

Worksheet - Addressing gender-based violence against trans and non-binary people in universities and academia (Online training)

Chisato Namatsu and Anne Laure Humbert, University of Gothenburg

Exercise: Problem Tree

Introduction

The goal of this exercise is to have a better understanding of the gender-based violence against trans and non-binary people in a university through the case story, considering not only the individual consequences of gender-based violence but also its root causes and structural and institutional aspects.

You will analyse gender-based violence against trans and non-binary people, using a metaphoric diagram, a Problem Tree. The trunk represents the main issue, gender-based violence against trans and non-binary people.

In this exercise, you will classify your analysis into the following parts using sticky notes on Miro board:

- Tree roots: Causes and deeper root causes leading to gender-based violence in the university. Some causes may be layered and interrelated.
- Branches: Effects or consequences that Sam experienced as a form of gender-based violence against trans and non-binary people.
- Air: External factors such as the social, economic, and political environment outside of the university.

Case story

Sam, a senior lecturer at a university faced significant challenges after transitioning while employed in the Faculty of Humanities. Once transition became visible, Sam began to experience increased hostility from both colleagues and students.

Despite clear communication about Sam's new name and pronouns, many colleagues and students continued to misgender and call Sam by the wrong name. This constant disregard for Sam's identity created a toxic and hostile work environment. Sam's gender was politicised, and several colleagues overtly expressed that they did not have to accept what Sam asked for if they did not want to in the name of freedom of thought and religion. Sam's attempts to correct this behaviour were often ignored, adding to stress and discomfort.

Professionally, Sam noticed a disturbing shift: being excluded from important department meetings and gradually pushed out of research projects and social activities. Once a well-respected member of the academic team, Sam now felt increasingly isolated, as these exclusions seemed directly tied to transition.

The students also reflected this exclusionary attitude. Some students made derogatory comments during lectures, while others refused to participate or walked out of classes. Despite reporting these incidents to the administration, no meaningful action was taken.

How to cite this document? Namatsu, C. and Humbert, A.L. (2026). *Addressing gender-based violence against trans and non-binary people in universities and academia* (Worksheet – short version), GenderSAFE project.



**Attribution-NonCommercial-ShareAlike
CC-BY-NC-SA**

Important note for the use of the training materials: The training materials are offered under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) license, are freely available for non-commercial use with necessary credit given to the authors. This license permits personal or educational utilisation and adaptation, provided the adaptations are shared under the same terms. Designed to promote collaborative learning, this approach ensures GenderSAFE's content remains accessible and encourages further development within the community, maintaining the ethos of open, shared knowledge.