



DIVERSITY AND SAFETY ON CAMPUS @ WESTERN

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WESTERN SYDNEY
UNIVERSITY



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I certainly wouldn't be comfortable with the idea of some of my peers, who may be dressing in a way that people could perceive them as very queer, wandering around the campus after dark. I don't like to verbalise this & I don't like thinking it but I certainly would be worried about their safety.

Usually if [lecturers are] using a family example it's always mum and dad, two children, picket fence type of thing... Like once if they said, here's a male couple in this example, and changing it up.

Last year, when WSU posted some pictures of the Mardi Gras float on Facebook, and some people made some homophobic remarks in the comments, WSU replied saying that as a University, we celebrate diversity. That made me feel proud. :-)

If I said to you it's not easy to find the queer space ... It shouldn't just be search for it on the web. It should be something that comes up on every student's site. It should be ... something that hits you in the eye. It should be the rainbow that comes up that says if you're looking for a safe space, if you're looking for a space to get some more information, if you're looking for a space to go to, it should come up every time on your vUWS site so that it's not something you have to read to search for, but it's something that's so embedded in what you see it becomes part and parcel of your study here whether you identify as gender diverse or not.

So the question of what a safe space is a really complicated one. Dedicated spaces can mean that people can go and connect with like-minded people and they can find assurance and they actually don't need to perhaps be so anxious. But those spaces can also become targets for people who perhaps don't share the same sort of sets of acceptance. ... I could imagine they could be equally safe or unsafe.

I actually have always believed that universities are public institutions, they're part of the secular world and as such it's incredibly important to create a safe environment across all factors, both physical safety and also emotionally.

Participating with the Ally Network, Queer Collective and the events they run and facilitate has reinforced for me that while there are negative things that can happen here and anywhere there are a large body of people and executives who are on the side of promoting equality, equity, diversity and inclusion at Western. Their commitment and dedication to improving the wellbeing and health outcomes through their support and time reinforces that Western is working towards making a difference to people, their communities and Australian society. It reminds me that for all that is wrong there are often many things that are right and worth fighting for.

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The *Sexuality and Gender Diversity at UWS* research project was conceived of at a Western Sydney University ALLY Network meeting in 2014. The project was later renamed *Diversity and Safety on Campus @ Western* when endorsed by the Western Sydney University Executive. At the same time, the remit of the study was expanded beyond the experiences of sexuality and gender diverse staff and students to include a multi-campus environmental scan of attitudes and perceptions of sexuality and gender diversity.

The Diversity & Safety on Campus @ Western research team would like to sincerely thank the following individuals, Schools and Divisions for their contribution to this study which would have been impossible without their assistance.

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- Corinne Loane, Wayne Fallon and Andrew Gorman-Murray as well as the ALLY Network, Queer Collective and Equity and Diversity Unit at Western Sydney University who contributed in various ways to the research.

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PREFACE

Western Sydney University is committed to creating an inclusive, safe and respectful place of study and work. It highly values the diversity of all students and staff, and strives to promote equality and respectful inclusion of people who identify as Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ).

In 2014 when this research was proposed, I had no hesitation in providing my full support. It is critical for the University to have visibility and awareness of our students and staff experiences. Furthermore, elevating the primacy of challenges faced by our students and staff ensures that they are considered in everything we do.

I am proud to say that Western is one of the first Australian universities to introduce a long-term whole-of-university strategy on improvements for sexuality and gender diverse students and staff. Now, I am also proud to say that Western is the first University to comprehensively examine the campus climate for its sexuality and gender diverse students and staff.

I would like to thank Tania Ferfolja, Nicole L. Asquith, Brooke Brady, and Benjamin Hanckel for their efforts and dedication to finding the voices of our sexuality and gender diverse students and staff.

Angelo Kourtis

Vice-President (People and Advancement)

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GLOSSARY

Asexual

A person who does not experience sexual attraction. Asexual people (also known as Ace) can be any sex, gender or sexuality.

Cishet

Someone who is both cisgender (i.e. identifies with his or her assigned gender at birth) and heterosexual (attracted to individuals of the opposite sex).

Cissexism

This term refers to the systems of oppression, normalisation and enforcement of the gender binary. It involves prejudice or discrimination against non-cisgender people. Cissexism oppresses gender variant, genderqueer, gender non-forming, non-binary, and transgender people.

DSC

Diversity and Safety on Campus (@Western) project

Genderqueer

A person who identifies as a gender that is not necessarily male, female or viewed in a binary manner. Genderqueer people may identify as masculine, feminine, androgynous, bi gendered or partially male or female in varied ratios.

Gender Non-Conforming

People who do not conform to socially constructed norms or stereotypes that relate to how one should appear or behave based on the sex assigned at birth.

Heterosexism

A system of discrimination, prejudice and bias based on the assumption that heterosexuality is the only normal sexuality and superior to other forms of sexuality.

Homophobia

A prejudice against people who are attracted to others of the same sex.

Intersex

A general term that refers to people who are born with physical sex characteristics that do not fit medical and social norms for female or male bodies.

LGBT/LGBTQ/LGBTIQ

Acronym for Lesbian, Gay, Bisexual, Trans*, Intersex, and Queer.

Glossary

Pansexual

This term refers to people who are attracted sexually and/or romantically to others who identify as male and female, as well as to people who identify with a range of other sexual and gender identities.

Sexuality and Gender Diverse (SGD)

This term encompasses a range of people whose gender and sexuality does not reflect normative social constructions of gender and sexuality. This is the primary term used throughout this report, however, LGBT/LGBTQ/LGBTIQ may be used when referring to other research that, or participants who, employ these acronyms.

Transgender/Trans

Umbrella terms used to describe people whose gender identity does not align with their biological sex at birth.

Violence

Used most commonly as 'heterosexist and/or cissexist' violence, this term is used to denote a range of behaviours, some of which are decreed by civil or criminal law. This term is used as shorthand for verbal abuse, vilification, harassment, discrimination, anti-social behaviour (such as throwing garbage on property), theft and robbery (situated or online), criminal damage (such as property damage, graffiti, etc.), and criminal assault (including common and aggravated assault, sexual assault, homicide, kidnapping, etc.).

Heterosexist/Homophobic Violence

Violence perpetrated against people who are sexuality diverse. It may be subtle or overt, systemic, institutionally based, or interpersonal.

Cissexist/Transphobic Violence

Violence perpetrated against people of diverse genders. It may be subtle or overt, systemic, institutionally based or interpersonal.

Western/WSU

WSU is used as an acronym for Western Sydney University in the survey due to reasons of space. It is used in this report when quoting from participants or from documents where it has been used. In all other situations, Western is used as the preferred abbreviation for Western Sydney University.

EXECUTIVE SUMMARY

Introduction

Sexuality and gender diverse (hereafter SGD) people are increasingly visible in Australian society. Despite this fact, systemic, institutional and interpersonal heterosexist and cissexist discrimination prevails and is enacted in overt and covert ways. University campuses are not immune to these external conditions and may be complicit in creating unfriendly or even hostile environments for SGD students and staff learning and working in these institutions. Yet, to date, there is no research that comprehensively examines the campus climate for SGD people at Australian universities.

This research arose out of a meeting of Western Sydney University's (Western) ALLY network where anecdotal concerns were voiced about the environmental conditions encountered by SGD students and staff. Despite these concerns, the University had at the time, no publicly available data to give credence to these anecdotes nor any data from which to develop targeted strategies across the University to support the inclusion of SGD individuals. This critical information void gave rise to this research, endorsed by Western's Executive Committee and championed by the Vice President (People and Advancement).

The initial aim of this research was to investigate the experiences of sexuality and gender diverse staff and students. After discussions with Western's executive, the remit of the project was expanded to include perceptions and attitudes to sexuality and gender diversity on campus, (un)safe places, and bystander capacity. By including non-SGD staff and students, this research is better able to address not only the concerns raised by SGD staff and students, but also the cultural norms that shape all staff and students' engagement with diversity generally, and sexuality and gender diversity in particular. Thus, this study examines Western's climate for SGD individuals, as well as the services available to them. It offers recommendations for Western to develop strategies for maximising the inclusion and safety of SGD individuals across its campuses.

It should be noted that the *Western Sydney University's Sexuality and Gender Diversity Strategy 2017-2020* became publicly available after the data collection and analysis stage of this research. The researchers suggest that the Equity and Diversity Unit use this report to map its findings and recommendations against any implementations that have been recently undertaken.

The Language and Labels

As noted above, this report uses the terms, sexuality and gender diversity and sexuality and gender diverse people. Not only does this make the nomenclature more easily integrated into the writing, it also mirrors the language of cultural, religious and linguistic diversity (C[R]ALD) already used in Australian policy and practice. It is important to note, however, that this term does not account for sex differences, and particularly, the experiences of intersex people. The inclusion of intersex people in the "rainbow alphabet" is controversial for a variety of reasons, and Organisation Intersex Australia has asked that the "I" is not included unless the specific needs of intersex people are addressed and considered. As only two individuals identified as intersex, and neither participated in the final part of the survey documenting personal experiences, there is not sufficient information to discuss the experiences of

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intersexuality at Western. As a consequence, in this report, sexuality and gender diverse (SGD) has been used unless referencing other research or replicating the language of survey scales—in which cases, the acronym LGBTIQ[A+] has been used.

On a similar note, the terms “exclusion” and “violence” are used throughout the report as shorthand for a variety of experiences documented by respondents. Where appropriate the former term (exclusion) has been used most commonly in order to denote the violent actions underlying heterosexism and cissexism, but also the (in)action of institutions, and the “everyday exterminabilities” (Hage, 2006) and micro-aggressions of interpersonal exchanges such as staring, avoiding eye contact and ignoring people’s presence. The research is in no way eliding the differences in impact and consequences of, for example, verbal abuse and sexual assault; rather, the report discusses all of these forms of heterosexism and cissexism as exclusion.

The Research

This research is a mixed methods study consisting of a University-wide online survey available to all staff and students, semi-structured interviews, and document audit.

Survey

After screening and data cleansing, 2396 useable survey responses were analysed. Demographic characteristics of participants are reported in Chapters 3 and 6. The survey comprised of three sections:

- 1) Demographic and general perceptions of diversity and inclusion at Western (all participants);
- 2) Perceptions of safety, diversity and inclusion at Western (all participants)
- 3) Experiences of exclusion at Western (SGD participants only)

Interviews

Additionally, sixteen face-to-face, semi-structured interviews were held with volunteering Divisional and School executive staff as well as members of the Queer Collective and the ALLY network. Questions broadly addressed the following areas of interest: perceptions or experiences of gender and/or sexuality diversity at Western; inclusion of gender and/or sexuality diversities in curriculum; gender and/or sexuality diversities inclusions in campus life; experiences or witnessing of SGD discrimination against perceived or known gender and/or sexuality diverse individuals or communities; safe and unsafe spaces on campus for SGD individuals; suggestions to move forward at Western regarding sexuality and gender diversity and what the University is doing well in regards to this space.

Document Audit

An audit was also undertaken of publicly available documents on the University’s website. These comprise the public face of Western in regards to SGD issues and inclusions. Incorporated in this review were policy and strategy documents, SGD-related University website resources, and course handbooks from 2008-2017. The following section highlights the key findings of this research.

Key Findings

Policy, Practice & Curricula @ Western

- Policy content addresses issues concerning gender and sexuality discrimination, bullying and harassment; however, there remains a limited number of concrete examples of what this could look like in practice, which could limit its implementation.
- The sexuality and gender diversity content on the Western website, at the time of audit, appeared limited. Increased references and resources for sexuality and gender diverse staff and students would be useful as would greater diversity of representation across the website.
- Course content has increasingly incorporated sexuality and gender diversity terms since 2008; however, there remains gaps in some course content, and greater work and research needs to be undertaken to examine these concerns in more detail.

Sexuality and Gender Diversity@ Western

- Approximately 18 per cent ($n=412$) of Western staff and students who participated in the survey identify as sexuality and gender diverse.
- Younger SGD participants were more likely to identify with a range of sexualities and genders, while older SGD participants identified as gay or lesbian.

Witnessing Exclusion @ Western

- Based on all staff and students' responses to witnessing heterosexism and cissexism at Western, there are 500 incidents of exclusion in a typical month, and by extrapolation, over 6,000 incidents in a typical year.
- Over two-thirds of staff and students reported that they had never witnessed heterosexist talk, jokes, discrimination, verbal abuse, and/or physical assault, which aligns with the finding that over 60 per cent of SGD staff and students had never experienced these behaviours since starting at Western.
- Over 20 per cent of all staff and students hear more than two incidents of heterosexist/homophobic jokes in a typical month. While small in terms of proportion of all respondents, 133 staff and students (5.8%) witnessed more than two incidents of discrimination explicit enough for them to assess the behaviour as "unfair treatment".
- Forty-six per cent of SGD respondents indicated that they believed that they were safer if they hid their sexuality or gender; 53 per cent felt vulnerable to prejudice and discrimination from strangers; 54 per cent worried about prejudice and discrimination; and 55 per cent avoided doing some things because of potential prejudice or discrimination.

Experiences of Exclusion in the last 12 months @ Western

- Sixty-five individuals of SGD respondents (19%) indicated that they have personally *experienced* exclusion at Western in the last 12 months because of their SGD identity.
- Over 28 per cent of those respondents experienced repeated and habitual exclusion, with 9 per cent unable to recount the number of incidents in the last 12 months, and a single respondent who experienced daily incidents of exclusion.
- Students were identified as the most frequent perpetrators, with 45 respondents recording that a student was involved in the incident, followed by staff members (involved in 26 incidents), and visitors (2 incidents).
- 81 respondents of SGD participants (23%) reported *witnessing* exclusion, prejudice, discrimination, harassment or violence directed at another person while at Western Sydney University. As with those incidents *experienced* by SGD participants, students were identified as the most frequent perpetrators in witnessed acts.
- Fifty-two respondents, representing 15 per cent of the total SGD sample, reported *intervening* in an incident of exclusion, prejudice, discrimination, harassment or violence, directed at another person, based on gender or sexuality.

Executive Summary

Experiences of Exclusion since starting @ Western

- Over 40 per cent of SGD respondents have experienced at least one incident of exclusion since starting as a student or staff member at Western.
- Notably, 13 per cent of SGD respondents indicated that they had experienced more than five incidents of exclusion, with six per cent experiencing more than 10 incidents of exclusion.
- Experiences of heterosexist and cissexist violence on campus varied considerably, with most respondents indicating that the most common forms of exclusion experienced since arriving at WSU are discrimination, harassment and/or bullying, and written or verbal “hate speech”.
- Students’ experiences varied slightly from those of Western staff, with the latter reporting more experiences of “hate speech” and students reporting slightly high levels of discrimination and harassment.
- Five per cent of students and 10 per cent of staff reported experiencing physical assault (with or without a weapon), and a further four (2%) students and two (3%) staff members reported heterosexist or cissexist sexual assault. Six per cent of student respondents and three per cent of staff also reported experiencing threats of violence.

Most Significant Experience of Exclusion @ Western

Type of Incident

- As with experiences in the last 12 months and since starting at Western, the most common types of exclusion reported by participants as their most significant incident of heterosexism and/or cissexism were discrimination, harassment/bullying, and verbal abuse; though the latter is more likely to be reported at 12 months and since starting at Western.
- Of the 120 SGD respondents who provided details on their most significant incident of exclusion, 42 per cent reported discrimination as having the most impact.
- Thirty-eight respondents (30%) reported being physically or psychologically harmed, and of these, 13 per cent reported that their injuries were serious (e.g. broken bones, major psychological stress/anxiety), and one respondent indicated that the harm caused was critical (e.g. critical psychological event resulting in hospitalisation).
- Forty-four per cent of these reported incidents were ongoing, with the duration varying from a “few weeks” to “many years, 10-15 years”. Nearly half of the 46 respondents reported heterosexist and/or cissexist exclusion lasting a year or more and nine per cent reporting that it lasted over five years.

Location of Incident

- The most common location reported by SGD participants was on ‘home campus’ (28%).
- Twenty-four per cent indicated that the location of their most significant incident was their learning or teaching environment (class, tutorial, lecture, or seminar).
- Sixteen per cent of respondents indicated that their most significant experiences of heterosexism and cissexism occurred online (email and social media).
- Sixty-one per cent of SGD respondents reported that there were witnesses and bystanders to their exclusion, and that in only 26 per cent of respondents’ most significant incidents did witnesses intervene. In these 18 cases of intervention, friends (17%), classmates (22%) and strangers (17%) were most likely to intervene.

Perceived Motive

- SGD respondents’ most significant incidents were thought to be motivated by heterosexism/ homophobia (60%); transphobia (21%); biphobia (13%); and/or cissexism/gender identity (21%).

- Additionally, some respondents believed that their experience was a consequence of intersecting and multidimensional forms of exclusion; that is, some respondents noted how the heterosexism or cissexism they experience is deepened by racism (8%), disablism (6%) or perceived HIV status (3%).
- 20 respondents were unable to attribute a motive to the incident.

Perpetrator Characteristics

- Ninety-two per cent of victims ($n=97$) reported that the perpetrator of their most significant incident was an individual or group of individuals. 8 per cent reported that the discrimination was institutional; of these, 78 per cent or seven individuals reported that Western was the perpetrator.
- Fifty-six per cent of the significant incidents were perpetrated by people under the age of 24 years. What is more notable is that 29 per cent of these most significant incidents were perpetrated by staff or students—but most likely given the age ranges, staff—over the age of 40.
- The majority of the most significant incidents were perpetrated by men only (52%) or men acting in conjunction with women (18%). Of interest, however, is the frequency of women only perpetrators (24%).
- Just over 80 per cent of incidents were perpetrated in one-on-one or two-against-one encounters. However, in 13 of respondents' most significant incidents there were more than three perpetrators, and in five cases, more than five perpetrators.

Consequences and Effects of Exclusion @ Western

- Only 16 per cent of those who experienced exclusion, prejudice, discrimination, harassment or violence at Western felt comfortable reporting their experience.
- SGD respondents indicated that in response to their most significant incident, they experienced depression (27%); anxiety (47%); limited their socialising (18%); hid their sexuality/gender (20%); felt sad or bad about their sexuality/gender (27%); and modified their behaviour (16%).
- Scholastically, the most significant incident impacted students' attendance (9%); course progression and assessment outcomes (2%); a number took time off from their studies (3%).
- Respondents also provided information about additional consequences with one respondent indicating that it led them to attempt suicide.
- While most of the consequences of heterosexism or cissexism are negative, it is critical to note that it led 22 per cent of respondents to become more political in seeking change.
- The Queer Collective and ALLY Network, in the main, are perceived as highly valuable and important for SGD individuals at the University. Greater visibility of the Queer Collective's activities is a reported need, as is ensuring inclusion of all SGD diversities.

Diversity & Inclusion @ Western

- Staff and students were asked to indicate which forms of diversity were valued by Western Sydney University. Reflecting its place in the western suburbs of Sydney, between 73 and 81 per cent of respondents indicated that Western values cultural, religious and linguistic diversity.
- However, the perceived value placed upon diversity by the University is partial, especially when it comes to body size (39%), socio-economic status (64%), and sexuality (65%).
- Some SGD staff and students reported that they felt invisible on campus.
- Twenty-three per cent of participants reported that the University is weakened by different social and cultural groups (23%), were uncomfortable with people not like them (31%), and 37 per cent disagreed about the presence of prejudice (with a further 40% neutral on this question).
- Only 42 per cent of respondents believe that heterosexual staff and students were privileged; the extension of which is that SGD staff and students are perceived to not be *disadvantaged* because of their sexuality or gender diversity.

Executive Summary

- Staff and student responses to questions relating to safety and inclusion varied considerably (and are reported separately). Staff consistently reported lower rates of inclusion, especially in relation to WSU being concerned about their welfare, being valued in the classroom/learning/work environment, and feeling part of the university.
- Over 85 per cent of students and 81 per cent of staff report feeling safe on campus.
- Yet approximately 50 per cent of students and 40 per cent of staff believe Western provides good support systems for, and takes complaints of, exclusion, prejudice, discrimination, harassment or violence seriously.
- Thirty per cent of students and 50 per cent of staff knew of someone who had ceased their studies or work at Western because they had experience exclusion at Western, and the studies or work of 25 per cent of students and 45 per cent of staff had been affected by an experience of exclusion.
- Fewer than 40 per cent of students and 55 per cent of staff knew who to contact if they or a friend experienced exclusion at Western.
- Students know the importance of diversity, safety and inclusion to their learning experiences and support the University's approaches to these issues.
- Queer spaces are, in the main, perceived by respondents as both safe and unsafe. This is, assumedly because they offer support but simultaneously their use risks potential visibility/outing and potential harassment.
- There is a 20-point difference between staff and students in their assessment of safety and inclusion, with staff consistently less positive across all items related to diversity and inclusion. Greater attention to the needs of staff may assist Western in building a more inclusive environment for all stakeholders.
- Staff and students reported their lowest efficacy (77%) on where to go for help and resources.
- Most respondents believed that SGD staff and students were a valuable part of the University community, however far fewer believed it was their responsibility to do anything to bring about their inclusion. Twenty-seven per cent believe they should be more aware of heterosexist and cissexist violence on campus, and fewer than 6 per cent have taken part in activities aimed at eliminating heterosexist and cissexist violence.
- One of the reasons for the ALLY Network is to allow cisgender heterosexual people to lead the elimination of heterosexism and cissexism from their communities. Western could support this aim by resourcing bystander efficacy and cultural capability training for cisgender heterosexual people to challenge heterosexism and cissexism.

Comparing Experiences of Exclusion @ Western

- Cisgender respondents feel safer and more included at Western Sydney University compared to their transgender and gender queer counterparts, who in turn had greater awareness of issues relating to sexuality and gender diversity.
- Heterosexual respondents feel more safe and more valued compared to SGD respondents. They are also less aware of issues relating to sexuality and gender diversity and feel a lesser responsibility to help.
- Non-ethnically diverse people report higher bystander efficacy than those who identify as ethnically diverse; however, ethnically diverse respondents report feeling a greater responsibility to help.
- Disabled staff and students feel less safe and less valued at Western Sydney University compared to respondents who do not report any form of disability. In contrast, disability is associated with better awareness of issues relating to sexuality and gender diversity, greater responsibility to help, and bystander efficacy compared to those without a disability.
- Students feel more safe and more valued at Western Sydney University compared to staff. However, staff have higher bystander efficacy and a greater awareness of issues relating to sexuality and gender diversity compared to students.

OVERVIEW OF RECOMMENDATIONS

The findings outlined in this report demonstrate that although many students and staff are content studying and working at Western, heterosexist and cissexist exclusion is experienced by both students and staff. The findings suggest that addressing these forms of discrimination across Western's campuses is required to create a more inclusive, open environment; this would be of benefit to SGD students and staff, and by extension, the University. These recommendations have been clustered around ten broad areas.

University Processes and Policies

- Provide increased socialisation about what could constitute a complaint, the processes involved, who to contact, and how outcomes of complaints are addressed.
- Increase monitoring of social and traditional media for content that undermines the University's reputation.
- Continue to undertake symbolic acts of support at SGD public events and create other opportunities for internal celebration.
- Increase reference to SGD identity and discrimination in policies and resources.

University Campus Spaces and Transportation

- Enhance lighting in car parks and thoroughfares.
- Increase visibility of sexuality and gender diverse content on campuses.
- Provide unisex toilets.
- Review location and visibility of Queer Spaces and Queer stalls (such as at O'Week) in consultation with the Queer Collective and Equity and Diversity Unit.

Campus Security

- Increase awareness and clarify the role of Campus Security, including whether the provision of safety escorts to cars after dark is a service provided by Campus Security.
- Review locations of security checkpoints/help buttons.
- Enhance monitoring of car parks at peak times especially evenings and peak movement times such as change of classes.
- Review the needs of staff in terms of perceptions of safety and inclusion.
- Review procedures for the locking of buildings that could act as safe thoroughfares after hours.

ALLY Network/Queer Collective

- Recommend that the ALLY Network and Queer Collective collaborate on an induction program for staff and students.
- Recommend that the ALLY Network and Queer Collective develop peer-to-peer support to assist in mentoring, team building, and conflict resolution.
- Recommend that the Queer Collective draw on University supports, such as the Equity and Diversity Unit, to enhance visibility and reach and to develop strategies for increased inclusivity.

Overview of Recommendations

- Recommend that information about the ALLY Network and Queer Collective is better advertised and SGD/LGBTQI website resources are enhanced and reviewed for cultural appropriateness.

Marketing

- Review Western's website search functionality.
- Increase diversity in marketing materials to promote inclusion and awareness of SGD events such as Mardi Gras, Wear it Purple and IDAHOBIT (International Day Against Homophobia, Transphobia and Biphobia).

Human Resources

- Train continuing and sessional staff across SGD issues.
- Review recruitment protocols to include questions pertaining to SGD and other forms of diversity.
- Appoint Diversity Officers in each school to facilitate the implementation and actioning of the University's diversity agenda.

Support for Students

- Develop peer mentoring schemes for SGD students.
- Employ counsellors with SGD specialised training/awareness.
- Provide cultural capability training for Club officers and representatives.
- Provide SGD contact listings and resources for staff to assist students.

Teaching and Learning

- Undertake an audit of SGD-related content in curriculum, and increase SGD inclusion and visibility in course content.

University Village

- Contractually require accommodation providers to educate staff in relation to SGD issues.

CHAPTER 1

INTRODUCTION

Over the last few years, the Ally Network has become increasingly concerned about the environmental conditions for SGD students and staff at Western. Anecdotal evidence suggested high levels of risk for these individuals, illustrated by criminal damage to the Queer Space on the Campbelltown campus and reported 'trashing' of the Queer room at Penrith. More recently, issues around the safety of SGD students residing in campus residences have also surfaced as has the harassment of Queer Collective students staffing O-week stalls. ALLY Network members anecdotally identified a link between student retention and:

- SGD student inclusion and safety on campus;
- heteronormative and cis-normative learning experiences (such as practicums);
- heterosexist and at times discriminatory learning materials and approaches; and,
- the use of homophobic language and 'jokes'.

Some Western staff experience highly heteronormative cultures in their workplaces and little visibility or acknowledgement of diversity. These realities contribute to the potential marginalisation and isolation of SGD individuals and feelings of not belonging; a climate that fails to meet the mandates of *Securing Success* for "high-quality, inclusive, diverse... learning environments". Additionally, Western's poor performance as reported in the LGBTQ Learning Guide (Gay & Lesbian Rights Lobby et al., 2015) highlighted the need for strategic interventions to be undertaken to reduce risk and enhance the University's public profile and performance in this area.

Thus, this research arose out of an ALLY network meeting held in December 2014. Despite the anecdotal evidence, Western did not have any data from which to develop informed initiatives. Like many other universities, information about gender or sexuality is not collected (Ellis, 2009) and hence retention statistics and other vital information is not readily available. No study in the University's history has ever examined the experiences of Western staff and students in relation to sexuality and gender diversity; indeed, this research is one of the first of its kind in Australia. Thus, the research—open to all staff and students across all University campuses—aimed to examine the experiences of SGD individuals at Western and the University's climate for these individuals. By exploring the interpersonal, educational, and socio-cultural perspectives that prevail, as well as examining the services and approaches available for SGD staff and students, this research sought answers to questions about personal experiences as well as institutional practices. This environmental scan will provide evidence of current practices, both positive and negative, and identifies aspects of experience that can be developed to give life to the goals of *Securing Success*. The project will deliver a series of recommendations for the University to construct appropriate strategies for maximising the inclusion and safety of SGD individuals.

Review of the Literature

Despite growing societal acceptance and celebration of gender and sexuality diversity in Australia, such developments are not necessarily reflected in educational institutions; indeed, sexuality and gender diversity remains largely silenced and invisible through, and as a result of, institutional and interpersonal discrimination (Ferfolja &

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Hopkins, 2013; Ferfolja & Stavrou, 2015). In terms of tertiary education institutions, sexuality and gender diversity is opaque despite political and strategic interventions to increase social inclusion in recent years (O'Shea, Lysaght, Roberts & Harwood, 2016; Israel, Skead, Heath, Hewitt, Galloway & Steel, 2017). However, little is actually known in Australia about the tertiary campus climate for, or the experiences of, SGD individuals studying and working in these contexts. Considering the impact that university attendance and success can have on life options and direction, as well as its role in social, personal and professional development (Australian Human Rights Commission, 2017), this is a critical research gap.

The first Australian study of this kind was recently published by the University of Western Australia in 2016 (Dau & Strauss, 2016). This research focused solely on the experiences of 264 lesbian, gay, bisexual and trans* (LGBT) identified University of Western Australia students. The findings of this survey-based research revealed that the campus climate was perceived to be hostile particularly towards trans* students—and these students were also most likely to experience discrimination. More than half of the survey respondents did not disclose their sexuality or gender identity to others for fear of potential harassment, although two thirds of participants considered their classes to be accepting of LGBT people. Notably, one fifth felt that their sexuality and/or gender had resulted in disruption to their academic progression; nearly 30 per cent felt it had impacted their ability to socialise at the university; and almost 20 per cent felt they had been excluded from clubs or societies in response to their gender/sexuality diversity.

Experiences with support and resources provided by the University of Western Australia varied, with nearly three quarters knowing about the Student Guild Queer Department but less than half knowing about the Ally program (Dau & Strauss, 2016). In terms of

harassment and discrimination, 16 per cent of respondents had experienced heterosexist or cissexist harassment or discrimination on campus, mostly from other students, and nearly a quarter had witnessed such harassment. Interestingly, only 56 per cent felt comfortable reporting harassment to the university yet 82 per cent of the respondents did not know to whom they should report. Generally, the university was considered safe although trans*, non-binary, and gender non-conforming students felt concerned about safety when availing themselves of washrooms or displaying visible LGBT identifiers. The more negative experiences of trans, genderqueer, and gender non-conforming students is similarly reported in the recent national report *Change the Course* (Australian Human Rights Commission, 2017), which examined sexual harassment and assault across 39 Australian university campuses. This report also demonstrated that these students are more vulnerable to sexual harassment and sexual assault at university; in fact, 42 per cent reported being sexually harassed in a university setting (Australian Human Rights Commission, 2017, p. 42). Similar findings are well-reported in the international literature (Cantor, Fisher, Chibnall, Townsend, Lee, Bruce, & Thomas, 2015; Coulter & Rankin, 2017; Marine, 2017; Tetreault, Fette, Meidlinger & Hope, 2013).

Although overwhelmingly the majority of discrimination is played out by cisgender and/or heterosexual individuals or the institution (D'Augelli, 1992; Dwyer, 2011; Meyer, 2012), recent research conducted in Victoria found that internal group politicking could also cause issues for some SGD individuals on campus. Waling and Roffee (2017, p. 10) interviewed 16 LGBTQI+ identifying undergraduate students, and found that these students perceived that “subscribing to homonormativity, or problematically being too mainstream and conformist” resulted in them feeling unwelcome by the LGBTQI+ university community. They also reported that this affected their

interactions with services such as queer spaces. This same study also found that some of the microaggressions experienced were committed by other LGBTQI+ members on campus (Roffee & Waling, 2016). It should be noted, however, as Waling and Roffee argue, such findings:

...are not reflective of pathological dysfunction within LGBTQI+ communities. Rather, they are suggestive of Ghaziani's (2014) notion that in a post-gay era there are new and emerging ways of being an LGBTQI+ person, triggering reconsideration of what it means to be queer in relation to broader hetero/homo/transnormative structures, politics and discourses (Waling & Roffee, 2017, 14).

What these studies suggest is that SGD students' campus experiences can be highly problematic. Broader campus heterosexism and cissexism, silences and exclusions, or the politicking and microaggressions perpetrated by other SGD students, may create a difficult, complex, unsupportive, or even hostile environment.

The international literature illustrates similar findings to those found in the Australian context. Much of the published literature on campus climate for SGD individuals arises from the USA and UK. This work mostly focuses on classroom and curriculum contexts, and overwhelmingly indicates that "homophobia on campus is endemic, with little evidence of real change over the past two decades" (Ellis, 2009, p. 726; Schmitz & Tyler, 2017). In fact, Sanlo and Espinoza (2012, p. 476) assert that, "LGBTIQ students are victimised at a far higher rate than other populations on campus, perhaps as much as four times more often than the general student population". This is reflected in research conducted across 42 universities in the United Kingdom (Ellis, 2009). Ellis' study illustrates that despite increasing equity agendas, many universities are not considered safe spaces by SGD students who are, or wish to be, visible about their identities (Ellis, 2009).

Ellis found that nearly a quarter of the students surveyed had been, on at least one occasion, the target of homophobia. Four out five experienced negative remarks, nearly half had been verbally harassed, and just over a quarter had been threatened with physical violence. Other discriminatory experiences included:

- being pressured to remain silent and invisible about one's identity;
- being threatened with exposure;
- being the recipient of written comments, 'jokes', anti-gay sentiment, general harassment and graffiti;
- having been denied services; and,
- having been physically assaulted (see also Evans & Broido, 2002; Jayakumar, 2009).

The research demonstrates that lesbian, gay and bisexual students are at a higher risk of sexual assault (Coulter, Mair, Miller, Bloosnich, Matthews, & McCauley, 2017; Coulter & Rankin 2017) and that this is even more apparent for trans* individuals (Harris & Linder, 2017; Marine, 2017; Cantor et al, 2015) who are victimised at higher rates than "when compared with male and female students" (Griner et al., 2017, p. 1). Marine (2017, p. 86) found that students who identify as trans*, genderqueer, questioning, or gender nonconforming (TGQN) "experience sexual violence on campus at a greater rate than cisgender women; 12.4% of TGQN students... experienced penetration by force... and 29% of TGQN students experience unwanted sexual contact of some kind". Dugan, Kusel and Simounet's (2012) study examined 91 transgender students' college experiences and found these students reported higher incidents of harassment, a lower sense of belonging, and less participation in engagement experiences (such as internships, mentoring or community service) when compared to non-transgender, lesbian, gay, bisexual, and heterosexual peers (Tetreault, Fetter, Meidlinger & Hope, 2013).

However, it is not only students in tertiary contexts who experience harassment or who are anxious about

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the university environ. Brooks and Edwards (2009) found that many LGBT employees fear discrimination in the workplace, including losing their position or having their identity used to impede their opportunities for success. Similarly, Bilimoria and Stewart (2009) report that academic employees point to the:

...everyday slights, harassment, intimidation, fears, exclusion, and discrimination experienced by LGBT faculty, including tokenism, stereotyping, increased visibility and scrutiny, isolation and boundary heightening, difficulties in the classroom... and constraints on choices of scholarship... perceived negative career consequences experienced by LGBT faculty, including discrimination in hiring, tenure and promotion, exclusion from scholarly and professional networks, and devaluation of scholarly work on LGBT topics (p. 86).

These findings relay some of the discriminatory behaviours and actions perpetrated against SGD university staff. Many of these experiences are subtle and are perhaps less discernible microaggressions than more overt prejudicial acts. As a result, they are often more difficult to record, report, or address because of their nebulous nature.

Although campuses differ with regard to the hetero/cissexism experienced, and the extent of the problem, the *potential* for it to occur can have serious ramifications on SGD individuals. Despite the relatively low levels of reported homophobia on campus, Ellis' study found that "it occurred frequently enough to have created a 'climate of fear' whereby LGBT students deliberately act to conceal their sexual orientation/gender identity in order to avoid peer and/or institutional discrimination/harassment" (Ellis, 2009, p. 734). Discrimination is known for being considerably under-reported to either university management or external authorities such as the police (Ellis, 2009; Forbes-Mewett & McCulloch, 2016; Garvey, 2017); it should be noted that this reflects broader trends of experiences in the public milieu (Fileborn,

2012; Miles-Johnson, 2013). Schmitz and Tyler (2017, p. 28) also report that campus contexts which are "highly masculinized... may pressure students to express more stereotypical norms surrounding gender and sexuality if they anticipate the potential for discrimination". As Yoshinio (2006, cited in Bilimoria & Stewart, 2009, p. 91) states:

...all subordinate groups are pressured to fit into the norms of the dominant group, and that keeping their stigmatized identity out of view makes social situations more comfortable for the majority... [this] constrains the full personhood of minority group members' self-expression, and for that reason is experienced as deeply painful over time.

As a result of either real or potential discrimination, sexuality and gender diverse individuals often feel safer and more secure by remaining silent and invisible, and employing what Griffin (1991, 1992) terms in her US study of lesbian and gay educators, 'passing' and 'covering' strategies. These strategies serve to keep one's sexuality and gender diversity hidden.

The perceived need to employ such protective devices coupled with threats of potential and/or actual discrimination increases the risks for psychological distress, anxiety, and mental health issues such as depression and suicide ideation (Keuroghlian, Shtasel & Bassuk, 2014). Individuals may also:

- feel vulnerable or socially isolated;
- have issues with self-esteem;
- experience chronic stress or difficulties establishing same-sex relationships; and,
- may demonstrate an unwillingness to seek support due to fear of disclosure, humiliation and further discrimination (Sanlo & Espinoza, 2012; Savin-Williams, 1994; Tetreault, Fette, Meidlinger & Hope, 2013).

