Application: University of Oxford 2020

Workplace Equality Index

Summary

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Last submitted: 9 Sep 2019 10:44 AM (UTC)

Section 1: Employee Policy

Completed - 16 Mar 2020

Workplace Equality Index submission

Policies and Benefits: Part 1

Section 1: Policies and Benefits

This section comprises of 7 questions and examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise policy audit process, policy content and communication. This section is worth 7.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

1.1 Does the organisation have an audit process to ensure relevant policies (for example, HR policies) are explicitly inclusive of same-sex couples and use gender neutral language?

GUIDANCE: The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

Please describe the audit process:

State when the process last happened:	A proportionate review date is agreed for policies when they are created e.g. the Harassment Policy and Procedure has a three year review date (revised in 2014 and 2017).
Describe the audit process:	Governance at Oxford is democratic and its 70+ policies have been through a rigorous and widespread consultation and audit process in their creation and subsequent reviews. The process can take anything from six months to three years. With this in mind audits are not run concurrently. Instead an appropriate review date is decided at each policy's creation and subsequent review. This will be brought forward if there is a change in the law or to practices within the University. The creation process ensures that the University community strongly supports its policies as it has been actively involved in creating them. The 'many eyes' approach also ensures that the documents are workable and require minimal revisions in the subsequent reviews. For example when creating and reviewing HR policies the following groups are consulted, where relevant: • Trade Unions (including the Equality Representatives) • Students' Union (including the Vice-President for

Welfare & Equal Opportunities)
• Practitioners and specialists in the field (including the Equality and Diversity Unit)
• Department and Divisional representatives and committees (including Divisional Equality and Diversity Committees)
• Equality and other staff and student networks (including LGBT+ Advisory Group).

The Head of Equality and Diversity Unit will ensure at this point that the policies are explicit in their inclusion of same-sex couples (where necessary) and that the language used is gender neutral. However this interjection has not been necessary in the past few years as there is greater awareness amongst policy makers, following extensive training on the Public Section Equality Duty, that their drafts should be inclusive and not negatively impact particular groups.

The Policy will then go through at least one of the University's major governance committees, such as the Personnel Committee. The Head of Equality and Diversity attends the Personnel Committee.The policy is ratified by Council, the University's principal executive and policy-making body, which has up to 28 members, including up to four from outside the University.

The policy may also be debated and ratified by Congregation, the sovereign body of the University which acts as its 'parliament'. It has over 4,500 members all with voting powers, including academic staff; heads and other members of governing bodies of colleges; and senior research, computing, library and administrative staff.

Describe any previous outcomes of the audit process:	The Harassment policy and procedure was audited and consulted on over an 18 month period and ratified by Council in December 2014. The Equality and Diversity Unit led the audit and following groups were consulted:

• Trade Unions (including the Equality Representatives)
• Students' Union (including the Vice-President for Welfare & Equal Opportunities)
• Harassment Advisors
• Director of Student Welfare and Support Service
• HR
• Department and Divisional representatives and committees
• Legal Services
• Equality and other staff and student networks (including LGBT+ Advisory Group).

The following committees reviewed and agreed the revisions to the documents:
• Student Health and Wellbeing Sub Committee
• Conference of Colleges and all its committees
• Personnel Committee
• Education Committee
• Council

It was given a three year audit date when it was ratified by Council in December 2014. In December 2016 only minor revisions were required to add clarity to the process and the document was rendered gender neutral at that time, it already explicitly stated that harassment on the grounds of sexual orientation was covered. Due to minor changes to the wording rather than process changing, it was agreed by the Personnel Committee in April 2017.

The Equality Policy was reviewed this year and the same stakeholders outlined above were consulted. The revised policy was approved by Personnel Committee in June and will next go to Education Committee before being ratified by Council and published in November.

1.2 Does the organisation have a policy (or policies) which includes the following?

Tick all that apply

GUIDANCE: The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero-tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

Responses Selected:

A. Explicit ban on discrimination based on sexual orientation
B. Explicit ban on discrimination based on gender identity and gender expression
C. Explicit ban on bullying & harassment based on sexual orientation
D. Explicit ban on bullying & harassment based gender identity and gender expression

Name the policy and paste the relevant policy excerpt:

	Policy	Excerpt
		The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. The University embraces diversity amongst its members and seeks to achieve equity in the experience, progression and achievement of all students and staff through the implementation

		of transparent policies, practices and procedures and the provision of effective support.
		The University recognises that equality should be embedded in all its activities and will seek to promote awareness of equality and foster good practice. The University is committed to a programme of action to support its equality policy, to monitoring its effectiveness, and to publishing information on progress towards its equality aims.
		In exercising its policies, practices, procedures and other functions, the University will have due regard to its duties under the Equality Act 2010 and to the protected characteristics[1] specified within it, as well as other relevant circumstances including parental or caring responsibilities, contract type, and working hours.
		In particular, the University will:
A. Explicit ban on discrimination based on sexual orientation	University of Oxford Equality Policy: https://edu.web.ox.ac.uk/equality-policy	• Encourage applications for study and employment from the widest pool of potential candidates, especially where representation is disproportionately low; • Take steps to meet the particular needs of individuals from protected groups where these are different from the needs of others. • In respect of students, seek to attract applicants of the highest quality and potential, regardless of background. Decisions on the

		admission of students will be based solely on the individual merits of each candidate and the application of selection criteria appropriate to the course of study.
		• In respect of staff, ensure that entry into employment and progression within employment are determined solely by criteria which are related to the duties of a particular post and the relevant salary scale; and support career development and progression to ensure diverse representation and participation at all levels.
		The University expects all members of the university community to treat each other with respect, courtesy and consideration and does not tolerate any form of bullying or harassment. It has a Policy on Harassment and Bullying, supported by a Harassment Advisory Service.
		[1] The characteristics protected by the Equality Act 2010 are: age, disability, gender reassignment, marital or civil partnership status (in employment), pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation.
		The University's commitment
		3. The University aims to provide support and understanding to those individuals who wish to take, or have taken, steps to change the gender identity they were assigned at birth. The

		University recognises that the period of transition can be very complex and difficult for the individual, and will act in a supportive and sensitive way to ease any transition period. 4. The University aims to create an inclusive trans-friendly culture, workplace and learning environment, free from discrimination, harassment or victimisation, where all transgender people are treated with dignity and respect. 5. No member of the University community, its visitors or contractors should be treated less favourably, whether before, during or after their study or employment at, or their visit to, the University of Oxford on the grounds of gender identity or reassignment. Transgender definitions 6. In this policy 'Transgender' (trans) is used to refer to the following groups: People who are taking or have taken steps to change the gender identity they were assigned at birth. This includes people covered by the Equality Act definition: "A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing
B. Explicit ban on discrimination based on gender identity and gender expression	University of Oxford Transgender Policy: https://edu.web.ox.ac.uk/transgender-policy	

		physiological or other attributes of sex."
		People who do not identify with a permanent binary gender identity, including those who identify in other ways, such as genderqueer, gender variant, non-binary or agender. These terminologies are evolving and highly personal and this list is not exhaustive.
		1. The University does not tolerate any form of harassment or victimisation and expects all members of the University community, its visitors and contractors to treat each other with respect, courtesy and consideration.

2. The University is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all members of the University community are respected.

3. The aims of the University as reflected in this Policy are to:

a. Promote a positive environment in which people are treated fairly and with respect;

b. Make it clear that harassment is unacceptable and that all members of the University have a role to play in creating an environment free from harassment; |

		c. Provide a framework of support for staff and students who feel they have been subject to harassment; and
		d. Provide a mechanism by which complaints can wherever possible be addressed in a timely way.
C. Explicit ban on bullying & harassment based on sexual orientation	University of Oxford Harassment Policy: https://edu.web.ox.ac.uk/university-policy-on-harassment	6. A person subjects another to harassment by engaging in unwanted and unwarranted conduct which has the purpose or effect of: • violating another person's dignity, or • creating an intimidating, hostile, degrading, humiliating or offensive environment for another person. (The University's definition of harassment is set out in Statute XI: University Discipline (www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142342). This definition includes, but is not limited to the definition of harassment in Section 26 of the Equality Act 2010, which relates specifically to conduct related to a protected characteristic.)
		13. Harassment can take a variety of forms.... • Through a prevailing workplace or study environment which creates a culture which tolerates harassment or bullying, for example the telling of biphobic or racist jokes.
		14. Examples of behaviour which may amount to harassment

		under this Policy include (but are not limited to) the following…. • threatening to disclose, or disclosing, a person's sexuality or disability to others without their permission • publishing, circulating or displaying pornographic, racist, homophobic, sexually suggestive or otherwise offensive pictures or other materials.
		Transgender policy: Protection against harassment and bullying 20. The University recognises it is the right of every individual to choose whether to be open about their gender identity and history. To 'out' someone, whether staff or student, without their permission may amount to a form of harassment and possibly a criminal offence. 21. Transphobic bullying and harassment can be regarded as grounds for disciplinary action, which may include expulsion or dismissal. Such behaviour will be dealt with under the University Policy on Harassment and Bullying and the University Regulations relating to complaints (as appropriate). Harassment Policy: 1. The University does not tolerate any form of harassment or victimisation and expects all members of the University community, its visitors and contractors to treat each other

		with respect, courtesy and consideration.

2. The University is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all members of the University community are respected.

3. The aims of the University as reflected in this Policy are to: |
| D. Explicit ban on bullying & harassment based gender identity and gender expression | Harassment & Transgender Policy: https://edu.web.ox.ac.uk/university-policy-on-harassment & https://edu.web.ox.ac.uk/transgender-policy | a. Promote a positive environment in which people are treated fairly and with respect;

b. Make it clear that harassment is unacceptable and that all members of the University have a role to play in creating an environment free from harassment;

c. Provide a framework of support for staff and students who feel they have been subject to harassment; and

d. Provide a mechanism by which complaints can wherever possible be addressed in a timely way.

6. A person subjects another to harassment by engaging in unwanted and unwarranted conduct which has the purpose or effect of:
• violating another person's dignity, or
• creating an intimidating, |

hostile, degrading, humiliating or offensive environment for another person. (The University's definition of harassment is set out in Statute XI: University Discipline (www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142342). This definition includes, but is not limited to the definition of harassment in Section 26 of the Equality Act 2010, which relates specifically to conduct related to a protected characteristic.)

14. Examples of behaviour which may amount to harassment under this Policy include (but are not limited to) the following:
• deliberately using the wrong name or pronoun in relation to a transgender person, or persistently referring to their gender identity history

1.3 Where the organisation has the following policies, do they explicitly state they are applicable to same-sex couples and use gender neutral language?

