counts? Not just say it but like when it actually comes down to it, if someone was calling us a faggot, would you say something and would you defend us? That is kind of how I think about allies. (male, gay man).

And I think somebody who if they hear something or observe something, that they intervene positively and constructively and helpfully rather than being passive. (male, gay man).

I think an ally is a person that if they see any kind of microaggression against somebody who happens to be or identifies as LGBT+ I expect them to be able to step in and put that right and support them in a big way. (female, lesbian).

Somebody who would stand up when they observe microaggressions or aggressions or discrimination anyway. So, don't be a bystander... you do not have to actively just go around and, you know, with the flag saying...I think just having an open mind, observing, listening, and standing up whenever you notice something that should not be there is what makes you an ally. (male, gay man).

8.4.11 Willingness to learn

Lastly, participants put emphasis alongside the need for allies to educate others, to also show willingness to learn and develop themselves. This is a complementary trait to those of enabling others to develop, listen, understand and be supportive.

Someone who always tries to educate themselves. (female, lesbian).

You want someone who is prepared to educate themselves about the issue, and the same with LGBT and disabilities as well. (male, gay man).

Someone who keeps learning and developing. (non-binary, heterosexual).

Someone who comes forward and wants to know more, wants to educate themselves but also wants to educate others. (female, lesbian).

Focus Group 4

For me allyship is about having knowledge and doing your homework and not expecting whoever has the protected characteristic to be the ambassador. That's not fair either and actually do the hard work, be upstanding as well and calling, I don't want to say on behalf but actually echoing is really important and I think a lot of us who have protected characteristics don't get a lot of affirmations and support, even in our opinions sometimes, and that helps, it helps, I think, without being a poster girl or boy or whatever gender poster, and sometimes you say the wrong thing but be able to take it on board if you do say the wrong thing and not get defensive either as well.

Focus Group 5

For me allyship is about having knowledge and doing your homework and not expecting whoever has the protected characteristic to be the ambassador. That's not fair either and actually do the hard work, be upstanding as well and calling, I don't want to say on behalf but actually echoing is really important and I think a lot of us who have protected characteristics don't get a lot of affirmations and support, even in our opinions sometimes, and that helps, it helps, I think, without being a poster girl or boy or whatever gender poster, and sometimes you say the wrong thing but be able to take it on board if you do say the wrong thing and not get defensive either as well.

9. How to improve

This chapter reports on interview findings with LGBT+ staff and allies, focusing specifically on steps to improve the lived experience for LGBT+ staff at the University. Overall, participants in this study, and especially those identifying as LGBT+, shared concerns that the University, as well as senior leadership and often middle management, engage with activities pertinent to EDI purely on the basis of meeting agenda goals. As such, the LGBT+ work of the University felt neoliberal and bureaucratic. The general consensus was that the University needs to become more aware of the issues and concerns of LGBT+ staff and enable sensitive and meaningful change rather than focusing on awards or relevant practices which aim at institute profiling.

Furthermore, participants in this study expressed various concerns with staff training, inclusive of its content, suggesting that staff may not be well equipped to support LGBT+ staff and improve lived experience.

Finally, there was a general consensus of the need to create further visibility and safe spaces. There is a collective suggestion that further visibility of allies and role models will assist in generating safer spaces where individuals may feel safer and more confident to speak up and challenge discrimination.

The data explicitly show the following suggestions from LGBT+ staff and allies which will inevitably improve lived experience and have a long-term effect in changing the LGBT+ culture at the University:

Training

1. Policy reviews
2. Role models
3. Visibility
4. Creating safe spaces
5. Diversifying forms (e.g. personal details)
6. Language
7. Early on intervention
8. Gender Neutral Toilets (GNT)
9. Open conversations
10. Diversifying teaching

Many of these areas may overlap and highlight further areas that may not be included in the list. This chapter's aim is not to explicitly list recommendations for the future, but purely to report on the data regarding what staff may feel the right next steps are, which indeed inform the recommendations in part VI.

9.1 Training

At large, participants, both LGBT+ self-identified and allies, maintained that training may be currently available and consistent, but it is not thorough at best, neither does it equip individuals well with specific areas of concern, such as microaggressions or non-conforming identities and a more insightful understanding of LGBT+ matters altogether.

I know we have to complete a diversity training every three years I believe and then as managers we have to complete the Managing Diversity Training, but I think the university could do more of the softer workshop-style-training for managers because not everyone understands the microaggressions that sometimes staff might face in the workplace or recognise them for what they are and I do not think the online training necessarily captures some of the nuance of that. (male, gay man).

I always think there is some space for more training. I would say definitely more training on for example gender and gender non-conforming [identities]. (female, panromantic greyssexual).

There is a lot of good training....but it does tend to be like slightly echo chamber-y, and I think when you first join up there is like mandatory anti-discriminatory training, but is it enough? (female, lesbian).

Training is really important because right now we do not really do adequate training on diversity or inclusivity or allyship. We do some sort of e-learning of 'is this right?', 'no'. Great, you pass.... But I think it is more of a case of training of really self-reflection and self-awareness and also self-understanding. (male, gay man).

I think there is more scope to train staff, both those who are directly involved in staff wellbeing but also more generally, so line managers and other managers and leaders more generally across the University. I think there is scope to have training in the area of how to support LGBT+ wellbeing. (male, gay man).

Focus Group 3

I think unfortunately my view of all the training that I've had so far has been pretty poor to be honest. Especially in the sense that it's very much tick the boxes, answer the questions, get the certificate. Continuous professional development is something that's massive in healthcare and there are better ways to do this than an online platform where you just jump to the end, tick the boxes, get a couple of answers wrong and still get a certificate at the end.

No meaningful learning takes place, there's no understanding, you just click the one that seems the best, which is obviously the only answer that would fit, and everyone gets a tick in the box. So, I think we need to look at a real organisational change across the learning packages if we really want to get that information embedded, otherwise we are literally just ticking boxes.

Despite the appreciation of the training provided internally, participants recommended that drawing on external expert knowledge and skills may benefit the University and add value to the training of staff.

There are external service providers, people like Mind Out, who could deliver that training. It could then be like train the trainers in house, or peer training. (male, gay man).

Focus Group 3

I would say that there's no need for us as networks to even be running these events, there are plenty of really great organisations out there that the University could perhaps employ to come and run events.

Furthermore, the data verify that online training is certainly valuable and provides key essential information, but it cannot be a substitute for face-to-face training, which could potentially support the development of skills and improve the understanding of LGBT+ matters.

I think there is a place for online training, but I do not think it can ever be as good as face-to-face training. And I know you are never going to get face-to-face training for every single member of staff, but I believe it should be there for senior members of staff, particularly those with line management responsibilities. (female, transgender).

However, participants also questioned whether those attending training are indeed those who need it or, when training is optional, those attending are simply those who are interested and curious to explore these areas and their knowledge and skills further, which makes the process counterproductive.

The problem with offering it [training] is the people who will go and do it are generally the people who do not need it, or do not need it as much. Because generally it is those who need it who think they do not have a problem. It is the nature of unconscious bias, isn't it? (female, transgender).

9.2 Policy reviews

The data also highlight the need for further University policy reviews. Corroborating the data from the QDA in this study, policies are considered at times structurally flawed, implying the possibility of structural oppression. Thus, participants feel that these policies need further review, to ensure inclusivity and set the context for maintaining dignity for all and avoiding discrimination. Of course, policy review is not a task that begins and ends lightly, but one that is ongoing, with intermittent reviews throughout.

Policy overhaul...I think they could probably do with another position looking solely at LGBT and equality when it comes to policies, even the fact that the relationship policy is still the same as it was in 2015 and it is kind of shocking to read. (male, gay man).

There are too many policies...I think they can be condensed, I think they could be put together in one place and you probably would not use those policies unless you needed to...I think there is a lot of work that could be done on reviewing those policies and making them more accessible. (male, gay man).

Participants shared concerns both regarding the volume of policies available but also their ineffectiveness in terms of how applicable they are, especially when considering the technical focus which participants have recognised.

I think we do have policies but they are not always known and explicit and there are so many of them. (female, heterosexual).

I think they are many, but there is that issue that you can put the policies in place and then forget about it. You have got to see some impact and change coming out of it. (male, gay man).

Focus Group 1

I just think there are too many of them [policies] and they're cumbersome, very technical. They're very prescriptive, and I think the emphasis should actually be on relying on people's judgement in a supported way. So, to educate and support people on how they should be behaving and making decisions but being less prescriptive. I think a lot of policies should be removed or condensed.

9.3 Further next steps

In addition to training and policy reviews, which examine changing both the person and the environment respectively, the data also highlight other areas for improvement. These focus on the need for further visibility, especially by those in leadership positions. In addition, there is a need to champion role models which might assist with allowing staff to empathise with others. Furthermore, these practices may help develop safer spaces for staff where discrimination can be challenged with more confidence, and more open conversations can be had.

In addition, structural inequalities need to be addressed. For example, diversifying University forms/ documents and providing more options for individuals to identify with their self-recognised identity, or exploring language and its use more widely to ensure inclusivity in those practices are very important steps toward a more inclusive environment. Table 9.1 shows some indicative extracts from the study that support these suggestions from participants.

Table 9.1. Further next steps

Next step	Extracts
Role models	I was never fully out...but I certainly did not feel hesitant to come out if I wanted to because there were queer people, openly queer people working in my department. So, the fact that there were people who had felt safe enough before me even though it was not my choice...meant that it was safe for me as well to do so. (female, panromantic greyscale).
Visibility	<p>Maybe...when we fly the all inclusive flag on certain days of the year, or certain months, but make things like that more normalised so when we are walking around corridors and seeing posters and pictures maybe it is pictures of groups of students together or projects that the university is doing, well let's see some with the inclusion flag on it so that people will definitely say, "Oh, look, this group have done this on behalf of the LGBT community", which is visible. (male, gay man).</p> <p>Visibility is important. And I think things like the lanyards...they are something that you see people wearing and it is raising awareness. (non-binary, bisexual).</p> <p>Senior leaders are not very visible perhaps. More visibility would help build a safer environment. (FG1).</p>
Creating safe spaces	<p>The LGBT+ community now is really developing and I think the more that develops, the more people feel they have got peers they can talk to, they feel they have got a support network. (female, heterosexual).</p> <p>I think this [focus group discussion] is the first real safe space where we have had this kind of conversation. (FG4).</p>
Diversify forms	Well...I say non-binary but it is realistically demigender which falls under the non-binary spectrum. And then on the sexuality one I think a free writing form would probably be more appropriate simply because even with my colleagues I have, for example if the option is bisexual and you lie somewhere – is it pansexual, is it omniseual...? (non-binary, heterosexual).
Language	I had a conversation with someone, and you find that people are still not well informed. But I am not 100% about the terminology and the pronunciations. I am always learning. (female, heterosexual).
Early on intervention	Maybe during the probation period, because you have a series of meetings with your line manager during that period. Maybe right early on, the employee could be invited to talk about issues round the sexuality if they want to and maybe then state whether they want that to be something that comes up, where there are particular challenges for them within the workplace. (male, heterosexual).
GNT	On a day-to-day basis, in most buildings where I work at university, there are not gender neutral toilets. (female, transgender).
Open conversations	And I think people just need to be more relaxed and open about having these conversations, even though they may sometimes be difficult for people. (male, gay man).
Diversifying teaching	I am involved in the skills sessions...so when we are setting up the scenarios, I will just try and get at least one gay one in...just so they [students] have the time to think about how their interactions will be different and how they will change their language and sort of think about how a partner is feeling. (female, lesbian).

