# XENIA: Higher Education Inclusiveness Index

## *Final XENIA Index*

XENIA: HE Inclusiveness Index

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| Project Acronym | XENIA |
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| Project Title | XENIA: HE Inclusiveness Index |
| Work Package | WP3 |
| Deliverable Title | XENIA Inclusiveness Index (final) |
| Dissemination level | Public |
| Version | 2.0 |
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| Abstract | This Deliverable aims to make a detailed description of the *Final XENIA Index.* The XENIA Index has been: defined based on the results that emerged from the first research phase conducted in Work Package 1 (WP1), that led to the identification of the specific thematic areas and indicators to effectively measure the inclusiveness of Higher Education (HE) settings; developed in WP2, and pilot Deployed in WP3 with main target to get feedback from end users and be fine-tuned accordingly. The present *Final XENIA Index* document presents the framework and the key concepts on which the XENIA Index is based, how the XENIA Index is structured, how it can be used, fine tuning actions that have taken place based on the users' feedback and some valuable conclusions. |
| Author | Hellenic Open University (HOU) |
| Agreement n° | 612126-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN |
| **Project Acronym** | XENIA |

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## Summary

The *XENIA: HE Inclusiveness Index* is a three-year, Erasmus+ co-funded, European project, whose main aim has been to develop a tool, namely the ***XENIA Index***, in order to assist European Higher Education Institutions (HEIs) in evaluating the equality and inclusiveness strategies that they adopt to address diversity on the grounds of sex, gender and sexual orientation within their contexts.

The Index has been defined based on the results that emerged from the preliminary research phase conducted in Work Package 1 (WP1). Those activities led to the identification of the specific thematic areas and indicators to effectively measure the inclusiveness of Higher Education (HE) settings. The **XENIA Inclusiveness Index** has been developed during WP2 (D2.1).

The *XENIA Inclusiveness Index* is consisting by three key elements, specifically: a. a Matrix with a series of objective indicators; b. a Survey for Students and Staff of HEIs to gauge their subjective perceptions, and c. the XENIA Index, that is a vector Index that allows to summarise the information collected, and it has been tested on a pilot Deployment from the HEI project partners.

During its pilot implementation, XENIA Index produced a wealth of knowledge and information on the real dynamics of social inclusion in HEIs across Europe, in the specific contents of sex, gender and sexual orientation. The *Final XENIA Index* consists the final version of the XENIA Inclusiveness Index validated in real life scenarios in the HEI participating in the project.

This final version is fine-tuned on the basis of the users-rounds of pilot deployment that have provided a unique opportunity for partners to test the XENIA beta version. Minor adjustments have been required to enhance the responsiveness and functionalities of the XENIA tools.

In the following sections are presented: the framework and the key concepts on which the XENIA Index is based, how the XENIA Index is structured, how it can be used, fine tuning actions that have taken place based on the users' feedback and some valuable conclusions. The validated list of the Matrix indicators and the survey's questions have been Annexed at the end of the document.

## Section 1 - Overview

**XENIA Inclusiveness Index: framework & key concepts**

Prior to the development of the XENIA Inclusiveness Index, there have not been identified specific tools nor mechanisms to address social and educational inclusion of all gender identities and sexual orientations in European Higher Education Institutions (HEIs). As outlined by the League of European Research Universities (LERU) in a position paper published in 2019, many efforts have been made to address institutional issues of diversity and inclusion, but they were not sufficiently synergistic in tackling the everyday barriers faced by all under-represented groups of the academic community, including those based on sex, gender and sexual identity. Furthermore, the focus of many of these efforts has been on staff issues or on student issues rather than on addressing the needs of the academic community as a whole. Based on these considerations, the LERU Thematic Group Equality, Diversity & Inclusion argued that "*universities willing to undertake a rigorous analysis of themselves as an academic body, to honestly identify the gaps, to promote empathic listening to marginalized groups, and to implement interconnected, university-wide systemic changes, will be much better placed to achieve sustainable equality, diversity and inclusion. As a result, they will create a better, more caring academic community for all, not only for underrepresented groups. They will become even more valuable to the world*".

XENIA Inclusiveness Index perfectly fitted with this perspective, developed to work as an innovative and timely instrument to specifically assist HEIs in i) measuring and valuing the relevance and effectiveness of their equality and inclusion strategies in relation to sex-, gender- and sexual orientation-based differences, ii) identifying the gaps in their inclusiveness policies/ programmes/ initiatives, and iii) bridging those gaps with a series of tools that provide examples and actionable measures to improve equality, diversity and inclusion in HEIs.

Equality, support for diversity, and inclusion are the key concepts of XENIA.

**Equality**

Equality refers to the fair and unbiased treatment of individuals, or groups of individuals, that, practically speaking, means ensuring equal opportunities regardless of one's background. The equality concept acknowledges that people are different from each other and focus the attention on the fact there are specific barriers that need to be overcome to ensure people achieve the same levels of education, civil and cultural participation, independent of their starting point or personal characteristics.

When it comes to gender and sexual issues, actions to promote equality within HE contexts primarily aim to contrast prejudice and discrimination. They could be structured against three primary levels:

- Institutional level, through the enactment of anti-discrimination measures and regulations;
- Cultural level, intervening to reduce the spread of cultural and stereotypical representations related to sex, gender and sexual orientation;
- Interpersonal level, providing awareness-raising and information on gender and sexual identity issues, aimed at increasing personal involvement and awareness that everyone has a role in promoting collective well-being, which passes through the knowledge and deconstruction of stereotypes.

**Support for Diversity**

Supporting diversity means recognizing, respecting and celebrating each other's differences, fact that allows for an empowered culture of creativity and innovation.

**Inclusion**

Inclusion represents the highest level of an Institution's commitment to foster social inclusion. Promoting inclusion in the HE contexts means providing the social norms and practices that include differences related to gender and sexual identity and make it possible for everyone to feel welcomed and valued. An inclusive environment valorizes diverse backgrounds through specific actions that give visibility to individuals' differences and celebrate their positive value.

