QUEER

EDUCATION

A Youth-led Report into LGBTQ+ Student Experiences in Scotland

LEADERS UNLOCKED

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A YOUTH-LED REPORT INTO LGBTQ+ STUDENT EXPERIENCES IN SCOTLAND

CONTENTS

FOREWORD

"Passionate about quality education and LGBTQ+ inclusivity, Logan created and developed the Queer Education Project with Leaders Unlocked as part of his paid internship and after having had many diverse experiences as a queer student across different institutions.

Currently, he is a trainee counsellor, an active member of another youth-led Leaders Unlocked project and continues to pursue education for pleasure. He aims to leverage his experiences to create inclusive environments where students can survive and thrive in education."

INTRODUCTION

The LGBTQ+ community continues to face challenges despite increasing visibility and progress towards equity. Societal prejudices and heteronormative views are increasingly evident with increasing access to platforms on social media, with the first ever use of a Section 35 Order by the UK Government to block Scotland's Gender Recognition Reform Bill from receiving royal assent, and most recently with backlash towards Scotland's newly introduced Hate Crime and Public Order (Scotland) Act. Political figures, parties and select media outlets have often taken and espoused stances or views that reveal underlying societal prejudices and misconceptions about gender and sexual identity, resulting in a hostile environment for young people who are exploring questions central to their reality like "Who am I?"

This paid internship project with Leaders Unlocked in Scotland aims to explore what it means to be a young LGBTQ+ student in Scotland today, how colleges and universities support this demographic, and how identity can impact education.

TERMINOLOGY

EDI – Equality, Diversity and Inclusivity. Used when referring to policies and practices designed to create an environment that is accessible, safe, and considerate of different (typically seldom-heard) characteristics, voices and identities.

LGBTQ+ - Lesbian, Gay, Bisexual, Trans, Queer and others. Used as an umbrella term to describe the wide range of queer identities that exist.

ABOUT THE INTERNSHIP PROJECT

1 Investigate the experiences, challenges, and needs of LGBTQ+ students in Scottish further and higher education institutions.

2 Identify gaps and strengths in current policies and practices regarding LGBTQ+ inclusion within these institutions.

3 Highlight and provide insight into LGBTQ+ student experiences, and where these gaps and strengths exist.

Over the course of this project, I engaged over 150 individuals from 18 colleges and universities across the length and breadth of Scotland, including those in our island communities.

Each response paints a unique picture of what it means to be a young LGBTQ+ student in further and higher education, explores what a day-to-day experience of education can be, and gives insight on how colleges and universities are currently supporting LGBTQ+ students as well as how these institutions can support them better.

This project, supported and made possible by Leaders Unlocked, has been led by those with lived experience. The project lead is a queer young person still in higher education, and submissions are largely from LGBTQ+ young people.

WHAT WE DID

The project started in 2023 with an exploration of available research and literature related to being LGBTQ Student in Scotland. A survey was then developed based on the aims of this project, designed with input from Glasgow Kelvin College, Glasgow School of Art and Scotland's Rural College. The survey was further piloted with 7 neurodiverse and neurotypical young people (aged 16-25) to ensure that the language and experience of the survey was appropriate, easily understood, and accessible for young people at any level of education.

In October, once the survey was developed and ready to be delivered, 42 colleges and universities in Scotland were invited to participate in the project. Out of those 42 institutions:
- 17 either did not reply or did not want to participate.
- 25 replied with an expression of interest.
- 14 of those 25 followed through in participation and sent out our survey to their students.

To ensure that the survey was made widespread as far as possible, we also reached out to student associations, student societies, student digital forums (such as on Discord), organisations that worked with students, and student wings of political parties to promote the project.
At the end of our survey, we had received 149 responses reporting to be from 18 colleges and universities.
A structure and set of questions for focus group sessions was then developed. Questions were designed to be as open as possible, and focus groups were set to be semi-structured. We offered out focus groups which three institutions accepted, resulting in 3 one-to-one sessions with young LGBTQ students.