PART VI

Discussion

This study explored the LGBT+ culture of staff at the University of Greenwich. Specifically, it focused on the lived experiences of LGBT+ staff, as well as those of LGBT+ allies. To do so, the study was approached through a person-in-environment theory (Kondrat, 2013), which helped recognise both organisational and personal responses to diversity and inclusivity regarding LGBT+ identities. Further, the study considered the risks of homogenising LGBT+ identities. The acronym LGBT+ entails a variety of identities and remains inclusive of everyone identifying as lesbian, gay, transgender, bisexual, and any other identity. It also considers those who may not fit into the binary descriptions of sexuality and gender but choose to avoid labelling themselves with any of the identities aforementioned. It is important to note that the acronym LGBT+ refers to both identities relating to sexuality and gender, and even though the study was inclusive of transgender identities, it focused primarily on sexuality and varied intersections with other characteristics. That said, the study surfaced various topical issues and good practices.

Language pertinent to LGBT+ identities, such as lesbian, gay, bisexual and transgender, is primarily used to classify individuals, or raise awareness about relevant issues. Yet, despite the intent to raise awareness, only a few terms are negotiated within university policies and guidance documents, and those are *lgbt*, *lesbian*, *gay*, *queer*, and *transgender*. Inevitably this creates gaps in the lived experience of those identifying with identities other than these, impacting on their sense of inclusion. This finding corroborates with other studies, particularly in education and learning materials (e.g., Goldstein, 2015).

Also, language can be enriched to not only recognise categories of people but highlight their unique identities in the context of intersectionality. The recognition of multiple intertwined identities is a significant step toward advancing knowledge and understanding of the lived experiences of LGBT+ self-identified individuals. Parent, DeBlaere and Moradi (2013), in their special issue in *Sex Roles*, opined that the intersection of LGBT+ identities and race or ethnicity is an important one as individuals of underrepresented ethnic groups who also identify as LGBT+ appear to have a much more challenging experience across various sectors. This is not dissimilar to the findings in this study, which showed that those identifying as Black, female and lesbian tend to present the most disadvantageous positions in relation to line management relationships, progression and recognition.

Another example of the significance of exploring LGBT+ lived experiences through the lens of intersectionality is that of LGBT+ parents. This study evidences the difference of experience among parents, disadvantaging those who identify as LGBT+. Similar to Few-Demo et al. (2016), this study highlights that systemic oppression against LGBT+ parents exists, while the exploration of these experiences from an intersectionality point of view will allow for a deeper understanding of LGBT+ parents who identify with multiple characteristics.

This presents a fundamental reason why lived experience must be understood within its context. That said, to better appreciate the lived experience of LGBT+ staff and LGBT+ culture at the university, investigating the frameworks that set boundaries and assign rights is important, too. The review of university documents revealed many aspects of the LGBT+ culture. Of note, diversity and inclusion of LGBT+ staff started being more relevant in university documents since 2009 and especially following the Equality Act 2010, which imposed further legal obligations to employers in all sectors (Hepple, 2014).

While university documents emphasise an action plan for inclusivity and highlight the institution's responsibility to enable its staff to meet their full potential, a wide gap exists between these intentions and the lived experiences of individuals. Largely, LGBT+ staff shared that they have not always felt empowered to meet their potential, while experiences of discrimination cause feelings of isolation, dysphoria, anger and disengagement. The policy framework of the university identifies, albeit rarely, the need to support individuals to empower themselves. This, however, is not aligned with the action plan for inclusion which leads to further gaps, not uncommon in previous research findings (e.g., Barak, 2022).

Previous studies, including the National LGBT Survey (2018), McKinsey (2020) and Stonewall (2020; 2018), opine that despite the improvements we have seen in the experiences of LGBT+ staff in higher education, there still remain incidents of oppression and discrimination, with 4/5 LGBT+ staff having experienced or witnessed discrimination at their workplace. This corroborates with the findings of this study. While the study shows an increasingly positive change in the environment and staff's lived experience, negative views pertain, which eventually impact on performance, progression and a sense of belonging at the University of Greenwich.

Overall, the study showed that staff have a positive experience with supportive line managers. However, this is not a universal experience. It is not uncommon that experiences with management, in relation to LGBT+ identities, are negative. Line managers have been often seen as unequipped to respond well to LGBT+ challenges which either negates or undermines the experiences of those they are line managing. Drawing on Marvell (2018), a healthy and supportive relationship with one's line manager will improve the person's lived experience and give the space for developing confidence that will feed into their day-to-day job responsibilities.

This study also focused on how LGBT+ staff and those recognising themselves as LGBT+ allies prefer to respond to discrimination that they witness or experience. LGBT+ staff primarily suggested that an informal response is always more effective than formally reporting discrimination. Thus, LGBT+ allies are more likely to report discrimination, while LGBT+ staff see educational value in conversing with the person initiating a discriminatory act. Such preference to avoid formal procedures alludes to previous findings in research. Chakraborti (2017) ascertained that a systemic or procedural approach, depending on what outcomes it brings, tends to cause more distress to victims of discrimination. The choice of informal approaches may be the result of the lack of trust in a well-designed and carefully sensitised system that can tackle issues faced by the LGBT+ population of the university. With that in mind, the exploration of other ways to respond to this may also be a coping strategy, not an uncommon reality for groups that are underrepresented or underprivileged (Hardy & Chakraborti, 2019). Further, more informal responses or restorative justice programmes on university campuses have been found to be more effective when addressing discrimination and oppression (Kayali & Walters, 2021).

In conclusion, the study revealed a gap between staff who have been employed by the university in the last three years and those who have been employed for much longer periods, such as ten or twenty years. The former group of staff appear to have had a much more positive experience, while the latter carries grievances from past experiences which continue to shadow their experience now. This is not surprising when taking into account how the policy framework of the university only started shifting since 2009. The changes in the legislative framework nationally have brought change in higher education as well. However, more contemporary practices tend to focus on creating inclusive environments for those joining the university now. Yet, these strategies may not consider the previous experiences of those who have been at the university since the 1990s or early 2000s. Such experiences tend to be more negative with heightened feelings of oppression, distress, anger and isolation. As Peacock (2020) states, restorative frameworks are not merely effective with current practices but may impact positively in the efforts to reconcile relationships and experiences.

Recommendations

To mitigate challenges, risks and weaker areas that this report identifies, we are making the following recommendations.

University documents

Recommendation 1: Re-examine what language is used in university documents, as well as how this language is used, in order to provide a more inclusive framework for practice at university level (e.g., avoid homogenisations; avoid victimisations).

Recommendation 2: Make university documents more accessible to all staff regardless of seniority or pathway of employment.

Recommendation 3: Re-consider the guidance for managers when supporting LGBT+ staff. Create a working group of LGBT+ staff to produce a set of ways in which line managers can best and more effectively support LGBT+ staff at the university.

Recommendation 4: Where an action plan for inclusivity is communicated in university documents, a guidance that details how this can materialise to be provided.

Recommendation 5: Negotiate the concept of empowerment in university documents, especially guidance about supporting LGBT+ staff. This will help those supporting others to better understand how to approach this area, and staff to meet their full potential.

Recommendation 6: Develop further communication channels to ensure staff remain aware of university policies affecting LGBT+ experience. This will also increase the likelihood of staff to report discrimination.

Recommendation 7: Accumulate policies and practices about parenting making them more inclusive to the challenges and experiences of LGBT+ parents.

Recommendation 8: Diversify university forms collecting data (e.g., HR) with further options in the spectrum of LGBT+ identities or provide space for individuals to type in their preferred identity.

Language

Recommendation 9: Develop an evolving glossary of language to be used as a reference point.

Recommendation 10: Avoid language that tends to homogenise individuals. Make use of terms like 'sexually diverse' and 'gender diverse' individuals.

Recommendation 11: Develop language that is concerned with intersected identities regardless of degree of underrepresentation – avoiding hierarchy of oppression or discrimination or identity.

Visibility

Recommendation 12: Enable staff and university leaders to champion sexually and gender diverse populations with minor acts (e.g., wearing LGBT+ lanyards) and more visible role models.

Recommendation 13: Enable staff to make use of pronouns where this is a choice.

Recommendation 14: Ensure diversity of role models at the university to increase representation.

Recommendation 15: Increase representation of LGBT+ identities at the intersection with underrepresented racial and ethnic identities.

Learning and teaching

Recommendation 16: Support staff to develop a more inclusive curriculum which will help tackle

incidents of microaggressions and discrimination altogether when led by students. Develop discussion groups among academics across Faculties and Schools that will help share good practice.

Recommendation 17: Diversify teaching material and delivery methods to create more inclusive environments.

Continuous development

Recommendation 18: Initiate a biannual measurement of staff experience of the University as an inclusive and welcoming environment, which will help monitor progress.

Recommendation 19: Develop mentoring scheme to support those who are lacking the confidence to challenge discrimination when witnessed or experienced.

Recommendation 20: Develop a reporting system on the university app or develop a new app focusing on these matters.

Recommendation 21: Develop further communication channels to ensure staff remain aware of how and when to report discrimination, isolation, bullying, harassment and/or discrimination.

Recommendation 22: Equip university staff with the skills and knowledge to identify and report discrimination. Develop training inclusive of university procedures.

Recommendation 23: Develop separate strategies (restorative justice) that will address grievance related issues regarding LGBT+ experiences in the last twenty years.

Recommendation 24: Create safe spaces wherein individuals can, with confidence, share thoughts (not always correct) which they are open to explore.

Recommendation 25: Develop safe spaces where conversations about faith, religion and non-religion can be had, and in relation to LGBT+ identities.

Recommendation 26: Continue to support the LGBT+ Staff Community and its activities in order to ensure a sustainably positive impact on the LGBT+ experience.

Recommendation 27: Develop synergies with the GSU to devise methods by which students can become more aware and conscious of LGBT+ identities and experiences in order to tackle student-led discrimination in the classroom and on campus.

Recommendation 28: The University to re-emphasise its zero-tolerance policy for discrimination and oppression, which extends to both staff and students, as well as partners inside and outside the UK.

Recommendation 29: Raise awareness of positive discrimination to tackle risks of feelings of exclusion.

Recommendation 30: Avoid positive discrimination in recruitment and selection practices.

Induction

Recommendation 31: Promote allyship as a rewarding experience – include the benefits of allyship in the induction of new staff.

Recommendation 32: Develop a more stable induction experience for university staff, including an information pack of all the resources pertinent to EDI. Give staff the opportunity to attend staff networks/communities' meetings and explore interests.

Training

Recommendation 33: Develop specialised training on microaggressions to raise further (self and institutional) awareness to tackle such issues.

Recommendation 34: Put more robust allyship training in place, drawing on active vs passive allyship and the qualities of a 'good ally'.

Recommendation 35: Line managers to be trained to become more resourceful in relation to mental health support services given the impact of discrimination on LGBT+ identified staff.

Profiling

Recommendation 36: Promote inclusivity to public facing material further as it is a marketing factor when recruiting individuals who abide by similar or same values.

Line management and senior leadership

Recommendation 37: University staff to assess –during appraisal cycles – their line manager regarding diversity and inclusion.

Recommendation 38: Senior leadership to engage with LGBT+ events more and across campuses. Presence to be increased both physically and via internal comms, articles, etc.

Recommendation 39: Develop a new model of line management that is underpinned by the principles of responsibility, commitment, good relations, and self-motivation (theory Y) in order to improve lived experiences of LGBT+ staff. This is a participative management style that promotes a collaborative environment and moves away from a micromanagement approach that is more prominent in a top-down approach that tends to accentuate tick-box exercises.

Recommendation 40: Develop robust line management training that adequately equips those managing others with the appropriate skills, knowledge and understanding of sexually and gender diverse identities.

Recommendation 41: Continue to work closely with staff networks and communities to tackle structural discrimination.

Inclusive environment

Recommendation 42: To overcome barriers to becoming more inclusive:

- Enrich training on diversity and inclusivity,
-
- Senior leadership to become more engaging and visible on matters of LGBT+,
-
- Create more and equal opportunities for all, regardless of identity,
-
- Campaign about individuality and uniqueness of experiences to avoid homogenising identities,
-
- All staff networks and communities should be more visible across all campuses and departments of the University.

LGBT+ Staff Community

Recommendation 43: The LGBT+ Staff Community to develop stronger links with other networks and communities as well as the EDI Committee of the University to develop conversations further about intersected identities.