Tick all that apply

GUIDANCE: Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife' (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

Responses Selected:

A. Adoption policy
B. Special or Compassionate Leave Policy
C. Maternity policy
D. Paternity policy
E. Shared Parental leave policy

Provide a brief description of the policy/policies you have uploaded:

Care has been taken to ensure the language in the attached HR policies are gender neutral. The Adoption, Maternity and Paternity policies point to a glossary of terms which explicitly state that the benefits are applicable to same-sex parents. The Shared Parental Leave policy has its own glossary with an explicit reference to same-sex parents. The general leave policy is gender neutral and there are references (as indicated) to same-sex couples in the guidance on language used. The landing page 'Information for parents' which hosts all the policies shows an image of a lesbian couple and their child: https://www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents/ (this url may change in November 2019 due to website migration).

A. Upload the adoption policy

please be aware only **one** file is allowed per answer

[1.3A](#)

Filename: 1.3A **Size:** 850.9 kB

B. Upload the special or compassionate leave policy

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[1.3B](#)

Filename: 1.3B **Size:** 917.7 kB

C. Upload the maternity policy

please be aware only **one** file is allowed per answer

[1.3C](#)

Filename: 1.3C **Size:** 481.9 kB

D. Upload the paternity policy

please be aware only **one** file is allowed per answer

[1.3D](#)

Filename: 1.3D **Size:** 1.3 MB

E. Upload the shared parental leave policy

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[1.3E](#)

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Policies and Benefits: Part 2

1.4 Does the organisation have a policy (or policies) which support employees who are transitioning?

Yes

Does the policy (or policies) in place to support employees who are transitioning cover the following?

Tick all that apply

GUIDANCE: Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall's resource here.

Responses Selected:

A. Work related guidance for an employee who is transitioning

B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

C. Work related guidance for HR staff on how to support an employee who is transitioning

D. Work related guidance for managers on how to support an employee who is transitioning

E. Work related guidance for employees on how to support a colleague who is transitioning

Provide a brief description of the policy/policies you have uploaded:

The following information is taken from the University of Oxford's Transgender Guidance (revised and published in February 2018). The document was revised in consultation with Trans students and staff, divisions, departments, colleges and Oxford University Students' Union. It was agreed by the University's Education and Personnel Committee, before being ratified by Council.

We have taken excerpts from the guidance to fit the below criteria of information for different staff groups, however the document was conceived to be read as a whole by all staff groups (including Trans staff and students, HR, managers and colleagues). This approach was taken so that everyone understood the issues, were part of the ongoing dialogue and could support each other through the process.

The full guidance can be found here: https://edu.web.ox.ac.uk/transgender-guidance

A. Upload guidance for members of staff

please be aware only **one** file is allowed per answer

1.4A

Filename: 1.4A **Size:** 630.6 kB

B. Upload guidance for making changes on systems

please be aware only **one** file is allowed per answer

1.4B

Filename: 1.4B **Size:** 3.1 MB

C. Upload guidance for HR staff

please be aware only **one** file is allowed per answer

1.4C

Filename: 1.4C **Size:** 3.6 MB

D. Upload guidance for managers

please be aware only **one** file is allowed per answer

[1.4D](#)

Filename: 1.4D **Size:** 5.8 MB

E. Upload guidance for colleagues

please be aware only **one** file is allowed per answer

[1.4E](#)

Filename: 1.4E **Size:** 6.3 MB

1.5 Does the organisation have a policy (or policies) in place to support all trans employees, including people with non-binary identities?

Yes

Does the policy (or policies) in place to support all trans employees, including people with non-binary identities cover the following?

Tick all that apply

GUIDANCE: Policies submitted should include clear information around how the organisation supports all trans employees, including non-binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

Responses Selected:

A. A clear commitment to supporting all trans people, including those with non-binary identities

B. Information on language, terminology and different trans identities

C. Guidance on facilities and dress code for non-binary people

Provide a brief description of the policy/policies you have uploaded:

1.5A The University of Oxford Transgender Policy.

1.5B & C include excerpts from the University of Oxford Transgender Guidance. Both Policy and Guidance were revised in 2018 in consultation with trans students and staff, divisions, departments and colleges and Oxford University Students' Union. It was agreed by the University's Education and Personnel Committee, before being ratified by the University's Council.

Upload the policy and highlight content relevant to option A

please be aware only **one** file is allowed per answer

[1.5A](1.5A)

Filename: 1.5A **Size:** 271.0 kB

Upload the policy and highlight content relevant to option B

please be aware only **one** file is allowed per answer

[1.5B](#)

Filename: 1.5B **Size:** 2.1 MB

Upload the policy and highlight content relevant to option C

please be aware only **one** file is allowed per answer

[1.5C](#)

Filename: 1.5C **Size:** 2.1 MB

1.6 In the past two years, has the organisation communicated that its policies are LGBT inclusive to all employees?

GUIDANCE: The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

Yes

Provide a brief description of the communication you have uploaded:

The attached document includes:

• A leaflet for new LGBT+ members of staff, this leaflet is available for departments to include in their new staff starter packs and on the Equality and Diversity website on LGBT+ related pages:

https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf

• A screenshot of the LGBT+ Staff Network web resource. The full page can be found here: https://edu.web.ox.ac.uk/lgbt-staff-network#collapse1177351. The webpage makes it clear that all the University policies including those related to family leave are LGBT+ inclusive and apply to same-sex, same-gender and non-heterosexual couples. The information also points to the University's Childcare Services and Nurseries.

This resource was recently revised and moved to a new site in August 2019. The new site was launched with a communication strategy to encourage all staff to visit the website (and to update url links).

Both the leaflet and the web page demonstrate that all its employee policies are LGBT+ inclusive.

Upload a communication from the past two years highlighting the relevant content:

please be aware only **one** file is allowed per answer

1.6

Filename: 1.6 **Size:** 1.3 MB

Provide the date that the communication was shared.

1 Aug 2019

The following question is for information gathering purposes only and is not scored.

1.7 Does the organisation provide its employees with private healthcare insurance which is explicitly inclusive of LGBT-specific health needs?

No

Section 2: The Employee Lifecycle

Completed - 16 Mar 2020

Workplace Equality Index Application

The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent?

Tick all that apply

GUIDANCE: This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

Responses Selected:

A. Advertise or recruit from LGBT/diversity websites/diversity recruitment fairs and events
B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages
C. Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities
D. Other

Describe the evidence uploaded:

A. The University partnered with BAME Recruitment, a Diversity and Inclusion Consultancy firm to find candidates for the Head of Equality and Diversity Unit. A representative from BAME Recruitment sat on the interview panel.

B. The University displays the Stonewall logo on its vacancy page, linking to a page explaining the University is a Stonewall Champion and our progress in the WEI. There is also a link to E&D pages.

Job advertisements state the University's commitment to equality. Further particulars include a clear equal opportunity statement, Stonewall logo and a reference to the LGBT+ Staff Network.

C. The vacancy landing page has a link 'new to Oxford' with information for new or prospective members of staff. This page details staff representation which links to all the Equality Networks, including the LGBT+ Staff Network. There is a leaflet for new LGBT+ staff:

https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf.

D. Temporary Staffing Service is a central resource supporting departments in recruitment and management of temporary staff. They have a prominent shop front in Oxford City Centre and have a sign in their window highlighting the University's Top 100 employers position. They also celebrated the University reaching the Top 100 employers list (2019) and LGBT+ History Month (2018) on their twitter feed.

Upload evidence for option A

please be aware only **one** file is allowed per answer

2.1A

Filename: 2.1A **Size:** 663.2 kB

Upload evidence for option B

please be aware only **one** file is allowed per answer

2.1B

Filename: 2.1B **Size:** 2.1 MB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.1C](#)

Filename: 2.1C **Size:** 2.2 MB

Upload evidence for option D

please be aware only **one** file is allowed per answer

[2.1D](#)

Filename: 2.1D **Size:** 2.3 MB

2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

Select the completion rate for the training

GUIDANCE: The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. 76 – 100 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates:	Departments within the University conduct their own recruitment exercises and staff at all levels make up recruitment panels. A recruitment panel will normally have two or three staff members, plus a Chair. The role of the Chair is to ensure that the

recruitment exercise is conducted in accordance with University guidance and that equality and diversity considerations are consistently addressed (including sexual orientation and gender identity).

All Chairs are required to undertake training (and retrain every four years) and follow university guidance. All other panel members are strongly recommended to complete the training.

Our training completion rate is based on the fact that the online Recruitment and Selection course is mandatory for all staff members chairing a recruitment panel. This is further supported by the annual HR Compliance Audit, conducted in December 2018, which confirmed that all recruitment panels for that year included someone who had undergone the recruitment and selection training.

Describe the format of the training and the content you have uploaded:	The online Recruitment and Selection training course is mandatory for all Recruitment Panel Chairs. It is also strongly recommended for those sitting on a recruitment panel. The course outlines the responsibilities of the Chair which include: • ensuring the recruitment runs fairly and smoothly • that the panel is balanced, as far as possible, by gender and other characteristics • that the process is free from bias and conducted inclusively. It is also the responsibility of the Chair to ensure that their panel members are aware of and apply University guidance on recruitment and selection. There is a link to this in the training. The training outlines the Equality Act 2010 and provides detail on all the protected characteristics, including sexual orientation and gender reassignment. The course explains unconscious bias and how this can result in discriminatory choice in recruitment. There is also information on recruitment monitoring and how this information is

used by the University.

The training details the steps a recruiting panel can take to avoid bias and discrimination including:
• creating a comprehensive selection criteria
• using only the selection criteria to measure the candidate's suitability
• and using the same selection methods and evidence for the shortlisted candidates.

Upload training content

please be aware only **one** file is allowed per answer

[2.2](#)

Filename: 2.2 **Size:** 14.1 MB

Upload training content

please be aware only **one** file is allowed per answer

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2.3 What information does the organisation supply to all new employees (external appointments) when being inducted in to the organisation?

Tick all that apply

GUIDANCE: The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

Responses Selected:

A. Explicit message from senior leader on their commitment to LGBT inclusion

B. Information on the LGBT employee network/allies programme or initiative

C. Information on LGBT inclusive policies

Briefly describe the induction process and at what point the new starter receives the above information:

A. All new employees receive an offer letter and contract from the Head of Department (screenshot attached) outlining important information on working at Oxford, including the University's commitment to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. Due to its relatively unique constitution and the devolved nature of the University's governance, Heads of Department are senior leaders at Oxford. Heads of Department are members of the Divisional Boards which has oversight of the organisation, development, and delivery of curricula in their respective Divisions. Some Heads of Department may sit on Council the Policy forming body, all will sit on Congregation which has ultimate responsibility for legislative matters.

B. The offer letter and contract from the Head of Department points to the various equality networks within the University, including the LGBT+ Staff Network. New Starters are also strongly encouraged to take the online induction (which outlines all the staff networks including the LGBT+ Staff Network). The University holds a variety of inductions events for staff throughout the year:
• Professional Services Conference for all staff
• Registrars update for all staff
• Welcome events for new Researchers

• Welcome event for new Academics

The Equality and Diversity Unit has a stall at each of these events, with rainbow lanyards and postcards promoting the LGBT+ Staff Network. This is also an opportunity for staff to talk to the team on how they can influence and promote Equality, Diversity and inclusion in their own departments.

