UNIVERSITY OF BIRMINGHAM

LGBTQ–INCLUSIVITY IN THE HIGHER EDUCATION CURRICULUM: **A BEST PRACTICE GUIDE**

Foreward

Universities have huge potential to transform lives. They are environments where teachers and lecturers role model good behaviours; where students are empowered to reach their full potential; where strong networks are formed; and where people have the opportunity to stand up for things that are important to them. In addition to this, for lesbian, gay, bi and trans people, universities can be environments that truly allow them to be themselves.

At Stonewall, we know how important it is for people to be able to see their sexual orientation and gender identity reflected, accepted and celebrated in the world around them. Universities are no exception. This means that the language people hear on campus, the role models students are exposed to and the curricula they are taught should all be fully inclusive of LGBT people. Universities must take the lead on this and ensure that they are fostering environments that enable this to happen.

This guidance from the University of Birmingham brings together the first hand experiences of its own teachers and LGBT students. It demonstrates the importance of a fully inclusive curriculum and the impact that it can have on students and teachers. And it provides practical information for other institutions to create the changes that can and will make a difference.

Most importantly, it will have a significant impact on the lives of many LGBT students, helping to ensure that they feel free to be themselves and accepted without exception.

Nick Corrigan
Director, Empowerment Programmes
Stonewall

As I write this foreword in the first week of September, University campuses across the UK are preparing to welcome their new intake of students. For most new students starting, university is a time of great change: getting used to a new learning environment, making new friends and, for many young people in particular, living away from home for the first time. Although it is an exciting time, it can also be an anxious time for students and their families as they adjust to these changes.

Universities recognise this and are keen to provide an environment that is welcoming, inclusive and allows all students to reach their potential. It is therefore of grave concern, that research suggests that students who identify as LGBT may experience discrimination and fear of discrimination and this can have an adverse impact on both their experience of higher education and their educational outcomes.

At the University of Birmingham, we were keen to address this issue, but also recognised that

for many staff developing an LGBT inclusive approach might be an unfamiliar area of work and one where they lacked confidence. When Dr Nicola Gale and Dr Nicki Ward researched and developed a model of inclusivity, there was immediate support for this work throughout the Institution. The draft guidance has been enthusiastically received by colleagues and is already having an impact on our learning environment. I would like to record my thanks to Nicola and Nicki and all the members of our university community who contributed to the development of this resource.

The Inclusive Curriculum guidance combines theoretical developments in pedagogy with the experience of students and students from all academic disciplines. I hope that this will be a valuable resource to all Higher Education Institutions in creating an inclusive environment that enables all of their students to achieve their best.

Professor Una Martin,
Deputy Pro-Vice-Chancellor for Equalities,
University of Birmingham

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A NOTE ON TERMINOLOGY

As you will see as you use this guide, one of the topics that generates the most discussion and uncertainty is what language and terminology should be used when discussing issues of gender and sexual diversity. Some of the issues associated with this, along with recommendations for teaching and learning practice are incorporated throughout this guide. However, we felt it important at the outset to say something about the terminology used throughout the guide. We have called this project the LGBTQ-inclusive curriculum project where the initials indicate that it is about Lesbian, Gay, Bisexual, Trans* and Queer inclusivity. We selected this initialism, rather than the many others which we might have used, as that was the term used by the student liberation group at the University of Birmingham. The fact that the initialisms used to refer to gender and sexual diversity are subject to such debate is reflective of the ever changing understanding of language and terminology. We are currently working with the student society to develop a glossary on terminology which will be available online and which will be regularly updated.

Introduction

Conventional wisdom suggests that university is a 'good place' to be gay, lesbian, bi, trans* or queer – that moving away from home and connecting with a wider range of people is a liberating experience and can positively shape students' identities and enable them to build supportive social networks. To a certain degree this is true, but it is not the whole story.

On the one hand, there is a very positive story emerging. Students are studying in the wake of transformative legislative changes in the UK, such as inclusion of sexual orientation and transgender identities in the Equalities Act of 2010 and the Marriage (Same Sex Couples) Act of 2013, which have meant that LGBTQ populations have been firmly placed within the equalities agenda and this is indicative of changing social attitudes over the past two decades. These developments in national legislation have also been reflected within higher education where there have been significant developments around the Equality and Diversity agenda with initiatives such as Stonewall's Workplace Equality Index addressing LGBT inclusion and the 'Athena SWAN' on gender equality, which has recently been explicit about its inclusion of trans* people under that remit.

On the other hand, there are some serious ongoing concerns. National data indicates that people who identify as LGBTQ continue to experience higher levels of discrimination and abuse than the general population in all aspects of their lives, which can have a negative impact on their physical and mental health. Recent research reported by You Gov suggested that LGBT students are twice as likely as their heterosexual and cisgender peers to experience mental health difficulties with 45% of LGBT students saying that they have experienced mental health difficulties.[1] This can have a profound impact on them during their university studies, potentially leading to higher 'dropout' rates amongst LGBTQ students.

Awareness of these apparent contradictions, along with more anecdotal data collected from our own experiences as lecturers and the reflections of the students who we had taught, which motivated this project. From the outset the project received interest and support from both colleagues and students at the University of Birmingham but also from the wider academic community and the LGBTQ community both nationally and internationally. This good practice guide draws together the results of the project and provides a cross-disciplinary guide to embedding LGBTQ inclusivity in higher and further education[2]. We intend to work with other universities to help build a repository of good practice, using the model that we have developed.

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[1] Aronin, S. and Smith, M. (2016) One in four students suffer from mental health problems **https://yougov.co.uk news/2016/08/09/quarter-britains-students-are-afflicted-mental-hea/** published 9 August 2016

[2] We hope that the good practice guide will continue to grow and develop. A version is available on the web at **https://intranet. birmingham.ac.uk/staff/teaching-academy/enhancement/inclusive-curriculum.aspx**. If you have examples from your own experience which you would be prepared to share to inform the work of others please contact lgbtq@contacts.bham.ac.uk

The Towards an LGBTQ-inclusive Curriculum project

The primary aim of the project was to develop guidance on best practice for an LGBTQ-inclusive curriculum. We wanted our guidance to be rooted in the experience of students and colleagues, as well as being informed by theoretical developments in pedagogy. This guide will support colleagues across further and higher education to be inclusive about LGBTQ identities in their teaching practice and to feel confident in making gender and sexual diversity visible within the curriculum. We share inspiring examples, tailored to different academic disciplines, on how to do this in practice.

The project was developed over two years beginning in 2014. In the first year, we conducted a literature review which provided some context for the study and influenced the model of inclusivity that we developed. We then gathered university-wide data so that we could better understand the situation at the University of Birmingham and carried out two surveys – one for staff and one for students. We received over 1,000 responses to these surveys from across all academic disciplines. To complement this quantitative and qualitative research data, we met with various colleagues in a series of fact-finding conversations; this included colleagues in Human Resources, Library Services, Academic Development and Careers Services. In the second year, we conducted a series of collaborative workshops with students and academic colleagues to share the findings from the first stage of the project and gather further examples of good practice. Over the following months we worked with colleagues collectively and individually to develop their practice in this area. Many of the examples of good practice and case studies included in this guide emerged from this collaborative work.

In the pages which follow we summarise the key arguments for developing a more inclusive LGBTQ curriculum before outlining the model of LGBTQ inclusivity we have developed. Examples of good practice are then provided which relate to the different disciplinary fields studied in further and higher education.

Why do we need to think about this?

There are two ways we can think about why developing an LGBTQ-inclusive higher education curriculum is important – avoiding the negatives or embracing the positives.

Avoiding the negatives

There has been research nationally and internationally which demonstrates that students who identify as LGBTQ can experience discrimination as a result of gender diversity and sexual diversity. This has an impact on mental health: the impact of abuse, bullying, discrimination and the fear of discrimination (known as 'minority stress', ie, chronically high levels of stress faced by members of stigmatized minority groups) has a profound impact on the health of LGBTQ people, who are twice as likely to die by suicide than the general population. Minority stress can operate in almost every aspect of a person's everyday life:

'I have to always think twice about coming out to people around me – this idea that there may be homophobes in the room which may affect the work environment is rather strong in most settings on a daily basis.'

(STUDENT)

These fears are not unfounded. According to a report by the Equality and Human Rights Commission, a high number have experienced negative treatment on the basis of their sexual orientation: 49.5% of their survey respondents reported problems with fellow students, 10.4% saw negativity from tutors and lecturers, and a further 10.6% from other staff within their institution. This picture was also replicated by our own analysis (although our levels of negativity from staff were approximately half of these national figures) [3] . We compared discontinuation ('drop out') rates from our heterosexual and LGB students. These showed higher discontinuation rates for LGB (19%) students compared to heterosexual students (11%) across the University. Unfortunately, at the time sufficient data for meaningful analysis were not available on trans* students.

In our student survey, we asked students about a range of issues including: their levels of comfort in different University environments, such as halls, sports, and teaching environment; whether they had experienced or witnessed abusive, discriminatory, or homo/bi/trans-negative behaviour; examples of positive representation of LGBTQ people in their curriculum; whether they were aware of any staff or student LGBTQ role models or straight and cisgender allies. In our staff survey, we asked about whether they had witnessed abusive or exclusionary language, and whether they felt confident to challenge it; if they were aware of senior LGBTQ role models within the University; and ways in which they thought about LGBTQ inclusivity in the way that they designed and delivered their teaching. Our findings mirrored the national data in many ways, demonstrating the difficulties that many LGBTQ students experience at university and the impact that has on their learning. One story shared with us illustrates this well. A lecturer in Russian Studies who attended one of our workshops explained:

'I had never given the issue any thought until one of my very best students dropped out. I contacted her to find out why and it was because she was too afraid to do her year out in Russia because of the violence against LGBT people that was occurring there at the time [It was at the time of the Sochi Olympics]. I felt awful because we had not done anything to support her, we didn't even mention the issue in the classroom and she didn't feel she could ask anyone. I had (wrongly) assumed that because the UK was an open-minded place that it wasn't something we needed to think about.'

(STAFF MEMBER)

We also noticed a distinct trend that students in STEM (Science, Technology, Engineering and Mathematics) subjects were experiencing particular challenges and were more likely than other LGBTQ students to discontinue their studies and report poor experiences.

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[3]   The full findings from this survey will be published in a peer-reviewed journal.

'One of the reasons that drew me into coming to study and the University of Birmingham was the range of topics discussed on my course. This proved evident during last term when I had a selection of lectures exploring medieval sexuality in which I was able to dwell on a personal study for my assignment. Many of my friends studying the same topic at different universities aren't fortunate enough to be able to learn about historical conceptions of gender and sexuality… I'm pleased my course offers this.'