Recommendation 44: The LGBT+ Staff Community and the University to explicitly recognise that 'belonging' to the LGBT+ population does not necessitate the labelling of the person with any of the identities referred to in the acronym LGBT+.

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APPENDIX

Appendix I. Ethical approval letter - UREC



Dr Panagiotis Pentaris
Associate Professor of Social Work and Thanatology
Faculty of Education, Health and Humans Sciences
School of Human Sciences
University of Greenwich
Greenwich Campus

Direct Line 020 8331 8860
Email researchethics@gre.ac.uk
Our Ref UREC/ 21.1.6.16
Date: 21 October 2021

Dear Panagiotis,

University Research Ethics Committee – Application 21.1.6.16

TITLE OF RESEARCH: LGBT+ culture: understanding what it means to be LGBT+ or an LGBT+ ally at the University of Greenwich

I am writing to confirm that the above application has been **approved** by the Committee and that you have permission to proceed.

I am advised by the Committee to remind you of the following points:

- You must notify the Committee immediately of any information received by you, or of which you become aware, which would cast doubt upon, or alter, any information contained in the original application, or a later amendment, submitted to the Committee and/or which would raise questions about the safety and/or continued conduct of the research;
- You must comply with Data Protection legislation;
- You must refer proposed amendments to the protocol to the Committee for further review and obtain the Committee's approval thereto prior to implementation (except only in cases of emergency when the welfare of the subject is paramount).
- You are authorised to present this University of Greenwich Research Ethics Committee letter of approval to outside bodies in support of any application for further research clearance.

On behalf of the Committee may I wish you success in your project.

Yours sincerely

A handwritten signature in black ink, appearing to read "Peter Garrod".

Peter Garrod
Secretary, University Research Ethics Committee

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Appendix II. Interview guide

For the recording, I am _, and I am pleased to welcome _ for our interview, exploring the lived experience of the LGBT+ community, at the University of Greenwich. I can confirm that we have received your consent form for this interview.

Once our discussion is completed, I will download and securely save our interview file. Recordings are kept on a password protected drive, only accessible for the purposes of transcription. I am sure you may have had the chance to look at the information about our research already, I will share this again by email at the end of this interview. If at any point you feel uncomfortable, please do let me know. I can give you more time or interrupt the session, if you need it; this session is expected to take around an hour.

Semi-structured interview questions

- 1.1. What was your experience of joining the university for the first time?
 - Was the university's LGBT+/Stonewall status a consideration when joining?
 - Were you made aware of the LGBT+ community?
 - Did you feel welcome(d)?

- 1.2. Are you a parent, carer, or guardian? [and if so please explain]
 - how has parental support featured in terms of the authenticity of your identity at work; have there been any challenges to overcome?

- 1.3. Do you have any concerns about being your authentic self at work?

- 1.4. Do you have any concerns about providing personal data [for example, about your sexual orientation or gender identity] for inclusion on University HR systems?

- 1.5. Can you describe your relationship with your line manager(s)?
 - What has been your experience of appraisal cycles and career progression?
 - Have line managers been supportive?
 - Have progression related aims identified through your appraisal been fulfilled?
 - Do you feel your career is progressing or has progressed?

- 1.6. We all take leave from work for general holiday arrangements, Annual Leave; for our mental or physical health; to support a dependant, spouse or family member; on compassionate grounds, during times of bereavement; or in relation to gender realignment, transitioning; or in consideration to pregnancy, adoption, or as a new parent.
 - Can you describe your experience(s) of requesting and taking leave; and (if relevant) subsequent arrangements for returning to work?

- 1.7. Discrimination occurs on a wide spectrum, [direct or indirect] through positive discrimination and isolation, microaggressions, passive aggression, misgendering, all the way to direct name calling, emotional, psychological, and physical bullying. Have you experienced or observed discrimination relating to LGBT+ status at work?
 - How did this impact you, did this result in an official complaint being lodged and, subsequent, disciplinary action?

- 1.8. How effective is the university at supporting and promoting LGBT+ staff welfare?

- 1.9. Within the groups and teams you have worked, can you describe your experience of equality, diversity and inclusivity?

- 1.10. What constitutes an LGBT+ ally?
 - Do you consider staff at the University of Greenwich to be LGBT+ allies?

- 1.11. How have you or how would you respond to LGBT+ discrimination at work?
-Would you feel confident speaking up against discrimination in the moment?
-Would you complain more discretely?
-Are there any situations where your response might change?
- 1.12. What could the university do to improve the situation for LGBT+ staff members and allies more broadly; are sufficient policies already in place?
- 1.13. What are the direct challenges faced by the LGBT+ staff community and its allies within the university environment?
- 1.14. What would you say has been your greatest achievement in your work for the university and do you feel valued for your contribution?
-Did this impact your relationships with managers or colleagues?
- 1.15. Our understanding of protected classifications tends to relate to definitions outlined within the Equality Act 2010, which includes age; sex; gender; sexual orientation; ethnicity; disability; religion; parenthood; marriage. If we extend that to also include personal profile, in terms of caste or class or union membership.
-Do you identify with more than one 'protected characteristic', staff group or other group that impacts your experience?
-How has intersectionality impacted your experience at work?
- 1.16. Would you be interested in becoming a mentor, reverse-mentor, speaking at internal events and aiding the development of training for non-LGBT+ staff awareness, best practice and LGBT+ / ally, resilience?
- 1.17. Is there anything else you would like to add that we have not considered?
- 1.18. Do you have any questions for me?
-How do you feel?
-How has the experience of being interviewed been for you?

In summary, thank you for your time spent with me today, I'm really excited to be working with you all here. I think this is an exciting time to be working with the staff communities.

Our report will come out in August 2022, and I hope you will also join us for the focus groups I am seeking to arrange over the coming months. If you have anything related you want to raise you are very welcome to contact me or any other members of the research team and all our info is available online, I will share this all with you in an email to follow our conversation.

Appendix III. Focus group guide

Hi everyone, thank you for joining me today, I hope you are all well. We are recording the session today, to capture suggestions raised and the levels of support present within our discussion. For this session, please select a pseudonym to use, to support your anonymity - and when speaking, please clearly state the pseudonym before speaking, to support the audio-only transcription. The comments section will not be considered, so please do not add content to the comments/chat text box. Please also note, this focus group is a safe space, and that means, what is said and who takes part must remain in confidence and cannot be shared externally, with the sole exception of the ethically ratified, anonymised and pre-approved, research channels. Any unauthorised sharing of the names or opinions of participants may be considered a serious breach of confidence.

On concluding our conversation here, I will download and securely save this recording, which will be kept on a password protected drive for the purposes of transcription, only. All points raised will be anonymised and any personally identifying references removed ahead of reporting and publication.

I am sure you may have had the chance to look at the information about our research already and for your ease of reference I am posting the link to this, into our chat here, now: <https://docs.gre.ac.uk/rep/faculty-of-education-and-health/lgbt-culture-at-the-uog-research-project-participant-information-sheet/participant-information-sheet.pdf>

More to this, if you experience anxiety, discomfort, or feel triggered by any of the content discussed, you can let me know or alternately, contact information for the research team is included on via link I am sharing, now. Additionally, I will also include a link for further information relating to wellbeing support for staff: <https://www.gre.ac.uk/hr/occupational-health-and-wellbeing>

I will start recording, now.

My name is _ and I am the research officer leading this session today.

This focus group provides us with the opportunity for a group discussion to be led by the community, in relation to key themes arising from the research. The ideas generated and concepts developed will enhance our narrative exploring interventions and solutions. This session may extend over 90 minutes and I will host a short debrief session to close on, that you are welcome to join in.

Questions:

1. Do you trust that University leadership and senior management to maintain an EDI-focused strategy?
2. What are your thoughts about intersected identities and how those might influence lived experience?
3. What qualities does a line manager have, what makes them supportive?
4. What is the best approach to challenge [the varying types of] discrimination within the University?
–Would you consider the formal procedures of the University to challenge discrimination to be an effective measure, or are there better alternatives?
5. What makes a good ally?
–How can the university promote allyship, or wider support, for the LGBT+ community?
6. Is the LGBT+ Staff Community impacting on your experience at the University? If so, how?
7. Are there issues of structural discrimination within the University of Greenwich?
8. What is your experience of microaggressions, oppression, discrimination, or positive discrimination at the University?
9. Do [some] university students exhibit a discriminatory culture and in what ways do students drive or perpetuate discrimination?
10. Do you feel confident of how the University responds to LGBT+ issues and concerns?
11. What are your thoughts about the EDI training currently offered at the University?
12. Do you feel that the University is recognising and promoting its LGBT+ staff and allies?
13. What does an LGBT+ safe space look like within a university environment?

14. What are the challenges in terms of protecting the space and ensuring the sustainability of the space?

We have now reached the end of this session and I would just like to extend a big thank you to everyone for joining me today. We are aiming to share our report in August and, if you have anything related you want to raise, you are very welcome to contact me directly or any other members of the research team.

We are also looking to hold a final feedback forum, which you will all be invited to in due course. Just in case anyone wishes to raise something that we have not here considered!

As previously mentioned, if you have experienced anxiety, discomfort, or feel triggered at all by any of the content discussed, you can contact me or alternately, any other member of the research team. And, further information relating to wellbeing support for staff, is also now available, in the group chat: <https://www.gre.ac.uk/hr/occupational-health-and-wellbeing>

Thank you so much for your time today, I will now stop the recording. I will stay online for a while and if you wish to stay with me for a short 10 minute debrief, you are very welcome to do so.

Appendix IV. Survey

This 10-minute survey explores the lived experiences of LGBT+ and ally community members.

By completing this survey you help us explore and better understand the unique and intersectional identities and experiences of individual members of staff. Exploring perspectives through the answers provided here presents an initial step towards a case study developing a much needed narrative. An emancipatory project, we aim to articulate nuanced individuality, recognise group cultures and subcultures, explore intersectionality and experiences, your experiences, challenges and successes, to inform policy and present cases for change where they matter most.

Findings from this survey will feed directly into emblematic university initiatives, including accreditations for Stonewall, Athena Swan and the Race Equality Charter. Going further to explore visibility and allyship, to understand what it means to be an ally and support training that can help align our organisational culture, values and behaviours.

All the information provided is anonymised.

The following link provides full information about this survey, including details relating to how your data will be managed and used, and how to withdraw. Please note that portal sign-in is required in order to open this file: <https://docs.gre.ac.uk/rep/faculty-of-education-and-health/lgbt-culture-at-the-uog-research-project-participant-information-sheet/participant-information-sheet.pdf>

This study has received ethical approval: UREC/ 21.1.6.16

Do you give your consent to participate?

Please select the appropriate option below to progress on to the survey:

YES: I have read and understand the information provided and I consent to take part in this survey

NO: I do not wish to take part in this survey

Q1: From the following options, how do you identify?

LGBT+

LGBT+ Ally (straight ally)

Neither LGBT+ nor LGBT+ Ally

Q2: What is your age group?

18-24 years

25-35 years

35-44 years

45-54 years

55-64 years

65+ years

Prefer not to say

Q3: Please confirm your sex by selecting the relevant option/s below.

Female

Male

Intersex

Assigned female at birth

Assigned male at birth

My assigned sex is different to what I consider my sex to be

Prefer not to say

Q4: Do you identify as transgender or transexual?

Yes

No

Prefer not to say

Q5: Do you identify as currently transitioning?

Yes

No

Prefer not to say

Q6: Please confirm your gender by selecting the relevant option/s below.

Agender

Bigender

Genderfluid

Genderqueer

Non-binary

Man

Woman

Prefer not to say

I identify in another way [please tell us how you identify, within the field provided here]

Q7: What is your sexual orientation?

Asexual

Bisexual

Demisexual

Gay

Heterosexual

Lesbian

Pansexual

Prefer not to say

I identify in another way [please tell us how you identify, with the field provided here]

Q8: Did you confirm your sexual orientation within the voluntary EDI section of your original application for employment?