Woodford et al. (2013) examined intentional and unintentional microaggressions such as heterosexist jokes and phrases. They found positive associations

between students hearing the phrase, “That’s so gay”, and feelings of social isolation as well as corporeal effects such as headaches and stomach problems.

Hong, Woodford, Long and Renn (2016) also found a negative microsystem for LGBTQ students was associated with barriers to positive outcomes. Negative experiences and not feeling supported also:

- impact thoughts about leaving university and retention (Tetreault, Fette, Meidlinger & Hope, 2013);
- affect academic progression and engagement (Dau & Strauss, 2016; Woodford & Kulick, 2015); and,
- negatively influence academic engagement (Woodford & Kulick, 2015).

Ellis (2009) highlights a common issue in relation to SGD representation and visibility (see also Mehra & Barquet, 2007). Less than 20 per cent of Ellis’ respondents considered that SGD-related content was adequately represented in the tertiary curriculum.

The lack of enforcement of non-discrimination policy and marketing strategies where SGD individuals were absent added to this invisibility and silencing. Like other educational institutions, heteronormativity is omnipresent (Clarke, 2016), dominates the normative (Woodford, Kulick, Sinco & Hong 2014), and is an assumed and generally unquestioned identity (Bilimoria & Stewart, 2009). As Jayakumar (2009) found, discrimination can be subtle, and a lack of visibility renders LGBTIQ identities invalidated in educational institutions. This is apparent through narrow definitions of culture and lack of representation at events, in marketing materials, and teaching and learning resources. Despite this invisibility, some academics do include SGD-related content and pedagogy in their classrooms; this can result, however, in “negative and personalised end of-year-teaching evaluations” (Clarke, 2016, p. 4), hostility, and the questioning or rejection of content. Indeed, for some students, any reference to sexuality and gender

diversity is too much and beyond the scope of what they perceive as appropriate or relevant (see Ferfolja & Robinson, 2004; Robinson & Ferfolja, 2001, 2008).

Younger students face a range of challenges when first enrolling in tertiary education. For SGD students, including those who are querying or questioning their subjectivity, these challenges are compounded by having to negotiate a largely heterosexist and sometimes hostile environment, as the research to date illustrates. University entry is a critical time for many SGD students. It is frequently the “first opportunity to explore their identity without the limiting constraints of the home and the secondary school, both of which in any case are not gay-affirmative settings in which to ‘come out’” (Ellis, 2009, p. 725). Indeed, schools are overwhelmingly conservative, heterosexist, and cissexist institutions where individuals are under constant surveillance by others to ensure that they are ‘doing’ their gender and sexuality appropriately; to deviate often results in social retribution (Ferfolja, 2010).

Additionally, representation of sexuality and gender diversity in policy, curriculum and pedagogy is mostly absent. This heteronormativity provides little support for young people negotiating their identity, and negative experiences and poor supports have been found, as far back as 1994, to impact on educational success and performance, truancy, educational drop out, as well as mental health and welfare concerns including youth suicide, suicide ideation, and homelessness (Savin-Williams 1994). Indeed, the link between SGD youth, suicide ideation and suicide attempts is well reported in the literature (Baams, Grossman & Russell, 2015; Robinson et al., 2014) with Hatzenbuehler (2011) showing these young people in unsupported environments are at a 20 per cent greater risk of attempting suicide than their heterosexual counterparts. Universities, thus, may be able to provide a potential space for young SGD students to start to

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explore their identity in a context which is neither as regimented nor as limiting as that offered by schools—the context from which many students come.

Although discrimination and harassment on the grounds of sexuality and gender diversity remains apparent, the possibility for cultural change exists. For instance, Jayakumar (2009) argues that developing positive attitudes towards LGB relationships may be facilitated through greater involvement in diversity coursework and explicit interaction with LGBT content. Sanlo and Espinoza (2012), and Mehra and Braquet (2007) also highlight the need to train staff for inclusive service provision. This is supported by Greytak, Kosciw and Boesen (2013, p. 91) whose study of over 1600 participants found that:

A more limited and focused approach may be successful in meeting a small number of defined objectives, such as increasing intervention when witnessing anti-LGBT bullying, harassment, or biased language. A longer, broader training might be more successful in equipping participants to engage in a wider array of activities, including educating other staff, incorporating issues into the curriculum, and advocating for policy change.

Woodford, Kolb, Durocher-Radeka, and Javier (2014) recommend the adoption of an incremental design that accommodates the needs of participants with various levels of knowledge. Training could utilise the knowledge and experiences of Human Resources experts who have knowledge of organisational and

cultural change to forward the rights and inclusion of LGBT workers and “advocate for inclusive organisational benefits and policies” (Brooks & Edwards, 2009, p.145).

Others argue for “appropriate (and dedicated) student support services for LGBT students” although these may only work to address hetero-cissexism after the event rather than “proactively preventing it” (Ellis, 2009, p. 736). Similarly, the literature articulates the importance of Ally and bystander training to enhance understandings of sexuality and gender diversity and the manifestation of implicit and explicit oppressions and to challenge heterosexism; and supplementing anti-discrimination policies and codes of conduct (Woodford et al., 2013; Woodford et al., 2014). As Brooks and Edwards (2009, p. 13) state, “Although sexual minorities advocate for themselves, heterosexual allies of LGBT persons are powerful and necessary advocates”.

Thus, although some research has been done in the area internationally, understanding of the Australian university experience for SGD students and staff is largely absent. This research seeks to make a significant contribution to addressing this gap. It recommends ways forward to support SGD students and staff and to provide the necessary information to build effective, evidence-informed strategies to promote positive student and staff campus experiences.

CHAPTER 2 METHODOLOGY

This study employed a combination of quantitative and qualitative research methods to determine its findings and recommendations in relation to campus climate, and safety and diversity on campus, particularly for SGD individuals working and studying at Western. The research incorporated a university-wide, online survey, individual interviews and a document audit. Prior to beginning the fieldwork, ethics for this research was sought and approved by the Western Sydney University Human Research Ethics Committee in mid-2016, Approval Number: H11264 (see Appendix A).

Survey

The online survey (see Appendix D) was based initially upon the original Lesbian and Gay Anti-Violence Project's 'Report of Violence' form, and adapted to the education environment. Additionally, scales from other similar studies—in particular, sexual violence on campus research from the US and the UK—were adapted to account for SGD experiences, and attitudes and perceptions to SGD. The *Fear of Heterosexism* scale (Fox & Asquith, 2015) was added to the survey to investigate how the fear of discrimination, harassment, and violence impact on staff and student experiences. The design of the survey is such that in future iterations, the questions are easily adaptable in considering other diverse experiences on campus (such as ethnicity, faith, (dis)ability, and cisgender).

Design

The survey was designed in three parts:

- 1) demographic questions and belief in diversity at Western Sydney University;
- 2) questions regarding all staff and student experiences of feeling valued and included, perceived safety, bystander efficacy, awareness of LGBTIQ issues¹, and feelings of responsibility to help SGD persons in need; and,
- 3) questions regarding fear of heterosexism, witnessing and intervening in experiences of exclusion, harassment, discrimination and violence directed at SGD persons, and collection of detailed information on personal experiences of exclusion, harassment, discrimination and/or violence experienced in the last 12 months at Western Sydney University.

Parts 1 and 2 were completed by the full sample. Part 3 was completed only by those respondents who identified as sexuality and/or gender diverse. Completion of all three parts of the survey took approximately 25 minutes. The majority of respondents—those who did not identify as SGD—completed the survey in approximately 15 minutes.

Measures

While the full survey included a large battery of items, the researchers were interested in a number of important indices described below.

¹ Here, 'LGBTIQ' is used as this is the terminology used in this scale

Perceived Safety

Two proxy items were extracted from the Western Staff/Student Experience scale to measure perceived safety on campus: "I feel safe on my campus" and "I feel unsafe on campus". Participants were required to respond to both items using a 5-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). Scores on the unsafe item were reverse coded and combined with scores on the safe item to form a single measure of perceived safety. Higher scores on this measure indicate greater perceived safety on campus.

Inclusion

Similarly, two proxy items were extracted from the Western Staff/Student Experience scale and used to measure feelings of inclusion at Western Sydney University: "I feel valued in the classroom/learning/work environment" and "I feel like I am a part of this University". Participants were required to respond to both items using a 5-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate greater feelings of inclusion at Western Sydney University.

Bystander Efficacy

To measure confidence performing a range of helping behaviours in response to heterosexual or cissexist violence, the researchers used six items adapted from Banyard, Plante and Moynihan's (2005) Sexual and Interpersonal Violence Scale to create the SGD Bystander Efficacy Scale (Asquith, Brady & Ferfolja, 2017). An example item is: "I feel that I could criticise a friend who tells me that they were violent against a LGBTIQ² person". Participants were required to respond to both items using a 4-point Likert type scale from 1 (could not do) to 4 (very confident). A

composite score was created for the six items, with higher scores indicating greater bystander efficacy in support of SGD staff and students.

Responsibility to Help

Responsibility to help SGD people in need was measured using two items adapted from the Sexual Violence Bystander Scale (Banyard, Plante, & Moynihan, 2005): "Sometimes I think I should learn more about heterosexual/homophobic violence", and "I think I can do something about heterosexual/homophobic violence". Participants were required to respond to both items using a 5-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate greater readiness to help.

Awareness of LGBTIQ Issues

Four items were adapted from the Sexual Violence Bystander Scale (Banyard, Plante & Moynihan, 2005) to measure awareness of SGD issues. An example item is: "I don't think heterosexual/homophobic violence is a problem on campus". Participants were required to respond to both items using a 5-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate less awareness of and/or concern about LGBTIQ issues.

Fear of Heterosexism

The 15-item Fear of Heterosexism Scale (Fox & Asquith, 2015) was used to measure fear of heterosexism among SGD participants. Participants were required to respond using a 5-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). The scale included positively worded heterosexism questions (e.g. "I feel vulnerable to prejudice/ discrimination from people I know") and negatively worded questions ("I feel safe in my neighbourhood"). Negatively worded

² Here, 'LGBTIQ²' is used as this is the terminology used in this scale

questions were reverse scored and a composite score was created. Higher scores on this measure indicate a greater fear of heterosexism.

Witnessing and Intervening

SGD participants were asked about how often in the last 12 months they had experienced heterosexism or cissexism at Western Sydney University. They were also asked how often they had witnessed discrimination against another person perceived to be SGD, and how often in the last 12 months had the respondent intervened to help another person in an instance of heterosexism or cissexism at Western.

Details on Experiences of Exclusion, Harassment, Discrimination and Violence

Finally, the researchers included 31 items designed to collect detailed information on the kinds of experiences of exclusion, harassment, discrimination, and/or violence experienced by SGD staff and students at Western. Items collected data regarding the nature of the incident(s), the perpetrator(s) and their perceived motivation, the location, the frequency of incidents, any weapons used in attacks, types of injuries and other forms of harm caused by the incidents, help seeking behaviours, outcome of incident(s) and satisfaction with those outcomes. Respondents were asked about all incidents in the last 12 months, all incidents since starting at Western, and then asked to document their most significant incident. Respondents were advised that 'most significant' means an incident that has had the greatest impact on their life as a student or staff member of Western.

Qualitative Questions

The researchers also included a number of important open ended text response questions that provided

opportunities for participants to document their opinions regarding their thoughts on sexuality and gender diversity at Western Sydney University (completed by full sample), safe and unsafe places on campus (completed by full sample), experiences of exclusion, harassment, discrimination and or violence (completed by SGD only), and any positive experiences as an LGBTIQ person at Western (completed by SGD only).

Recruitment

Participants were recruited to the survey via scheduled emails from the Vice-President (People and Advancement), Western Sydney University, which encouraged staff and students to participate. The School of Social Sciences and Psychology's online research participation platform, SONA³ was also adopted to recruit psychology students. These students completed the survey via SONA and received course credit in exchange for participation. Finally, a media campaign was devised by the University's marketing unit for use on TV screens scattered around Western campuses. All participants (other than SONA participants) had the opportunity to enter their details into a draw to win a \$25 voucher, drawn at the end of each month of recruitment.

Data Screening

A total of 3,106 participants were recruited for the survey component of this study. Extensive data screening was undertaken to ensure the quality of the data, and subsequent confidence in analyses. First, data were screened on progress, such that participants who left the survey before completing a significant portion were excluded from the quantitative analysis. To be included, participants needed to have completed the demographic information, as well as the initial

³ Research participation system to manage undergraduate students' completion of mandatory research instruments.

Methodology

questions regarding perceived safety on campus. Those who completed only demographic information were excluded. After this round of exclusions, 2,408 respondents remained. Next, non-serious responses were screened out. Eight respondents were excluded on this basis, as inferred from their responses to text entry questions. For example, when asked to indicate gender, several respondents reported that they identified as 'attack helicopters'. Finally, surveys were screened for poor-comprehension, resulting in the exclusion of data from four participants.

Some data were recoded where appropriate. Thirty respondents reported their sexuality as other and entered a text description of 'normal' or 'straight'. It was assumed that they meant 'heterosexual' and so these responses were recoded as such. Where respondents were enrolled across multiple schools, their responses were recorded as a new level of the school variable 'Two schools'. Problematically, there appeared to be an over-sampling of people who identified as asexual. It was identified through contradictory data that 198 of

the 'asexual' respondents in fact identified as heterosexual. For example, where participants reported that they were anti-SGD, or had never heard of or met any SGD persons, or included text data about being 'straight' or 'normal', they were assumed to have misreported and/or misunderstood the term, 'asexual'.⁴

Additionally, data from 21 respondents were recoded for clarity and correctness; for example, when respondents indicated that they were both 'male' and 'other' and re-affirmed in another section that they identified as male, only the male gender response was included. Unfortunately, due to the sequencing of the survey, any respondent who incorrectly indicated that they were anything other than cishet⁵ were directed to Part 3 of the survey (designed to capture the lived experiences of sexuality and gender diverse staff and students). Data collected from heterosexual male and female identifying respondents were removed from Part 3 of the survey. After all exclusions, data from a total of 2,395 respondents remained.

Interviews

As can be seen in Table 1 below, 16 qualitative interviews were conducted either face-to-face (3) or by Zoom⁶ (13). Of these interviewees, 13 were staff and three were students. Six of the interviewees were members of the ALLY Network and/or Queer Collective at the time of the interview. The recruitment strategy involved:

- Targeted emails to professional and academic staff throughout the University: A list of professional staff, Division Heads/Deans of Schools and Institutes was compiled and an email was sent out asking whether

they would be interested in volunteering to participate.

- Queer Students and Allies: Recruitment emails were sent out to allies via the ALLY network. Emails were sent out to queer network participants via Queer Convenors who disseminated participation information. Information posters about the study were strategically placed in queer space/s across the campuses of the University.

Participants were provided with an information sheet, and signed a consent form (see Appendix B) prior to the interview. The interviews were semi-structured in

⁴ In replicating this survey, the researchers advise the inclusion of a glossary of terms.

⁵ 'Cis' is the opposite to 'trans', and means 'on this side'. The terms cisgender, cishet, and cis men and cis women are used deliberately to foreground that the bodies (and

identities) of the 'norm' (of heterosexual, and gender assigned at birth) are equally social and constructed.

⁶ Online videoconferencing software used by Western Sydney University

nature and the interview schedule drew on a series of themes that explored the interviewees' experiences. The broad areas under investigation included perceptions or experiences of gender and/or sexuality diversity at Western; inclusion of gender and/or sexuality diversities in curriculum; gender and/or sexuality diversities inclusion in campus life; experiences or witnessing of SGD discrimination against perceived or known gender and/or sexuality diverse individuals or communities; safe and unsafe spaces on campus for SGD individuals; suggestions to move forward at Western regarding sexuality and gender diversity and, what the University is doing well in regards to inclusion (see Appendix C). These reflected the role/responsibility/position held by the interviewee. The interviews lasted, on average, 45-60 minutes.

The interviews were transcribed and imported into NVivo - qualitative data management software. The data were double coded for emerging themes; seven major themes were identified from the respondents' comments and are listed below:

- Culture and diversity at Western;
- Safe(r) places and safe networks at Western;
- Direct and indirect experiences of harassment at Western;
- Inclusion of diversity in the curriculum at Western;
- The role and in/visibility of the Queer Collective and ALLY network/s within the University; and,
- Recommendations for the University moving forward.

Table 1: Details of Interviewees

#	NAME ⁷	HOME CAMPUS	ALLY/QC	STAFF/ STUDENT	ROLE
1	Graham	Penrith	No	Staff	Professional Staff Member
2	Ray	Parramatta	No	Staff	Professional Staff Member
3	Gavin	Parramatta	No	Staff	Professional Staff Member
4	Jenene	Parramatta	No	Staff	Professional Staff Member
5	Martin	Parramatta	No	Staff	Professional Staff Member
6	Austin	Parramatta	No	Staff	Professional Staff Member
7	Marilyn	Penrith (but cross campus)	No	Staff	Professional Staff Member
8	Pamela	Bankstown	No	Staff	Academic Staff Member
9	Janos	Hawkesbury	No	Staff	Academic Staff Member
10	Sally	Parramatta	No	Staff	Dean/Executive
11	Brent	Campbelltown	Yes	Staff	Academic Staff Member
12	Eva	Penrith	Yes	Staff	Professional Staff Member
13	Maree	Penrith	Yes	Staff	Professional Staff Member
14	Anita	Bankstown	Yes	Student	Full-time Student
15	Virginia	Bankstown	Yes	Student	Full-time Student
16	Greg	Bankstown	Yes	Student	Full-time Student

Document Audit

The document audit aimed to ascertain the level of outward facing visibility and inclusion of SGD identities and/or related content across the University. The audit included a search for the following key terms

throughout the Western Sydney University website (logged in as a student, and as a guest user in order to mimic what individuals external to the University would access):

⁷ Pseudonym/s are used for all participants

Methodology

- gender, or
- divers*, or
- inclusion, or
- sexuality, or
- sexual orientation, or
- sexual, or
- sexually, or
- LGBT, or
- LGBTI, or
- Trans, or
- Transgender, or
- same-sex attracted, or
- bisexual

Additionally, the same search terms were used in a Google search, which included the term “Western Sydney University” and “University of Western Sydney”.

From these searches, 81 documents and resources were located. These included policy and strategy documents; SGD Western website resources; as well as course handbooks from each School from 2008 - 2017 (see Appendix G for the full list). The scope of the analysis focussed on the following:

- The presence of sexuality and gender diversity in the policy and strategy documents;
- Examples of sexuality and gender diversity in policy and strategy documents;
- The scope of the materials on gender and sexuality diversity on the Western website; and,
- The use of key terms in course handbooks.

Ethics

This research received ethics approval from Western Sydney University (H11264). The initial endorsement, gained in June 2016, approved the project team to undertake a survey, focus groups with professional staff, interviews with queer students and staff across Western, as well as a document analysis of Western documents related to the theme of this project. The survey, and recruitment material was refined and additional ethics approval was gained in September 2016 and in April 2017 for these amendments.

During recruitment for the focus groups, the project team identified that the participants were more comfortable participating in in-depth interviews, rather than focus groups. Ethics approval was subsequently sought to conduct interviews with all participants. This was approved in May 2017. This amendment also included minor changes to the recruitment text, and additional recruitment avenues, including the queer space/s across Western, as well as asking existing participants to share the study recruitment text across their networks. All amendments were made to ensure a diversity of participants were included in this study.

Limitations of the Research

Some of the adapted sexual violence and tolerance/inclusion scales were not as effective as hoped (or not appropriate scales to translate to an Australian target population, or an Australian SGD target population). However, within each of these scales were 1-2 questions that stood in as proxies for the attitudes/perceptions measured in the original scale. In future iterations of this survey, it is recommended that

the identified problematic scales are not used *in toto*; rather, they are replaced with the identified proxy questions. This would have the added advantage of shortening the survey considerably.

As noted above, the incorporation of a glossary for participants, which is built into online surveys, is recommended. The research team’s assumptions about the knowledge of the “rainbow alphabet” were not met

by participants' responses, especially on questions relating to their own sex, gender, and sexuality. Using surveys such as this one to raise awareness about SGD communities is a laudable exercise.

While the qualitative interview sample included participants from across the University, the sample was limited to those who received the recruitment emails. Individuals were asked to share this approved recruitment text throughout their networks, however, it is unclear how often this was shared, which may have

limited the number of possible interviewees volunteering for this study. Notwithstanding the limitations, the results documented are statistically significant, qualitatively embedded, and cognisant of the institutional contexts of both the experiences documented in this report, as well as how these results will be received. This study is the first of its kind in Australia, and provides the necessary evidence for change at Western and similar higher education institutions in Australia.

CHAPTER 3 THE PARTICIPANTS

As to be expected of a staff and student population sited in Sydney's western suburbs, the respondent population was diverse in a variety of ways. In addition to the focus on sexuality and gender diversity (SGD) in this research, the study considered the ways in which other aspects of diversity impact on feelings of safety and inclusion at Western, and in turn, to consider how these experiences may vary from those of SGD staff and students. Table 2 below documents the demographic characteristics of those who participated in the survey. With a student population included in the sample, it is not surprising that over 82.9 per cent of all respondents were under the age of 45. However, extrapolating from the data when students are excluded, the age profile of respondents changes dramatically, with 44 per cent of staff over the age of 45 years. There is also great diversity in ability, with over 600 (25.1%) respondents indicating they work and study with at least one disability or chronic health condition.

Table 2: Personal Characteristics of Respondents

	Frequency	Percent
Age [<i>n</i> =2,395]		
18-25	1,507	62.9
26-35	395	16.5
36-45	240	10.0
46-55	165	6.9
56-65	74	3.1
66-75	14	0.6
Disability [<i>n</i> =602]		
Chronic Medical Condition	121	9.4
Mental Health Condition	287	16.4
Intellectual Disability	64	0.6
Learning Disability	16	2.2
Physical Disability	31	2.5
Sensory Disability	38	1.5
Multiple Conditions/Disabilities	45	1.9
Australian Citizen [<i>n</i> =2,395]		
Yes	2,044	85.3
No	351	14.7
International Student [<i>n</i> =1,977]		
Yes	218	11.0
No	1,759	89.0
Residency Status [<i>n</i> =350]		
Permanent Resident	124	35.4
Student Visa	206	58.9
Temporary Resident	19	5.4
Tourist Visa	1	0.3
English as First Language [<i>n</i> =2,395]		
Yes	1,729	72.2
No	666	27.8
Religion [<i>n</i> =2,395]		
Buddhism	115	4.8
Christianity	889	37.1
Hinduism	119	5.0
Islam	258	10.8
Judaism	10	0.4
No Religion	817	34.1
Other	187	7.8

The Participants

<i>cont.</i>	Frequency	Percent
Nationality/Ethnicity ¹ [<i>n</i> =2,379]		
Arab	79	3.3
Australian Peoples	1,636	68.8
British	65	2.7
Central American	2	0.1
Central and West African	15	0.6
Central Asian	14	0.6
Chinese Asian	53	2.2
Eastern European	8	0.3
Irish	6	0.3
Mainland South-East Asian	40	1.7
Maritime South-East Asian	74	3.1
New Zealand Peoples	40	1.7
North American	23	1.0
Northern European	5	0.2
Other North African and Middle Eastern	18	0.8
Other North-East Asian	31	1.3
Peoples of the Sudan	8	0.3
Polynesian	19	0.8
South American	17	0.7
South Eastern European	15	0.6
Southern and East African	28	1.2
Southern Asian	160	6.7
Southern European	7	0.3
Western European	16	0.7



¹ This variable was created using responses from three variables: Nationality, Ethnicity, Languages Spoken Other than English. Responses to the open field of 'ethnicity' proved difficult to use in isolation due to the number of different responses—self-identification can be messy and exceed normative categories—and in this research responses to 'ethnicity' included skin colour [white, black,], ethnicity [Hazara, British, Arabic], culture [Aboriginal, Anglo-Celtic], nationality [South Africa, Germany], region [American], religion [Hindu], and language [Mandarin]. In further analyses below, these regional categories have been further consolidated into the ABS ASCCEG (2017) nine 'broad groups'.

Respondents were also asked three separate questions to identify ethnic and cultural identification: nationality, language other than English, and ethnicity. Due to the messy nature of open fields on questions such as these, the three variables were used to recode responses against the Australian Bureau of Statistics' (2017) Australian Standard Classification of Cultural and Ethnic Groups (ASCCEG).

Due to the large number of countries of birth, and ethnic and cultural identities reported by respondents, it was decided that the regional codes from the ABS ASCCEG (2017) would be used for analysis. As can be seen above, apart from the 69 per cent of respondents who identify as an Australian (Australian, Australian Aboriginal, Australian South Sea Islander, and Torres Strait Islander), the most common regions from which Western Sydney staff and students who responded to this survey originate from:

- Southern Asia (e.g. Pakistan, Bangladesh, Sri Lanka), 6.7%;
- Arabia (e.g. Egypt, Lebanon, Palestine), 3.3 %; and
- Maritime South-East Asia (e.g. Indonesia, Vietnam, Thailand), 3.1 per cent.

This varies considerably from ethnic and cultural identity of the Australian population as a whole. While the percentage of Western respondents who identified as Australian is similar to the national average (68.8% v 69.8%), this is where the similarities end.

Fewer Western respondents come from traditional English-speaking source countries such as England and New Zealand (3.8% v 4.2%; 0.4% v 2.2%), and more come from other traditional source countries such as China, India and Italy (3.6% v 1.5%; 3.2% v 1.4%; 1.7% v 0.9%). Additionally, 27 (1.1%) respondents identified as Aboriginal (Australian), Torres Strait Islander, Australian South Sea Islander, or Indigenous Australian.

Likewise, there are differences in the religious identification of Western respondents when compared to Australian demographics. In the 2016 Census, 30 per cent of Australians indicated that they had no religion, while 34.1 per cent of Western staff and students indicated as such (ABS, 2017). Further, while 52 per cent of Australians identify as Christian, only 37 per cent of Western staff and students do so. As to be expected from the population that Western draws it



The Participants

staff and students, the proportion of respondents who identify as Muslim is nearly five times higher than the Australian average (10.8% v 2.6%); additionally, nearly twice as many Western respondents indicated they were Buddhist than the Australian population (4.8% v 2.4%) (ABS 2017).

Relatedly, a similar proportion of Western respondent have English as their first language to the

Australian population (72.2% v 72.7%). Western staff and student respondents speak Arabic (2.7% v 1.4%), Vietnamese (2.0% v 1.2%), Nepalese (1.6% v not recorded) and Hindi (1.2% v 0.06%) at home at higher rates than the Australian population (ABS, 2017). These differences in ethnic, cultural and linguistic diversity reflect not only the siting of Western Sydney University, but also that 11 per cent of the student population are international students.

Staff and Students @ Western

Of the 2,395 participants who provided valid survey responses, 17.3 per cent identified their primary role on campus as 'staff'. The 415 valid responses from staff represent a return rate of approximately nine per cent of the 4,657 staff employed by the University.¹ With five

per cent² and nine per cent return rate for student and staff responses respectively, these data need to be considered with caution, and any policy and practice development should be explored after additional engagement.

Table 3: Institutional Characteristics of Respondents

	Frequency	Percent
Primary Role [<i>n</i> =2,395]		
Student	1,980	82.7
Staff	415	17.3
Primary Campus [<i>n</i> =2,395]		
Bankstown	429	17.9
Blacktown	101	4.2
Campbelltown	354	14.8
Hawkesbury	221	9.2
Lithgow	3	0.1
Parramatta	805	33.6
Penrith	450	18.8
Sydney City	32	1.3
School [<i>n</i> =1,980]		
Business	211	10.7
Computing, Engineering and Maths (CEM)	164	8.3
Education	165	8.3
Humanities and Arts	226	11.4
Law	43	2.2
Medicine	72	3.6
Nursing and Midwifery	235	11.9
Science and Health	375	18.9
Social Sciences and Psychology	431	21.8
Two schools	58	2.9
ALLY or Queer Collective Member [<i>n</i> =2,389]		
Yes	118	4.9
No	2,271	95.1

¹ The total number of staff includes full-time and part-time ongoing, contract, and sessional staff. There are 2,620 ongoing employees at the University, and if only these are included in our calculations, this represents a return rate of 15.8 per cent.

² As at 24 April 2017, approximately midway through data collection, 39,428 students were enrolled at Western Sydney University.

The number and location of Western campuses grows every year. When this project was first proposed, it was only to be run on four campuses. After Executive support for the research was received, it was agreed that the research would be available to all students and staff on all campuses. At the time of the research, there were eight campuses, and by the end of the research there were 10 campuses, with another to be opened soon in Liverpool. Respondents indicated that they came from eight of these campuses. Response rates based on campus are comparative to actual numbers, though there was slightly higher participation from students and staff on Blacktown, Campbelltown, Hawkesbury, and Penrith, and slightly lower participation by staff and students on two of the larger campuses, Bankstown and Parramatta.

There is a significant variation in participation rates when considered by school. This is unsurprising given the nature of the survey, and the expected interest in this topic from education, humanities, arts, social sciences, and psychology students and staff. It is also where the majority of women—who are generally more likely to be concerned about safety—are located at Western Sydney University. That three of the four Chief Investigators are also from these schools no doubt also

had an impact on completion rates, especially by staff. Response rates mostly reflect the proportion of actual staff and students in each of the schools; though, low participation rates were recorded for Business, Computing, Engineering and Mathematics, Law, and Science and Health, and responses from Social Sciences and Psychology were proportionally almost double that of actual numbers. The over-representation of SSaP students reflects the inclusion of this survey in SONA, for completion by undergraduate psychology students as part of their studies.

The final institutional variable that shapes some of the experience of safety and inclusion reported in this report is whether the respondents were a member of either the ALLY Network or Queer Collective. While actual numbers of members—especially of the Queer Collective—is difficult to ascertain, 4.9 per cent of respondents, intuitively, is high, and perhaps reflects the extra marketing and promotion of the research within these networks, and the increased ‘stake’ that these groups have in policy and practice change in relation to safety, inclusion, and its intersections with gender and sexuality diversity.

CHAPTER 4

POLICY, PRACTICE & CURRICULA @ WESTERN

The document audit employed key word searches that related to SGD individuals or content across online documents located on the intra and internet (the latter including Western Sydney University and University of Western Sydney). The findings presented below, provide an interesting overview of how diverse sexualities and gender identities are articulated and incorporated into key Western documents and web-pages. Of particular note is the substantial effort on Western's part to ensure that people with diverse sexualities and gender identities are acknowledged and their experiences are included in policy documents, web pages, and course content. There have been attempts to bring SGD-related content into formal settings, however, there is more that could be done.

Policy Documents

There is a clear effort in the policy documents reviewed to ensure that the policies on discrimination, harassment, and vilification are extended to SGD people. The findings indicate that whilst the policies do provide references to SGD people, the concrete examples of what this looks like in practice are limited. This includes for instance, sexual orientation discrimination as the telling of a homophobic joke or treating a same-sex relationship as inferior, as evidenced in the following example:

Sexual Orientation Discrimination occurs when you are treated unfairly or harassed because of your sexual orientation. Sexual orientation refers to a person's sexual identity in relation to the gender/s to which they are attracted, including whether they are attracted to individuals of the same sex, different sex or both. This includes people who are lesbian, gay, or bisexual. Sexual Orientation Discrimination also covers unfair treatment or harassment because of an assumption of your sexual orientation. An example of Sexual Orientation Discrimination is telling a homophobic joke in front of your colleagues or fellow students, or discouraging a student or staff's same sex partner to attend a university event where opposite partners are encouraged to attend (Hayter-Falconer, 2017, p. 4).

The concrete examples of discrimination, bullying and/or vilification that are similar to the above are limited. Generally, when it does exist, it includes how individuals could be excluded or treated differently because they have a same-sex partner or excluded institutionally by not offering an option for identifying outside the male/female binary on organisational forms. The documents also provide an example of a transgender person being prohibited from wearing certain clothes, which is discussed as non-binary gender discrimination (Discrimination, Harassment, Vilification and Victimisation Prevention Guidelines, Feb 2017, p. 5).

Whilst these examples are important they are limited. There is room to include further examples to ensure that people with SGD identities are included, and that decision makers can take practical steps to implement policies in their work settings. For instance, there is scope to include measures such as: ensuring that the preferred pronoun is used for people with diverse genders; ensuring that people are not forced to disclose a sexuality/gender identity; or ensuring that space/s are provided for employees to discuss issues pertaining to sexuality/gender identity in safe and appropriate settings. In some of the staff interviews, participants pointed to the importance of policies in helping to inform them and the decisions that are made:

But there are certainly people that whether they're under stress or not, have experienced harassment and bullying and identification in a negative fashion. Plans are then put into place. We work cooperatively with the person, what would you like to do, what do you want done? So, we've got policies and practices...We definitely inform the student about what they can do, what's likely to happen as a consequence of going down particular roads so that they're informed about choices and involvement. Then we've also got to look at do we have any evidence of this, how substantial is it? How much can we take of a person's word because another person or persons

will be affected? ...We don't want necessarily any - what's the word I'm searching for - negative consequences for the person who's been alleged to have made complaints (*Interview Participant: Graham, Staff*).

The importance of policies for participants such as Graham, to provide support and ensure that proper conduct is followed, underscores the need to have clear policies that assist staff and students moving across the diverse space/s on campus.

Website Content

Over the last few years there has been a focus on enhancing the online content related to information about people who are sexuality and gender diverse, and providing resources to these individuals and groups. This is, in part being led by the Equity and Diversity Unit, who aim to provide website materials that respond to the needs of those who identify as SGD. At the time of conducting the audit, resources included:

- How to engage in inclusive practices at Western with people with diverse genders and sexualities, including:
[Inclusive Practice: 10 Ways to Be LGBTIQ Inclusive at Western Sydney University](#)
- Webpages on the inclusive activities, as well as the reports that the University has put together to date such as:
[Western's LGBTIQ Activities: Projects, events and other activities](#)
- A limited number of support resources on the e-counselling section of the University website for gender diverse students, including:
[Sexuality - Am I transgender?](#)
- Information about the ALLY network, how to join, as well as contact details of those who are trained ALLY staff and students, such as:
[Ally Network](#)
- Links to information about the queer collective and queer rooms, such as:
[Western's Queer Rooms](#)

- A limited glossary of key terms used to describe and explain diverse sexualities and gender identities, including:

[Glossary](#)

- A number of links to external resources for students and staff who identify with diverse genders and sexualities:

[Resources and links for more information on LGBTI inclusivity and support](#)

[LGBTIQ Student and Staff Support](#)

While it is important to provide these resources as a starting point, it is the recommendation of the report that these are further developed. In particular, certain sections of the website would benefit from the inclusion of further information, including the Glossary of key terms, which is limited in scope. For instance, the Glossary does not provide definitions for gay, homosexual, lesbian, bisexual, intersex and/or queer, and trans and transgender are included in the same definition without a discussion on how these are used by people living with diverse genders. In addition, the e-counselling support resources include only one resource at present for SGD staff ([Sexuality - Am I transgender?](#)). This resource should be built on to include further gender *and* sexuality resources.

Additional information could also be provided about the queer rooms and queer collective, which

could assist students in feeling comfortable and confident in seeking out and accessing these resources and what they have to offer. Further, additional links on the 'LGBTIQ Student and Staff Support' page are required. See, for example, [LGBTIQ Student and Staff Support](#).

At present the page indicates that resources are available, however the resources discussed should be included as links on this page and directly link to information contained elsewhere on the site. Further resources would provide important symbolic support for staff and students with diverse sexualities and gender identities, and is also critical for positioning the University as an inclusive space for prospective students. Additionally, statements such as, "We understand that studying or working can be difficult for someone who identifies as lesbian, gay, bisexual, transgender, intersex or queer (LGBTIQ)" need to be reviewed as they provide no contextualisation in relation to the sub-text of discrimination but rather position SGD people as deficit. This is deeply problematic.

Furthermore, at times, the researchers encountered difficulties finding and accessing this information. Improved functionality with keywords that staff and students are likely to use when searching for information and support around SGD identities should be included as search terms which would link people directly to this content, and information about support should be prominently displayed to users who are searching for these terms.

At the time of data collection this was the only information available online. However, since embarking on the development of the LGBTIQ Strategic Plan in late 2016, more information has been added to the webpages, though as indicated above, there is additional information required that could benefit existing staff and students. In addition, as noted above, the search tool on Western's website does not provide immediate targeting of these sites, and the functionality does not provide easy access to these resources.