(STUDENT)

Embracing the positives

Offering all students the best chance to achieve their potential and thrive at university is undoubtedly also the 'right thing to do'. The Equality and Human Rights Commission report shows that university is considered a place where students feel that they can truly define their adult sexual identities, away from the school and family contexts of childhood where homophobia, biphobia and transphobia has often been an issue. In addition, some international students make an active choice to study in the UK and other socially liberal countries away from harsh legal and cultural regimes. At the University of Birmingham, we have a very active LGBTQ student liberation society and strong support and resources for LGBTQ students: Student Services and the counselling service are highly accessed by LGBTQ students; the chaplaincy has active support in place for students wishing to explore the intersection of their faith and their sexuality, and there is an LGBT mentoring scheme (see page 32).

Birmingham has previously been voted the best place to be a gay student by *Attitude* and *Diva* magazines (leading gay and bisexual men's and lesbian and bisexual women's magazines). In the Stonewall Workplace Equality Index, in which 54 British universities participated in 2016, Birmingham was the 4th highest ranking university. Overall, Birmingham came 50th out of 415 participating employers.

However, our project found that openness and inclusivity outside the lecture room is not being matched within teaching and learning environments. We found that students feel more uncomfortable expressing their gender and sexual identities within their departments and various teaching and learning spaces than they do in halls or sports (which have traditionally been seen as some of the most problematic spaces for LGBTQ students). In addition since all students have access to central and student guild services, the variation in experiences between STEM and non-STEM subjects, indicate that the teaching and learning environment is a significant area to explore.

The invisibility of LGBTQ identities reinforced the problem. Being LGBTQ is not usually a visible characteristic (unless your gaydar is very good!). Many people, who are not necessarily homophobic or transphobic, can nonetheless unwittingly contribute to excluding LGBTQ identities from the classroom. They may know enough about LGBTQ issues to not want to get it wrong but, exactly because they are afraid of getting it wrong, they prefer to say nothing, hence further reinforcing the invisibility of the identities, or failing to challenge exclusionary language.

Universities, like all public sector organisations, have a legal responsibility to be proactive about promoting equality. The Equality Act 2010 brings together more than 40 years of equality legislation and aims to protect the rights of individuals and advance equality of opportunity for all. National initiatives such as Stonewall's Diversity Champions Programme supports institutions to find solutions to combat these problems. Our project demonstrates that some of our students – both home/EU and international – actively choose their university based on its approach to LGBTQ:

This is also the case for international students:

'In early 2014, I wrote a concept paper on access to healthcare services for LGBT people in Nigeria based on experiences I acquired while providing HIV-related services to key population groups and as a lecturer training healthcare providers in a homophobic country. I had no idea I was going to start a PhD program that year… Shortly afterwards I received a departmental mail that the international team from the University of Birmingham was visiting University of Lagos to sign an Memorandum of Understanding that will allow faculty in the department of Community Health and Primary Care undergo a split location PhD programme at Birmingham… I was lucky enough to get [a place] and two wonderful supervisors… I arrived on campus on the first of February 2015 to discover that February is celebrated as LGBT History Month at the University! It was an experience of being in the right place at the right time. I was able to participate in some of the activities, I gained exposure and insight which helped me in the first year of my PhD to fine tune my research question and consolidate a road map for my future post-doctoral research'.

(STUDENT)

A framework for LGBTQ inclusivity in higher education

The curriculum is both the planned interaction of students with content, materials and resources to achieve educational objectives, and the hidden curriculum, which are lessons which are 'learned but not openly intended'[4], such as the transmission of norms, values and beliefs through social interaction in the teaching and learning environment.

Whilst in some disciplines LGBTQ issues may be a central part of the planned curriculum; as in the professional and vocational studies for example, in other disciplines, such as the STEM based subjects it is the hidden curriculum which can be more important.

Drawing on our literature review we identified a number of aspects which were pertinent to LGBTQ inclusivity. These were drawn together to develop our model for the LGBTQ-inclusive curriculum which consists of three domains of inclusivity (Language, Content and Role Models) and three levels of inclusivity (Awareness, Additive and Transformative). This is presented below and discussed in the following pages.

Table 1: The Ward-Gale Model for LGBTQ-inclusivity in Higher Education

	LANGUAGE	ROLE MODELS	CURRICULUM CONTENT
INCREASING AWARENESS	Avoiding abusive and discriminatory language	Signposting to LGBTQ organisations and events	Basic acknowledgement of gender and sexual diversity
ADDITIVE APPROACHES	Avoiding hetero-normative and cis-normative language	Access to mentors for LGBTQ-identified students	Inclusion of topics, themes and readings about LGBTQ identities
TRANSFORMATIVE PRACTICE	Critical engagement with queer/trans inclusive language	Role models and allies in the teaching and learning environment	Critical approaches to pedagogy, supporting social engagement and action/inclusive professional practice

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4   Martin, Jane (1983). 'What Should We Do with a Hidden Curriculum When We Find One?', in Giroux, Henry and David Purpel (eds). The Hidden Curriculum and Moral Education. Berkeley, California: McCutchan.: p122–139.

The domains of inclusivity

We developed these domains of inclusivity though our literature review[5], explored them in the survey and tested them in our workshops. Wenger's studies of communities of practice[6] highlight that while formalised training programmes (involving attendance at class, learning information, taking examinations) are vital for qualifications, the more personally transformative learning is the learning comes from informal membership of communities of practice and observing how things operate on a day-to-day basis.

LANGUAGE

Whatever subject is being taught, the teaching and learning environment – whether lectures, seminars, laboratories or tutor groups – is a fundamentally social space in which written, verbal and non-verbal communication are central. As one student in the survey put it:

'This seems to me to be more about classroom management and the creation of an atmosphere in which all students feel able to contribute (in other words a fundamental insistence on equality and respect for the dignity of the human person). Discuss preferred pronoun usage, challenge heteronormativity on a regular basis both in relation to readings and our interpretations of readings.'

(STUDENT)

Unfortunately, it is not a case of simply being able to 'learn' the right language to use. The language around gender and sexual diversity is complex and fast evolving. Students tended to demonstrate a much broader understanding of gender and sexual diversity than staff. As societal understanding and acceptance grows, so the terminology changes. If in doubt, we suggest that you DO NOT ASSUME and that you DO ASK! Our sexual orientation and our gender identity are separate, distinct parts of our overall identity. [7]

Sexual identity refers to an individual's conception of themselves in relation to their sexuality, sexual orientation refers to emotional, romantic or sexual attractions toward another sex, the same sex, both or all sexes, or having no attractions, and sexual behaviour refers to actual sexual activity performed by the individual.[8] These may or may not be in line with each other. The term sexual preference is no longer used. Sexual orientations include: lesbian, gay, bi or bisexual, heterosexual/ straight, asexual (ace), grey-asexual (grace) or demisexual (demis), pansexual, queer, undefined or questioning.

Gender identity refers to a person's internal sense of themselves in relation to gender, which commonly is understood in terms of masculinity and femininity – and may correspond to man, woman, both or neither. Gender identities include: transgender, cisgender (people whose gender identity matches the sex that society assigned to

them when they were born), genderqueer, androgynous, non-binary and gender fluid. Biological sex refers to our chromosomal, anatomical and hormonal body as is usually used to assign gender at birth. Intersex people have anatomy or physiology that differs from conventional understandings of male and female. In many cases biological sex and gender are aligned but not always. Gender expression is external and based on societal conceptions of gender – including hairstyles, clothing, mannerisms and hobbies. Most people have a mix of masculine and feminine qualities that are expressed more or less in different social contexts (such as work, home, socialising etc,)

In our survey, close observation of language is a key method by which LGBTQ students risk assess the 'safety' of various people that they meet:

'In a practical drama lesson based around creating a character, the tutor asked us to create the female character's partner. She asked "does she have a boyfriend, or a girlfriend?" The fact that her prompt acknowledged LGB people made a big impact on me. It was introduced without much fuss and this was extremely positive.'

(STUDENT)

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[5]   Please note that the full literature review and the development of the model will be published in a peer-reviewed journal.

[6]   Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge: Cambridge University Press.

[7]   Please note the difference between sexual orientation and issues of monogamy and polyamory. Monogamy refers to people who choose to have one sexual or romantic partner at a time.

Polyamory is the practice, desire, or acceptance of intimate relationships that are not exclusive with respect to other sexual or other intimate/romantic relationships, with knowledge and consent of everyone involved. Polygamy is the practice of taking more than one spouse.

[8]   Often sexual behaviour is expressed as men who have sex with men (MSM) and women who have sex with women (WSW) and is often used for clinical research studies where there is no need to self-identify.

Simple ways to highlight issues of language might be including a statement in module/programme handbooks on avoiding hetero and cis-normative language, or discussing what constitutes abusive or discriminatory language at induction. At Birmingham, a new online and interactive equality and diversity module is currently being piloted to be included in the induction programme that all students must complete before commencing their studies.

ROLE MODELS

For students, identifying LGBTQ staff who can be role models is particularly difficult because it is an invisible characteristic, as indicated by our survey where the percentage of students could identify lesbian (11.3%), gay (12.2%), bisexual (2.8%), trans (1.9%) and queer (2.6%) staff role models was low.

Both heterosexual and LGBTQ students value lecturers being out in the classroom as it gives them confidence that the institution respects LGBT equality and, for the latter, provides them with direct knowledge of 'safe' people to talk to should they experience problems. One student in the survey noted:

'I am travelling on my year abroad to a country where LGBT rights are not protected and I would like to seek advice, however I do not feel comfortable talking about my sexuality with my year abroad tutor in particular because she herself is from that country and supports the government of that country which is intolerant of LGBT people and does not protect them from hate crimes.'
(STUDENT)

Even if LGBTQ identities are not the topic of study, they may emerge spontaneously in the teaching environment. Failure to challenge homophobic comments (as with racist or sexist ones) subtly gives the message to students that this behaviour is accepted. As one student told us:

'I found the homophobic diatribe of a minority of my peers incredibly isolating and distressing, especially when it went unchallenged by heterosexual staff members. Whilst the presence of staff who identify as LGBT didn't prevent the expression of these views it did enable a dialogue with a staff member who acknowledged and understood the impact of such comments.'
(STUDENT)

According to the ECU's research LGB students revealed a desire for LGB staff to act as formal mentors and to become involved in supporting and developing student groups. However, the research also captured the concerns of LGB staff that such openness is not always well received by students and can raise concerns for LGB staff about how to manage the boundary between professional and personal relationships.

CONTENT

Failure to work with teaching materials that engage with diversity provides an environment where only some experience is valued. Whilst there has been little work on inclusive LGBTQ curriculum in HE, diversity work within primary and secondary schools (for which the founder of the charity Educate and Celebrate, Elly Barnes, received an MBE) has shown the benefit of acclimatising people to the presence of people who identify as LGB (rather than teaching it as a specific topic) in order to challenge homophobia and promote equal respect. It is these small changes that our Birmingham students have identified as crucial to improving their experience.