Yes

No

Prefer not to say

If yes or no, please explain why in the field provided here [open text entry field]

Q9: Are you open about your sexual orientation with everyone at the university?

Always

Mostly

Sometimes

Rarely

Never

Something to add to this? Please tell us more in the field provided here [open text entry field]

Q10: Are you open about your sexual orientation with your co-workers?

Always

Mostly

Sometimes

Rarely

Never

Something to add to this? Please tell us more in the field provided here [open text entry field]

Q11: Are you open about your sexual orientation with your line-manager?

Always

Mostly

Sometimes

Rarely

Never

Something to add to this? Please tell us more in the field provided here [open text entry field]

Q12: Are you open about your sexual orientation with those you manage, who report directly to you?

Always

Mostly

Sometimes

Rarely

Never

Something to add to this? Please tell us more in the field provided here [open text entry field]

Q13: Do you identify as having a disability? – please select the option/s relevant to you.

No disability

Autistic spectrum

Blind/visual impairment

Speech or language impairment

Deaf/hearing impairment

Specific learning condition (includes, dyslexia, dyscalculia, dyspraxia)

Physical disability affecting mobility

Mental health condition (includes, emotional, anxiety, schizophrenia, bipolar, obsessive compulsive, and/or depression)

Long term medical condition

Multiple disabilities

Prefer not to say

Other disability or sensory impairment not listed, please add details here [open text entry field]

Q14: What is your race or ethnicity?

Asian

Black/African/Caribbean

Gypsy/Traveller

Mixed/multiple ethnicities

White

Arab

Other race or ethnicity

Prefer not to say

Identify as another ethnicity not listed? – please tell us here [open text entry field]

Q15: How would you describe your religious/nonreligious status?

Atheist

Agnostic

Buddhist

Christian (Catholic, Protestant or any other Christian denomination/s)

Hindu

Jewish

Muslim

Sikh

Secular beliefs

Rastafarianism

Spiritual

Baha'i

Humanism

Zoroastrian

Prefer not to say

Identify with another religion or nonreligious status not listed? – please add your status here [open text entry field]

Q16: How would you describe your relationship status?

Civil partnership

Co-habiting

In a relationship

Married

Widowed

Separated/divorced

Single

Prefer not to say

If you describe your relationship status in another way, please add your relationship status here [open

text entry field]

Q17: How long have you worked in your current role?

0-2 years

3-5 years

6-10 years

11-20 years

21-30 years

31+ years

Prefer not to say

Q18: How would you rank your career progression to date?

Early

Early-mid

Mid

Mid-advanced

Advanced

Prefer not to say

Q19: Did the status of the university as a supporter of LGBT+ inclusivity, impact your decision to apply for your role?

Yes

No

It might have if, please add your comment here [open text entry field]

Q20: Are you a parent, guardian or caregiver for another family member?

Yes

No

Prefer not to say

Q21: If you answered yes to being a parent, guardian or caregiver, how many dependants are you responsible for?

How many dependants are children? [open text entry field]

How many dependants are family members, spouse, or parent? [open text entry field]

Prefer not to say

(Question) Not applicable

Q22: During your employment have you taken leave in relation to adoption/maternity/paternity?

Yes

No

Prefer not to say

Q23: What is your mode of employment? – please select all/any that apply to you.

Full time

Part time

Permanent

Contracted

Hourly paid/visiting lecturer

Prefer not to say

Other? – please specify here [open text entry field]

Q24: If you are employed as a member of a ‘professional services’ team or directorate, where do you rank on the SG pay spine?

1

2

3

4

5

6

7

8

9

10

Other, specific to contract

Prefer not to say

(Question) Not applicable

Q25: If you are employed as a member of an ‘academic’ team or department, where do you rank on the AC pay spine?

1

2

3

4

5

Other, specific to contract

Prefer not to say

(Question) Not applicable

Q26: Are you an active member of one or more of the following?

LGBT+ Staff Community

Disability Staff Network

Women's Staff Network

BAME Staff Network

Wellbeing Champions Network

Prefer not to say

Do you identify with a group currently not represented by any of the above, let us know here?-for example but not limited to, age; class or caste; religion or nonreligious; migrant status/refugee [open text entry field]

When selecting your answer in relation to the following statements, please select the response that best represents your belief or how you feel. Your optional responses are ranked 1–5, with 1 = strongly agree, 3 = neither agree nor disagree, and 5 = strongly disagree.

Q27: At work my ideas and suggestions count.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q28: At work everyone is treated with respect.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q29: I feel included and valued in my workplace.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q30: I can be my authentic self at work.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q31: Generally, I feel comfortable voicing my opinions in the workplace.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q32: LGBT+ role models are visible at the university.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q33: Being my authentic self at work positively impacts how my work is evaluated.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Something to add to this? – please explain how or why [open text entry field]

Q34: At work I can ask for help with my tasks if I need it.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q35: At work I know who to approach and I feel comfortable reporting discrimination.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q36: The university provides programmes (e.g. mentoring, Equality Diversity and Inclusivity, training initiatives) aimed at meeting my needs.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q37: I am aware of institutional policies that support the LGBT+ community at the university.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q38: LGBT+ discrimination exists at the university.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q39: I have observed or experienced discrimination relating to [my] LGBT+ status in the following way/s.

Positive discrimination

Direct discrimination

Indirect discrimination

Isolation

Microaggressions

Deadnaming

Passive aggression

Direct abusive name calling

Cyberbullying

Psychological bullying

Physical bullying

Harassment

Victimisation

None of the above

Other, please specify [open text entry field]

Branch logic, LGBT+ allies only

Q40: I have provided direct personal allyship to a LGBT+ community member or members at work.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q41: I feel confident being a LGBT+ ally at work.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q42: I feel confident acting against discrimination as a LGBT+ ally at work.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q43: The university has supported me, through opportunities to undertake training to be an effective ally.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q44: Being a LGBT+ ally is a rewarding experience.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Q45: Being a LGBT+ ally requires extra effort.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Concluding statement for all branches

Q46: This survey is almost complete. If you feel this survey has missed something important to you,

please use this space to elaborate: [open text entry field]

Q47: Would you like to receive future updates relating to this study and receive a summary of the final study report? If the answer is yes, then please provide your email address to enable the research team to keep you updated.

Enter your email address (x 2): [open text entry fields x 2]

Branch logic, LGBT+ and LGBT+ ally respondents only

Hold on, before you go, there's more!

As a self-identified member of the LGBT+ community or ally, you are here also invited to take part in our upcoming interviews. Interviews will be developed to focus and expand upon the key findings emanating from this initial investigation. Interviews are expected to last between 50-60 minutes. Recordings will be made, to enable transcripts to be used for the purposes of exploring priorities and themes. All data will be secured and made strictly anonymous, with efforts made to ensure no personally identifying characteristics are shared, beyond the research team.

Q48: We expect interviewing to commence in November 2021 and if you would like to continue your participation, please provide your work email address.

Enter your email address (x 2): [open text entry fields x 2]

Branch logic, Neither LGBT+ nor LGBT+ Ally respondents only

Q49: Would you consider being an LGBT+ ally in the future?

Yes

No

Prefer not to say

Maybe if, I suggest the following 'other' intervention or initiative is realised first. [open text entry field]

THE END, all branches

Thank you for taking the time to provide us with your perspective.

If you would like to ask a question or share any further comments, please contact the Research Officer, Alan Dudley A.C.Dudley@greenwich.ac.uk or the Principle Investigator, Assoc. Prof. Panagiotis Pentaris at P.Pentaris@greenwich.ac.uk

Your wellness is a priority and if you feel in any way triggered through your experience participating in this survey, the university provides support for staff through our Wellbeing Network: <https://www.gre.ac.uk/articles/public-relations/staff-support-wellbeing-network>

To contact the team, directly: wellbeing@greenwich.ac.uk

You can also get help now, with Mind: <https://www.mind.org.uk/need-urgent-help/using-this-tool>

Best wishes from your research team!

Appendix V. Promotional material

Dear colleagues

I hope that this finds you well.

For those of you I've not yet met, my name is Alan and I am a researcher at the university. I am both excited and proud to have been chosen to support Dr Pentaris and join you all, in his research focussing on the LGBT+ community here at Greenwich.

This is a research first at the university, and emancipatory in its aim. Following realisations that the university has long collated figures illustrating demographic pointers, without the development of a narrative explaining what these numbers mean and how individuals represented by those numbers experience their time at the University.

Key to the outcomes proposed, we aim to give voice to what it means to be LGBT+ at the University of Greenwich. Through clear articulation of nuanced individuality, group culture, subcultures and experiences, your experiences, challenges and successes, we will seek to inform policy and establish a case for change where it matters most.

Of utmost interest is the unique and intersectional experiences of individual members of staff. Creating a basis for staff networks representing other unique identities to build upon and thrive. More to this, findings from this project will feed directly into emblematic university initiatives, including accreditations for Stonewall, Athena Swan and the Race Equality Charter.

Going further we want to expand visibility and allyship, to understand what it means to be an ally and to build the foundations for internal training that can help align our values and behaviours; through day to day working environments; line management-relationship management, appraisal and advancement.

To fully explore and understand the richness of culture and individual nuanced situations, we need you all.

Both learning from and protecting our participants is key and no individually identifying information will be published or shared beyond the team working directly on this project. Your rights start here; to view your data, ask questions about how it may be used or interpreted and to remove yourself from participation. Your choice to engage or withdraw in this way, will continue up to study conclusion, where all primary data harvested through this process will be destroyed and anonymised findings will be published.

You are here invited to join us as a member of the Research Steering Group, to help design the research so it may most effectively meet the aims outlined above. We need your guidance and input from the start. Understanding language terms, situational differences and priorities, is key. What are your key priorities and concerns?

I appreciate you taking the time to read this invitation. Please, reply to let me know if you can join us for the initial conversations and I will add you to our MS Teams group.

Keep well

Steering Group Welcome

Dear [Steering Group](#), firstly, thank you for accepting my invitation to join us and help us refine and enhance our research tools! Here, please find attached, the questions currently being considered; in relation to an initial survey (part 1. and 2.), the subsequent semi structured interviews (part 3.) that will follow and our initial themes proposed for the concluding focus groups (part 4.). Please note that findings from survey responses are expected to potentially lead to changes to the lines of questioning in the interviews and, more to this, the topics/themes for the pursuant focus groups will be based entirely on key themes identified from the interviews. Please feel free to be as direct and critical as you can. Provide your responses openly; either here to the group addressing us all by using the tag **@Steering Group**, to receive responses and confirm support from the group or, alternatively, you can either send a message or email to Panagiotis and I with your suggestions, more privately. Important to note, when drawing our attention to a question/questions, please make sure you include the questions number listing (1.1; 1.2;1.3 et cetera) as a quick reference identifier. Thank you in advance. I very much look forward to receiving your input and if you have any questions, please do let me / us know. Best wishes!

[See less](#)

 Steering Group, LGBT+ Culture Research Questions ...

Share your perspective of the LGBT+ staff experience at Greenwich

This 10-minute survey sponsored by the university, aims to provide a robust understanding of what it means to be LGBT+ at the university, and explores the perspectives of all staff, as an ally of the LGBT+ community, or not.

📅 2 November 2021

The information you provide, which will be anonymised, will provide greater understanding, and identify areas of good practice to build on and solutions where improvement is identified.

We aim to develop a greater appreciation of the fluidity, complexity, and intersectionality of identities, helping us to better understand individual-specific experiences and avoid generalising outcomes. The findings will feed directly into our university accreditations namely Stonewall, Athena Swan and the Race Equality Charter, and enhance our understanding of unique identities and heritages that correspond with multiple protected characteristics ([Equality Act, 2010](#)).

Going further, your response will help us to explore visibility and allyship, to understand what it means to be a community ally and support training that can help align our organisational culture, values and behaviours.