The University in conjunction with the LGBT+ Advisory Group designed a leaflet for new LGBT+ members of staff. The leaflet was created for departments to include in their starter packs, it is on the Equality and Diversity website and handed out at the above events. The leaflet includes information on the LGBT+ Staff Network, Role Models and Allies Networks: https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf

c. Attached is a screenshot of the employee's handbook which all members of staff are required to read. Staff are made aware of the handbook via their contract, the online induction and the staff gateway (University Intranet). The handbook includes Equality and Diversity Policy, the Harassment Policy and family friendly policies (Maternity, adoption, shared parental, paternity or birth and adoption support leave).

The new LGBT+ staff leaflet also includes information on the above policies: https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf

Upload evidence for option A

please be aware only **one** file is allowed per answer

2.3A

Filename: 2.3A **Size:** 250.2 kB

Upload evidence for option B

please be aware only **one** file is allowed per answer

2.3B

Filename: 2.3B **Size:** 2.3 MB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.3C](#)

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The Employee Lifecycle: Part 2

2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?

GUIDANCE: Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

Yes

Describe how non-binary identities are recognised on workplace systems:

Since 2014 employees have been able use the title Mx or no title on our HR System. Employees can select male, female or other for their gender marker. With the introduction of HR Self-Service, in June 2018, employees can view and update their own records, in confidence, including changing their gender marker and indicating whether they are trans or have a trans history. Previously changes could only be made via a request to a HR administrator.

All members of the University are issued a University Card which is integral to accessing most functions in the University. Once a card has been issued employees are granted IT and email access, the information on the card also feeds into the central telephone and email directory. A University Card is also an internal identity card enabling access into buildings across the University. The University card application form asks for the individuals preferred name and this is put on the card. Their title is optional and their gender is not requested on the form.

2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?

Tick the completion rate for the training

GUIDANCE: The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. Organisational policy and legislation	26–50%
B. Language, stereotypes and assumptions	26–50%
C. Challenging inappropriate behaviour	26–50%
D. Routes to reporting bullying and harassment	26–50%

Describe how you estimate completion rates:	Our Learning and Development courses are not currently linked to the HR system therefore the completion rate has been conservatively estimated based on the annual participant rates. University and departmental Inductions strongly encourage new members of staff to complete the E&D training. However in Medical Sciences Division who employ 39% of the University's staff, it is mandatory for all new staff. Departments will also conduct publicity drives to encourage participation in training during the year, this maybe more focused during anti-bullying week, LGBT History Month, Black History Month, Trans Visibility day etc. In the Science Departments there was particular focus on LGBTSTEM day.
Describe the format of the training and the content you have uploaded:	The content uploaded is from two online courses. New staff are directed to the Equality and Diversity online course when they join the University and are

strongly encouraged to take the course in the offer letter and later in their induction. Departments will also have communication drives during the year to encourage take up from existing members of staff, especially around anti-bullying week.

Equality and Diversity online course is an introduction to equality and diversity and why they are important both to the University and to staff members. It provides an overview of the legislation, staff's rights and responsibilities, and guidelines for ensuring that equality and diversity are embedded in their work.

Challenging Behaviour: Dealing with bullying and harassment in the workplace is an online course designed to provide a better understanding of why certain behaviours are inappropriate, the damage caused by bullying and harassment, how to respond to inappropriate behaviour and the tools to put a stop to it.

Example A - Equality and Diversity online course
Example B - Challenging Behaviour course
Example C - Equality and Diversity online course and Challenging Behaviour course
Example D - Equality and Diversity online course

Upload evidence for option A

please be aware only **one** file is allowed per answer

[2.5A](#)

Filename: 2.5A **Size:** 2.3 MB

Upload evidence for option B

please be aware only **one** file is allowed per answer

[2.5B](#)

Filename: 2.5B **Size:** 1.3 MB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.5C](#)

Filename: 2.5C **Size:** 8.0 MB

Upload evidence for option D

please be aware only **one** file is allowed per answer

[2.5d](#)

Filename: 2.5d **Size:** 2.8 MB

2.6 In the past year, which of the following messages have appeared in internal communications to all employees?

Tick all that apply

GUIDANCE: Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHoBiT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

Responses Selected:

A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHoBiT

B. Information about Bi-visibility Day and/or other bi specific events (e.g. bi pride events or Bicon)

C. Information about Transgender Day of Visibility, Transgender Day of Remembrance and/or Trans Pride

D. Information about the LGBT Employee Network Group and allies activity

Upload evidence for option A

please be aware only **one** file is allowed per answer

[2.6A](#)

Filename: 2.6A **Size:** 1.3 MB

Upload evidence for option B

please be aware only **one** file is allowed per answer

[2.6B](#)

Filename: 2.6B **Size:** 394.8 kB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.6C](#)

Filename: 2.6C **Size:** 396.5 kB

Upload evidence for option D

please be aware only **one** file is allowed per answer

[2.6D](#)

Filename: 2.6D **Size:** 2.5 MB

Provide date for option A

21 Feb 2019

Provide date for option B

1 Aug 2019

Provide date for option C

1 Aug 2019

Provide date for option D

1 Oct 2018

The Employee Lifecycle: Part 3

2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?

Tick all that apply

GUIDANCE: Communications here can either be specific communications to LGBT people through the employee network group OR an all-employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

Responses Selected:

A. General leadership and development programmes

B. LGBT specific leadership/professional development programmes

C. LGBT specific seminars and conferences

D. None of the above

A. Describe the programmes and how these programmes are promoted to LGBT employees:	A regular newsletter is compiled by the Equality & Diversity Unit for the LGBT+ Staff Network. The newsletter promotes professional development opportunities including: • Micro-internship programme for Research Staff. 36% of our staff are Researchers and are usually at the beginning of their careers. This programme develops key employ-ability skills and

	competencies such as commercial awareness, communication skills and problem solving, as well as providing an insight into new sectors. • Career support for Administrative and support staff. A confidential service with Managers, who are experienced recruiters, providing mentoring and impartial advice on writing effective job applications and preparing for/learning from interviews.
B. Describe the programmes and how these programmes are promoted to LGBT employees:	The LGBT+ Role Models workshop is to help participants: • understand what it means to be an LGBT+ role model, • explore the potential barriers to being a role model and identify ways to overcome them, • leave with their own personal action plan, • and provide an opportunity to meet some other role models in a supportive and safe space. The opportunity to attend the workshop is targeted at LGBT employees via: • Newsletter LGBT+ Staff Network • Newsletter to LGBT+ Allies to distribute locally in their departments.
C. Describe the programmes and how these programmes are promoted to LGBT employees:	The interdisciplinary Queer Studies Network brings together scholars at Oxford whose work engages with queer studies, in order to open up new avenues for engagement with queer theory, marginalised voices and LGBTQIA+ experiences. Events are open to all and advertised through a website and University wide newsletter. The Equality & Diversity Unit promote a number of these events via the LGBT+ Staff Network newsletter, including the seminar: Performance and Queer histories, from Shakespeare to Tchaikovsky and Marc Almond.

A. Provide a date on which these opportunities were communicated

13 Mar 2019

B. Provide a date on which these opportunities were communicated

12 Jul 2019

C. Provide a date on which these opportunities were communicated

21 Jan 2019

2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

GUIDANCE: The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

Yes

Describe how contributions are recognised:

Committee participation is valued and encouraged at Oxford. This is evidenced by the criteria in the merit award for Professors which includes a requirement that awardees regularly contribute to the University administration (i.e committees).

The LGBT+ Advisory Group is an integral part of the governance structure on Equality and Diversity at Oxford. All staff members have a named role in the Advisory Group: Chair, Vice-Chair, Social Secretary and 6 Link Officers. Their work on the Advisory Group forms part of their core role and is not done in addition or outside of their working hours.

The University has a Personal Development Review (PDR) scheme which is an annual discussion between staff and their line manager that aims to integrate support for individuals with the achievement of departmental and university objectives. As one of the 8 core principles of the University's PDR scheme the individual is responsible for self-evaluation of their own performance against agreed objectives and for suggesting any areas for future development. In line with the University's strategic plan to "embed awareness of equality and diversity across all our activities" the LGBT Advisory Group members discuss their involvement as part of their PDR objectives.

The University held its first Vice-Chancellors Diversity Awards ceremony in May 2018. At the event the Vice-Chancellor and Pro-Vice Chancellor for Equality and Diversity publicly thanked the members of the LGBT Advisory Group, BME Staff Network and Disabled Staff Advisory Group for their efforts throughout the year and presented the Chairs with a bunch of flowers. The Vice-Chancellor has also publicly thanked the Advisory Group for all their work at every LGBT History Month lecture. This year the Vice-Chancellor pointed to the fact that it is their commitment and contribution which helped the University reach the Stonewall Top 100 employers list.

2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

GUIDANCE: Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes

Describe the exit interview/survey process and how LGBT issues would be identified or raised:	Exit interviews are conducted by Departments and they each adopt different methods of collecting the information whether that is online, a paper based questionnaire (at the point of leaving or 6 months later) or via a face to face interview with their local HR. For example the Chemistry department who employ approximately 400 staff use an online questionnaire and request the reasons for resignation if voluntary, with an open comment box.
Describe how any issues raised would be acted upon by the organisation:	Exit interviews are reviewed and action taken to address the issue at Departmental level. In the case of the Department of Chemistry the exit interview data collected online is reported annually to their departmental Equality and Diversity Panel, their Consultative Committee and Management Board.

Section 3: LGBT Staff Network Group

Completed - 16 Mar 2020

Workplace Equality Index Application

ENG: Part 1

Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

3.1 Does the organisation have an LGBT employee network group for LGBT employees?

A. Yes, with a defined role and terms of reference

Upload the LGBT employee network group's terms of reference:

please be aware only **one** file is allowed per answer

[3.1A](3.1A)

Filename: 3.1A **Size:** 163.5 kB

ENG: Part 2

3.2 Does the LGBT employee network group have clearly defined yearly objectives?

GUIDANCE: Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes

List examples of some of your most recent objectives and progress towards achieving them:

The Advisory Group combines student representation and elected members of the LGBT+ Staff Network. The Staff Network is for all LGBT+ Staff (including college and Oxford University Press employees) it has an email list which acts as a confidential discussion forum and a channel to distribute information. The Network also holds social and work-related meetings throughout the year.

The Advisory Group's role is to work with the Equality and Diversity Unit, and across the collegiate University, to highlight issues relating to LGBT+ staff and students in order to inform the development of University policy and practice in relation to LGBT+ staff and students and to facilitate consultation and the sharing of information with LGBT+ staff and students. The Advisory Group and Network has broad aims in their TOR's and developed an action plan with the Equality and Diversity Unit, based loosely on the WEI criteria, to meet these aims.

Objectives in this year's action plan, which are the sole responsibility of the group, and progress include:

O - Further diversify its membership and have a stronger focus on intersectionality.