Discussing sexual orientation and gender identity with students can feel difficult in the classroom. In many cases, this is not because the individuals involved are homophobic or transphobic, but because lecturers are simply not used to talking openly about LGBTQ identities and there is concern about 'getting it wrong' or 'making it worse'. For example, an international PGT student, told us about a 'teaching English' practice session:

'I had to find ways to encourage other students to construct sentences using words such as 'could' or 'might'. I had incorporated a number of gender ambiguous images into my presentation to do this, including one of Thomas Batey, a transgender man who had had a baby. In a tutorial to prepare my session, my tutor told me to remove the image of a pregnant Thomas because he felt that the other students, particularly the Arabic students would be offended.'
(STUDENT)

Students concerns, about potentially offending other students and being able to manage the discussion which might follow were also raised by colleagues in the staff survey. While perhaps not ill-intentioned, these concerns are anything but benign, as they subtly imply that certain identities are shameful and should remain hidden. In addition, they suggest racist assumptions about other groups of students. Students readily identified missed opportunities to address these issues:

'In any course in the Business School there are opportunities to introduce an awareness of power inequalities. Discussions of power, privilege, agency, culture and career can be embedded in various courses. When handled well, these discussions provide a space for exploration and consciousness raising with students. This critical approach to management is essential in a good business school but sadly, it doesn't happen much here.'
(STUDENT)

They also noted apparent contradictions in the approach of staff when, for example, people embraced research on one minority (such as race/ethnicity) but seemed unwilling to engage with sexual orientation or gender diversity:

'We were looking at previous years' questions in [Education] examination papers concerning social justice. One question asks to detail and explore the experiences of a particular group identity (race, ethnicity, gender etc,) for their implications for social justice. When I asked the seminar tutor if I could interpret the question to explore the group identity of LGBT, I was strongly discouraged to do so. She said "Why make work for yourself?" Even after I said "Even if I feel strongly and passionately about the group identity?" she looked uneasy and continued to suggest otherwise.'
(STUDENT)

Levels of inclusivity

We have adapted Banks'[9] model of multicultural education to apply to LGBTQ inclusivity in higher education. We developed a three level approach, which we explored empirically through our survey and tested in our workshops.

AWARENESS

At this level, staff and structures within the university demonstrate a basic awareness that gender and sexual identities are diverse – and not just 'straight' or 'man/woman'. This would include ensuring that legal requirements, such as bullying and harassment policies to deal with cases of abuse and discrimination, are audited and reviewed for whether they effectively support students exposed to homophobia, biphobia or transphobia. It might also include ensuring that students are able to change their gender in registration systems, and ensuring that all staff are trained and supported to have the confidence to address problems. We see this as a minimum standard for all higher education institutions. In the classroom, it would mean that staff were able to challenge any discriminatory or abusive language from other students (and refrain from it themselves), they would be able to show their awareness of LGBTQ identities through signposting students to student societies or support services, and where issues of gender, family or relationships came up in the classroom – whether part of the curriculum or just incidentally – staff would not make assumptions about a person's gender, the gender of a person's partner, or whether they experience attraction to a particular gender.

ADDITIVE

Additive measures more actively seek to make visible gender and sexual diversity within the culture of higher education. This is a common approach to inclusivity, and particularly in social sciences, arts and humanities subjects, lectures often add in a 'week' on gender, 'race' and ethnicity, religion, sexuality or other 'minority' issues. While this approach can be criticised for its assumption of a white, straight, middle class, male 'norm' for which all other identities are 'other', it is still a valid method by which the visibility of LGBTQ identities can be (relatively easily) increased within the higher education curriculum. Similarly, it may not be possible to have LGBTQ role models within the faculty, or those who do identify as LGBTQ may not be comfortable with being out, but it is still possible to actively identify LGBTQ mentors or showcase LGBTQ scientists or theorists from the discipline to students. Students themselves appreciated that in some disciplines this may be the best approach:

'I think given that my course is not humanities it might be difficult to include. However, I think including more information and examples of scientists that are more diverse (women, people of colour, queer people) would be encouraging.'
(STAFF MEMBER)

At this additive level, steps can be taken to actively avoid any cis-normative or hetero-normative language in the classroom.

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[9]   Banks, J. A. (1994). An introduction to multicultural education. Needham Heights, MA: Allyn and Bacon. Banks' four levels are: contributions, additive, transformation, social action.

TRANSFORMATIVE

Transformative measures are proactive measures to ensure that the learning and teaching environment reflects gender and sexual diversity and provides spaces in which students are able to become involved in engaged social action. This might involve proactive critical discussion of the language of gender and sexuality. In a transformed higher education environment, LGBTQ staff would be comfortable being 'out' and able to act as role models for students directly. Straight and cisgender staff would be confident that they were able to act as allies to LGBTQ students, able to challenge abuse and support students to thrive whatever their gender or sexual identity.

Although we refer to these as levels of inclusivity this does not suggest necessarily that everyone should be aiming towards transformative practice or that transformative practice will look the same in every academic discipline. It is without doubt easier to find ways to incorporate discussion of gender and sexual diversity into the curriculum if you are working in the humanities and social sciences than it is if you are working in the physical sciences. It is also important to avoid the appearance that these topics are being forced into the curriculum for the sake of it. The situation is much more nuanced. As one staff member responding the survey noted:

Not all colleagues shared this view, many felt that they didn't need to actively include LGBTQ issues because they 'treated all students the same'. However, what is captured here is an understanding that whilst the discussions need to be contextual and not feel forced, if we do not consciously think about gender and sexual diversity then much of our teaching will, quite instinctively sit within the heteronormative and cisgendered frame which is the most predominant in our society. This is something which students also identified in their responses:

'In my teaching (both the modules convened and designed by another member of staff and those convened and designed by me), I don't consciously set out to ensure that I consider LGBTQ issues (whatever those are)! Instead I would say that I endeavour to integrate continual and conscious critical thought and practice within my teaching and for my students around matters regarding gender and sexuality. However, I'm finding this questionnaire really interesting and it's making me question this as a strategy for implementing effective teaching practice. I don't agree that courses should have to include some degree of covering 'minority issues' like a quota because this could lead to segregated structuring – this week we are looking at gender, now we are looking at ethnicity – which would (incorrectly and quite perniciously) compartmentalise important social issues. Nevertheless, my possibly naïve approach of assuming that I'll automatically integrate these issues throughout my discussions does require more effort on my part. Moreover, for researchers and teachers not working within the fields of gender and sexuality, I think there probably does need to be some degree of "quota" to ensure people think about topics that are otherwise omitted – for now at least.'
(STAFF MEMBER)

'I don't have any open or overtly negative experiences. However, all classes are usually positioned against a backdrop of heterosexuality, whiteness, maleness and able-bodiedness as the norm'. Anything else is subtextually 'other'. I believe, in line with Gramsci, that this hidden discourse creates cultural hegemonic discourses which render rest of us invisible… this is particularly invidious as it makes resistant to the dominant discourse extremely difficult.'
(STUDENT)

Inclusivity across the academic disciplines

Arts, Humanities and Law

Like other aspects of diversity our attitudes to gender and sexual diversity have been demonstrated to be socially and historically constructed. They are influenced by discourse on a range of cultural and structural levels; through legal and policy frameworks, common cultural references and social representation.

Exploring alternative cultural interpretations or encouraging students to critically analyse the way that the legal framework has reinforced social stereotypes of LGBTQ individuals as outside of the norm – and even in some cases criminal – develops a broader understanding of the way that heteronormativity has been privileged and how this can be used to underpin transnegativity and homonegativity. Within the arts, humanities and law we found numerous examples of the different levels and domains of inclusivity.

In terms of **language**, students were quick to observe when lecturers used inclusive language ('Language used is open/gender neutral. This includes consideration that characters and authors are not always straight. His 'partner' rather than 'girlfriend') or didn't ('When talking about sexual orientations teachers and students only say gay or lesbian. As a bisexual, this is extremely frustrating but I get tired of having to point it out all the time so often I don't say anything'). Staff provided examples of additive approaches ('If I use an example involving a couple, I will sometimes use names/pronouns indicating that it's a same-sex couple') and transformative approaches to language use ('[I] encourage students never to assume that people are heterosexual and to be aware of sexual and gender diversity; eg, in translation theory classes, I introduce issues of linguistic discrimination and choose examples that raise complex issues of representation.').

Role models in the arts, humanities and law were valued by students and staff ('having openly gay staff /management means that all staff straight or gay know that an atmosphere of tolerance prevails, which has to be good.') and lecturers were able to draw on a rich history of LGBTQ thinkers ('A number of contemporary and historical philosophers that I teach, including Princess Elisabeth of Bohemia and Turing, were/are LGBTQ.'). Role models can also be invited to the University, for instance, 'Alexa Huang [English Professor, and trans woman of colour], who came and gave her first public lecture as a woman at our invitation'.

Arts, humanities and law staff were able to provide many examples where they incorporated awareness, additive and transformative approaches to **inclusive content**. It is relatively easy in this context, as one lecturer stated: 'Ever tried teaching *Twelfth Night* while pretending the whole world has always and only been straight?' For instance, an additive approach would be: 'As part of my module on *Gilgamesh*, one essay question raises the issue of a possible homosexual relationship in the epic, and students are asked to discuss in class the relationship and articles pertaining to it'. Students cited this as specific reasons for choosing the University ('One of the reasons that drew me into coming to study in the University of Birmingham was the range of topics discussed on my course... I had a selection of lectures exploring Medieval sexuality which I was able to dwell in a personal study for my assignment too which I thoroughly enjoyed. Many of my friends at different universities that study the same course as me aren't fortunate enough to be able to learn about historical conceptions of gender and sexuality, therefore, I'm pleased that my course here offers this'). Transformative approaches to content are evident through discussion of activism ('In terms of the value of political lobbying, this is discussed in my Queer Bible and Theologies module').

In the case study which follows, Kate Nichols, a newly appointed early-career academic, demonstrates how she developed her own teaching in order to encourage students to reflect on and reconstruct cultural references in a Year 2 undergraduate module on 'Victorian Art and the British Empire:

Simeon Solomon (1864) *Sappho and Erinna in a Garden at Mytilene*

CASE STUDY
QUEERING THE HISTORY OF ART CURRICULUM

Dr Kate Nichols

I'm very much committed to making the classroom a welcoming and inclusive place for all students – and, as a new lecturer, wanted to try to put my ideas and philosophical commitments into teaching practice. Being involved in the Towards an LGBTQ-inclusive Curriculum project has helped me to focus on attempts to include one minority group of students, and to reflect on ways in which developing methods of inclusive, student-led teaching can contribute towards creating a learning environment that benefits everyone. It is relatively easy to include LGBTQ artists and critical approaches in the art history curriculum (additive inclusivity – an essential step!). A key point of discussion in my coaching sessions with Sean Russell, funded as part of the project, was how to design new modules to be transformative, not just additive – and to avoid the awkward sense that gender and sexuality (or indeed race and disability) have been added in in a tokenistic manner. In our first meeting, we discussed the importance of framing new ideas and content to help students understand why

changes have been made. Practical questions such as: 'what can I actually change?' 'Why do I want to add this material?' 'How can I work within/against limits?' have been enormously helpful in reflecting on setting achievable teaching goals. The second meeting was more focussed. We discussed the possibilities and ways of introducing my proposed student-led case study approach to inclusive teaching and learning. We talked through ideas about intersectionality and inclusivity beyond one community, and practical means of keeping records of students' feedback, which will be extremely useful when monitoring the module.