The dimensionality of the XENIA Inclusiveness Index

Based on the results of an extensive literature review carried out during WP1 of the XENIA project, XENIA Inclusiveness Index has been structured around five core dimensions, each one assessing specific aspects related to Equality, Diversity and Inclusion (EDI) within HEIs. These are: Institution, Policy & Programmes, Pedagogy & Academic Programming, and Support Services.
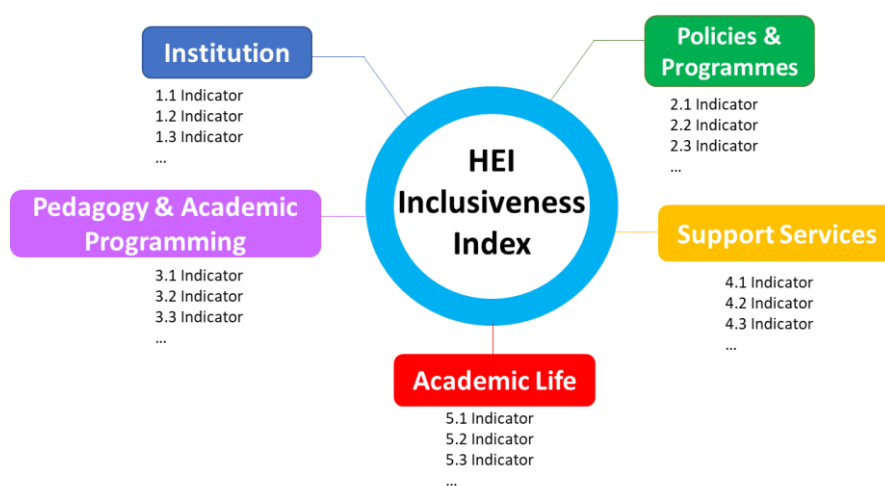


*Figure 1The dimensionality of XENIA Inclusiveness Index.*

In addition, a series of sub-categories have been identified for each thematic area. The final structure is as follows:

**A. Institution**

Institution is related to the organisation of the Higher Education Institution, its institutional frameworks and mechanisms for addressing sex-, gender- and sexually-based discrimination, and its commitment to equality, diversity and inclusion for all students and staff.

*Sub-categories:*

**Committees** refer to groups made up of staff and/or students that have organised meetings and are dedicated to particular subjects, such as equality, diversity and inclusion.

**Facilities** refer to toilets, bathrooms, changing rooms.

**Identification** refers to mechanisms and methods for disclosing one's' gender identity on university records.

**Recognition** refers to aspects of equality, diversity and inclusion that the HEI has been recognized for.

**Satisfaction** refers to specific opportunities that students and staff are provided with for the assessment of the Institution in relation to equality, diversity and inclusion.

**B. Policy & Programmes**

Policies & Programmes captures various policies implemented by the HEI that advocate for equality, diversity and inclusion and programmes offered to staff and the student body to educate, promote diversity, equality, inclusion and build alliances.

*Sub-categories:*

**Policy** refers to the HEI's building blocks to implement their institutional framework

**Training & Workshops** refers to opportunities for education and development

**C. Pedagogy & Academic Programming**

Pedagogy and Academic Programming investigates the level of inclusiveness, diversity and friendliness of courses, curricula, structure of the teaching and other academic programmes.

*Sub-categories:*

**Evaluations** refer to opportunities for feedback and development of the HEI, courses and/or teaching.

**Academic Programming** refers to courses and library EDI.


**D. Support Services**

Support services measures the presence, depth and relevance of the services that are available to staff and students to promote their inclusion and well-being. In this category, students' services such as health, housing, libraries, etc. are looked into. *Sub-categories:*

**Health** refers to medical and psychological services for students and staff.

**Housing** refers to student accommodation on or off campus

**Finance** refers to economic access for students

**Study Abroad** refers to the process of exchanging or enrolling in classes in another HEI in a different country for a specified period of time.


**E. Academic Life**

Academic Life encompasses all aspects of educational experience, from academic studies to social life through the lens of gender and sexual orientation inclusion and diversity. This is investigated through aspects of university life such as extra-curricular activities, events, campaigns, online spaces etc. *Sub-categories:*

**Extra-curricular Activities** refers to activities and social aspects of HE life that are optional registrations and participation

**Awareness Raising & Events** refers to opportunities for EDI to be promoted, celebrated, and campaigned.

## Section 2 - The XENIA final materials

The XENIA Inclusiveness Index has been designed to capture both the objective and subjective dimensions of EDI in HEIs. Such a design allows HEIs to get a picture of their inclusiveness levels based on i) what they actually do to promote EDI (objective dimension) and ii) how their strategies for EDI (in terms of policies, practices, facilities, initiatives, etc.) are perceived by the academic community (subjective dimension). These dimensions are of high importance, and as confirmed by the XENIA Deployment and Validation, it is not the case that they are aligned. So, in order for a University to be able to actually assess its Inclusiveness, it needs to capture both of these dimensions.

The XENIA Index has been built since the beginning based on this logic: three key components, each one structured around the five identified thematic areas (Institution, Policies & Programs, Pedagogy & Academic Programming, Support Services, Academic Life), have been developed for such purposes:

- a Matrix, designed explicitly for HEIs' employees committed to EDI, formally or informally (hereinafter "Specialised personnel"), that includes a series of objective indicators assessing the presence/absence of specific actions that promote EDI (objective dimension),
- a Survey for students, faculty and administrative/technical staff (tailored by academic profile), that evaluates the degree to which they perceive their institutional settings as actually inclusive or equipped to be inclusive (subjective dimension),
- the XENIA Index, that is a vector index that allows to summarise the information collected and to record and interpret changes in specific values of the assessment process.

**The XENIA Matrix**

The XENIA Matrix has been developed in WP2 using the 64 macro-indicators (+ sub-indicators) identified under WP1. The operations that have been performed during WP3 were: its validation and confirmation.

**The final structure of the Matrix**

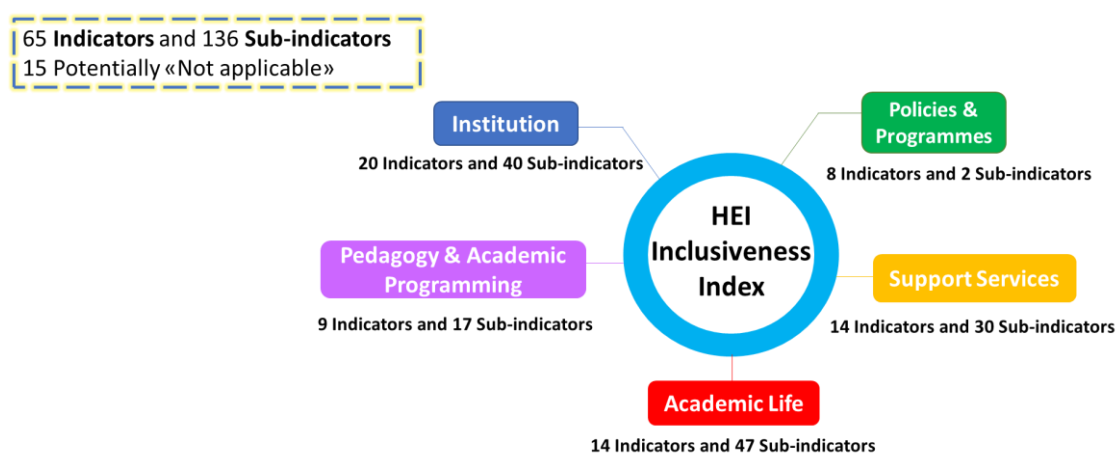The validated version of the Matrix consists of 65 macro-indicators plus 136 sub-indicators (Figure 2).