Take the survey

The survey which has ethical approval (UREC/ 21.1.6.16), is available to all staff at the University of Greenwich to complete:

- [Start the survey](#)

Appendix VI. Institutional Policies in Focus 2021–22

This table includes all institutional policies, strategies, directives, statements, regulations, procedures, and guidance, targeting staff at the university. Further, this table also features document numbering for the study; titling; a synopsis of purpose; policy author and audience; the last date an update was confirmed; and the traffic light coding of all policies considered relevant to this study. Hyperlinks to document locations are included within policy titles, as of November 2021.

No.	Title (hyperlinked)	Purpose	Author	Audience	Date updated
001	Academic Calendar -Guidance Notes for Managers	This document provides guidelines for managers who have staffing responsibilities within a faculty or department	Human Resources Directorate	Staff	16 Feb 2021
002	Additional Information for Applicants to Teaching Posts	Support for staff new to teaching	Human Resources Directorate	Staff	16 Feb 2021
003	Adoption Leave Policy	The university's policy on adoption leave and pay.	Human Resources Directorate	Staff	16 Feb 2021
004	Alcohol and Drugs at Work Policy Statement	This Alcohol and Drugs at Work policy statement applies to all employees, affiliates, contractors, temporary staff and visitors to the University's campuses	Human Resources Directorate	Staff	31 Mar 2021
005	Anti-Bribery Policy	The Anti-bribery Policy sets out the university's approach to preventing incidents of bribery and corruption and is designed to comply with the relevant United Kingdom legislation (The Bribery Act 2010).	Human Resources Directorate	Staff; students	16 Feb 2021
006	Appointment of Academic Staff Regulations	These Regulations relate to the appointment of all Academic staff and cover all activities that form part of the recruitment and selection process. It is applicable to all Permanent and Fixed Term Academic staff.	Human Resources Directorate	Staff	31 Mar 2021
007	Appointment of Professional Services Staff Regulations	These Regulations are made by the Court under the Articles of Association. They relate to the appointment of all Professional Services University staff, except those Senior Staff whose appointments are made directly by the Court.	Human Resources Directorate	Staff	31 Mar 2021

008	Appraisal - Policy and Procedure	This document covers the policies and procedures that applies to all employees of the University including those on fixed term contracts.	Human Resources Directorate	Staff; public	04 Oct 2021
009	Avoidance and Resolution of Disputes Procedure	The avoidance and resolution of disputes procedure sets out the university's policy and procedure for resolving collective disputes.	Human Resources Directorate	Staff	16 Feb 2021
010	Bullying and Harassment Policy	The bullying and harassment policy sets out the university's policy, procedures and guidance on bullying or harassment on grounds of a protected characteristic.	Human Resources Directorate	Staff	04 Oct 2021
011	Capability and Poor Performance Policy and Procedure	The capability and poor performance policy manage performance and capability of all staff, including concerns about high levels of sickness absence.	Human Resources Directorate	Staff; public	16 Feb 2021
012	Code of Practice for Research	The University of Greenwich Code of practice for research presents the guiding principles and standards of good practice in research across all subject disciplines and fields of study in the university.	Student Academic Services Directorate	Staff; public	14 Oct 2021
013	Death of a Colleague Guidance	This document provides guidance on process to follow on the death of a colleague.	Human Resources Directorate	Staff	31 Mar 2021
014	Disciplinary Policy and Procedure	The disciplinary policy sets out the university's policy and procedure for addressing matters of employee misconduct. The policy covers informal and formal stages, suspension and holding a formal meeting.	Human Resources Directorate	Staff; public	16 Feb 2021
015	Disclosure and Barring Service Guidance	All staff who work with children or vulnerable adults are required to undertake an Enhanced Disclosure through the DBS. It is policy of the university that a satisfactory DBS Enhanced Disclosure certificate is received for all staff in such roles.	Human Resources Directorate	Staff	01 Dec 2020

016	Employee Exit Questionnaire and Interview Guidance	Unavailable	Unavailable	Unavailable	
017	Employing Migrant Workers	This document provides information on the ways in which workers may be employed, the responsibilities of all parties, links to Government websites, as well as University templates, forms, and other useful documentation.	Human Resources Directorate	Staff	31 Mar 2021
018	Equality and Diversity Policy Statement	The equality and diversity policy statement (including inclusion) sets out the commitment of the university to promoting equality and diversity.	Human Resources Directorate	Staff; public	16 Feb 2021
019	Excess Travel Costs Policy and Procedure	This policy and procedure govern claiming for additional travel costs incurred by qualifying employees whose post has transferred from one site to another, for a maximum period of two years.	Human Resources Directorate	Staff; public	31 Mar 2021
020	Expenses for Hospitality (in faculties and directorates)	Guidelines on reasonable expenses for hospitality arrangements. The guidelines apply to all expenses for hospitality and refreshments, irrespective of the source of funding.	Human Resources Directorate	Staff	16 Feb 2021
021	Fixed Term Contracts and Externally Funded Appointments of a Limited Duration -Guidance and Policy	Guidance and policy surrounding the issuing and employment of fixed term contracts and externally funded appointments of a limited duration.	Human Resources Directorate	Staff; students	16 Feb 2021
022	Flexible Working Policy	This policy sets out the university's policy on Flexible Working and provides a link to the Working Principles and Guidelines.	Human Resources Directorate	Staff; public	13 Aug 2021
023	Grievance Policy and Procedure	Policy and procedure applying to individual grievances from employees of the university.	Human Resources Directorate	Staff; public	16 Feb 2021
024	Guidance for Employees Exit Questionnaire and Interviews	Unavailable	Unavailable	Unavailable	
025	Guidance for Managers Exit Questionnaire and Interviews	Unavailable	Unavailable	Unavailable	

026	Jury Service - Jurors' Allowances	The Jury Service - Jurors' Allowances document sets out the arrangements that apply when a member of staff is summoned for jury service and the arrangements affecting pay.	Human Resources Directorate	Staff; public	16 Feb 2021
027	Keeping in Touch Days (KIT) - Maternity, Adoption and Shared Parental Leave	The Keeping in Touch guidance sets out the arrangements that apply for working at the university during a period of maternity, adoption or shared parental leave. Up to 10 KIT days can be worked during these periods of statutory leave.	Human Resources Directorate	Staff	16 Feb 2021
028	Long Service Awards	This documents sets out the policy and qualifying criteria for the university long services award scheme	Human Resources Directorate	Staff	20 Jan 2021
029	Managing Attendance and Wellbeing Policy and Procedure V1.1	The Managing Attendance policy sets out the University's policy and processes for reporting sick absence, managing employee sickness absence, including sick absence triggers, referral to Occupational Health and keeping in touch during sick absence.	Human Resources Directorate	Staff	16 Feb 2021
030	Maternity Leave Guidelines	The guidance on provision of maternity leave set out arrangements for entitlement to maternity leave and pay.	Human Resources Directorate	Staff; public	23 Sep 2021
031	Mentoring new staff	Guidelines for mentoring of new staff within the university.	Human Resources Directorate	Staff	16 Feb 2021
032	Mentors Guidelines	Information on how to work as a staff mentor within the university.	Human Resources Directorate	Staff	16 Feb 2021
033	New Post Recruitment Approval	Unavailable	Unavailable	Unavailable	
034	NRI Scientist Staff Procedure for Review of Commissioning Levels	This is a NRI scientist staff: procedure for review of Commissioning levels.	Human Resources Directorate	Staff	31 Mar 2021
035	Out of Hours Payments	This document sets out the arrangements and payment information for staff working out of hours.	Human Resources Directorate	Staff	16 Feb 2021

036	Parental Leave Policy	Policy used when a member of staff wishes to take parental leave to care for a child. Find out if you're eligible for parental leave, what conditions apply, as well as job entitlements.	Human Resources Directorate	Staff	16 Feb 2021
037	Paternity Leave Guidelines & Form	Unavailable	Unavailable	Unavailable	
038	Personal Relationships Policy	This policy covers any kind of personal relationship between a members of staff, students, interns or those on work experience, agency workers and contractors, and other third parties such as local partners and associates involved with the work of the University in the UK and abroad, wherever there is the potential for conflicts of interest to arise.	Human Resources Directorate	Staff; students	16 Feb 2021
039	PGCert - Guidance for Chairs of Selection Panels	It is the policy of Academic Council that teaching staff with no formal teaching qualification and with less than three years relevant successful teaching experience should register for the Postgraduate Certificate in Higher Education.	Human Resources Directorate	Staff	31 Mar 2021
40	Private Work Undertaken By Full Time Teaching/ Scientist/Research Staff - Guidelines	This policy sets out the arrangements that apply to academic staff who wish to carry out paid work in a private capacity.	Human Resources Directorate	Staff	16 Feb 2021
41	Probation Policy	This document covers the Probation Policy agreed in November 2016.	Human Resources Directorate	Staff	31 Mar 2021
42	Professional Relationships Between Staff and Their Students	Unavailable	Unavailable	Unavailable	
043	Professional Rights and Responsibilities of Academic Staff	This code of good practice sets out the professional rights and responsibilities of academic staff.	Human Resources Directorate	Staff	16 Feb 2021
044	Public Interest Disclosure (whistleblowing) Policy and Procedure	This policy sets out the arrangements and obligations that apply when an individual wishes to make a public disclosure about the conduct of the university or colleagues.	Human Resources Directorate	Staff; public	

045	Reasonable Adjustments - Guidance for Staff	This guidance provides information on adjustments for staff that are reasonable, in order to remove or minimise barriers that might exist in the workplace so that as far as possible staff are not disadvantaged at work because of a disability.	Human Resources Directorate	Staff; public	16 Feb 2021
046	Reimbursement of Removal Expenses by Newly Appointed Staff - Claim Form	This form includes a claim for reimbursement of removal expenses by newly appointed staff along with terms and conditions.	Human Resources Directorate	Staff; public	17 Mar 2021
047	Staff Financial Responsibilities - January 2015	This document provides guidelines to responsibilities for staffing arising from devolved financial allocations.	Human Resources Directorate	Staff	01 Dec 2020
048	Restructure Policy & Procedures	This policy sets out the university's policy and procedure for handling restructuring exercises which may result in redundancy situations.	Human Resources Directorate	Staff	16 Feb 2021
049	Returning to Work on Campus - Guidance on Flexible Working	Unavailable	Unavailable	Unavailable	
050	Sabbatical Leave Policy and Procedure	This policy sets out the arrangements for the discretionary award of sabbatical leave for academic staff.	Human Resources Directorate	Staff	16 Feb 2021
051	Pay Progression Points for Staff on Senior Management Contracts	This document gives information on the background, principles, procedure and review of how senior managers can progress their pay points. It also shows examples of how this can be achieved.	Human Resources Directorate	Staff	31 Mar 2021
052	Shared Parental Leave Policy and Procedure	This policy should be used when a member of staff wishes to take parental leave to care for a child.	Human Resources Directorate	Staff; public	08 Oct 2021
053	Sickness Absence Management Guidance	Unavailable	Unavailable	Unavailable	
054	Special Leave	This guidance sets out eligibility for requests for discretionary special leave for reasons such as compassionate grounds, study leave or to attend court as a witness.	Human Resources Directorate	Staff	01 Dec 2020