Course Handbooks

Handbooks from across the Schools were also searched using key terms relating to SGD identities. While the trend is not consistent, overall, since 2008 when Handbooks were available and accessible online, it is evident that the overall trend has been to increasing SGD-related content. However, this is not evenly distributed. As evident below in Table 4, there have

been limited gains in the areas of Business and Law postgraduate courses, and Health and Science postgraduate courses. Further work is required to investigate these discrepancies and to increase the incorporation of content on sexuality and gender diversity in the curriculum.

Table 4: Course Content

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Arts UG	274	233	186	204	232	241	247	87	302	351
Arts PG	106	94	121	89	91	93	93	134	293	301
Business & Law UG	44	63	64	74	54	61	78	32	110	130
Business & Law* PG	20	20	9	12	11	12	13	17	21	25
Health & Science UG	94	120	176	235	316	331	325	127	334	415
Health & Science PG	30	44	37	37	51	33	34	31	56	70

* In 2008 this was the Business School, in 2011 this became the College of Business and Law, and in 2012 it was renamed to the Business and Law Schools.

CHAPTER 5

SEXUALITY & GENDER DIVERSITY @ WESTERN

At the heart of the Diversity and Safety on Campus @ Western project was our intent to make more visible the lives of sexuality and gender diverse (SGD) staff and students at Western Sydney University. Knowing what proportion of the University identifies as SGD is a first critical step. An aligned priority was to document how staff and students identify themselves (or not) in terms of sex, gender and sexuality. As Taylor and Dwyer (2015) have identified in earlier research, the acronyms used in the past to represent sexuality and gender diverse peoples have quickly become antiquated, inadequate, and exclusionary.

Starting in the early 80s as Gay and Lesbian, the acronym quickly grew to LGT, then LGBT, and then LGBTQ.¹ Now, it is more common to see LGBTIQ or LGBTIQ+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual and others). In her research, Dwyer (2010) required 14 letters of the alphabet to capture the diverse sexualities and genders in her research.² As anyone who has been required to use the acronym 'LGBTIQ' knows, it is a tongue teaser, and in the mouths of those unfamiliar with the diverse communities covered by this umbrella term, can be confusing. In the table below, the researchers document the four sexes, ten genders and 17 sexualities reported by respondents (including 'questioning', and three different responses for heterosexual).

Table 5: Sex, Gender and Sexuality [Identities]

Sex	Gender	Sexuality
Female	Agender	Asexual
Intersex	Female/Feminine	Bicurious
Male	Female/Masculine	Bisexual
Other	Gender neutral	Demisexual
	Gender Non-Conforming	Gay
	Gender Queer	Heterosexual
	Male/Feminine	Homosexual
	Male/Masculine	Lesbian
	Nonbinary	Married
	Transgender	Normal ³
		Not straight
		Pan Grey Asexual
		Pansexual
		Queer
		Questioning
		Sapiosexual
		Straight

¹ And with the notable inversion of Gay and Lesbian, to Lesbian, Gay...

² LGBTIQAPGNGGQ = Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Pansexual, Gender Non-Conforming, and Gender Queer.

³ This term was provided by a few respondents, and was not offered as selectable category. As has been noted elsewhere, this terminology is hetero- and cissexist (and disablist).

Recognising and naming each of these sexes, genders and sexualities makes for very awkward sentence structuring. At the level of the United Nations—and as a consequence of the diverse cultural environment of UN members—the preferred term is Sexual Orientation and Gender Identity (SOGI).¹ The researchers (and many other researchers and activists across the world) are beginning to use the acronym ‘sexuality and gender diverse’ (SGD).

Importantly, while some respondents clearly identified as cis/het, they also selected ‘Other’ in order to provide commentary on these questions.² Some of these responses (along with the large number of ‘Asexual’ responses that need to be recoded – see Methodology for discussion) highlight the lack of common knowledge about the differences between sex, gender and sexuality, and the assumption of a straight line between sex assigned at birth, gender, and opposite-sex attraction. In particular, several respondents felt it necessary to question the labels offered to participants to indicate their gender and/or sexuality, such as:

Everything but heterosexual is a mental disorder

Stupid question. I am a man, male and that means I like women

There is only male and female don't be silly

There are only two genders

Please don't start catering towards this nonsense

I see no difference between sex and gender, I am an individual

gender theory doesnt [sic] belong on a survey

done't [sic] make sense to me. I thought you already asked my sex.

Sex is purely for pleasure, defining terms is redundant

I don't know what some of these mean but I'm a girl and I'm interested in boys.

In Table 6 below, the sex, gender and sexuality frequencies for the major values within each of these variables is documented. Approximately, 18 per cent of participating Western Sydney staff and students identify as sexuality and gender diverse, with 41 per cent, 12 per cent, and 12 per cent of these 412 SGD respondents identifying as bisexual, asexual and pansexual, respectively.

The frequency of each of the ‘sexuality’ values is significant, in terms of both statistical and cultural significance. Unlike previous community surveys of LGBTIQ communities—which are dominated by the responses from gay and lesbian cisgender participants—the sexuality diversity at Western Sydney marks an important ‘change of times’, which was first acknowledged in *Writing Themselves in 3 (WTi3)* (Hillier et al. 2010).

In particular, the percentage of respondents who indicated they identify as bisexual, asexual and pansexual varies considerably from comparative studies. For example, Asquith and Fox (2012) found only 13 per cent of the 162 respondents identified as bisexual, none as asexual, and only one, as pansexual. Increasing tolerance and acceptance of sexuality and gender diversity is increasingly matched to a fracturing of the normative categories that have sustained the community for over 20 years.

Conversely, only 17 percent and 15 per cent or a total of 412 Western Sydney respondents indicated that they

¹ The research team is opposed to this nomenclature for a variety of reason, including that sexuality is not a matter of ‘orienting’ oneself, and gender appears to only be an ‘identity’ when one refers to trans people; cis gender is just gender. This latter distinction is cissexist.

² In some cases, selecting ‘other’ in addition to male/masculine/heterosexual, for example, gave these respondents access to Part 3 of the survey, which was designed for only those participants that identified as sexuality and gender diverse.

identify as gay or lesbian, respectively. This contrasts with previous studies, where both gay and lesbian constitute over 35 per cent of the sample (for example, in *WT13* (Hillier et al. 2010) 38 percent of young women,

and 84 per cent of young men identified as same-sex attracted). This 'change of times' is more easily seen when sexuality is considered in terms of age.

Table 6: Sex, Gender and Sexuality [Frequency and Percent]

	Frequency	Percent
Sex [<i>n</i> =2,394]		
Female	1,710	71.4
Male	677	28.3
Intersex	2	0.1
Other	5	0.2
Gender [<i>n</i> =2,390]		
Female/Feminine	1,660	69.5
Male/Masculine	664	27.8
Transgender	13	0.5
Gender Queer	19	0.8
Gender Non-Conforming	25	1.0
Other	9	0.4
Sexuality [<i>n</i> =2,337]		
Heterosexual	1,925	82.0
Gay	70	3.0
Lesbian	63	2.7
Bisexual	169	7.2
Asexual	49	2.1
Pansexual	49	2.1
Questioning	6	0.3
Queer	6	0.3

In the Figure 1 below, it can be seen that the significant ($p=.007$) fracturing of the LGBTIQ acronym is generational, with older staff and students more likely to identify within traditional categories of gay, lesbian and transgender, and younger staff and students more widely spread across the range of sexualities. In particular, it is only 18-25 and 26-35 year-old respondents that indicated that they are questioning their sexuality, and similarly, only those under the age of 45 years identify as queer.

When sexuality is considered in terms of respondents' primary role at Western (staff or student), this generational difference is further supported, with staff slightly less likely than students to identify as heterosexual (80.5% v 82.3%) and bisexual (5.8% v 7.5%) and more likely to identify as gay (3.9% v 2.8%) or lesbian (5.8% v 2.0%).

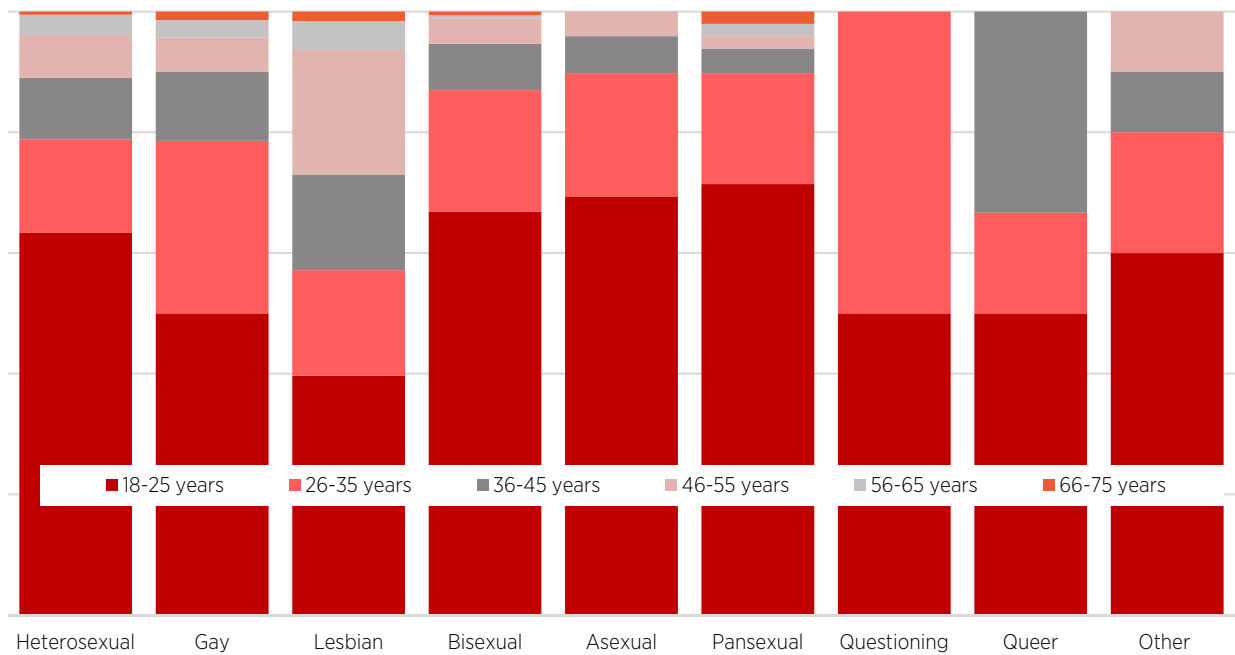


Figure 1: Sexuality x Age (N = 2,347)

While it is important to document these differences between sexes, sexualities and genders, in order to undertake the analysis required for this report, at times, the researchers have had to recode these variables into smaller numbers of values. In these instances, this is

only done when the differences within existing variables have been noted, or are statistically insignificant. Where dichotomous analyses are required the researchers have recoded sex, sexuality and gender as:

Table 7: Sex, Gender and Sexuality [Composite values]

Sex	Gender	Sexuality
Female	Cisgender	Straight
Male	Transgender	Queer

In the next chapter, sex, gender and sexuality diversity at Western Sydney University is considered in terms of

SGD staff and students' experiences of exclusion, discrimination, harassment and violence on campus.

CHAPTER 6

SGD EXPERIENCES OF EXCLUSION @ WESTERN

Once a respondent had identified as sexuality and gender diverse in Part 1 of the survey, they were also invited to complete Part 3. This section of the survey asked SGD respondents about their experiences at Western since starting at the university and in the last 12 months. They were also asked to reflect on their most significant incident of heterosexism and/or cissexism. In this chapter, the researchers consider these experiences in more detail along with respondents' 'fear of heterosexism' and cissexism, before investigating in Chapter 8 the institutional, social and cultural contexts of respondents' most significant incident.

Fear of Heterosexism and Cissexism

Before even encountering others who may or may not be heterosexist or cissexist, SGD people often have to manage their fear of heterosexism. Fear—whether of crime or prejudicial violence—is a major mediator of social behaviour, and as can be seen in Table 8 below, many SGD staff and students at Western face considerable barriers to their full participation in studies or work because of such fear.

In particular, 46 per cent of respondents indicated that they believed that they were safer if they hid their sexuality or gender, 53 per cent felt vulnerable to prejudice and discrimination from strangers, 54 per cent worried about prejudice and discrimination, and 55 per cent avoided doing some things because of possible prejudice or discrimination. Conversely, only 20 per cent of SGD students and staff felt confident reporting an incident of heterosexism or cissexism to either the NSW Police Force or the NSW Anti-Discrimination Board. Such fear was also identified in many qualitative survey comments.

The LGBT part of my identity has not impacted on my experience as a student because I have not felt comfortable to be out and open about my sexuality, this protects me from prejudice etc. However, it is mentally taxing to keep this part of myself hidden. I have not had any association with any queer groups, I've [sic] heard that one exists but I have not received or seen any information about it being distributed (Survey Respondent: Lesbian, cis woman, 18-25yrs, student).

I hide my gender and sexuality from everyone. No one at all knows and in doing so I avoid [sic] all the repercussions that goes with that. As a staff member, there are no people/clubs/societies/divisions/units available (Survey Respondent: Bisexual, trans male, 36-45yrs, staff).

I have not [been] very open about my sexuality to be honest (Survey Respondent: Bisexual, cis woman, 18-25yrs, student).

Table 8: Fear of Heterosexism Scale: Response Frequency (agree and strongly agree) [*n*=354]

	Agreement	Valid Percent	Mean	SD
I feel vulnerable to prejudice/discrimination from people I know	134	37.9	2.86	1.240
I feel safe in my neighbourhood [<i>Reverse Coded</i>]	54	15.3	2.22	1.018
I fear that I will lose my job because of prejudice/discrimination against LGBTIQ+ ¹ people	64	18.1	2.32	1.139
LGBTIQ+ people are safer if they hide their sexuality or gender identity or behaviour	162	45.8	3.14	1.141
I fear that I will be physically unsafe because of my sexuality or gender identity	107	30.2	2.76	1.149
I feel vulnerable to prejudice and discrimination from strangers	186	52.5	3.33	1.185
I fear that I will lose friends because of my sexuality or gender identity	90	25.4	2.46	1.282
Prejudice and/or discrimination are not a worry for me [<i>RC</i>]	190	53.7	3.53	1.299
I avoid doing some things because of possible prejudice and/or discrimination	195	55.1	3.27	1.225
I fear I will not be accepted by my communities because of my sexuality or gender identity	140	39.5	2.94	1.245
I feel safe to be open about my sexuality [<i>RC</i>]	96	27.1	2.63	1.301
I feel vulnerable to violence and/or harassment from strangers	134	37.9	2.99	1.109
I would feel confident about reporting violence or harassment to the Police [<i>RC</i>]	72	20.3	2.30	1.239
I fear that I will be ridiculed or vilified because of my sexuality or gender identity	122	34.5	2.91	1.169
I would feel confident about reporting prejudice and/or discrimination to the NSW Anti-Discrimination Commission [<i>RC</i>]	72	20.3	2.38	1.258

Hiding or covering one's gender and sexuality diversity or passing as heterosexual in employment and learning contexts has been well-reported in the literature (Ferfolja & Stavrou, 2015; Griffin, 1991, 1992; Rumens &

Kerfoot, 2009; Williams & Giuffre, 2011). The ramifications of leading 'dual lives' can be dire, affecting among other things, social and emotional health and wellbeing.

Witnessing Exclusion

It is important to note that even though there is often an intended target for heterosexism and cissexism, these behaviours frequently have a much wider audience. Heterosexist language in classroom discussions not only targets SGD staff and students, but other students who may be questioning their own sexuality and/or gender, or their long-held beliefs

about sexuality and gender. Additionally, heterosexist language reinforces normalising heterosexual discourse which limits the options of all people (Sedgwick, 1990) not just those who identify across the spectrum. Others are also witnesses and bystanders to discrimination and acts of physical violence as can be seen below. As is illustrated in Chapter 11, the capacity

¹ The term LGBTIQ+ was adopted by Fox and Asquith in their development of the Fear of Heterosexism scale, and was replicated in this survey to enable comparative research.

of staff and students to intervene on behalf of, or in solidarity with, SGD staff and students is mediated by their awareness of LGBTIQ issues.

The tables below document the extent of heterosexism and cissexism witnessed by all respondents in a typical month on campus. Sixty-five and 93 per cent of staff and students respectively reported that they had never witnessed heterosexist talk, jokes, discrimination, verbal abuse, and/or physical assault, which aligns with the finding that over 60 per cent of SGD staff and students had never experienced these behaviours since starting at Western (see Fig. 2). The researchers thought it important to make a distinction between heterosexist talk and heterosexist jokes given the different intent behind each behaviour. Notably, 17 per cent of staff and students at Western hear more than two incidents of heterosexist talk in a typical month. In the qualitative comments on their experiences, survey respondents and interviewees found the latter of these micro-aggressions difficult to negotiate:

Constant "jokes" about gays in most classes, by most people. Being "gay" is second best and looked down on (Survey Respondent: Gay, cis man, 18-25yrs, student).

I'm a female who identifies as bisexual, I find most homosexual people dismiss my sexuality as attention-seeking, & also find that most heterosexual people make jokes at my expense about threesomes or other sex acts. So I haven't made my sexuality known (Survey Respondent: Bisexual, cis woman, 26-35yrs, student).

One student told me I would "Burn in hell, because of my sexuality", oddly given I have no hell/gods that really got to me. Mostly it's all been stuff like that people hiding nasty comments behind religion or 'jokes' (Survey Respondent: Pansexual, gender queer, 18-25yrs, student).

Similarly, just over 20 per cent of staff and students hear more than two incidents of heterosexist jokes in a typical month. While small (5.8%) in terms of proportion of all respondents, 100 staff and students witnessed more than two incidents of discrimination explicit enough for them to assess the behaviour as "unfair treatment" (see Table 9 below). There may be some overlap of multiple staff and students witnessing the same incidents; however, if considered as separate incidents, there are over 500 incidents of discrimination in a typical month, and 6,276 incidents in a typical year.

Table 9: Approximate number of times in a typical month when unfair treatment because of sexuality or gender identity was witnessed [$n=2,213$]

	Frequency	Valid Percent
0	1,923	86.9
1	162	7.3
2	60	2.7
3	31	1.4
4 or more	37	1.7

Table 10: Approximate number of times in a typical month when physical assault or verbal abuse because of sexuality or gender identity was witnessed [$n=2,213$]

	Frequency	Valid Percent
0	2,047	92.5
1	102	4.6
2	42	1.9
3	11	0.5
4 or more	11	0.5

SGD Experiences of Exclusion @ Western

Importantly, these calculations are based on only those incidents that are recognised as heterosexual and/or cissexist, and only the cases reported in this survey. It is likely that this is a significant under-representation of the experiences of SGD staff and students.

Similarly, the proportion of staff and students affected by witnessing violence such as verbal abuse or physical assault is relatively small (7.5%). Yet, if considered as separate incidents, as can be seen in the Table 10, this equates with 263 acts of violence in a typical month, and 3,156 in a typical year.

Witnessing heterosexism and cissexism—whether one identifies as SGD or not—and witnessing

heterosexism and cissexism that is not addressed sends important messages to all members of Western Sydney University. These “everyday exterminabilities” (Hage 2006)—behaviours that seem too minor to report, are fleeting, and at times, are without witness—create toxic workplaces and learning environments for SGD staff and students. When not addressed in the pedagogical environment, it models worst practice, disseminates all the wrong messages about the skills required for cultural capability, and does nothing to prepare students for the increasingly diverse professional environments they will encounter in the coming years. In the next section, the focus shifts from what all respondents witnessed to the lived experiences of SGD staff and students at Western.

SGD Experiences of Exclusion @ Western: Last 12 months

Sexuality and gender diverse staff and students were asked to respond to a number of questions regarding their experiences of exclusion, prejudice, discrimination, harassment or violence because of their sexuality or gender identity. Sixty-five individuals, representing 19 per cent of the total number of SGD respondents, indicated that they have *personally experienced* exclusion, prejudice, discrimination, harassment or violence because of their sexuality or

gender identity at Western Sydney University in the last 12 months. Students were identified as the most frequent perpetrators of discrimination, with 45 respondents recording that a student was involved in the incident, followed by staff members (involved in 26 incidents), and visitors (2 incidents). The frequency of these experiences provides an important context in developing responses to heterosexual/cissexist violence.

Table 11: Prejudice, Discrimination, Harassment or Violence *Experienced* in last 12 months by SGD Respondents [*n*=353]

	Frequency	Valid Percent
Experienced in the last 12 months	66	18.7
Perpetrator		
Student	46	69.7
Staff	26	39.4
Other	3	4.5
Frequency of experience		
Once	13	22.8
Couple of times	10	17.5
Every couple of months	13	22.8
Every month	2	3.5
Weekly	13	22.8
Daily	1	1.8
Too many times to count	5	8.8

Table 12: Prejudice, Discrimination, Harassment or Violence *Witnessed* in last 12 months by SGD Respondents [*n*=353]

		Frequency	Valid Percent
Witnessed in the last 12 months		81	22.9
Perpetrator	Student	62	76.5
	Staff	22	27.2
	Other	13	16.1
Frequency of witness	Once	16	21.9
	Couple of times	19	26.0
	Every couple of months	19	26.0
	Every month	6	8.2
	Weekly	6	8.2
	Daily	0	0.0
	Too many times to count	7	9.6

Over 28 per cent of those respondents experienced repeated and habitual exclusion, prejudice, discrimination, harassment or violence, with 9 per cent unable to recount the number of incidents in the last 12 months, and a single respondent who experienced daily incidents of exclusion. One-off incidents—given the right circumstances—can be life changing; repeated acts of discrimination can result in on-going or long term impacts (Lereya, Copeland, Costello & Wolke, 2015; Cosgrove, Nickerson, De Lucia, 2017; Rinehart, Espelage, & Bub, 2017).

As can be seen in Table 12, 81 respondents who represent 23 per cent of the total SGD sample, reported *witnessing* exclusion, prejudice, discrimination, harassment or violence directed at another person while at Western Sydney University. This contrasts with the 15 per cent (heterosexist talk), 20 per cent (heterosexist jokes), 13 per cent (unfair treatment), and 8 per cent (verbal abuse or physical assault) witnessed by *all* respondents. The higher likelihood of SGD staff and students witnessing heterosexism and cissexism is to be expected given they have an embodied understanding and knowledge of these behaviours. They are also, as Hage (2006) suggests, hyper-vigilant and constantly surveying the environment for micro-aggressions that they must manage; whether in responding, avoiding or ignoring, SGD staff and students are frequently required to evaluate these situations and make decisions about their safety and

inclusion. This represents significant, additional emotional labour.

Students were identified as the most frequent perpetrators in witnessed acts, with 62 respondents recording that a student was involved in the incident, followed by staff members (involved in 22 incidents), and visitors (2 incidents). Nine respondents reported that they did not know the identity of the perpetrator. The frequency of witnessing incidents of exclusion, prejudice, discrimination, harassment or violence contrasts with the frequency of experiences documented in Table 13 below. Respondents reported witnessing slightly more incidents in the last 12 months than they had experienced themselves (74% v 63%); however, as with experiences, there are a significant minority (9.6%) who reported the frequency of witnessing exclusion, prejudice, discrimination, harassment or violence directed at another person as “too many to count”, “more times than I can remember”, or “...hundreds of times”.

Previous research has documented the significant health and social consequences of the ‘ripple effect’ in small marginalised communities (Asquith, 2014; Noelle, 2002; Iganski, 2001; Perry & Alvi, 2012). In 2003, the NSW Attorney-General’s Department found that 86 per cent of LGBTIQ respondents knew someone who had been physically assaulted because of their sexuality or gender identity. Hypervigilance and constant preparation for violence have significant

Table 13: Prejudice, Discrimination, Harassment or Violence *Intervened* in last 12 months by SGD Respondents [*n*=353]

		Frequency	Valid Percent
Intervened in the last 12 months		52	14.7
Perpetrator	Student	35	67.3
	Staff	7	13.5
	Other	5	9.6
Frequency of intervention	Once	11	23.9
	Couple of times	16	34.8
	Every couple of months	10	21.7
	Every month	1	2.2
	Weekly	5	10.9
	Daily	1	2.2
	Too many times to count	2	4.3

impacts on the physical and mental health of SGD people. As is illustrated in Figure 7 (Chapter 7), SGD respondents indicated that in response to their most significant incident, they experienced depression (27%) and anxiety (47%). Additionally, respondents limited their socialising (18%), hid their sexuality/gender (20%), felt sad or bad about their sexuality/gender (27%), and modified their behaviour (16%). Similar patterns of behaviour modification and impact on mental health are reported with those who vicariously experience this violence (Asquith & Fox, 2012; Perry & Alvi, 2012; Iganski, 2002; Noelle, 2002).

Fifty-two respondents, representing 15 per cent of the total SGD sample, reported *intervening* in an incident of exclusion, prejudice, discrimination, harassment or violence based on gender or sexuality directed at another person. Students were identified as the most frequent perpetrators, with 35 respondents recording that a student was the perpetrator, followed by staff members (involved in 7 incidents), and visitors (1 incidents).

Importantly, while over 75 per cent of all respondents indicated early in the survey that they had relatively high bystander efficacy and felt confident that they could intervene in incidents of exclusion (see discussion in Chapter 11), responses from SGD

participants to this and the previous question on witnessing, suggests that they have less bystander efficacy than the general Western population. Taking the 81 incidents reported in Table 12 above as an example, 64 per cent (52 respondents) of respondents intervened. This is not to criticise the lack of intervention—as this is always contextual and the outcome of weighing a variety of factors at the time—but to highlight the distinction between what we think we can do and when we can actually intervene safely. Perhaps the context of Western Sydney University does not facilitate SGD staff and students intervening in heterosexist or cissexist violence on campus despite their professed capacity to do so.

The hard work of intervening in incidents of exclusion, prejudice, discrimination, harassment or violence was reported as occurring only once or twice (58.7%), however, it is important to note that as with experiencing and witnessing, intervening can also be a repeated, habitual act (6.5%). In the case of intervention, though, the frequency of uncountable acts—“too many to count”—is lower than in *experienced* or *witnessed* acts; perhaps because intervening is so memorable (4.3% versus 9.6% witnessing, and 8.8% experiencing).

SGD Experiences of Exclusion @ Western: Since starting @ Western

SGD respondents were asked to indicate approximately how many separate incidents they had experienced since starting as a student or staff member at Western Sydney University. As seen in Figure 2, on the right, 40 per cent of SGD respondents have experienced at least one incident of exclusion, prejudice, discrimination, harassment or violence at Western Sydney University. Notably, 13 per cent of SGD respondents indicated that they had experienced more than 5 incidents of exclusion, with six per cent experiencing more than 10. The latter group of 21 respondents includes students, and as such, these 10+ incidents have occurred in the three short years that most students attend

Western Sydney University. As will be seen in Figure 7 (Chapter 7), these types of incidents impact on class attendance, dropping a unit or failing an assessment, and taking time away from study, and is therefore likely to have an impact on their overall learning experience and potentially retention.

SGD respondents were asked to report on the types of heterosexism or cissexism experienced *since starting at Western Sydney University* as staff or student. As can be seen in Figure 3 below, the exclusions offered to respondents include both civil (vilification; discrimination) and criminal incidents (physical or sexual assault; criminal damage; burglary). Apart from some forms of verbal abuse, these types of exclusion are all reportable, especially within the captive-audience situation of work and study. Yet, as will be seen later in this analysis, only five of respondents' most significant incidents were formally addressed: one of the criminal incidents was reported to the police, none

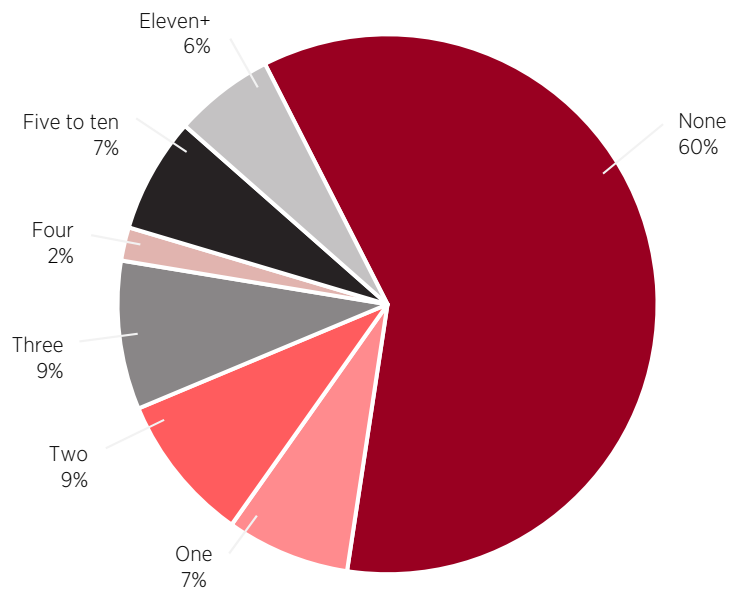


Figure 2: SGD Experiences of Exclusion since starting at Western: Number of separate incidents [$n=353$]

of the civil incidents were reported to the NSW Anti-Discrimination Board, one respondent contacted campus security, and five made use of the university's official complaints process.

Nineteen SGD survey respondents reported experiencing other kinds of exclusion, prejudice, discrimination, harassment or violence based on gender or sexuality such as:

- A comment and rude stares
- A look when disclosing sexuality in class
- Avoidance
- Bad jokes
- Derogatory statements
- Discriminatory comments that others can hear but not the victim
- Dismissal of opinions and thoughts
- Homophobic jokes
- Intimidation and posturing
- Jokes made about homosexuals
- Made fun of my voice
- Passive aggressive
- Trans-specific violence e.g. spreading someone's dead name and not their actual name

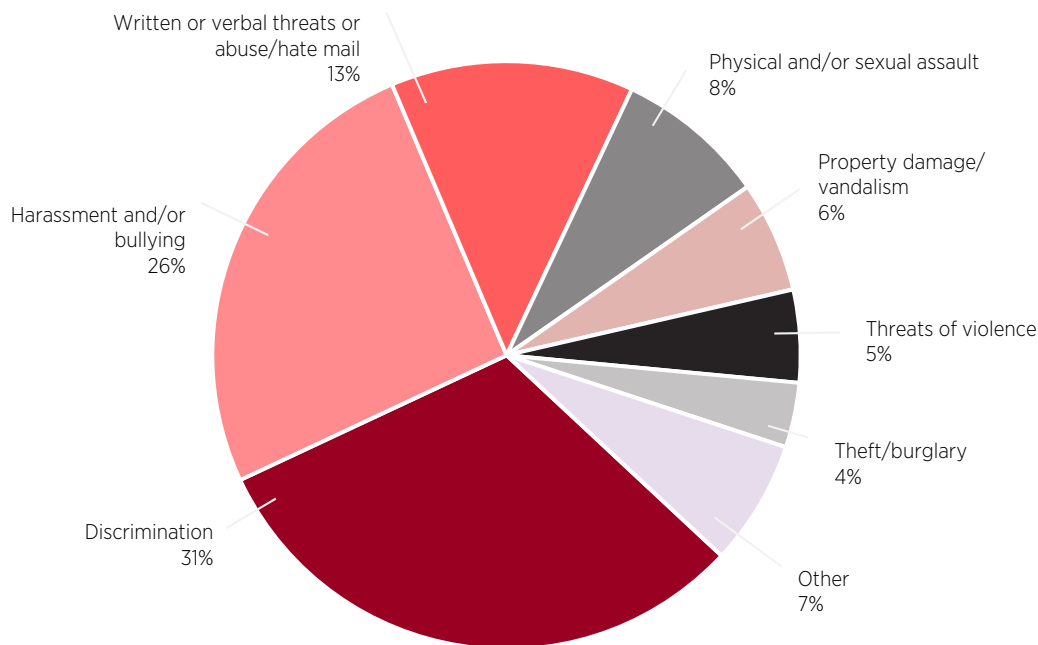


Figure 3: SGD Experiences of Exclusion since starting at Western: Type of incident [$n=353$]

The 'everyday exterminabilities' (Hage 2006) were raised as significant issues in some of the interviews. A Western Sydney University staff member, Mary, a pseudonym, discussed how these seemingly intangible events are experienced by her daughter, who attends Western Sydney University as a mature age student:

...she's told me about her experiences and it's not that - they're not grounds for a complaint or anything, but she has felt that ...I don't know. She said to me it doesn't feel welcoming, I suppose is something I found interesting. Because as I said, she's in her thirties, she's not a kid (Interview Participant: Eva, Staff).

Similarly, Anita who was interviewed recalled a number of these events.

During O-Week, we were very much aware of the Campus Bible Ministries have their own tent, and we have our tent. They basically approached every tent and said hi to the students, except for us. We watched them go around to every tent and hand out Bibles, and they just completely bypassed us (Interview Participant: Anita, Student).

This lady that was sitting at the table who had been participating in the conversation the whole time up until I said the words Mardi Gras, [she] looked down at the desk, said nothing, and got up and walked away. So it was - the introduction of the topic - the conversation topic of Mardi Gras was - she didn't want to hear about it and she got up and left. Whereas up until that point she'd been really talkative and friendly. So yeah. Those are the things that have happened to me personally (Interview Participant: Anita, Student).

Such micro aggressions are registered by SGD individuals where they then are compelled to calculate the meaning and intent of the behaviour; accordingly, they have to decide whether to ignore or respond to it.

The everyday accretion of these micro-aggressions creates a sense that SGD people are not welcome. It is not only students who experience negative responses or reactions, SGD staff also reported instances of marginalisation and harassment.

I announced to both staff and management with excitement my recent elopement to [names country] to marry my female partner. It was only

acknowledged and celebrated by those colleagues close to me and no morning tea or wider celebration was made in the Unit (however, if this was a heterosexual marriage or even a birthday, it would have been celebrated). My disclosure was ignored by management and not talked about again, I'm assuming because of discomfort or uncertainty of how to respond. I also went for a promotion in the Unit that same week and although I was a strong contender for the role was told it was a hair line decision and the job went to someone else (Survey Respondent: Lesbian, cis woman, 25-36yrs, staff).

A student once made an inappropriate comment about homosexual people. I intervened and identified as queer. The person then started intimidating and harassing me until I had to walk away. I felt very unsafe (Survey Respondent: Lesbian, cis woman, 18-25yrs, staff)

Common verbal abuse and marginalisation in the classroom or work environment such as that highlighted above by survey respondents is not easy to 'get over' or to ignore. Name calling, derogatory comments, and ostracism can have a negative impact on the target of abuse. When abuse is not addressed or when the lives of SGD people are sidelined, the abuse is constructed as acceptable; it becomes normalised in educational or professional discourse in the workplace, despite it signalling an exclusion and rejection. It also illustrates the lack of cultural capability (and its associated skills) fostered in our teaching and learning environments. Allowing such events to circulate without intervention does nothing to prepare students for future careers, devalues the learning experience of SGD students, makes the working lives of staff intolerable and creates an unwelcome learning, teaching and research environment for many.

CHAPTER 7

MOST SIGNIFICANT EXPERIENCE OF EXCLUSION @ WESTERN

In addition to overall information about their experiences *since starting* at Western, and in the *last 12 months*, the researchers asked SGD respondents about their *most significant incident* of exclusion. Respondents were directed to interpret that ‘most significant’ corresponded with greatest impact, effect and/or consequences.

Type of Incident

In contrast to their experiences since starting at Western, nearly twice as many SGD respondents reported discrimination as their most significant experience of heterosexism or cissexism (24% and 42%, respectively). On a similar trend, while 20 per cent of respondents reported that they had experienced harassment /bullying since starting at Western, 32 per cent reported this form of violence as their most significant incident. This points to the higher likelihood that these incidents are considered by respondents as the most significant, or had the most significant impact on their lives.

Additionally, they reported that their most significant incident was sexual assault (2%) and threats of physical or sexual assault (4%), which is over double that reported since arriving at Western (both 1%). Perhaps discrimination, harassment and bullying are perceived by respondents not only as *most* significant but also *more* significant in terms of impact, effect, or consequences.