OUR FINDINGS

1) ONLY 50% OF STUDENTS SAID THAT THE EXPERIENCE OF LGBTQ+ PEOPLE IN THEIR INSTITUTION IS GOOD

Institutional support, representation and community, as well as experiencing acceptance were common themes when students described positive experiences; Institutional inaccessibility, exclusion, and queerphobic attitudes from peers and staff were commonly stated when describing negative experiences.

• **"Would you say that the experience of LGBTQ+ people in your institution is:"**

o **Good: 75 (50%)**
  • "People are able to express themselves freely and people don't judge them and it makes me feel safer."
  • "The College has made a good effort to support LGBTQ+ students, such as having a pronoun guide available for students."
  • "it's better than in school. no discrimination from my experience and awareness is pretty good."

o **Okay: 73 (49%)**
• "I spent the first two years at college with confusion every time I would have a new lecturer because despite telling then I was trans, they refused to change my name on the system because I had not legally changed my name."

• One asexual student stated that they "don't really feel like I belong even in the LGBT society," and could be supported with "more awareness and acceptance of the underrepresented orientations in the community … Barely anyone knows what my identity is, let alone what it means."

• "… there is a very common presumption that gender and sex are the same thing. I sense a little stigma when I wear clothes that do not confirm to the gender I was assigned at birth, and there is really not much representation for our community here. Additionally, while there are many LGBT societies in the campus, trans identities are still discriminated upon, often by clubs/societies with very fundamentalist ideas."

• "My first day I received transphobic comments and homophobic ones by other students."
  o **Bad: 1 (1%)**

2) SUPPORT FOR LGBTQ+ STUDENTS IS MIXED

Some students don't require support, find that they are able to express their identity comfortably, and have seen prominent LGBTQ+ visibility. Others however feel unsupported due to issues from updating information, a lack of visibility and community, as well as no visible allyship from authority figures in the institution.

"Do you feel supported as an LGBTQ+ person in your institution?"

o **127 students (85%) said Yes.**

- "Pronouns are asked for when meeting new lecturers, but never have I felt required to share my pronouns or uncomfortable sharing them. I don't use tampons but seeing tampons in the 'mens' toilets tells me that the institution recognises the difference between sex and gender."
- "Just I don't feel judgment, for me it's more than enough."
- "Most of my teachers use my pronouns, and I have never been harassed for how I dress/present myself by teachers or other staff. Many teachers and staff wear rainbow/trans flag lanyards or have pronoun pins or pronouns in their email addresses. There are free sanitary products in all restrooms and multiple gender-neutral restrooms. Teachers have reached out to me respectfully for help on using my pronouns or how to institute more gender-expansive teaching practices."

o **22 students (15%) said No.**

- "I feel like I am not supported as the college doesn't do much about educating students that are non-LGBTQ so a lot of people tend to hate due to ignorance."
- "Yes and no. On one hand we are hosting a drag show and within the classroom setting in my course I do feel supported. Everyone has been respectful of pronouns in class too. But the legal name issue. My birth name is on the register and still get correspondence with that name on it. This causes a slight trigger for me and this was never an issue in school. Once I was 16, I was able to change and I think it's innately wrong that college doesn't do the same. It instantly sets up trans people and anyone who hasn't legally changed their names to feel uncomfortable by the whole situation."
- "It would be good for the organisation to have a space in place where LGBTQ+ students could connect or be connected to either have a safe space to discuss thoughts or find people in their community. The organisation is very small and often there may only be small handful through the entire institution and so a community would be greatly valued."

3) SOME STUDENTS HAVE CONSIDERED LEAVING THEIR INSTITUTION DUE TO CONCERNS RELATED TO THEIR IDENTITY.

Some students have considered leaving their institution due to experiences of discrimination and queerphobia as well as difficulty in having their identity reflected in their institution's record management and information systems, whereas others describe persevering despite their treatment.