P – An invitation to join the Advisory Group was extended to members of the BME Staff Network (there was already a member of the Disabled Staff Network in the Advisory Group). The invitation was accepted and the Co-Chair of the BME Staff Network was appointed a co-opted member of the Advisory Group.

O - Plan and deliver the annual LGBT History Month lecture, events for Oxford Pride, and LGBT+ Advisory Group AGM, ensuring the intersection with other diversity strands as far as possible.

P – The events for LGBT History month and Oxford Pride were successfully organised by the Group and the EDU. The lecture looked at the intersection of faith and sexuality. Every effort was made to approach a diverse range of speakers for the Pride event, unfortunately we did have a BME speaker drop out at the last minute but there were speakers who were L, G, B and T, with a good gender balance and one speaker spoke also about their disability.

O- Collaborate with the other internal equality networks: Hold an initial scoping meeting to find opportunities to work together; Develop and deliver a plan for joint working.

P - There have been ongoing meetings with the Chairs of the respective equality networks, identifying areas to work together and collaborate. An action plan is to be developed. A very positive result of this ongoing communication was the BME Staff Network and LGBT+ Advisory Groups involvement in the annual Disability lecture. Chairs from the three groups had a visible speaking role at the opening and closing of the lecture. Attendees remarked on how positive it was to see all the groups represented and collaborating.

3.3 Which of the following support activities does the LGBT employee network group facilitate?

Tick all that apply

GUIDANCE: The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

Responses Selected:

A. Provide confidential support to all employees on LGBT issues
B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment
C. Have been consulted on improving internal policies and practices
D. Have been consulted on business development, organisational priorities and/or the organisation broader work

Describe the options selected:

| A. Describe the confidential support the group offers and how this is communicated to all staff: | The LGBT+ Advisory Group Chair will offer confidential advice and support to individuals on LGBT+ issues, including LGBT+ and non LGBT+ people, internal and external. The support is promoted on their website: https://edu.web.ox.ac.uk/lgbt-advisory-group

The text on the website states: 'If you have any questions about the group or would like to speak confidentially about an LGBT+ issue, even if you are not a member of the LGBT+ community, please contact the Chair, ██████ ████████████████████████'

In the past year alone the Chair has
• Provided departments and individuals with policy |

	advice
	• Provided advice to external institutions on LGBT+ equality
	• Taken part in and promoted participation in LGBT related research
	• Supported LGBT+ staff who were encountering problems at work or who were new to the University.
	LGBT+ Role Models are also available to speak to new members of staff, they have the following statement on their web profiles ' If you are a new member of staff who is LGBT+ and would like to know more about Oxford and the University from an LGBT+ perspective, please do get in touch.' The leaflet for new LGBT+ staff points to this resource.
B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:	Seven members of the LGBT+ Staff Network are trained Harassment Advisors and their details are profiled in two locations, the Harassment Advisory Service and Information for LGBT+ Staff:
	• https://edu.web.ox.ac.uk/support#collapse1231811
	• https://edu.web.ox.ac.uk/lgbt-staff-network#collapse1177066
	The Network page states:
	The University does not tolerate any form of harassment or victimisation and expects all members of the University community, its visitors and contractors to treat each other with respect, courtesy and consideration. To read the Policy, visit the Harassment Policy webpage.
	Should you need to speak to someone the University supports a network of Harassment Advisers. To find out who the Harassment Advisor is for your department/faculty/unit/college please:
	telephone (2)70760 or email to harassment.line@admin.ox.ac.uk. If you would prefer to speak to a Harassment Advisor who is LGBT, we have seven Advisors who

	can be contacted direct. For more information visit the Harassment Advisor Network webpage. The leaflet for new LGBT+ staff also points to this resource.
C. Describe the consultation process and outcome:	Over the past few years the LGBT+ Advisory Group have been consulted on a number of policies and practices at Oxford including: • Marketing used to promote the staff benefit My Family Care • Trans Policy and Guidance. The group were also instrumental in developing and delivering the communication strategy for the revised Trans documents. • Diversity question for HR Self- Service system. This year the Group were: • Consulted and provided feedback on the review of the Equality Policy. As a result of this consultation the new policy will include stronger language around inclusion in the policy. • Consulted and provided feedback on the review of governance structure around Equality and Diversity at Oxford. As a result of this consultation a recommendation will be made that the Chair of the LGBT+ Advisory Group joins the Equality and Diversity Panel when it is restructured this academic year.
D. Describe the consultation process and outcome:	The LGBT+ Advisory Group proposed a revision to the University's LGBT+ Equality Objective, following the University joining the Stonewall Top 100 employers list. The original objective recommended by the Advisory Group in 2017 was to 'Join the Stonewall Top 100 Employers list by 2020'. The Advisory Group assessed Stonewalls feedback on the University's submission to the WEI and recognised that extensive work was required to maintain this position. The Group therefore recommended the following revision: 'Consolidate our position in the Stonewall Top 100 Employers list'. The recommendation was taken to the Personnel

	Committee, E&D Panel and was ratified by Council in July 2019. This is also a stated equality objective in the University's Strategic Plan.
	The Chair and Vice-Chair of the LGBT+ Advisory Group are integral in forming responses to media queries on LGBT+ issues at Oxford. Public Affairs have built up a good relationship with the Chair and regularly seek their advice on internal and external communications.
	The Vice Chair met with the shortlisted candidates for the role of Head of Equality and Diversity Unit, alongside Chairs from the other Equality Groups. Feedback from the Equality Groups formed part of the recruitment panels' final decision on the successful candidate.

ENG: Part 3

3.4 In the past year, which of the following activities has the LGBT employee network group undertaken?

Tick all that apply

GUIDANCE: 'Awareness raising events' here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. 'Mentoring or coaching programme' here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. 'Reverse mentoring' here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

Responses Selected:

A. Social networking event for members
B. Lesbian, gay and bi equality awareness raising event
C. Trans equality awareness raising event
D. Collaborated with other LGBT network groups
E. Collaborated with other internal network groups
F. Mentoring or coaching programme

Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.

A. Social networking event for members	The LGBT+ Advisory Group and Network meets the first Thursday of every month and alternate between a local pub and the University Club. In January there was a special first Thursday which doubled up as a welcome event for new members of staff or for existing staff who had not attended before. Role Models and Advisory Group members attended to meet and greet newcomers.

	Arrangements were also made with individuals to meet with role models somewhere neutral beforehand, so they had someone to walk in with and help make introductions.
	The Network also has: • A book club • A monthly meet up for dinner 'cheap eats' (a meal at a low cost local restaurant) • A monthly LGBTea (a social meeting in a café or tea shop, to make sure that there is at least one event each month not based in a venue serving alcohol) • An LGBT+ Knitters meet up group.
B. Lesbian, gay and bi equality awareness raising event	The 2019 Micro-talks event organised by the Staff Network and University for Oxford Pride gathered together six speakers. Their talks took a variety of approaches on the events title: Small victories, big changes. This included: • Acting Up: reflections from a gay neuroscientist (Andrew Segerdahl) • Police @ Pride (Jack Doyle) • Material Girls: LGBTQ+ collecting practices and holding on to heritage (Mara Gold) • Beyond the binary project (Hannah Bruce) The event was open to both University staff and students and the general public. It was promoted via the University's internal communication methods (newsletters, events listing, emails to departments and colleges) and external channels (Daily Info, Oxford Pride website and social media, Oxford Brookes networks).
C. Trans equality awareness raising event	The 2019 Micro-talks event (see 3.4B) also included a talk on trans awareness: • Sarah Stephenson–Hunter provided a personal perspective on the small victories she has experienced as a trans woman with a disability.

D. Collaborated with other LGBT network groups	The Advisory Group have established a close working relationship with Oxford Brookes University LGBT Staff Network. Collaboration has included: • Coordinating events for LGBT History Month to avoid clashes. • Contributing to Oxford Brookes LGBT+ History Month promotional material which pulls together all the events in the University of Oxford, Oxford Brookes and in the community. • Cross promoting each other's events. One member of the Advisory Group acts as a formal Link Officer with Oxford Brookes. The LGBT+ Advisory Group is a member of the LGBT+ Network of Networks (NoN) in Higher Education and is represented by the Chair. In response to a Sunday Times letter and article on Trans inclusion and Stonewall, the Chair collaborated with other members of NoN to create a rebuttal letter in support of Stonewall: www.change.org/p/editors-lgbt-inclusivity-in-higher-education-who-are-the-victims
E. Collaborated with other internal network groups	As referenced in Q3.2 there are ongoing meetings with the Chairs of the respective equality networks, in which they are identifying areas to work together and collaborate. An action plan is to be developed. A very positive result of this ongoing communication was the BME Staff Network and LGBT+ Advisory Groups involvement in the May 2019 annual Disability lecture. Chairs from the three groups had a visible speaking role at the opening and closing of the lecture. Attendees remarked on how positive it was to see all the groups represented and collaborating. The LGBT+ Advisory Group Chair sent an email to the Staff Network in October celebrating Black History Month and promoting the BME Staff

	Networks events.
F. Mentoring or coaching programme	A number of LGBT+ Role Models, who are also LGBT+ Staff Network Members have participated in mentoring training delivered specifically to them by the Oxford Learning Institute. This training is offered to all staff who take the Oxford LGBT+ Role Models Workshop. Details of Role Models who will act as mentors are advertised on their individual profiles (https://edu.web.ox.ac.uk/lgbt-role-models), those seeking a mentor can contact them direct to organise the mentoring. This is also advertised on the training and mentoring webpage: https://edu.web.ox.ac.uk/training We also promote the mentoring from Role Models in the 'Information for new LGBT+ Staff' leaflet https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf

3.5 In the past two years, has the LGBT employee network group held campaigns, initiatives, seminars or events engaging with the following diversity strands?

Tick all that apply

GUIDANCE: 'Initiatives' and 'campaigns' here refer to specific programmes or projects – online or offline – undertaken to achieve LGBT specific aims in the near-term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women's Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

Please provide specific dates or time periods within the last two years.