*Figure 2 How the Matrix looks like.*

Three of the five identified areas included a number of potential "not applicable" indicators, that is, a series of indicators that might apply in some HE contexts but not in others.

*Figure 3 Number of fully applicable indicators per each thematic area.*

As an example, some HEIs provide accommodation for students. In this case, the XENIA Inclusiveness Index also takes into account the degree of inclusiveness of this specific facility that HEIs offer. Otherwise, in the case of HEIs that do not provide students with accommodation, users are allowed to mark the "not applicable" box such that this indicator is not considered in the index computation and does not have an impact on the final inclusiveness score.

*Table 1 List of not-applicable indicators splitted by thematic area.*

| Area | #Indicators | Indicators |
|---|---|---|
| Institution | 1 | 10. There are gender-neutral or inclusive changing rooms/showers across campus(es) or in communal spaces. |
| Support Services | 6 | 44. There is gender-inclusive accommodation available.<br>45a. There is dedicated accommodation for LGBQI+ students.<br>45. Students who identify as trans* or non-binary can decide if they want to be housed together or not, depending on their needs and desires.<br>46. Campus accommodation staff are trained on gender and sexual identities and diversity.<br>47. Campus accommodation staff are educated on inclusive language and communication in relation to gender and sexual orientation.<br>48. Campus accommodation is affordable and subsidised where |

| | | |
|---|---|---|
| | | necessary. |
| Academic Life | 8 | 51. There is a sports policy on equality, diversity and inclusion. |
| | | 52. There are gender-inclusive or gender-neutral bathrooms and facilities. |
| | | 53. There are team sport options available to trans* and non-binary students. |
| | | 54. There are single sport options available to trans* and non-binary students. |
| | | 55. There are sports tournaments available to trans* and non-binary students. |
| | | 56. There is a club/society policy on equality, diversity and inclusion. |
| | | 57. The club/society incorporates material on gender diversity. |
| | | 58. The club/society incorporates material on sexual orientation. |

The XENIA survey

A series of questions for students and staff of HEIs have been then developed to mirror the objective indicators resulted from WP1 and WP2, as above described.

More in detail, two questionnaires have been produced, one for students and one for staff, to gauge their perception about the level of inclusiveness of their HEI as well as the perception on whether their HEI is adequately equipped and prepared to be inclusive.

Gauging the subjective perceptions of people who study or work within the HE context allows HEIs to identify gaps between what they do to promote inclusion and the impact that their strategies actually have on the final beneficiaries (students and staff). Given the importance of building a tool able to combine and keep together the objective information and the subjective one, special attention has been focused on the interlinkages and relations between questions of the survey and indicators of the Matrix.

The survey is consisting of 27 macro-indicators, investigating:

i) if students and staff are aware of specific resources for EDI that are available at HEI level,

ii) how students and staff evaluate the quality of the HEI's approach to EDI,

iii) what is the personal experience of students and staff in relation to the Institution level of inclusiveness and support for diversity.

The number of questions for each area is as follows:

*Table 2 Total number of the survey's indicators.*

| Institution | Policy & Programmes | Pedagogy & Academic programming | Support services | Academic Life |
|:---:|:---:|:---:|:---:|:---:|
| 10 | 4 | 4 | 6 | 3 |

The survey's scoring has been created such that higher scores reflect higher positive perceptions of HEI's Inclusiveness. The final version of the survey that has been piloted and tested under WP3 is included in Section 4 of this document.

## The XENIA Inclusiveness Index

XENIA Inclusiveness Index consists of a series of rendering tools that provide unified aggregate results as well as disaggregate scores per thematic area through algorithm calculations.
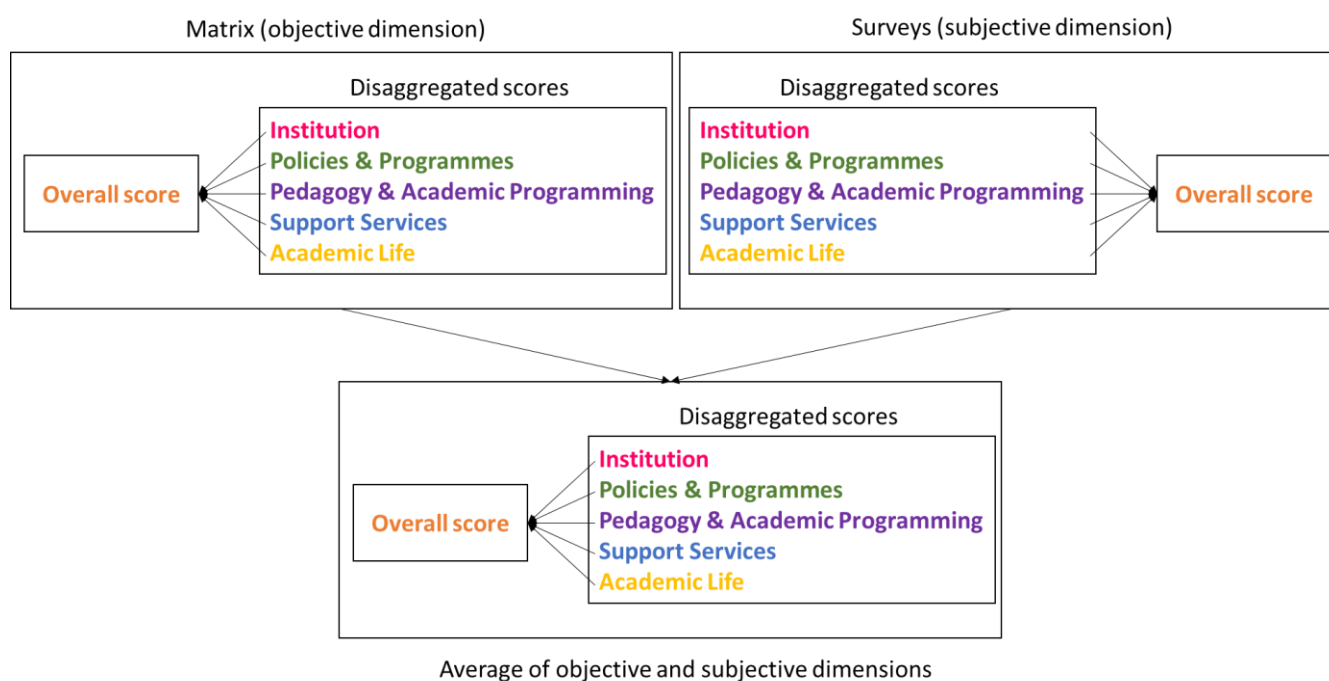


