

# UNIVERSITIES TOWARDS DIVERSITY

## INCLUSIVE PRACTICES GUIDE

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# INCLUSIVE PRACTICES GUIDE

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**Author:** Thanasis Theofilopoulos

**Editing:** Panteion University of Social and Political Sciences

**Proofreading:** Mažvydas Karalius (Diversity Development Group), Alexandra Panagiotakopoulou and Stella Panopoulou (Colour Youth Athens LGBTQ Youth Community), Dr. Gintarė Pocė (Vytautas Magnus University), Dr. Giacomo Viggiani (Brescia University).

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**Project Coordinator:** Dr. Christina Ioannou, Panteion University

**General and Scientific Supervisor:** Professor Gerassimos Karabelias, Department of Sociology, Panteion University



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# FOREWORD

The purpose of the present publication is to provide the academic community basic guidance on ways to build a safe, inclusive and supportive working, teaching, research and studying environment for all of its LGBTQI+ members. It includes practical tips and recommendations for different subgroups of the academic community. This summary guide is also accompanied with relevant best practices implemented in universities in EU, the UK, USA and Australia, a comprehensive glossary of concepts and terms and examples of proper (non-abusive, non-discriminatory, but inclusive) language when addressing to LGBTQI+ people and or referring to LGBTQI+ related issues.

The guide is mainly based on findings of primary research - focus groups, personal interviews and online surveys with both LGBTQI+ and non LGBTQI+ members of the academic community (universities' teaching, research, administrative staff members and students) as well as members of the civil society sector and universities' graduates – conducted in Greece, Italy and Lithuania by “Uni-Diversity” Project's partners. On a second level, the content of this guide is based on best practices collected during desk research.

I would like to thank everyone that took part in our project's research in Greece, Italy and Lithuania and all project's researchers for the excellent cooperation. We all share the hope that this publication - along with the rest of our project's activities - will help guide universities towards diversity.

Thanasis Theofilopoulos

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# INCLUSIVE PRACTICES

## 1. General guidelines for all members of the academic community<sup>1</sup>

- Use appropriate – thus, inclusive, non-abusive, non-discriminatory – language and terminology when addressing LGBTQI+ people and/or referring to LGBTQI-related issues. In **ANNEXES 1** and **2**, you may find information regarding proper language and terms.
- When addressing a Trans or non-binary person **always** use the name and pronouns the person uses for himself/herself/themselves **regardless** of the name included in the person’s ID and documents. Some Trans people may not have had their gender identity legally recognized (for different kinds of reasons e.g., the procedure may not be accessible to all Trans persons, possible financial costs for legal services, delays due to bureaucratic reasons, etc.). That does not make them “less” Trans (or not Trans at all) and it certainly does not justify abusive and transphobic behaviors such as:
  - \* **Dead naming**, which means “calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition”<sup>2</sup> and/or
  - \* **Misgendering**, which means “attributing a gender to someone that is incorrect/does not align with their gender identity. Can occur when using pronouns, gendered language (i.e. “Hello ladies!” “Hey guys”), or assigning genders to people without knowing how they identify (i.e. “Well, since we’re all women in this room, we understand...”).<sup>3</sup>
- The sexual life, medical procedures undergone (if the person is Trans or intersex) or any other experiences related in one’s SOGISC is not an issue you should ask questions about. LGBTQI+ people may talk about such sensitive issues only if, when, how, with whom, and in the context they want.
- Avoid - by all means - **outing** LGBTQI+ people. “Outing” is “a term used for making public the sexual orientation or gender identity of another who would prefer to keep this information secret”<sup>4</sup> or, in other words, “when a lesbian, gay, bi or trans person’s sexual orientation or gender identity is disclosed to someone else without their consent”<sup>5</sup>.
- Aside from the clearly abusive and discriminatory language or hate speech, be aware of microaggressions directed towards LGBTQI+ people (as well as towards any other people). **Microaggressions** are “brief and subtle behaviors, whether intentional or not, that communicate hostile, derogatory, or negative messages about commonly oppressed identities. These actions cause harm through the invalidation of the target person’s identity and may reinforce stereotypes. Examples of microaggressions include a

<sup>1</sup> The term here means teaching, research, management, administrative staff members of universities as well as all students (under/postgraduates and PhD candidates).

<sup>2</sup> Stonewall (n.d.). List of LGBTQ+ terms. Retrieved from:

<https://www.stonewall.org.uk/help-advice/faqs-and-glossary/list-lgbtq-terms>

<sup>3</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

<sup>4</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

<sup>5</sup> Stonewall (n.d.). List of LGBTQ+ terms. Retrieved from:

<https://www.stonewall.org.uk/help-advice/faqs-and-glossary/list-lgbtq-terms>

non-white person being told they speak “good English” or someone saying something is “gay” to mean they think something is bad”.<sup>6</sup>

- Choose to be an active bystander and not an indifferent or a passive one. If you feel comfortable and safe, challenge homo/trans/biphobic incidents whenever they occur. In any case, be empathetic and supportive towards the victim, inform him/her/them regarding available reporting and support services options - whether provided inside or outside the university - and encourage him/her/them to make use of them. Inaction and/or indifference on behalf of bystanders, further fuels homo/trans/biphobia.
- Participate in, establish and/or encourage the establishment of safe spaces, organizations etc. for all LGBTQI+ members (faculty, administrative, research staff and students) and/or their allies, bringing together LGBTQI+ people and allies from all levels and sectors of the university in order to achieve positive change and build a safe and inclusive environment for all through a multilevel and multidimensional approach and, most of all, a wider alliance.

Good practices: safe spaces and networks for all LGBTQI+ members of the academic community	
<p>“Safe Space is a Kennesaw State University [USA] campus-wide initiative that offers a visible message of inclusion, acceptance, and support to lesbian, gay, bisexual, and transgender individuals. KSU’s goal is to have lesbian, gay, bisexual, and transgender (LGBT) students, faculty, and staff feel comfortable on campus so that they can perform at their highest level. (...) The goal of the Safe Space Initiative at KSU is to identify and educate individuals who will affirm and support all persons regardless of sexual orientation and gender identity/expression. (...) Safe Space Participants Are:</p> <ul style="list-style-type: none"> <li>• Students, faculty, staff and administrators;</li> <li>• Heterosexual, lesbian, gay, bisexual, and transgender KSU community members who are informed about campus and community resources;</li> <li>• From a variety of religious and spiritual backgrounds;</li> <li>• Respectful of confidentiality;</li> <li>• Supportive of the right of all people to participate fully, equally, and openly in the life of this community”.</li> </ul>	<p>In 2018, the “LGBT+ Network” was established at Leiden University (Netherlands). The Network “is made up of staff and students from Leiden University” and “also works closely with Leiden Pride, an organisation focusing on LGBT+ students”. The “prime objective” of this Network “is to broaden the visibility of the LGBT+ community within the University, and to achieve greater inclusion in the workplace and the lecture rooms, as well as in University policies”. Furthermore, “the network acts as a sounding board for the Diversity Office and the Executive Board” that “also makes it an advisory body for the Executive Board and all other University departments”. The network also “provides an opportunity for like-minded members of staff and students to meet, exchange experiences and support one another” and “creates a safe environment where people can speak openly, and also organises a range of valuable activities”. In more detail, the LGBT+ Network, “advises the Diversity Office and the Executive Board on matters relating to University policy on LGBT+” and “intends to make an inventory among a large group of LGBT+ students and staff to find out what their wishes and needs are”. The LGBT+ Network is also “setting up awareness courses for lecturers and coordinators of studies to help them handle LGBT+ problems that students may be struggling with”, and, additionally, “the Network is looking at ways of promoting non-binary language use, in other words, language where people are referred to directly as either men or women”. Finally, this Network fosters solidarity within the LGBT+ community with lectures, debates, drinks, film evenings and other activities”. These events are open to “everyone linked to the University” whether they are members of the Network or not.</p>
<p>Source: Kennesaw State University (n.d.). “Safespace”.</p>	<p>Source: Leiden University (n.d.). “LGBT+ Network”.</p>

## 2. Guidelines for university's management staff (Rectors and vice-rectors, deans, governing councils - senates etc.)

- Declare - by all means (including all University's rules / regulations of procedures, codes of conducts etc.) - that the university is safe from discrimination and hate on the grounds of SOGISC environment, where diversity is embraced and equality is respected in all aspects of academic life. Make it clear that any kind of anti-LGBTQI+ discriminatory attitudes and actions shall not be tolerated and perpetrators will be held accountable according to the national law and the university's specific regulations.
- Make sure that your employment and students' policies when applied, LGBTQI+ people are equally treated. Moreover, always consider any particular needs as well as the dominant homo/trans/biphobia and make relevant adaptations if possible.