Responses Selected:

A. Age
B. BAME
C. Disability (excluding disability related to mental health)
D. Women
F. Mental health (including disability related to mental health)
G. Religion

Describe the campaigns, initiatives, seminars or events and when they occurred:

	One of the Diversity and Awareness in STEM events

A. Age	in May 2019 included a talk from LGBT+ Staff Network member ███████████████. Professor Hodges spoke about how he discovered Alan Turing's story forty years ago through a combination of being a maths student and a Gay Liberation Front activist. And he reflected on how things have changed since 1983, ████████ ███████████████████████████ ████████.
B. BAME	██████████ gave the February 2018 LGBT+ History Month lecture, an event organised by the staff network and the University. ████ a marketing and communications director, has written for various publications including the Guardian, Huffington Post and his own blog. In the lecture and subsequent Q&A he explored his identity ████ ██████████████████ and the importance of having a diversity of role models in the LGBT+ Community.
C. Disability	For Oxford Pride in June 2018 the Advisory Group organised an evening of Micro-Talks. ████████ ████████ gave the talk 'How mindfulness helps me to show my true colours'. ███████ spoke honestly about how mindfulness has helped her coming out, realising how being truly kind to yourself is difficult if you are hiding a very important part of who you are. Mindfulness also helped ████████ with her chronic pain conditions and diabetes, learning to accept herself and also help from others.
D. Gender	For the Oxford Pride Micro-talks in June 2019 ████████████████████ gave a talk on Intersex Human Rights in the UK. ████████ spoke about the surgeries that are often performed on intersex infants and that there is an emphasis on ensuring that intersex children conform to heterosexual feminine or masculine behaviour that matches the sex assignments that have been surgically given to them.
F. Mental Health	An email from the Chair of the Advisory Group went out in March 2018 & 2019 to the LGBT+

	Network encouraging members to take part in University Mental Health Day. The email also outlined internal sources of support on mental health for staff and students. An LGBT+ Network member also took part in the University's Mental Health Social Media Campaign. Twitter, Instagram and Facebook posts pointed to the Medium Article: https://medium.com/oxford-university/our-oxford-community-university-mental-health-day-2018-ae5b82ada584 Waverly can be seen wearing their University branded LGBT+ Rainbow lanyard and pronoun badge, alongside an article which speaks very honestly about their struggle with mental ill health and how their department have taken practical steps to help everyone's well-being.
G. Religion	The Group have been deliberate in ensuring a diversity of religions in their talks over the past two years: • ▇▇▇▇▇▇▇▇ gave the 2019 LGBT History Month Lecture 'Faith & Sexuality – A Safeguarding Crisis?'. In the lecture ▇▇▇ outlined evidence of the harm that certain teachings have caused the LGBT community and what can be done to address this major safeguarding issue affecting young LGBT Christian teenagers today. • In the Micro Talks for Pride Week (June 2018) ▇▇▇▇▇▇▇▇▇ gave a talk 'The Dragon King's Daughter - Buddhist LGBTQIA+ realities'. ▇▇▇▇ spoke about her own experience of being both LGBTQIA+ and a practicing Buddhist.

ENG: Part 4

3.6 In the past year, what initiatives has the LGBT employee network group undertaken to ensure the membership is as diverse as possible?

Tick all that apply

GUIDANCE: Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

Responses Selected:

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)
B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems)
D. Other

Describe the initiatives selected and when they took place or were implemented. Please include specific dates or time periods.

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)	• The Chair of the Advisory Group is the Trans Rep for the Group. • The Staff Disability and Trans Advisor attends the Advisory Group meetings. • Over the past few years the Advisory Group took various approaches to ensuring there was a bi-sexual representative on the group, including approaching individuals directly and making explicit calls for volunteers to the Network. Due in part to this effort the group now has four members who identify as bisexual.
B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT	The LGBT+ Staff Network website https://edu.web.ox.ac.uk/lgbt-staff-network includes the statement:

people with multiple identities	The LGBT+ Staff Network welcomes all Lesbian, Gay, Bisexual and Trans + Oxford University staff, including OUP and the colleges. Post-graduate students are also welcome to join. The + represent minority gender identities and sexual orientations not included explicitly in the acronym LGBT. The network is inclusive of people with multiple identities, and work collaboratively with the Disabled Staff and BME Staff Networks. This statement is also included in the leaflet for new LGBT Staff https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf
D. Other	All LGBT+ staff are encouraged sit on the LGBT+ Advisory Group and this is evidenced by the fact that staff at all levels have been or are now represented including Senior Academics, Researchers, Management and Professional, and Support Staff. The process for electing representatives to the LGBT+ Advisory Group is democratic and seniority is not a determining factor. When a position becomes available LGBT+ staff will put themselves forward and Network members vote on who they would like to represent them on the Advisory Group. Membership of the Advisory Group is an opportunity to demonstrate and develop leadership skills. To ensure the Advisory Group remains diverse in terms of staff representation and that network members see there are no barriers to their participation, all current members have written a profile about themselves on the Advisory Group website including their job title and department.

3.7 Has the LGBT employee network group undertaken any additional work in the past year to advance LGBT equality in both your organisation and the wider community?

GUIDANCE: The work detailed here should be additional to the work already covered in other questions.

Yes

Describe the activity and impact. Please include specific dates or time periods.

Advisory Group members took part in a number activities internally and externally to promote and celebrate LGBTSTEM Day. Their participation in the following events was supported by their departments.
• The Chair wrote an article for the University on the importance of LGBT inclusion and role models in STEM subjects: https://medium.com/oxford-university/lgbtstemday-2019-43f0b6aabc7b

███████████████████████ sit on the Steering Group of "Queering Spires" at the Museum of Oxford in their capacity as the Chair and Vice-Chair of the LGBT+ Advisory Group. This is a community project with Oxford City Council, Tales of Our City and Oxford Pride which is mapping and recording the histories of Oxford's many queer spaces, from pubs and clubs to organisations and publications, aiming to centre personal memories and experiences and represent a diverse range of perspectives.

3.8 Does the LGBT employee network group's terms of reference state that the group is inclusive of bi and trans people? Tick all that apply.

Responses Selected:

A. Bi people

B. Trans people, including non-binary people, trans men and trans women

Section 4: Allies and Role Models

Completed - 16 Mar 2020

Workplace Equality Index Application

Allies and Role Models: Part 1

Section 4: Allies and Role Models

This section comprises of 9 questions and examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models, then the individual actions they take. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Allies

4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies?

GUIDANCE: The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.

B. Yes, a separate allies network group

Describe the allies programme or initiative:

The University has a LGBT+ Allies Network. The Network is representative of staff at all levels: academic, researcher, professional and management, and support staff. There is also representation from across the Divisions. After attending the Allies workshop, Dr Surender made a commitment, and repeated that commitment when meeting with the LGBT+ Advisory Group, to encourage more senior staff to attend the workshop.

The Network was created after a cohort of staff received the Stonewall Allies training in February 2017. That cohort has since grown with an in-house Allies workshop developed by the Oxford Learning Institute. The first session of the In-house Allies workshop was delivered in December 2017 and there have been 4 more workshops since. Existing Allies attend the workshop to share their own experience of being an ally and any initiatives they have taken forward. Both groups have lunch together to network and talk more informally.

Due to the devolved nature of the University and the spectrum of disciplines, the workplace culture in departments can be very different. Therefore effective positive culture change has to be tailored to the department and influenced by people working in those environments. For this reason we created a successful model by which our Allies and Role Models influence and have a positive impact on their immediate environments. In order to support them in doing this the Equality and Diversity Unit sends out a regular newsletter to the Allies with information on events and initiatives organised by the University and the LGBT+ Advisory Group, examples of good practice from other Allies, further training opportunities and relevant policies change. The Allies are encouraged to share the newsletters with their colleagues. The newsletter also profiles the new members of the network to further create a sense of community.

In total 120 members of staff have attended the Allies workshop and joined the Allies Network.

Upload a communication advertising the allies programme or initiative:

please be aware only **one** file is allowed per answer

[4.1B](#)

Filename: 4.1B **Size:** 508.4 kB

4.2 In the past year, has the organisation held internal awareness raising sessions, campaigns or initiatives specifically for allies which cover the following?

Tick all that apply

GUIDANCE: Content/activity should be tailored for non-LGBT people and run through mechanisms that engage allies. Content should cover all LGBT identities (lesbian, gay, bi and trans).

Responses Selected:

A. The importance of allies
B. Discrimination towards LGBT people
C. Personal stories from LGBT people
D. Actions they can take to be effective allies

Provide a brief description of the content you have uploaded:

An in-house LGBT+ Allies workshop was developed and delivered for the first time in December 2017.

This has subsequently been delivered 4 more times. The following content is taken from the workshop.

For option C, the facilitator is an LGBT+ Role Model and included personal stories throughout the session

and also pointed to the web resource of University LGBT+ Role Models in the University.

The opportunity to attend the workshop was promoted via:

• Equality and Diversity Newsletter

• Word of mouth from Allies who had attended the Stonewall Allies training.

The date provided below is the most recent workshop.

Upload content covering option A:

please be aware only **one** file is allowed per answer

[4.2A](4.2A)

Filename: 4.2A **Size:** 729.5 kB

Upload content covering option B:

please be aware only **one** file is allowed per answer

[4.2B](4.2B)

Filename: 4.2B **Size:** 544.1 kB

Upload content covering option C:

please be aware only **one** file is allowed per answer

[4.2C](4.2C)

Filename: 4.2C **Size:** 308.4 kB

Upload content covering option D:

please be aware only **one** file is allowed per answer

[4.2D](#)

Filename: 4.2D **Size:** 1.7 MB

Provide a date for Option A:

24 Jul 2019

Provide a date for Option B:

24 Jul 2019

Provide a date for Option C:

24 Jul 2019

Provide a date for Option D:

24 Jul 2019

4.3 Does the organisation enable allies to visibly signal their commitment to LGBT equality?

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs.

Yes

Describe how allies can visibly signal their commitment to LGBT equality:

Our allies have identified a number of ways they can visibly signal their commitment to LGBT+ equality including:

• Using a specially designed 'A proud LGBT+ Ally' logo in their email signatures.

• Including their preferred pronouns in their email signature and when introducing themselves in meetings.

• Displaying specially designed Oxford branded rainbow flag postcards on their noticeboards or office door.

• Wearing Oxford branded, rainbow lanyards

• Wearing specially designed badges that has the 'A proud LGBT+ Ally' logo and their preferred pronouns.

Allies and Role Models: Part 2

Allies

4.4 In the past year, which of the following activities have allies engaged in?

Tick all that apply

GUIDANCE: 'Helped organise' here, refers to allies taking an active involvement in the planning and execution of events. It does not mean allies simply turning up to events.

Responses Selected:

B. Helped organise a lesbian, gay and bi equality awareness raising event
C. Helped organise a trans equality awareness raising event
D. Recruited other allies
E. Coached or mentored other allies
F. Other

Describe the activities selected. Please include specific dates or time periods.

B. Helped organise a lesbian, gay and bi equality awareness raising event	Allies were integral to the promotion of LGBT+ History Month Lecture and Pride event, publicising them in their local departments and encouraging their colleagues to attend. An Ally incorporated LGBT+ awareness in existing student data systems training that they deliver, this included: • Explaining the exact meaning of the data held in the sex and title fields and that this might not align with a person's gender identity. • Highlighting the use of the gender neutral Mx as a title • Encouraged the use of they/them/their as a gender neutral pronoun to be used as a default when dealing with people to avoid assumptions, complicating interactions.