*Figure 4 The structure of the XENIA Inclusiveness Index.*

The scoring mechanism uses a scale from 0 to 100, where the higher the score the higher the inclusiveness level in the specific HEI.

The algorithm for computing the XENIA Inclusiveness Index has been developed by Internet Web Solutions (IWS), the ICT partner of the XENIA consortium. IWS has also developed the whole ICT structure of the Xenia Index, as it has been described in the current document, including the visual rendering of the scores (for further details, visit www.xeniaindex.eu).

XENIA

He Inclusiveness Index

RESULTS

Your **overall** score is: 99.998%
Your inclusiveness score in **Institution** is: **100%**
Your inclusiveness score in **Policies and Programmes** is: **100%**
Your inclusiveness score in **Pedagogy and Academics** is: **100%**
Your inclusiveness score in **Support Services** is: **99.9914%**
Your inclusiveness score in **Academic Life** is: **100%**

*Figure 5 Visual rendering of the scores deriving from the algorithm implementation.*

The Index for the Matrix

Some key concepts:

- For each indicator (both macro- and sub-indicator), a specific relevance value has been associated in a preliminary phase of the project;

- Then, each macro-indicator has been assigned with a weight depending on its relevance value and the total number of the macro-indicators in the correspondent thematic area;

- Similarly, each sub-indicator has been assigned with a weight depending on its relevance value and the total number of sub-indicators referring to the same macro-indicator.

| | Relevance [1-5] | Sub-Indicator Weight (0-1) | Macro-Indicator Weight (0-1) |
|---|---|---|---|
| **2. The HEI has a Code of Conduct or similar in relation to bullying, harassment, misconduct and behaviour towards others** | 4,83 | | 0,05 |
| | Relevance [1-3] | | |
| There is a specific reference to gender identity. | | 0,1889 | |
| There is a specific reference to gender expression. | 2,83 | 0,1889 | |
| There is a specific reference to sexual orientation. | | 0,1889 | |
| There is a specific reference to gender equality. | | 0,1889 | |
| This is available on the HEI's website | 2,67 | 0,1778 | |

*Figure 6 Example of macro- and sub-Indicators with their relevancy scores and associated weights.*

The algorithm that has been developed for the Matrix uses Boolean logic. Using a series of yes-or-no questions, it assigns 0 to "no" and 1 to "yes" answers.

For example:

*"The HEI has a Code of Conduct or similar in relation to bullying, harassment, misconduct and behaviour towards others".*

Yes = 1 / No = 0

The contribution that each yes-or-no answer has on the index computation has been calculated according to the above-mentioned weights assigned to macro- and sub-indicators.

The Matrix has been arranged according to the main thematic areas identified in WP1 and WP2. HEIs who access the platform can then choose if they want to assess their inclusiveness levels in all areas or only in some of them. Thus, the algorithm calculates the score of the tested HEI in each different area and overall, suggesting best practices to reinforce or improve their situation in each assessed area and overall.

### The Index for the survey

The survey consists of multiple-choice answers associated with the identified macro- and sub-indicators.  The logic of the algorithm has been designed such that higher scores reflect higher positive perceptions of HEI's Inclusiveness.

For example:

Question: Does your Institution adopt anti-discrimination measures specific to gender and sexual orientation?

☐ Yes = 1| ☐ No = 0 | ☐ Don't know = 0.5

As for the Matrix, the algorithm computes the score of tested HEI in each different area and overall, suggesting at the end of the test, also in this case, best practices that could help to foster social inclusion within the HE context.

### The aggregate XENIA Inclusiveness Index

If applicable, the results from the Matrix and from the surveys are finally aggregated into an aggregate index (it simply operates an average between the two scores) for having an overall view about the inclusiveness level of the HEI, calculated both from the objective and subjective dimensions.

## Section 3 - The XENIA process

XENIA is a careful, step-by-step process that supports HEIs in identifying and implementing priorities to develop fully inclusive HE settings, which in turn may prompt staff and students to improve cultures as well.

This process involves a detailed self-review that draws on the experience of everyone connected to the Institution, regardless of one's academic profile and independent of one's being actually targeted of biased treatment. It is not about assessing the HEI's competence or mastery, nor about establishing hierarchies of HEIs on the basis of their inclusiveness scores. Instead, it is about finding ways to improve the well-being of entire academic communities through specific actions aiming at fostering social inclusion and creating more diverse and inclusive environments for both students and staff.

One of the greatest strengths of XENIA is that, while exploring and reviewing the Institution's policies, practices and initiatives, HEIs might notice inadequacies and grey areas of their EDI strategies that were previously unnoticed, as well as opportunities that they never considered before for effective inclusive development.

The indexing process might be described as consisting of five cyclical steps:



*Figure 7 The XENIA process.*

## Phase 1: Getting started with XENIA Inclusiveness Index

The XENIA process begins from the HEI's engagement in the XENIA Inclusiveness Index project. In this phase, the HEI identifies the person or the group of people (namely, the specialised personnel) who might take charge of the XENIA process, learn more about the XENIA tools and explore how they can be used.