<b>Good practices: LGBTQI+ inclusive policies</b>
The Oxford's University's family leave policies are LGBTQI+ inclusive and apply to same gender and non-straight couples.
Sources: University of Oxford (n.d.e). INFORMATION FOR NEW LGBT+ STAFF; University of Oxford (n.d.d). HR Support – Family leave.
In the American university (Washington DC – USA) “students who have specific considerations based on their gender identity (transgender students looking for accepting roommates, non-binary students looking to have access to a gender-neutral restroom, and other gender-identity related considerations)” may “complete the Gender-Based Housing Consideration Form”. These considerations “may include access to affirming bathrooms, roommates, and room type” or, more specifically, “access to non-gendered restrooms, accepting roommates, and room type”. The form may be submitted “at any time”.
Source: American University (n.d.b). Campus Life / Diversity and Inclusion - “Gender Based Housing Considerations”.

- You may develop and activate your own equality and/or diversity plan that includes specific objectives and actions with regards to the establishment of a safe and inclusive academic environment for all LGBTQI+ individuals, based on field research (e.g., interviews, focus groups, online surveys etc. with members of the university's community) as well as to relevant available data in your country (on the status of LGBTQI+ people and their rights in universities) - if any – good practices implemented in the country and abroad and, finally, the guidance provided by experts and LGBTQI+ CSOs. These objectives and respective actions should cover all aspects of academic life: teaching (e.g., teaching methods), studying (e.g., curricula), general management and decision making, recruiting and promotion of professional staff, research (including research staff, research objectives, funding etc.).

**Good practice: policies focused on trans, intersex and gender nonconforming members of the academic community**

In 2017, City University of London (UK) established the “Transgender, Intersex and Gender Non-Conforming People Policy” in order to “set out specifically how City treats trans, intersex and gender non-conforming students, staff and other stakeholders and how they are protected from discrimination”. The policy provides definitions of trans, intersex and gender nonconforming people, national legal framework on discrimination, legal gender recognition and data protection, anti-harassment and anti-bullying “policies, procedures and guidelines” of the university, named contacts for TIGNC students and staff members, university’s support during transitioning, inclusive practices and guidance for staff members and students.

Source: City University of London (2017). “Transgender, Intersex and Gender Non-Conforming People: Policy”.

The Victoria University (Australia) in order to support “trans and gender diverse staff, students and their peers, to ensure full participation in the work and study environment, enabling access to appropriate assistance”, has developed resources and procedures such as a “Gender Affirmation Guide”<sup>7</sup> or filling up a “Gender Affirmation Plan template” collecting multiple information regarding the person’s needs and during transition (start date, names and pronouns to be used from now on, informing and/or advising other colleagues, students, teachers, topics not willing to discuss, use of facilities etc.) and a short, practical guide “to being a trans and gender diverse ally”.

With regard to staff members, the Oxford University’s (UK) “Transgender policy” applies “(but is not limited) to the advertisement of jobs and recruitment and selection, to training and development, to opportunities for promotion, to conditions of service, benefits, facilities and pay, to health and safety, to conduct at work, to grievance and disciplinary procedures, and to termination of employment”. With regard to students, “this policy applies (but is not limited) to admissions, to teaching, learning and research provision, to scholarships, grants and other awards under the University’s control, to student support, to University accommodation and other facilities, to health and safety, to personal conduct, and to student complaints and disciplinary procedures”. With regard to visitors and contractors, “the University aims to provide an inclusive environment, where people are treated with dignity and respect”.

Sources: Victoria University (n.d.a). DIVERSITY & INCLUSION; Victoria University (n.d.b). Gender Affirmation Plan Staff Template; Victoria University (n.d.c). Gender Affirmation Plan - Student Template; Victoria University (n.d.d). GUIDE TO BEING A TRANS AND GENDER DIVERSE ALLY; Victoria University (2021 August). *GENDER AFFIRMATION GUIDE. Inclusion & Engagement 2021*, Victoria University: Melbourne – Sydney.

Source: University of Oxford (2018). Equality and Diversity Unit – “Transgender Policy”.

- Establish a step-by-step reporting procedure for discrimination incidents on the ground of SOGISC. Such a procedure should address the following matters:
  - \* Who is responsible for receiving the report and recording it? Does he/she/they have a relative experience or has he/she received training on victim support and reception?
  - \* How is the procedure conducted? Online and/or face to face? Anonymously or not?
  - \* Which data are collected?
  - \* Where and how are these data stored and who has access to them?
  - \* What is the next step? Which is the responsible office or authority (inside the university) to examine and evaluate the report?
  - \* If there is enough evidence that discrimination on the grounds of SOGISC has occurred, what happens then? Does an official investigation begin? Who conducts it and how? Are other authorities (outside the university) involved (e.g. an Ombudsman/Ombudswoman, a prosecutor etc.)?
  - \* Which are the penalties that may be imposed? How do they vary depending on the role/position of the perpetrator (teaching staff, administrative staff, student etc.)?

<sup>7</sup> The Guide’s purpose is “to provide information to a person affirming their gender and to supervisors, managers and colleagues of staff and students who affirm their gender. The guide can be referred to when developing a gender affirmation plan to ensure consideration is given to the requirements and responsibilities that may need to be navigated through the process. The guide also outlines the responsibilities of supervisors, managers and colleagues of staff and students affirming their gender. Key terminology, resources and contacts are also included in the guide to better support all staff and students” (Victoria University (2021 August). *GENDER AFFIRMATION GUIDE. Inclusion & Engagement 2021*, Victoria University: Melbourne – Sydney, p. 4. Retrieved from: <https://www.vu.edu.au/sites/default/files/gender-affirmation-guide-2020.pdf>).



- \* Are support services (e.g., psychosocial support) available to the victim? If yes, who provides them? Is the victim being referred to other organizations etc. for support?

Some **general guidelines** when establishing such a reporting procedure are:

- ✓ Communicate the reporting procedure by all means to all members of the academic community. Highlight the importance of recording in identifying the presence and features of the phenomenon as well as in designing specific and focused prevention and responsive measures.
- ✓ The staff member receiving the report - especially if the reporting procedure is conducted face to face, through e.g., an interview – must be aware of LGBTQI+ terminology, be able to use proper (thus inclusive and nondiscriminatory, avoiding stereotyping, misgendering, deadnaming etc.) language - both written and orally – and, by all means, avoid a secondary victimization. You may ask the support of LGBTQI+ organizations in order to properly train the staff.
- ✓ Victim must be fully informed for his/her/their legal rights as well as the reporting procedures and the potential outcomes (“what to expect”).
- ✓ When it comes to collection, management and storage of data, make sure you are in line with GDPR in all steps of the procedure!
- ✓ If the university does not provide any support services in such cases (or in any case), you may establish a referral network with support services providers e.g., public social services or LGBTQI+ or human rights organizations providing psychological support free of charge.