I have taken a general umbrella approach to inclusivity, with a focus in content on including LGBTQ and BME students, and a focus on student-led delivery and fostering an environment which encourages all students to participate. I am aware of the limitations to a universalising approach to inclusivity, and encourage critical feedback from students.

Delivery: The cornerstone of the new module is a personal case study project which students will develop in seminars during the course of the module. The aim of this case study is to give students a sense of ownership and involvement in the development of the module, to foster an inclusive community in the classroom, to develop study skills, to enable them to develop a key case study to apply

and test the theories and methods discussed on the module, and to prepare for their assessment.

In the first week, students will select one of two key paintings at Birmingham Museum and Art Gallery; William Holman Hunt's *The Lantern Maker's Courtship* (1854–61) and Ford Madox Brown's *The Last of England* (1855). Both will be useful starting points for discussions of gender, religion, race and identity. Their homework will be to spend one hour in the gallery looking at this image, noting down in detail their changing observations and the questions raised by these details. I will also ask them to write a brief reflective paragraph on the exercise afterwards. I will supply them with a list of questions to help guide this process, but it is intended to be an open and personal reflective undertaking. I will emphasise the importance of personal experience in students' in-depth encounters with the painting. Connecting with students' lives has been shown to be an important means of creating inclusive learning and teaching environment.[10]

In each week's seminar there will be time allocated to applying the theories and ideas discussed in the lecture and seminar to their painting. By the end of term, students will have practised their visual analysis skills,

have written short but applied pieces on the image, provided peer feedback on each other's work, have used 19th-century online journals to discover primary source material, and evaluated this material in group discussions, building the community that bell hooks argues is central to inclusive learning. [11]

Content: I was particularly worried about LGBTQ content appearing tokenistic. I've drawn on historian Antoinette Burton's approach here; she argues that it is essential to embed underrepresented groups within the curriculum, so that these topics do not appear 'epiphenomenal or worse, random, faddish or sensational'.[12] In naming imperialism as constitutive of British Art in the 19th century this module argues for a two-way relationship, where the cultures of colonised peoples are fundamental to the shape of British art. I will draw attention to this throughout the module, making the incorporation of a week on 19th-century Indian art not an awkward tokenistic bolt-on, but an essential part of understanding the art produced in Britain in the period.

Another key theme is the relationship between art and imperial bodies. This theme makes integral to the module ideas about the role of art in the understanding and constitution of race, gender, sexuality and the 'able' body in an imperial context. I am thus situating subject matter that lends itself to a more diverse and inclusive curriculum as fundamental to the understanding the module, rather than tokenistic. Although I am only devoting one week exclusively to 'gender and sexuality', both are woven though the module in its focus on the normative body. The week on 'Gender and Sexuality' will build on previous discussion of imperial bodies (topics including visualising race, warfare, gender and the disabled body). It introduces queer approaches to the body, based on a secondary reading which explores the queerness of Frederick Leighton's paintings that emerged from his travels in Egypt in the 1860s. This foregrounds the connections between race, gender and sexuality in the formation of the normative imperial body. We will examine the ways in primary texts are gendered and discuss sexual conduct, and talk about the ways in which this subject matter has been historically marginalised. Taking a more critical approach towards the curriculum, asking which stories are included and excluded should be beneficial to all students in the classroom.

COMMENTARY

In this module, a transformative approach to curriculum content is taken – with issues of identity, equality and power actually framing the way the module is delivered and the topics covered. LGBTQ issues are not an add-on but in line with the whole rationale of the module. The opportunity to consider a range of subject positions avoid the risk that students would perceive a 'hierarchy of oppression' or feel that certain identity issues were being 'shoehorned' in. The personal case study approach fosters critical thinking, discussion and self-reflection for the students encouraging them to become aware of their own cultural frames and to explore and possibly challenge them. These pedagogical approaches would have potentially wider significance for the students – becoming transformative in their lives in so much as they are able to apply this kind of critical thinking to other topics.

[10] Hockings, C. (2010) 'Inclusive Learning and Teaching in Higher Education: a Synthesis of Research', HEA EvidenceNet Synthesis, pp. 1–67. Available at: **www.heacademy.ac.uk/ resources/detail/resources/detail/evidencenet/Inclusive_learning_and_teaching_in_ higher_education** (Accessed: 15 March 2016), p7.

[11] hooks, b. (1994) Teaching to transgress: education as the practice of freedom. London and New York: Routledge.

[12] Burton, A. (2012) A Primer for Teaching World History: Ten Design Principles. Durham: Duke University Press, p45.

Social Sciences

Subjects such as business, sociology, social policy, politics, economics and human geography are often strongly grounded in evidence about social inequalities and variation, and therefore seem to be a natural home for discussions about social identity as its relates to gender and sexuality.

However, there is a risk that whilst understandings of gender and sexual diversity are shown to be socially constructed, they remain in the teaching and learning environment as simply a discursive problem to be analysed and explained rather than phenomena that have impact on people's lived realities. Exploring these issues can also help students to understand broader concepts – ie, equalities – demonstrating that treating everyone the same does not always result in equality of opportunity.

Language is a fundamental basis of (particularly qualitative) analysis in the social sciences and lecturers were able to share many examples in which they critique normative assumptions about gender and sexuality ('I use a quote in our first week of study skills about academic writing styles that refers to Goldilocks [a fairy tale character who chooses porridge that is 'just right' for her taste] and I always make a 'joke' that I like the sentiment of the quote but it is very heteronormative because there is a mummy bear, daddy bear and baby bear – students have come up to me after saying that they looked up the meaning of heteronormative'). Students were clear how

important language was to them ('I feel like homophobia etc, needs to be called out more by lecturers and seminar tutors because it is not acceptable and that kind of environment doesn't make LGBT people feel safe').

Social science students valued **role models** in the teaching environment ('[A] lecturer shared her experience of being a gay woman. This was very positive as one student made the comment that she had never met a gay woman before, and it questioned her pre-made judgements/ stereotypes regarding gay people. [It] made me feel more comfortable to share with the student group.') and this included role modelling certain behaviours and practices ('Yes, in my experience tutors are careful not gender stereotype students and authors of books and essays and this encourages students to be more inclusive in their language').

Content on LGBTQ identities was relatively easy to add into the social science curriculum – both in terms of demonstrating awareness of diverse identities ('Pink pound as a demographic often illustrated') and specific content ('we discussed LGBT movements/

rights etc in the context of equality'). Lecturers talked about using transformative theories, such as queer theory, within their teaching. Mentioning LGBTQ scholars in terms of their work rather than their identity primarily was a key way to be inclusive ('Deirdre McCloskey, economist previously Donald – [we] discuss her work in economics, and how it is influenced by her transition'). Students can find the opportunity to explore their identity in an academic context profoundly transformational ('I was able to select my dissertation, which allowed me to spend a third of my final year researching transsexual identities and politics, which was both life affirming and extremely challenging to the preconceptions I had going in. My research freedom and guidance from the department in this topic was excellent and I'm exceptionally pleased I was given such a free reign to understand my political background as a transsexual and how transsexuals do and should relate to the world.')

In the following case study, Emma Foster, a politics lecturer talks about her teaching practice:

CASE STUDY
TAKING GENDER AND SEXUALITY SERIOUSLY IN POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

Dr Emma Foster

I am an early-career academic specialising in gender, sexuality and political ecology. While I am now based in the department of Political Science and International Studies, my research interests have meant that I have taught across social science disciplines and that, subsequently, I have some experience of the ways in which the different strands of the social sciences tackle (or not, as the case may be!) intersections of gender, sexuality, ethnicity, class and so on. As I have a particular interest in gender and sexuality, as well as pedagogy, a few colleagues and I conducted a project (between 2010-2012) and produced a paper [13] on the extent to which, and the ways in which, gender and sexuality has been taught in political science and international relations (IR) departments in the UK. This project found that the teaching of gender and sexuality in political science and IR, despite the profoundly political character of said issues, was starkly under-represented in undergraduate curricula. We found that

most programmes delivered a few token sessions, usually held at the end of the term, on feminism on core modules and a couple of specialised courses in the third year primarily looking at gender in a global context.

The disappointing findings from this research did indeed influence a number of my colleagues here at Birmingham, who have since moved their core module sessions on gender and feminism to more 'prime-time' slots. That said, broadly speaking, it remains that teaching on gender is under-represented and teaching on sexuality in political science and international relations is largely non-existent – something that I have attempted to address in the place where I have the most capability to do so; namely on my own modules.

As noted above, my research interests have meant that I have taught in a variety of social science disciplines. These include international relations, political science, international development and sociology. From my experience, and perhaps unsurprisingly, it is within the field of sociology where there is the most acceptance of gender and sexuality teaching, and my time teaching a second-year module of the same name, was rewarding in the sense that it allowed for a dedicated discussion of topics associated with gender and sexuality with interested and motivated students. Moreover, it allowed a space for

many students to intellectualise, as well as explore, issues that may well be very personal to their own identities and their lived experiences.

Currently, I teach a number of specialised modules that speak to issues of gender and international relations, be that development, security or governance. In these modules, I have tried to integrate sessions on sexuality, looking at scholarship on queer(ing) development and LGBTQ rights as well as examining the heteronormativity that underpins concepts such as citizenship. As a result of these classes, a number of students have fed back that these classes have worked to challenge their assumptions about sexuality (and often ethnicity) and/or that they have felt that the classes have afforded them some analytical tools to understand the world through a new lens. Overall, then, partly based on my research on gender and sexuality teaching, but also driven by my own research agenda, I have sought to integrate sexuality teaching within my more 'mainstream' gender and international relations/development/security teaching. This integration has been rewarding in that a number of students have fed back that this teaching has helped them personally and politically.