Eight respondents indicated additional or different forms of exclusion, including:

- Comment and rude stares
- Derogatory statements
- Disgust
- Dismissal of opinions and thoughts based on little to no information
- Efforts towards inclusivity and acceptance
- Hate speech
- Intimidation
- Prejudice attitudes

Of the 112 SGD respondents who provided details on their most significant incident of exclusion, prejudice, discrimination, harassment or violence, 38 respondents, or 30 per cent

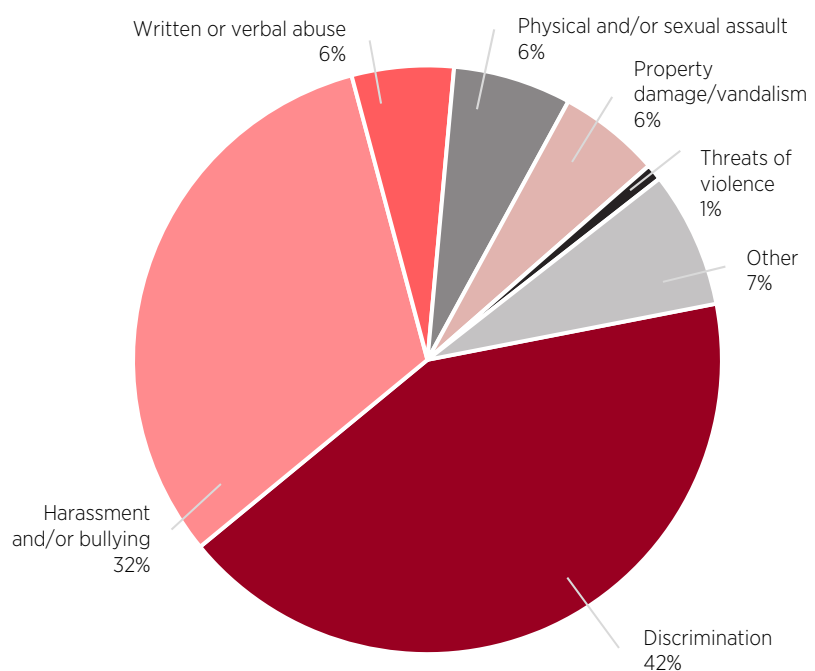


Figure 4: SGD Experiences of Exclusion—Most significant: Type of incident [n=112]

Most Significant Experience of Exclusion @ Western

were physically or psychologically harmed during the incident. Forty-three per cent of those respondent reported that their injuries were minor (e.g. bruises/cuts, minor passing anxiety), 13 per cent reported that their injuries were serious (e.g. broken bones, major psychological stress/anxiety), and one respondent indicated that the harm caused was critical (e.g. critical psychological event resulting in hospitalisation). In addition to the single incident of physical assault with a weapon, respondents who had been injured also reported the use of fists/feet/body ($n=2$), vehicle ($n=1$), and bottle ($n=1$).

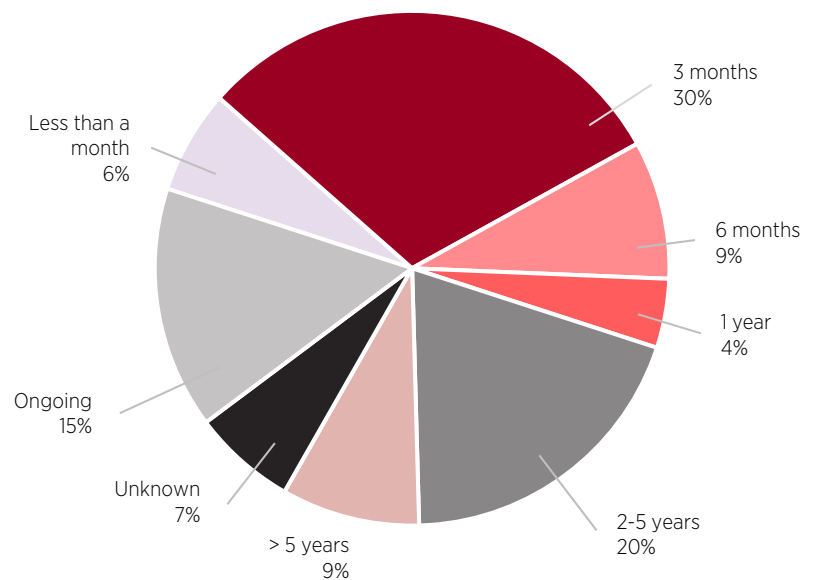


Figure 5: SGD Experiences of Exclusion—Most significant: Duration of ongoing incident [$n=46$]

Eleven survey respondents answered 'other' when asked about the harm caused by their most significant incident, reflecting that the negative effects of these experiences are likely to be more complex than can be measured by severity categories. Responses included:

- Emotionally hurt
- Major Depressive episode
- Nothing serious, emotional hurt but we are used to this type of stares [sic]
- Persistent heart arrhythmia, stress, insomnia
- Psychological effects of reduced self-esteem and feelings of isolation
- Psychological/Mental Health issues
- Stress and low self esteem
- The incident impacted on my depression
- Went to my car, had an anxiety attack and a mild breakdown
- Trauma

Forty-four per cent of these reported incidents were ongoing, with the duration varying from a “few weeks” to “many years, 10-15 years”. As can be seen in Figure 5 above, nearly half of the 46 respondents reported heterosexual and/or cissexist exclusion lasting a year or more, with 15 per cent of cases still ongoing at the time of the survey, and nine per cent lasting over five years. As noted above, whether ongoing or one-off, these forms of heterosexism and cissexism can change lives irrevocably. However, unlike one-off incidents, witnesses and victims of these forms of exclusion must manage the fall-out from each and every incident, in addition to the layered harm from repeated, habituated, normalised violence.

Location of Incident

As will be seen in Chapter 10, the University is a relatively safe place; however, there are pockets and specific sites that are less safe for all staff and students, and unsafe for SGD staff and students. The table below, documents the location of SGD respondents' most significant incident of heterosexism or cissexism. Respondents were also provided with the opportunity to provide additional contextual information (such as, where on home campus).

Table 14: SGD Experiences of Exclusion—Most significant: Location [*N*=141 responses; *n*=112 respondents]

	Frequency	Valid Percent
On my way to university	18	12.8
On my home campus (please tell us where on campus)	39	27.7
On another Western Sydney University Campus (Please specify which campus)	10	7.1
In my class/tutorial/lecture/seminar	34	24.1
In my office	8	5.6
On the Western Sydney University shuttle bus	3	2.1
On a placement with an outside organisation	3	2.1
On a placement with Western Sydney University (e.g. summer internship)	1	0.7
At a social event organised by a club/society/work group of Western Sydney University	3	2.1
Online: Email	8	5.6
Online: Twitter/Facebook etc.	3	2.1
Other	11	7.8

The most common location reported by participants was on 'home campus' (28%), which was further contextualised by an open field. Respondents indicated that the most common unsafe places on their home campus include:

- Between EA and EB
- Building 11
- Hawkesbury (During Pride Week on stall)
- Hawkesbury Residence
- In a meeting room
- In academic's room
- In classes or group work
- In the lecture room and class room
- Office
- Outside the queer room
- Outside the queer room and a few times leaving the library
- Outside, in the square
- Student services office
- The Academy room

A further 24 per cent indicated that the location of their most significant incident was their learning or teaching

environment (class, tutorial, lecture, or seminar). This is a critical finding.

While the University can develop policies and guidelines for standard practices undertaken by staff and students, it is the chaotic, captive audience situation of the learning/teaching environment that presents the most opportunities for SGD staff and students to feel/be excluded.

People I had class with have called me 'faggot' and 'tranny lover' and have told my friends not to associate with me because of my identity and whom I choose to associate with, saying that they should watch out so that they don't 'catch the tranny, as if being transgender is a contagious disease (I have trans friends and my partner is also trans*). This isn't a serious incident compared to what other people have suffered but still homophobic and transphobic which is not acceptable (Survey Respondent: Lesbian, cis woman, 18-25yrs, student).*

Most Significant Experience of Exclusion @ Western

This finding raises issues about intellectual freedom and freedom of expression in the learning/teaching environment. This finding points to the critical need for a whole of curriculum review of SGD learning content, along with audit of staff skills and knowledge in relation to cultural capability and intervention in heterosexism or cissexism. However, it also points to the critical skills gap in both staff and students. Lack of awareness of diversity, lack of cultural capability skills, and/or lack of efficacy in bystander intervention are all aspects of the problem that can be addressed by additional training and integration into curriculum.

Additionally, 16 per cent of respondents indicated that their most significant experiences of heterosexism and cissexism occurred online (email and social media). Existing netiquette strategies may not be sufficient, and further training and guidelines for staff and students on ethical communication online may be required. The impact of online harassment can be serious, particularly as it leaves the target with no 'safe space'; that is, their personal space is breached with potentially dire consequences for one's sense of safety, health and mental and emotional wellbeing (Schenk & Fremouw, 2012). Eleven respondents indicated that the incidences of heterosexism occurred elsewhere on campus, including:

- At a conference venue funded by WSU
- At the cafes mostly
- In numerous meetings and offices and over email
- In the work area
- Library
- Retail shop
- Staff meeting
- Walking around campus

In the clichéd version of violence against SGD people, a gay man is bashed in a dark street without any witnesses or bystanders to intervene. While these types of 'stranger-danger' incidents do occur, the majority (61%) of SGD respondents reported heterosexism and cissexism that was on display for all to see; not only to any co-witnesses/victims accompanying the respondent, but also other witnesses and bystanders. As can be seen in the table below, over half of the respondents' most significant incidents occurred within the presence of a crowd (such as tutorial group). This could offer opportunities for bystander support and protection although many people do not know what to do in circumstances of harassment (Australian Human Rights Commission, 2017).

Table 15: SGD Experiences of Exclusion—Most significant: Witness and Bystander Characteristics (N=112)

		Frequency	Valid Percent
Co-witnesses/victims [n=108]	Alone	45	41.7
	With others	63	58.3
Other Witnesses/Bystanders [n=111]	Yes	68	61.3
	No	43	38.7
Numbers of Witnesses/Bystanders [n=67]	1	11	16.4
	2	8	11.9
	3	7	10.4
	A small crowd	33	49.3
	A large crowd	8	11.9
Witnesses intervene [n=66]	Yes	17	25.8
	No	49	74.2
Who intervened [n=17]	Stranger	3	17.6
	Friend	3	17.6
	Someone I know from class	4	23.5
	Academic staff member	2	11.8
	Professional staff member	2	11.8
	Other	3	17.6

Further, despite their proclaimed capacity to intervene in incidents of heterosexism and cissexism (see Chapter 12), witnesses and bystanders intervened in only 26 per cent of respondents' most significant incidents. In these 18 cases of intervention, friends (3; 17%), classmates (4; 22%) and strangers (3; 17%) were most likely to intervene. Respondents also reported other bystanders intervened in their most significant incident of heterosexism or cissexism, including:

- All of the above
- Others within the class
- These answers are too simplistic. Sometimes I was alone with them, often this was in team meetings. Colleagues would or wouldn't speak up, depending on how bad the behaviour was and how much they felt like taking the staff member on. There was a general culture of resignation, depression, anger, and people leaving.

Perceived Motive

Critical to the distinction between everyday incivilities and heterosexism/cissexism is the targeted nature of the behaviour. In these acts of exclusion, the perpetrator acts negatively because of their hatred and intolerance of sexuality and gender difference. It is the motive or intent of the perpetrator that marks these behaviours as something qualitatively different because they 'hurt more' (Ignaski 2001). Often the only way to identify the prejudicial motive of the perpetrator is through their use of 'words that wound' (Matsuda et al., 1993). 'Hate speech' before, during or after an incident is most commonly used to identify and assess motive in hate crime cases in Australia, the UK and the US (Asquith 2009; 2010).

Respondents were asked what they thought the motive was in their most significant incident, and were asked to report all perceived motives. This question elicited 192 responses from the 96 respondents, clearly illustrating that these incidents are rarely motivated by a single factor. As can be seen from Table 16, respondents' most significant incidents were thought to be motivated by heterosexism/homophobia (60%), transphobia (21%), biphobia (13%), and/or cissexism/gender identity (21%). Additionally, some respondents believed that their experience was a consequence of intersecting and multidimensional forms of exclusion. In particular, some respondents noted how the heterosexism or cissexism they experience is deepened by racism (8%) or disablism (6%) or perceived HIV status (3%).

Table 16: SGD Experiences of Exclusion—Most significant: Perceived motive [$n=96$]

	Frequency	Valid Percent
Heterosexism/Homophobia	58	60.4
Transphobia	20	20.8
Biphobia	12	12.5
Racism	8	8.3
HIV/AIDS status (perceived or actual)	3	3.1
Cissexism/Gender Identity	20	20.8
Sexual assault/rape	2	2.1
Sexism	22	22.9
Faith-based/Religion	8	8.3
Disablism/Ableism	6	6.3
Unknown	20	20.8
Other	13	13.5

Most Significant Experience of Exclusion @ Western

There are two notable findings from these responses. The first, is the relatively high levels of reported sexism (23%), the second, is the 20 respondents who were unable to attribute a motive to the incident. Most lesbian, bisexual, and transgender women are aware of the ways in which their sexuality or gender do not live up to expectations and normative practice. It is unsurprising, therefore, that sexism intersects with their experiences of heterosexism and cissexism—both of which contain 'sexism'. Of the second, despite reporting this incident as the most significant act of heterosexism or cissexism they had encountered, 21 per cent of respondents reported that the motive of the incident was unknown.

Knowing whether an affront, brush off, or unfair treatment is randomly distributed or a targeted slight against a SGD person is often difficult to ascertain. As noted above, it is rare for any incident to have a single

perceived motive; in addition to those listed above, respondents also noted that they thought the incident was motivated by:

- Easy target to make fun of
- General ignorance
- He believes that almost no one knows anything but himself and constantly talks about it, however he acts like only the females in the class are stupid. He also is dismissive of and rude about queer people.
- Just assumptions that everyone is cisgender and heterosexual
- Lack of awareness/ training
- Nothing, just as a slur. But I'm not going to take full offence over it
- Professional incompetence of HOS
- Self inadequacy/Defensive behaviour
- Self-Esteem
- She was a Muslim woman
- Sociopathy and some inbuilt sexism and racism

Perpetrator Characteristics

Ninety-two per cent of victims ($n=97$), reported that the perpetrator was an individual or group of individuals. The remaining 8 per cent reported that the heterosexism or cissexism they encountered was institutional. Of those who identified an institution, 78 per cent or seven individuals reported that Western Sydney University was the perpetrator of their most significant incident of exclusion, prejudice, discrimination, harassment or violence.

Of the 96 most significant incidents with an individual perpetrator(s), 56 per cent were perpetrated by people under the age of 24 years. This is unsurprising given the majority of these incidents occurred within the learning/teaching environment at a university with a youthful student population. What is more notable is that 29 per cent of these most significant incidents were perpetrated by staff or students—but most likely given the age ranges, staff—over the age of 40. Several survey respondents and

interviewees discussed the difficulties that arise when the perpetrator is a staff member; these individuals are seen not only as individuals possessing considerable power but are representatives of the institution.

Hence such incidents can also reflect badly on the institution as a whole.

But a couple of the other queer officers, particularly the transgender students, seem to have a worse time than gay and lesbian and bisexual students. Have had comments from teachers, like - I believe the comment was, are you sure you're not a boy to a male-to-female transgender student (Interview Participant: Anita, student)

Actually, one case that came from what you would say is transphobic behaviour from staff, towards a transgender student, who transitioned from one gender to another while she was a student here. This was earlier this year. Which went to the - I think it's called Student Central, basically, student administration, to get her paperwork changed, so to change her name and

her gender. She was given a hard time by the staff member... because the staff had dealt with it in such an indelicate way, they [other students] could hear everything that was being said, and started laughing at the person at the counter (Interview Participant: Maree, staff)

I thought that if a WSU lecturer was transphobic/queerphobic then university does not accept LGBTQA+ like me. It was very disheartening. The lecturer said trans people were freakshows and something else really awful like that (Survey Respondent: Asexual, cis woman, 18-25yrs, student)

A member of staff was sexist to me and ripped open old wounds that lead to me transitioning (Survey Respondent: Pansexual, cis man, 26-35yrs, student)

I had a student services staff member refuse to process my name change and gender marker update (despite having a doctor's letter to support the gender marker change) because it said male on my birth certificate. They said they could not updated [sic] my gender because it said male on my birth certificate, they also said they could not process anything unless I crossed out where I marked female as my gender on the change of details form, corrected it to male and

and initialed [sic] next to it. Essentially they refused to process my legal name change unless I signed to say I was 'male'. Obviously I refused and left in tears. This was at the Parramatta office, I eventually processed my name change at Bankstown and recently resolved the issue with my gender marker after liaising with the Equity and Diversity office - they were a big help (Survey Respondent: Lesbian, trans woman, 26-35yrs, student)

These experiences clearly demonstrate that existing anti-discrimination training and skills development in inclusive practice may be inadequate or that staff are ignoring these. Equally, the University may not be recruiting staff who abide by the existing policies and practices relating to inclusion.

As with similar research investigating heterosexist and cissexist violence, respondents reported that the majority of their most significant incidents were perpetrated by men only (52%) or men acting in conjunction with women (18%). What is more notable, however, is the frequency of women only perpetrators (24%).

Table 17: SGD Experiences of Exclusion—Most Significant: Perpetrator(s) Characteristics [*n*=96]

		Frequency	Valid Percent
Perpetrator(s) Age	15 or under	1	1.1
	16-19	16	17.4
	20-24	34	37.0
	25-29	5	5.4
	30-39	9	9.8
	40-49	11	12.0
	50 and older	16	17.4
Perpetrator(s) Gender	All men	48	51.6
	All women	22	23.7
	Both	17	18.3
	Unknown	6	6.5
Number of Perpetrator(s)	1	58	60.4
	2	20	20.8
	3-5	13	13.5
	More than 5	5	5.2
Relationship to Perpetrator(s)	Unknown	50	52.1
	Known	46	47.9
Perpetrator(s) Intoxicated or Drug Affected	Yes	3	3.2
	No	77	82.8
	Unsure	13	14.0

Women's engagement with crime generally has been on the increase over the last 20 years (Carrington 2015), however, over this same time, community safety surveys consistently report much lower participation of women in heterosexual and cissexist violence (Asquith & Fox 2012; Australian Human Rights Commission, 2017; NSW Attorney General's Department, 2001).

What differs between this research and earlier community studies is the location; shifting the gaze from the street, the night-time economy, and stranger-danger assaults to the work and study environment has changed the context of heterosexism and cissexism. In these environments, physical violence is unlikely, while discrimination, harassment, and bullying are common place. Moving from confrontational, anonymous physical violence to insidious, habituated relational violence in the workplace shifts the dynamics such that women may feel empowered to engage in heterosexual and cissexist violence.

Just over 80 per cent of incidents were perpetrated in the one-on-one or two-against-one encounters so common to discrimination more generally (Button & DiClementi, 2001). Notably, however, in 13 of respondents' most significant incidents there were more than three perpetrators, and in five cases, more than five. It is difficult to stand one's ground, let alone respond safely when one is so outnumbered—whether a student or staff member.

As a further example of how heterosexism and cissexism differ on campus from the clichéd night-time economy violence, only three per cent of these most significant incidents of exclusion occurred when the perpetrator was under the influence of alcohol or drugs. In previous community studies, the focus has been on violence in public spaces and the night time economy. Those studies found a strong correlation between the level of intoxication and the level of violence meted out to victims. Using a staff and student sample changes the dynamics considerably.

CHAPTER 8

CONSEQUENCES & EFFECTS OF EXCLUSION @ WESTERN

How one responds to heterosexism and cissexism in learning, teaching, and work environments can undo some of the harm caused by the initial event. In endorsing this research, the Western Sydney University Executive illustrate their concern about the individual experiences discussed in the previous chapter. In some cases, pre-emptive and/or remedial action at the time of the incident may have diverted harm and created a learning engagement in incidents involving students. When this is not possible, the next option may be for remedial, procedurally-just responses from Western staff and students, and the institution itself, through its policies and practices. This chapter documents the actions taken by the witness or victim at the time of the most significant incident, their help-seeking behaviour after the incident, and the impact of this incident on the witness/victim over time.

Action at Time of the Incident

Many people think that they would know what they would do (or not) during an incident of exclusion and marginalisation. Some may have even pre-considered reactions to potential heterosexism or cissexism. However, one is more likely to have considered the latter of these hypothetical encounters if one identifies as SGD. Too often, SGD people are expected to be 'out', and to be 'that person' who responds and reacts to each encounter with heterosexism or cissexism. Context is important, and assessing the conditions for intervention and response is critical to the safety of SGD staff and students. Sometimes, the most positive response is to 'avert one's gaze' and ignore the behaviour; other times, protecting oneself is the most that can be achieved. Fleeing the perpetrator is also an affirmative protective strategy that ensures that the witness/victim finds safety. Figure 6 illustrates that most respondents (45%) ignored the perpetrator(s). Ignoring heterosexism gives it no air to enflame; yet, it also allows that behaviour to circulate as normative and normal. It is important to note that none of the 96 respondents physically retaliated; though 21 per cent did so verbally.

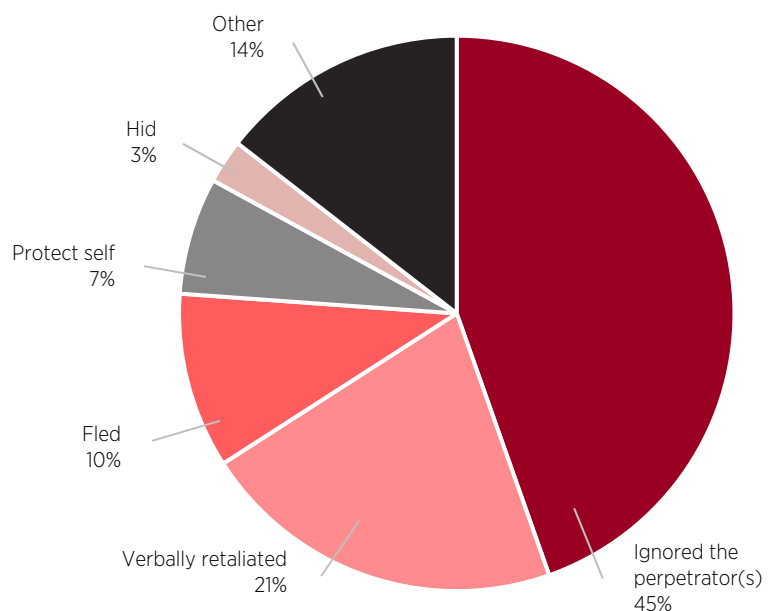


Figure 6: SGD Experiences of Exclusion—Most significant: Action at time of incident [$n=96$]

Consequences & Effects of Exclusion @ Western

Without additional details, it is not possible to account for the negative and positive verbal responses available to witnesses/victims in these incidents. However, it would be expected that some of this verbal retaliation could be constituted as a learning encounter, such as questioning the reasons for the perpetrator(s)' actions/language. Seventeen respondents indicated that at the time of their most significant incident they took alternative actions to those provided in the survey list. However, as can be seen below, some of these could be re-classified as various forms of fleeing or hiding (10% and 3%, respectively).

- Agreed with what they said and then left and cried
- All of the above except for physically retaliating
- Continue on with day
- Correct her language, asked why she felt it was necessary to comment on other people's sexuality etc
- Cried (three responses)
- I was too shocked to move and had to wait until the class was over before I felt like I could leave

- I wasn't there at the time of the incident (three responses)
- Left the office
- No response
- Protect Others
- This was an ongoing issue so a combination of ignoring the man and trying to suggest that his behaviour was not appropriate
- Wait for the conversation to take a different direction

As has been seen in the previous chapter, simply being out—or looking not quite cis het enough—comes at great cost to individual SGD staff and students. Building the capacity of non-SGD staff and students to intervene safely in these heterosexist or cissexist incidents is an important task of educational institutions such as Western Sydney University. This could take the responsibility away from those who are targeted for their sexuality or gender, and enable cis het staff and students to use their privilege as 'normative' subjects to role model inclusive practice.

Help-Seeking

Only 16 per cent of those who experienced exclusion, prejudice, discrimination, harassment or violence at Western felt comfortable reporting their experience. When asked why they chose not to report their most significant incident of heterosexism or cissexism, respondents gave a variety of reasons, which are clustered around the themes of resolved; too pervasive; concerned about consequences; exacerbate the situation; didn't know what to do; inadequate past responses; and, too minor. These comments are detailed below. Reporting incidents of heterosexism or cissexism is difficult at the best times; it is even more

difficult when staff and students think their experiences do not warrant the attention of the University, that it was too pervasive, or that respondents felt that it would exacerbate the situation or were concerned about the consequences of reporting. For instance, one survey respondent stated that they did not report an incident because:

Because I did not feel the incident would be handled properly because of hearing about how the University had handled previous similar incidents (Survey Respondent: Asexual, Non-binary trans identified, 18-25yrs, student).*

TOO MINOR/POINTLESS

- Because it is what it is. People in positions of privilege just assume. They don't intend harm, it's just a byproduct of their ignorance.
- They're the lecturer... and it was old white people ignorance.
- Didn't think it was significant enough to warrant help.
- Didn't think it was worth it.
- It seemed too small to report but it made me feel really alienated since the incident. I thought that if a WSU lecturer was transphobic/queerphobic then university does not accept LGBTQA+ like me. It was very disheartening. The lecturer said trans people were freakshows and something else really awful like that.
- What can anyone do? I'm not going to report it every time someone follows me or says something or I'll be the girl who cried wolf.
- My friend thought it was best we not give them the luxury.
- Because there isn't much that I thought could be done about it, and I thought it wasn't serious enough to warrant reporting it.
- I did not think it was very serious, although I was upset and frustrated by the incident.

REPORTING WOULD EXACERBATE THE SITUATION

- Because I do not wish to make the situation worse.
- Didn't feel comfortable, thought I would be told to get over it and it wasn't that bad.
- I did not feel that it would be helpful for my ongoing relations with that staff member.
- It was on a public bus, with a number of other passengers. We were all targets & everyone resigned themselves to ignoring the abusive couple so as to not draw attention to themselves, the consequence was that all of their attention was then on the outwardly trans individual.

TOO PERVASIVE

- Because it was heteronormative language that is so pervasive.
- I felt that with the way tutorial registration worked SSAP would not assist me in getting out of this person's class, so what was the point rehashing it over and over?
- Used to it.
- I'm used to getting bullied and not reporting it.
- The behaviour was a very passive aggressive, everyday experience I have. I didn't feel entitled to complain because the university is not responsible for people's individual opinions.
- This is so common place I used to think the way the perpetrator[sic] did I thought doing something about it is pointless.

INADEQUATE RESPONSE IN PAST

- Because I did not feel the incident would be handled properly because of hearing about how the university had handled previous similar incidents.
- Complainants are quarantined and discriminated against.
- Because of the position the staff member held. Did not seem there was support further up the ladder.
- Because there is no point. The university doesn't do anything to stop these things because it is seen as racist, or antireligious. They just don't care to help because there isn't anything they can do.
- Security already had not done anything, I don't feel that the university has been taking this ongoing situation seriously.

DIDN'T KNOW WHAT TO DO

- I did not think about reporting it and was also not aware of where to go at that point of time.

RESOLVED/DEALT WITH THE ISSUE

THEMSELVES

- Because I felt that I had handled the situation accordingly. She no longer continued after her comment.
- I am capable of dealing with that sort of thing and noone [sic] else was experiencing the same thing so I didnt [sic] think it was worth it.
- I could deal with the verbal attacks myself, however, in the case of another individual who is distressed by the situation my support will be shown.
- I was confident enough to deal with her homophobia myself. I constantly corrected her language and advised her that her opinions on my sexuality and other people's were not valued by me. I pointed out that she should probably do the Ally Training.
- It was his opinion, and I could verbally defend myself with the backup from my fellow students.
- Tutor put a stop to it in class.

CONCERNED ABOUT THE CONSEQUENCES

- I was to [sic] embarrassed and ashamed, felt I had no self worth.
- Fear of losing my job.
- Felt unsafe to speak out.
- I did not have proof it happened and the perpetrators could have denied it. Reporting would not only be 'outing' myself, but also exposing me to harassment from the same students or their friends in future.
- I did not want to disclose my sexual orientation and it would also have made everyone uncomfortable if I lodged a complaint. I did not feel it was serious enough to do so, given the repercussion which might have occurred.
- I was disappointed, but I enjoy my job and need to continue to work in this role so need to maintain effective working relationships.
- I was, and am scared of him.
- I'm new and do not wish to cause waves

And similarly,

I do wish my perpetrator had actually been punished instead of being given a slap on the wrist for brutalising my mental health so badly. It has been a year and two weeks since the incident and it still affects me (Survey Respondent: Pansexual, Male-Female, 26-35yrs, student).

Despite these kinds of responses, the University does have formal processes for complaints. For instance, one staff member reported:

Lots of information... it's on every unit outline too. They're told that they can go to the complaints unit where there are matters to do with anything really. We've got a phone number that people can ring anonymously and ask questions about. We've got an email address that they can send an email to anonymously. So, even if people don't want to identify, or they're concerned that they might be experiencing anything, they can come forward and we can provide advice to them as to what to do. Quite often, it's come and have a meeting with

us, or we'll come and meet with you and then we can talk about things (Interview Participant: Eva, staff).

For a variety of reasons, including privacy, the University may act on student concerns but does not make responses to such incidences publicly available; this may be affecting how student respondents generally perceive the University's processes and concerns for complaints related to personal safety and well-being. In terms of reputational risk, these findings highlight a need for greater socialisation of University processes and strategies for providing help and support to those students experiencing exclusion, prejudice, discrimination, harassment or violence at Western as well as the channels used to ensure that victims who report complaints are well-resolved.

Respondents deployed a range of self-help and help-seeking strategies after their most significant

incident. Yet, as can be seen in Table 18, respondents were more likely to reach out to informal and/or familial support than official services and programs provided by the University, and in the wider community. No respondent contacted their NSWPF LGBT Liaison

Officer, a lawyer or legal service, the NSW Anti-Discrimination Board, any gay and lesbian support or rights group, or even a mainstream support group.

Table 18: SGD Experiences of Exclusion—Most significant: Support sought [N=19 responses; n=15 respondents]

	Frequency	Valid Percent
Partner/family	9	47.4
Other students	5	26.3
Friends	8	47.4
Workmates/colleagues	5	36.8
Police	0	5.3
LGBT Police liaison officer	0	0.0
Work related support services	1	10.5
Union	3	15.8
Lawyer/Legal Service	0	0.0
Victims of Crime Support	1	5.3
Hospital/health service	2	10.5
Counsellor/Psychologist/Social Worker	6	31.6
NSW Anti-Discrimination Board	0	0.0
ACON	0	0.0
Gay and Lesbian Rights Lobby	0	0.0
LGBT Organisation or Support Group	0	0.0
Mainstream Support Group or Helpline	0	0.0
Supervisor	6	36.8
University's official complaints process	5	26.3
Other	4	21.1

While the numbers are small ($n=15$), it is notable that apart from partners, friends, family, peers, colleagues and workmates, the only other supports sought by respondents were from counsellors/psychologists, or a workplace supervisor. Only five respondents pursued action through the University's formal complaints process. Four respondents indicated that they also sought support from: campus security; student accommodation provider; other academics and disability services at the University; and/or, a Higher Degree Research Director.

Well I know about the ALLY Network, that it exists, and I know a few people in the academic staff that I would refer somebody to and supports for the counselling services and those sorts of places. But I don't have full information, I'm sure there's probably better contacts that I could know about (Interview Participant: Austin, staff).

I feel as though the University should encourage students on the importance of seeking help and like most and myself not to feel scared or nervous to seek help from sources of counsellors, academic advisers and more. I myself am only in my 4th week so far and I already feel completely overwhelmed some of my tutors have broached the topic of disability service at uni, which is great! Also i really LOVED! whole idea of a checkup call to all new students in the 3rd week to talk to a person about your anxieties and for them to guide you through was amazing i think this should continue for more then [sic] just the 3rd week (Survey Respondent: Lesbian, cis woman, 18-25yrs, student).

Respondents identified situations which had become public knowledge but the University response, although apparent, had not been public. For instance, an incident which involved discrimination against trans* students in student housing had been publicised

in the University student paper, *W'SUP* and was posted on social media channels. Although the University internally acted on the incident and provided support for the victims, it was not publicly perceived as having addressed the situation appropriately. That is, there was no 'outward appearance' of support. Additionally, by not providing a public response to the media story, the University arguably risked its reputation. Not dealing with the situation publically may potentially increase fear among students/staff who have heard about it and vicariously experienced it. The quote below illustrates this point.

Yeah, basically, there's been no response from the uni in regards to that article that I'm aware of. So yeah, they haven't - and that's the thing, it's spreading around the internet like wildfire. Various LGBT blogs and pages on Facebook have - and newspapers and stuff have picked it up and shared it around and put in their two cents about it. But as far as I'm aware, the uni hasn't actually responded to that at all. So that's worrying, in its own right. ... It's like - I don't know, maybe I'm being a bit cynical, but, let's just wait for this to blow over and not actually put the issue up for discussion. To be honest, I think it's a bit of a - they don't want to talk about it because they don't want students, or potential future students to not go to that campus, because it's a bit of a - yeah. They don't acknowledge it, it's not an issue kind of thing (Interview Participant: Anita, student).

Only 16 per cent of respondents felt comfortable in reporting their most significant incident—and of these only 27 per cent were satisfied with the outcome of reporting their experience. Despite this, an incident that occurred in early 2017 during O'Week illustrated to SGD staff and students that they are not alone and that there are supports available through SGD networks at the University. Several of the interviewees discussed this incident which conveyed a common thread—the support provided by the Ally Network to the Queer Collective:

Well, actually there was one incident at Penrith campus in O'Week of this semester and the Queer Collective was sort of - I believe they were

experiencing some form of discrimination verbally from a nearby campus group. I think it may have been a religious group. I'm not 100 per cent sure, but I think that's what was happening. An email was sent out to the ALLY Network and then immediately there was just this huge response. People were responding to emails. There was one every five minutes, replying all, and so everyone was receiving this thread of like, 'hey, yep, I'm around today at Campbelltown, I'll go and check them out' or, 'hey, I'm at Parramatta, I'm just about to walk down and grab some lunch, I'll go hang out with them for a little while to make sure that they're okay there'. Yeah, it was this big sort of supportive thing. It just - yeah, it was like a swell and fortunately it came from a not-so-good experience for the students at Penrith campus. But overall it was sort of like a - yeah, became a very big community, sort of touching kind of response (Interviewee Participant: Greg, staff).

In addition to individual Allies, staff from the mental health and wellbeing team, and the campus Pastor also attended the O'Week stalls, with the latter taking the time to also talk with the religious group targeting the Queer Collective.

Western's Queer Collectives

The emails that circulated across the ALLY network, mentioned above, provided a sense of support and community, enabling individuals in both the Queer Collective and ALLY Network to feel part of, as Greg articulated, "a very big community". The Queer Collective, as a student-led body, offers an essential role at the University providing representation and visibility through its activism work as well as delivering a potential social network and touchstone for students – through both material and virtual means such as Facebook sites. Its importance was echoed by respondents in the online survey data.

The queer collective was very welcoming and plays an important role in university life for many queer students (Survey Respondent: Lesbian, cis woman, 18-25yrs, student).

I was glad to hear about the Queer Collective. The teachers in the School of Social Sciences have

mentioned gender & sexuality in their lectures in respectful or supportive ways. I joined the Queer Collective but I haven't done anything with the group as I'm not that social and I think I'm a little older. Still, I'm gratefully [sic] for their presence in case I ever feel I need some support (Survey Respondent: Lesbian, cis woman, 36-45yrs, student).

I love the Queer Collective and their participation in the Mardi Gras Parade (Survey Respondent: Bisexual, cis woman, 18-25yrs, student).

I think the queer collective is a great idea, it certainly helped me accept being transgender and allowed me to move on and live a happy life (Survey Respondent: Pansexual, gender non-conforming, 26-35yrs, student)

The idea for the Queer Collective to move towards virtual meetings was under consideration at the time of the fieldwork. It was thought it might help address the low numbers of members attending meetings and promote cross-campus collaborations and increased involvement in events, which some respondents felt were lacking. Some respondents felt that the Queer Collective requires greater visibility and presence.

We can't get people to show up to stuff that we're running. I don't know if that is because the students feel like they're - I don't know if the students feel like by going into the queer room, or attending queer events, or even coming up to the O-Week stall that they are outing themselves and they're not ready to do that. Or if they don't feel safe and then their parents might find out. I don't know why, or whether there's just an attitude of people are a bit complacent, and they're not particularly passionate about being a member of the community, or whatever (Interview Participant, Anita, student).

Make the Queer Collective more active (Survey Respondent: Lesbian, cis woman 18-25yrs, student).

I have never seen queer collective on campus (Survey Respondent: Lesbian, cis woman, 26-35yrs, student).

Despite these reported limitations, the Queer Collective does have a presence across the University

and has recently established a Rainbow Campus Initiative – involving cross campus queer officers, who work to identify “a series of requests that we ask of the Uni to make it more queer friendly” (Interview Participant, Anita). Clearly the Queer Collective plays a critical role at the University in relation to advocacy, activism and support for SGD students, generally enhancing the climate for SGD students.

However, like other minoritised community groups who rally together for support but are comprised of highly diverse identities and personalities, tensions exist, as within the SGD community broadly. As Anita explained:

I have discovered, and I was very disappointed by this, that there is a lot of segregation in the LGBT community [broadly]. It's not as inclusive as it's made out to be. There's - you're not a real lesbian if you've ever been with a man. Or you're bi. That means you're just going through a phase, and you're actually a straight girl. So it's not to do with the Uni specifically (Interview Participant: Anita, student).

At times, similar tensions played out within the Queer Collective, which worked against its intent and purpose.