#### Good practices: the “Speak up” reporting tool

The University of Plymouth (UK) has developed the online “**Speak Up**” reporting tool “to report any of the following types of incidents that have taken place on or off campus (including placement providers):

- bullying or harassment
- hate incidents
- relationship or domestic abuse
- sexual assault
- sexual harassment
- violence or harm”.

This tool “allows staff, students, University contractors and anyone else outside of the University (who interacts with our staff and students) to report incidents of abuse, harassment, sexual violence, hate crimes or incidents that have taken place on or off campus (including placement providers)”. The person reporting an incident is asked if the incident is “connected” with characteristics including “sexual orientation” and “gender identity”. He/she/they is also asked to provide information regarding his/her/their “connection to the University” (“students”, “member of staff”, “visitor”, “other” prefer to say”) as well as the perpetrator’s.

The University does “**not disclose any personal or identifiable information to others**” without the victim’s consent unless there is “**a legal requirement**” for the University to do so, or if there are indications that the victim or someone else, “**is at serious or imminent risk of harm**”. The victim may choose to “**report anonymously**” or “to be contacted about the incident”, by submitting his/her/their name and contact information. The tool can also be used by witnesses of such incidents.

Sources: University of Plymouth (n.d.a). “Speak Up – report abuse, harm or hate”; University of Plymouth (n.d.b). Student services - “Speak Up – report abuse, harm or hate”

**Good practices: the “harassment advisors”**

The University of Oxford (UK) has established the confidential “Harassment Advisor Network”, allowing students and staff members who have been harassed.

Getting in touch with a Harassment Advisor “is not the start of a process” but an “opportunity” for the victim to “voice” his/her/their “concerns in a supportive and non-judgemental space”. The University of Oxford suggest that victims “discuss the situation with a harassment advisor before taking any other steps in response to the alleged harassment”, because “talking through the events” and the “feelings” with a harassment advisor” will help the victim to “decide on the best way to deal with the behaviour and will clarify the options available to you”. According to the University of Oxford, “A Harassment Advisor will:

- Deal with your case with the utmost confidentiality unless, exceptionally, an individual is considered to be at risk of serious harm. They would normally discuss this with you first.
- Listen.
- Be non-judgemental.
- Guide you through the University or the relevant college Policy and Procedure on Harassment and Bullying.
- Clarify the options open to you and support you in resolving the matter informally where possible.
- Signpost you on to other agencies or support systems where appropriate”.

A person who has experienced harassment has the option to choose between many different advisors. Including LGBTQI+ ones, and contact them directly.

Source: University of Oxford (n.d.). Equality and Diversity Unit – “Harassment Advisor Network”.

- If possible, use only the name of a Trans professor, student, administrative staff member etc. with which he/she/they identifies / introduces himself/herself/themselves in all documents: lists of staff, employment contracts, academic IDs, library IDs, degrees / diplomas, grades etc. If this is not possible – e.g., for legal / administrative reasons - you may put the legal first name in a parenthesis or in a footnote in all relevant documents and the name used by the trans persons in front of it.

**Good practices: Universities’ name policies and procedures for trans persons**

The University of South Maine (USA) has established the “Preferred Name Usage Policy”. According to it, preferred names are used in specific systems such as Class and Grade Rosters (for students and employees taking courses), Online Phonebook Directory, Official Student or Employee Email Display Name, Employee business cards, Reports and/or lists generated for academic purposes, Press Releases etc. and “when applying for graduation, students have the option of indicating how they want their name to appear on diplomas and in the Commencement Programs”. On the other hand, legal Names are used “for all official University records that may be financial in nature” or “tied to” people’s “social security numbers” e.g. Employment Documents, Payroll documents, Enrollment Verifications, Financial Aid such as Scholarship etc.

Source: University of South Maine (2018 September). STUDENT DIVERSITY - Resources for Transgender, Genderqueer, and Gender Nonconforming Students.

The University of Oxford’s “Transgender Policy” aims “to set out a framework for how the University will support staff and students who wish to take steps to change the gender identity they were assigned at birth, or have already done so”. In particular “the University aims to support trans students and staff through the process of transitioning, or making changes to their originally assigned gender identity. This may include a number of formal and informal steps”. The University also commits to “respect the confidentiality of trans people” and not to reveal “information without the prior agreement of the individual”. If a person “notifies the University in writing of their intention to transition during their employment or education, the institution will agree with them what steps should be taken”. Moreover, “a trans person’s file will reflect their current name and gender” and “any material that needs to be kept related to the person’s trans status, such as records of absence for medical reasons, should be stored confidentially”. Furthermore “no records will be changed without the permission of the staff member or student concerned”. Finally, “when a person informs the University that they have received a Gender Recognition Certificate, the University will undertake further checks and action to remove references to the individual’s former name and gender”. The University also offers an analytic step by step guidance on name changes to records.

Source: University of Oxford (2018). Equality and Diversity Unit – “Transgender Policy”; University of Oxford (n.d.a). Equality and Diversity Unit – “Changes to records”.

**Good practices: Universities' name policies and procedures for trans persons**

The "American University's [Washington DC – USA] Name and Gender Identity tech pilot allows students on main campus with the option to change their names in many university systems without a legal name change. Reasons for doing so may include, but are not limited to (...) people who use a name that affirms their gender identity. This also allows students to select their personal pronouns and prefix". The chosen name "will display across many campus information systems, so, faculty, staff, and fellow students will be able to see and refer" to the trans/non binary person by his/her/their you "chosen name".

Source: American University (n.d.a). Campus Life – "Name and Gender Identity".

- Celebrate and honor pride festivals and key-dates for LGBTQI+ people. Invite key speakers and experts (e.g., from LGBTQI+ organizations) to talk to the students and the university's staff, publicly reaffirm – e.g., through posts in the university's social media accounts - the university's commitment to the promotion and protection of human rights of LGBTQI+ people in all aspects of academic life, use symbols of LGBTQI+ pride and diversity e.g. raise the rainbow flag, organize and/or host movie/documentaries screenings and public discussion on relevant issues encouraging the active participation of all members of the academic community.
- Make all university's facilities - e.g. toilettes, gyms (if any) etc.) - gender neutral, using relevant signs.

**Good practices: local or university prides and celebration of important days**

Many universities support local pride festivals and/or organize their own to support and celebrate LGBTQI diversity, while organize multiple activities such as discussions on indifferent topics, hosting guest experts, workshops, exhibitions etc.: a good example of this, is the De Montfort University (UK) organizing its annual DMU Pride Festival while celebrating the local pride festival in Leicester.

The Utrecht University (Netherlands) celebrates the coming out day (October 11) on an annual basis, by organizing activities – e.g., movies screenings, discussions, socializing events etc. - for both staff members and students and by raising the rainbow flag in University's buildings. The University has also celebrated other important dates such as the 20th anniversary of marriage equality in the country by raising the rainbow flag at the University's Administration Building.

Sources: De Montfort University (n.d.). #DMUpride; De Montfort University (2021 March 17). "Students help curate DMU Pride Festival at prestigious Curve theatre"; De Montfort University (2021 August 24). "Celebrate Leicester Pride".

Sources: Utrecht University (2018 October 4). "Coming Out Day 2018"; Utrecht University (2020 October 9). "Coming Out Day 2020"; Utrecht University (2021 April 1). "Utrecht University raises rainbow flag to mark 20 years of marriage equality".