055	Special Leave for Voluntary Public Duties	The guidance on special leave for public sector duties sets out the arrangements and eligibility for leave to carry out public sector duties such as serving as a local councillor.	Human Resources Directorate	Staff	20 Jan 2021
056	HR Bulletin 40.0 - Sponsorship and Partial Fee Exemption Scheme 2020-21 - 28 July 2020	This HR Bulletin outlines the process and guidelines for the Sponsorship and Partial Fee Exemption Scheme for 2020-21.	Human Resources Directorate	Staff	31 Mar 2021
057	Staff and Manager Additional Support for Working Guidelines and Checklist for Flexible Working	This document provides information regarding additional support for the Working Guidelines and a checklist for flexible working.	Human Resources Directorate	Staff	13 Aug 2021
058	Statutory Holiday Entitlement for PartTime Employees	This document covers a guidance to Statutory Holiday Entitlement for Part Time Employees for the University of Greenwich.	Human Resources Directorate	Staff	01 Dec 2020
059	Stress Policy	This policy gives guidance on the university's approach when there is the potential for work pressures to result in stress.	Human Resources Directorate	Staff	22 Mar 2021
060	Teaching -Contracts, Workloads and Procedures - March 1995 - Guidance Note	This document is a guide to teaching contracts, workloads and procedures.	Human Resources Directorate	Staff	16 Feb 2021
061	Trade Unions and Joint Negotiating Committee	This document is a guide to teaching contracts, workloads and procedures.	Human Resources Directorate	Staff	16 Feb 2021
062	Transitioning at Work Policy	This policy applies to University staff. The policy and guidance applies to students who are also employees; any actions will relate to their employment and not their status as a student. (no comment on gender identity nature of the doc?)	Human Resources Directorate	Staff	04 Oct 2021
063	Transport Disruption and Severe Weather Conditions - University Guidance	University Guidance on Staff Attendance during Periods of Transport Disruption and Severe Weather Conditions. This guidance should be followed when severe weather or public transport difficulties impact on staff travel to work.	Human Resources Directorate	Staff; public	16 Feb 2021

064	Visa Costs Loan Policy & Procedure	This policy applies to University staff who are required to obtain a visa and pay the NHS surcharge.	Human Resources Directorate	Staff; public	01 Jun 2021
065	Visits and Exchanges Guidelines	This guidance sets out the arrangements for visits and exchanges of members of staff for development purposes.	Human Resources Directorate	Staff; public	16 Feb 2021
066	Working Principles and Guidelines	These working principles support our phased return to campus working which will commence following Government and the Office for Students guidelines, which will be confirmed prior to the 19 July 2021. There is also a link to the Flexible Working Policy.	Human Resources Directorate	Staff	13 Aug 2021
067	Research Ethics Policy Updated	The university's commitment to high-quality research and enterprise culture, with the highest possible standards of integrity and practice.	Greenwich Research and Enterprise	Staff; students; public	27 Sep 2021
068	EDI Strategy & Action Plan 2019-22	The equality, diversity and inclusion strategy is a declaration of the University of Greenwich's commitment to place the promotion of equality, diversity and inclusion at the heart of the university.	Human Resources Directorate	Staff; public	03 Feb 2021
069	EDI Annual Report 2020-21	This document is the Equality, Diversity and Inclusion (EDI) Report for 2020-21.	Human Resources Directorate	Staff	26 Jul 2021
070	Impact Equality Analysis (IEA)	Guidance and Form to complete an Impact Equality Analysis.	Human Resources Directorate	Staff; public	16 Feb 2021
071	IEA to support COVID19	This University equality analysis has been carried out to support the COVID-19 secure planning implementation.	Human Resources Directorate	Staff; public	16 Feb 2021
072	Inclusive Language Guidance	This document has been produced to try and provide some helpful guidance for those who are creating policy documents or other publications. The terms used in this document are by no means exhaustive & when writing about any topic research will still need to be undertaken as terminology in these areas is varied, fluid and constantly shifting as understanding, perceptions and use of language change.	Human Resources Directorate	Staff; public	30 Mar 2021
073	Equality & Diversity Policy Statement	Duplicate	Duplicate	Duplicate	Duplicate
074	Equal Pay Audit Report	This document is an audit to the Equal pay report.	Human Resources Directorate	Staff; public	20 Jan 2021

075	LGBT+ Guidance for Managers	This document covers a guidance for LGBT managers at work.	Human Resources Directorate	Staff; public	30 Jun 2021
076	Reasonable Adjustments for Disability – Guidance for Managers	This document provides guidance to managers of current employees with a disability who may require reasonable adjustments to remove or minimise barriers in the workplace.	Human Resources Directorate	Staff; public	16 Feb 2021
077	Informal Meetings – Additional Guidance for Managers	This guidance does not form part of a specific HR policy but is designed to give guidance on good management practice.	Human Resources Directorate	Staff	31 Mar 2021
078	Informal Meetings – Additional Guidance for Managers	This guidance does not form part of an HR policy but is designed to give guidance on good management practice.	Human Resources Directorate	Staff	31 Mar 2021
079	Return to Work Discussion (RTW) – Guidance for Managers	This document does not form part of the Managing Attendance and Wellbeing Policy but it provides summary supplementary guidance which managers may find helpful.	Human Resources Directorate	Staff	31 Mar 2021
080	Rules for Staff Conduct	This document sets out the university's rules governing rights and responsibilities in maintaining good conduct.	Human Resources Directorate	Staff; public	01 Dec 2020
081	Employee Assistance Programme Presentation 2017	This document contains the presentation given in the briefing by CiC in relation to the Employee Assistance Programme.	Human Resources Directorate	Staff	20 Jan 2021
082	Archive Policy	This document contains the presentation given in the briefing by CiC in relation to the Employee Assistance Programme.	Human Resources Directorate	Staff	20 Jan 2021
083	Paternity Leave and Pay Policy	The purpose of this document is to set out the University's policy on Paternity Leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.	Human Resources Directorate	Staff	08 Oct 2021
084	Information and records management policy	The Information and Records Management Policy for the University of Greenwich - its objectives and responsibilities for the information, data and records that it holds.	VCO	Staff; students; public	05 May 2021
085	Data Protection Policy	The University of Greenwich data protection policy regarding the personal information that it holds and processes.	VCO	Staff; students; public	05 May 2021

086	Risk Management Policy	Risk management policy	VCO	Staff; students; public	01 Dec 2020
087	Corporate Risk Register	The current institutional risk register and previous versions.	VCO	Staff; students; public	01 Dec 2020
088	CCTV Procedure	Procedures for the management and use of circuit television systems to ensure it is used to create a safer environment for staff, students and visitors and its operation is consistent with obligations imposed by the Data Protection Act 1998.	Estates and Facilities Directorate	Staff; students; public	01 Dec 2020
089	Ethical investment policy	The University's Ethical Investment Policy demonstrates an approach to the investment of its funds that minimises the risk of funds being invested in areas that conflict with the University's core values, taking account of ethical, environmental, corporate governance and social issues.	Finance Directorate	Staff; students; public; enterprise; alumni	01 Dec 2020
090	Freedom of Expression Code of Practise	The University's policy and approval form for events and activities involving external speakers.	VCO	Staff; students; public	01 Dec 2020
091	Insurance Strategy and Policy	The University's Insurance Policy and procedures set out how the University will meet its contractual and legal obligations; how the policy is applied and renewed; and how members should make claims.	VCO	Staff; students; public	05 May 2021
092	Intellectual Property Policy	This policy addresses the ownership of rights concerning intellectual property developed by university employees.	VCO	Staff; students	01 Dec 2020
093	Intellectual Property Guidelines	This policy addresses the ownership of rights concerning intellectual property developed by university employees.	VCO	Staff; students	01 Dec 2020
094	Anti-Slavery and Trafficking Policy	University of Greenwich anti-slavery and human trafficking statement for the financial year 2018-19.	VCO	Public	05 May 2021
095	Modern Slavery Act Statement	University of Greenwich anti-slavery and human trafficking statement for the financial year 2018-19.	VCO	Public	05 May 2021
096	University of Greenwich Tax Strategy	The University of Greenwich's objective is to ensure compliance with all relevant tax laws in all jurisdictions in which it operates or invests. This tax strategy applies to the University of Greenwich and all its related, subsidiary entities.	Finance Directorate	Staff; students; public; enterprise;	01 Dec 2020

097	Academic and Student Experience Strategy	Academic and Student Experience Strategy 2018-2022	VCO	Staff; students; public	20 Jan 2021
098	Access & Participation Plan 2020-25	We have a proud history of widening access to higher education for learners from the most disadvantaged backgrounds. Our plans to continue to widen access and enhance student success and progression in the coming years are outlined in our Access & Participation Plan.	Communications & Recruitment	Public	01 Dec 2020
099	Apprenticeship End Point Assessment Fair Access Policy	The “Apprenticeship End Point Assessment Fair Access Policy” sets the framework to enable the University to act as an assessor for apprentices from another training provider.	VCO	Staff; students; public	01 Dec 2020
100	Apprenticeship Policy	This policy confirms the University’s position which respect to apprenticeship students and their status as students of the University. The policy outlines key policies and procedures for students, which are equally applicable to apprenticeship students who are registered for study with the University.	VCO	Staff; students; public	01 Dec 2020
101	End Point Assessment - Conflict of Interest Policy	The “Apprenticeship End Point Assessment Conflict of Interest Policy” enables the University to meet these conditions, and provides the framework for staff to identify, manage and mitigate conflict of interest that may occur as part of an apprenticeship delivered at the University (or by another training provider).	VCO	Staff; students; public	01 Dec 2020
102	Statement on Scholarly Communication - Open Access to Research	This statement articulates the University’s approach to supporting OA for both the publications and data of its academic and research staff.	VCO	Staff; public; enterprise; alumni	10 Dec 2020
103	Professional teaching qualification and recognition policy	The Academic Staff Recruitment Strategy outlines the necessity of attracting high calibre staff, working on the cutting edge of their field of expertise, and fully committed to self-development and maximising their contribution to the university	VCO	Staff; students; public	01 Dec 2020
104	Research Ethics Policy	The university's commitment to high-quality research and enterprise culture, with the highest possible standards of integrity and practice.	Greenwich Research and Enterprise	Staff; students	27 Sep 2021

105	Responsible Use of Metrics	The University has developed the following set of principles outlining its approach to research assessment using metrics, including the responsible use of quantitative indicators.	VCO	Staff; students; public; enterprise; alumni	01 Dec 2020
106	Students' union code of practice	The university's code of practice for the students' union, with reference to the requirements of the Education Act 1994.	VCO	Staff; students; public	01 Dec 2020
107	Take Down Policy	The University of Greenwich takes reasonable steps to ensure that the materials held within its Repository are an accurate and authentic record of research activity within this institution.	VCO	Staff; students; public; alumni	20 Jan 2021
108	Agreed National Text - Salary Scales, Rates, Grading Provision and Allowance	The document is the Agreed National Text for Academic Staff relating to Salary Scales, Rates, Grading Provision and Allowance	Human Resources Directorate	Staff	31 Mar 2021
109	Agreed National Text - Sick Leave and Sick Pay	This document outlines the Agreed National Text for Academic Staff relating to Sick Leave and Sick Pay.	Human Resources Directorate	Staff	31 Mar 2021
110	Temporary Disabled Parking Permits	This document provides information on how to obtain a temporary disabled parking permit.	Human Resources Directorate	Staff; public	16 Feb 2021
111	Facilities Agreement between University of Greenwich and the Trades Unions	Facilities agreement between University of Greenwich and the trades unions (GMB, Prospect, UCU, Unison)	Human Resources Directorate	Staff	01 Dec 2020
112	Maternity Leave Provisions	The guidance on provision of maternity leave set out arrangements for entitlement to maternity leave and pay.	Human Resources Directorate	Staff; public	23 Sep 2021
113	Paternity Leave and Pay Policy [duplicate]	Duplicate	Duplicate	Duplicate	Duplicate
114	Personal Relationships Policy [duplicate]	Duplicate	Duplicate	Duplicate	Duplicate
115	Training Events Cancellation and Logistical Information Terms and Conditions	This document provides information about the cancellation and logistical information for events terms and conditions and details of cross charging for failure to attend.	Human Resources Directorate	Staff	16 Feb 2021
116	Annual Sustainability Report 2018-19	Annual report highlighting the actions and progress in meeting our sustainability responsibilities.	Estates and Facilities Directorate	Staff; students; public	18 Jun 2021

