

LGBTIAQ+@Campus

What we looked for – Objectives

- Strengthen inclusion and belonging for LGBTIAQ+ students across the university environment.
- Equip lecturers, administrative personnel and decision-makers with tools and knowledge to create a more inclusive and discrimination-free university environment.
- Develop personas and practical materials to help actors evaluate and improve policies, offers, routines of action and workshop methods.

How we did it – Method

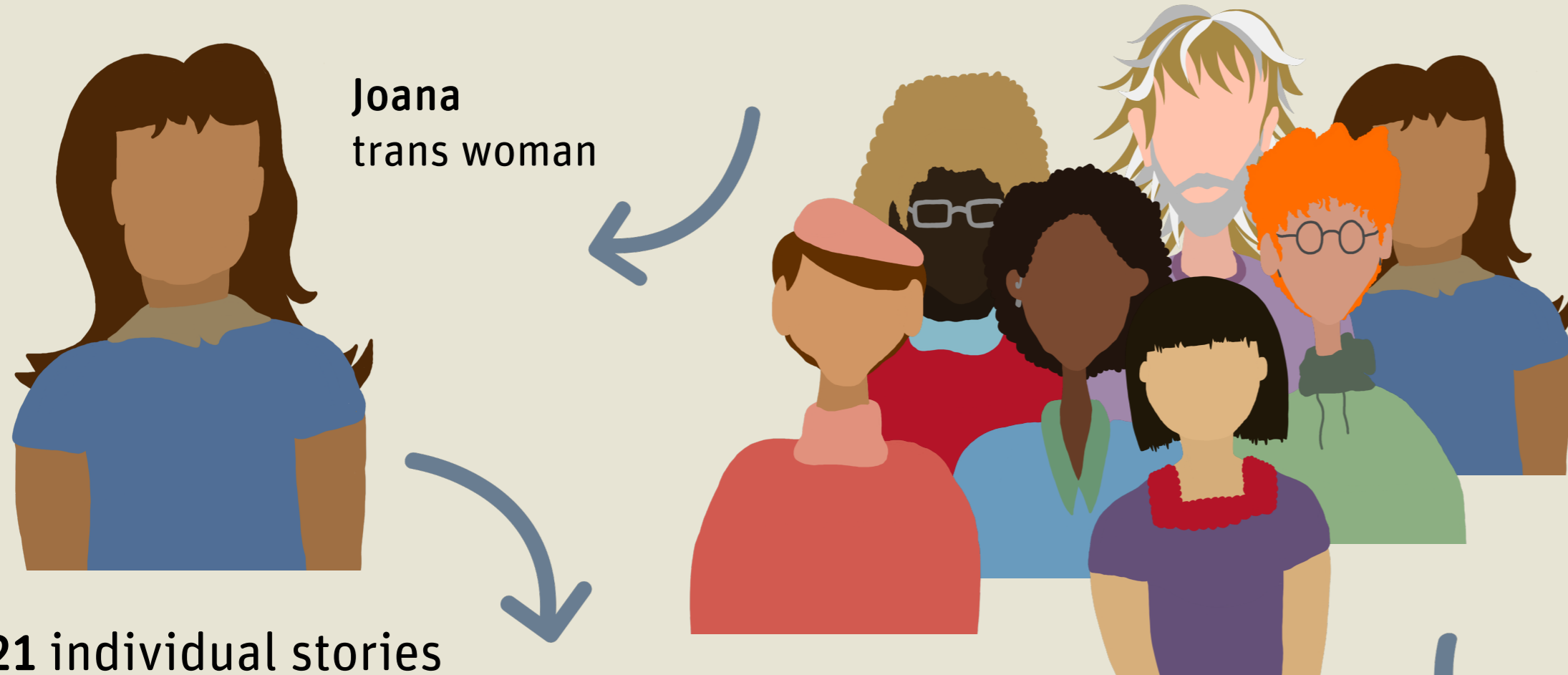
Following a participatory approach, involving LGBTIAQ+ students and university staff throughout all phases:

- 1 Analysis of the current situation at universities through interviews with university staff.
- 2 Participatory identification of action needs and recommendations through focus groups with students and experts.
- 3 Development and validation of personas.