In other cases, Universities come together and jointly participate in Pride Festivals. For example, in 2019, University of Amsterdam (Netherlands), Amsterdam University of Applied Sciences, Vrije Universiteit Amsterdam and Inholland University of Applied Sciences jointly participated "with their own boat in the boat parade during Pride Amsterdam 2019". That was "the first time that Dutch institutions of higher learning have jointly taken such a strong stand". "The idea to sail together on one boat" was "an initiative of AUAS and VU Pride, the LGBTQ networks of staff and students of AUAS and VU University". The initiators were clear regarding their decision to take part in the local Pride Festival: "Higher education is an important part of Amsterdam. The institutions are the driving force behind the development, reform and numerous other essential professions and services in the city. We are using knowledge as a tool to counter ignorance, prejudice and intolerance. We do not only share knowledge, but also values such as the equality of the LGBTQ community within society. We want to show the city, former, current and future students and staff that everyone is welcome within higher education and that you may be whoever you want to be".

In Sweden, Universities come together to organize their own pride festival. The "Academic Pride" is "a collaboration around Stockholm Pride between several of Stockholm's higher education institutions and their associated student unions" with the purpose "to highlight the importance of LGBTQIA+ issues in institutions of higher education, both in research and education as well as in regards to inclusive work and study environments".

Source: University of Amsterdam (2019 February 12). "UvA, AUAS, VU University and In Holland to jointly participate in Pride Amsterdam 2019".

Source: Stockholm University (2021 August 3). "Academic Pride 2021".

### 3. Guidelines for university teaching staff

- Never assume someone's gender identity (e.g. based on his/her/their appearance) and always use gender neutral and inclusive language when addressing to the students e.g., while welcoming them (to the course, the University or the semester), making a point or starting a conversation or activity. For example, avoid using phrases such as "ladies and gentlemen" or only "ladies" or "gentlemen" even if the classroom is – seemingly – only full of men or women: some of them may be trans, non-binary etc. Thus, choose phrases such as "dear students", "dear colleagues" etc.
- Response immediately and firmly to any homo/trans/biphobic behavior e.g., comment or "joke" in the classroom. Make it clear that such behaviors are not tolerated and all students are equal and deserve to be treated with respect regardless of their SOGISC both inside and outside the academic environment.
- Teach students to use gender neutral and inclusive language when conducting a survey with people. For example, if a survey includes the collection of social demographic data, always provide a third and/or fourth option when asking about gender identity: "man", "woman", "non binary", "other". Same goes for sexual orientation: there are not only "straight" or "gay/lesbian" people, but there are also "pansexuals", "bisexuals" and many "others". In addition to the above, fewer available options will lead you to false results and conclusions regarding the profile of your participants.

#### Good practice: "LGBT+ role models"

The University of Oxford (UK) has established the "LGBT+ Role models" initiative. These role models are members of the teaching, research and administrative staff that have "attended Role Model training with either Stonewall or the Oxford Learning Institute". This training provides them with "an opportunity, in a safe and supportive space, to explore what it means to be an LGBT+ role model, to identify potential barriers and ways to overcome them". Some of these Role Models are also "trained mentors".

Source: University of Oxford. (n.d.c). Equality and Diversity Unit – "LGBT+ Role Models".

- Make sure the textbooks, notes etc. distributed to the students are updated in order not to include anti-LGBTQI+ stereotypes, prejudices and/or obsolete scientific beliefs e.g., pathologizing homosexuality. If it is not possible to change the educational material provided to the students, warn them that the content is not scientifically up to date and/or is promoting stereotypes and prejudices and then suggest other learning sources.
  - When referring to the work and contribution of a scientist, an artist, a philosopher etc. who was LGBTQI+ (or is openly LGBTQI+ if alive), do not hide or avoid the fact that he/she/they was LGBTQI+. LGBTQI+ people were, are and will be everywhere, in all scientific fields, arts etc. They are part of their history and continuing evolution and many of them are behind great achievements. Thus, give LGBTQI+ people a positive visibility, promote their inclusion and tackle stereotyping.
  - Always give a warning, when you are about to refer to issues, events, experiences etc. and/or show pictures or videos that some LGBTQI+ students may find disturbing e.g., regarding the past and/or present pathologisation of people belonging to the LGBTQI+ spectrum, anti-LGBTQI+ hate crimes (especially, victims' violent experiences) or war crimes (e.g., the imprisonment and extermination of LGBTQI people by the Nazi regime in the past or in some countries today). Moreover, use such material and references considerately, underlying that their use serves only educational and awareness purposes while letting all know that it is ok to leave the room (if they are disturbed), without explanation.
  - LGBTQI-related issues can become part of many different courses - not only gender/LGBTQI+ focused ones - from many different scientific fields. Therefore, you have the chance to highlight these issues, educate people and raise their awareness on challenges that LGBTQI+ people face or have faced in the past, while identifying social intolerance, gaps in policies and/or legal framework.
- For example, in the context of courses - e.g. those of social sciences studies - that cover topics such as

social exclusion, minorities, discrimination, human rights, social movements you may teach / examine the present and/or past status of LGBTQI+ people and their rights. Law studies also provide many opportunities to teach / examine the legal rights of LGBTQI+ people in terms of gender legal recognition (trans people), body integrity (intersex people), marriage, family, anti-discrimination and hate crime law, make comparative analysis with other national legal frameworks and acknowledge gaps, human rights violations and institutional discrimination. Moreover, patients' rights and provision of health services with dignity and respect - with a particular focus on the needs of LGBTQI+ people and challenges they face when seeking health support - should be part of medical / nurse school's courses related to code of ethics/conduct, sexual / reproductive health, medical procedures related to sex characteristics or gender affirmation etc. Finally, all courses related to teaching methods and/or safe school environments for future primary school / highschool teachers, educators etc. provide you with the opportunity to educate and raise awareness on using LGBTQI+ inclusive teaching methods, supporting LGBTQI+ students and/or dealing with homo/trans/biphobic bullying incidents at school.

- Do not discourage or prevent your students from conducting research and/or preparing course works, essays etc. on LGBTQI+ related issues (if relevant). Besides new knowledge gained, such research - when conducted with respect to scientific rules ethics and, at the same time, with respect to human rights - may help them to combat their own stereotypes, prejudices and/or false perceptions (if any) towards LGBTQI+ people and SOGISC, widen their perspectives and explore diversity away from binaries and normative categorizations, become aware of the multiple challenges that LGBTQI+ people face in their lives and, at the same time, raise awareness of their fellow students and enhance visibility of LGBTQI+ people and issues in the academic environment.

#### **4. Guidelines for all staff members (administrative, research, teaching)**

- During cooperation or communication with a trans, non-binary, gender non-conforming person - e.g., a student, a new staff member etc. - always use the name and pronouns that the person uses for himself/herself/themselves. If the person's gender identity has not been legally recognized, explain – in a kind and respectful – way, in which cases the legal name must be used (e.g., during initial registration, in an academic ID etc.). In any case, when addressing the person or referring to him/her/them, keep using the preferred name and pronouns.
- Inform LGBTQI+ students, new staff members etc. regarding the University's available reporting and supporting options (if any) as well as the University's equality and/or diversion policy (if any). Distribute any relevant informational material (if any) or refer the person to specific offices, departments etc. of the University for further information.

**Good practice: a “LGBTQ certified” university library**

In 2019, the Linnaeus University (Sweden) library became “the first university library in Sweden to be LGBTQ certified”. According to Linda Sohlberg, section manager at the university library: *“As a university library, we come into contact with large numbers of people – we meet many students and members of staff every day. We felt that we wanted to invest in more knowledge in order to be able to better defend everyone’s equal value. All visitors should feel comfortable being themselves and we want to meet people as they are, not based on norms and preconceived ideas”*.