"Have you ever considered leaving your institution due to concerns related to your LGBTQ+ identity?"

o **7 (5%) said Yes.**
- ·One response stated that they received transphobic and homophobic comments from other students ·on their first day: "It put me off doing it as it was my first day."
- ·"I was deadnamed in front of the whole class and despite being supported by them and I did not feel welcome or that the system was inclusive of me."
- ·"Dysphoria mainly, particularly with name changes and alternative names that could be placed on certificates."

o **142 (95%) said No.**
- "I haven't considered leaving due to it as I see no problems that have came up due to me identifying in the way that I do, and I wouldn't wish to leave either due to that."
- "Not this one specifically."
- "As much as I'm unhappy with the way I have been treated I am there to learn and get a qualification and I refuse to let other people's ignorance get in my way of that."

4) A QUARTER OF STUDENTS FEEL UNCOMFORTABLE BEING OPEN ABOUT THEIR IDENTITY WITHIN THEIR INSTITUTION.

Many responses describe positive experiences with being open in their college or university, with peers and staff being supportive, and how seeing others being open and comfortable with their identity makes expressing one's own identity easier. However, many responses report experiencing negative instances related to their identity, with some facing discrimination or abuse because of their own identity or witnessing events that lead them to believe it would be unsafe or uncomfortable to open up about their identity.

"How comfortable do you feel being open about your LGBTQ+ identity within your institution?"

o **Very comfortable – 44 (30%) | Comfortable – 50 (34%)**
- "I feel safe in the institution in terms of dealing with micro-aggressions and discrimination (I have never personally experienced or witnessed any blatant homophobia or transphobia from staff or students). However, that comfort doesn't extend to going on placement … and I don't think those who run the institution do enough to guarantee our community's comfort, acceptance and protection."
- "Generally speaking people are great, but being a small class it's impossible to avoid the one or two people who are less supportive. I try not to let it bother me, but it can be uncomfortable for example when I have to work in a group with someone who has made negative comments about my identity in the past."
- "I am very comfortable because I have seen other students being open about themselves and that makes me feel like I also can be open about my sexual orientation."

o **Neither comfortable nor uncomfortable – 35 (23%)**
- "I'm confident in my identity but I'm worried about people's reactions as not everyone is well educated."
- "I don't feel comfortable due to the change in mood/tone that people talk and interact with me, mostly students so I like to keep my trans identity a secret."