Finally, I also have developed a third-year module on environmental politics and society that has a solid gender and sexuality component, focusing on issues of social inequalities in the context of environmental justice and population regulation, as well as green theories such as queer ecology and ecofeminism. I am particularly pleased with this module design given that environmental politics is a topic where gender and sexuality issues traditionally been neglected (or completely ignored). I feel that the comprehensive integration of these issues on my module flags the importance of gender and sexuality more broadly within political science and international relations. In other words, it implies that if gender and sexuality is so central to environmental politics it must be central to politics more broadly. Further, within the class room, the integration of gender and sexuality teaching on an environmental politics module has worked to encourage student engagement by avoiding depersonalised and sanitised discussions of climate change and international agreements and, instead, demonstrating the intimate inter-relationship between environmental ethics, identities and inequalities.

COMMENTARY

In our student survey, this lecturer was explicitly commended a number of times by students who had attended her modules. They noted her inclusive use of language and her commitment in her teaching practice to engage critically with complex topics. Her research-led teaching approach enabled her to have influence over other lecturers and modules in the department, as well as her own practice. In this way, she demonstrated transformative practice in both the language and content domains, as well as being a role model for students.

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[13] Foster, E. A., P Kerr, A Hopkins, C Byrne and L Ahall (2012) 'The Personal is not Political: At Least in the UK's Top Politics and IR Departments', in British Journal of Politics and International Relations, 15(4), 566-585.

Science, Technology, Engineering and Mathematics (STEM)

Many people initially find it difficult to identify ways in which LGBTQ inclusivity can be woven into the STEM curriculum in ways that do not feel 'false' when the subject is not people – but molecules or numerical concepts.

However, it is also important to understand that the natural sciences have had profound influence on our day-to-day understandings of gender and sexuality, often in a way that creates ideas of what is 'normal' or not. In addition, these sciences have also been a route to understanding, for instance, the biology of intersex. Addressing these issues has a positive impact not only on LGBTQ individuals but can also help to challenge the understanding of science as the domain of white, heterosexual, men.

Inclusivity around **language** was noted as relatively easy in terms of demonstrating awareness of diversity ('I don't think there are examples in my course that refer to sexuality (I teach about cognitive processes), but I would take care if I was giving an example of a survey that referred to partners/families for example'). This is recognised to have an impact on the whole class, not just those who are members of minority groups (which includes women in many STEM higher education settings) ('I am careful to balance in examples etc, not least because we are keen to encourage female student participation and discourage 'macho' male student attitudes to fellow students').

Students really valued simple ways in which lecturers avoided making assumptions ('When I talked to my lecturer about careers and he mentioned how one day I'll have to have a stable job to support a family, he said husband/wife and didn't assume, which I thought was nice.').

Students valued STEM **role models** both in the classroom and in the scientific field more generally – and suggested that there could be more of it ('Maybe highlight successful LGBTQ role models from our discipline during LGBTQ awareness week?'). Staff pointed out that there are important role models within the discipline ('Alan Turing is one of the most important people in computer science (the CS nobel prize is called the Turing Award); his death resulted from his prosecution as a gay person'). Lecturers were able to signpost student to LGBTQ activities on campus ('I introduce to my personal tutees the LGBTQ history month happening in February and point to the flag to let them know that we are an all-inclusive university and that everybody is equal here'). Students from STEM subjects are the biggest users of the LGBT mentoring programme at the University (see page 32).

Content was sometimes more challenging to think about but there were examples where lecturers were able to introduce and make students aware of diversity and its impact on research and the wider discipline ('It's difficult in the subjects I teach, but we do discuss issues around ethics in data collection, eg, that if some populations won't identify as gay etc, but will acknowledge being a man who has sex with men'). ('However, there is scope in a module I teach on the computer processing of human language. One can touch there on use of pronouns such as 'he', 'she', 'they', and in giving example sentences one can use eg, 'Bob loves Bill' occasionally instead of 'John loves Mary'. And indeed in Database classes, one standard example is how to represent marriage relationships, and that provides a great opportunity (which I take) to discuss how to cater for non-traditional marriages ... and indeed how to handle polygamy/polyandry, something that current E&D thinking doesn't seem to embrace at all!').

CASE STUDY
SUPPORTING STUDENT GROUPS IN STEM

Kitty (Outreach Officer, oSTEM, Birmingham)

I set up the oSTEM Birmingham chapter in the autumn term last year. I got the idea after attending the Conference of Physics and Astronomy Students (CAPS). At CAPS there is an opportunity for student societies at various universities to give talks and win prizes. One of the winning societies was oSTEM at Glasgow. After talking to their committee at the conference, and to some of my friends in the LGBTQ Association at Birmingham I decided to set up a chapter at Birmingham. This built on the work that others students from the LGBTQ Association had been doing.

Since then, we've held weekly socials on a Tuesday evening (after 6 so that STEM students with full timetables can attend) to try and provide a safe space for students. At our inaugural Speaking Out event Aidan Randle-Conde, a founding member of LGBT CERN, spoke about his experiences in setting up the group and subsequent media coverage. Ruth Mills spoke about her transition at university and in the workplace, and about her work at Connect Group and for TransCode. David Swann spoke about his experiences at Nationwide. We are hoping to hold another event in November which we feel is important so that students can see LGBTQ people in careers and research. We're also working with other societies at the University to host the Women in Technology conference to help promote diversity in STEM subjects.

Personally, I've not seen much evidence of LGBTQ inclusivity within STEM teaching although we do aim to work with departments on this – even simple things like gender inclusive language in psychology reports. We're planning to run some workshops. We're also really pleased that Physics now have gender neutral toilets in all their buildings and hope to work to extend this across the Colleges. We've also had some contact from the Computer Science department who have previously had comments that some lecturers used offensive language and we are planning to work with them going forward.

Next term we're also hoping to work with national organisations 'Educate and Celebrate' and 'Just Like Us' to provide role models for school children and involve them in our speaker events. At the CAPS conference this year I met with oSTEM at Glasgow's committee again and we would like to work with them and any other UK chapters. We're also going to run a trip to the LGBT STEMinar which is held at the University of Sheffield in January.

COMMENTARY

While the drive for this initiative clearly came from the students, it was positive to see how supported they were by staff. They were nominated and shortlisted for Head of College Idea of the Year at the College's Societies' Awards. This demonstrated inclusivity in terms of visible role models within the academic environment. Although the students acknowledge that there is still some way to go in terms of full inclusive practice in STEM teaching, their visibility has already had a significant impact. The students clearly noted the value of role models in terms of seeing and hearing from LGBTQ-identified people who had successful careers in the STEM field.

Professional and vocational degrees

Whilst understanding the importance of LGBTQ inclusivity in the STEM subjects can be more difficult, professional and vocational disciplines, such as medicine, nursing, social work, education, or physiotherapy can perhaps be seen as sitting at the other end of the spectrum.

There is not only an explicit connection between academic studies in this area and people's lives for most of these professions there is also a requirement embedded within professional codes of conduct which requires them to practice in a way which respects diversity. This can however also add a further level of complexity when considering the curriculum as many of these programmes also include practice-related elements where students will be completing at least part of the their learning in clinical and workplace placements. The requirement to pass these placements can result in students going back 'in the closet' and being afraid to challenge discriminatory, abusive or exclusionary behaviour. As one student in our study noted:

'In hospitals when on placement I feel much more comfortable keeping my sexuality hidden as the environment includes both healthcare professionals who have responsibility for my career and patients who may have different world views'.

Many of the principles of **inclusive language** were similar to other disciplines, but with the added complexity of working with professional documentation. One example came from a staff member who responded to a question by a student about why she should have to ask about sexual orientation when doing case assessments in social care, querying whether it might offend people. The lecturer said:

'I explained that the reason for asking was because older LGBT people often have poorer support networks, and due the combination of ageism and homophobia, they are often never asked. I asked the students to think about the trade-off between potentially making people uncomfortable for a short time, versus not identifying correct support for a client'.

In terms of **role models**, staff noted that their behaviour was not only important for their students, but also for the students' future clients, patients, service users or pupils. One staff member said, 'As a teacher this was a common issue within schools and I have had experience of working in a pastoral role with young people in schools on this'.

Content was relatively easy to address in vocational and professional degrees, although students readily noted missed opportunities. Examples included discussing different family configurations, parenting LGBT children, religion and same-sex relationships. In addition, there were opportunities for more transformative approaches to critique social inequalities:

'I teach leadership studies to final year UG students. We spend a lot of time looking at how and why some groups are excluded from positions of power/leadership', or '[We discuss] social constructions in psychology and psychotherapy'.

The following case study from the student experience team in the Birmingham Medical School shows how simple changes can have a big impact.

CASE STUDY
ASKING STUDENTS ABOUT THEIR EXPERIENCES DURING PLACEMENTS

Matthew Morgan, Kate Thomas, Jamie Coleman and Megan Atterbury

Students in the 3rd, 4th and 5th years of the MBChB programme spend around 36 weeks each year on clinical placements and are asked to complete placement evaluations twice a year. For several years, as part of the evaluation, we have asked students to 'Name any staff who you felt did not act as appropriate role models and say why'. This year we decided to include some additional questions asking students if they had experienced or witnessed intolerant or inappropriate behaviour. The decision to do this was taken by the programme director and academic year leads in response to several issues that had come up for discussion over the previous year or so.

Firstly, our course is regulated by the General Medical Council (GMC) who published a new set of standards for education in early 2016 (Promoting Excellence, GMC 2016). This places a duty on us to ensure that 'Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.' The only way we could identify of being certain we are fulfilling this duty was to explicitly ask students about their experience.

The University has also recently funded a study, Towards an LGBTQ-inclusive Curriculum, which conducted a survey of staff and students, which suggested that students in the Medical School, and elsewhere in the University, have experienced homophobic and transphobic attitudes and language from teaching staff and do not have much confidence that this would be dealt with appropriately if challenged.

Finally we had individual anecdotes from students on our course, and other healthcare courses, of disturbing and upsetting experiences related to homophobia, sexism and other examples of prejudice that they should not be subjected to.

To help us understand more about our students' experiences, and to demonstrate our commitment to ensuring our students are treated with respect and dignity, we wrote the following questions for inclusion in the evaluations:

> **During your placements this academic year (hospital, hospice and CBM [community-based medicine – general practice]) have you ever experienced or witnessed any examples of attitudes, language or behaviour that you felt was discriminatory?** (eg, racist, sexist, ageist, ableist, homophobic, transphobic, religious intolerance) towards yourself, patients or colleagues? Y/N
>
> **During your placements this academic year (hospital, hospice and CBM) have you ever experienced or witnessed any behaviour that undermined your or others' professional confidence, performance or self-esteem?** Y/N
>
> **Regardless of whether or not you have experienced or witnessed such behaviour how confident are you that if this type of behaviour was reported it would be challenged and dealt with appropriately?**
> - By the placement team (Likert scale from strongly agree to strongly disagree)
> - By the Medical School (Likert scale from strongly agree to strongly disagree)
>
> Open question: If you have answered yes to either of the questions above please describe your experience in the box below including the details of the placement and the people involved.