For this purpose, all staff members have been trained “to become better at meeting everyone in an equal way, regardless of sexual orientation, gender, gender identity and/or expression”. Moreover, according to Linda Sohlberg:

*“It is about how we meet people, but we have also raised our level of awareness when choosing pictures for our website, to demonstrate diversity. We will use a more conscious language in our texts, where we strive to be neutral and not normative. We are also reviewing the signage in our facilities and how books are arranged and placed in the shelves”*.

Source: Linnaeus University (2019 February 26). Press release: “The university library at Linnaeus University first to be LGBTQ certified”.

- Be always well informed regarding the aforementioned University’s policies (if any) as well as the national legal framework on discrimination. This won’t only help you prevent any discriminatory practices or behaviors but will also help you provide support and advice to a person that has been discriminated against.
- Participate in, establish and/or encourage the establishment of safe spaces, organizations etc. for LGBTQI+ staff members. Safe spaces provide positive visibility to LGBTQI+ persons within the university and are safe environments for them to socialize, express themselves and openly discuss topics and issues that matter to them. Moreover, they will help them exchange experiences and ideas on ways to prevent and deal with homo/trans/biphobic attitudes and practices in the university. Such spaces or groups may also be established within already existing staff associations / unions. The latter ones can also train and raise the awareness of their members through relevant activities on LGBTQI-related topics, for example, with the support of LGBTQI+ organizations, experts etc.

**Good practice: the “LGBTQ Employee Resource Group”**

In Montclair State University (USA) a group of LGBTQI staff members and allies has been established. The group was formerly known as “Gay and Lesbian Faculty and Staff Association”. Today, the “LGBTQ Employee Resource Group” – as it is called today – “strives to create a campus environment inclusive and supportive of sexual orientation, gender identity and gender expression” via “leadership development, education, advocacy and support services”. The group’s goals include:

- “Foster a safe and comfortable environment for LGBTQ students, faculty and staff
- Educate the University community about the lives & concerns of LGBTQ individuals
- Provide positive role models of openly LGBTQ faculty & staff as a support system for other LGBTQ faculty, staff & students.
- Advocate for and facilitate the inclusion of LGBTQ lives & concerns in academic pursuits such as research, curriculum development, & cultural programming
- Advocate for LGBTQ issues within the structure of the University, e.g., University policy and personnel issues
- Create a forum to respond to issues of concern to LGBTQ people in the wider community”.

Sources: Montclair State University (n.d.a). LGBTQ Employee Resources Group; Montclair State University (n.d.b). LGBTQ Employee Resources Group – “Mission Statement”.

## 5. Guidelines for students

- As in the case of staff members, already established students' unions may enhance the inclusion and visibility of LGBTQI+ students through the establishment of safe spaces (e.g., subgroups) for LGBTQI+ members and allies within their associations as well as through relevant training and awareness events for their members, participation in and/or organization of pride festivals and, most of all, by not tolerating any kind of discriminatory attitudes and practices by the association's members.

### Good practice: the "LGBTQ Social"

The University of York (UK) Students' Union (YUSU), has created the "LGBTQ Social" that "provides a friendly, safe environment for all LGBTQ identifying students at York". Furthermore, the aim of the LGBTQ social is "to provide a sense of community for students who may feel anxious to attend other events because of their sexual orientation/identity and foster connections with other societies in the university to promote inclusivity". Multiple events "ranging from movie nights to fancy dress bar crawls" are organized while "contacts with other university LGBTQ societies" have been established with the purpose of "joint community and socials". LGBTQ Social has its own website and Facebook page, from which any interested person may be informed about future events, how to become a member etc.

YUSU has also introduces the "LGBTQ Officers" and the "Women and Non-Binary Students' Officers". The first ones "are responsible for representing the views and needs of LGBTQ students and making sure they are taken into account by the Students' Union and the University". For this purpose, "they run campaigns to make York a more inclusive and diverse place for LGBTQ people and see that awareness of LGBTQ issues is increased". Moreover, they "lead the LGBTQ Network which is a student group which exists to help LGBTQ students get to know each other, runs discussions, relaxed meetings, and gets involved with events like York Pride". The Network of "Women and Non-Binary Students' Officers" is "a welcoming and inclusive liberation group for all defining as women and non-binary people" that seeks "to encourage discussion surrounding issues facing students" and "is vital for furthering gender equality at York".

Sources: University of York Students' Union (n.d.a). "LGBTQ Officers"; University of York Students' Union (n.d.b). "LGBTQ Social"; University of York Students' Union (n.d.c). "Women & Non-Binary Students' Officers".

- Formulate independent LGBTQI & Allies student's groups. These groups can provide LGBTQI students with the opportunity to socialize, organize activities (educational, cultural, awareness etc.), support each other, discuss, exchange ideas, feelings and experiences on being LGBTQI in modern society in general and the academic environment in particular, in a safe and inclusive space, while acknowledging and connecting with active allies inside the university. Moreover, such initiatives increase visibility of LGBTQI people and related SOGISC issues in the academic community.

### Good practice: LGBTQI+ students' organizations

There are hundreds of students' organization at the University of Missouri (USA), many of which are LGBTQI (and allies) focused. Some of them are:

- Queer Liberation Front: “formerly Triangle Coalition — is Mizzou’s longest-standing LGBTQIA student organization” organizing numerous activities including community building, socializing, educate members of the campus, cultural and fun activities, participation in students’ conferences
- Queer Trans People of Color (QTPOC): the purpose of this organizations “is to create a safe, supportive and inspiring space for queer and trans people of color” and its goal “is not only to support the individuals who find themselves at the mentioned intersection of identities” but also to educate “campus and communities on the struggles and experiences” that QTPOC people encounter. Moreover “people not a part of the LGBTQ community or of color are more than welcome (...). Meetings consist of community building; being our honest, true and beautiful selves in a safe and respectful space; and event programming and planning” on educating “campus and communities”.
- Oasis: “a new trans-focused student org which aims to include all who identify outside of their gender assigned at birth, while uplifting the most marginalized in the community through the promotion of intersectionality in conversation. We will facilitate discussions on different topics and organize a taskforce that addresses the concerns of trans students on campus.
- Aces & Aros: The purpose of the organization “is to create a brave, supportive, and inspiring space for asexual and aromantic people” – these people may “feel an extra strain for being marginalized within the LGBTQ community”. The organization’s goal is “to support the individuals who find themselves at the mentioned intersection of identities” as well as to educate “campus and communities on the struggles and experiences” that asexual and aromantic people encounter
- MizzouMed Pride: “the official student organization for LGBTQ and Ally folks at MU’s Med School” that focuses on “educating and collaborating within the medical community to make sure that the health needs of LGBTQ individuals are taught in our school, and met in our community”.
- OUTLaw: “is the University of Missouri Law School’s LGBT & Ally organization, and we’re focused on:
  - \* Supporting lesbian, gay, bisexual and allied law students at the University of Missouri by encouraging personal and academic development;
  - \* Educating the law school community by providing opportunities to increase awareness and understanding of the lesbian, gay and bisexual community and the legal issues that affect it; and
  - \* Building and maintaining relationships with gay and gay-sensitive employers by providing a network for students seeking employment in an open environment and for employers seeking a diverse workplace”.