## Phase 2: Finding out about the HEI's Inclusiveness level

Once the HEI's specialised personnel has become familiar with XENIA, they can start exploring and analysing the inclusiveness level of their Institution. This work consists of:

- reviewing the HEI's approach to EDI using the matrix indicators.
  The indicators of the Matrix can be answered individually or by dividing the work with others in the group (where applicable) on the basis of their knowledge about the existing policies, practices and general strategies for EDI within the HEI. The result will consist of a series of inclusiveness scores, each one reflecting a specific XENIA thematic area, and a global score resulting from the average of the single scores;
- exploring the knowledge and the subjective perceptions of students and staff using the surveys' questions.
  This investigation is optional and requires a more substantial effort by the HEI to promote the surveys among students and staff of the academic community in order to gain insight into their personal experiences in the HE environments. Data from students and staff will be collected anonymously and accessible to HEIs in an aggregate fashion. This information, as for the Matrix, will be summarised in a series of inclusiveness scores for each XENIA thematic area examined, as well as in a global score resulting from the average of the single scores.

HEIs that choose to adopt both the Matrix and the survey will also obtain the XENIA composite score, which will result from the aggregation of the objective and subjective information collected. This composite score is a crucial element of XENIA, as it would allow HEIs to evaluate the degree to which their approach to EDI effectively impact the experience of the entire academic community and to promptly understand what the "missing pieces" or the "advantages" of their EDI processes and outcomes are.

## Phase 3: Analysing evidence and deciding priorities

Based on the score(s) that the HEI obtains in each thematic dimension, XENIA automatically identifies the areas that seem of particular concern and that appear critical to EDI, thus suggesting a series of best practices that could help to enhance the inclusiveness level of the HEI.

The specialised personnel should examine and analyse in detail the priorities for change that result from the XENIA Inclusiveness Index, also considering how addressing these priorities might contribute to the inclusive development of the HEI.

## Phase 4 Implementing priorities

In this phase, HEIs should try to translate the index framework into practice.
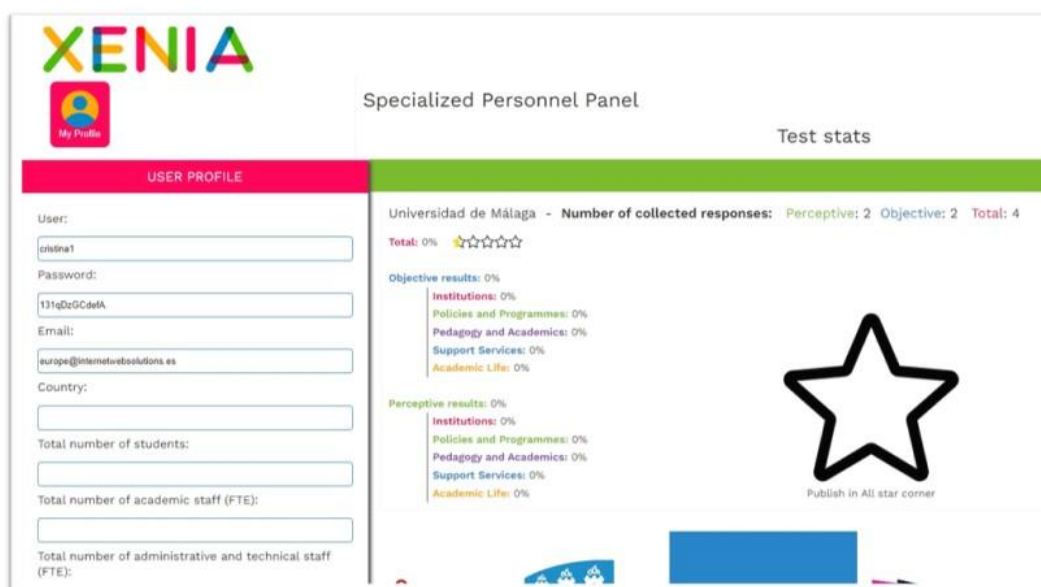
## Phase 5: Reviewing the Index process

Once changes have been implemented to improve the inclusiveness of policies and practices at the HEI level, HEIs are allowed to review their overall progress modifying their answers to the indicators of the Matrix and, optionally, gaining insight into students and staff experiences in the HEI's environments. This option would provide the HEI with a "reality check" on whether and how changes in the HEI's policies, services, programmes, and initiatives have had or are having any impact on the perceived inclusion of all genders and sexual orientations within the HE context, in order to formulate new priorities for improving the HEI inclusiveness.

## Section 4 - Fine-tuning actions

Following the feedback received at the piloting Deployment and Validation phace, a series of fine tuning actions have taken place in XENIA tools:

- ✓ Improved layout user friendliness for better mobile and laptop usability based on the "matrix values and display options" suggested by Sinapsi team

- ✓ The final Thank you sentence at the end of the survey added in the results page

- ✓ Blank space in the drop down menu in the student/staff survey (fine-tuning action from feedbacks shared from University of Dublin)

- ✓ Indicator values and queries have been fine-tuning

- ✓ The **number of questions** have been **removed** in order to avoid misleading

- ✓ The **landscape mode** is **no more necessary** though mobile

- ✓ In the XENIA SPECIALIZED PERSONNEL backoffice accesible from: [https://xeniaindex.eu/specialized/index.html](https://xeniaindex.eu/specialized/index.html) **MyProfile section** has been customized according to the latest suggestions:

## Conclusions

The *Final XENIA Index* has been fine-tuned on the basis of the users-rounds of pilot deployment that have provided a unique opportunity for partners to test it. Thus, minor adjustments have been required to enhance the responsiveness and functionalities in order to finalise the online XENIA Index that has been made available in multilingual versions together with the *XENIA Mainstreaming Guidelines and Operational Manual* to all the HEIs of the Erasmus Plus area for immediate adoption.

This deliverable (document and set of tools) accompanied by the *XENIA Mainstreaming Guidelines & Operational Manual* is planned to be broadly disseminated to the widest possible audience of stakeholders, potential users, interested parties through all the dissemination and visibility means at disposal of the project consortium.

The *XENIA Mainstreaming Guidelines & Operational Manual*, also available in the XENIA project platform in English and the partners' national languages, summarises and also provides visualisation, on all the necessary steps in order for HEI stakeholders to enter, complete the XENIA Index elements, and take advantage of its tools-including also the Glossary on Basic Terms as well as the Best practices selection list.

For the HEIs to take best advantage of the XENIA Index and its accompanied tools, it is recommended to a) get familiar with all the necessary documentation available at the website, b) test the Index and its tools and finally c) make an organised plan to mainstream it using awareness raising activities in all the stakeholder groups of their Institution, i.e. Specialized Personnel, Staff and Students, in order to receive a more indicative overall scoring and a clearer idea on both objective and subjective (stakeholders'-students' perceptions) indicators.

