Connect, collaborate, share:
building the equality community in HE

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Equality Challenge Unit
www.ecu.ac.uk
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Welcome!

Workshop outline:

- Key concepts
- Activity 1: Lingo Bingo
- *Trans.Edu Scotland* research
- Activity 2: Discussion
- Activity 3: Breaking Barriers
The Genderbread Person

Gender is one of those things everyone thinks they understand, but most people don’t. Like inception. Gender isn’t binary. It’s not either/or. In many cases it’s both/and. A bit of this, a dash of that. This little guide is meant to be an appetizer for gender understanding. It’s okay if you’re hungry for more. In fact, that’s the idea.

Gender Identity
- Woman-ness
- Man-ness

How you, in your head, define your gender, based on how much you align (or don’t align) with what you understand to be the options for gender.

Gender Expression
- Feminine
- Masculine

The ways you present gender through your actions, dress, and demeanor, and how these presentations are interpreted based on gender norms.

Biological Sex
- Female-ness
- Male-ness

The physical sex characteristics you’re born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Sexually Attracted to
- Nobody
- (Women/Females/Femininity)
- (Men/Males/Masculinity)

Romantically Attracted to
- Nobody
- (Women/Females/Femininity)
- (Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.
Activity 1: Lingo Bingo
Match the term to its definition
**Trans:** Umbrella term to describe a range of genders / gender identities that differ from the sex and gender assigned to an individual at birth.

**Trans identities and experiences** can include:

- Trans / Transgender
- Transsexual
- Gender variant
- Non-binary, genderqueer, genderfluid, agender, etc.

…and those who define as having a trans(gender/sexual) experience or history.
Title: How we formally address someone, e.g.
- Ms, Mr, Dr, Mrs, Miss, etc.
- Mx or no title.

Pronouns: How we refer to someone, e.g.
- She/Her/Hers,
- He/Him/His,
- They/Them/Theirs,
- Sometimes other pronouns, e.g. ‘zie/hir’.
Why this area?

- Evidence to suggest that trans people face significant levels of harassment and bullying – including within education.
- Increasing recognition within the HE and FE sectors of the potential challenges and barriers trans people face.
- Existing evidence base for England and Wales (ECU 2009).
- Current lack of information and empirical evidence to assist Scottish institutions in meeting statutory and ethical responsibilities.
About the project

• Delivered by the Equality & Diversity and Widening Access Teams at the University of Strathclyde
• Funded by the Scottish Funding Council
• One year project until July 2017
• Investigating the experiences of and support for trans applicants, students and staff in the Scottish HE and FE sectors.
Project outline

There are three key stages to the project:

1. Documentary analysis and mapping of current practice within Scottish HEIs and colleges.
2. Empirical research investigating the experiences of trans applicants, students and staff.
3. Development of practical toolkits and case studies to empower institutions to develop their policies and activities, alongside a peer support Community of Practice.
Research questions

1. What barriers are faced by trans people in the Scottish FE and HE sectors?
   a) What are the barriers faced by trans applicants in gaining access to further and/or higher education?
   b) What are the barriers faced by trans students in further and/or higher education?
   c) What are the barriers faced by trans staff in the Scottish FE and HE sectors?

2. What are the support needs of trans applicants, students and staff in Scottish FE and HE institutions?

3. What monitoring practices and support protocols pertaining to trans people do Scottish FE and HE institutions currently have in place?
Research remit

Trans identified...

- Prospective or current applicants
- Current or recent students
- Prospective, current or recent staff
Research remit

- Sector Staff & Reps
  - Equality & Diversity, HR, Student Services etc.
  - Staff with experience of supporting trans students / staff
  - Staff and student union representatives
Activity 2:

Discussion

Your institutions’ policies and support for trans people
Activity 3: *Breaking Barriers*

Identify requirements/challenges for applicants, students and staff
Potential barriers

- Teaching, learning and assessments
- Accommodation
- Sports and leisure services
- Health and medical services
- Graduation and parchment services
- Counselling, pastoral & support services
- Internships / Careers
- UCAS
- Application forms
- Qualifications
- Identification documents
- International opportunities
- Networking and peer relationships
What we will deliver

- **Practical toolkits**, including guidance and audit tools for use by institutions
- **Case studies** to champion best practice in the sector
- **Full report** of research findings
- **Community of Practice** for practitioners
How you can get involved

✓ Take part in the research via surveys & interviews
  – Trans-identified applicants, students and staff
  – Sector staff within Equality & Diversity, HR, Student Services etc.
  – Sector staff who have experience of supporting trans applicants, students and staff in Scotland

✓ Share project information with your colleagues & networks

✓ Keep in touch via the contact details on your handout
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