Source: University of Missouri (n.d.). LGBTQ Resource Center - Organizations



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# ANNEX 1. KEY TERMS AND CONCEPTS

- **Ally:** “A term used to describe someone who is actively supportive of LGBTQ people. It encompasses straight and cisgender allies, as well as those within the LGBTQ community who support each other (e.g., a lesbian who is an ally to the bisexual community)”.<sup>8</sup>
- **Asexual** (or “Ace”): “A broad spectrum of sexual orientations generally characterized by feeling varying degrees of sexual attraction or a desires for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity, despite sexual desire. Some asexual people do have sex and do experience varying levels of sexual attraction. There are many diverse ways of being asexual. A person who does not experience sexual attraction can experience other forms of attraction such as romantic attraction, as physical attraction and emotional attraction are separate aspects of a person’s identity. These may or may not correlate with each other - for instance, some people are physically and romantically attracted to women. However, others might be physically attracted to all genders and only emotionally attracted to men”.<sup>9</sup>
- **Biphobia:** “the fear, unreasonable anger, intolerance or/and hatred toward bisexuality and bisexual people”.<sup>10</sup>
- **Bisexual:** “when a person is emotionally and/or sexually attracted to persons of more than one gender”.<sup>11</sup>
- **Coming Out:** “Coming out is the process of voluntarily sharing one’s sexual orientation and/or gender identity with others. This process is unique for each individual and there is no right or wrong way to come out. The term “coming out” has also been broadened to include other pieces of potentially stigmatized personal information. (...) “Being out” (...) means not concealing one’s sexual orientation or gender identity”.<sup>12</sup>
- **Cisgender** or Cis: “Cisgender or Cis is a term used to describe non-trans people. It is used in the same way as heterosexual is used to mean non-homosexual”.<sup>13</sup>
- **Cissexism** (or Genderism): “The pervasive system of discrimination and exclusion founded on the belief that there are, and should be, only two genders and that one’s gender or most aspects of it, are inevitably tied to assigned sex. This system oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. Within cissexism, cisgender people are the dominant group and trans/ gender non-conforming people are the oppressed group”.<sup>14</sup> See also “*transphobia*”.
- **Discrimination:** A “direct” occurs “where one person is treated less favourably than another is, has been or would be treated in a comparable situation” because of one or more of his/her/their characteristic(s), while an “indirect” discrimination occurs “where an apparently neutral provision, criterion or practice would put persons” who have (a) specific characteristic(s) “at a particular disadvantage compared with

<sup>8</sup> Human Rights Campaign (n.d.). Glossary of terms. Retrieved from: <https://www.hrc.org/resources/glossary-of-terms>

<sup>9</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from: <https://lgbtqia.ucdavis.edu/educated/glossary>

<sup>10</sup> ILGA Europe (2015 October). Glossary. Retrieved from: [https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

<sup>11</sup> Ibid.

<sup>12</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from: <https://lgbtqia.ucdavis.edu/educated/glossary>

<sup>13</sup> TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

<sup>14</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from: <https://lgbtqia.ucdavis.edu/educated/glossary>

persons” who don’t have this characteristic, “unless that provision, criterion or practice is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary”.<sup>15</sup>

- **DSD – Disorders of Sex Development (or Differences of Sex Development)** “The term DSD was introduced in 2006 and has since then been used by medical professionals to refer to intersex bodies. Some intersex people use these terms when referring to themselves. A growing number of intersex people consider DSD terminology to be stigmatizing and prefer to use the term intersex”.<sup>16</sup>
- **Gay:** “a man who is sexually and/or emotionally attracted to men”.<sup>17</sup>
- **Gender:** “Gender traditionally refers to a social and cultural construct of being a man or a woman. However, some people do not identify within the gender binary of man/woman. Gender exists independently of sex, and an individual’s gender does not always correspond with the sex assigned at birth”.<sup>18</sup>
- **Genderism:** See “Cissexism”.
- **Gender affirmation surgery:** “Surgery to change primary and/or secondary sex characteristics to affirm a person’s gender identity”.<sup>19</sup>
- **Gender-expansive:** “A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people still exploring the possibilities of their gender expression and/or gender identity”.<sup>20</sup>
- **Gender expression:** “Gender Expression is the external manifestations of gender, expressed through a person’s name, pronouns, clothing, haircut, behaviour, voice or body characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine and feminine changes over time and varies by culture”.<sup>21</sup>
- **Gender Fluid / Genderfluid:** “A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations. Being fluid in motion between two or more genders”.<sup>22</sup>
- **Gender identity:** “Gender Identity is a person’s inner sense of their gender. For trans people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl), but for some people it does not fit neatly into one of those two choices. Unlike gender expression, gender identity is not visible to others”.<sup>23</sup>
- **Gender non-conforming:** “A broad term referring to people who do not behave in a way that conforms

<sup>15</sup> Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin. Retrieved from: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32000L0078>  
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<sup>16</sup> IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 30. Retrieved from: <https://www.iglyo.com/wp-content/uploads/2018/10/Supporting-Your-Intersex-Child.pdf>

<sup>17</sup> ILGA Europe (2015 October). Glossary. Retrieved from: [https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

<sup>18</sup> TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

<sup>19</sup> WPATH (2011). Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People, 7<sup>th</sup> Edition. Retrieved from: <https://www.wpath.org/media/cms/Documents/SOC%20v7/Standards%20of%20Care%20V7%20-%202011%20WPATH.pdf?t=1605186324>

<sup>20</sup> Human Rights Campaign (n.d.). Glossary of terms. Retrieved from: <https://www.hrc.org/resources/glossary-of-terms>

<sup>21</sup> TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

<sup>22</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from: <https://lgbtqia.ucdavis.edu/educated/glossary>

<sup>23</sup> TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category. While many also identify as transgender, not all gender non-conforming people do”.<sup>24</sup>

- **Gender reassignment surgery:** See “*Gender affirmation surgery*”.
- **Gender variant:** “can refer to someone whose gender identity differs from normative gender identity and the gender roles/norms assigned at birth”.<sup>25</sup>
- **Hate crime:** “Hate crimes are **criminal acts motivated by bias or prejudice towards** particular groups of people. Hate crimes comprise two elements: a criminal offence and a bias motivation. A hate crime has taken place when a perpetrator has intentionally targeted an individual or property because of one or more identity traits or expressed hostility towards these identity traits during the crime. **People or property associated with – or even perceived to be a member of – a group that shares an identity trait can also be targets of hate crimes, such as human rights defenders, community centers, or places of worship**”.<sup>26</sup>
- **Hate speech:** Hate speech is understood as “the advocacy, promotion or incitement, in any form, of the denigration, hatred or vilification of a person or group of persons, as well as any harassment, insult, negative stereotyping, stigmatization or threat in respect of such a person or group of persons and the justification of all the preceding types of expression, on the ground of “race”, colour, descent, national or ethnic origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status”.<sup>27</sup> Hate speech “may take the form of the public denial, trivialisation, justification or condonation of crimes of genocide, crimes against humanity or war crimes which have been found by courts to have occurred, and of the glorification of persons convicted for having committed such crimes”.<sup>28</sup> The “use” of hate speech “can reflect or promote the unjustified assumption that the user is in some way superior to a person or a group of persons that is or are targeted by it”.<sup>29</sup> Moreover, the use of hate speech “may be intended to incite, or reasonably expected to have the effect of inciting others to commit, acts of violence, intimidation, hostility or discrimination against those who are targeted by it and that this is an especially serious form of such speech”.<sup>30</sup>
- **Heteronormativity:** It refers to “cultural and social practices” where people are led to believe that “heterosexuality is the only conceivable sexuality. It implies that heterosexuality is the only way of being “normal””.<sup>31</sup> See also “*Homophobia*”, “*Biphobia*”, “*Heterosexism*”.
- **Heterosexism:** “The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, bisexual and queer people while it gives advantages to heterosexual people. It is often a subtle form of oppression, which reinforces realities of silence and erasure”.<sup>32</sup> See also “*homophobia*”.
- **Heterosexual (or straight):** “Refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men”.<sup>33</sup>

<sup>24</sup> Human Rights Campaign (n.d.). Glossary of terms. Retrieved from: <https://www.hrc.org/resources/glossary-of-terms>

<sup>25</sup> ILGA Europe (2015 October). Glossary. Retrieved from: [https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

<sup>26</sup> OSCE Office for Democratic Institutions and Human Rights (ODIHR) (n.d.). “What is hate crime”. Retrieved from: <https://hate-crime.osce.org/>