117	Biodiversity Action Plan 2020-25	The University of Greenwich's Biodiversity Action Plan outlines how we intend on enhancing ecosystem services across our estate. This helps us protect and improve natural habitats and their species and encourages stakeholders to engage with them.	Estates and Facilities Directorate	Staff; students; public	18 Jun 2021
118	Carbon Management Plan 2019-22	The plan sets out in detail the university's strategy for reducing carbon emissions over the next five years.	Estates and Facilities Directorate	Staff; students	20 Jan 2021
119	Ecosystems Services Policy	University policy setting out how it manages estates and operations in support of the natural environment.	Estates and Facilities Directorate	Staff; students	01 Dec 2020
120	Fairtrade Policy	The University of Greenwich aims to be a Fairtrade University, and works with the Fairtrade Foundation to achieve this.	Estates and Facilities Directorate	Staff; students	20 Jan 2021
121	Heating and Cooling Policy	The aim of this policy is to ensure that building spaces are at a comfortable working temperature and excess energy is not being wasted.	VCO	Staff; students; public	01 Dec 2020
122	ISO14001 2021 Accreditation Certificate (Estates & Facilities)	ISO14001 2021 Accreditation Certificate (Estates & Facilities)	Estates and Facilities Directorate	Alumni; staff; students; public	02 Jul 2021
123	PlanetMark Business Certification, Carbon Report AUG2019-20	Forming part of the Business Certification - this is Planet Mark's Verification Carbon Footprint Report 2020-21. Validating data supplied, this is the carbon footprint of the University of Greenwich, for Planet Mark Accreditation.	Estates and Facilities Directorate	Staff; students; public; research community	29 Jul 2021
124	Sustainability Engagement Strategy	This Sustainability Engagement Strategy sets out how the University of Greenwich determines who our stakeholders are, what issues are most relevant to them, and how we will engage to bring about positive change throughout all activities and processes to meet our sustainable commitments.	Estates and Facilities Directorate	Staff; students	01 Jul 2021
125	Sustainability Policy	Updated sustainability policy signed 7th October 2019	Estates and Facilities Directorate	Staff; students; public	20 Jan 2021
126	Sustainable Food Policy	This document forms part of the University of Greenwich Sustainability Policy and aims to address the objectives therein.	VCO	Staff; students	20 Jan 2021

127	Sustainable Procurement Policy & Strategy MAY2011-14	Sustainable procurement Policy & Strategy 2011-2014 was developed to highlight the University's commitment and to inform stakeholders.	Finance Directorate	Staff	17 Feb 2021
128	Sustainable procurement policy and strategy, Appendix 2 Flexible Framework MAY2011-14	Sustainable procurement Policy & Strategy 2011-2014 was developed to highlight the University's commitment and to inform stakeholders.	Finance Directorate	Staff	17 Feb 2021
129	Sustainable procurement policy and strategy, Appendix 3 Communication Plan Flexible Framework MAY2011-14	Sustainable procurement Policy & Strategy 2011-2014 was developed to highlight the University's commitment and to inform stakeholders.	Finance Directorate	Staff	17 Feb 2021
130	Sustainable procurement policy and strategy, Appendix 4 Action Plan MAY2011-14	Sustainable procurement Policy & Strategy 2011-2014 was developed to highlight the University's commitment and to inform stakeholders.	Finance Directorate	Staff	17 Feb 2021
131	Archive Strategy (2.0, 2018)	University of Greenwich archive strategy 2017-20	VCO	Staff; students; public	05 May 2021
132	Greenwich Enhancement Framework	Providing a statement of general aims and principles for enhancement, which can inform interpretation and implementation of the Strategic Plan and its strategies – and defining the scope and objectives of the university's enhancement efforts.	VCO	Staff; students	01 Dec 2020
133	Framework Development & Amendment of University Strategies, Policies, Procedures & Regulations	The university's process for the development and amendment of Strategies, Policies, Procedures and Regulations.	VCO	Staff	01 Dec 2020
134	Global Greenwich, Internationalisation Strategy	The five-year strategic plan is designed to integrate and harness international activities at the University of Greenwich, as part of sustainable development and promotion as a global university of choice for students, staff and partners.	Communications & Recruitment	Staff; students	01 Dec 2020
135	Learning Teaching and Assessment Strategy	This strategy focuses on making a positive difference to our students, staff and communities.	VCO	Staff; students	01 Dec 2020

136	Lecture Capture Policy	This policy outlines the main pedagogical, technical, logistical and resourcing aspects of adopting Lecture Capture.	VCO	Staff; students; public	26 Jan 2021
137	Panopto opt-out	This policy outlines the main pedagogical, technical, logistical and resourcing aspects of adopting Lecture Capture.	VCO	Staff; students; public	26 Jan 2021
138	University of Greenwich People Strategy 2016	This document describes the University of Greenwich's People Strategy. It covers all staff, both academic and professional.	Human Resources Directorate	Public	01 Dec 2020
139	Quality Assurance structure	Quality Assurance structure at the University of Greenwich	Greenwich Learning and Teaching	Public	14 Oct 2021
140	Quality Assurance, and Academic Learning and Enhancement Structures	Quality Assurance key roles at the University of Greenwich	Greenwich Learning and Teaching	Public	14 Oct 2021
141	A General Guide to the Principles of Quality Assurance	A General Guide to the Principles of Quality Assurance	Student Academic Services Directorate	Public	14 Oct 2021
142	Learning Technologies Strategy Group, Moodle Baseline	Baseline requirements to ensure consistency and a high-quality blended learning experience	Student Academic Services Directorate	Staff	14 Oct 2021
143	Moodle Baseline with support links	Competition and Markets Authority (CMA) Guidance	Student Academic Services Directorate	Public	14 Oct 2021
144	CMA guidance and general information and timeframes for changing programmes and modules	Competition and Markets Authority (CMA) Guidance	Student Academic Services Directorate	Public	14 Oct 2021
145	List of programme and module changes governed by CMA guidelines	Unavailable	Unavailable	Unavailable	
146	Lib. Food and drink	Rules regarding the consumption of food and drink in our libraries and computing labs.	Information and Library Services Directorate	Staff; students	01 Dec 2020
147	Library Services Collection Policy	This policy relates to University of Greenwich Library collections. There are complementary policies in place for the University of Greenwich Archives and the collections held at the Drill Hall Library in Medway. It is not intended to include any franchise libraries associated with the University of Greenwich.	Information and Library Services Directorate	Staff; students	01 Dec 2020

148	Personal Conduct Code-IT and Library Services	Personal Conduct Code -IT and Library Services	Information and Library Services Directorate	Staff; students	20 Jan 2021
149	University Social Media Policy	This policy and set of guidelines have been written to support the sensible and safe use of social media for all concerned. The University encourages staff and students to use social media in pursuit of their learning.	Information and Library Services Directorate	Staff	23 Jul 2021
150	University Social Media Guidance	This policy and set of guidelines have been written to support the sensible and safe use of social media for all concerned. The University encourages staff and students to use social media in pursuit of their learning.	Information and Library Services Directorate	Staff	23 Jul 2021
151	Information Security and Assurance Policy	Recently Updated. The Information Security Policy is a key component of the University's Information Security Strategy built on a framework of information security management standards and best practices. The Information Security Policy will serve as an overarching policy.	Information and Library Services Directorate	Staff; students	07 Jun 2021
152	Policy for Information Security & Privacy Impact Assessments, Secure Data Handling and Disposal of IT Equipment	The purpose of this policy is to outline the University's approach for addressing the risks relating to the use and handling of its data, including the risks associated with implementing and managing the IT systems that process this data.	Information and Library Services Directorate	Public	21 Oct 2021
153	Procedure for Information Security and Privacy Impact Assessments	The purpose of this policy is to outline the University's approach for addressing the risks relating to the use and handling of its data, including the risks associated with implementing and managing the IT systems that process this data.	Information and Library Services Directorate	Public	21 Oct 2021
154	Procedure for Data Classification, Information Labelling and Handling	The purpose of this policy is to outline the University's approach for addressing the risks relating to the use and handling of its data, including the risks associated with implementing and managing the IT systems that process this data.	Information and Library Services Directorate	Public	21 Oct 2021
155	Procedure for Disposal of IT Equipment	The purpose of this policy is to outline the University's approach for addressing the risks relating to the use and handling of its data, including the risks associated with implementing and managing the IT systems that process this data.	Information and Library Services Directorate	Public	21 Oct 2021

156	Policy for Information Security Awareness and Data Protection Training	The University's Information Security Awareness Course is designed to educate and raise awareness about the importance of engaging good information security practices in day to day job functions and learning environments...'	Information and Library Services Directorate	Staff; students	22 Jan 2021
157	Policy for Internal Information Security Audits	This policy is to establish an information security audit programme that will provide a continual assessment of existing controls to ensure they are sufficient, effective and leveraged to safeguard the University's information and IT assets, and ensure compliance with information security policies, legal and regulatory requirements, and promote good information security risk management practice.	Information and Library Services Directorate	Staff	21 Oct 2021
158	Policy for Use of Real Data in Nonproduction Systems	The purpose of the policy is to ensure that the use of real data in nonproduction systems (such as development and test) is carried out in ways that comply with lawful processing as set out in Data Protection Legislation	Information and Library Services Directorate	Staff	22 Jan 2021
159	Email Security Gateway	The university has implemented a technology which required a certain level of security on mobile devices to access the corporate email system.	Information and Library Services Directorate	Staff	01 Dec 2020
160	Policy for Acceptable Use of Email, Internet and Cloud Facilities	The purpose of this policy and supplementary Email Good Practice Guidelines and Flowchart (Appendix A) is to set out the obligations and best practice for using the University's email and internet to ensure these facilities are used only by authorised individuals and appropriately.	Information and Library Services Directorate	Staff; students; research community	21 Oct 2021
161	Email Flowchart	The purpose of this policy and supplementary Email Good Practice Guidelines and Flowchart (Appendix A) is to set out the obligations and best practice for using the University's email and internet to ensure these facilities are used only by authorised individuals and appropriately.	Information and Library Services Directorate	Staff; students; research community	21 Oct 2021

162	Guidelines for the Use of Email	The purpose of this policy and supplementary Email Good Practice Guidelines and Flowchart (Appendix A) is to set out the obligations and best practice for using the University's email and internet to ensure these facilities are used only by authorised individuals and appropriately.	Information and Library Services Directorate	Staff; students; research community	21 Oct 2021
163	Web Content Governance Policy	This policy covers all content which is deployed through either the website or portal.	Information and Library Services Directorate	Staff	20 Jan 2021
164	Policy for Password Management and Multifactor Authentication	The purpose of this policy is to set the standard for creating strong passwords and keeping them safe.	Information and Library Services Directorate	Public	21 Oct 2021
165	Policy for User Account and Access Management	The purpose of this policy is to set out the requirements for creating and managing University user accounts and access requests to network drives and restricted folders.	Information and Library Services Directorate	Staff; students	03 Feb 2021
166	Policy for Mobile and Remote Working	This policy is to ensure that the security of the University's information resources is maintained in mobile and remote working situations.	Information and Library Services Directorate	Staff; students	09 Feb 2021
167	Policy on Managing Information Security Incidents (Including Data Breaches)	The purpose of this policy is to set out the procedure that should be followed to ensure a consistent and effective approach is in place for managing data breach and information security incidents across the University.	Information and Library Services Directorate	Staff; students	21 Oct 2021
168	Policy for IT Systems Change Management	The University is committed to maintaining a high level of availability, performance and security of its IT systems. The purpose of this policy is to ensure that any technical changes to the University's IT systems are implemented appropriately and consistently.	Information and Library Services Directorate	Staff; students	26 Mar 2021
169	Policy for IT Systems Patch Management	The purpose of this policy is to outline the requirements for maintaining up-to-date software versions and security patches to ensure a high level of availability, performance and security of the University's IT systems. Proper patch management policies and procedures will limit the exposure of the University's IT systems to vulnerabilities and associated risks.	Information and Library Services Directorate	Staff; students	21 Oct 2021