What we found – Results

7 personas

Fictional student characters with different gender identities, sexual orientations and variations in sex characteristics



21 individual stories

Respectful interaction with each other contributes to the well-being of all university members.

Joana is studying social work at a university of applied sciences. The field generally has the reputation that students are open and accepting of diverse ways of life. Joana is openly out as a trans woman and feels widely accepted within her student environment. However, it occasionally happens that other students ask her inappropriate questions about her body, planned or completed surgeries, or her sex life. Joana knows from other trans women that they have similar experiences: some people seem to feel entitled to ask invasive questions of trans people that they would never ask cis people. For Joana, such questions are a very uncomfortable invasion of her privacy. She no longer responds to such questions and always has a quick-witted answer ready...



Action recommendations on 4 different levels



Proactive measures

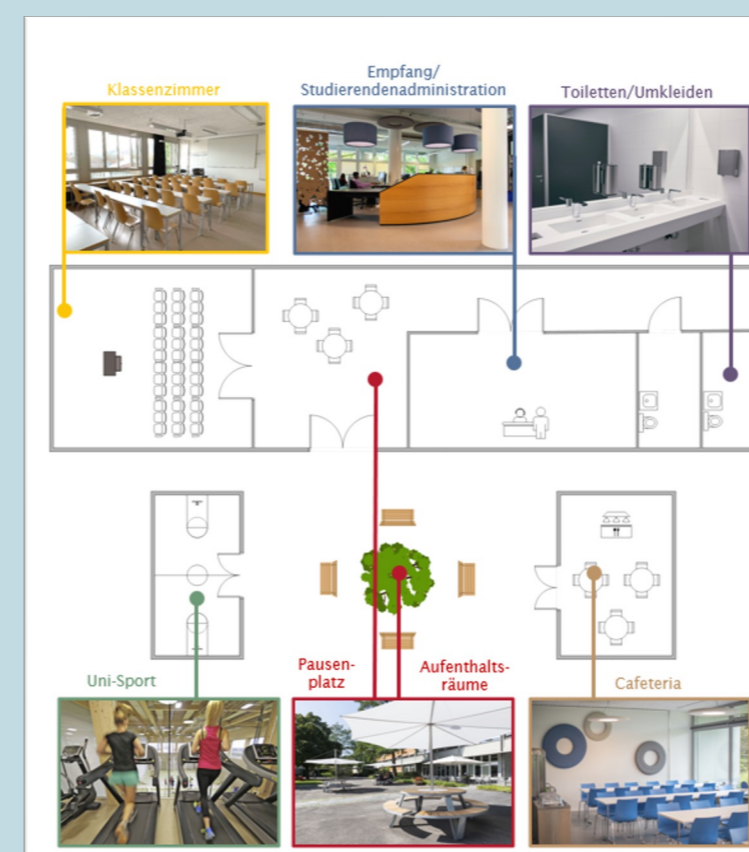
Conduct awareness-raising measures and training on LGBTIAQ+ and diversity to increase awareness of the topic.



Reactive measures

e.g. Implement effective and confidential complaint procedures to respond to incidents. Ensure LGBTIAQ+ individuals know who they can turn to for support.

What else we did – Activities



Outline of a fictional university – focus groups



“Privilege Check” – Bern Sustainability Day 2023

6 settings

- Infrastructure
- Processes
- Extended university environment
- Visibility
- Social interaction
- Teaching

All Results (in DE/FR) online:



What we've learned – Key takeaways

- Publishing via a website required more time and close teamwork for effective processing and presentation.
- When summarizing the results into personas and stories, it was essential to maintain precise expression and avoid abstracting important information to effectively reach the target group online.
- Many individuals at universities are highly committed to making the institution as inclusive as possible. However, it is often unclear who holds responsibility for specific tasks, leading to important issues being overlooked.

Particularly when university-affiliated institutions or off-campus learning environments are involved—such as internships, study abroad programs, or field trips—it is essential to consider how to make these spaces inclusive as well.

Universities are as diverse as the students who attend them. Each institution, and even each department within a university, faces its own unique challenges when it comes to LGBTIAQ+ inclusion.