Given the sensitivity of what we were planning to ask students we felt it was very important to discuss our plans, and the specific questions, with the students and get their feedback. We tabled the proposed questions with the student representatives at one of our regular Staff Student Committee meetings. The student representatives were unanimously in favour of the inclusion of these questions in the placement evaluations and told us that they felt this was an important issue that needed to be addressed. Of the ten students present almost all recounted incidents from their clinical placements that were either racist or sexist. Prior to publishing the evaluation questionnaires we also wrote to all the Heads of Academies (placement leaders in the NHS) to inform them of the new questions and the rationale for their inclusion.

The completion rates for our evaluations are approximately 80% and will have been completed by around 900 clinical students this year. We have not fully evaluated all the responses yet but action has had to be taken in regard to two individuals named in the responses about whom there were significant concerns. Other than this there were several reports from students of less serious inappropriate language, behaviour and attitudes. Students reported having less confidence in the medical school and their placement organisers to deal with these issues than we would have wanted to see.

We believe that the first step to tackling these problems, and improving students' confidence that we will deal with issues raised, is to ask students about their experience and demonstrate that we are listening to them. Having asked the questions we now need to deal appropriately with any significant issues raised and be open with students and staff about our responses. We also need to share the results of the evaluations, in an appropriate way, with our students and NHS placement partners. Hopefully in the future we will see improved confidence from our students that we will deal appropriately with issues reported to us.

COMMENTARY

This intervention focused on the language aspects of the inclusive curriculum – rather than introducing new content. To a certain degree it raised the issue of role models, suggesting that clinical supervisors should be good role models. It also provides students with a strong message that we are aware that some may experience or witness discrimination in these areas and that it won't be tolerated. In these areas the need to think about the curriculum broadly – not just in the classroom – and also the importance of the hidden curriculum.
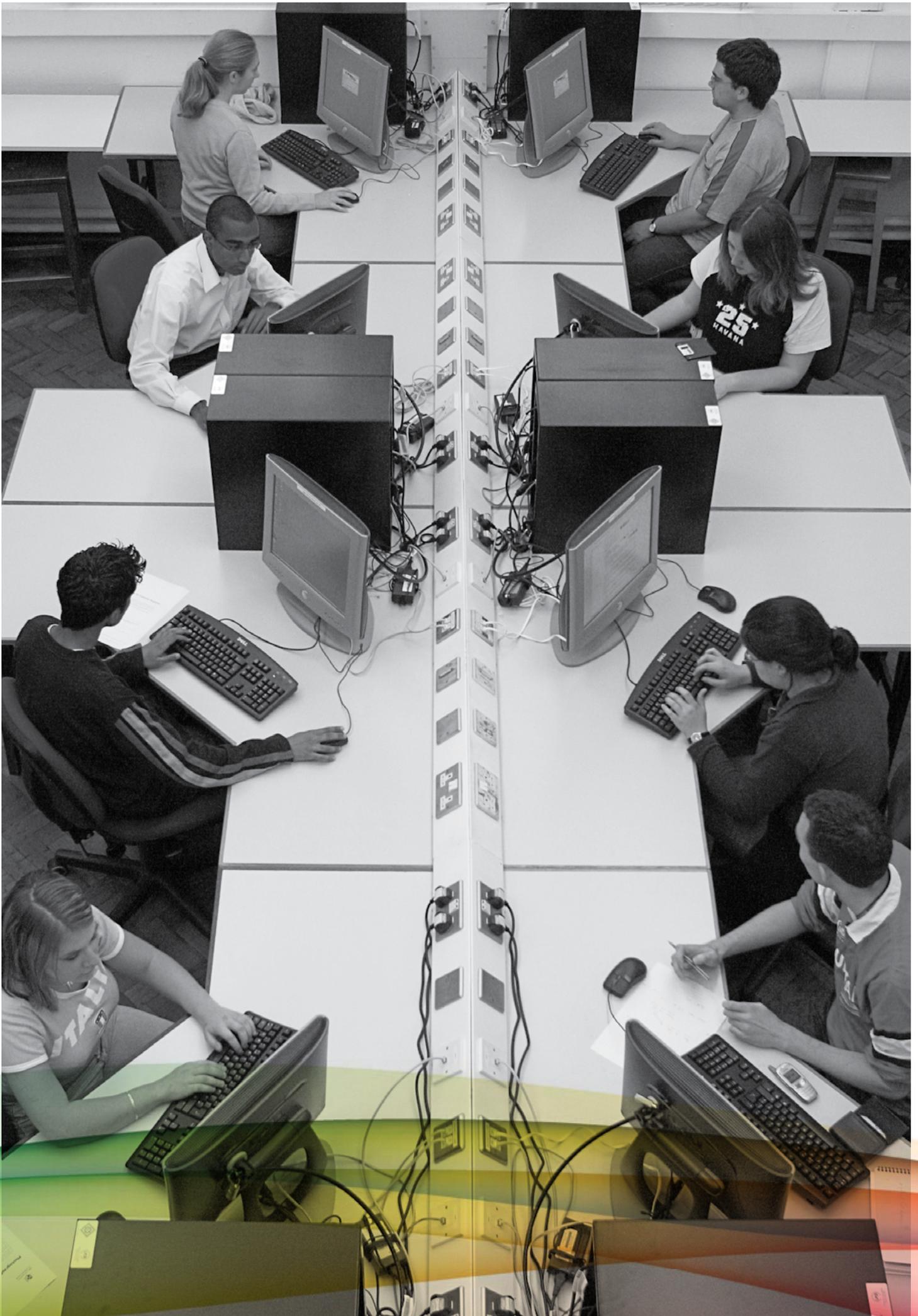
The importance of the broader learning and teaching environment

When we embarked upon this project we began with an understanding of the curriculum which came from the perspective that this was what happened within the academic schools and departments across the University.

However, as the project developed and we drew on the analysis of the data from the surveys and our fact-finding conversations with other colleagues, it became increasingly apparent that it was also important to consider the wider services which support learning and teaching within the academic environment such as Library and Careers services, International and PG student support and welfare and support services.

COMMENTARY

The domains of language and role models were particularly important in this case study. Senior staff were aware of LGBTQ invisibility but has not previously found ways to address this. Having an 'out' member of staff confidently share their experience and ideas was a helpful approach and valued also by staff who identified as LGBTQ.

CASE STUDY
SHARING THE RESEARCH WITH HR COLLEAGUES

Dr Nicola Gale
During the project, we gave a number of talks to colleagues in various parts of the University. One example was a talk at the HR away day, where we outlined the project, shared reflections on language and assumptions and answered questions from the audience. In attendance was an audience of 70 people including the Director of Human Resources, who noted: 'HR are supposed to be exemplars on all things LGBT(Q) and yet this was, I think, the first time colleagues had been introduced to the term collectively. Some were visibly uncomfortable and it was good to challenge those colleagues. We have a number of LGBT colleagues in HR and I hope it will have been helpful to be reminded that they are surrounded by good numbers of other LGBT staff and students.' Another senior member of staff noted: 'There were many lessons for the Human Resources community to take on board. One thing that stood out in particular was the need for us to have the courage to talk openly about issues that affect members of the LGBTQ community. Often, even with the best of intentions, we shy away from doing this. We learned of the need to create safe spaces for people to talk and also the importance of using appropriate vocabulary.

Nicola facilitated the session with lots of participation and in a spirit of inclusivity which matched perfectly the subject of her talk. Her session was the one that everyone talked about during the conference and the one that people are still talking about now.' We received an email after the event from a more junior member of staff saying: 'Really inspiring and comforting to hear you speak so explicitly to colleagues about issues facing gay people (which I, of course, can relate to). I think it will have heighted awareness for many in the audience. Thanks very much.'

The following case study describes a mentoring scheme run with support from the careers service at University of Birmingham:

CASE STUDY
CAREER MENTORING FOR LGBTQ STUDENTS

Sean Russell
The LGBT Mentoring Scheme has been running at the University of Birmingham for five years and over 50 students have been matched with employees in the city from a range of occupations. The scheme was devised by a freelance consultant, Sean Russell [14] and the University's Equality and Diversity department and is administered by the careers service, Careers Network. The aim of the scheme is to provide LGBT students with the chance to have open conversations with 'out' LGBT employees initially about coming out issues at work and in subsequent conversations to discuss broader topics such as choosing employers, job applications, interviews, relationships with work colleagues, clients and customers. It is clear from the feedback we have received from students that the mentoring scheme has had an impact on their student life and teaching and learning experience. The fact that the University runs it at all (and it still seems to be a unique scheme) has impacted on students before they even arrive: 'when I was researching which university to apply to I discovered this scheme on the University's website and I was amazed. I thought 'Yes! Someone has answered my prayers!'. And the fact that the scheme features prominently in the University's marketing sends a very positive signal not just about LGBT issues, but also about inclusivity at the University. Nearly all students on the scheme cite an increase in confidence and many describe how this has helped them settle in to their studies, not hide their sexuality in lectures and tutorials and has also been a benefit in helping them settle into life in student accommodation. The scheme is about employability and employability has featured more prominently in recent years in the curriculum, even in those traditional subjects previously viewed as purely 'academic'. To this extent, employability is an integral part of a mentee's learning experience and especially in terms of their own personal development. However bright a student is, however well-prepared, the transition to university is a shock. Even more so if they are the first to go to university, not out and possibly from another country with less than liberal attitudes: 'coming from a country with a generally low LGBTQ awareness, I feel like I have found the place I belong to and I'm not inferior and outcast anymore. This group means a lot to me.'

Many students experience the world of work during placements or internships: 'I have recently completed an internship where I didn't discuss my orientation. I feel I am now able to discuss these experiences and find out how ways I could act on that experience in the future'.

Some of our mentors are academics, some very senior, and the presence of a role model so close to home has been very beneficial to students. Increasingly we are finding those mentors being a source of advice and guidance to non-LGBT colleagues on how best to provide the best experience not just for LGBT students, but to provide the best inclusive curriculum possible.

COMMENTARY

This clearly shows that within the University, even when there are not role models within a student's department there are additive approaches to inclusion that can be developed at a university level, such as this mentoring scheme.

It was apparent from the student survey that many students, particularly those who themselves identified as LGBTQ, found it helpful to be able to identify LGBTQ role models amongst the staff group. However, it can also be difficult for some colleagues to decide to come out. In the case study which follows a staff member shares her experience of being 'out' to students and how this has impacted on the academic experience of Jess, one student who she worked with who agreed to share her story. Through this she considers what it means to be a 'role model'.