Lastly, the partners' main target from this point on is by using this set of tools to mainstream the XENIA Index to other HEIs with the ultimate goal to promote further the gender and LGBT+ inclusion in HEI settings.

**Annex I**

**The Matrix: List of indicators (macro- and sub-indicators)**

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## Institution

**The HEI has a non-discrimination policy.**

↳This covers gender.

↳This covers gender expression.

↳This covers sexual orientation.

↳This covers gender equality.

**The HEI has a Code of Conduct or similar in relation to bullying, harassment, misconduct and behaviour towards others.**

↳There is a specific reference to gender identity.

↳There is a specific reference to gender expression.

↳There is a specific reference to sexual orientation.

↳There is a specific reference to gender equality.

↳This is available on the HEI's website.

**There is a helpdesk, service desk or institutional service for information, support and reporting of discrimination.**

↳This is advertised on campus(es) or in communal spaces.

↳This is advertised on the HEI's website.

**There is a dedicated procedure for reporting discrimination on the basis of gender and/or sexual orientation.**

↳How to report is advertised across campus(es) or in communal spaces.

↳How to report is advertised on the HEI's website.

↳Reporting can be done online.

↳Reporting can be anonymous.

↳A complaint can be made unofficially.

↳An official complaint can be made.

↳All complaints are recorded.

**There are specific institutional committees, groups and/or persons responsible for institutional advice and oversight on equality, diversity and inclusion.**

**There are specific institutional committees, groups and/or persons responsible for implementing equality, diversity and inclusion policies.**

**There is one or more university recognised organisations, groups or societies that promote equality, diversity and inclusion specific to gender identity and sexual orientation among staff.**

**There is one or more university recognised organisations, groups or societies that promote equality, diversity and inclusion specific to gender identity and sexual orientation among students.**

**There are gender neutral bathrooms across campus(es) or in communal spaces.**

↳They are clearly signed as gender neutral/inclusive.

↳Information about where and how many can be found on the HEI's website.

**There are gender neutral or inclusive changing rooms/showers across campus(es) or in communal spaces.**

↳They are clearly signed as gender neutral/inclusive.

↳Information about where and how many can be found on the HEI's website.

**There are childcare facilities available on campus(es) or within the vicinity of the HEI.**

↳It is available to staff.

↳It is free or subsidised for staff.

↳It is available to students.

↳It is free or subsidised for students.

↳Information on childcare can be found on the HEI's website.

↳Information on childcare can be found on campus(es) or in communal spaces.

**There are baby changing facilities on campus(es) or in communal spaces.**

↳They are clearly signed and visible on campus(es) or in communal spaces.

**The Institution provides a process for persons to change their name on university records and documents, according to one's gender identity.**

↳This option is open to students and staff

↳This can be done regardless of legal gender status, or any formal confirmation of gender reassignment, or gender reassignment surgeries (GRS).

↳Information on this process can be found on the HEI's website.

↳Information on this process can be found on campus(es) or in communal spaces.

↳Persons can make amendments to this record over the course of their scholarship.

**The Institution provides a process for students to change their gender identity on university records and documents.**

↳This can be done regardless of legal gender status, or any formal confirmation of gender reassignment, or gender reassignment surgeries (GRS).

↳Information on this process can be found on the HEI's website.

↳Information on this process can be found on campus(es) or in communal spaces.

↳Students can make amendments to this record over the course of their scholarship.

**Students have the option on admission or enrolment forms to self identify sexual orientation, if desired.**

↳Students can make amendments to this record over the course of their scholarship.

**Students have options that are not limited to male/female on admission or enrolment forms to self identify their gender or gender expression regardless of legal identification.**

↳Students can make amendments to this record over the course of their scholarship.

**The HEI has received merits, awards or official ratings for their LGBTQI+ friendliness, welcomeness, or markers of inclusive practices.**

**The HEI has received merits, awards or official ratings for their gender equality promotion, efforts, implementation, or markers of inclusive practices.**

**There is an opportunity for faculty and staff to provide feedback and satisfaction assessments of the Institution in relation to gender and sexual orientation.**

**There is an opportunity for students to provide feedback and satisfaction assessments of the Institution in relation to gender and sexual orientation.**

## Policies & Programmes

**There is an internal equality, diversity and inclusion policy for all gender identities and sexual orientations.**

**There is a health equality, diversity and inclusion policy that outlines the importance of health access, support, and dignity for for all gender identities and sexual orientations.**

**The HEI has a comprehensive parental leave policy that complies with current EU regulations and guidelines.**

**Trainings and workshops, focused on issues related to gender identity and sexual orientation, discrimination and inclusion, are available to faculty and staff.**

↳There is an opportunity for staff and faculty to provide feedback and satisfaction assessments of training and workshops.

**Trainings and workshops, focused on issues related to gender identity and sexual orientation, discrimination and inclusion, are available for students.**

↳There is an opportunity for students to provide feedback and satisfaction assessments of training and workshops.

**There are periodical workshops that build on and/or refresh equality, diversity and inclusion education for faculty and staff.**

**There are periodical workshops that build on/or refresh equality, diversity and inclusion education for students.**

**There are regular educational events (e.g. talks, workshops, lectures, guest speakers etc.) held on gender and sexuality.**

## Pedagogy & Academic Programming

**Students are required to evaluate their courses upon completion, annually or each semester.**

↳Students are given the opportunity to evaluate specifically if curricula and courses are free of bias and stereotypes in relation to gender and/or sexual orientation.

**The HEI has a Gender Studies academic programme.**

**The HEI offers Gender Studies courses/modules.**

**The HEI has a Sexualities Studies academic programme .**

**The HEI offers Sexualities Studies courses/modules**.

*Libraries*

**There is a dedicated library section on Gender Studies.**

↳This material is visible and easily accessible in the library.

↳This material is visible and easily accessible in the library online.

↳This material is periodically promoted within the library, online and on location.

↳This material is curated and updated through collaboration with knowledgeable faculty and members of the Institution.

**There is a dedicated library section on Sexualities Studies.**

↳This material is visible and easily accessible in the library.

↳This material is visible and easily accessible in the library online.

↳This material is periodically promoted within the library, online and on location.

↳This material is curated and updated through collaboration with knowledgeable faculty and members of the Institution.

**There is a dedicated library section on Transgender Studies.**

↳This material is visible and easily accessible in the library.