170	Policy for IT Systems Vulnerability Management	The purpose of this policy is to outline the requirements for managing security vulnerabilities in the University's IT systems to ensure they operate correctly and securely.	Information and Library Services Directorate	Staff; students	21 Oct 2021
171	Policy for Use of Cryptographic Controls	The purpose of this policy is to ensure effective cryptographic controls are implemented appropriately to safeguard the confidentiality, integrity, and authenticity of University information and nonrepudiation.	Information and Library Services Directorate	Staff	29 Jan 2021
172	Policy for Web Application Security	Web applications utilised by the University must comply with applicable frameworks and best practices to provide appropriate security controls and minimise risks to the University's information systems and data.	Information and Library Services Directorate	Staff; research community	29 Jan 2021
173	Cyber Security Incident Response Team Terms of Reference	The CSIRT will lead the operational response of the University to any significant cyber security incident, including, but not limited to: A significant information breach; Any incident which significantly threatens ICT business continuity; Any ICT disaster recovery situation.	Information and Library Services Directorate	Staff	20 Jan 2021
174	Information Assurance and Security Committee Terms of Reference	The University's Information Assurance and Security Committee is responsible for leading the University's information security programme and promote good information security governance, and to provide oversight of the University's data protection responsibilities including but not limited to compliance to the GDPR.	Information and Library Services Directorate	Staff	29 Jan 2021
175	Privacy Impact Assessment	Privacy Impact Assessment template form for staff use	VCO	Staff	05 May 2021
176	Code of Practice 01, Collecting and processing personal data (staff responsibilities)	Staff responsibilities in relation to the collection and processing of personal data. This code of practice includes the 6 data protection principles, and how to comply with them; and a checklist for a privacy statement.	VCO	Staff	05 May 2021
177	Code of Practice 02, Creating information and records	Staff responsibilities when creating documents - how to name documents, and other tips when creating information and records.	VCO	Staff	05 May 2021
178	Code of Practice 03, Content of information and records	Staff responsibilities when writing minutes, handwritten notes, emails, interview and case notes, web pages, exam scripts, references	VCO	Staff	05 May 2021

179	Code of Practice 04, Distribution of or access to personal information	Staff responsibilities when distributing personal data to other members of staff, or non-permanent members of staff; sharing personal data with collaborative institutions or partners, or transferring personal data abroad.	VCO	Staff	05 May 2021
180	Code of Practice 05, Disclosure of information	How staff should respond to requests for information, including from students, alumni, members of staff, family or associates, potential employers, recruitment agencies, investigatory bodies such as police, local authorities, government depts.	VCO	Staff	05 May 2021
181	Code of Practice 06, Retention and disposal of records and data	Staff responsibilities in relation to referring to retention schedules; disposing of records, data and information; using outside contractors or agencies for these tasks.	VCO	Staff	05 May 2021
182	Code of Practice 07, Protection of certain categories of personal data (students and research)	Responsibilities of research students and their supervisors	VCO	Staff; students	05 May 2021
183	Code of Practice 09, Consent procedure	Although an alternative legal basis for processing data should be used in preference to consent, on the occasions where consent is relied upon by staff, this procedure must be followed.	VCO	Staff; students	05 May 2021
184	Code of Practice 09, Consent procedure	Although an alternative legal basis for processing data should be used in preference to consent, on the occasions where consent is relied upon by staff, this procedure must be followed.	VCO	Staff; students	05 May 2021
185	Code of Practice 10, Protection of certain categories of personal data (images and sound)	Staff and student responsibilities in relation to the collection and processing of personal data in images and sound -the processing of photographs, videos, audio, lectures etc.	VCO	Staff; students	05 May 2021
186	Code of Practice 11, Staff exit process	Staff responsibilities on leaving the University in relation to data and records. What staff should think about when leaving the university -including records, data, email -transfer and disposal.	VCO	Staff	05 May 2021

187	Code of Practice 12, Anonymisation of data	Guidance on anonymising data, in particular in research data, and training data. The difference between anonymisation and pseudonymisation.	VCO	Staff	05 May 2021
188	Methods of Communication	Methods of communication	VCO	Public	05 May 2021
189	Internal Communications Strategy 2017-20	This paper provides a comprehensive look at the university's proposed internal communication strategy for the next 3 years. It is a working plan for the Internal Communication (IC) function and sets out its role and remit within the university and links to a working communications planning tool and draft implementation plan.	Communications & Recruitment Directorate	Students; staff	01 Dec 2020
190	Gender Pay Gap Report 2020	We have published our gender pay gap report. Universities, alongside all other employers of more than 250 people must publish and report specific figures about their gender pay gap. Please note reporting was suspended for 2019 due to Covid 19.	Human Resources Directorate	Staff; general public	31 Mar 2021
191	Equality, Diversity and Inclusion Strategy 2019-22	Duplicate	Duplicate	Duplicate	Duplicate
192	Codes of practice, Corporate Records	Recommendations for the retention of corporate records which are held throughout the University, such as minutes of meetings, strategies and policies.	VCO	Staff	05 May 2021
193	Equality Analysis Screening Tool for Working Guidelines	This is the Equality Analysis Screening for the Working Guidelines.	Human Resources Directorate	Staff	14 Jul 2021
194	Equality Analysis Screening, Proposed Changes to Support our Strategic Ambitions	This document is the Equality Analysis Screening – for the Proposed Changes to Support our Strategic Ambitions.	Human Resources Directorate	Staff	21 Jul 2021
195	This is our time: University of Greenwich Strategy 2021-30	University of Greenwich Strategy 2021-30	VCO	All	04 May 2021

Appendix VII. Codesheet

No.	Code	Question
Q1	Identity	How do you identify?
Q2	Age	What's your age grouping?
Q3	Sex	Please confirm your sex by selecting the relevant option/s below
Q4		Do you identify as transgender or transexual?
Q5		Do you identify as currently transitioning?
Q6	Gender	Please confirm your gender
Q7	Sexual	What is your sexual orientation?
Q8	orientation Confirmed	Did you confirm your sexual orientation within the voluntary EDI section of your original application for employment?
Q9	Open with everyone	Are you open about your sexual orientation with everyone at the university?
Q10	Open with co-workers	Are you open about your sexual orientation with your co-workers?
Q11	Open with line manager	Are you open about your sexual orientation with your line-manager?
Q12	Open with employees they manage	Are you open about your sexual orientation with those you manage, who report directly to you?
Q13	Disability	Do you identify as having a disability?
Q14	Race	What is your race or ethnicity?
Q15	Religion	How would you describe your religious/nonreligious status?
Q16		How would you describe your relationship status?
Q17	Role	How long have you worked in your current role?
Q18	Progress	How would you rank your career progression to date?
Q19	Decision	Did the status of the university as a supporter of LGBT+ inclusivity impact your decision to apply for your role?
Q20	Family	Are you a parent, guardian or caregiver for another family member?
Q22	Break	During your employment have you taken leave in relation to adoption/ maternity/ paternity?
Q23	Mode	What is your mode of employment?
Q24	PS Rank	If you are employed as a member of a 'professional services' team or directorate, where do you rank on the SG pay spine?
Q25	AT Rank	If you are employed as a member of an 'academic' team or department, where do you rank on the AC pay spine?
Q26		Are you an active member of one or more of the following?
Q27	ideascount	At work my ideas and suggestions count
Q28	treatedwithrespe	At work everyone is treated with respect
Q29	ct Feelinclvalued	I feel included and valued in my workplace
Q30	Authenticatwork	I can be my authentic self at work
Q31		Generally, I feel comfortable voicing my opinions in the workplace
Q32	Roicemodels	LGBT+ role models are visible at the university
Q33	Positive impact for authentic self	Being my authentic self at work positively impacts how my work is evaluated
Q34		At work I can ask for help with my tasks if I need it
Q35	Reportdiscrim	At work I know who to approach and I feel comfortable reporting discrimination

Q36		The university provides programmes (e.g., mentoring: Equality Diversity and Inclusivity, training initiatives) aimed at meeting my needs
Q37	Programmeetneeds	I am aware of institutional policies that support the LGBT+ community at the University
Q38	Awareofpolicies	LGBT+ discrimination exists at the university
Q39	Discriminationexists	I have observed or experienced discrimination relating to [my] LGBT+ status in the following ways
Q40	Types of discrimination experienced	I have provided direct personal allvship to a LGBT+ community member or members at work
Q41	Directally	I feel confident being an LGBT+ ally at work
Q42	Confidally	I feel confident acting against discrimination as an LGBT+ ally at work
Q43	Confidactagaindiscrim	The University has supported me, through opportunities to undertake training, to be an effective ally
Q44	m	Being an LGBT+ ally is a rewarding experience
Q45	Trainingforally	Being an ally requires extra effort
Q50	Allyreward	Would you consider being an LGBT+ ally in the future?
	Allyeffort	

Appendix VIII. Pride flags



Agender



Asexual



Bisexual



Demigender



Pansexual



Pride, Original by Gilbert Baker



Progress Pride, LGBTQIA inc. QPoc



Demisexual



Gay (man)



Genderfluid



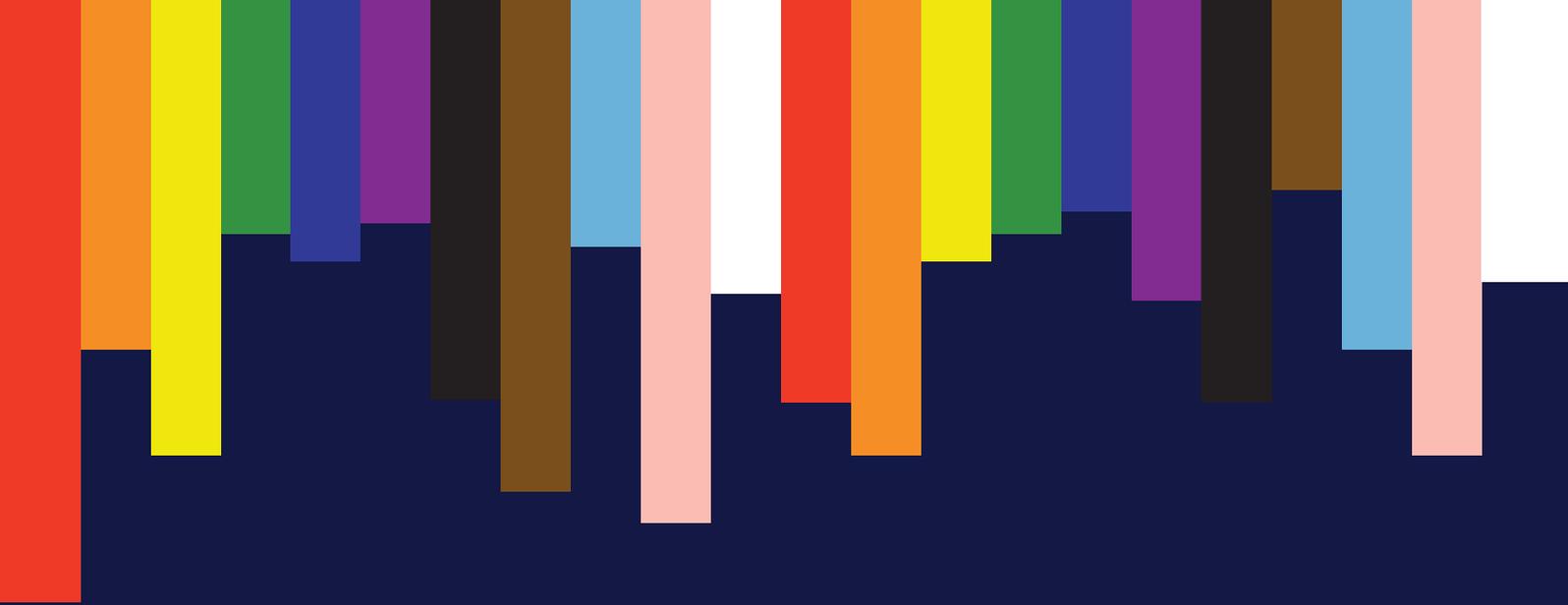
Genderqueer



Transgender



Straight (LGBT+) Ally



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