o **Uncomfortable – 18 (12%) | Very uncomfortable – 2 (13%)**
- "I am quite private so tend to keep my identity to myself unless asked … I have heard people make jokes such as 'They are dressed like a lesbian' etc. These kind of jokes while not really explicitly being homophobic make me uncomfortable being open about my gender and sexuality with everyone."
- "Being openly trans is dangerous in the current political environment. [My institution has] done nothing specific to make me think they'd be bad about it, but based on my general life experiences, I don't come out unless the environment is explicitly and obviously trans-friendly. I don't mind telling people I'm gay or bisexual (I'm somewhere between the two, but often simplify it to avoid confusion) if it comes up."
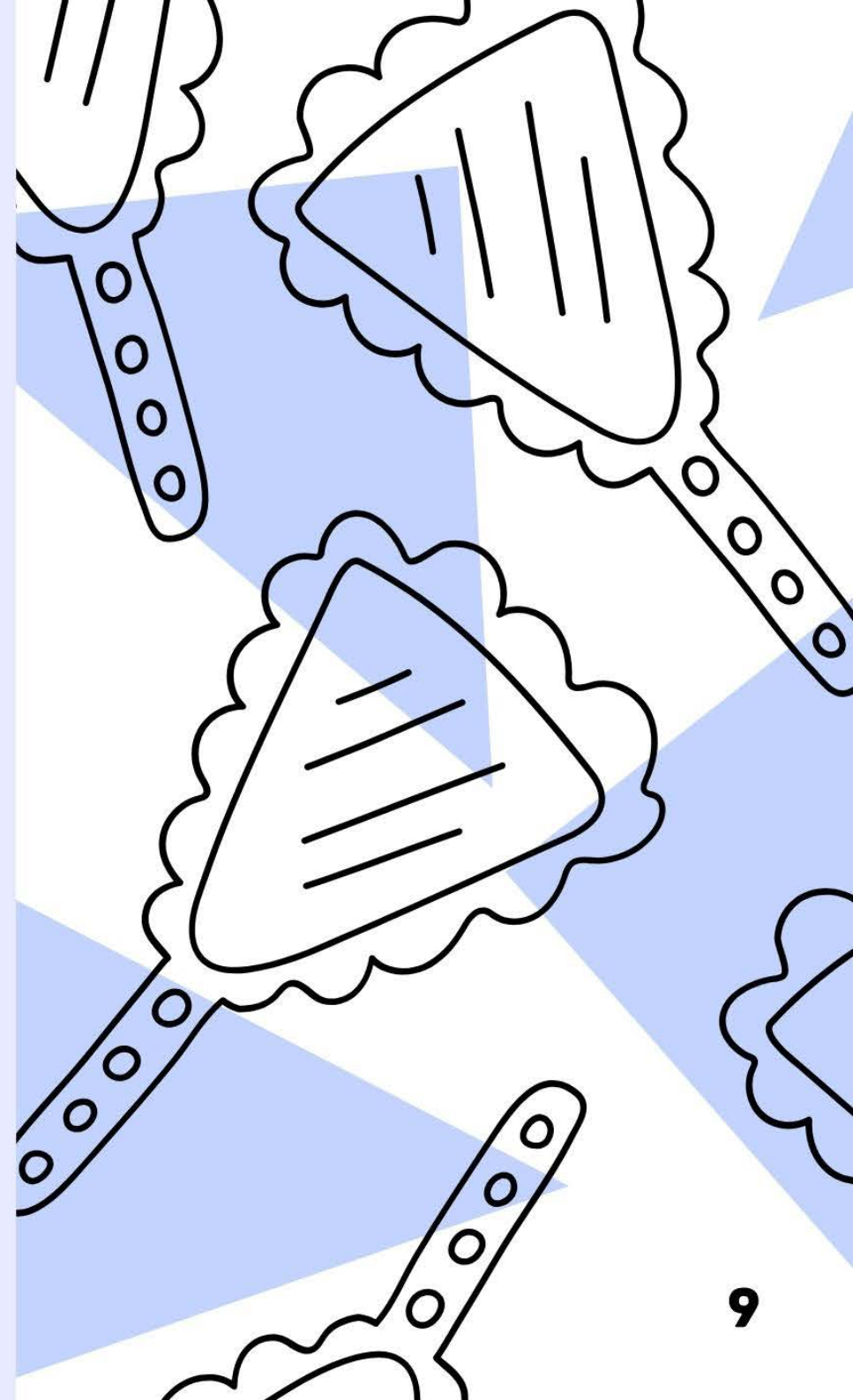
5) NEARLY A QUARTER OF STUDENTS HAD SEEN OR EXPERIENCED LGBTQ-RELATED DISCRIMINATION OR HARASSMENT WITHIN THEIR INSTITUTION, AND OVER A QUARTER SAID THEY DON'T FEEL CONFIDENT REPORTING QUEERPHOBIA.

Through the survey, many responses describe instances of abuse and discrimination from peers and/or staff, from lecturers refusing to respect students' identities to other students being verbally abusive. Some students report instances where the college or university has handled instances quickly and satisfactorily.

"Have you seen or personally experienced LGBTQ+ discrimination or harassment at your institution?"

o **35 (23%) said Yes.**
- "I had one teacher who refused to use my pronouns (they even asked for permission to misgender me). I know some other students have had negative experiences with certain staff members in different departments, and that the system for changing your name in email and other sites we use is confusing and there isn't institutional help for it."
- "Experienced arguments with people who don't believe that LGBT+ communities should exist stating that it is abnormal or against typical family values."
- "One of my classmates made an art piece about being transgender and experiencing transphobia and we were informed that a staff member ranted about how disgusting it was and refused to read any sort of explanation on the piece."