There's one [member]... who ... has a really poor attitude when it comes to inclusivity. ... I've seen things on Facebook from them [that are divisive and exclusionary] ... I think that's a really poor attitude ... That's my opinion, though, because if you're a member of the Queer Collective on that particular campus, and your officer has that attitude, as a cisgender individual, I wouldn't feel comfortable engaging with them. ... But regardless of that, they're just really quite aggressive is the word I would use (Interview Participant: Anita, student).

The queer collective is unapproachable and fairly hidden within the university. Overall I feel like it's not an important part of the university in terms of their image, so they fail to provide an overly supportive environment (Survey Respondent: Lesbian, cis woman, 18-25yrs, student).

Consequences & Effects of Exclusion @ Western

Overall, the University provides good professional services but I still do not feel confident enough to disclose my own sexual curiosity because of fear that I will be shunned..."bisexuality" is one of the most self-exclusionary sexualities there is. Even in the queer collectives I have been shunned (Survey Respondent: Bisexual, cis woman, 18-25yrs, student).

Thus, although the Queer Collective is critical and plays a vital role for many SGD students, there is a felt need to increase visibility on the University's campuses and to review internal processes to limit internal conflicts and challenges.

Impacts of the Most Significant Incident

The negative impacts of experiences of exclusion, prejudice, discrimination, harassment or violence at Western Sydney University are wide-reaching and are undoubtedly adversely affecting the wellbeing of staff and students. The figure below documents some of the consequences and effects of heterosexism and cissexism. These effects have been consolidated into five main categories: reduced sociality; modified behaviour; less productive; psychological distress; more political.

It is important at the outset to note that 20 per cent of respondents' most significant incidents resulted in no significant effects or consequences. As a proportion of all responses, this represents only 7 per cent of the effects recorded in the Figure 7. The remaining 93 per cent of responses clustered around issues such as increased avoidance and self-harm behaviours, and decreased mental health and wellbeing, self-esteem and self-worth, engagement with LGBTIQ people and places, and academic achievement.

In particular, 33 per cent of respondents indicated that their most significant incident resulted in psychological distress, with 15 per cent indicating that

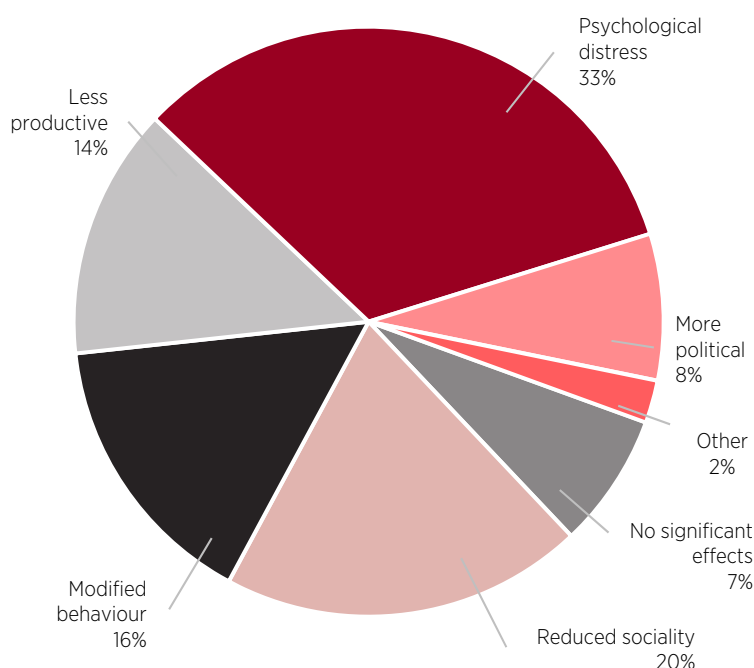


Figure 7: SGD Experiences of Exclusion—Most significant: Impact and consequences (consolidated categories) [$n=114$]

it made them more worried, stressed or anxious, depressed (8%), and feel sad or bad about their sexuality or gender (9%).

Scholastically, the most significant incident impacted on students' attendance (9%), course progress and assessment outcomes (2%), and taking time off from their studies (3%). These incidents also impacted on respondents' psycho-social well-being, including socialising (6%), hiding their sexuality and/or

gender (7%), and negative impacts on friend-ships and relationships (5%).

Respondents also provided information about additional effects or consequences from their most significant incident of heterosexism and cissexism, with one respondent indicating that it led them to attempt suicide. These responses included

- Avoided class
- Bitchiness and even more dislike towards this lecturer
- I made a suicide attempt

- I will work more from home where possible when having these events
- Impacted on depression which contributed to failing units
- Made me distrust the university
- Probably going to avoid talking

While most of the consequences of respondents' most significant incident of heterosexism or cissexism are negative, it is critical to note that their experiences led 22 per cent of respondents to become more political in seeking change.

CHAPTER 9

COMMUNITY PROFILES OF SGD EXPERIENCES

When data is consolidated, the unique experiences of all participants is often lost. In this chapter, this is addressed through the provision of community profiles. These profiles focus on each of the groups represented by the acronym LGBTQ, and provide a snapshot of the different experiences of staff and students. Additionally, the chapter offers a profile of disabled SGD staff and students given the significant number of participants who reported a negative experience which was the result of an intersection between sexuality and disability. Finally, the chapter outlines the experiences of participants who are ALLY Network and/or Queer Collective members. Rather than report on every aspect of participants' experiences, a snapshot is provided of the key characteristics of heterosexist and cissexist exclusion at Western. Across most of these profiles, four key variables are consistently identified as statistically significant:

- Experiences of exclusion in the last 12 months
- Frequency of experiences of exclusion in the last 12 months
- Frequency of experiences of exclusion since arriving at Western
- Impact and consequences of the most significant incident.

This pattern of four key variables in respondents' most significant experience of exclusion changes slightly when the differences between staff and students are considered.

Lesbian

Sixty-three participants identified as lesbian, which represents 15 per cent of the sexuality-diverse respondents, and three per cent of all participants. As noted in Table 20, lesbians' experience of heterosexist exclusion was statistically significant across several variables. Their experiences of heterosexism in the *last 12 months* (25.4%; $p < .01$), and the frequency of their experiences of heterosexism *since arriving at Western* (>5 , 15.9%; $p < .001$) was significantly higher than the SGD mean; though, the frequency of experiences of heterosexism in the *last 12 months* was significantly lower than the SGD mean (>5 , 11.1% [$p < .001$] v 36.9%).

Lesbians' most significant experiences of heterosexism were consistent with the SGD mean on all factors relating to type, location, perpetrator characteristics, and response at the time of the incident. The reported impact of these incidents was more severe for lesbian participants compared to their SGD peers in a number of ways. Lesbian participants were more likely to reduce their sociality (57.1%; $p < .05$), modify their behaviour (38.1%; $p < .001$), be less productive (19%; $p < .001$), and experience psychological distress (71.4%; $p < .001$) compared to other SGD respondents. Indeed, lesbians were more than twice as likely to experience psychological distress than their SGD peers.

Table 19: Community Profile of Experiences of Exclusion (Lesbian) [$N=63$; $n=21$]

		Frequency	Valid Percent
Experienced in the last 12 months		16	** 25.4
Frequency in the last 12 months	More than 5	7	*** 11.1
Experienced since arriving at WSU (Type of incident)	Discrimination	16	25.4
	Harassment/Bullying	15	23.8
	Written/verbal abuse	6	9.5
Frequency since arriving at WSU	More than 5	10	*** 15.9
Most significant incident (Type of incident)	Discrimination	8	38.1
	Harassment/Bullying	8	38.1
	Written/verbal abuse	1	4.8
Most significant incident (Location of incident)	Home campus	11	52.4
	Couple of Classroom/tutorial	5	23.8
	Another campus	3	14.3
Most significant incident (Perpetrator characteristics)	<24	12	57.1
	All male	7	33.3
	Three or more	7	33.3
	Known	10	47.6
Most significant incident (Response at the time of the incident)	Fled/Hid	4	19.0
	Ignored perpetrator	14	66.7
	Verbally retaliated	4	19.0
Most significant incident (Impact and consequences)	Reduced sociality	12	* 57.1
	Modified behaviour	8	*** 38.1
	Less productive	4	*** 19.0
	Psychological distress	15	*** 71.4

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

Gay

Seventeen per cent of the sexuality-diverse respondents, and three per cent of all respondents identified as gay. As with lesbian respondents, gay men's experience of heterosexism was consistent with the SGD mean on all variables relating to the type, location, perpetrator characteristics, and responses at the time of the incident. Similarly to lesbians, the frequency of heterosexism over the last 12 months and since arriving at Western were statistically significant; however, gay men were *less likely* to experience more than five incidents at both 12 months (1.4% [$p<.001$] v

36.9%) and since arriving at Western (8.6% [$p<.001$] v 12.9%).

Consistent with the experiences reported by lesbians, the impact and consequences of heterosexism reported by gay men was statistically significant. Across all four categories, gay men were more likely to experience reduced sociality (43.8%, $p<.05$), modified their behaviour (25.0%; $p<.001$), were less productive (31.3%; $p<.001$), and experienced psychological distress (43.8%; $p<.001$). In particular, gay men reported much high rates of reduced productivity than either lesbians or the SGD mean (31.3% v 19.0% v 14.1%, respectively)

Table 20: Community Profile of Experiences of Exclusion (Gay) [$N=70$; $n=16$]

		Frequency	Valid Percent
Experienced in the last 12 months		13	18.6
Frequency in the last 12 months	More than 5	1	*** 1.4
Experienced since arriving at WSU (Type of incident)	Discrimination	14	20.0
	Harassment/Bullying	11	15.7
	Written/verbal abuse	6	8.6
Frequency since arriving at WSU	More than 5	6	*** 8.6
Most significant incident (Type of incident)	Discrimination	9	56.3
	Harassment/Bullying	4	25.0
	Written/verbal abuse	1	6.3
Most significant incident (Location of incident)	Home campus	5	31.3
	Couple of Classroom/tutorial	7	43.8
	Another campus	2	12.5
Most significant incident (Perpetrator characteristics)	<24	10	62.5
	All male	13	81.3
	Three or more	5	31.3
	Known	10	62.5
Most significant incident (Response at the time of the incident)	Fled/Hid	2	12.2
	Ignored perpetrator	11	68.8
	Verbally retaliated	5	31.3
Most significant incident (Impact and consequences)	Reduced sociality	7	* 43.8
	Modified behaviour	4	*** 25.0
	Less productive	5	*** 31.3
	Psychological distress	7	*** 43.8

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

Bisexual

One hundred and sixty-nine participants identified as bisexual. This represents 41 per cent of the sexuality-diverse participants, and 7 per cent of the total population surveyed. As with lesbians and gay men, the three key variables of experiences and frequency of experiences in last 12 months, and frequency of experiences of exclusion since arriving at Western were statistically significant. Unlike gay men and lesbians, however, bisexual staff and students were significantly less likely to experience heterosexist exclusion in the last 12 months (7.1%, $p<.01$) than the SGD mean (18.7%), and that the frequency of these experiences were also

much lower than their SGD peers at 12 months (2.4% [$p<.001$] v 36.9%) and since arriving at Western (4.1% [$p<.001$] v 12.9%).

Additionally, bisexual staff and students reported higher rates of reduced sociality (36.0%, $p<.05$), reduced productivity (20.0%, $p<.001$), and psychological distress (36.0%, $p<.001$). In contrast to their gay and lesbian peers, however, bisexual staff and students reported statistically significant lower levels of modified behaviour (8.0% [$p<.001$] v 25.0% v 31.8%, respectively).

Table 21: Community Profile of Experiences of Exclusion (Bisexual) [$N=169$; $n=25$]

		Frequency	Valid Percent
Experienced in the last 12 months		12	** 7.1
Frequency in the last 12 months	More than 5	4	*** 2.4
Experienced since arriving at WSU (Type of incident)	Discrimination	18	10.7
	Harassment/Bullying	18	10.7
	Written/verbal abuse	9	5.3
Frequency since arriving at WSU	More than 5	7	*** 4.1
Most significant incident (Type of incident)	Discrimination	9	36.0
	Harassment/Bullying	9	36.0
	Written/verbal abuse	3	12.0
Most significant incident (Location of incident)	Home campus	9	36.0
	Couple of Classroom/tutorial	7	28.0
	Another campus	3	12.0
Most significant incident (Perpetrator characteristics)	<24	13	52.0
	All male	11	44.0
	Three or more	2	8.0
	Known	15	60.0
Most significant incident (Response at the time of the incident)	Fled/Hid	2	8.0
	Ignored perpetrator	12	48.0
	Verbally retaliated	6	24.0
Most significant incident (Impact and consequences)	Reduced sociality	9	* 36.0
	Modified behaviour	2	*** 8.0
	Less productive	5	*** 20.0
	Psychological distress	9	*** 36.0

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

Transgender/ Gender Queer/Gender Non-Confirming (TGQGN)C

Table 22: Community Profile of Experiences of Exclusion (TGQGN)C [$N=55$; $n=13$]

		Frequency	Valid Percent
Experienced in the last 12 months		15	** 27.3
Frequency in the last 12 months	More than 5	7	*** 12.7
Experienced since arriving at WSU (Type of incident)	Discrimination	13	23.6
	Harassment/Bullying	13	23.6
	Written/verbal abuse	6	10.9
Frequency since arriving at WSU	More than 5	10	* 18.2
Most significant incident (Type of incident)	Discrimination	6	46.2
	Harassment/Bullying	9	69.2
	Written/verbal abuse	0	0.0
Most significant incident (Location of incident)	Home campus	10	76.9
	Classroom/tutorial	6	46.2
	Another campus	2	15.4
Most significant incident (Perpetrator characteristics)	<24	9	69.2
	All male	10	76.9
	Three or more	3	23.1
	Known	7	* 53.8
Most significant incident (Response at the time of the incident)	Fled/Hid	6	46.2
	Ignored perpetrator	11	84.6
	Verbally retaliated	2	15.4
Most significant incident (Impact and consequences)	Reduced sociality	12	** 92.3
	Modified behaviour	11	*** 84.6
	Less productive	9	*** 69.2
	Psychological distress	13	** 100.0

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

Due to the small number of responses from people who identify as transgender, and even though data has been de-identified, there is a risk that one may be able to identify a participant from the reporting. To address this possibility, experiences have been consolidated into a single table. This is less than ideal given that transgender, gender queer, and gender non-conforming staff and students may live and experience their gender in different ways. As was documented in Chapter Six, 13 respondents identified as transgender (19.7% of gender-diverse respondents, 0.5% of all respondents), 19 as gender queer (28.8%, 0.8%), and 25 as gender non-conforming (37.9%, 1.0%). As with their sexuality-diverse peers, their experiences were statistically significant across the four key variables, though, in different ways to their sexuality-diverse peers. Transgender, gender queer, and gender non-conforming (TGQGNC) respondents were more likely than SGD respondents as a whole to experience exclusion in the last 12 months (27.3% [$p < .01$] v 18.7%). However, in the last 12 months, these respondents were less likely to experience more than five separate incidents (12.7% [$p < .001$] v 36.9%). Since arriving at

Western, though, TGQGNC respondents were slightly more likely to experience more than five separate incidents (18.2% [$p < .05$] v 12.9%).

In contrast to their sexuality-diverse peers, the relationships between TGQGNC respondents and their perpetrators was statistically significant. TGQGNC respondents were slightly more likely to know their perpetrators than their SGD peers (53.8% [$p < .05$] v 47.9%). The critical distinction between transgender, gender queer, and gender non-conforming staff and students and their sexuality-diverse peers is most obvious in terms of impact and consequences. TGQGNC respondents were significantly more likely than their SGD peers to modify their behaviour (84.6% [$p < .001$] v 15.8%), and experience reduced productivity (69.2% [$p < .001$] v 14.1%). While the relationship between gender and impact/consequences is not as strong for reduced sociality (92.3%, $p < .01$) and psychological distress (100.0%, $p < .01$), it is important to note that of the 13 respondents to document their most significant incident, all reported psychological distress and all but one experienced reduced sociality.

SGD Staff

In moving from variables relating to sexuality and gender to the role of respondents (staff or student), the community profile changes dramatically, with only one key variable (impact and consequences) remaining statistically significant. Instead, what becomes important is the characteristics of the perpetrator(s). Sixty-eight SGD staff participated in the survey, which represents three per cent of the total survey respondents, and approximately 20 per cent of the SGD respondents.

SGD staff were far less likely than all SGD respondents to experience heterosexist/cissexist

exclusion at the hands of perpetrators under the age of 24 (21.7% [$p < .001$] v 55.5%). This is unsurprising given that staff also reported their most significant incident involved discrimination, which is more likely to be work-based than that experienced by students, and that employees of the University are significantly older than Western students and carry the power and authority of the institution. They are also less likely to 'mix' with students socially. Relatedly, SGD staff were significantly more likely than all SGD respondents to know their perpetrator(s) (73.9% [$p < .01$] v 47.9%).

Table 23: Community Profile of Experiences of Exclusion (Staff) [$N=68$; $n=23$]

		Frequency	Valid Percent
Experienced in the last 12 months		18	26.5
Frequency in the last 12 months	More than 5	5	7.4
Experienced since arriving at Western (Type of incident)	Discrimination	21	30.9
	Harassment/Bullying	19	27.9
	Written/verbal abuse	14	20.6
Frequency since arriving at Western	More than 5	12	17.6
Most significant incident (Type of incident)	Discrimination	9	39.1
	Harassment/Bullying	11	47.8
	Written/verbal abuse	3	13.0
Most significant incident (Location of incident)	Home campus	10	43.5
	Classroom/tutorial	2	8.7
	Another campus	2	8.7
Most significant incident (Perpetrator characteristics)	<24	5	*** 21.7
	All male	11	47.8
	Three or more	2	8.7
	Known	17	** 73.9
Most significant incident (Response at the time of the incident)	Fled/Hid	3	13.0
	Ignored perpetrator	14	60.9
	Verbally retaliated	6	26.1
Most significant incident (Impact and consequences)	Reduced sociality	10	* 43.5
	Modified behaviour	5	21.7
	Less productive	5	21.7
	Psychological distress	15	* 65.2

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

As with the SGD community profiles, the variable of impact and consequences from the most significant incident was also statistically significant, though, the relationship is weaker. SGD staff were slightly more

likely than all SGD respondents to experience reduced sociality (43.5% [$p<.05$] v 20.4) and psychological distress (65.2% [$p<.05$] v 33.9).

SGD Students

As with staff, the key four variables of experiences and frequency at 12 months and since arriving at Western are largely irrelevant when considered through the lens of Western's role. SGD students constitute 11 per cent of the survey respondents, and approximately 80 per cent of the SGD respondents. As with SGD staff, the characteristics of the perpetrator(s) of the students' most significant incident of exclusion were statistically significant.

In particular, SGD students were significantly more likely than SGD staff to experience heterosexism or

cissexism from people under the age of 24 (62.2% [$p<.001$] v 55.5%) and less likely to experience exclusion from perpetrators known to the respondent (39.2% [$p<.01$] v 47.9%).

In contrast to SGD staff, however, the impact and consequences of the most significant incident of exclusion was only statistically significant in terms of psychological distress; of which, students were more likely to experience than all SGD respondents (45.9% [$p<.05$] v 33.9).

Table 24: Community Profile of Experiences of Exclusion (Students) [$N=277$; $n=74$]

		Frequency	Valid Percent
Experienced in the last 12 months		45	16.2
Frequency in the last 12 months	More than 5	14	5.1
Experienced since arriving at WSU (Type of incident)	Discrimination	60	21.7
	Harassment/Bullying	50	18.1
	Written/verbal abuse	22	7.9
Frequency since arriving at WSU	More than 5	30	10.8
Most significant incident (Type of incident)	Discrimination	36	48.6
	Harassment/Bullying	23	31.1
	Written/verbal abuse	3	4.1
Most significant incident (Location of incident)	Home campus	29	39.2
	Classroom/tutorial	32	43.2
	Another campus	8	10.8
Most significant incident (Perpetrator characteristics)	<24	46	*** 62.2
	All male	37	50.0
	Three or more	16	21.6
	Known	29	** 39.2
Most significant incident (Response at the time of the incident)	Fled/Hid	12	16.2
	Ignored perpetrator	43	58.1
	Verbally retaliated	19	25.7
Most significant incident (Impact and consequences)	Reduced sociality	33	44.6
	Modified behaviour	27	36.5
	Less productive	27	36.5
	Psychological distress	34	* 45.9

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

Disabled SGD Staff and Students

Table 25: Community Profile of Experiences of Exclusion (Lesbian) [$N=169$; $n=48$]

		Frequency	Valid Percent
Experienced in the last 12 months		35	20.7
Frequency in the last 12 months	More than 5	14	*** 8.3
Experienced since arriving at WSU (Type of incident)	Discrimination	42	24.9
	Harassment/Bullying	36	21.3
	Written/verbal abuse	14	8.3
Frequency since arriving at WSU	More than 5	25	14.8
Most significant incident (Type of incident)	Discrimination	28	58.3
	Harassment/Bullying	14	29.2
	Written/verbal abuse	4	8.3
Most significant incident (Location of incident)	Home campus	21	43.8
	Classroom/tutorial	20	41.7
	Another campus	6	12.5
Most significant incident (Perpetrator characteristics)	<24	25	52.1
	All male	26	54.2
	Three or more	9	18.8
	Known	21	43.8
Most significant incident (Response at the time of the incident)	Fled/Hid	9	18.8
	Ignored perpetrator	31	64.6
	Verbally retaliated	11	22.9
Most significant incident (Impact and consequences)	Reduced sociality	26	54.2
	Modified behaviour	22	* 45.8
	Less productive	20	41.7
	Psychological distress	32	** 66.7

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

Community Profiles of SGD Experiences @ Western

An important sub-group of the SGD community include those people with intersectional experiences, in particular, the intersecting experiences of being disabled and SGD. One hundred and sixty-nine respondents indicated that they were disabled and SGD. This represents 41 per cent of the SGD respondents and 7 per cent of the total population surveyed. Disabled SGD respondents share many of their experiences with other SGD respondents, including experiences of exclusion in the last 12 months and since arriving at Western, and type, location, perpetrator characteristics and action taken at the time

of the incidents. However, disabled SGD respondents were significantly less likely than the SGD respondents as a whole to experience more than five incidents of exclusion in the last 12 months (8.3% [$p<.001$] v 36.9%).

Additionally, the impact and consequences of the most significant incident were also statistically significant. Disabled SGD respondents were more likely to modify their behaviour (45.8% [$p<.05$] v 15.8) and experience psychological distress (66.7% [$p<.01$] v 33.9%) than their SGD peers.

ALLY Network and Queer Collective Members

It is often posited that membership of a support organisation can mediate experiences of heterosexist and/or cissexist exclusion. Fear of crime (and heterosexism/cissexism) is conventionally higher in respondents with more experiential knowledge of exclusion. For example, the increased knowledge of

crime that comes with membership of Neighbourhood Watch can increase fear of crime (Bennett, Holloway & Farrington 2009). The researchers therefore sought to understand the relationship between ALLY Network and/or Queer Collective membership on experiences of heterosexist or cissexist exclusion at Western.

Table 26: Community Profile of Experiences of Exclusion (ALLY Network/Queer Collective Members) [$N=74$; $n=33$]

		Frequency	Valid Percent
Experienced in the last 12 months		25	*** 33.8
Frequency in the last 12 months	More than 5	3	4.1
Experienced since arriving at WSU (Type of incident)	Discrimination	27	36.5
	Harassment/Bullying	22	29.7
	Written/verbal abuse	12	16.2
Frequency since arriving at WSU	More than 5	14	* 18.9
Most significant incident (Type of incident)	Discrimination	17	51.5
	Harassment/Bullying	6	18.2
	Written/verbal abuse	2	6.1
Most significant incident (Location of incident)	Home campus	14	42.4
	Classroom/tutorial	8	24.2
	Another campus	5	15.2
Most significant incident (Perpetrator characteristics)	<24	13	39.4
	All male	16	48.5
	Three or more	5	15.2
	Known	14	42.4
Most significant incident (Response at the time of the incident)	Fled/Hid	5	15.2
	Ignored perpetrator	16	48.5
	Verbally retaliated	9	27.3
Most significant incident (Impact and consequences)	Reduced sociality	15	* 45.5
	Modified behaviour	17	*** 51.5
	Less productive	13	** 39.4
	Psychological distress	18	** 54.5

Note: * = significant at $p<.05$, ** = significant at $p<.01$, *** = significant at $p<.001$

The 74 responses from ALLY Network and Queer Collective members constitute 18 per cent of the SGD respondents, and 3 per cent of all respondents.

As with the community profile of lesbian, gay, bisexual, and transgender respondents above, the experiences of ALLY and Queer Collective members were statistically significant across three of the four key variables—not including frequency of incidents in the last 12 months. However, while not statistically significant, it is important to note that only 4.1% of ALLY/QC respondents indicated that they had experienced more than five incidents in the last 12 months, which contrasts dramatically with the 36.9%

reported by all SGD respondents. ALLY/QC members were also slightly more likely than all SGD respondents to experience more than five incidents since arriving at Western (18.9% [$p<.05$] v 12.9%). The impact and consequences of the most significant incident of heterosexist and/or cissexist exclusion was also statistically significant, with ALLY/QC members more likely to experience all four forms of impact. ALLY/QC members were more likely than SGD respondents as a whole to experience reduced sociality (45.5% [$p<.05$] v 20.4), modify their behaviour (51.5% [$p<.001$] v 15.8), reduce productivity (39.4% [$p<.01$] v 14.1%), and experience psychological distress (54.5% [$p<.01$] v 33.9%).

CHAPTER 10

PERCEPTIONS OF SAFETY @ WESTERN

Western Sydney University is spread across numerous campuses in Sydney's western suburbs. Several of the campuses were built on greenfield sites, with large rural spaces around the edges, while others are high-rise buildings in city locations. As a consequence, what constitutes a safe or unsafe place specifically, is in the main, impossible to ascertain in this research because of the very different nature of the campuses. As respondents move between campuses it is also often difficult to ascertain which campus they are referring to in their responses. Perceptions of safe and unsafe places, as reported by the respondents, therefore varied considerably due to a number of far-reaching and indefinable factors; these included but were not limited to, campus location and type, time of day of attendance, method of transport to and from campus, the respondent's identity characteristics (such as gender, race/ethnicity, sexuality, disability), personal characteristics, as well as how these various factors intersected. For example, one male-identified respondent felt safe anywhere because of his physical size; another commented that even though he was a man, he felt anxious waiting for the University shuttle bus after dark. Many respondents felt safe in crowded spaces such as campus cafes and eateries, but others, especially *some* respondents with anxiety, found such areas challenging and of concern. Thus, there was considerable overlap and contradiction in responses related to safe and unsafe locations.

Moreover, reasons for feeling safe/unsafe were most often not provided by respondents, and thus, attributing a respondent's perceptions of a space to any particular identity or event is not possible. A location may feel safe until one is harassed or discriminated against on a single occasion; the safety of that place thus, may change because of the presence and actions of a particular harasser on that one day. It may only make that space feel unsafe for that single person but probably does not thereafter constitute what the institution may identify as an unsafe place. Equally, the victim's feelings about that place, in terms of safety, may not be impacted by that event. Also what defines or constitutes safe/unsafe is subjective; for instance, a number of participants reported feeling unsafe on less urban campuses because of the presence of aggressive magpies attacking passers-by or the potential (or actual) presence of snakes in open, grassy fields. However, there were some spaces referred to more or less frequently by participants that can create a general picture of safety on campus @ Western.

Safe Places

As the perception of safe and unsafe is dependent on so many variables, a broad, descriptive analysis is only possible from this survey data. The most commonly mentioned top four safe spaces identified across the University included:

- Western's campus libraries (approximately 100 mentions)
- Classrooms (approximately 49 mentions)
- Campus cafes/ food areas (approximately 33 mentions)
- Proximity to security (approximately 22 mentions)



Other places considered safe and worthy of mention here, but articulated as such by fewer people included: particular buildings, populated areas, Queer spaces (which interestingly received a similar number of references that defined them as unsafe); and student lounges, study rooms or IT labs.

Unsafe Places

Conversely, other areas were seen as potentially unsafe. Most of these are unsurprising and would assumedly reflect findings of a broader public investigation. The top four mentioned were:

- Dark places (59 mentions)
- Car parks (43 mentions)
- Secluded spaces (33 mentions)
- Queer spaces (13 mentions)

The number of mentions of queer spaces as being unsafe is of concern for a study of this nature. It is assumed that the queer spaces are perceived as unsafe by these respondents largely because of the risk one takes if seen by potentially hostile people when

entering or leaving. Yet, as indicated above, they are equally considered safe by other respondents, likely because of the general acceptance offered by those within.

Locating queer spaces can be challenging; on the one hand visibility is critical to support SGD students and staff and to raise awareness among the University population more generally. On the other hand, these spaces may potentially provide a ready target for hostile parties. Their location on university campuses must be carefully considered to ensure that they provide maximum benefit but minimum risk for the individuals that use them.



CHAPTER 11

DIVERSITY & INCLUSION @ WESTERN

As detailed earlier, this research is the first of its kind in Australia to include both SGD and non-SGD participants to examine the experiences of safety and diversity for SGD staff and students on a university campus. In Part B of the survey, staff and students were asked Likert based questions clustered into a series of four scales: Western Values; Safety & Inclusion @ Western; Responsibility to Help, and Bystander Efficacy. Many of the responses to these pre-existing scales—as individual items or as composite scales—were statistically insignificant. However, some responses to individual items within each of these scales, individually or as composites scores, offered proxies for the following:

- Perceived safety [I feel safe on my campus; I feel unsafe on campus *Reverse Coded [RC]*]
- Inclusion [I feel valued in the classroom/learning/work environment; I feel like I am part of this university]
- Awareness of SGD Issues [I don't think heterosexist/homophobic violence is a problem on campus *RC*; I don't think there is much I can do about heterosexist/homophobic violence on campus *RC*]
- Responsibility to Help [Sometimes I think I should learn more about heterosexist/homophobic violence; I think I can do something about heterosexist/homophobic violence]
- Bystander efficacy (Heterosexism) [complete scale]

Below are the responses to all the items in each of the scales, before using the proxies to consider in more detail the experiences of diversity and safety on campus @ Western.

Table 27: Types of Diversity Valued by Western [$n=2,395$]

	Frequency	Valid Percent
Religion	1,748	73.0
Race	1,767	73.8
Gender	1,669	69.7
Sexuality	1,550	64.7
Ability	1,687	70.4
Age	1,503	62.8
Body Size	943	39.4
Ethnicity	1,938	80.9
SES status	1,525	63.7

Staff and students were asked to indicate which of these forms of diversity were valued by Western Sydney University. The results indicate that there is a distinction between race, religion, and ethnicity on one hand, and all other attributes on the other. Reflecting its place in the western suburbs of Sydney, between 73 and 81 per cent of respondents indicated that Western values ethnic, cultural and religious diversity. However, the perceived value placed upon diversity by the university is partial, especially when it comes to body size (39%), socio-economic status (64%), and sexuality (65%). Some SGD staff and students reported that they felt invisible on campus:

I think gender and sexuality diversity is not celebrated or acknowledged nearly as much as it should be. The existence of our diversity is barely acknowledged and I do not always feel welcomed as a queer person (Survey Respondent: Lesbian, cis woman, 18-25yrs, Student).

However, as noted by some of the interviewees and survey respondents, how sexuality and gender are valued at Western Sydney University is changing as the issues become more visible. For example:

I'm aware of the ALLY Network and a bunch of statements that are supportive of people's individual sexualities or orientations or identities. So I know these programs exist and I've received postcards about them and I know there's an ALLY training program I haven't been able to go to but I know it's there (Interview Participant: Austin, staff).

For example, if I go to the campuses I can see that there is diversity in all its forms. I can see some of the posters which embraces diversity in a number aspects. I see a lot of ALLY [forms] across the [college], corridors, or posters on the wall. Even when if you speak about it, sometimes you get emails, which is where the vice chancellor and some of the senior staff have participated in some of the external activities that's come in the [media as well]. That's what I meant in a way where they're practicing what they preach (Interview Participant: Ray, staff).

It has been positive being involved with ALLY, and being able to display visual cues of my membership of ALLY. These cues sometimes prompt conversation with other staff members, which helps spread knowledge about diversity of gender and sexual expression (Survey Respondent: Bisexual, cis woman, 36-45yrs, staff)

That over 85 per cent of staff and students believe that people are equal, and that different social and cultural groups are a good thing for Western, is largely unremarkable apart from the strong support for these statements. For example, comments in the interviews and survey included:

I think they're becoming more liberal and more understanding, so things are changing; many stereotypes are breaking down, so that's good. ...I think people can express what they are or what they want to do (Interview Participant: Janos, staff).

[Across the university] I think. I think the [VC and the executives] I think they are more openly supporting diversity. This might be one of the reasons - this is my own perception but I could be wrong (Interview participant: Janos, staff).

From my experience, I've found it to be actually quite diverse. Just generally I find the university, especially this campus, is very diverse and even quite accepting (Interview Participant: Virginia, student).

I think that this sort of diversity is actually more overtly displayed and made apparent in the fact that we embrace this diversity. I think our school has one of the largest number of ALLY trained people. I know when we've had visitors to our school, people have commented on the ALLY stickers, how many of them there are around the school. So I think there's quite an openness about us embracing diversity (Interview Participant: Marilyn, staff).

There is wide variety of diversity at Western Sydney and this diversity is very much supported and appreciated. You can see this through the programs and support available (Survey Respondent: Heterosexual, cis woman, 26-35yrs, student).

Table 28: Agreement with Valuing Diversity @ Western [$n=2,395$]¹

	Frequency	Valid Percent
It is a good thing for Western Sydney University to be made up of different social and cultural groups	2,075	86.6
There is no prejudice in Western Sydney University [Reverse Coded]	896	37.4
I am comfortable with people who are not like me [RC]	1,656	69.1
Western Sydney University staff and students who are heterosexual enjoy a privileged position in the university	1,011	42.2
Western Sydney University is strengthened by different social and cultural groups with their own traditions and values [RC]	1,851	77.3
All people should be equal	2,175	90.8
Something should be done to fight or minimise prejudice at Western Sydney University	1,664	69.5

¹ These questions were adapted from those used in the Challenging Racism Project (CRP), and were adopted in order to provide a comparative instrument that measures general values in terms of diversity, prejudice, tolerance and acceptance. As can be seen from Table 31, frequencies varied considerably, and on some items, there were high neutral responses. Caution should be taken in using and analysing data from this adapted scale. Further comparative analysis is required on the raw data of both DSC and CRP to ascertain if this is the case for just the SGD adaption of the CRP questions.

However, in the reverse, there is a minority of responses that agreed or are neutral with what should be core values for the University, including a belief that the University is weakened by different social and cultural groups (23%). This rejection of social and cultural diversity translates in interpersonal relationships to an increased discomfort for people who are different (31%).

Of note, is the ambivalence about the presence of prejudice at Western; while 37 per cent disagreed about the presence of prejudice, a further 40 per cent were neutral on this question. It is also important to note that while support for these value statements is strong—with most receiving support from at least two-thirds of the respondents—over half of the respondents did not recognise or acknowledge the privileged position that heterosexual staff and students enjoy; the extension of which is that SGD staff and students are perceived to not be disadvantaged because of their sexuality or gender diversity. This is also in spite of the fact that over 30 per cent of respondents (heterosexual and SGD) had witnessed heterosexist/homophobic comments and jokes (see Tables 9-10 in Chapter 6).

In Part 2 of the survey, staff and students were asked to respond to a series of questions about safety and inclusion on campus at Western. As some of these items were contextual, students and staff were asked slightly different questions to account for the differences between studies and work. The table below reports on this scale independently, and then as a comparative analysis between staff and student responses.

As can be seen in the table below, students were overwhelmingly positive about safety and inclusion; however, there are three items of note. Whether respondents think complaints were taken seriously by Western (50%); think that good support systems are provided at Western (53%); feel comfortable reporting a complaint to Western (53%); and know where to go for help at Western (40%) were all lower than the other items. As with responses to the Valuing Diversity scale, neutral responses were also high on each of these items. This clearly indicates that students know the importance of diversity, inclusion and safety to their learning experience and support Western's approach to these issues.