C. Helped organise a trans equality awareness raising event	An Ally organised a Trans awareness event, that was advertised to all staff in the University. The event was organised in part to highlight the outcomes and recommendations of the Student Unions Trans Report but also to raise awareness. 50 members of staff attended the event and the Ally received positive feedback from the attendees. The details of the event are below: Trans awareness workshop 25 February, 12-1:30pm Martin Wood Lecture Theatre, Department of Physics Speakers: ███████████████████ ██████████████████████ ██████████████████████ Currently we are hearing more and more about transgender people and issues in the press, media and everyday life. However, with trans people making up only relatively small percentage of the population in the UK it is quite possible you have many questions that are currently unanswered. What does it mean to be transgender? Why are people trans? What do all the different terms mean? What can I ask and what should I avoid? Dr Barker covers the basics and aims to answer all your questions in this transgender 101. Oxford SU representatives will discuss the Trans Report and student experiences.
D. Recruited other allies	The LGBT+ Allies have been our best promotional tool in recruiting new allies. Whether that has been conversations started as a result of their email signatures, their rainbow lanyards or their local promotion of events and training. The Allies newsletter always includes dates for the Allies and Role Models Workshops, which they share locally. As a result of the Allies recruiting colleagues we have a waiting list of 32 to attend the Ally workshop and three LGBT+ staff signed up for the next Role Models Workshop. One Ally has made it an explicit objective in their

	Divisional E&D Strategy to 'encourage and support staff, particularly senior staff, to attend LGBT+ Role Models or Allies training'.
E. Coached or mentored other allies	The Allies reported that they had coached their colleagues on LGBT+ issues, as a result of explaining their use of pronouns or Ally logo in their email signatures. More specific examples include: • Supported colleagues in Events management to be more careful of heteronormative language in communication or assuming the gender of attendees. • Facilitated conversations in the office on what the letters in LGBTQIA+ mean, reassuring them it's ok to make mistakes as long as they are open to learning. • Engaged the department to re-label 50% of the building toilets to gender neutral. A compromise on 100% gender neutral. • Invited the Chair and Trans representative of the LGBT+ Advisory group to a peer-mentoring group of women in physics/engineering to discuss how cis-gender women can become better allies to trans women and non-binary colleagues. • Briefed the departmental Athena Swan self-assessment team on the role of the LGBT+ Allies. • Raised pronoun usage in a team meeting. The student facing team agreed that on top of signalling support for the LGBT+ community, it would remove the guesswork for international students on how they should refer to the member of staff in subsequent email correspondence. The whole team now have pronouns in their signatures.
F. Other	• Two Allies that work in the Examination School, a significant venue in the University, have scheduled with the facilities team for the rainbow flag to be hung in the great hall for all the LGBT+ calendar dates (LGBT history month, Oxford Pride etc) and for student events (Freshers' Fair, open days). • An Ally Chairs an EDI committee in their research centre and has identified LGBT+ as their priority strategic focus for its first year. They have hosted

	two speakers from the LGBT+ community to present at their weekly seminar series. The committee has also started to build materials for a toolkit for researchers on LGBT+ issues in the research workplace (to be internal at first, but potentially external facing in the longer term).

4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to trans people. By non-trans, we mean people who do not identify as trans.

Yes

Describe the training, programmes and/or resources:

The LGBT+ Allies workshop covers trans awareness, including:

• transphobic harassment

• terminology

• disclosing Gender Identity in the workplace

• resources.

We will continue to offer this in the Oxford Allies workshop to ensure that our Allies are Trans Allies, not just Lesbian, Gay and Bi Allies.

The University has also developed web resources on trans and gender identity for all staff, including non-trans staff, to enable them to be informed trans allies (https://edu.web.ox.ac.uk/transgender). These pages include information on:

• the Trans policy and guidance

• LGBT+ Role Model personal profiles (including trans and non-binary Role Models).

• gender neutral titles and how to change your staff and student records

• podcasts of Oxford talks on trans awareness

• LGBT+ Advisory Group

• LGBT History Month

• internal LGBT Networks

• external links and resources.

Allies and Role Models: Part 3

LGBT Role Models

4.6 Does the organisation support LGBT employees at all levels to become visible role models through training, programmes and/or resources?

GUIDANCE: Examples can include role model and information booklets, programmes or training, but must focus specifically on steps LGBT people can take to become active role models.

Yes

Describe the training, programmes and/or resources:

In September 2016 Stonewall delivered an Role Models training programme to nineteen members of LGBT+ Staff from across the University.

A Role Model who is also the Professional Development Officer in the Oxford Learning Institute developed an Oxford Role models workshops inspired by Stonewalls programme. This session was delivered in June 2017 and May 2018 to nineteen more LGBT+ Staff.

The training seeks to provide individuals an opportunity, in a safe and supportive space, to explore what it means to be an LGBT+ role model, to identify potential barriers and ways to overcome them.

The Role Models also have a webpage with their personal profiles and information for all LGBT+ staff on how they can take part in the training and become a Role Model: https://edu.web.ox.ac.uk/lgbt-role-models

4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?

GUIDANCE: For information about what is meant by board level, see [here](#). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

Yes

Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

[4.7](#)

Filename: 4.7 **Size:** 413.5 kB

Provide the date on which this profile was shared.

1 Aug 2019

4.8 In the past year, have any visible LGBT role models at senior management level from the organisation been profiled?

Tick all that apply

GUIDANCE: For information about what is meant by senior management level, see [here](). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

Responses Selected:

A. Lesbian
B. Gay
C. Bi

A. Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

[4.8A]()

Filename: 4.8A **Size:** 433.6 kB

B. Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

[4.8B]()

Filename: 4.8B **Size:** 657.9 kB

C. Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

[4.8c](4.8c)

Filename: 4.8c **Size:** 352.0 kB

A. Provide the date on which this profile was shared:

1 Aug 2019

B. Provide the date on which this profile was shared:

1 Aug 2018

C. Provide the date on which this profile was shared:

25 Feb 2019

D. Provide the date on which this profile was shared:

(No response)

Allies and Role Models: Part 4

LGBT Role Models

4.9 In the past 18 months, has the organisation profiled visible role models from the following communities? Tick all that apply.

Tick all that apply

GUIDANCE: Within the profiling opportunity, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.

Responses Selected:

A. Gay people or lesbians
B. Bi people
C. Binary trans people (e.g. trans men and trans women)
D. Non-binary people (e.g. genderfluid and genderqueer people)
F. Young LGBT people (aged 25 or under)
G. Disabled LGBT people (excluding disability related to mental health)
H. BAME LGBT people
I. LGBT people of faith
J. LGBT people being open about their mental health (including disability related to mental health) or wellbeing challenges
K. LGBT parents

Evidence:

A. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9A](4.9A)

Filename: 4.9A **Size:** 1.6 MB

B. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9B](#)

Filename: 4.9B **Size:** 1.8 MB

C. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9C](#)

Filename: 4.9C **Size:** 2.3 MB

D. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9D](#)

Filename: 4.9D **Size:** 710.3 kB

F. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9 F](#)

Filename: 4.9 F **Size:** 6.4 MB

G. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9G](#)

Filename: 4.9G **Size:** 1.4 MB

H. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9H](#)

Filename: 4.9H **Size:** 881.7 kB

I. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9I](#)

Filename: 4.9I **Size:** 619.7 kB

J. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9J](#)

Filename: 4.9J **Size:** 843.3 kB

K. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9K](#)

Filename: 4.9K **Size:** 462.0 kB

Dates:

A. Provide the date on which this profile was shared:

1 Aug 2019

B. Provide the date on which this profile was shared:

1 Jun 2018

C. Provide the date on which this profile was shared:

5 Jul 2019

D. Provide the date on which this profile was shared:

1 Aug 2019

E. Provide the date on which this profile was shared:

(No response)

F. Provide the date on which this profile was shared:

1 Jun 2018

G. Provide the date on which this profile was shared:

1 May 2019

H. Provide the date on which this profile was shared:

1 Feb 2018

I. Provide the date on which this profile was shared:

18 Mar 2019

J. Provide the date on which this profile was shared:

1 Aug 2019

K. Provide the date on which this profile was shared:

5 Jun 2018

Allies and Role Models: Part 5

4.10 Does the organisation support all non-bi employees (including lesbian and gay employees) to become bi allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to bi people.

> Yes

Describe the training, programmes and/or resources:

> The LGBT+ Allies and LGBT+ Role Models workshops address Bi issues including bi-phobia which can come from both the LGT+ and non-LGBT communities.

4.11 Does the organisation enable allies to visibly signal their commitment to bi and trans equality? Tick all that apply.

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs. These could display the bi and trans flags, or other symbols of support.

Responses Selected:

Bi equality
Trans equality

Section 5: Senior Leadership

Completed - 16 Mar 2020

Workplace Equality Index Application

Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels - board level and senior management. For more information about how we use these two terms, please see here.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Board level staff

5.1 How does the organisation support board level employees to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

Responses Selected:

A. Reverse mentoring opportunities for board level employees
B. Promote LGBT specific conferences or seminars to the board level employees
C. Other

Describe each option selected:

| A. Reverse mentoring opportunities for board level employees | The LGBT+ Allies workshop, designed and delivered by an LGBT+ member of staff is promoted to all members of staff. The workshop provides attendees with an understanding of issues |

	faced by LGBT+ Staff, the half day workshop explores the discrimination faced by LGBT+ people and their personal stories. Dr Rebecca Surender attended the LGBT+ Allies workshop on 19 September 2018
B. Promote LGBT specific conferences or seminars to the board level employees	To celebrate the 10th LGBT+ History Month lecture in February 2019 over 250 specially designed invites were sent to key people in the University. In particular the heads of the five divisions and all the Pro-Vice Chancellors, all members of Council were sent personal invites from the Equality and Diversity Unit and the LGBT+ Advisory Group. A number of senior members of staff were able to attend. In May 2018 the Pro-Vice Chancellors and the heads of the five divisions were invited to attend and present awards at the Vice Chancellors Diversity Awards. This ceremony celebrated the amazing work carried out by individuals and groups to advance equality and diversity at Oxford. The nominees and projects highlighted the personal journeys of LGBT staff and students and gaps in representation in public spaces such as our museums.
C. Other	Council, the University's executive governing body, has overall responsibility for the academic policy and strategic direction of the University. Their decisions have an impact on people and may affect people with particular characteristics (including sexual orientation) differently. All papers for Council contain a Public Sector Equality Duty analysis and consideration where relevant and significant. Council received their annual briefing on the Public Section Equality Duty which reminds members of their responsibility to scrutinise the analysis and raise any concerns before approving proposals, and if necessary request further explicit analysis if it is insufficient. Council receives and discusses the Equality Report on an annual basis. The Equality Report covers all

	areas of E&D, including LGBT+ equality, highlighting areas where the University has made particular progress over the past year and also pointing to areas for further improvement.
	In June 2019 Council discussed the University's progress in the Stonewall WEI, approved LGBT+ Advisory Group's recommendation to amend the University's Stonewall-related equality objective, and endorsed an action plan.