o **114 (77%) report not seeing or personally experiencing discrimination or harassment.**
- "I haven't observed any incidents that I can remember just yet now, and any time there has been an instance of someone being accidently misgendered they tend to be corrected not long after."
- "There were no incidents on campus or with students, but outside of the college grounds I can hear passers-by call LGBT society people some rude names.
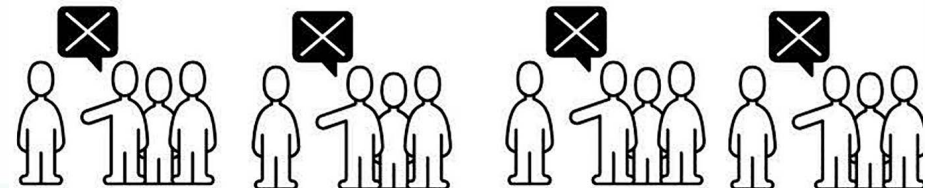
"Do you feel confident reporting instances of homophobia, biphobia, or transphobia to staff or authority figures in your institution?"

o **107 (72%) said yes**
o **42 (28%) said no**

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6) MENTAL HEALTH AND INSTITUTIONAL SUPPORT FOR QUEER STUDENTS NEEDS FURTHER DEVELOPMENT.
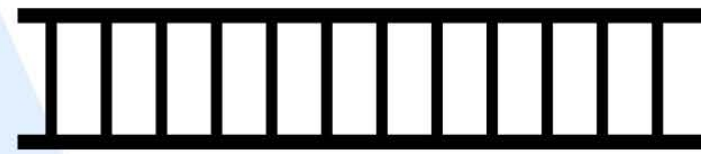
Many respondents talked about access to counselling and mental health services through their institution. Many believed or stated that having counselling services was enough, however some believed that these services were limited (by either number of counsellors available or number of sessions given) and should be expanded.

"Do you feel that your institution provides adequate mental health support for LGBTQ+ students?"
o **63 (42%) said Yes**
- "Free counselling is available to all current students."

o **77 (52%) said Somewhat**
- ·"I'm sure the LGBTQ+ Union would provide support to students who sought it out, but I haven't seen anyone in the institution (in terms of staff and union reps) speak out in support of the trans community while they face the terrifying realities of our government's attitude and scapegoating of them. With drag being demonised and trans people being used by the government to disguise their wrong doings and failures, these communities deserve to feel massive amounts of support coming from their institution and their peers."
- ·"I have received compassion and support from individual lecturers within my course, some have very "old-fashioned" understandings, but I don't believe mean any harm. I also receive support from select peers."
- ·"There's a list of queer hotlines found quite easily around the school."

o **9 (6%) said No**
- ·"Bring back college counselling."
- ·"Actually showing mental health support instead of just saying it's important but then not caring."

"Are you aware of any LGBTQ+ events, clubs, or groups within your institution?"
o **70 (47%) said Yes**
o **79 (53%) said No**

"What sources of information on LGBTQ+ issues are available in your institution?"
o **101 (68%)** said posters, leaflets, or other displays about bullying/prejudice
o **19 (13%)** said Classes or activities about bullying/prejudice
o **13 (9%)** said Assembly or themed day on bullying/prejudice
o **27 (18%)** said A campaign about bullying/prejudice
o **38 (26%)** said None

Some students added:
- "I think being able to create a safe space on teams, for the students who are LGBTQ+ to be able to talk and socialise without fear of discrimination would be good. A team/group chat, moderated by someone in a position of authority who is either a part of, or supportive of LGBTQ+ individuals, it can be difficult to make friends with a constant fear of prejudice."
- "I feel like there needs to be a physical space for LGBT people to meet up and socialize rather than just a discord server."

7) STUDENTS FEEL THAT THE INSTITUTION'S POLICIES MOSTLY SUPPORT THEM, BUT THIS DOESN'T ALWAYS TRANSLATE INTO PRACTICE.

- "Are you aware of your institution's equality and inclusion policies?"
  - o **59 (40%)** said Yes
  - o **58 (39%)** said Somewhat
  - o **32 (21%)** said No
- "Do you feel that your institution's equality and inclusion policies adequately address your needs and concerns?"
  - o **64 (43%)** said Yes
  - o **4 (3%)** said No
  - o **81 (54%)** said Not sure
- "How supportive do you feel faculty and staff are about LGBTQ+ identity?"
  - o **57 (38%)** said Very supportive
  - o **56 (38%)** said Supportive
  - o **34 (23%)** said Neutral
  - o **2 (1%)** said Not supportive
  - o **0** said Not supportive at all