↳This material is visible and easily accessible in the library online.

↳This material is periodically promoted within the library, online and on location.

↳This material is curated and updated through collaboration with knowledgeable faculty and members of the Institution.

**There is material related to sexuality and gender identities across collections / disciplinary fields.**

↳This material is visible and easily accessible in the library.

↳This material is visible and easily accessible in the library online.

↳This material is periodically promoted within the library, online and on location.

↳This material is curated and updated through collaboration with knowledgeable faculty and members of the Institution.

## Support Services

**There is a psychological support service for staff.**

↳ It is located on campus(es).

↳ It's a free or subsidised service.

↳ It is confidential.

↳ Staff can access the service anonymously.

↳ It is advertised on campus(es) or in communal spaces.

↳ It is advertised online.

↳ Staff can access the service online.

↳ There is an adequate number of psychological support service staff relative to the number of staff working in the HEI.

↳ There are dedicated LGBTQI+ providers.

↳ There are trans-inclusive trained providers.

**There is a medical health service for staff.**

↳ It is located on campus.

↳ It's a free or subsidised service.

↳ It is confidential.

↳ Staff can access the service anonymously.

↳ It is advertised on campus(es) or in communal spaces.

↳ It is advertised online.

↳ Staff can access the service online.

↳ There is an adequate number of medical health support service staff relative to the number of staff working in the HEI.

↳ There are dedicated LGBTQI+ providers.

↳ There are trans-inclusive trained providers.

**There is a psychological support service for students.**

↳ It is located on campus.

↳ It's a free or subsidised service.

↳ It is confidential.

↳ Students can access the service anonymously.

↳ It is advertised in on campus(es) or in communal spaces.

↳ It is advertised online.

↳ Students can access the service online.

↳ There is an adequate number of psychological support service staff relative to the number of students studying in the HEI.

↳ There are dedicated LGBTQI+ providers.

↳ There are trans-inclusive trained providers.

**There is a medical health service for students.**

↳It is located on campus.

↳It's a free or subsidised service.

↳It is confidential.

↳Students can access the service anonymously.

↳It is advertised in on campus(es) or in communal spaces.

↳It is advertised online.

↳Students can access the service online.

↳There is an adequate number of medical health support service staff relative to the number of students studying in the HEI.

↳There are dedicated LGBTQI+ providers.

↳There are trans-inclusive trained providers.

**There are sexual health support services available for students and staff.**

↳There is free, anonymous and accessible HIV/STI testing.

↳There is LGBTQI+ inclusive health information and safe sex materials available on campus(es) or in communal spaces.

↳There is LGBTQI+ inclusive health information and safe sex materials available on the HEI's website.

**There are targeted services for LGBTQI+ students and staff**

**There is gender-inclusive accomodation available.**

↳There is a portion of housing allocated specifically for trans* and non-binary students.

**There is dedicated accommodation for LGBTQI+ students.**

**Students who identify as trans* or non-binary can decide if they want to be housed together, or not, depending on their needs and desires.**

**Campus accommodation staff are trained on gender and sexual identities and diversity.**

**Campus accommodation staff are educated on inclusive language and communication in relation to gender and sexual orientation.**

**Campus accommodation is affordable and subsidised where necessary.**

**There are specific financial supports for socio economically disadvantaged students based on gender and sexual orientation.**

**There are briefings and supports in place for LGBTQI+ students who take part in student exchange or study abroad programmes.**

↳These briefings and supports are available before the student takes part in the exchange or study abroad programme.

↳Dedicated supports are available during the exchange or study abroad programme.

## Academic Life

**There is a sports policy on equality, diversity and inclusion.**

↳The sports policy details inclusion for trans* and non-binary students.

↳The sports policy details inclusion based on sexual orientation.

↳This is clearly advertised in sporting locations.

**There are gender inclusive or gender neutral bathrooms and facilities.**

↳There are gender neutral bathrooms.

↳There are gender inclusive bathrooms and showers.

↳There are multiple types of locker rooms for male/female/trans* or non-binary.

↳There are gender inclusive locker rooms.

**There are team sport options available to trans* and non-binary students.**

**There are single sport options available to trans* and non-binary students.**

**There are sports tournaments available to trans* and non-binary students.**

**There is a club/society policy on equality, diversity and inclusion.**

↳The club/society policy details inclusion for trans* and non-binary students.

↳The club/society policy details inclusion based on sexual orientation.

↳This is clearly advertised in club/society locations.

**The club/society incorporates material on gender diversity.**

**The club/society incorporates material on sexual orientation.**

**There are regular social activities for LGBTQI+ students and staff.**

↳Social activities are advertised online on the HEI's website or social media channels.

↳Social activities are advertised across campus(es) or in communal spaces.

**Safe spaces & events are provided to explore emerging sexualities and gender identities.**

**The HEI communicates and participates in LGBTQI+ awareness raising activities.**

**There are campaigns promoting LGBTQI+ events.**

↳Campaigns are advertised across campus(es) or in communal spaces.

↳Campaigns are advertised online on an institutional platform.

↳Campaigns are advertised on the HEI's website.

↳Campaigns are advertised on the HEI's social media pages.

**There are LGBTQI+ anti-discrimination & anti-bullying campaigns.**

↳Campaigns are advertised across campus(es) or in communal spaces.

↳Campaigns are advertised online on an institutional platform.

↳Campaigns are advertised on the HEI's website.

↳Campaigns are advertised on the HEI's social media pages.

**The HEI acknowledges and promotes special days connected to gender and sexual orientation such as Pride.**

↳Special days are advertised on campus(es) or in communal spaces.

↳Special days are advertised online via HEI website and/or social media.

↳The HEI holds an event(s) to mark these events.

↳The HEI acknowledges and promotes Pride (date differs worldwide).

↳The HEI acknowledges and promotes 8th March - International Women's Day.

↳The HEI acknowledges and promotes 31st March - International Transgender Day of Visibility.

↳The HEI acknowledges and promotes 17th May - International Day Against Homophobia, Transphobia and Biphobia.

↳The HEI acknowledges and promotes 20th Nov - Transgender Day of Remembrance.

↳The HEI acknowledges and promotes 25th Nov - International Day for the Elimination of Violence against Women.

↳The HEI acknowledges and promotes 1st Dec - World Aids Day.