5.2 In the past year, which of the following activities have members of the board engaged in?

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

Responses Selected:

A. Communicated a strong message on sexual orientation equality
B. Communicated a strong message on trans equality
C. Met regularly with the LGBT employee network group
D. Reviewed top line LGBT monitoring reports and actions
E. Spoken at an internal LGBT event
G. Engaged with senior management to discuss LGBT equality
H. Reviewed and/or approved an LGBT inclusion strategy
J. Other

Describe each option selected. Please include specific dates or time periods.

A. Communicated a strong message on sexual	The University celebrated its inaugural Vice Chancellors Diversity Awards with an event that

orientation equality	the Vice Chancellor, Professor Louise Richardson, opened. The following statement from the Vice Chancellor is on the University website www.ox.ac.uk/about/oxford-people/vice-chancellors-diversity-awards and in an accompanying booklet for the event: "The University is deeply committed to promoting equality and diversity in the workplace, and to providing a welcoming and inclusive environment for all members of our community. These goals are integrated into the University's Strategic Plan and we engage actively with Athena SWAN, the Race Equality Charter and the Stonewall Workplace Equality Index, regularly assessing our progress and identifying areas for action." Whilst the event itself was in May 2018, we have continued to circulate this booklet and accompanying message at University events including welcome events for new staff held every term and a professional services conference in June 2019. It was also featured in the Equality and Diversity Newsletter which went out in October 2018.
B. Communicated a strong message on trans equality	Following the June article in the Sunday Times, Dr Surender wrote to our mailing lists, including LGBT+ Staff Network, Role Models, Allies and the Student LGBTQ Society. The email stated: 'As some of you may have seen, The Sunday Times ran an article at the weekend reporting on a letter signed by 30 academics, including some Oxford Professors that claimed the University's work with the charity Stonewall undermines academic freedom of speech. I am aware that this article has unsettled some students and staff, and wanted to take this opportunity to reassure you that supporting and protecting the safety and rights of all students,

	staff and visitors at the University, is of paramount importance to us. The University is proud to be a member of the Stonewall Diversity Champions' programme and there are no plans to stop our affiliation.'
C. Met regularly with the LGBT staff network group	Pro-Vice Chancellor and Advocate for Equality and Diversity, Dr Rebecca Surender attended the June 2019 meeting of the LGBT+ Advisory Group. Dr Surender will attend at least one meeting per year of each of the three equality groups (LGBT+ Advisory Group, BME Staff Network and Disabled Staff Advisory Group). In the June meeting Dr Surender provided an update on her work to progress equality and diversity issues across the University. In particular Dr Surender said she had made it her mandate to ensure LGBT+ issues for staff and students were understood by senior members of the University and to influence for change. Dr Surender felt this responsibility more acutely after taking part in the LGBT+ Allies workshop. Dr Surender also listened as the Advisory Group provided feedback on their own experience of working at Oxford and offered suggestions on improvements that could be made.
D. Reviewed top line LGBT monitoring reports and actions	The Annual Equality report is brought to Council (University's principal executive and policy-making body) for review every year. Council received this report at their July 2019 meeting. The report includes: • Data on applicant's sexual orientation in staff recruitment and success rate. • A summary of the University's main LGBT equality-related activity during the preceding academic year.
E. Spoken at an internal LGBT event	The Vice-Chancellor (VC) opened the annual LGBT History Month lecture (February 2019). In opening remarks the VC celebrated the 10th lecture organised by the LGBT+ Advisory Group and the Equality and Diversity Unit. Attributing the success of these lectures to the vibrant and committed LGBT+ community and their allies at Oxford.

| | The VC also celebrated Oxford University has been named as one of the Top 100 employers employers for lesbian, bisexual, gay and transgender staff by Stonewall, in its WEI 2019. The VC said in recent years Oxford has invested a significant amount of time and resources in becoming more inclusive and accessible, and somewhere that students and staff of all genders, backgrounds and sexual orientations can thrive and realise their potential. While this work is ongoing, the University's placement on the list is an encouraging sign that the activity is taking effect.

The VC also took the opportunity to thank the LGBT+ Staff Network and their representatives, the LGBT+ Advisory Group, for their help in achieving this success. 'They organise a number of social and awareness raising events throughout the year and provide invaluable feedback to the university so that we may make improvements to our policies and practices'. |
|---|---|
| G. Engaged with senior management to discuss LGBT equality | The Pro-Vice Chancellor for People and GLAM, and Chair of Personnel Committee, Professor Anne Trefethen, presented the annual Equality Report to Council. Dr Rebecca Surender was also at the meeting and the two led a discussion around the University's E&D priorities, including LGBT+ equality, for the coming year. As part of this discussion Council recognised that the University could not expect to maintain its position in the WEI Top 100 Employers without taking further steps to improve LGBT+ equality. Council approved a revised objective and endorsed an LGBT action plan. |
| H. Reviewed and/or approved an LGBT inclusion action plan | The University conducted an extensive consultation of its Strategic Plan 2018-23. Council outlined recommendations, including that access and equality and diversity should be a core part of the University's vision. The draft, based on these recommendations, was developed via consultation with all the major University Committees, Divisional Boards and all staff (through a online |

feedback form).

The draft agreed by Council in October 2018 acknowledges that people are the foundation of the University's success. In order for Oxford to remain a world-leading institution for research and teaching we must continue to attract, recruit and support talented individuals and provide a diverse, inclusive, fair and open environment that allows staff to grow and flourish. In support of this the following priority was outlined in the plan:
'Embed a supportive, inclusive culture and increase the diversity of University staff at all levels through the implementation of our action plans such as Athena SWAN, the Race Equality Charter, the Stonewall Workplace Equality Index and Mindful Employer.'

The strategic plan is underpinned by a more detailed implementation plan (including actions to meet our WEI aspirations) which has been approved by Council and is overseen by a programme board chaired by the Vice-Chancellor.

J. Other	Three academics signed a letter and one provided a quote for an article in the Sunday Times. Oxford responded with the statement (agreed by Dr Surrender): 'Oxford... is committed to fostering an inclusive, diverse environment where students, staff and visitors, of all backgrounds feel protected, valued and respected. As part of this commitment, the University is proud to be a member of the Stonewall Diversity Champions programme, and participates annually in the Stonewall Workplace Equality Index, achieving a place in the top 100 organisations for the first time this year. Ensuring that our LGBT+ staff and student community are able to thrive and realise their potential is a priority for the University. We equally aim to create an inclusive trans-friendly culture, workplace and learning environment, free from discrimination,

harassment or victimisation, where trans staff and students are treated with dignity and respect. Whilst the University prioritises protecting academic freedom and robust expression of opinion and debate, it does not tolerate any form of unlawful discrimination, harassment or victimisation.'

81 academics, research and professional staff signed a response, printed in the Sunday Times, registering their 'support for the inclusion and safety of all staff and students, including trans and gender-diverse people.'

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

	Name	Job title
Person 1	Professor Louise Richardson	Vice-Chancellor
Person 2	Dr Rebecca Surender	Pro-Vice-Chancellor & Advocate for Equality and Diversity
Person 3	Professor Anne Trefethen	Pro-Vice-Chancellor for People & GLAM (Gardens, Libraries and Museums), Chair of Personnel Committee
Person 4	Type here...	Type here...
Person 5	Type here...	Type here...

Senior Leadership: Part 2

Senior Management level staff

5.3 How does the organisation support senior management to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

Responses Selected:

A. Reverse mentoring opportunities for senior management level employees
B. Promote LGBT specific conferences or seminars to senior management level employees
C. Other

Describe each option selected:

A. Reverse mentoring opportunities for senior management level employees	The LGBT+ Allies workshop, designed and delivered by an LGBT+ member of staff is promoted to all members of staff. However there has been a concerted effort within the University to increase attendance from senior members of staff. The workshop provides attendees with an understanding of issues faced by LGBT+ Staff, the half day workshop explores the discrimination faced by LGBT+ people and their personal stories. Over the years we have had a number of senior managers attend the workshop including, Christine Jeffery (Director of Development) and Professor Karla Miller (Associate Director, Wellcome Centre for Integrative Neuroimaging & Professor of Biomedical Engineering).
B. Promote LGBT specific conferences or seminars to senior management level employees	As detailed 5.1B the 2019 LGBT+ History Month lecture in February was significant as it was the 10th lecture in the series. Specially designed invites were sent to a number of key people in the University but in particular the Director of HR, the Director of Public Affairs, Director of Student Welfare and Support Services, Director of Undergraduate Admissions and all the Senior Managers in HR. There were a significant number of senior people

	who attended the event as a result of the personal invites from the Equality and Diversity Unit and the LGBT+ Advisory Group.
C. Other	The Personnel Committee one of the University's main committees which report directly to Council received their annual Public Sector Equality Duty (PSED) briefing in October 2018. As the decisions made at this committee may have an impact on people and affect people with particular characteristics (including LGBT staff) differently, all papers contain a PSED analysis and consideration where relevant and significant. The briefing reminds senior managers of their responsibility to scrutinise the analysis and raise any concerns before approving proposals, and if necessary request further explicit analysis if it is insufficient. A number of Senior staff sit on both Council and the Personnel Committee. In July 2019 Personnel Committee received a paper outlining the University's submission to the Stonewall WEI 2019 and an accompanying Action plan to support our progress. The paper identified areas of success and gaps to focus it's attention. The paper also included the recommendation from the LGBT Advisory Group to amend the University objective to consolidate it's place in the Top 100 employer list.

5.4 In the past year, which of the following activities have senior management engaged in? Tick all that apply.

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

Responses Selected:

A. Communicated a strong message on sexual orientation equality
B. Communicated a strong message on trans equality
C. Met regularly with the LGBT employee network group
D. Reviewed top line LGBT monitoring reports and actions
G. Engaged with the board to discuss LGBT equality
H. Reviewed and/or approved an LGBT inclusion strategy

Describe each option selected. Please include specific dates or time periods.

| A. Communicated a strong message on sexual orientation equality | Excerpt from an email to all staff, February 2019

Dear Colleagues,

As we approach the end of LGBT History Month I write to encourage you to attend this year's annual lecture on 28 February.

LGBT History Month is a national initiative which aims to promote equality and diversity through raising the visibility of LGBT people and awareness of the issues that affect them and by taking steps to make educational institutions inclusive communities where members of the LGBT community are able to reach their full potential.

These are aims that we have been working towards |

for some time, and we were delighted that last month Oxford was named one of the UK's most inclusive employers for LGBT staff by the charity Stonewall, in its Workplace Equality Index 2019. We have been a proud member of the Stonewall Diversity Champions programme, participating annually in its audit of LGBT inclusion, and are delighted to be placed in their top 100 UK employers list for the first time......