CASE STUDY
BEING AN LGBTQ ROLE MODEL - AN EXAMPLE OF ACADEMIC AND STUDENT EXPERIENCES

Dr Nicki Ward

I teach predominantly on the social work programmes and within this have responsibility for teaching around values, ethics and identity. I recognise that working on a professional programme makes it easier to address issues around inclusivity and diversity but for me 'coming out' and drawing on my own experiences of identity are a form of social action which I believe helps students to begin to explore the issues. I am also a qualified social worker and as such my professional code of practice requires me to:

'be able to work with others to promote social justice, equality and inclusion [and] be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression' (HCPC 6.1. 6.2)

In my teaching, which is now my field of practice, this is integrated in a number of ways, from sharing examples about interactions with professionals such as medics and social workers where I was forced, through everyday conversations and assumptions to make decisions about 'coming out', (as for example when a gynaecologist repeatedly asked me if I could be pregnant), through to a more explicit exercise on self and ascribed identity where students are invited to develop a list of characteristics which they think might describe my identity which is then compared to my own list – which always includes that I identify as a lesbian. The integration of these type of activities has generated opportunities for discussion within lectures and seminars about normative perceptions of gender and sexual diversity, about whether this is a personal or public issue and the politics and practicalities of 'coming out' in our professional lives, about whether this is important for social work and about how different experiences of identity inform our views of others. However it also identifies me as a point of support for students should they wish to discuss issues associated with gender and sexual diversity.

In this case study I reflect on how incorporating LGBTQ inclusivity in my teaching was received by Jess, one student who has kindly shared some of her own reflections in order to help me develop this.

Jess joined the BA Social Work programme in 2007. I had undertaken a 'sexuality awareness workshop' with this group of students during their first year of teaching but was not at that time aware of who may or may not identify themselves as LGBTQ within the group. I was however aware that some members of that group had found notions of LGBTQ equality personally challenging. Following the teaching Jess approached me to talk about her own sexual orientation and 'coming out' as she wanted to discuss this with someone who she perceived might understand.

This continued when Jess returned from placement towards the end of the second year of study and we both remember conversations about the potential impact of 'coming out' on Jess's family.

Jess later wrote: 'I started university as a mature student firmly ensconced within the closet and unable to outwardly identify as gay. The presence of staff within the faculty who not only identified as LGBT but were visible and vocal regarding their identity was pivotal in my understanding and acceptance of my sexual identity... It was an 'out and proud' member of the teaching staff during my time at the University whose presence within my life enabled me to accept and ultimately embrace my sexual identity.

To have someone who I could initially identify with and later go to talk to about my confusion, concerns and experiences was vital. Without her there would not have been someone to identify with, I would not have seen the possibility of acceptance; without seeing a lesbian represented within my day to day life I wouldn't have known that this life, the one in which I am currently living, existed.

Of course students (and colleagues), just like the rest of humanity, all come with different experiences beliefs and understandings of sexual identity so generating spaces in which people can explore these issues also means that we potentially experience homonegativity, binegativity and transnegativity. As a student, feeling able to challenge these assumptions or expressions of unconscious bias can be especially difficult. Again, in these situations Jess's experience was that having an identifiable role model provided vital support in working through these experiences:

For those of us who identify as lesbian, gay, bisexual or transgendered it can be isolating not identifying with the heteronormative expectations of society... The presence of LGBT people within the University staff group is not only vital to providing visibility but those staff have an important role as an unofficial point of contact for issues concerning discrimination and bullying. Whilst the presence of staff who identify as LGBT didn't prevent the expression of these views it did enable a dialogue with a staff member who acknowledged and understood the impact of such comments.

Jess graduated from the BA Social Work programme and left to be a social worker but recently returned to complete a PhD. Earlier in the year we again engaged in conversations about heteronormativity and homophobia, only this time in the context of challenging an article written by a social work student at another university who had been excluded from the programme following a fitness to practice hearing for homophobic views he had posted on social media. We talked about how to respond and Jess decided to write something, which she sent to me to read though there was little I could add or advise. The article was subsequently published in the same professional journal the following week. When Jess and I were discussing this case study I noted that in responding to this article Jess has herself become a role model, confident to express her own identity as a 'gay woman'. She was a little surprised when I suggested this was the case but the responses to the article support this.

The concept of a role model can be a contentious one; indicating that all LGBTQ identified people should act in a particular way or that there is a 'correct' way to be LGBTQ. That is certainly not my understanding. But the reality is that LGBTQ people are still largely invisible and this, along with the fear of and impact of discrimination, continue to make it difficult to know how to 'be' LGBTQ in our day to day lives. So for me being a role model is about increasing visibility and being open to having a discussion, though that is only possible because I have others around me who will support me in that.

COMMENTARY

This case study clearly illustrates the long-term impact of strong role models in the HE environment and how this can ultimately influence broader practice outside the University – making our public services more inclusive and critical of discrimination. While this particular example was in a professional programme, the principle of supportive role models could apply across the University.

[15] www.communitycare.co.uk/2016/03/10/views-gay-marriage-shouldnt-stop-social worker/

[16] www.communitycare.co.uk/2016/03/17/back-move-expel-social-work-student-anti equal-marriage-facebook-posts/
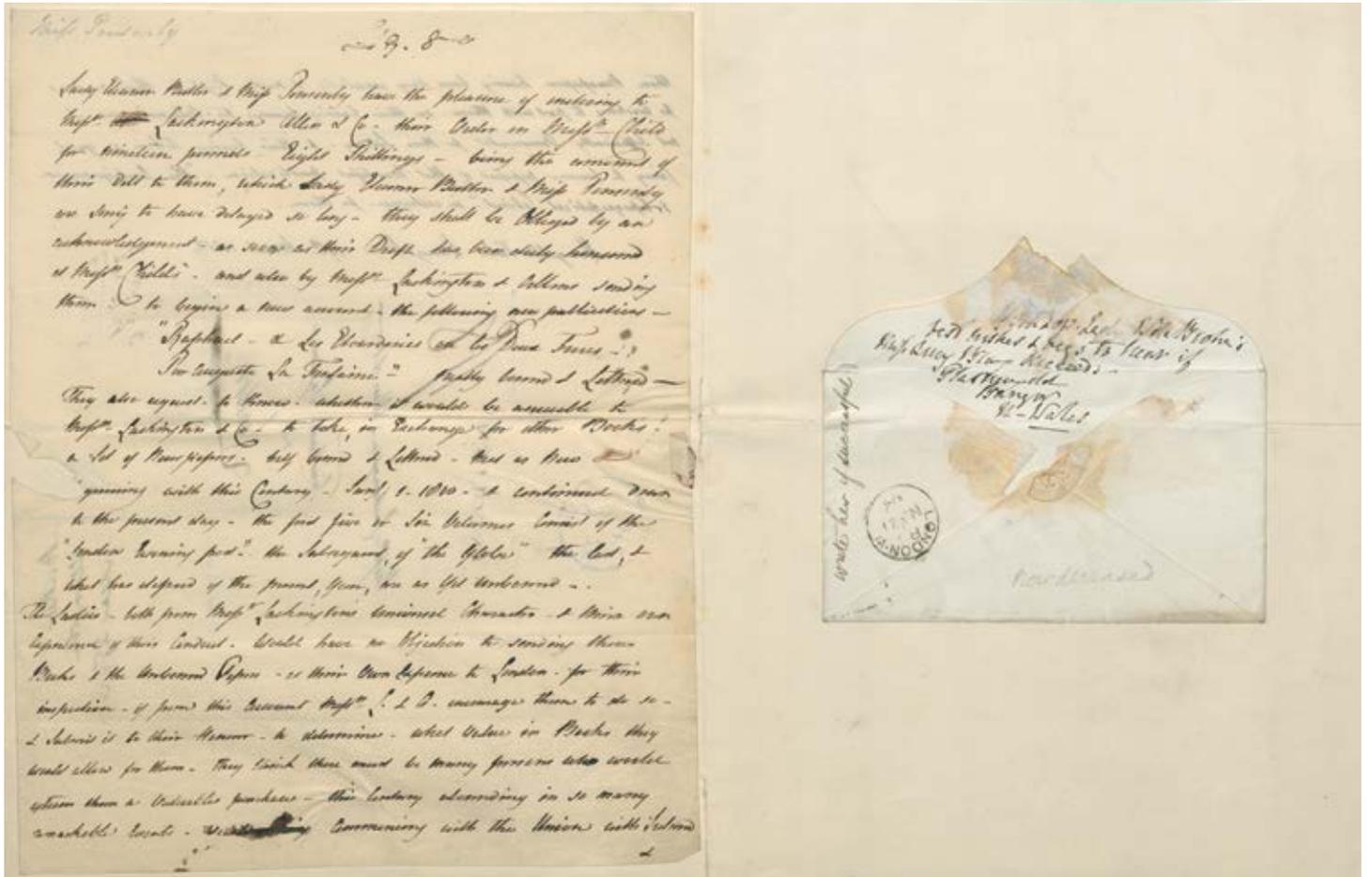
Note from Lady Eleanor Butler and Miss Sarah Ponson
by [the 'Ladies of Llangollen'] Images supplied by the
Cadbury Research Library, University of Birmingham.

Implementing the model

Changing the culture of any organisation towards being more inclusive is no easy task – and is likely to involve both revision of formal structure and policies as well as work to challenge and change the 'hearts and minds' of staff, as well as equipping them with the confidence to enact inclusive values. In addition, the wider political, legal and cultural context is vitally important to the culture of specific institutions – and varies hugely internationally.

We share a summary of our own approach at the University of Birmingham here, with the acknowledgement that it would need to be adapted to each specific context:

Structures and policies
Where we could, we continually made reference to University policies on inclusion – which were usually in place even if not enacted in practice consistently. When issues emerged that were not covered by University structures or policies we contacted those with the authority to change them and shared our findings and suggestions. An example of changed practice was via the University's Inclusive Curriculum Committee, where the findings from this LGBTQ-inclusivity work and other areas results in a change to the wording of the module revalidation documentation to require lecturers to comment on measures they had taken to improve the inclusivity of modules.

Supporting staff to be more inclusive
Lack of confidence (rather than actual homophobia, biphobia or transphobia) was one of the biggest obstacles to inclusive and anti-discriminatory teaching practice. Two suggestions from students highlighted this: 'It's often hard to call people out in situations where you don't feel comfortable or safe. Lectures/tutors being trained in how to deal with this behaviour would be a good way to make classrooms a zero tolerance to LGBTQ+phobia space'.

'Give lecturers a class in gender and sexual identities, teach them to ask for pronouns before they assume, that sex and gender are not the same and that sexuality and gender are both fluid not binary'.

Our project fed into formal training systems of the University – such as a new component in the induction programme for new staff (run by HR), and increasing content on inclusivity in the teaching qualification for new lecturers (run by our Educational Enhancement team) – but we also offered supportive workshops within subject groups on becoming more inclusive.