## Annex II

The survey: List of questions

## Institution

**Does your Institution adopt anti-discrimination measures specific to gender and sexual orientation?**

☐ Yes

☐ No

☐ Don't know

**Does your Institution provide a specific mechanism to address complaints of discrimination in learning environment (classrooms, labs), on campus(es) or in communal spaces?**

☐ Yes

☐ No

☐ Don't know

*Is this mechanism visible and easily accessible to students and staff?*

☐ Yes

☐ No

☐ Don't know

**Within the past year, how frequently did you observe, on campus or in communal spaces, discriminatory behaviours (e.g. comments, gestures, graffiti etc.) targeting people because of their gender or sexual orientation?**

☐ Never

☐ Sometimes

☐ Often

**Does your Institution provide specific institutional committees, groups and/or persons responsible for equality, diversity and inclusion?**

☐ Yes

☐ No

☐ Don't know


**Is there an opportunity for you to provide feedback and satisfaction assessments of your Institution based on gender and sexual orientation inclusiveness?**

☐ Yes

☐ No

☐ Don't know


**Does your Institution provide the following facilities?**

| | |
|---|---|
| Gender neutral bathrooms/toilets | ☐ Yes ☐ No ☐ Don't know |
| Gender neutral changing room/shower rooms | ☐ Yes ☐ No ☐ Don't know ☐ Not applicable |
| Childcare facilities | ☐ Yes ☐ No ☐ Don't know |


**Does your Institution provide the following administrative services?**

| | |
|---|---|
| Name change on university records and documents | ☐ Yes ☐ No ☐ Don't know |
| Gender identity change on university records and documents | ☐ Yes ☐ No ☐ Don't know |


**Within the past year, have you had negative experiences in any of the following areas:**

Gender neutral bathrooms/toilets

☐ Yes  ☐ No ☐ Not applicable

Gender neutral changing rooms/shower rooms

☐ Yes  ☐ No  ☐ Not applicable

Dedicated LGBTQI+ accommodation (College housing/College Residence)

☐ Yes  ☐ No  ☐ Not applicable

Name change on university records and documents

☐ Yes  ☐ No ☐ Not applicable

Gender identity change on university records and documents

☐ Yes  ☐ No ☐ Not applicable

Childcare facilities

☐ Yes  ☐ No ☐ Not applicable

## Policies & Programmes

**Does your Institution have a non-discrimination policy that covers discrimination based on gender and sexuality?**

☐ Yes, but it only covers discrimination based on gender

☐ Yes, but it only covers discrimination based on sexuality

☐ Yes, for both

☐ No

☐ Don't know

**Do you feel your university fosters and promotes freedom of expression of one's sexual and/or gender identity on campus or in communal spaces?**

☐ Yes, totally

☐ Yes, but only in part

☐ No

**Does your Institution provide training and information opportunities (e.g., workshops, training sessions, seminars, etc.) on discrimination and inclusion based on gender and sexuality?**

☐ Yes

☐ No

☐ Don't know

**Please read the following statements and indicate your opinion:**

*I enjoy having discussions with people whose ideas and values are different from my own.*

☐Strongly disagree ☐Disagree somewhat ☐Neutral ☐Agree somewhat ☐Strongly agree

*The real value of a college education lies in being introduced to different values.*

☐Strongly disagree ☐Disagree somewhat ☐Neutral ☐Agree somewhat ☐Strongly agree

*I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.*

☐Strongly disagree ☐Disagree somewhat ☐Neutral ☐Agree somewhat ☐Strongly agree

*Learning about people from different cultures is a very important part of my academic experience.*

☐Strongly disagree ☐Disagree somewhat ☐Neutral ☐Agree somewhat ☐Strongly agree

*Contact with individuals whose background (e.g., race, nationality, sexual orientation, gender identity) is different from my own is an essential part of my academic experience.*

☐Strongly disagree ☐Disagree somewhat ☐Neutral ☐Agree somewhat ☐Strongly agree

## Pedagogy & Academic Programming

**Does your Institution provide Gender and/or Sexuality Studies academic programmes/courses /modules?**

☐ Yes

☐ No

☐ Don't know

**Does your university library provide material related to sexuality and gender (e.g. books, journal articles, web resources etc.)?**

☐ Yes

☐ No

☐ Don't know

**Do you feel that your Institution provides adequate emphasis on diversity in curricula, programmes and courses/modules?**

☐ Yes, totally

☐ Yes, but only in part

☐ No

**[For students]: Are you given opportunities to provide feedback on curriculum in relation to gender and sexual orientation?**

☐ Yes

☐ No

☐ Not Applicable

**[For faculty]: Does your Institution provide faculty with tools and information to enhance the inclusiveness of classroom environments?**

☐ Yes

☐ No

☐ Don't know

*If Yes: How easy is it to access these?*

☐Very easy    ☐Somewhat easy    ☐Not easy

## Support Services

**Does your Institution provide the following services?**

| | |
|---|---|
| Dedicated LGBTQI+ accommodation (College accommodation/ College Residence) | ☐ Yes  ☐ No  ☐ Don't know |
| Financial aid for socio economically disadvantaged students | ☐ Yes  ☐ No  ☐ Don't know |

**Does your Institution provide a psychological support service for students and/or staff?**

☐ Yes

☐ No

☐ Don't know

**Does your Institution provide sexual health support services for students and/or staff?**

☐ Yes

☐ No

☐ Don't know

**Does your Institution provide targeted services for LGBTQI+ students?**

☐ Yes

☐ No

☐ Don't know

**Based on your experience or the experience of someone you know, how do you rate the quality of these services?**

☐ Very good

☐ Good

☐ Not good

☐ Don't know

**Does your Institution provide briefings and supports for LGBTQI+ students taking part in student exchange or study abroad programmes?**

☐ Yes

☐ No

☐ Don't know

## Academic Life

**Does your Institution provide sports clubs, recreational and other social activities that are inclusive of all gender identities and sexual orientations?**

☐ Yes

☐ No

☐ Don't know

☐ Not Applicable

**Do you feel that your Institution provides adequate social opportunities for exploring emerging sexualities and gender identities?**

☐ Yes

☐ No

☐ Don't know

**Does your Institution celebrate and promote global special days celebrating women and/or LGBTQI+ (e.g., Pride, International Women's Day, International Day Against Homophobia, Biphobia, Intersexism and Transphobia, Trans Day of Visibility, etc.)?**

☐ Yes, there are many special days promoted

☐ Yes, there are some special days promoted

☐ Rarely

☐ I've never seen any special days promoted