<sup>27</sup> ECRI - European Commission against Racism and Intolerance. General Policy Recommendation No. 15 on combating hate speech adopted on 8 December 2015, p.3. Retrieved from: <http://rm.coe.int/ecri-general-policy-recommendation-no-15-on-combating-hate-speech/16808b5b01>

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> ILGA Europe (2015 October). Glossary. Retrieved from: [https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

<sup>32</sup> University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from: <https://lgbtqia.ucdavis.edu/educated/glossary>

<sup>33</sup> Stonewall (n.d.). List of LGBTQ+ terms. Retrieved from: <https://www.stonewall.org.uk/help-advice/faqs-and-glossary/list-lgbtq-terms>

- **Homophobia:** “fear, unreasonable anger, intolerance or/and hatred” against gay/lesbian people.<sup>34</sup> See also “*Heterosexism*”.
- **Homosexual/Homosexuality:** “An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender. Historically, it was a term used to pathologize gay and lesbian people”.<sup>35</sup> “The terms lesbian and gay are being considered neutral and positive, and the focus is on the identity instead of being sexualized or pathologized”.<sup>36</sup>
- **Internalized oppression:** “The fear and self-hate of one or more of a person’s own identities that occurs for many individuals who have learned negative ideas about their identities throughout childhood. One form of internalized oppression is the acceptance of the myths and stereotypes applied to the oppressed group”.<sup>37</sup>
- **Intersex:** “A term that relates to a range of physical traits or variations that lie between stereotypical ideals of male and female. Intersex people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male; or a combination of female and male; or neither female nor male. Many forms of intersex exist; it is a spectrum or umbrella term, rather than a single category. That is why intersex activists frequently prefer to use the term sex characteristics (for example, when talking about grounds that can be protected against discrimination). There is not one static state called ‘intersex status’, so using the term sex characteristics reflects the fact that being intersex is a bodily experience and only one part of a person’s identity”.<sup>38</sup>
- **Intersexphobia:** “Intersexphobia, or interphobia, can be defined as a range of negative attitudes (e.g., emotional disgust, fear, violence, anger, or discomfort) felt or expressed towards people whose sex characteristics do not conform with society’s expectations of how the sex characteristics of a person, understood only as male or female, should look”.<sup>39</sup>
- **Legal gender recognition:** “Legal Gender Recognition is the official procedure to change a trans person’s name and gender identifier in official registries and documents such as their birth certificate, ID card, passport or driving license. In some countries, it’s impossible to have your gender recognized by law. In other countries, the procedure is often long, difficult and humiliating”.<sup>40</sup>
- **Lesbian:** “a woman who is sexually and/or emotionally attracted to women”.<sup>41</sup> “However, some non-binary people also identify as lesbians, often because they have some connection to womanhood and are primarily attracted to women”.<sup>42</sup>
- **Non binary:** “An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender,

34 Based on term by ILGA Europe (2015 October). Glossary. Retrieved from:

[https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

35 University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

36 ILGA Europe (2015 October). Glossary. Retrieved from:

[https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

37 University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

38 IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 31. Retrieved from: [https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child\\_WEB\\_final.pdf](https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf)

39 Ghattas, D. C. (2019). *PROTECTING INTERSEX PEOPLE IN EUROPE: A TOOLKIT FOR LAW AND POLICYMAKERS*, ILGA Europe & OII Europe, p. 13-14. Retrieved from:

[https://oiieurope.org/wp-content/uploads/2019/05/Protecting\\_intersex\\_in\\_Europe\\_toolkit.pdf](https://oiieurope.org/wp-content/uploads/2019/05/Protecting_intersex_in_Europe_toolkit.pdf)

40 TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

41 ILGA Europe (2015 October). Glossary. Retrieved from:

[https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

42 University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

genderqueer or gender-fluid”.<sup>43</sup> “For some people who identify as non-binary there may be overlap with other concepts and identities like gender expansive and gender non-conforming”.<sup>44</sup>

- **Pride events:** “Pride events and marches are annual demonstrations (against homophobia/transphobia and in favor of LGBTI rights) that take place around the world”.<sup>45</sup>
- **Queer:** “Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations”.<sup>46</sup> The term “has been reclaimed by many parts of the LGBTQ movement” and now is used by people “to express a spectrum of identities and orientations that are counter to the mainstream”.<sup>47</sup> “Queer is often used as a catch-all to include many people, including those who do not identify as exclusively straight and/or folks who have non-binary or gender-expansive identities”.<sup>48</sup> Moreover, queer became “an academic term (...) Queer theory is challenging heteronormative social norms concerning gender and sexuality, and claims that gender roles are social constructions”.<sup>49</sup>
- **Questioning:** “A term used to describe people who are in the process of exploring their sexual orientation or gender identity”.<sup>50</sup>
- **Pansexual:** “Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree”.<sup>51</sup>
- **Rainbow flag:** “A symbol celebrating the uniqueness and diversity within the LGBTI community”.<sup>52</sup>
- **Sex:** “The combination of a person’s bodily characteristics including: chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics. In most countries this is still limited to the binary of female and male, which can exclude intersex people”.<sup>53</sup>
- **Sex characteristics:** “Sex Characteristics is a term that refers to a person’s primary sex characteristics such as: chromosomes, anatomy, hormonal structure and reproductive organs or a person’s secondary sex characteristics which become apparent at puberty such as: breasts, facial and pubic hair, Adam’s apple, muscle mass, stature and fat distribution. The term ‘variations of sex characteristics’, therefore, is seen by many activists as a more accurate term than ‘intersex status’, as it refers to a spectrum of possible characteristics instead of a single homogenous status or experience of being intersex”.<sup>54</sup>
- **Sexism:** “Any act, gesture, visual representation, spoken or written words, practice or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline, with the purpose or effect of:
  - I violating the inherent dignity or rights of a person or a group of persons; or
  - II resulting in physical, sexual, psychological or socio-economic harm or suffering to a person or a group of persons; or

43 Human Rights Campaign (n.d.). Glossary of terms. Retrieved from:

<https://www.hrc.org/resources/glossary-of-terms>

44 University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

45 ILGA Europe (2015 October). Glossary. Retrieved from:

[https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

46 University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. Retrieved from:

<https://lgbtqia.ucdavis.edu/educated/glossary>

47 Human Rights Campaign (n.d.). Glossary of terms. Retrieved from:

<https://www.hrc.org/resources/glossary-of-terms>

48 Ibid.

49 ILGA Europe (2015 October). Glossary. Retrieved from:

[https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

50 Human Rights Campaign (n.d.). Glossary of terms. Retrieved from:

<https://www.hrc.org/resources/glossary-of-terms>

51 Ibid.

52 ILGA Europe (2015 October). Glossary. Retrieved from:

[https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

53 IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 32. Retrieved from: [https://oiiueurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child\\_WEB\\_final.pdf](https://oiiueurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf)

54 Ibid.

III creating an intimidating, hostile, degrading, humiliating or offensive environment; or  
 IV constituting a barrier to the autonomy and full realisation of human rights by a person or a group of persons; or maintaining and reinforcing gender stereotypes”.<sup>55</sup>

- **Sexual orientation:** “Sexual orientation: refers to each person’s capacity for profound affection, emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender”.<sup>56</sup>
- **Straight:** See “*heterosexual*”.
- **Trans / Transgender:** “an umbrella term which includes those people who have a gender identity which is different to the gender assigned at birth, and those people who wish to portray their gender identity in a different way to the gender assigned at birth. Transgender includes those people who feel they have to, or prefer to, or choose to, whether by language, clothing, accessories, cosmetics or body modification, present themselves differently to the expectations of the gender role assigned to them at birth”.<sup>57</sup>
- **Transition:** “period of time when individuals change from the gender role associated with their sex assigned at birth to a different gender role. For many people, this involves learning how to live socially in “the other” gender role; for others this means finding a gender role and expression that is most comfortable for them. Transition may or may not include feminization or masculinization of the body through hormones or other medical procedures. The nature and duration of transition is variable and individualized”.<sup>58</sup>