Table 29: Student Agreement with Safety & Inclusion @ Western [*n*=1,494]

	Frequency	Valid Percent
Western recognises the value of a diverse student population	1,657	83.7
I feel safe on my campus	1,763	89.0
Western provides good support systems for students who experience exclusion, prejudice, discrimination, harassment or violence	1,058	53.4
Western takes complaints of exclusion, prejudice, discrimination, harassment or violence seriously	983	49.6
I feel valued in the classroom/learning environment	1,539	77.7
I think Western Sydney University staff are concerned about my welfare	1,208	61.0
I feel like I am a part of this University	1,431	72.3
I feel safe on campus [RC]	1,682	84.9
I feel comfortable reporting the exclusion, prejudice, discrimination, harassment or violence I have experienced at WSU [RC]	778	52.9
My studies have not suffered because of the exclusion, prejudice, discrimination, harassment or violence I have experienced at WSU [RC]	1,095	73.3
I do not know other students who have left Western because they have experienced exclusion, prejudice, discrimination, harassment or violence [RC]	1,386	70.0
If a friend or I experienced exclusion, prejudice, discrimination, harassment or violence, I would know where to go for help at Western	785	39.6

Yet, they do not know what to do when they encounter behaviour that breaches the University's mission and celebration of diversity. Just under 40 per cent of students also do not believe or are neutral on the item relating to staff being concerned about their welfare.

In the context of restructuring, shared services, and increased competition, it is incumbent upon Western to consider the impact that these changes may have on the capacity of Western staff to be concerned about students' welfare and on students' perceptions of this concern. It must also be remembered that this data is from all participants; as noted in Chapter 12, responses to key items in this scale vary considerably for SGD students, who feel less safe, included, have lower bystander efficacy, but higher levels of responsibility to help others who experience exclusion.

Perceptions of safety and inclusion vary by the role of respondents. As can be seen in Table 31, in addition to the four items relating to complaint making identified by students and reported above, staff also identified the negative impact of exclusion on their work (44%), and knowing someone who has left Western due to exclusion (51%). These two items are significantly higher than those reported by students (27% and 30%, respectively). The higher negative results on these six items can be attributed to several factors: staff are more aware of (the failure of) university systems, staff are more likely to have been at Western longer, and some of these feelings of insecurity and exclusion may be tempered by the current context of restructuring and enterprise bargaining.

Table 30: Staff Agreement with Safety & Inclusion @ Western [$n=415$]

	Frequency	Valid Percent
Western recognises the value of a diverse student population	330	79.5
I feel safe on my campus	357	86.0
Western provides good support systems for staff who experience exclusion, prejudice, discrimination, harassment or violence	170	41.0
WSU takes complaints of exclusion, prejudice, discrimination, harassment or violence seriously	204	49.2
I feel valued in the work environment	255	61.4
I think Western Sydney University staff are concerned about my welfare	193	46.5
I feel like I am a part of this university	289	69.6
I feel safe on campus [RC]	337	81.2
I feel comfortable reporting the exclusion, prejudice, discrimination, harassment or violence I have experienced at WSU [RC]	118	35.5
My work has not suffered because of the exclusion, prejudice, discrimination, harassment or violence I have experienced at WSU [RC]	185	56.4
I do not know other staff who have left WSU because they have experienced exclusion, prejudice, discrimination, harassment or violence [RC]	204	49.2
If a friend or I experienced exclusion, prejudice, discrimination, harassment or violence, I would know where to go for help at WSU	226	54.5

Table 31: Comparison of Safety and Inclusion: Staff v Student [$n=2,395$]

	Student	Staff
WSU recognises the value of a diverse student/staff population	83.7	79.5
I feel safe on my campus	89.0	86.0
WSU provides good support systems for students/staff who experience exclusion, prejudice, discrimination, harassment or violence	53.4	41.0
WSU takes complaints of exclusion, prejudice, discrimination, harassment or violence seriously	49.6	49.2
I feel valued in the classroom/learning/work environment	77.7	61.4
I think Western Sydney University staff are concerned about my welfare	61.0	46.5
I feel like I am a part of this university	72.3	69.6
I feel safe on campus [RC]	84.9	81.2
I feel comfortable reporting the exclusion, prejudice, discrimination, harassment or violence I have experienced at WSU [RC]	52.9	35.5
My studies/work have not suffered because of the exclusion, prejudice, discrimination, harassment or violence I have experienced at WSU [RC]	73.3	56.4
I do not know other students/staff who have left WSU because they have experienced exclusion, prejudice, discrimination, harassment or violence [RC]	70.0	49.2
If a friend or I experienced exclusion, prejudice, discrimination, harassment or violence, I would know where to go for help at WSU	39.6	54.5

When considered side-by-side, the key differences between students and staff perceptions of safety and inclusion vary. Of critical importance to note in Table 32 below are the lower perceptions of safety and inclusion reported by staff on all items apart from knowing where to go for help at Western; though, this is only 55 per cent compared to students' 40 per cent. The significance of the differences on key items relating to safety and inclusion are considered further in Chapter 12, where it is reported that staff feel less included and less safe on campus at Western. It is also worth noting that between 30 per cent and 50 per cent of Western students and staff, respectively, know of other staff or students who have left Western because of exclusion. When competition is high and funding is low, and the costs of recruitment are so high, it is critical that Western addresses the high levels of attrition stemming from experiences of exclusion.

Apart from their perceptions of Western's valuing of diversity, safety on campus, taking complaints

seriously, and feeling part of the university, there is a 20-point difference between the assessment of safety and inclusion by staff and students, with staff consistently less positive across these other items. Greater attention to the needs of their internal stakeholders—staff—may assist Western in building a more inclusive environment for all stakeholders.

Another critical component in measuring an organisations' cultural capability is the capacity of its members—staff and students—to intervene in incidents of exclusion. In this adaption of a US Campus Sexual Assault Bystander Efficacy scale, all respondents were asked to report on their ability to intervene in a range of cissexist and/or heterosexist exclusion. Staff and students felt more comfortable intervening with a friend (85%), refuting victim-blaming (81%), and speaking out against violence (81%). Again, as with the safety and inclusion scale, staff and students reported their lowest efficacy (77%) on where to go for help and resources.

Table 32: Bystander Efficacy [$n=2,144$]

	Frequency	Valid Percent
I feel that I could express my discomfort if someone makes a joke about a LGBTIQ person's physical appearance	1,661	77.5
I feel that I could express my discomfort if someone says that LGBTIQ people are to blame for the exclusion, prejudice, harassment, discrimination and violence they experience	1,736	81.0
I feel that I could get help and resources for a friend who tells me they have been a victim of heterosexual/homophobic violence	1,654	77.1
I feel that I could criticise a friend who tells me that they were violent against a LGBTIQ person	1,826	85.2
I feel that I could tell a member of staff on campus about information I have that might help in a case of heterosexual/homophobic violence	1,703	79.4
I feel that I could speak up to someone who is making excuses for heterosexual/homophobic violence	1,744	81.3

While over three-quarters of respondents reported that they felt they could intervene in cissexism and/or heterosexism, it is important to remark that elsewhere in the survey, 68 percent of SGD respondents reported that there were witnesses/bystanders to their most significant incident, yet in only 17 per cent of incidents did these witnesses/bystanders intervene. These six items are combined to create the SGD Bystander Efficacy Scale (Asquith, Brady, & Ferfolja, 2017), which, in Chapter 12, is considered in terms of gender, sexuality, ethnicity, ability, and role. There we report that staff, cis men, heterosexuals, and Anglo-Australians have higher bystander efficacy. Yet, it is *disabled* staff and students who have the highest bystander efficacy.

The final attribute of an inclusive, safe, and culturally capable organisation is clear organisational

and ethical guidelines for creating inclusive learning and working environments. In the final set of questions, all respondents were asked to assess their responsibility to help and assist in eliminating cissexism and heterosexism. Here there appears to be a critical gap between intention—Valuing Diversity @ Western, and Safety & Inclusion @ Western—and action. While most respondents believed that SGD staff and students were a valuable part of the University community, far fewer believed it was their responsibility to do anything to bring that about. Only 15 per cent of respondents think violence is a problem on campus, 27 per cent believe they need to think about violence on campus, and fewer than 6 per cent have taken part in activities aimed at eliminating heterosexual and cissexist violence.

Table 33: Agreement with Responsibility to Help [$n=2,103$]

	Frequency	Percent
I think heterosexual/homophobic violence is a problem on campus [RC]	320	15.2
I think there is much I can do about heterosexual/homophobic violence on campus [RC]	897	42.7
There is a need for me to think about heterosexual/homophobic violence on campus [RC]	566	26.9
Doing something about heterosexual/homophobic violence is not solely the job of university/campus security [RC]	1,440	68.5
Sometimes I think I should learn more about heterosexual/homophobic violence	978	46.5
I think I can do something about heterosexual/homophobic violence	985	46.8
I have recently taken part in activities or volunteered my time on projects focused on ending heterosexual/homophobic violence in campus	122	5.8

These are important findings given that Asquith, Panfill and Dwyer (2018) have identified the dangers of SGD people advocating on behalf of their own and their communities' rights, including homicide. One of the reasons for the ALLY Network—and PFLAG—is to allow cisgender heterosexual people to take the lead in eliminating heterosexism and cissexism from their communities rather than rely on marginalised people to

take the lead and risk a violent response. Western could support this aim by resourcing bystander efficacy and cultural capability training for cisgender heterosexual people to take a stand against heterosexism and cissexism.

CHAPTER 12

COMPARING EXPERIENCES OF DIVERSITY, SAFETY & INCLUSION @ WESTERN

In identifying proxies for perceived safety, inclusion, lack of awareness of issues relating to sexuality and gender diversity, responsibility to help, and bystander efficacy, we are better able to consider experiences of safety and inclusion across the various forms of diversity discussed earlier, and compare the wellbeing and inclusion of all marginalised staff and students. Please note that the analyses below have been computed largely using dichotomous comparisons (e.g. cisgender versus transgender/gender queer, heterosexual versus sexuality and gender diverse). The results of analyses that include all independent gender, sexuality and ethnicity categories can be found in Appendix E.

Gender

Independent samples *t*-tests were performed to investigate differences in our major outcomes based on gender (cisgender versus transgender/gender queer). It is important to note that the power of these tests was significantly limited by the unequal group sizes included in these comparisons, making it more difficult to detect differences between groups. Nevertheless, some significant differences were found. Cisgender respondents feel safer and more included at Western Sydney University compared to their transgender and gender queer counterparts, who in turn had greater awareness of LGBTIQ issues.

Table 34: Safety and Inclusion Differences Between Cisgender and Transgender/Gender Queer Participants

	Cisgender			Trans*/Gender Queer			<i>t</i>	<i>p</i>	95% CI	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			Lower Bound	Upper Bound
Perceived Safety	2321	4.23	.78	66	3.70	.93	5.38	<.001***	.34	.72
Inclusion	2321	3.86	.83	66	3.48	.92	3.62	<.001***	.17	.58
No Awareness of LGBT Issues	1903	11.43	2.58	62	10.14	2.57	3.84	<.001***	.63	1.93
Responsibility to Help	1903	6.72	1.53	62	6.5	1.68	1.13	.26	-.16	.61
Bystander Efficacy	1943	18.97	4.00	63	18.27	4.59	1.35	.18	-.31	1.71

Note: * = significant at $p < .05$, ** = significant at $p < .01$, *** = significant at $p < .001$

Sexuality

Table 36 displays the results of independent samples *t*-tests used to assess differences between heterosexual and sexuality diverse respondents in our five outcomes of interest. Heterosexual respondents feel more safe and more valued compared to sexuality diverse respondents. They are also less aware of LGBTIQ issues and feel a lesser responsibility to help. Bystander efficacy did not differ across the two groups.

Table 35: Safety and Inclusion Differences Between Heterosexual and Sexuality Diverse Participants

	Heterosexual			Sexuality Diverse			<i>t</i>	<i>p</i>	95% CI	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			Lower Bound	Upper Bound
Perceived Safety	1925	4.26	.76	422	4.00	.89	6.14	<.001***	.18	.34
Inclusion	1925	3.87	.84	422	3.77	.84	2.33	.02*	.17	.35
No Awareness of LGBT Issues	1547	11.59	2.52	388	10.56	2.64	7.10	<.001***	.74	1.31
Responsibility to Help	1547	6.66	1.54	388	7.00	1.46	-3.89	<.001***	-.51	-.17
Bystander Efficacy	1583	18.97	4.03	392	18.99	4.00	-0.08	.94	-.46	.43

Note: * = significant at $p < .05$, ** = significant at $p < .01$, *** = significant at $p < .001$

Ethnicity

As can be seen in Table 37 below, independent sample *t*-tests were performed to evaluate the five key variables in terms of the differences between ethnically diverse and Anglo-Australian respondents. Non-

ethnically diverse people report higher bystander efficacy than those who identify as ethnically diverse, however, ethnically diverse respondents report feeling a greater responsibility to help.

Table 36: Safety and Inclusion Differences Between Ethnically Diverse and Anglo Participants

	Ethnically Diverse			Anglo			<i>t</i>	<i>p</i>	95% CI	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			Lower Bound	Upper Bound
Perceived Safety	337	4.21	0.77	2058	4.21	0.80	-0.08	.94	-0.10	0.09
Inclusion	337	3.85	0.83	2058	3.85	0.83	-0.08	.94	-0.10	0.09
Bystander Efficacy	251	17.95	4.16	1762	19.08	4.00	4.18	<.001***	0.60	1.66
No Awareness of LGBT Issues	239	11.39	2.88	1733	11.39	2.55	-0.02	.99	-0.35	0.35
Responsibility to Help	239	6.93	1.41	1733	6.69	1.55	-2.27	.02*	-0.45	-0.03

Note: * = significant at $p < .05$, ** = significant at $p < .01$, *** = significant at $p < .001$

Ability

Table 37: Safety and Inclusion Differences Between Able-bodied and Disabled Participants

	Able-bodied			Disabled			<i>t</i>	<i>p</i>	95% CI	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			Lower Bound	Upper Bound
Perceived Safety	1793	4.24	0.75	602	4.12	0.89	3.11	.002**	.05	.21
Inclusion	1793	3.89	0.79	602	3.74	0.94	3.48	.001**	.06	.23
No Awareness of LGBT Issues	1444	11.61	2.58	528	10.78	2.54	6.38	<.001***	.57	1.09
Responsibility to Help	1444	6.66	1.53	528	6.87	1.53	-2.69	.007**	-.36	-.06
Bystander Efficacy	1477	18.72	4.09	536	19.55	3.81	-4.08	<.001***	-1.22	-.43

Note: * = significant at $p < .05$, ** = significant at $p < .01$, *** = significant at $p < .001$

A series of independent-samples *t*-tests were used to compare abled and disabled respondent scores on perceived safety, inclusion, awareness, responsibility to help and bystander efficacy. The results (displayed in Table 38) indicate that those with a disability feel less safe and less valued at Western Sydney University

compared to respondents who do not report any form of intellectual or physical disability. In contrast, disability is associated with better awareness of LGBTIQ issues, and greater responsibility to help and bystander efficacy compared to those without a disability.

Role: Staff and Students

Table 38: Safety & Inclusion Differences Between Staff and Students

	Staff			Students			<i>t</i>	<i>p</i>	95% CI	
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			Lower Bound	Upper Bound
Perceived Safety	415	4.10	.84	1980	4.23	.78	3.16	<.01**	.05	.22
Inclusion	415	3.62	.96	1980	3.90	.77	5.40	<.001***	.17	.37
No Awareness of LGBT Issues	370	10.66	2.27	1602	11.55	2.63	6.59	<.001***	.63	1.16
Responsibility to Help	370	6.71	1.56	1602	6.72	1.56	0.13	.90	.15	.17
Bystander Efficacy	377	20.56	3.38	1636	18.64	4.11	-8.04	<.001***	-2.02	-1.22

Note: * = significant at $p < .05$, ** = significant at $p < .01$, *** = significant at $p < .001$

The table above displays the results of independent-samples *t*-tests assessing differences between staff and students in our five primary outcomes of interest. The results reveal that students feel safer and more

included at Western Sydney University compared to staff. However, staff have higher bystander efficacy and a greater awareness of LGBTQ issues compared to students. Role did not influence responsibility to help.

CHAPTER 13

RECOMMENDATIONS

The outcomes of this research illustrate that although some SGD students and staff feel safe and included at Western, heterosexist and cissexist discrimination prevails to varying degrees across its campuses. Limited SGD-related curriculum content, silences by omission, and experiences of both overt and covert discrimination speak to an underlying heterosexism and cissexism. Western is not alone; as detailed in Chapter 1, this kind of climate is identified across many tertiary institutions internationally.

Sedgwick (1990), over two decades ago, pointed out how discrimination hurts everyone by the limitations it enforces on how all individuals 'do' their gender and sexuality, and the options that they feel are open to them. For SGD individuals, the impacts of exclusion and discrimination, although varied, can be significantly problematic affecting the professional, academic and personal well-being of individuals in Western's SGD community. With approximately 18 per cent of Western's survey respondents in this study indicating that they do not identify as heterosexual and/or cisgender, the imperative to provide an inclusive and safe climate for SGD individuals cannot be overstated; moreover, such provisions may support the risk management endeavours of the University.

Strategies that enhance the University's climate for SGD individuals may broaden all student and staff understandings of SGD diversity. This is critical, considering the diverse nature of the workforce and the need to provide students with appropriate cultural capabilities. Additionally, carefully considered strategies may support retention of SGD students, enhance feelings of belonging, and increase productivity. The University has in recent times increased visible support for the SGD community, through its involvement in the Sydney Gay and Lesbian Mardi Gras. However, a more visibly inclusive environment could further augment the University's reputation in the broader community as an institution that supports equity and diversity. This could potentially position Western as the university of choice for many SGD students seeking to undertake tertiary studies in a welcoming space, as well as other students wanting a more open, progressive and diverse institution in which to study.

The next section details recommendations arising from a synthesis of the research findings, including information from the survey data, interviews and document audit. These recommendations are categorised under the following headings:

- 1) University Processes and Policies;
- 2) Campus Spaces & Transportation;
- 3) Campus Security;
- 4) ALLY Network / Queer Collective;
- 5) Marketing;
- 6) Human Resources;
- 7) Support for Students;
- 8) Teaching & Learning; and,
- 9) University Village.

1. University Processes and Policies

This research identifies that there are policies at Western that could be reviewed to better socialise SGD-inclusive institutional practice and enhance feelings of belonging for SGD students and staff.

Complaints

Although there are clear protocols across the University for formal complaints, this research illustrates that discrimination goes largely unreported; a finding that reflects other research in the field. Discrimination does occur in various ways at Western; however, this is most often *not* brought to the attention of the University.

When you're talking about being badly treated because you're identifying as a particular gender, that doesn't come up very often (Interview participant: Eva, staff).

I don't think people in general like to complain, especially in a formal sense. So, you've got that initial general reluctance to make written complaints. I think people might be fearful. It depends on how much they want to acknowledge outside of their social group or their family group issues in relation to gender and sexuality. It may be that they find it very difficult to disclose (Interview Participant: Graham, staff).

There are complex reasons why discrimination may go unreported including, but not limited to, fear of escalation; fear of double discrimination; not wanting to 'out' oneself; not knowing whether the discrimination is 'severe' enough to report, and a concern that the incident, if reported, will not be taken seriously by those in authority. Although avenues for complaint are advertised broadly across the University, many participants reported not knowing to whom they could complain regarding issues of discrimination, either formally or otherwise.

It may be assumed by individuals that current advertised channels for complaint are available to

address *academic* matters rather than provide support to students/staff experiencing discrimination based on sexuality and gender diversity. Additionally, the University may appear as detached from the everyday lives and experiences of individuals, particularly students. Clearer lines for reporting are required and these need to be socialised within the University community; these would also provide the University with documented evidence to inform changes in practice and protocols.

A related and equally important issue that arose in the data was illustrated by the handling of an incident of discrimination which occurred in student accommodation. This was subsequently reported in an article in the student newspaper W'SUP, entitled *Hawkesbury Hell* (Wright, 2017) and taken up by broader media outlets such as the GayStarNews (see Power, 2017). Although the incident was addressed by the University, participants reported the SGD student perception of Western's response was that it was inadequate. This latter view was expressed in social media, potentially damaging the University's reputation and setting back its increasing focus on being proactive and supportive in the SGD space.

Yeah, basically, there's been no response from the Uni in regards to that article that I'm aware of. So yeah, they haven't - and that's the thing, it's spreading around the internet like wildfire. Various LGBT blogs and pages on Facebook have - and newspapers and stuff have picked it up and shared it around and put in their two cents about it. But as far as I'm aware, the Uni hasn't actually responded to that at all. So that's worrying, in its own right (Interview Participant: Anita, student).

There was also suggestion that this event was not reported to the University's Complaints Unit which may be problematic; while it was technically not a University issue, as the accommodation service carries the name of the University there is a potential reputational risk here.

Recommendation 1

That Western provide increased education to students and staff in relation to the kinds of discriminatory experiences that could constitute a complaint and the various avenues for lodging a complaint based on SGD discrimination (formal) and seeking support (informal).

Policies**Recommendation 2**

That Western review its monitoring of social media protocols in relation to critical incidents in order to address student and community concerns and to contain reputational risk.

Recommendation 3

That Western review reference to SGD identity and SGD discrimination in policies and where applicable, extend the examples of SGD people's experiences of bullying, harassment, and vilification in the documents to ensure that the activities which cause distress for SGD people are better understood by staff and students throughout the University.

Recommendation 4

That Western continue to undertake symbolic actions of support such as Western's participation in the Sydney Gay and Lesbian Mardi Gras parade and other affiliated Festival events such as having a stall at Fair Day – an annual fair that celebrates the LGBTIQ+ communities.

Symbolic Acts of Support

Numerous interview and survey participants praised Western's endorsed public visibility of support for SGD diverse students and staff as a largely positive step.

Mardi Gras involvement, which has been consistently running three years now and very likely to happen next year, that's awesome (Interview Participant: Greg, staff).

Well the other thing is the Mardi Gras of course, we have a float in the Mardi Gras which the VC was on ... Yeah, so that's a strong statement of inclusion I think from the top (Interview Participant: Brent, staff).

I think it's happening right now, a lot of that change. Like when they did the Mardi Gras post - when they posted their video, there were only three people who made angry face comments or put a remark and straight away they were shot down by other people. ... I think it's those little

things, but the overarching things that are happening like having Mardi Gras and then having Barney [the Vice Chancellor] there, just - that puts a strong message out there that the University has no tolerance on this (Interview Participant: Virginia, student).

Some respondents felt that participation in the Mardi Gras is "a great publicity stunt. Then - that's it for the year. That's our moment of acknowledgment and inclusivity and then that's it." (Interview Participant, Anita, student). However, most participants who mentioned Western's participation in the Gay and Lesbian Mardi Gras perceived it as a positive public display of support that is highly affirming. Avenues for public acknowledgement could be extended through the development of a Vice Chancellor's Excellence

Recommendations

Award for Diversity and Inclusion. This would raise the status of this kind of work in the University and increase

awareness about diversity through formal acknowledgement.

Recommendation 5

That Western introduce a Vice Chancellor's Excellence Award for Diversity and Inclusion in the annual awards for professional and academic staff.

2. University Campus Spaces and Transportation

Several ways of improving the safety, security and inclusion of SGD staff and students related to Western's spaces and access points. Some of the issues raised were general and related to the safety of all people on campus, whereas, others were more specific to the needs of SGD individuals. For instance, many survey respondents referred to the poor lighting in car parks and in thoroughfares. Others referred to their avoidance of sheltered areas or spaces where few (if any) people were present. Issues of accessing public transport were also apparent; that is, travelling to and from the University.

A more specific transport concern was raised in relation to the University shuttle and information provided in terms of the timetabling and related App. This was expressed by a variety of respondents, many of whom were heterosexually identifying women as well as SGD participants.

The shuttle bus is rare after dark, and they are so erratic, their timing is just so erratic. I raised this a number of times with security. Last night for example, just last night I used the tracker system. I could see that one shuttle bus is just sitting somewhere in the University for more than - well, about 45 minutes. Not going anywhere, just sitting there. I don't know whether it's not working. The

other bus came in and usually when they came in they only do a turn loop and they come back within five, seven minutes. I had to wait about 15 minutes before that one returned. I was sitting there on my own ... I was thinking if anybody attacks me there is no way I could seek help. So that's the worry. Again, like I said, it's a general safety concern after dark, and that has always been my concern (Interview participant: Brent, staff).

I feel safe on campus most of the time in most areas. The only time I feel a little unsafe or uncomfortable is if I am the only student on the shuttle bus between campuses. I am a female student and I do feel uneasy if I am on the shuttle bus alone with a male driver (Survey respondent: Heterosexual, cis woman, 18-25yrs, student).

[I feel unsafe] at night in isolated shuttle stops like the one behind the library on Parramatta south campus. Anywhere where there are fewer people at night (Survey Respondent: Lesbian, cis woman, 46-55yrs, student).

[I avoid] walking to P1 at night, walking or catching the shuttle bus to Parramatta North at night (Survey respondent: Heterosexual, cis woman, 26-35yrs, staff).

The place I [feel unsafe is] waiting for shuttle bus (Survey respondent: Heterosexual, cis woman, 18-25yrs, student).

Recommendation 6

That Western review and improve campus lighting particularly in car parks and secluded thoroughfares.

Recommendation 7

That Western review the functionality of the Western shuttle app, to provide detailed information about the shuttle's movements and timetable.

Recommendation 8

That Western review the environmental conditions of its bus shelters (including lighting, locations and security options), and provide training to drivers about assisting students who feel unsafe.

Public Bathrooms

Several issues became apparent in relation to public bathrooms that warrant the attention of the University. Numerous respondents felt unsafe using the University's public toilets but these reasons were conflicting; on the one hand, unisex toilets created opportunities for, in the main, women to feel unsafe by the presence of someone who might have entered the bathroom "for the wrong reasons".

I am not homophobic or against anyone in the LGBT community, but the toilets around campus becoming transgender or available to use for anyone is really insensitive to those who would prefer not to have to wonder who is in the bathrooms with them. I would be "discriminating" against a male who uses the female toilets if I was to say anything, but I shouldn't have to feel unsafe in the bathrooms. The worst part is that no emails were sent and from what I've seen, all the toilets appear to be unisex now. I am not saying I feel uncomfortable with transgender people using the bathroom they feel comfortable with, but other people could take the opportunity [to] enter the female or male bathrooms for the wrong reasons, leaving me feeling unsafe (Survey Respondent: Heterosexual, cis woman, 18-25yrs, student).

I think it is great to support all people, regardless of culture, gender, ethnicity etc; however, I don't agree with toilets being open to either sex. I feel it exposes women to possible threatening situations. I once went into a toilet and there was a male just standing in the bathroom and it made

me feel uncomfortable. I strongly disagree with males being allowed to utilise women's bathrooms on campus (Survey respondent: Heterosexual, cis woman, 36-45yrs, student).

However, for those who identify as SGD, particularly if this diversity is visible, unisex toilets provide an inconspicuous and safer space for users.

There are also issues of toilets. Should we be having more unisex toilets is an important issue as well, particularly for transgender identity (Interview Participant: Pamela, staff).

As a trans woman I have had some pretty negative experiences at the university. ... There is also the issue of toilets, fortunately with time and physical changes caused by hormones I no longer seem to get harassed using the female restrooms. Last year was a different case, I was verbally abused on a number of occasions, which made me feel pretty insecure about myself. The university really needs more unisex facilities and I'm not talking about disabled/unisex toilets, rather the university needs unisex facilities alongside disabled facilities (Survey Respondent: Lesbian, trans woman, 26-35yrs, student).

It is suggested that future building design and renovations include single cubicles dotted around campuses that are unisex, that contain both toileting facilities and hand basins. This would alleviate all of the issues raised above.

Recommendations

Recommendation 9

That Western introduce single sex, unisex and disabled bathroom facilities and that these bathroom locations be included in relevant signage and identified on campus maps.

Recommendation 10

That future building and renovations at Western plan for single, unisex cubicles containing toileting facilities and hand basins.

Queer Space

The Queer Spaces are perceived as both safe and unsafe, the latter assumedly because potentially hostile

individuals may observe who enters and leaves and the possibility for discriminatory acts to follow.

Recommendation 11

That the location and visibility of Queer spaces is reviewed in collaboration with the Queer Collective and Equity and Diversity Unit.

Visibility

Concerns were expressed about the lack of visibility and representation of SGD identities around the University campuses. This impacts belonging because one is not reflected in the surroundings and cannot 'see' how one is part of the institutional culture. This could be achieved through more positive messaging and statements of support on, but not limited to, TV screens, posters, the University website, on walls, in art work and advertising and in more cultural events. This would create a more welcoming climate especially for new SGD students and staff.

There are adverts targeting mental health in older people in bathroom cubicles, the religious groups get prime position during O-week, but I see very, very little, if any at all, about gender & sexuality diversity (Survey Respondent: Bisexual, cis woman, 26-35yrs, student).

The milieu of the university is pretty straight & conventional. Most visible student groups (i.e. via info booths, prayer groups etc) seem to be those that are relatively conservative in their positions on gender and sexuality (i.e. Campus Bible Ministry and student Muslim groups). While ethnic

diversity is celebrated and made visible we could have more emphasis on inclusion and celebration of gender and sexual diversity. Ally stickers and banners are a start, and the Mardi Gras float was great, but more events (film screenings, music events, sexualised violence campaigns and rallies visibly connecting university community with wider social issues) open to all students and staff would be great (Survey Respondent: Heterosexual, cis woman, 56-65yrs, staff).

Mainly, it would be good to have more of a LGBT+ community that's a bit more obvious. As a new student it's been a little bit hard to find and I would like to be more active in the community (Survey Respondent: Pansexual, gender non-conforming, 18-25yrs, student).

Although there were many incidents of discrimination reported in this research, relatively few provided a detailed narrative. One situation that was raised by a number of participants was an incident that took place during Orientation week.

Well, actually there was one incident at Penrith campus in O-Week of this semester and the Queer Collective was sort of - I believe they were

experiencing some forms of discrimination verbally from a nearby campus group. I think it may have been a religious group. I'm not 100 per cent sure, but I think that's what was happening (Interview Participant: Greg, student).

*Being laughed at and someone telling me how 'wrong' it was to be queer, whilst I was manning a Queer Collective stall *during pride week** (Survey Respondent: Asexual, trans non-binary, 18-25yrs, student).

[I avoid] chaplaincy or religious stalls during O week (Survey Respondent: Lesbian, gender non-conforming, 18-25yrs, student).

Then another incident arrived [sic] from O-Week. We were next to the Student Campus Council tent ... and they were helping us run our stall. ... and we were giving them a hand. Anyway, [names person] ... was running her stall. A student came up to her and said, oh, I don't - I wouldn't feel comfortable joining the Student Campus Council. She goes, what do you mean? They said, well, I

don't believe in the sexualities and gender thing, and I think my opinions would be very unpopular, and then walked away (Interview Participant: Anita, student).

Although the best antidote to discrimination is education, at events like O'Week it is impossible to monitor all behaviours and verbal exchanges. To help minimise such incidents as those illustrated above, keeping a distance between potentially conflicting stalls, although not ideal, may be effective. O'week organisation should also include consultation with the Queer Collective. SGD students and staff already feel marginalised in many situations, as this research has demonstrated, and SGD newcomers who witness (or hear about) hostile exchanges are unlikely to feel validated or comfortable at the University and may well feel intimidated and unwelcome.

Recommendation 12

That Western identifies strategies to increase positive visibility of, and for, SGD identities.

Recommendation 13

That stall placement is strategic at O'Week and other University events to separate potentially conflicting groups.

3. Campus Security

Improvements in relation to Campus Security were also raised by both interview and survey participants. These mostly had to do with visibility and presence of campus security, particularly at night. Important points were also raised about the locking of buildings which force students and staff to walk around buildings rather than through them, which requires them to walk through areas deemed potentially unsafe due to their secluded and unlit nature. Security checkpoints were also mentioned as being, at times, inappropriately placed and potentially not helpful in a time of need.

Like walking to my car, I don't feel safe, because after a certain time in the evening, they lock the main buildings. So you have to go around the creepy back way, and it's not particularly well lit. You don't ever really see security staff walking around a whole lot (Interview Participant: Anita, student).

I think more staff, more security staff, better lighting. Also, I've noticed they have those box things. I think they're like intercoms, or alarms, or something, that say, emergency point. You're supposed to go over and click a button or something. There's one of them that I've seen on the campus, and it's located in front of the library which is probably the least likely place that you're going to be attacked, because there's staff there

Recommendations

and heaps of students after hours. They need to put more of those in along a select path to lead to the car park. Where you'd actually be able to reach them in a situation of an emergency, because if you have to run all the way from the back car park to the library to click the button, that's a lot of space to not make it. So that would be good. More of the buttons (Interview Participant: Anita, student).

Additionally, there was a great deal of confusion as to whether Campus Security would escort those working back late at night to their cars. This service seemed to be historically available to staff, although conflicting opinions were expressed as to whether this service was still available.

My experience of the security staff has been positive. They're friendly and helpful. They used to come around every evening at six o'clock and knock on the front door here and just check if anyone was working late. They don't do that anymore, I don't know if that's necessarily a bad thing, probably but that after dark time here when people are staying late and working, I think it would be nicer to have some more light and maybe the occasional visible presence of somebody walking around. I think that would make a lot of people feel safer (Interview Participant: Austin staff).

I used to work at another university. Their security actually, if you go home after dark you can actually ring security, they would walk with you to

the nearest bus stop, then they'd walk back. So, they have this escort service. I did ask the security guards here whether that would be possible. They said no, we simply don't have enough manpower to do that (Interview Participant: Brent, staff).

I mean, to me, if you're feeling unsafe you contact security immediately because they can walk you to your car and they can help you in any way, shape or form. I would like everybody to know that they can call security, if you know what I mean (Interview Participant: Eva, staff)

For one of my students, what they [security] used to do was that they escort her to her car. She used to work late and as far as I know, there'd never been a problem. The security guards decided that as part of what they would do, every time this lady worked back they always escorted her to her car (Interview Participant: Gavin, staff).

Whether or not this security escort service is available to staff (and students) needs to be clarified so that those working back of an evening can make informed decisions about safety and security options. One participant alluded to the “blue line that marks the quickest way around the [Nirimba] campus” and to “follow that” as “Security patrol that area more often too, plus there are more people that are walking it” (Interview Participant: Eva, staff). Perhaps this initiative could be better socialised and extended to other campuses.

Recommendation 14

That Campus Security reviews the policy of locking buildings that are within designated security thoroughfares

Recommendation 15

That Campus Security reviews the placement of security checkpoints.

Recommendation 16

That Campus Security services, especially in relation to security escorts, be clarified and the results socialised.

Recommendation 17

That Campus Security reviews the “blue line” initiative and its applicability to all campuses.

4. ALLY Network/Queer Collective

Although there were reports of internal disharmony in Westerns Queer Collectives, there were also many positive comments about the support offered to students by both the Queer Collectives and the ALLY Network. Although internal politicking is typical of groups formed in response to marginalisation and discrimination, particularly when the community is so diverse, the positives in terms of support arguably outweigh the negatives.

Being a first year I am yet to experience this diversity as I am still learning the ropes, however there is a lot of gender diversity and sexuality diversity. During orientation and my first week on campus I noticed clubs that promoted this diversity. Having these clubs allow people to feel comfortable and accepted while completing an education at university. It gives people a chance to bond and converse with people who have similar aspects to them. It is of course a positive thing that there is this diversity, it is appealing to people [who] are looking at completing their future education at Western Sydney University (Survey Respondent: Heterosexual, cis woman, 18-25yrs, student).

Yes especially as a new student I was so happy to see things like Queer Collective and the Ally program and to know that the uni takes pride in being diverse (Survey Respondent: Pansexual, cis woman, 18-25yrs, student).

The presence of The Queer Collective and the fact that they have a designated room tells me that WSU values queer students. The couple of times I've spoken to members of the group, they have been friendly and welcoming (Survey Respondent: Lesbian, cis woman, 36-45yrs, student).

However, some respondents did not feel that there was not enough visibility of these networks, suggesting channels for advertising and socialising events need to be identified and increased.

It's not visible at all. I think you can walk through the campus and not think there was any Queer space on the campus at all. I don't think there are enough signs, I don't think there is enough - with

the student newspaper even, I don't know who is responsible for providing or advertising these sites, but it's not - I walk through the campuses a lot and you just don't see the signs. I wouldn't even know where to direct someone to which I know sounds terrible and I'm embarrassed by that. I know where the women's room is on Bankstown campus but I don't know where the other ones are (Interview Participant: Eva, staff).

Mainly, it would be good to have more of a LGBT+ community that's a bit more obvious. As a new student it's been a little bit hard to find and I would like to be more active in the community (Survey Respondent: Pansexual, gender non-conforming, 18-25yrs, student).

The importance of the collaboration between the ALLY Network and Queer Collectives was highlighted by an incident of harassment/discrimination which occurred at the stalls at O'Week, mentioned briefly earlier in this section. When members of the ALLY Network were alerted to the fact that some hostility was occurring, there was an immediate online response of support by the Queer Collectives and action by members of the ALLY Network.