- "How inclusive do you find your classroom environment regarding LGBTQ+ topics?"
  - o **36 (24%)** said Very inclusive
  - o **36 (24%)** said Inclusive
  - o **61 (41%)** said Neutral
  - o **14 (9%)** said Not inclusive
  - o **2 (1%)** said Not Inclusive at all
- "Have you encountered any LGBTQ-related content in your course curriculum (e.g., LGBTQ+ history, issues, literature)?"
  - o **32 (21%)** said Yes
  - o **117 (79%)** said No

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- **"Do you have anything you'd like to add?"**

o"The institution itself is very inclusive. But some older lecturers have very traditional worrying sentiments and views."

o"A means for students to update their pronouns for the register may offer a way to allow students who are LGBT+ to feel more seen, it also offers students who aren't a part of the group, but still support us to add their pronouns as a sort of "subtle" way of saying "I'm not going to judge you." While at the same time it gives the lecturers the information to try and accommodate a student's gender identity and allow the student to feel accepted and more comfortable, I know that whenever I'm referred to as he/him, despite falling into neither category of male or female, it can lead me to, on occasion, bite my tongue to not correct them and create tension. But it does make me feel incredibly uncomfortable."

o"... it doesn't need to have LGBTQ-related content in the course curriculum. The Uni has its own staff and ways of promoting LGBTQ content and it's good this way."

RECOMMENDATIONS

The submissions given to this paid internship project shows that there is no universal experience for LGBTQ+ students, but instead that each experience is unique and diverse.

A majority of responses reflect and tell of a positive experience within their institutions; however it is essential to recognise and address the voices of those who have given their concerns and shared the challenges they have faced. Even though they represent a minority of responses, these submissions often detail issues relating to power, student culture, or social life – all of which may have wider implications and a negative impact on the well-being and success of LGBTQ+ students within our education system.

By addressing these concerns directly, we unlock a number of benefits for all:

1.We demonstrate a **commitment** to **equity, diversity and inclusion** that brings a wider pool of talented students and staff.

2. We help students **feel safe and supported**.

3. We **promote** and **ensure academic success**, with research showing that feeling **valued, supported, and belonging** having a positive impact on success.

4. We prepare students to enter a world that is **increasingly diverse** and **interconnected**. **Addressing** the **concerns** put forward by these students is not only the right thing to do, it is also how we can work towards creating an **environment where every individual feels respected, and empowered to achieve**..

These recommendations are informed by both the good and the bad. They highlight good practices already within colleges and universities that LGBTQ+ students appreciate, as well as areas where students have felt could be improved or developed.

1) INSTITUTIONAL SUPPORT

Mental health

1.1 Institutions should expand access to mental health and counselling services for all students. Many respondents highlighted the importance of these services being available, whether internally or externally, and ensuring that they are sensitive to LGBTQ+ identity. Providing numbers for helplines such as Switchboard (https://switchboard.lgbt/) or LGBT+ Helpline Scotland (https://www.lgbthealth.org.uk/services-support/lgbt-helpline-scotland/) was also noted as being helpful by respondents.

Supporting visibility

1.2 Institutions should hold an LGBTQ+ space or forum for students which accommodates both a digital and in-person presence so that students can engage to a level they feel comfortable with. Institutions should increase visibility of LGBTQ+ spaces and resources on-campus and digitally to foster belonging and community. Staff should also be encouraged to show allyship or their queer identity where possible and safe to do so.

1.3 Institutions should implement regular surveys and feedback mechanisms for LGBTQ+ students to provide input. Institutions should show how (and when) feedback is used so that students can see the impact they have when providing feedback. LGBTQ+ students should be represented and involved in any decision that impacts their experience.

1.4 Institutions should promote LGBTQ+ visibility through relevant posters, leaflets, displays and themed events to raise awareness, combat discrimination and prejudice, and celebrate diversity within student bodies. This could include celebrating LGBTQ+ awareness periods such as Pride Month.

1.5 Institutions should consider collaborating with LGBTQ+ organisations to leverage resources and support for the benefit of LGBTQ+ students within the institution. This could include working towards LGBT Youth Scotland's LGBT Charter for Education.