Workshops with staff and students
Collaborative learning spaces, such as workshops, are a powerful way for staff and students to come together to identify feasible and appropriate changes to improve LGBTQ-inclusivity. In our project, we had two-hour workshops with staff in discipline-specific groups where we (a) described the national picture of LGBTQ inequalities in health and higher education, (b) shared data on completion rates and experiences of students from their own courses, (c) described the model of inclusivity and asked the participants to reflect on where their department was

currently, (d) asked participants to identify priorities for change within their department, and (e) asked participants to make personal pledges on actions they would take in the next 3–6 months (on postcards which we sent back to them after 6 months).

Clearly, such workshops would vary depending on context – such as whether there was clear leadership around LGBTQ inclusivity at organisational or department level , or whether the drive for change was coming from student or junior staff members. The example of the oSTEM group at Birmingham (see page 26) is an example of where student activism was supported by staff who were motivated to make change.

Developing wider networks and support
When we started the project, there were a few key research documents – such as those from the NUS and ECU on experiences of LGBTQ students but no clear spaces for debate and discussion of these issues between peers in the higher education sector. As a result of this study we have set up an international network 'LGBTQ inclusivity in Higher Education' (Twitter: @LGBTQinHE) which ran its first conference in September 2016, where this guide was launched.

Creative Arts Feedback Wall produced at the first
International LGBTQ Inclusivity in Higher Education
Conference, University of Birmingham, September 2016.
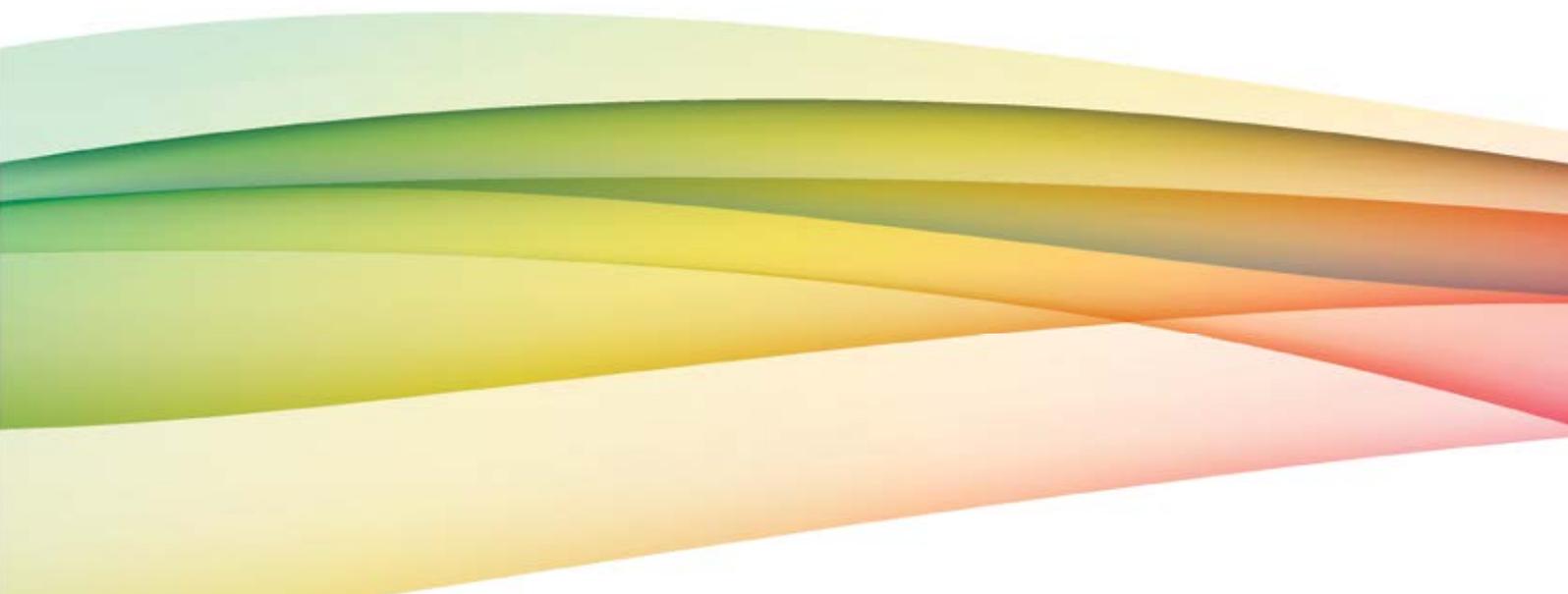
Frequently Asked Questions

1) What about international students? Might they be offended?

Our international students may be LGBTQ too. Indeed, anecdotally and intuitively, a higher than average proportion are likely to be – students may well choose the UK to study in order to escape more punitive and restrictive legal and cultural environments in their home countries. Although the data in our survey were small numbers, a higher than expected proportion of our international students identified as LGB.

Students (both home and international) may have negative attitudes towards people with different sexual orientations or gender identities than their own (just as there may also be racist, sexist or ageist students, or those who hold religious prejudices, such as Islamophobia), but each university must be clear on its own values about being an inclusive place to study and stick to that.

In the context of the internationalisation agenda in UK universities, these concerns could become more pressing.

2) What is queer? Isn't it offensive?

The main reason that we have chosen to use the initialism LGBTQ is that it is the one used by the student society at the University of Birmingham and this project is intended to create an inclusive environment for our students.

Historically yes, queer has been an offensive word, but is has been 'reclaimed' by the community and represents a term which encapsulates variety of gender and sexual diversity. It also points to shared or overlapping experiences of oppression or discrimination. It is linked to growing body of academic scholarship called 'queer theory' or 'queer studies' which challenges the binaries of male/female, gay/straight that pervade our society. In Birmingham, we have an annual queer festival called SHOUT, which showcases the link between queer cultures and the creative arts.

However, it is important to remember that 'queer' may still be offensive to some, especially those who are older (before the language was reclaimed). It would not usually be appropriate to describe someone as 'queer' unless they self-identify to that. In all circumstances, language is personal – in individual interactions take your lead from the language used by the person.

3) 'But I treat everybody the same'!

There is a well-known joke. It goes: 'For a fair selection everyone must pass the same exam: please climb that tree!' The 'students' are a monkey, a fish, a seal, an elephant, a dog and a bird. Providing an environment that promotes equality and values diversity is not as simple as 'treating everyone the same'. In fact, treating everyone the same is likely to privilege people who are 'like you'. If someone has a disability, it may be fair to offer them additional technical support. If someone has caring responsibilities, it may be fair to offer them flexible working. If someone is gay, it may be important to consider whether they will be safe if travelling abroad to a country with laws that persecute LGBTQ people and this shouldn't affect their chances of promotion.

It is important that people can be themselves, rather than perpetually in fear of discrimination. The important thing is how do you actively facilitate your staff being happier at work and your students feeling included?

4) Doesn't making LGBTQ 'special' further exclude and mark people as different?

Letting people know they are equally valued is important, especially when wider society is not always supportive. Small steps to counterbalance this – such as providing contact points for support, or explicitly stating that homophobia, biphobia and transphobia will not be tolerated – can make a big different. It begins to address some of the issues around heterosexism and heteronormativity which thereby undermines exclusionary practices and reduces stigma.

5) How can people who do not identify as LGBTQ be involved? What is an 'ally'? What is a 'bystander'?

An ally is someone who sees themselves as a member of the dominant social group but who takes a stand against social injustice directed at a target group(s) — for example, white people who speak out against racism, or heterosexual individuals who speak out against heterosexism and homophobia and biphobia. An ally works to be an agent of social change rather than an agent of oppression. When a form of oppression has multiple target groups, as do racism, ableism, and heterosexism, target group members can be allies to other targeted social groups (African Americans can be allies to Native Americans, blind people can be allies to people who use a wheelchair, and lesbians can be allies to bisexuals).

A bystander is someone who does not intervene when they can see that an injustice is being perpetrated. Stonewall have recently launched a #nobystanders campaign to tackle bullying and discrimination in schools and in the workplace. The famous quote by Edmund Burke encapsulates the issue: 'The only thing necessary for the triumph of evil is for good men [sic.] to do nothing'.

6) Why are we doing this when it only affects 5–10% of the student/staff population?

There is a changing employment environment for all students and many of the top employers are now taking steps about positive LGBTQ awareness. Creating a positive environment has a 'pay off' for all students as challenging discrimination in one area can raise awareness in others (eg, a department that is inclusive of women may also be inclusive of gay people). There are parallels in other areas about the benefits of anti-discriminatory cultures, such as the potential benefit of feminism for improving men's mental health, eg, the 'He for She' campaign. There is even some evidence to suggest that holding prejudicial views, such as racism or homophobia, is bad for your health!

7) Isn't sex a private issue?

Yes, sex is a private issue, but sexuality impacts on all areas of someone's life. It is important not to force people 'out of the closet' or to pry inappropriately into people's personal life. But it is also important to recognise that for everyone, their personal life 'spills over' into their professional life to some degree, even if it is just about saying what you did at the weekend. Currently, we have a situation where some people feel less safe and less comfortable with others. They feel they have to constantly monitor and 'risk assess' how much they disclose.

The other problematic conflation here is between sexuality and sex. Your relationship, the way you structure your family, etc, is part of your whole identity as a person and part of being a whole 'authentic' person at work (which promotes trust and good relationships in the workplace and teams)… if people are afraid to disclose this might prevent them from engaging in these trust building/team building informal interactions. It is not about asking people 'what they do in the bedroom'. It is about being able to say that you went for a walk with your partner over the weekend, or that you had a family illness that you had to deal with.

8) Isn't it better just to ignore silly comments or jokes that might be interpreted as homophobic or transphobic?

Sometimes students make jokes or comments that you might feel are inappropriate, and it seems best not to 'rise' to it. Sometimes also, you can be so shocked or surprised that someone really said something that you just don't know what to say, so you just carry on and ignore it. However, our survey suggests that failing to challenge these sorts of comments can be quite damaging for students (from all minorities, not just the one in question) who lose confidence in whether staff would intervene in (more serious) cases of discrimination and harassment, and fear being open. On the other hand, when staff do challenge these kinds of things, students really value it.

It is quite difficult to get the right balance in your response – you don't want to be seen to be overreacting, and you don't want to embarrass or make the person defensive (especially if you feel that the comment was thoughtless, rather than intentionally discriminatory), but yet you need to set the example of inclusiveness in the classroom (or other setting). At the time, you might want to open up the discussion:

'I want to pick up on that comment, XXX may not have intended it that way, but I think that this comment could be interpreted as discriminatory – what do others think? Have you faced any cases of this?'

Or if you aren't able to respond at the time, you could bring it up in the feedback at the end of a session (in a general way), or in the next lecture/seminar/tutorial (saying that you have reflected on it, perhaps discussed it with colleagues and want to raise the issue).

As a last resort, you could approach the person directly to discuss it after the event. This may help address the problem directly, but will not help the indirect impact of implicit agreement and acceptance of the comment to the wider group.

UNIVERSITY OF BIRMINGHAM

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