An email was sent out to the ALLY Network and then immediately there was just this huge response. People were responding to emails. There was one every five minutes, replying all, and so everyone was receiving this thread of like, hey, yep, I'm around today at Campbelltown, I'll go and check them out or, hey, I'm at Parramatta, I'm just about to walk down and grab some lunch, I'll go hang out with them for a little while to make sure that they're okay there. Yeah, it was this big sort of supportive thing. It just - yeah, it was like a swell and fortunately it came from a not-so-good experience for the students at Penrith campus. But overall it was sort of like a - yeah, became a very big community, sort of touching kind of response (Interview participant: Greg, student).

Some participants also pointed to a need for greater visibility and integration of the ALLY Network members across the University.

Recommendations

There are networks set up to assist students and staff with diverse gender and sexual identities, but not enough is done with these networks. Most students do not know they exist, and even having joined the Ally Network and completed the training, I have been given no role other than agreeing to have my email available on the Ally

Network website. I would prefer for people on campus to know that Ally Network members are available to talk to, and have a space set up in the library perhaps where it would be more visible (Survey respondent: Lesbian, cis woman, 18-25yrs, student).

Recommendation 18

That the Queer Collectives and ALLY Network continue to receive support from Western to fulfil their remits and that methods of advertising and informing Western's community about these groups be enhanced.

Recommendation 19

That the Equity and Diversity Unit work with the Queer Collectives, ALLY Network, and Internal Communications to establish strategies for publicising both groups to enhance student/staff support and visibility and to identify methods for greater visibility and engagement across the University.

Recommendation 20

That the ALLY Network and Queer Collectives collaborate on an induction program for staff and students joining these groups to increase inclusivity.

Recommendation 21

That the ALLY Network and Queer Collectives develop peer-to-peer support between organisations to assist in mentoring, team building, and conflict resolution.

5. Marketing

The inadequacies of the search function on the University's website were made clear during the process of undertaking the document audit for this research. At times, the researchers encountered difficulties finding and accessing appropriate information. Improved functionality with keywords that staff and students are likely to use when searching for information and support around SGD identities should be included as search terms which would link directly to this content, and information about support should be prominently displayed to users who are searching for these terms.

Difficulties in navigating Western's website to locate information related to SGD events, groups and

resources was also highlighted by participants in this study. *I think our website - my understanding is that we have some information there but it's not always as clear as it should be. I know again [name of person] I believe was looking into how we could make it more explicitly but I think it's a - like all communication strategies it ends up probably multi-pronged and different people pick it up in different ways. ... So I think it is there but I think sometimes probably people have to search for it rather than it being a little bit more explicit than it could be* (Interview Participant: Martin, staff).

Similarly, at the time of the fieldwork, locating information about ALLY or the Queer Collectives via the website was, as previously mentioned, difficult. This

is of particular importance if a person in distress is trying to access help or support; Western has a duty of care to its community.

But just - I mean, but there's a website listing all the ALLY Network; yeah, but how many students in distress would think about looking up a website. They probably wouldn't do that (Interview Participant: Brent, staff)

I feel that when it comes to publicity type events (mardi gras [sic] and the website) that the university is very supportive. However, smaller gestures such as gender neutral bathrooms, LGBT targeted counselling services, and even promotion of social groups such as the queer collective would help a lot more (Survey Respondent: Lesbian, gender non-conforming, 18-25yrs, student).

Recommendation 22

That Western review its website search functionality to increase ease of locating information about SGD events/support/resources/contact people and that all website materials discussing SGD diversity should be reviewed for cultural appropriateness.

6. Human Resources

Other students as well as staff were reportedly responsible for enacting discriminatory behaviours towards SGD individuals as well as when speaking about the SGD community. This is unacceptable on all counts, but clearly highly problematic when coming from academic or professional staff who are representatives of the University.

I think maybe something that would be good to see ... is to have compulsory Ally training for all the staff. ... particularly the transgender students, seem to have a worse time than gay and lesbian and bisexual students; have had comments from teachers, like - I believe the comment was, are you sure you're not a boy to a male-to-female transgender student. I also have stories of staff members - my friend told me that their tutor was telling a story in class that she got moved to a new desk space next to someone, and a fellow staff member said, are you gay? She said no. Then he started going on about all the problems he has with gay people to this random staff member, which is just completely inappropriate (Interview Participant: Anita, student).

At present there are no clear guidelines or training for university admin staff on how to deal with issues relating to gender diverse students. When I tried to update my gender after recommencing studies, I found student services staff to be quite

hostile, it took me quite a few attempts to actually get things resolved. In the process I was deadnamed and told that I couldn't change my gender with the university because it still said male on my birth certificate. I even had one member of student services refuse to process my name change, because I had ticked female on the form while my birth certificate said male, in front of a large audience in a busy office I was told that unless I signed and amended the form to say I was male they could not process my name update. Training and clear policy guidelines are clearly lacking! There is an issue with preferred names not going through to class roles, when I recommenced study last year it was about two weeks into semester before my legal name change came through. In the interim I had updated my preferred name in the universities systems, although I was receiving correspondence in my affirmed name it did not go onto the student roles, which meant I had to listen to all of my teaches [sic] call my dead name while I sat in uncomfortable silence waiting for class to end so I could have the unpleasant conversation about my name one on one (Survey Respondent: Lesbian, trans woman, 26-35yrs, student).

Although the ALLY Network currently offers cultural capability training to staff and students, it is inadequately resourced, being offered only a couple of times a year on one designated campus. If the culture

Recommendations

at Western is to be changed to create an environment that is inclusive of SGD individuals, it should be mandatory for all staff (continuing, sessional, and short term contract) to participate in cultural capability training. This should be provided by expert trainers in the field rather than ALLY members. Additionally,

interview recruitment processes of all new staff should be reviewed to include questions pertaining to SGD and other forms of diversity. Further, this research has identified a gap between University policies and what staff and student experience 'on the ground' in their schools and institutes.

Recommendation 23

That Western review marketing materials and resources to increase visibility of SGD diversity.

Recommendation 24

That Western invest in expert SGD cultural capability training that is mandatory for academic and professional staff. Targeted Division and School-based training would be useful.

Recommendation 25

That recruitment protocols for both sessional and continuing staff include questions pertaining to diversity.

Recommendation 26

That Western fund a workloaded position in each School and Institute for a Diversity Officer to link the University's specialist units (such as HR) and school practices and to facilitate the implementation of the University's diversity agenda.

7. Support for Students

Numerous other recommendations relating to methods of supporting students arose from participants in the study and/or were supported by the survey data.

Recommendation 27

That Western develop a reverse mentoring scheme that partners SGD students to mentor staff about SGD issues, leading to an annual practice symposium.

Recommendation 28

That as SGD students are at a higher risk of psychological distress, Western provide additional funding for counselling services, including the development of capacity around SGD counselling.

Recommendation 29

That Western provide resourcing for cultural capability training for all Clubs officers and representatives as a prerequisite for funding.

Recommendation 30

That Western brief clubs and groups participating in O'Week about respectful behaviour and the University's intolerance for discrimination.

8. Teaching & Learning

Invisibility of SGD individuals creates a less than optimum climate for learning and working for these individuals. However, invisibility does not only pertain to the physical context and online spaces of the University; curriculum invisibility and silences have also been raised as an issue by participants, both staff and students.

Yeah, so - and then - from the queer officers' perspective nobody has addressed transgender issues at all in any lecture or tutorial content (Interview Participant: Anita, student).

Yep. So I've seen nothing mentioning transgender people or - in regards to gender or sexuality or anything at all. Slight mention of same sex attracted people. Barring the [X] unit which has, I

think, covered it quite nicely, which is nice to see (Interview Participant: Anita, student).

I think a curriculum mapping exercise would be terrific (Interview Participant: Maree, staff).

That we are doing very poorly to address these issues in culturally responsive ways for both our staff and our students. More attention needs to be paid to the curriculum- readings and safe discussions that are required to achieve respectful learning (Survey respondent: Heterosexual, cis woman, 46-55yrs, staff).

I think more needs to be done to make all people feel comfortable to identify how they want to identify. Maybe more education on gender and sexuality throughout all curriculums? (Survey Respondent: Heterosexual, cis woman, 18-25yrs, student).

Recommendation 31

That Western provide SGD contacts and resources for academic and professional staff to assist students, as needed, in one-on-one consultations.

Recommendation 32

That Schools review course content to increase inclusion and visibility.

9. University Village

Many students and staff assume that Western is responsible for, and connected to, on-campus accommodation. Clearer information is required to address this misconception. As campus

accommodation has been raised as an issue for SGD students in this research, it must be included in the University's responses to cissexism and heterosexism on campus.

Recommendation 33

That Western discuss provisions for SGD training of staff with accommodation providers.

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APPENDIX A ETHICS APPROVAL

Locked Bag 1797
Penrith NSW 2751 Australia
Research Engagement, Development and Innovation (REDI)



REDI Reference: H11264
Risk Rating: Low/2 - HREC

HUMAN RESEARCH ETHICS COMMITTEE

21 June 2016

Doctor Tania Ferfolja
School of Social Sciences and Psychology

Dear Tania,

I wish to formally advise you that the Human Research Ethics Committee has approved your research proposal H11264 "Gender and Sexuality Diversity at UWS", until 31 December 2016 with the provision of a progress report annually if over 12 months and a final report on completion.

Conditions of Approval

1. A progress report will be due annually on the anniversary of the approval date.
2. A final report will be due at the expiration of the approval period.
3. Any amendments to the project must be approved by the Human Research Ethics Committee prior to being implemented. Amendments must be requested using the HREC Amendment Request Form:
http://www.westernsydney.edu.au/_data/assets/pdf_file/0018/491130/HREC_Amendment_Request_Form.pdf
4. Any serious or unexpected adverse events on participants must be reported to the Human Ethics Committee via the Human Ethics Officer as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the Committee as a matter of priority.
6. Consent forms are to be retained within the archives of the School or Research Institute and made available to the Committee upon request.

Please quote the registration number and title as indicated above in the subject line on all future correspondence related to this project. All correspondence should be sent to the email address humanethics@westernsydney.edu.au.

This protocol covers the following researchers:
Tania Ferfolja, Nicole Asquith, Corinne Loane, Wayne Fallon

Yours sincerely

A handwritten signature in black ink, appearing to read 'Elizabeth Deane'.

Professor Elizabeth Deane
Presiding Member,
Human Research Ethics Committee
Western Sydney University

APPENDIX B

PARTICIPANT INFORMATION SHEET & CONSENT FORM

Participant Information Sheet

Diversity and Safety on Campus

This research project seeks to document the experiences of Western Sydney University staff and students in relation to diversity and safety on campus, including in relation to gender and sexuality diversity. This research will assist in developing appropriate strategies for maximising the inclusion of, and outcomes for diverse individuals.

It will provide evidence of current practices and protocols in relation to difference, including sexuality and gender diverse individuals and communities at the university, and identify aspects of experience that can be developed to give life to the goals of *Securing Success*, including its mandate for 'high-quality, inclusive, diverse' learning environments.

This proposed research has been endorsed by the University Executive Committee and the Vice President (People and Advancement) who acknowledge its importance in moving Western Sydney University forward in this area and in securing an inclusive campus environment that is safe for everyone.

How is this study being paid for?

This study is being funded by Western Sydney University Office of the Vice-President (People and Advancement) and has also been sponsored by the Schools of Social Science and Psychology, Education and Business.

What will I be asked to do?

If you volunteer to partake in this research, you may be able to participate in an individual interview, focus group or survey about your experiences, perceptions and inclusions of diversity, including gender and sexuality diversity at Western Sydney University. You may also participate in an online interview.

All participants will be asked to use a pseudonym during interviews and to avoid using real names to ensure and respect the confidentiality of others. The interviews will be taped with your consent and transcribed for analysis. If you agree to participate in this study, you may be asked to sign a

Participant Consent Form

The survey is completely anonymous. If you wish to enter the draw at the end of the survey, you may enter your details into an e-form separate from your survey responses. This is optional.

All information provided is voluntary and will be strictly confidential. Neither your name nor any identifying information about you will be used in any publications arising from the research.

How much of my time will I need to give?

The interviews will last between 30 and 45 minutes. They may be conducted face-to-face or via zoom. University staff may be able to participate in an interview during working hours. The survey will take approximately 30 minutes.

What specific benefits will I receive for participating?

Your participation in this research will provide important information as to the climate for students and staff, including those who are gender and sexuality diverse at Western Sydney University. It will help to inform what management could implement to address concerns and/or what may be done to build current positive initiatives.

It will provide useful information to student associations and student services to build an equitable and supportive climate for all students and staff. Importantly, it will provide an opportunity for your voice to be heard.

Will the study involve any discomfort for me? If so, what will you do to rectify it?

Participation in the study will not involve any discomfort for participants. If, however, you feel distressed after participating you can contact the University's counselling service or Lifeline 131 114.

Participants who have experienced sexuality or gender-based harassment from a member of the University community and who wish to raise their concerns have a number of options:

Students

If the perpetrator is another student, you should approach your Academic Course Advisor or Director of Academic Program for your course.

If the perpetrator is a member of staff, you should approach your Director of Academic Program for your course or the Dean of your School.

Staff

If the perpetrator is a student, you should approach the relevant Academic Course Advisor or Director of Academic Program for their course.

If the perpetrator is another staff member, you should approach the perpetrator's supervisor. HR or Equity and Diversity may also assist.

How do you intend on publishing the results?

Please be assured that only the researchers will have access to the raw data you provide. The findings of the research will be published in a range of journals, reports, and/or books. It may be presented at relevant conferences and seminars. The findings will also be formally presented to Western Sydney University Executive.

*Please note that the minimum retention period for data collection is five years.

Can I withdraw from the study?

Participation is entirely voluntary and you are not obliged to be involved. If you do participate, you can withdraw at any time without giving any reason. If you do choose to withdraw, any information that you have supplied will be removed from the body of data and destroyed.

Can I tell other people about the study?

Yes, you can tell other people about the study by providing them with the Diversity & Safety on Campus email address below. The project team can discuss their participation in the research project and provide an information sheet.

What if I require further information?

Please contact the research team at DSC@westernsydney.edu.au should you wish to discuss the study further before deciding whether or not to participate.

What if I have a complaint?

This study has been approved by the Western Sydney University Human Research Ethics Committee. The Approval number is H11264.

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel +61 2 4736 0229 Fax +61 2 4736 0013 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Thank you for your time.

Consent Form

Diversity & Safety on Campus

I hereby consent to participate in the above named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to:

- ☐ Participating in an interview
- ☐ Having my information audio recorded

Data publication, reuse and storage

This project seeks consent for the data provided to be used in any other projects in the future.

To make reuse of the data possible it will be stored under Western Sydney University's Open Access Policy.

I understand that in relation to publication of the data:

- ☐ my involvement is confidential and the information gained during the study may be published but no information about me will be used in any way that reveals my identity.
- ☐ the researchers intend to make the non-identified data from this project available for other research projects.
- ☐ my participation in this study will have no effect on my relationship with the researcher/s, and any organisations involved, now or in the future. I understand that I will be unable to withdraw my data and information from this project (e.g. focus group information cannot be withdrawn).

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H11264.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome

APPENDIX C

INTERVIEW SCHEDULE

Individual Interview Questions

- What are your perceptions or experiences of gender and/or sexuality diversity at UWS?
- How, if at all, are gender and/or sexuality diversities included in teaching and learning at UWS?
- How, if at all, are gender and/or sexuality diversities included in campus life or the UWS environment?
- Have you experienced/witnessed/perceived any kinds of discrimination against gender and/or sexuality diverse individuals or communities at UWS?
- Are there particular areas on campus that you would describe as safe or unsafe for gender and sexuality diverse individuals? Why do you think this?
- What kinds of things do you think UWS needs to do, if anything, to improve the university experience for gender and sexuality diverse individuals/communities?

Focus Group Questions

- What are your perceptions or experiences of gender and/or sexuality diversity at UWS?
- How, and in what ways, if at all, are gender and/or sexuality diversities included in campus life, staff life, or the UWS environment generally?
- How, if at all, are gender and sexuality diversity issues included/addressed in organisational meetings in your service/division?
- Have you experienced/witnessed/perceived/heard about any kinds of discrimination against gender and/or sexuality diverse individuals or communities at UWS?
- Are there particular areas on campus that you would describe as safe or unsafe for gender and sexuality diverse individuals? Why do you think this?
- What measures –if any - have been taken by your service/division to address the security and/or feelings of belonging of gender and sexuality diverse individuals?
- What kinds of things do you think UWS needs to do, if anything, to improve the university experience for gender and sexuality diverse individuals/communities?

APPENDIX D

SURVEY

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Welcome! This survey seeks to document the experiences of Western staff and students in order for the university to develop appropriate strategies for maximising the inclusion of all individuals. This environmental scan will provide the university with evidence of current practices, both positive and negative, and identify aspects of experience that can be developed to give life to the goals of *Securing Success*. The survey is comprised of three shorter parts with in-built breaks. You can complete the entire survey in one sitting, or you can complete the survey over multiple sittings. The survey automatically saves your progress and re-clicking the survey link will take you to your most recently viewed question.

In order to get the most accurate information from this survey, we ask that you are honest in your responses to all questions. We value your candid opinions and experiences, both positive and negative. Your responses are completely anonymous, and completion of this survey is voluntary. If at any time you would like more information about the project and your rights as a participant, please review this *Participant Information Sheet*. If at any time you would like to withdraw from participation, simply close your web browser and your response will not be included. This research has been approved by an Human Research Ethics Committee (approval number: H11264). If you have any questions or comments about this survey please contact DSC@westernsydney.edu.au.

The following questions ask you to supply us with some basic demographic details so that we can describe the kinds of individuals who participated in this study.

PART 1

- | | |
|--|---|
| 1) What is your primary role at Western Sydney University? | ☐ School of Social Sciences and Psychology |
| ☐ Staff | ☐ School of Science and Health |
| ☐ Student | |
| <i>Display This Question: If What is your primary role at Western Sydney University? Student Is Selected</i> | |
| 1.1 Are you an international student? | 2) At which Western Sydney University campus are you primarily based? |
| ☐ Yes | ☐ Bankstown |
| ☐ No | ☐ Blacktown |
| | ☐ Campbelltown |
| | ☐ Hawkesbury |
| | ☐ Homebush |
| | ☐ Lithgow |
| | ☐ Parramatta |
| | ☐ Penrith |
| | ☐ Sydney City |
| <i>Display This Question: If What is your primary role at Western Sydney University? Student Is Selected</i> | |
| 1.2 What School(s) do you belong to? | 3) What is your age? |
| ☐ School of Business | ☐ 18-25 years |
| ☐ School of Computing, Engineering and Mathematics | ☐ 26-35 years |
| ☐ School of Education | ☐ 36-45 years |
| ☐ School of Humanities and Communication Arts | ☐ 46-55 years |
| ☐ School of Law | ☐ 56-65 years |
| ☐ School of Medicine | ☐ 66-75 years |
| ☐ School of Nursing and Midwifery | 4) In which country were you born? |
| | [TEXT ENTRY] |

Appendix D

5) Are you an Australian citizen?

- ☐ Yes
- ☐ No

Display This Question: If Are you an Australian citizen? No Is Selected

5.1 What is your nationality?
[TEXT ENTRY]

5.2 Which of the following best matches your residency status?

- ☐ Permanent Resident
- ☐ Temporary Resident
- ☐ Student Visa
- ☐ Tourist Visa

6) Is English your first language?

- ☐ Yes
- ☐ No

Display This Question: If Is English your first language? No Is Selected

6.1 What is your primary language spoken at home?

[TEXT ENTRY]

7) What is your race/ethnicity/ethnic origin?

[TEXT ENTRY]

8) What is your religion?

- ☐ Buddhism
- ☐ Christianity
- ☐ Hinduism
- ☐ Islam
- ☐ Judaism
- ☐ No Religion
- ☐ Other Religion (Please specify) _____

9) What is your sex?

- ☐ Male
- ☐ Female
- ☐ Intersex
- ☐ Other _____

10) What is your gender?

- ☐ Female/Feminine
- ☐ Male/Masculine
- ☐ Transgender
- ☐ Gender Queer
- ☐ Gender non-conforming
- ☐ Other (please specify) _____

11) What is your sexuality?

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Heterosexual
- ☐ Pansexual
- ☐ Other (please specify) _____

12) Are you currently a member of the Queer collective/ALLY network?

- ☐ Yes
- ☐ No

13) Do you have a (tick all that apply):

- ☐ Chronic medical condition
- ☐ Mental health condition
- ☐ Intellectual disability
- ☐ Learning disability
- ☐ Physical disability
- ☐ Sensory disability

14) Please rate your agreement with the following questions.

14.1 It is a good thing for Western Sydney University to be made up of different social and cultural groups.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

14.2 There is prejudice in Western Sydney University.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

14.3 I am uncomfortable with people who are not like me.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

14.4 Western Sydney University staff and students who are heterosexual enjoy a privileged position in the university.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

- 14.5 Western Sydney University is weakened by different social and cultural groups with their own traditions and values.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree
- 14.6 All people should be equal.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree
- 14.7 Something should be done to fight or minimise prejudice at Western Sydney University.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree
- 14.8 Which of the following kinds of diversity do you think Western Sydney University values? (Tick all that apply)
- ☐ ability/disability
- ☐ age
- ☐ body size
- ☐ ethnicity
- ☐ gender
- ☐ religion
- ☐ race
- ☐ sexuality
- ☐ socioeconomic status
- 15) What are your thoughts on gender and sexuality diversity at Western Sydney University?
- [TEXT ENTRY]
- 16) Do you know about, or have you heard about the ALLY Network?
- ☐ Yes
- ☐ No
- 17) Do you know about, or have you heard about the Queer Collective?
- ☐ Yes
- ☐ No

You have now completed part 1 of this three-part survey. Please take a moment to rest and refresh yourself before moving on to part 2. If you are happy to submit your answers to part 1 and continue to part 2, please click onward.

PART 2

This block displayed to STUDENTS ONLY

- 18A) The following questions relate only to your experiences as a student at Western Sydney University. Using the scale provided, please rate your agreement with each of the following statements. Please respond as honestly as possible. Your responses are entirely anonymous.
- 18.1 Western Sydney University recognises the value of a diverse student population.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree
- 18.2 I feel safe on my campus.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree
- 18.3 Western Sydney University staff should do more to protect students from exclusion, prejudice, discrimination, harassment or violence.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Appendix D

- 18.4 Western Sydney University provides good support systems for students who experience exclusion, prejudice, discrimination, harassment or violence.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 18.5 Western Sydney University takes complaints of exclusion, prejudice, discrimination, harassment or violence seriously.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 18.6 I feel valued in the classroom/learning environment.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 18.7 I think Western Sydney University staff are concerned about my welfare.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 18.8 I feel like I am a part of this university.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 18.9 I feel unsafe on campus.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree
- 18.10 I do not feel comfortable reporting the exclusion, prejudice, discrimination, harassment or violence I have experienced at Western Sydney University.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
 - ☐ Not Applicable
- 18.11 My studies have suffered because of the exclusion, prejudice, discrimination, harassment or violence I have experienced at Western Sydney University.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
 - ☐ Not Applicable
- 18.12 I know other students who have left Western Sydney University because they have experienced exclusion, prejudice, discrimination, harassment or violence.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 18.13 If a friend or I experienced exclusion, prejudice, discrimination, harassment or violence, I would know where to go for help at Western Sydney University.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree

This block displayed to STAFF ONLY

- 18B The following questions relate only to your experiences as a staff member at Western Sydney University. Using the scale provided, please rate your agreement with each of the following statements. Please respond as honestly as possible. Your responses are entirely anonymous.
- 18.1 Western Sydney University recognises the value of a diverse staff population.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree

- 18.2 I feel safe on my campus.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.3 Western Sydney University should do more to protect staff from exclusion, prejudice, discrimination, harassment or violence.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.4 Western Sydney University provides good support systems for staff who experience exclusion, prejudice, discrimination, harassment or violence.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.5 Western Sydney University takes complaints of exclusion, prejudice, discrimination, harassment or violence seriously.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.6 I feel valued in the work environment.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.7 I think Western Sydney University is concerned about my welfare.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.8 I feel like I am a part of this university.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.9 I feel unsafe on campus.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.10 I do not feel comfortable reporting the exclusion, prejudice, discrimination, harassment or violence I have experienced at Western Sydney University.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
☐ Not Applicable
- 18.11 My work has suffered because of the exclusion, prejudice, discrimination, harassment or violence I have experienced at Western Sydney University.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
☐ Not Applicable
- 18.12 I know other staff who have left Western Sydney University because they have experienced exclusion, prejudice, discrimination, harassment or violence.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree
- 18.13 If a colleague or I experienced exclusion, prejudice, discrimination, harassment or violence, I would know where to go for help at Western Sydney University.
☐ Strongly Disagree
☐ Disagree
☐ Neither Agree nor Disagree
☐ Agree
☐ Strongly Agree

This block for all respondents

- 18) Where do you feel safe on campus? (Please list as many places as you like. You may like to indicate particular buildings or describe particular spaces.)
- [TEXT ENTRY]
- 19) Where do you avoid on campus? (Please list as many places as you like. You may like to indicate particular buildings or describe particular spaces.)
- [TEXT ENTRY]
- 20) Where do you feel unsafe on campus? (Please list as many places as you like)
- [TEXT ENTRY]
- 21) What makes these places safe/unsafe/places to avoid?
- [TEXT ENTRY]
- 22) Roughly how many times in a typical month do you hear heterosexist/homophobic talk at Western Sydney University?
- ☐ 0
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4 or more
- 23) Roughly how many times in a typical month do you hear heterosexist/homophobic jokes at Western Sydney University?
- ☐ 0
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4 or more
- 24) Roughly how many times in a typical month do you see someone being treated unfairly because of their sexuality or gender identity at Western Sydney University? This could involve someone being denied a service or job, or being treated badly or with suspicion because of their sexuality or gender identity. This does not include heterosexist/homophobic talk or jokes.
- ☐ 0
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4 or more
- 25) Roughly how many times in a typical month do you see someone physically attacked or verbally abused (not including talk or jokes) because of their sexuality or gender identity at Western Sydney University?
- ☐ 0
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4 or more
- 26) The following questions are designed to assess your confidence in performing a range of different behaviours. Please read each of the following behaviours carefully. You may interpret the phrase "do something" to mean acting in some way, such as asking for help, creating a distraction, or talking directly. Using the Likert scale provided, please indicate how confident you are that you could perform this behaviour.
- 26.1 I feel that I could express my discomfort if someone makes a joke about a LGBTIQA person's physical appearance.
- ☐ Could not do
 - ☐ Very uncertain
 - ☐ Moderately confident
 - ☐ Very confident
- 26.2 I feel that I could express my discomfort if someone says that LGBTIQA people are to blame for the exclusion, prejudice, harassment, discrimination and violence they experience.
- ☐ Could not do
 - ☐ Very uncertain
 - ☐ Moderately confident
 - ☐ Very confident
- 26.3 I feel that I could get help and resources for a friend who tells me they have been a victim of heterosexist/homophobic violence.
- ☐ Could not do
 - ☐ Very uncertain
 - ☐ Moderately confident
 - ☐ Very confident

- 26.4 I feel that I could criticise a friend who tells me that they were violent against a LGBTIQA person.
- ☐ Could not do
 - ☐ Very uncertain
 - ☐ Moderately confident
 - ☐ Very confident
- 26.5 I feel that I could tell a member of staff on campus about information I have that might help in a case of heterosexual/homophobic violence.
- ☐ Could not do
 - ☐ Very uncertain
 - ☐ Moderately confident
 - ☐ Very confident
- 26.6 I feel that I could speak up to someone who is making excuses for heterosexual/homophobic violence.
- ☐ Could not do
 - ☐ Very uncertain
 - ☐ Moderately confident
 - ☐ Very confident
- 27) Please rate your agreement with each of the statements below.
- 27.1 I don't think heterosexual/homophobic violence is a problem on campus.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 27.2 I don't think there is much I can do about heterosexual/homophobic violence on campus.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 27.3 There isn't much need for me to think about heterosexual/homophobic violence on campus.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 27.4 Doing something about heterosexual/homophobic violence is solely the job of university/campus security.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 27.5 Sometimes I think I should learn more about heterosexual/homophobic violence.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 27.6 I think I can do something about heterosexual/homophobic violence.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 27.7 I have recently taken part in activities or volunteered my time on projects focused on ending heterosexual/homophobic violence in campus.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree

Based on your responses to some of our previous questions, we do not need you to complete part 3 of this survey. Please click forward to save your responses. At the end of each month, one staff and one student respondent will be awarded a \$25 gift card for participating in this online study. If you would like to enter your personal details into the draw to win, please click [here](#). Winners will be randomly selected and you will be notified if you have been successful. You have now completed part 2 of this 3-part survey. What a legend! Please take a moment to rest and refresh yourself before moving on to part 3. If you are happy to submit your answers to part 2 and continue to part 3, please click onward.

PART 3

- 28) Please rate your agreement with each of the following statements using the scale provided.
- 28.1 I feel vulnerable to prejudice/discrimination from people I know.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.2 I feel safe in my neighbourhood.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.3 I fear that I will lose my job because of prejudice/discrimination against LGBTIQA people.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree or Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.4 LGBTIQA people are safer if they hide their sexuality or gender identity or behaviour.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.5 I fear that I will be physically unsafe because of my sexuality or gender identity.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.6 I feel vulnerable to prejudice and discrimination from strangers.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.7 I fear that I will lose friends because of my sexuality or gender identity.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.8 Prejudice and/or discrimination are not a worry for me.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.9 I avoid doing some things because of possible prejudice and/or discrimination.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.10 I fear I will not be accepted by my communities because of my sexuality or gender identity.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.11 I feel safe to be open about my sexuality.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.12 I feel vulnerable to violence and/or harassment from strangers.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
- 28.13 I would feel confident about reporting violence or harassment to the Police.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree

- 28.14 I fear that I will be ridiculed or vilified because of my sexuality or gender identity.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree
- 28.15 I would feel confident about reporting prejudice and/or discrimination to the NSW Anti-Discrimination Commission.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree
- 29) In the last 12 months at Western Sydney University, have you **experienced** exclusion, prejudice, discrimination, harassment or violence because of your [perceived] sexuality or gender identity?
- ☐ Yes
- ☐ No
- Display These Questions:* If In the last 12 months at Western Sydney University, have you experienced exclusion, prejudice, di... Yes Is Selected
- 29.1 The exclusion, prejudice, discrimination, harassment or violence was committed by:
- ☐ Student
- ☐ Staff
- ☐ Visitor on campus
- ☐ Other (please specify) _____
- ☐ Don't know
- 29.2 Approximately how many times did you **experience** the exclusion, prejudice, discrimination, harassment or violence?
- [TEXT ENTRY]
- 30) In the last 12 months at Western Sydney University, have you **witnessed** exclusion, prejudice, discrimination, harassment or violence because of another person's [perceived] sexuality or gender identity?
- ☐ Yes
- ☐ No
- Display These Questions:* If In the last 12 months at Western Sydney University, have you witnessed exclusion, prejudice, di... Yes Is Selected
- 30.1 The exclusion, prejudice, discrimination, harassment or violence was committed by:
- ☐ Student
- ☐ Staff
- ☐ Visitor on campus
- ☐ Other (please specify) _____
- ☐ Don't know
- 30.2 Approximately how many times have you witnessed exclusion, prejudice, discrimination, harassment or violence?
- 31) In the last 12 months, have you intervened in a situation where someone experienced exclusion, prejudice, discrimination, harassment or violence because of their sexuality or gender identity?
- ☐ Yes
- ☐ No
- Display This Question:* If In the last 12 months, have you intervened in a situation where someone experienced exclusion, pr... Yes Is Selected
- 31.1 The exclusion, prejudice, discrimination, harassment or violence was committed by:
- ☐ Student
- ☐ Staff
- ☐ Visitor on campus
- ☐ Other (please specify) _____
- ☐ Don't know
- 31.2 Approximately how many times have you intervened in exclusion, prejudice, discrimination, harassment or violence?
- [TEXT ENTRY] Please indicate which of the following incidents you have experienced since starting at Western Sydney University as a student or staff member. Please tick all that apply.
- Only report incidents of prejudice and/or discrimination based on gender and/or sexual identity that occurred: on a Western Sydney University campus, as a result of your study commitments (e.g. placement), or as a result of getting to your campus (e.g. the Western Sydney University shuttle buses)

Appendix D

- | | |
|---|---|
| <ul style="list-style-type: none"> ☐ Written or verbal threats or abuse/hate mail ☐ Discrimination ☐ Harassment and/or bullying ☐ Physical assault without a weapon ☐ Physical assault with a weapon ☐ Sexual assault ☐ Threat of physical or sexual assault ☐ Property damage/vandalism ☐ Theft/burglary ☐ Other (please specify) _____ ☐ None of the above | <p>32) Approximately how many separate incidents of discrimination and/or prejudice have you experienced SINCE STARTING AS A WESTERN SYDNEY UNIVERSITY STUDENT OR STAFF MEMBER?</p> <ul style="list-style-type: none"> ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5-10 ☐ more than 10 |
|---|---|

As part of the Climate Survey, we are gathering as many stories as possible about being a student or staff member at Western Sydney University who identifies as LGBTIQ. Most of these questions relate to experiences of harassment, discrimination and violence, but we would also like to hear about any positive experiences you have had at Western Sydney University.

We would like you to take the time to write in your own words about the most significant incident you have experienced since starting at Western Sydney University (as a student or staff member).

By 'significant', we mean an incident that has had the most significant impact on your life as a student or staff member of Western Sydney University. Please give as many details as you feel comfortable. You may wish to use the framework of What, Where, When, by Whom, and Why. Remember that all information provided is confidential, and no identifying information will be publicly released. However, please do not use actual names of any people involved.

- 33) Please tell us about your most significant experience of prejudice and/or discrimination.

[TEXT ENTRY]

- 34) Which of the following best describes the incident? Please tick ONE ONLY.

- ☐ Written or verbal threats or abuse/hate mail
- ☐ Discrimination
- ☐ Harassment and/or bullying
- ☐ Physical assault without a weapon
- ☐ Physical assault with a weapon
- ☐ Sexual assault
- ☐ Threat of physical or sexual assault
- ☐ Property damage/vandalism
- ☐ Theft/burglary
- ☐ Other (please specify) _____
- ☐ None of the above

- 35) Were you physically or psychologically injured or harmed during the incident?

- ☐ Yes
- ☐ No

Display This Question: If Where you physically or psychologically injured or harmed during the incident? Yes Is Selected

- 36.1 What type of injuries were received?

- ☐ Minor (bruises, cuts, minor/passing stress/anxiety)
- ☐ Serious (broken bones, major psychological stress/anxiety)
- ☐ Critical (brain injury, critical psychological event resulting in hospitalisation)
- ☐ Death
- ☐ Other (please specify) _____

- 36.2 Which of the following weapons were used in the incident?

- ☐ None
- ☐ Fists/feet/body etc.
- ☐ Knife
- ☐ Club
- ☐ Vehicle
- ☐ Bottle
- ☐ Gun
- ☐ Other (please specify) _____

- 36) Was this a single incident or part of an ongoing situation?
- ☐ Single
 - ☐ Ongoing (Please specify for how long) _____
- 37) Where did the incident take place?
- ☐ On the way to my campus
 - ☐ On my home campus (please tell us where on campus) _____
 - ☐ On another Western Sydney University Campus (Please specify which campus) _____
 - ☐ In my class/tutorial/lecture/seminar
 - ☐ In my office
 - ☐ On the Western Sydney University shuttle bus
 - ☐ On a placement with an outside organisation
 - ☐ On a placement with Western Sydney University (e.g. summer internship)
 - ☐ At a social event organised by a club/society/work group of Western Sydney University
 - ☐ Online: Email
 - ☐ Online: Instant messenger
 - ☐ Online: Twitter/Facebook etc.
 - ☐ Online: vUWS
 - ☐ Other (please specify) _____
- 38) At the time, were you alone or with others?
- ☐ Alone
 - ☐ With others
- Display This Question: If At the time, were you alone or with others? With others Is Selected*
- 39.1 Were they your partner/significant other?
- ☐ Yes
 - ☐ No
- 39) Were there any witnesses to the incident?
- ☐ Yes
 - ☐ No
- Display This Question: If Were there any witnesses to the incident? Yes Is Selected*
- 40.1 How many witnesses were there?
- ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ a small crowd
 - ☐ a large crowd
- 40.2 Did the witnesses intervene to assist you?
- ☐ Yes
 - ☐ No
- 40.3 Who intervened to assist you?
- ☐ Stranger
 - ☐ Partner/significant other
 - ☐ Friend
 - ☐ Family member
 - ☐ Someone I know from class
 - ☐ Academic staff member
 - ☐ Professional staff member
 - ☐ Other (please specify) _____
- 40) Was anything said before, during and/or after the incident?
- ☐ Yes
 - ☐ No
- Display This Question: If Was anything said before, during and/or after the incident? Yes Is Selected*
- 41.1 What was said?
- [TEXT ENTRY]
- 41) What do you think was the motive of the incident? (Tick all that apply)
- ☐ Homophobia/Heterosexism
 - ☐ Transphobia
 - ☐ Biphobia
 - ☐ Racism
 - ☐ HIV/AIDS status (perceived or actual)
 - ☐ Gender identity
 - ☐ Sexual assault/rape
 - ☐ Sexism
 - ☐ Religion
 - ☐ Disability
 - ☐ Unknown
 - ☐ Other (please specify) _____
- 42) Was the perpetrator an individual (or group of individuals) or an institution (or institutional practices that cannot be attributed to individuals)?
- ☐ Individual (or group of individuals)
 - ☐ Institution (or institutional practices)
- Display This Question: If Was the perpetrator an individual (or group of individuals) or an institution (or institutional practices that cannot be attributed to individuals)? Institution (or institutional practices) Is Selected*

Appendix D

- 43.1 Was type of institution was the perpetrator?
- ☐ Government
 - ☐ Private
 - ☐ Religious
 - ☐ Other (please specify) _____

- 43.2 Was the institution Western Sydney University?
- ☐ Yes
 - ☐ No

- 43.3 Was the institution your:
- ☐ Employer
 - ☐ Education provider
 - ☐ Health care provider
 - ☐ Other (please specify) _____

Display This Question: If Was the perpetrator an individual (or group of individuals) or an institution (or institutional practices that cannot be attributed to individuals)? Individual (or group of individuals) Is Selected

- 43.4 How many perpetrators were there?
- ☐ 1
 - ☐ 2
 - ☐ 3-5
 - ☐ more than 5

- 43.4 Did you know the perpetrators?
- ☐ Yes
 - ☐ No

- 43.4 Please specify the relationship between you and the perpetrator(s).