1.6 Institutions should facilitate forums, events and workshops to open dialogue and promote understanding of LGBTQ+ issues and identity among students and staff.

2) EQUITY, DIVERSITY AND INCLUSIVITY

Policy and Practice

2.1 Institutions should look to improve communication and awareness of EDI policies among students and staff. This could be done through targeted outreach, training sessions and information dissemination (such as through email).

2.2 Institutions should work with LGBTQ+ students regularly to ensure that relevant policies and practices are fit for purpose, adequate and can respond to the needs of LGBTQ students.

2.3 Institutions should promote LGBTQ+ representation in student leadership positions, faculty roles, and administrative positions to ensure diverse voices are heard within the institution.

Accessibility and Identity

2.4 Colleges and universities should establish clear, simple, and well-promoted methods for students to be able to change information (such as names, pronouns, gender identity) according to their identity. This should be done without requiring legal documentation changes.

2.5 Institutions should implement gender-neutral facilities, with period products available in all facilities.

Abuse and Discrimation

2.6 Institutions should provide training sessions for staff on the importance of using correct pronouns, respecting gender identity, LGBTQ+ awareness and inclusive language practices.

2.7 Institutions should strengthen mechanisms for reporting and addressing instances of abuse, discrimination, harassment, and bullying. This includes creating and promoting clear pathways for seeking support and resolution.

2.8 Institutions should implement proactive and reactive measures to both mitigate and respond to queerphobic attitudes and behaviours within their organisation.

Curriculum

2.9 Institutions should consider incorporating LGBTQ+ content into their curriculums where applicable to promote understanding and acceptance.

2.10 Institutions should host, or support LGBTQ+ spaces to host, events related to LGBTQ+ history and experiences.

ACKNOWLEDGMENTS

APPENDIX

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APPENDIX A

-"How do you describe your gender?"

o 61 (41%) identified as Woman / Female

o 36 (24%) identified as Man / Male

o 26 (17%) identified as Non-binary

o 12 (8%) identified as Genderqueer

o 1 (1%) identified as Bigender

o 1 (1%) identified as pangender / genderfluid

o 1 (1%) identified as Demiboy

o 1 (1%) identified as Genderfluid

o 1 (1%) identified as a man waiting for transition

o 1 (1%) identified as Transmasc, non-binary

o 1 (1%) identified as Queer

o 1 (1%) identified as Transmasculine

o 6 (4%) preferred not to, or did not, state their gender identity

-"Do you consider yourself to be trans or as having a trans history?"

o 57 (38%) stated yes

o 84 (56%) stated no

o 8 (5%) stated prefer not to say

Appendix A – Respondent Identities

-"How do you define your sexual orientation?"

o 35 (23%) identified as Bisexual

o 24 (16%) identified as Pansexual

o 21 (14%) identified as Gay

o 20 (13%) identified as Lesbian

o 20 (13%) identified as Queer

o 9 (6%) identified as Asexual

o 9 (6%) selected 'I don't define it'

o 1 (1%) identified as Bisexual gay

o 1 (1%) identified as Pansexual/aroace spec

o 1 (1%) identified as "I know I'm queer but I'm not sure which label suits me best right now. I'm currently under the pansexual label."

o 1 (1%) identified as AroAce

o 1 (1%) identified as Demisexual

o 1 (1%) identified as Demi-pansexual

o 1 (1%) identified as Into men

o 2 (1%) identified as Hetrosexual / Heterosexual

o 1 (1%) identified as Biromantic asexual

o 0 identified as Questioning

o 1 (1%) chose Prefer not to say

APPENDIX B

Appendix B – Institutions reported in Survey

North East Scotland College

Ayrshire College

Borders College

Fife College

University of the Highlands and Islands – Inverness

West College Scotland

Sabhal Mòr Ostaig

Scotland's Rural College

University of the Highlands and Islands – Shetland

City of Glasgow College

University of the Highlands and Islands – Argyll

University of the Highlands and Islands – Moray

Robert Gordon University

Royal Conservatoire of Scotland

University of Edinburgh

University of Glasgow

University of St. Andrews

Appendix C – Survey and Face-to-Face Question

Survey questions:

1. Which institution do you attend?
   a. Free-text answer
2. How do you describe your gender?
   a. Man / Male
   b. Genderqueer
   c. Woman / Female
   d. Non-binary
   e. Prefer not to say
   f. Other (free-text option)
3. Do you consider yourself to be trans or as having a trans history?
   a. Yes
   b. No
   c. Prefer not to say
4. How do you define your sexual orientation?
   a. Lesbian
   b. Gay
   c. Bisexual
   d. Asexual
   e. Pansexual
   f. Queer
   g. Questioning
   h. I don't define it
   i. Prefer not to say
   j. Other (free-text option)

5. Would you say that the experience of LGBTQ+ people in your institution is:
   a. Good
   b. Okay
   c. Bad
6. What made you choose your answer to the previous question?
   a. Free-text answer
7. Do you feel supported as an LGBTQ+ person in your institution?
   a. Yes
   b. No
8. In which ways do you feel supported, or in what ways do you feel that you could be supported, in your institution?
   a. Free-text options
9. Have you ever considered leaving your institution due to concerns related to your LGBTQ+ identity?
   a. Yes
   b. No
10. If so, could you tell us more about this?
    a. Free-text answer

Appendix C – Survey and Face-to-Face Question

11.How comfortable do you feel being open about your LGBTQ+ identity within your institution?

a.Very comfortable

b.Comfortable

c.Neither comfortable nor uncomfortable

d.Uncomfortable

e.Very uncomfortable

12.Could you tell us more about why you chose that answer?

a.Free-text answer

13.Have you seen or personally experienced LGBTQ+ discrimination or harassment at your institution?

a.Yes

b.No

14.Could you please provide more about the incidents that you observed or experienced?

a.Free-text answer

15.Do you feel confident reporting instances of homophobia, biphobia, or transphobia to staff or authority figures in your institution?

a.Yes

b.No

16.Do you feel that your institution provides adequate mental health support for LGBTQ+ students?

a.Yes

b.Somewhat

c.No

Appendix C – Survey and Face-to-Face Question

17.In what ways does your institution provide mental health support, or in what ways would you like to see support provided in?

a.Free-text answer

18.Are you aware of any LGBTQ+ events, clubs, or groups within your institution?

a.Yes

b.No

19.What sources of information on LGBTQ+ issues are available in your institution?

a.Posters, leaflets or other displays about bullying / prejudice

b.Classes or activities about bullying / prejudice

c.Assembly or themed day on bullying / prejudice

d.A campaign about bullying / prejudice

e.None

20.Do you have anything you'd like to add?

a.Free-text answer

21.Are you aware of your institution's equality and inclusion policies?

a.Yes

b.Somewhat

c.No

APPENDIX C

22. Do you feel that your institution's equality and inclusion policies adequately address your needs and concerns?
a. Yes
b. No
c. Not sure

23. How supportive do you feel faculty and staff are about LGBTQ+ identity?
a. Very supportive
b. Supportive
c. Neutral
d. Not supportive
e. Not supportive at all

24. How inclusive do you find your classroom environment regarding LGBTQ+ topics?
a. Very inclusive
b. Inclusive
c. Neutral
d. Not inclusive
e. Not inclusive at all

Appendix C – Survey and Face-to-Face Question

25. Have you encountered any LGBTQ-related content in your course curriculum (e.g., LGBTQ+ history, issues, literature)?
a. Yes
b. No

26. Do you have anything you'd like to add?
a. Free-text answer

Face-to-Face interview questions:
1. How would you describe the overall climate for LGBTQ+ students at your institution?
2. What specific instances had a positive or negative impact on experience?
3. What has been your personal experience as an LGBTQ+ student in your institution?
4. How comfortable would you feel about being open about your identity in your institution?
5. How familiar are you with EDI policies?
6. How promoted are they?
7. How would you find the policy?
8. Do you have an LGBTQ+ forum/club?
9. How do you feel you've been supported or how do you feel you could be supported?
10. What support services or resources would help you most?
11. What changes or improvements would you like to see?

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