“Transition includes some or all of the following personal, medical, and legal steps: telling one’s family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one’s name and/or sex on legal documents; hormone therapy; and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person”.<sup>59</sup>

- **Transphobia** “Transphobia is a matrix of cultural and personal beliefs, opinions, attitudes and aggressive behaviours based on prejudice, disgust, fear and/or hatred directed against individuals or groups who do not conform to, or who transgress societal gender expectations and norms. Transphobia particularly affects individuals whose lived gender identity or gender expression differs from the gender role assigned to them at birth, and it manifests itself in various ways, e.g., as direct physical violence, transphobic speech and insulting, discriminatory media coverage, and social exclusion. Transphobia also includes institutionalized forms of discrimination such as criminalization, pathologisation, or stigmatization of non-conforming gender identities and gender expressions”.<sup>60</sup>
- **Variations of sex characteristics:** See “*sex characteristics*”.

55 Recommendation CM/Rec(2019)1 of the Committee of Ministers to member States on preventing and combating sexism (Adopted by the Committee of Ministers on 27 March 2019 at the 1342nd meeting of the Ministers’ Deputies). Retrieved from: <https://rm.coe.int/cm-rec-2019-1e-sexism/1680a217ca>

56 ILGA Europe (2015). Glossary. Retrieved from: [https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)

57 TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

58 WPATH (2011). Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People, 7<sup>th</sup> Edition. Retrieved from: <https://www.wpath.org/media/cms/Documents/SOC%20v7/Standards%20of%20Care%20V7%20-%202011%20WPATH.pdf?t=1605186324>

59 TGEU (2016 July 4). Glossary. Retrieved from: <https://tgeu.org/glossary/>

60 Ibid.

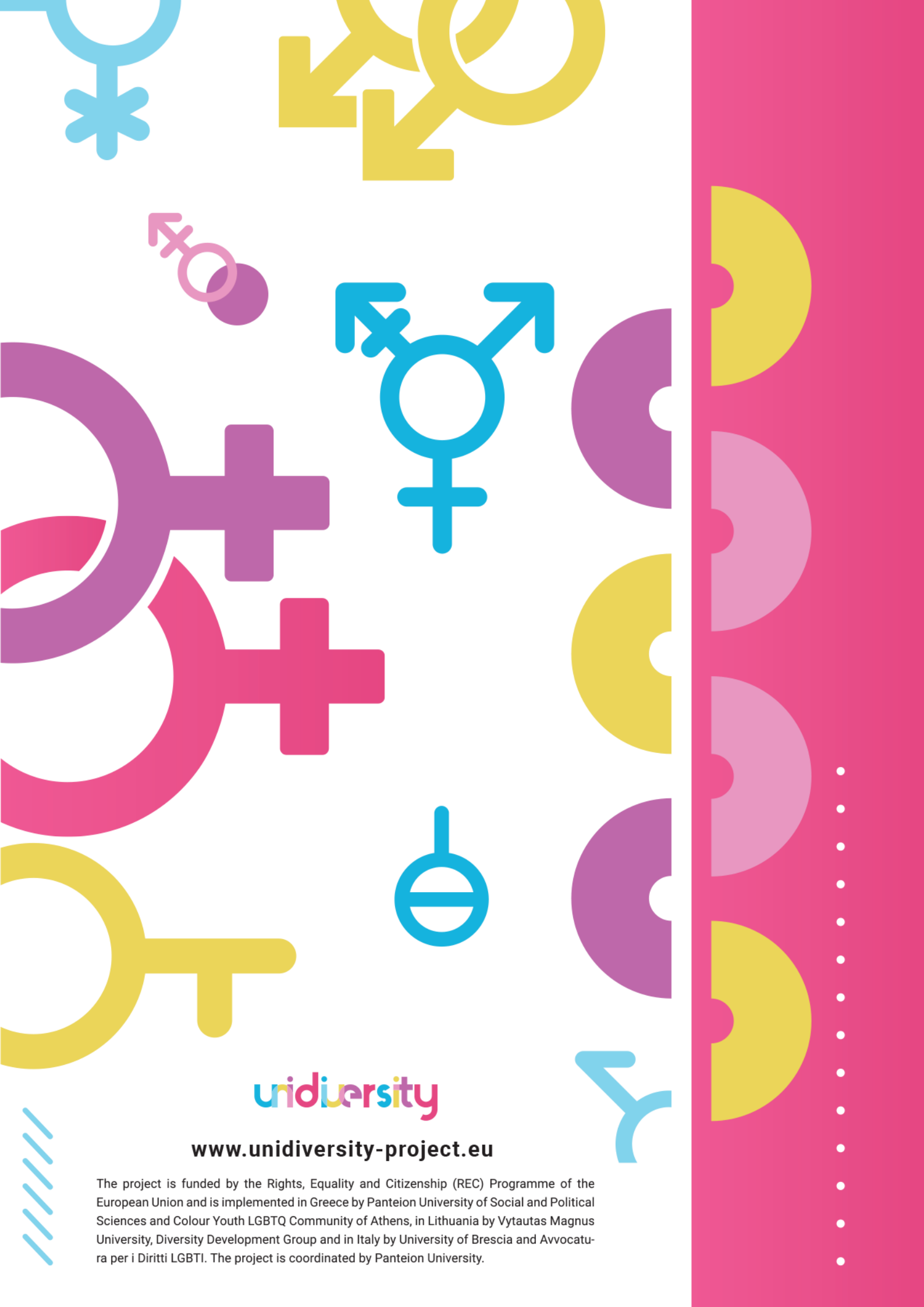


## ANNEX 2. APPROPRIATE LANGUAGE

The following table<sup>61</sup> includes appropriate – thus inclusive, non-abusive and non-discriminatory – language that must be used in all forms of communication, when addressing to LGBTQI people and/or related issues.

Inappropriate or offensive language	Appropriate / inclusive language
“Admitted” / “Avowed” gay/lesbian/bisexual	An out or openly gay/lesbian/bisexual
“Born” man/woman - “became” man/woman – Biologically/Anatomically male or female	Assigned male/female at birth Trans Man / Trans Woman / etc.
Homosexual	Gay (man) or Lesbian (woman)
“Opposite” sex / “opposite” sex relationship	Different-sex relationship
“Sex change”	Gender transition or affirmation
Sexual and or Gay/lesbian/bisexual “choice” or “preference” or “taste”	Sexual orientation
“Special” rights of LGBTQI+ people, the LGBTQI+ “agenda”	Human rights of LGBTQI+ people or equal rights
“Third” gender	Woman, man, non-binary etc.
“Transsexuals”, “transvestites”, “crossdressers”, “she-males”	Transgender or Trans (men, women, etc.)
People of “unspecified”, “unclear” or “un- known” sex, “hermaphrodite”	Intersex (people, men, women etc.)

<sup>61</sup> Adapted from Theofilopoulos, T. & Paganis, Ph. (2019). Basic concepts and guidelines for Media professionals and students in Theofilopoulos, T. (ed.) *Media reporting and reference guide on LGBT issues. Including three case studies: Croatia, Greece, Lithuania, Athens*: KMOP - Social Action and Innovation Center & Colour Youth Athens LGBTQ Youth Community, p. 32-36. Retrieved from: <https://www.ethos-project.eu/wp-content/uploads/2019/06/Media-reporting-and-reference-guide-on-LGBT-issues.pdf>



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