[TEXT ENTRY]

- 43.4 Which age group do you think the perpetrator(s) belong?
- ☐ 15 or under
 - ☐ 16-19
 - ☐ 20-24
 - ☐ 25-29
 - ☐ 30-39
 - ☐ 40-49
 - ☐ 50 and older

- 43.5 What was the gender of the perpetrator(s)?
- ☐ All males
 - ☐ All females
 - ☐ Both
 - ☐ Other (please specify) _____

- 43.6 Were the perpetrators intoxicated?
- ☐ Yes
 - ☐ No
 - ☐ Unsure

- 43) At the time of the incident, what did you do?

- ☐ Protect self
- ☐ Physically retaliated/fought back
- ☐ Verbally retaliated
- ☐ Fled
- ☐ Hid
- ☐ Ignored the perpetrator(s)
- ☐ Other (please specify) _____

- 44) Did you report or seek assistance after the incident?

- ☐ Yes
- ☐ No

Display This Question: If Did you report or seek assistance after the incident? No Is Selected

- 45.1 Please tell us why not?

[TEXT ENTRY]

Display This Question: If Did you report or seek assistance after the incident? Yes Is Selected

- 45.2 Which of the following people, organisations and/or services did you contact? (tick all that apply)
- ☐ Partner/family
 - ☐ Other students
 - ☐ Friends
 - ☐ Workmates/colleagues
 - ☐ Supervisor
 - ☐ University's official complaints process
 - ☐ Police
 - ☐ LGBTI Police Liason Officers
 - ☐ Work related support services
 - ☐ Union
 - ☐ Lawyer/Community Legal Service
 - ☐ Victims of Crime Support
 - ☐ Hospital/health service
 - ☐ Counsellor/Psychologist/Social Worker
 - ☐ NSW Anti-Discrimination Board
 - ☐ ACON
 - ☐ Gay and Lesbian Rights Lobby
 - ☐ Other LGBTIQ organisation or support group
 - ☐ Mainstream support group or helpline
 - ☐ Other (please specify) _____

- 45.3 Please tell us how supportive you found the people, organisations, or services you contacted (e.g. very supportive, reasonably supportive, not at all supportive).
- [TEXT ENTRY]
- 45.4 Were you satisfied with the outcome?
- ☐ Yes
- ☐ No
- 45) What effect did the significant incident have on you? (select all that apply)
- ☐ No significant effects
- ☐ Made you less likely to go to places used by LGBTIQA people
- ☐ Made you generally less likely to go out/go to public places/socialise
- ☐ Made you decide to hide/keep hiding your sexuality and/or gender identity
- ☐ Made you feel bad or sad about your sexuality
- ☐ Made you modify your behaviour (e.g. dress differently, avoid showing affection for a partner in public)
- ☐ Made you depressed
- ☐ Made you feel worried, stressed or anxious
- ☐ Made you less likely to come on-campus/attend classes
- ☐ Made you drop a unit or fail an assessment item
- ☐ Led to problems sleeping or getting to sleep
- ☐ Led to increased use of prescription drugs
- ☐ Led to increased alcohol or drug consumption
- ☐ Led you to seek counselling
- ☐ Led you to take time off work/study
- ☐ Had a negative effect on your friendships/relationships
- ☐ Led you to seek out organisations you could work with to stop prejudice and/or discrimination
- ☐ Made you more political in seeking change
- ☐ Other (please specify) _____
- 46) Have you had a positive experience as a staff member or student who identifies as LGBTIQA? Have some people/clubs/societies/divisions/units been important allies for the inclusion of sexuality and gender diverse staff and students?
- [TEXT ENTRY]
- 47) Is there anything else you would like to tell us about?
- [TEXT ENTRY]

If you would like to participate in a face-to-face interview with one of the researchers, please contact DSC@westernsydney.edu.au. Participants who have experienced sexuality or gender-based harassment from a member of the University community and who wish to raise their concerns have a number of options:

Students: If the perpetrator is another student, the complainant should approach the relevant Academic Course Advisor or Director of Academic Program for their course. If the perpetrator is a member of staff, the complainant should approach the relevant Director of Academic Program for their course or Dean of School.

Staff: If the perpetrator is a student, the complainant should approach the relevant Academic Course Advisor or Director of Academic Program for their course. If the perpetrator is another staff member, the complainant should approach the perpetrator's supervisor. HR or Equity and Diversity may also assist.

APPENDIX E

EXPLORATORY COMPARATIVE STATISTICS

As outlined in Chapter 12, a series of exploratory tests were undertaken in order to report on the comparative experiences of survey respondents. This appendix provides the documentation of these tests.

Gender

We next tested for differences across gender for each of the core variables. Due to significant differences in group sizes, the assumptions of ANOVA were not met. Kruskal Wallis tests were selected as an appropriate non-parametric alternative because they statistically control for unequal sample sizes. The results below indicate significant differences based on gender for all variables except for bystander efficacy. Tamhane's post hoc tests were used to investigate precisely where the points of difference exist.

Table 39: Safety & Inclusion Gender Means and Standard Deviations

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>
Perceived Safety	Female/Feminine	1660	4.20	0.76
	Male/Masculine	664	4.30	0.83
	Transgender	13	3.23	0.93
	Gender Queer	19	3.68	0.75
	Gender Nonconforming	25	3.88	0.97
Inclusion	Female/Feminine	1660	3.88	0.80
	Male/Masculine	664	3.80	0.89
	Transgender	13	3.23	1.09
	Gender Queer	19	3.45	0.71
	Gender Nonconforming	25	3.50	1.07
Awareness LGBTQ Issues	Female/Feminine	1347	11.17	2.39
	Male/Masculine	559	12.02	2.92
	Transgender	12	10.75	3.55
	Gender Queer	17	9.82	2.04
	Gender Nonconforming	24	9.96	2.20
Responsibility to Help	Female/Feminine	1347	6.94	1.38
	Male/Masculine	559	6.22	1.74
	Transgender	12	6.17	1.34
	Gender Queer	17	6.65	1.58
	Gender Nonconforming	24	6.58	1.86
Bystander Efficacy	Female/Feminine	1376	19.11	3.80
	Male/Masculine	570	18.63	4.45
	Transgender	12	17.50	4.93
	Gender Queer	18	17.00	5.47
	Gender Nonconforming	24	19.08	3.54

Table 40: Nonparametric Tests of the Effect of Gender on Safety & Inclusion

	Kruskal Wallis Tests		
	χ^2	<i>df</i>	<i>p</i>
Gender x Perceived Safety	48.89	4	<.001
Gender x Valued/Included	15.95	4	<.001
Gender x Awareness LGBTQ Issues	59.15	4	<.001
Gender x Responsibility to Help	79.16	4	<.001
Gender x Bystander Efficacy	5.37	4	.25

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It is important to note that unequal group sizes limited power to detect significant differences between groups that contained small numbers such as the transgender ($n = 12$) and gender queer ($n = 17$) groups. There may be differences between these groups that we were not able to capture in the present study.

To illustrate potential differences based on gender that could not be clarified by our low sensitivity nonparametric post hoc tests, we have included mean plots for each of the dependent variables described below. These plots are for illustrative purposes only and cannot be used as the basis of statistical conclusions. Post hoc tests at $p < .05$ revealed that women reported feeling less safe on campus compared to men (Mean difference = $-.11$, $SE = .37$, $p = .045$), but safer on campus

compared to transgender respondents (Mean difference = $.97$, $SE = .26$, $p = .03$). Men also felt safer on campus compared to respondent who were transgender (Mean difference = 1.07 , $SE = .26$, $p = .01$) or gender queer (Mean difference = $.62$, $SE = .17$, $p = .02$). Post hoc tests could not determine significant differences in feeling valued and included across gender groups. Post hoc tests revealed that men had less awareness of LGBTQ issues compared to women (Mean difference = $-.85$, $SE = .14$, $p < .001$), gender queer (Mean difference = -2.20 , $SE = .51$, $p < .01$) and gender non-conforming respondents (Mean difference = -2.06 , $SE = .47$, $p = .001$). Post hoc tests revealed that women felt greater responsibility to help than men (Mean difference = $.72$, $SE = .08$, $p < .001$). No other groups differed significantly on responsibility to help.

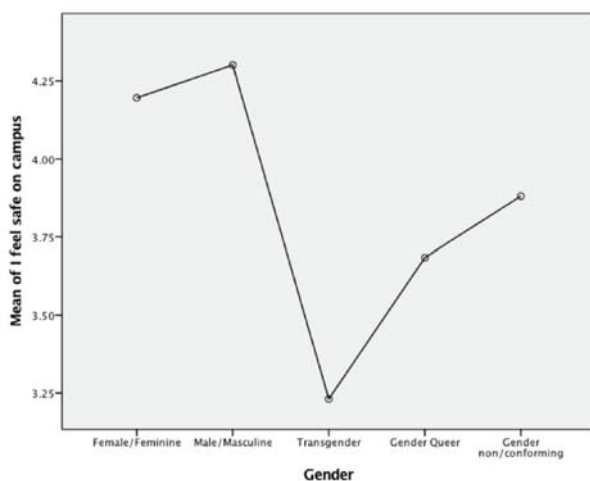


Figure 8: Mean safety by gender group

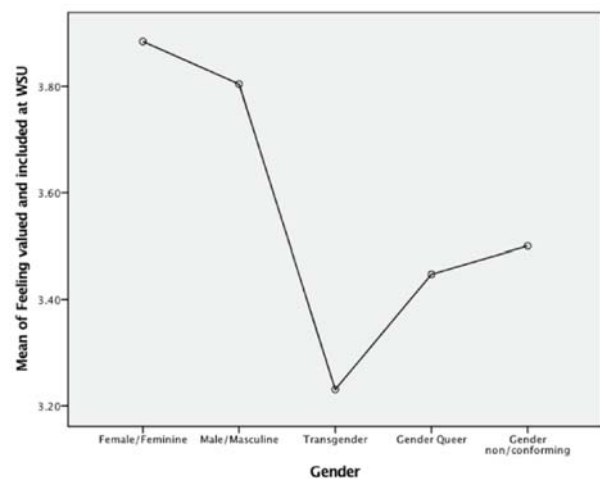


Figure 9: Mean inclusion by gender group

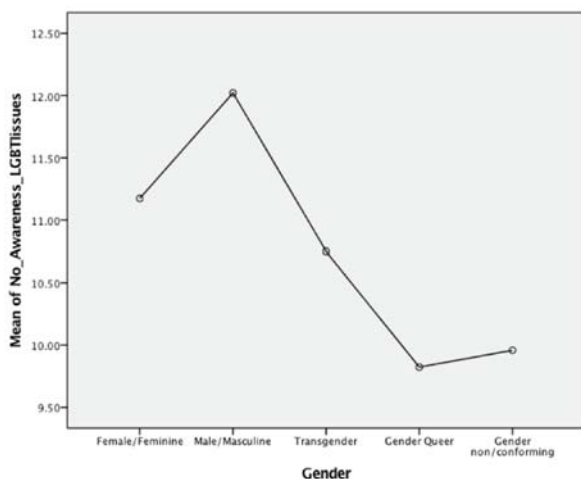


Figure 10: Mean LGBTI awareness by gender group

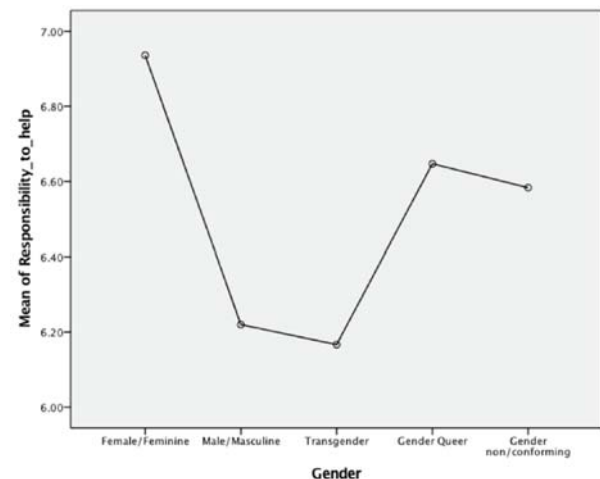


Figure 11: Mean responsibility to help by gender group

Ethnicity

We were also interested to see if ratings on our core variables varied as a function of ethnicity.

Table 41: Safety & Inclusion Ethnicity Means and Standard Deviations

	Ethnicity	<i>N</i>	<i>M</i>	<i>SD</i>
Perceived Safety	Southern & Eastern European	9	4.22	0.97
	Sub-Saharan African	15	4.07	0.70
	Peoples of the Americas	18	4.33	0.49
	Oceanian	20	4.10	0.85
	North-West European	31	4.42	0.72
	North African & Middle Eastern	30	4.27	0.83
	South-East Asian	53	3.94	0.93
	North-East Asian	57	3.91	0.79
	Southern & Central Asian	102	4.47	0.59
	Total	335	4.21	0.77
Inclusion	Southern & Eastern European	9	4.06	0.77
	Sub-Saharan African	15	3.87	0.83
	Peoples of the Americas	18	3.47	0.93
	Oceanian	20	4.00	0.95
	North-West European	31	3.55	0.86
	North African & Middle Eastern	30	3.92	0.86
	South-East Asian	53	3.64	0.95
	North-East Asian	57	3.58	0.75
	Southern & Central Asian	102	4.21	0.61
	Total	335	3.85	0.83
Awareness of LGBTQ Issues	Southern & Eastern European	6	11.83	3.19
	Sub-Saharan African	13	10.31	3.61
	Peoples of the Americas	16	10.81	2.17
	Oceanian	19	9.21	3.31
	North-West European	26	11.27	1.89
	North African & Middle Eastern	18	12.67	3.18
	South-East Asian	42	11.50	2.80
	North-East Asian	41	11.49	3.16
	Southern & Central Asian	57	11.95	2.50
	Total	238	11.38	2.88
Responsibility to Help	Southern & Eastern European	6	7.00	1.10
	Sub-Saharan African	13	7.15	0.80
	Peoples of the Americas	16	7.50	1.15
	Oceanian	19	6.74	2.02
	North-West European	26	6.46	0.95
	North African & Middle Eastern	18	5.89	1.78
	South-East Asian	42	7.00	1.45
	North-East Asian	41	7.12	1.42
	Southern & Central Asian	57	7.11	1.26
	Total	238	6.92	1.42
Bystander Efficacy	Southern & Eastern European	8	21.25	3.15
	Sub-Saharan African	13	16.54	3.86
	Peoples of the Americas	16	20.63	2.80
	Oceanian	20	20.25	2.94
	North-West European	29	20.07	3.67
	North African & Middle Eastern	18	17.44	4.90
	South-East Asian	44	15.80	4.20
	North-East Asian	42	16.10	3.85
	Southern & Central Asian	60	18.30	3.72
	Total	250	17.94	4.17

Table 42: Nonparametric Tests of the Effect of Gender on Safety & Inclusion

	Test of Variance		
	<i>F</i> or χ^2	<i>df</i>	<i>p</i>
Ethnicity x Perceived Safety	4.02	8	<.001
Ethnicity x Inclusion	41.33**	8	<.001
Ethnicity x Awareness LGBTQ Issues	2.54	8	.01
Ethnicity x Responsibility to Help	15.03**	8	.06
Ethnicity x Bystander Efficacy	7.10	8	<.001

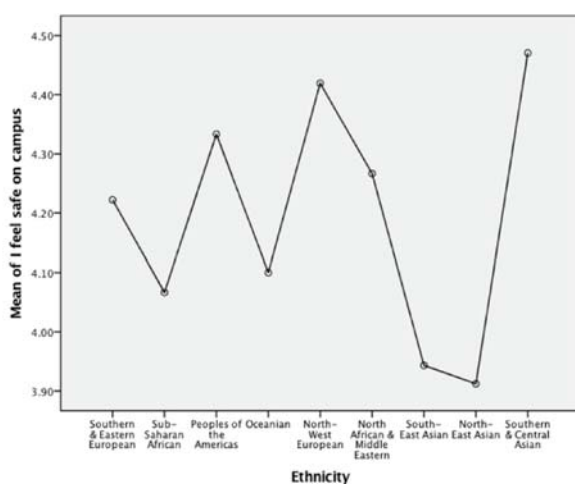
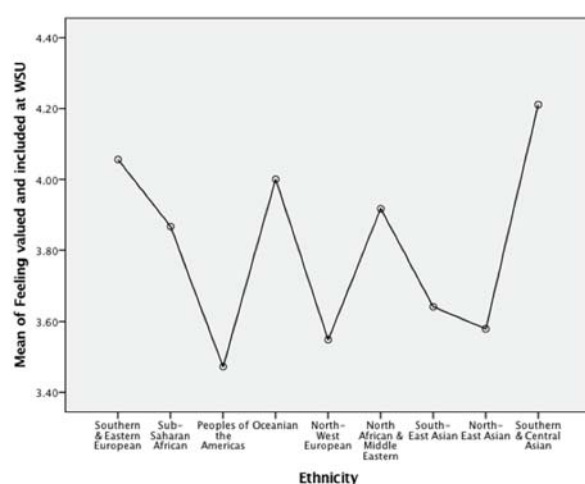
** indicates where Kruskal Wallis test was performed resulting in χ^2

Significant differences were found between ethnicity groups on all core variables, except for responsibility to help. Post hoc tests were explored to determine the exact nature of differences.

Tukey HSD post hoc tests revealed that the significant difference in perceived safety was driven by South-East Asian, North-East Asian and Southern and Central Asian respondents. Specifically, respondents who indicated they were of Southern and Central Asian origin felt significantly safer on campus compared to both South-East Asian (Mean difference = .53, $SE = .13$, $p = .001$) and North-East Asian respondents (Mean difference = .56, $SE = .12$, $p < .001$). Perceived safety did not differ for any other ethnicities. Tamlane post hoc tests revealed that respondents from Southern and

Central Asian origins reported feeling more valued and included at Western Sydney University compared to North-West Europeans (Mean difference = .66, $SE = .17$, $p = .01$), South-East Asians (Mean difference = .57, $SE = .14$, $p < .01$), and North-East Asians (Mean difference = .63, $SE = .12$, $p < .001$). Inclusion did not differ for any other groups.

Tukey HSD post hoc tests revealed that significant differences in awareness of LGBTQ issues were centred on respondents from Oceania, who reported higher awareness of LGBTQ issues compares to North African and middle Eastern respondents (Mean difference = 3.46, $SE = .92$, $p < .01$) and Southern and Central Asian Respondents (Mean difference = 2.74, $SE = .74$, $p < .01$). No other ethnicities varied significantly in their awareness of LGBTQ issues.

**Figure 12:** Mean safety by ethnicity group**Figure 13:** Mean inclusion by ethnicity group

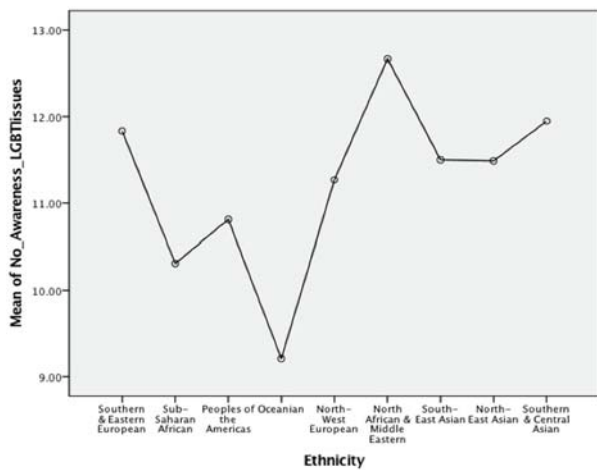


Figure 14: Mean LGBTI awareness by ethnicity group

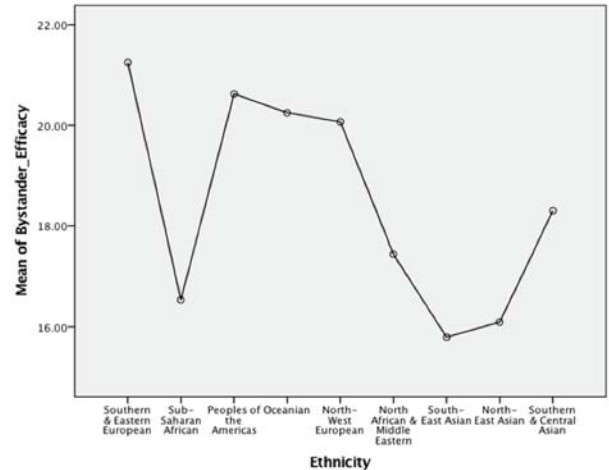


Figure 15: Mean bystander efficacy by ethnicity group

Tukey HSD post hoc tests revealed that the significant difference in bystander efficacy centred on the lower efficacy of South-East Asian and North-East Asian respondents. Specifically, South-East Asians reported lower bystander efficacy compared to Southern and Eastern Europeans (Mean difference = - 5.55, $SE = 1.46$, $p < .01$), Peoples of the Americas (Mean difference = -4.83, $SE = 1.11$, $p = .001$), Oceania (Mean difference = -4.45, $SE = 1.03$, $p = .001$), North-West Europeans (Mean difference = -4.27, $SE = 0.91$, $p < .001$)

and Southern and Central Asians (Mean difference = - 2.50, $SE = 0.76$, $p .03$).

Similarly, respondents who reported their ethnicity as North-East Asian had lower bystander efficacy compared to Southern and Eastern Europeans (Mean difference = -5.15, $SE = 1.47$, $p = .02$), Peoples of the Americas (Mean difference = -4.53, $SE = 1.12$, $p < .01$), Oceania (Mean difference = -4.15, $SE = 1.04$, $p < .01$), and North-West Europeans (Mean difference = -3.97, $SE = 0.92$, $p = .001$).

Sexuality

Finally, the core variables measuring diversity, inclusion, and safety were considered in terms of participants' sexuality.

Table 43: Safety & Inclusion Sexuality Means and Standard Deviations

	Sexuality	N	M	SD
Perceived Safety	Heterosexual	1925	4.26	.76
	Gay	70	4.01	.83
	Lesbian	63	3.81	.93
	Bisexual	169	4.16	.77
	Asexual	49	3.73	.97
	Pansexual	49	3.90	1.10
	Questioning	6	4.50	.55
	Queer	6	3.00	1.26
Inclusion	Heterosexual	1925	3.87	0.84
	Gay	70	3.79	0.76
	Lesbian	63	3.80	0.66
	Bisexual	169	3.86	0.80
	Asexual	49	3.44	1.10
	Pansexual	49	3.79	0.84
	Questioning	6	3.83	0.61
	Queer	6	3.00	0.71

Appendix E

<i>cont.</i>	Sexuality	<i>N</i>	<i>M</i>	<i>SD</i>
Awareness LGBTQ Issues	Heterosexual	1547	11.59	2.52
	Gay	66	10.11	2.75
	Lesbian	59	9.69	2.38
	Bisexual	151	10.96	2.56
	Asexual	49	11.39	2.97
	Pansexual	43	10.26	2.13
	Questioning	6	11.83	2.71
	Queer	6	8.50	2.07
Responsibility to Help	Heterosexual	1547	6.66	1.54
	Gay	66	6.95	1.42
	Lesbian	59	6.88	1.46
	Bisexual	151	7.19	1.44
	Asexual	49	6.80	1.32
	Pansexual	43	6.74	1.60
	Questioning	6	6.33	1.75
	Queer	6	7.17	1.60
Bystander Efficacy	Heterosexual	1583	18.97	4.03
	Gay	66	18.26	4.31
	Lesbian	59	19.36	3.46
	Bisexual	154	19.73	3.66
	Asexual	49	17.51	4.05
	Pansexual	44	18.98	4.54
	Questioning	6	18.83	4.07
	Queer	6	17.33	6.02

Table 44: Nonparametric Tests of the Effect of Sexuality on Safety & Inclusion

	Kruskal Wallis Tests		
	χ^2	<i>df</i>	<i>p</i>
Sexuality x Perceived Safety	55.53	8	<.001
Sexuality x Inclusion	17.14	8	.03
Sexuality x Awareness LGBTQ Issues	78.23	8	<.001
Sexuality x Responsibility to Help	18.90	8	.02
Sexuality x Bystander Efficacy	15.93	8	.04

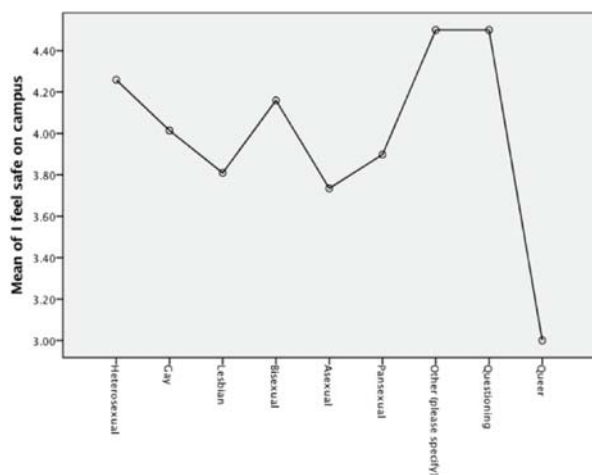


Figure 16: Mean safety by sexuality group

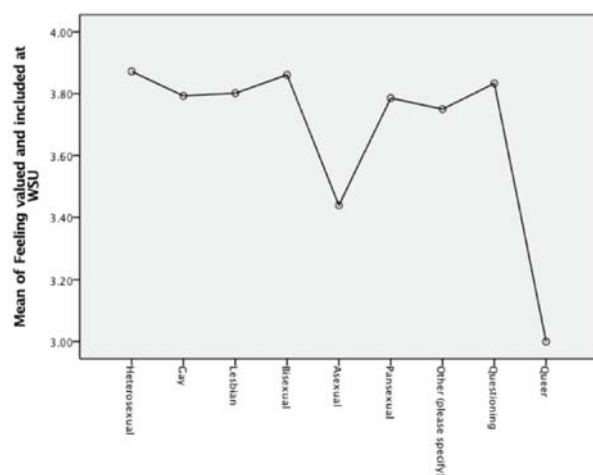


Figure 17: Mean inclusion by sexuality group

The results reported above indicate significant differences across sexuality groups for all comparisons. To determine the exact nature of difference across sexualities, Tamhane post hoc tests that account for unequal variances were performed.

It is important to note that unequal group sizes limited power to detect significant differences between groups that contained small numbers such as the queer ($n = 6$) and questioning ($n = 6$) groups. There may be differences between these groups that we were not able to be captured in the present study. For example, while inspection of perceived safety means suggests that respondents who reported their sexuality as queer felt the least safe, after accounting for variances in effect sizes, no conclusions regarding statistical differences with this group could be made.

To illustrate potential differences based on sexuality that could not be clarified by our low sensitivity nonparametric post hoc tests, we have included mean plots for each of the dependent variables described below. These plots are for illustrative purposes only and cannot be used as the basis of statistical conclusions.

A tamhane post hoc test showed that heterosexuals differed from both the lesbian and asexual groups at

$p < .05$; heterosexuals felt more safe on campus compared to lesbians (Mean difference = .45, $SE = .12$, $p = .01$, 95%CI [.05, .84]) as well as asexual (Mean difference = .52, $SE = .14$, $p = .02$, 95%CI [.05, 1.00]). No other groups differed from one another on perceived safety on campus. Tamhane post hoc tests could not determine significant differences in feeling valued and included across sexuality groups.

A tamhane post hoc test showed that heterosexuals differed from gay, lesbian and pansexual respondents at $p < .05$; Heterosexuals were less aware of LGBTQ issues compared to gay men (Mean difference = 1.48, $SE = .34$, $p < .01$, 95%CI [.34, 2.63]), lesbians (Mean difference = 1.89, $SE = .32$, $p < .001$, 95%CI [.84, 2.95]), and pansexuals (Mean difference = 1.33, $SE = .33$, $p < .01$, 95%CI [.21, 2.46]). Lesbians were also found to be more aware of issues compared to bisexuals (Mean difference = -1.27, $SE = .37$, $p = .03$, 95%CI [-2.49, -.05]). There were no other differences across sexualities.

Post hoc tests at $p < .05$ revealed that heterosexuals felt lower responsibility to help compared to their bisexual counterparts (Mean difference = .52, $SE = .12$, $p < .002$, 95%CI [.12, .92]). No other groups were found to differ.

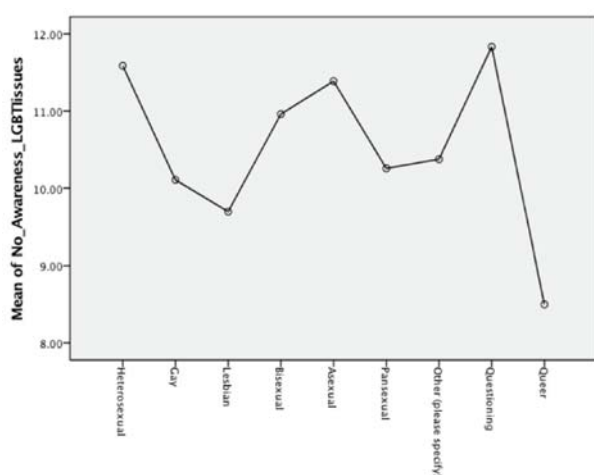


Figure 18: Mean LGBTI awareness scale by sexuality group

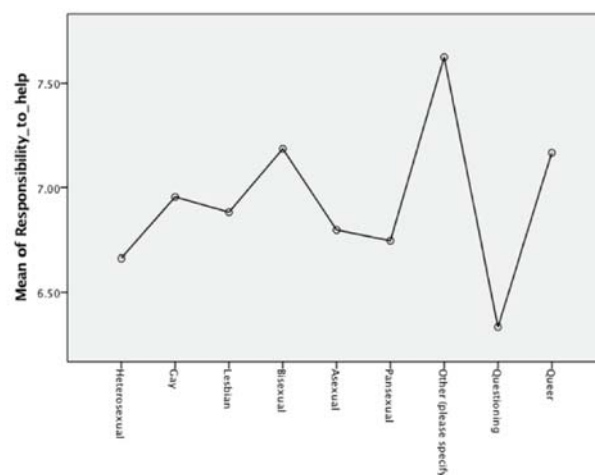


Figure 19: Mean responsibility to help by sexuality group

Appendix E

Post hoc tests revealed that bisexuals had higher bystander efficacy than asexuals (Mean difference =

2.22, $SE = .65$, $p = .04$, 95%CI [.06, 4.37]). No other groups were found to differ.

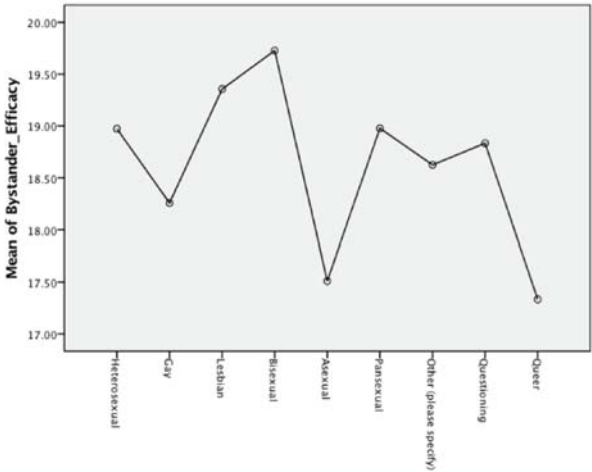


Figure 20: Mean bystander efficacy by sexuality group

APPENDIX F

RECRUITMENT & MEDIA MATERIALS

Staff Recruitment Email

[VP] Diversity and Safety on Campus survey open

owner-uws-staff@lists.uws.edu.au on behalf of Vice President (People and Advancement)

Sent: Wednesday, 15 March 2017 1:59 PM

To: uws-staff

Dear colleagues,

The University is undertaking a study into the experiences of staff and students on campus, including those related to gender and sexual diversity.

Diversity and Safety on Campus @ Western is the first study of its kind in Australia, examining the perceptions of all staff and students in relation to safety, inclusion, and belonging on campus, attitudes to sexuality and gender diversity, and LGBTIQ experiences of exclusion.

The results will be used to improve the University's programs and initiatives, and help ensure our campuses are safe, inclusive places for all students and staff.

The survey can be accessed at <https://tinyurl.com/WSU-DSC> until 14 May.

It will take up to 30 minutes to complete and all responses will be anonymous. Each month, one staff member and one student will receive a \$25 voucher. All survey responses remain anonymous regardless of whether you choose to enter the draw.

I look forward to your participation and seeing the results used to continue to build an inclusive environment at Western Sydney University.

For more information about the study, please email DSC@westernsydney.edu.au.

Regards,

Angelo Kourtis
Vice-President (People and Advancement)

Student Recruitment Email

[WESTERN] Help us enhance your University experience: Diversity and Safety on Campus survey

owner-uws-students_all@lists.uws.edu.au on behalf of Vice President (People and Advancement)

Sent: Wednesday, 15 March 2017 2:03 PM

To: uws-students_all

Dear students,

Share your experiences of life on campus and go in the draw to win a \$25 voucher by completing the Diversity and Safety on Campus survey.

The survey results will help us to understand the experiences of our students and staff, including those related to gender and sexual diversity, and ensure the University is an inclusive and safe place for all.

The survey can be accessed at <https://tinyurl.com/WSU-DSC> until 14 May.

It will take up to 30 minutes to complete the survey and all responses will be anonymous.

Each month, one student and one staff member will receive a \$25 voucher. All survey responses remain anonymous regardless of whether you choose to enter the draw.

I encourage you to complete the survey and help us continue to build an inclusive environment at Western.

To find out more about the survey, please email DSC@westernsydney.edu.au.

Regards,

Angelo Kourtis
Vice-President (People and Advancement)

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APPENDIX G

LIST OF DOCUMENTS & WEBPAGES ANALYSED

Documents

- Course Handbooks 2008-2017 (All Schools)
- Western Sydney University Code of Conduct
- Sexual Harassment Prevention Policy
- Sexual Harassment Management: Guidelines for Managers and Supervisors
- Respect and Inclusion in Learning and Working Policy
- Western Sydney University's Sexuality and Gender Diversity Strategy 2017-2020
- Gender Equality Policy
- Equal Opportunity and Diversity Policy
- Complaint Handling and Resolution Policy
- Compliance Directory Report
- Discrimination, Harassment, Vilification and Victimisation Prevention Policy
- Discrimination, Harassment, Vilification and Victimisation Prevention Guidelines
- Employee Assistance Program
- Western Sydney University Gender Equality Strategy and Action Plan
- Western Sydney University's LGBTIQ Consultation & Early Benchmarking Report
- The Vice-Chancellor's Gender Equality Fund Guidelines

Webpages

- Equity and Diversity
- Ally Network
- Inclusive Practice
- Western's LGBTIQ Activities
- Mardi Gras
- Western's Queer Collective
- Western's Queer Rooms
- Pride in Diversity Membership
- Community Contacts
- Resources and Links
- LGBTIQ Student and Staff Support
- Glossary
- Counselling Service
- ECounselling

WESTERN SYDNEY
UNIVERSITY



DIVERSITY AND SAFETY ON CAMPUS @ WESTERN

Tania Ferfolja
Nicole L. Asquith
Brooke Brady
Benjamin Hanckel