Dr Rebecca Surender
University Advocate and Pro-Vice Chancellor (Equality and Diversity)

B. Communicated a strong message on trans equality	Following the Sunday Times article and Dr Surender's email to staff (referenced in Q5.2B), some departments endorsed the statement in their local newsletters. In particular Professor Andrew Carr, Head of Department for NDORMS sent an email to all his staff on the 21 June 2019 endorsing and repeating Dr Surender's email. NDORMS (Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences) is one of our largest Medical Sciences Departments, covering three research centres and employing over 500 people.
C. Met regularly with the LGBT staff network group	The Head of the Equality and Diversity Unit attends every meeting of the LGBT+ Advisory Group (they meet on a termly basis). The Head of Unit will often take actions away from the meeting to address personally or to raise with the Director of HR or the Pro-Vice-Chancellor and Advocate for Equality and Diversity or the Pro-Vice Chancellor for People & GLAM.
D. Reviewed top line LGBT monitoring reports and actions	The Annual Equality report is reviewed by the Personnel Committee (one of Council's five major committees). The report includes: • Data on applicant's sexual orientation in recruitment and success rate. • A summary of the University's main LGBT equality-related activity during the preceding academic year.

	Personnel Committee conduct an annual priority setting exercise at the beginning of the academic year, this includes a section on Equality and Diversity. 2018 - 2019 specifically mentioned LGBT+ inclusion as a priority for Personnel Committee business in the year ahead.

Equality and Diversity is considered systematically in all of the four Divisions via their Divisional Boards, with an annual standing item. The powers and duties of the Divisional Boards assigned by Council cover academic, financial, information and communications technology, physical resource, and staffing issues of their respective Divisions. This year Social Sciences and MPLS discussed LGBT+ equality, specifically their allies and role models and departments activities to raise awareness. Three of Divisions have created E&D strategies, with actions that specifically respond to their immediate environments. As mentioned in Q4.4F an Ally proposed and it was agreed by the Divisional board that increasing the representation of senior Allies in Humanities was included in their Divisional Strategy. |
| G. Engaged with the board to discuss LGBT equality | The Head of Equality and Diversity (EDU) has two reporting lines:

• The Pro-Vice-Chancellor and Advocate for Equality and Diversity (who reports directly to the Vice-Chancellor) and
• The Director of Human Resources.

The Head of EDU meets with both line managers on a monthly basis to highlight areas of concern and provide an update on all the Equality activity, including the work of the LGBT+ Advisory Group. There have been significant and lengthy discussions between the Head of EDU, Director of HR and Pro-Vice-Chancellor and Advocate for Equality and Diversity on Trans issues this year.

The Head of EDU also has regular catch ups with the Pro-Vice Chancellor for People and GLAM (also |

	Chair of Personnel Committee) to update on progress of the various Equality action plans (including LGBT+) and to ensure that relevant issues are raised in the Personnel Committee.
H. Reviewed and/or approved an LGBT inclusion action plan	The Head of Equality and Diversity reviewed and approved the LGBT+ Advisory Group action plan for 2018 - 19. The action plan supports the University's objective to consolidate its position in the Stonewall Top 100 Employers list. The Equality and Diversity Panel and the Personnel Committee both reviewed the University's progress on the WEI and Stonewalls feedback in June 2019, they also reviewed and approved the Action Plan. As a result of the review both committees endorsed a revision to the University's Equality Objective. The Equality and Diversity Panel and Personnel Committee membership is diverse in seniority, it includes members of Council, Heads of Departments,Heads of Division, Academics and Senior Officers in the University. Full membership for both committees can be found here: E&D Panel: https://edu.web.ox.ac.uk/equality-and-diversity-panel Personnel Committee: https://www1.admin.ox.ac.uk/councilsec/governance/committees/committeemembership/personnelcommitteemembership/

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

	Name	Job title
Person 1	▮▮▮▮▮▮▮ (from May 2018)	Head of Equality and Diversity (HR Senior Management)
Person 2	Professor Andrew Carr	Head of Department (NDORMS)
Person 3	▮▮▮▮▮▮	Director of Development
Person 4	▮▮▮▮▮▮▮	Associate Director, Wellcome Centre for Integrative Neuroimaging & Professor of Biomedical Engineering
Person 5		

Section 6: Monitoring

Completed - 16 Mar 2020

Workplace Equality Index Application

Monitoring: Part 1

Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Please ensure that no personally identifiable information is contained in your answers or evidence.

6.1 Does the organisation gather data on employee sexual orientation on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

The University collects sexual orientation information in four systems from the following people:

1. All applicants via an online recruitment form. The appointed candidates equality data is pulled through to our employee database to create their staff record. We started to collect sexual orientation data at recruitment from applicants in 2012, meaning that we do not hold data on sexual orientation for employees appointed before then.

2. Since 2018 all staff in post are invited to update/amend their equality data on their staff record using the HR Self Service system

3. All staff have been asked to complete the biennial Staff Survey, last run in 2018

4. All Council members (the University's executive governing body) have completed an online equality data form.

The following question is used in all four systems.

Sexual Orientation:

01.Bisexual

02. Gay Man

03. Gay Woman / Lesbian

04. Heterosexual

05. Other

06. Prefer not to say

6.2 Does the organisation gather data on whether employees are trans and/or non-binary on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

> Yes

Copy and paste the question/s you ask and options staff can select:

> 1. The question: Sex? Female / Male / prefer not to say
>
> Is collected online during recruitment from all applicants. We collect in this format in order to fulfil our reporting requirements to HMRC which only allows Female / Male options.
>
> 2. However our Hr Database allows additional data to be collected and with the introduction of all HR Self Service in 2018 all staff in post can update their record using the following questions:
> • Legal Sex? Female / Male / Unknown
> • Gender Identity? Female / Male / Other
> • Are you trans / have you a trans history? No / Yes / Prefer not to say.
>
> 3. For the all Staff Experience Survey we collect the following information:
> • What is your sex? Female / Male / Other / Prefer not to say
> • Do you identify as trans / have you a trans history? No / Yes / Prefer not to say.
>
> 4. All Council members (the University's executive governing body) are required to complete an online equality data form in which the following question is used:
> Gender Identity? Female / Male / Other.

Monitoring: Part 2

6.3 Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants?

GUIDANCE: This refers to external appointments to the organisation and comparing applicant diversity forms to new starter diversity forms.

Yes

Upload the most recent data showing analysis of application to appointment by sexual orientation and trans identity:

please be aware only **one** file is allowed per answer

[6.3](6.3)

Filename: 6.3 **Size:** 462.8 kB

Describe who the analysis is seen by and action taken:

As trans identity is not collected at recruitment, we report on application to appointment by sexual orientation only.

The Annual Equality Report is presented and discussed at the Equality and Diversity Panel, Personnel Committee and Council.

The report is also published on the website and promoted via the Equality and Diversity Newsletter.

The Report contributes to the University's evidence-based policy making and enables it to:

• Identify and action areas for further improvement;

• Inform the setting of targets and indicators for the existing equality objectives; and

• Consider what additional objectives should be identified.

6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels?

GUIDANCE: The system of data collection cannot be through an anonymous staff satisfaction survey.

Yes

Upload the most recent data showing analysis of pay levels and grades:

please be aware only **one** file is allowed per answer

6.4

Filename: 6.4 **Size:** 12.9 kB

Describe who the analysis is seen by and action taken:

49% of staff in post (43% in the Equality report as this was published earlier in the year) have disclosed their sexual orientation (or selected 'prefer not to say') on their staff record, happily we have seen a 19% point increase over the last year. This reflects high disclosure rates at recruitment and the introduction of HR Self-Service in 2018.

When the disclosure rate reaches 75% we will publish the staff-in post data publicly in our annual Equality Report. In the meantime the Equality and Diversity Unit will continue to scrutinise the data (dis-aggregated by job type) on an annual basis. A decision is taken at that time of analysis by the Equality and Diversity Unit whether to include it in the public annual report and to also ensure there are no causes for concern reflected in the data. We hope to be in a position in the next few years to report publicly by grade.

As this analyses could potentially identify individuals we have attached the 3 years combined data of appointments with %. The Head of Equality and Diversity does analyse the detail on an annual basis.

We gather sexual orientation information from our Council Members (the University's executive governing body) so that we may monitor the diversity of our governance. There are 28 members of Council and therefore we are unable to publish this data as it would be possible to identify individuals. However this sensitive data is analysed and reported annual to HESA (Higher Education Statistical Agency).

With the above sensitivities in mind we are unable to upload the data analysis of Council members for you to view.

The numbers for Trans identity, gathered from staff in post via the HR Self Service, are too small to draw conclusions and the information too sensitive to provide evidence here.

6.5 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?

GUIDANCE: This can be through collecting diversity data on a staff satisfaction survey.

Yes

Upload the most recent staff satisfaction data:

please be aware only **one** file is allowed per answer

[6.5](#)

Filename: 6.5 **Size:** 260.7 kB

Describe who the analysis is seen by and action taken:

The University Staff Survey is biennial and the attached report refers to the 2018 survey. The attached excerpt is from the annual Equality Report which goes to the Personnel Committee and Council for review.

A detailed presentation on the survey results in relation to LGBT+ Staff was delivered to the LGBT+ Advisory Group in March 2019 and the following actions were taken forward to address some of the statistically significant differences in experience between LGBT and non-LGBT staff.
• The Equality and Diversity Unit and the LGBT+ Advisory Group created a leaflet for new LGBT+ staff to help them navigate opportunities and support mechanism available at Oxford.
• A Bullying and Harassment Working Group was established in response to concerns about the prevalence of bullying and harassment reported in the staff survey, with the aim of reducing the incidences of it by reviewing related policies and procedures and seeking to influence the culture and behaviours of the University. This was a general issue across the University but there were concerns that LGBT+ staff would be disproportionately impacted which is why ▮▮▮▮▮▮ (LGBT+ Advisory Group Social Secretary), was invited to join the working group as a representative of the LGBT+ Advisory Group, to ensure an LGBT+ perspective was present in any recommendations that were made by the Working Group.
Mental Health will be a focus for the Equality and Diversity Unit in the coming academic year and we will consult with all the equality groups, including the LGBT+ Advisory Group.

Monitoring: Part 3

6.6 What proportion of employees have answered the monitoring question asked in 6.1?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

Under 50%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

[6.6](#)

Filename: 6.6 **Size:** 14.5 kB

Provide a brief description of the report you have uploaded:

The attached screenshot is the University's HESA (Higher Education Statistics Agency) submission for 2017 - 18. The University annually submits data to HESA on its staff and students. The report is reviewed and signed off by the Vice Chancellor, the results are used internally for strategic planning.
The current data completeness for sexual orientation is 49% for staff in post. The disclosure rate is low as the University began monitoring sexual orientation at recruitment in 2012, prior to which we did not collect this information. However the University upgraded its HR database in 2018 to allow employees to update their own data on HR Self-Service. We hope over the next few years this disclosure rate will improve.

We have 100% complete data from our Council members but due to the small numbers we are unable to publish this information (and provide you with a copy). However this sensitive data is reported to HESA.

6.7. What proportion of employees have answered the monitoring question asked in 6.2?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

Under 50%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

Filename: Size: 0 Bytes

Provide a brief description of the report you have uploaded:

We have not uploaded the report as the numbers are too small and the data too sensitive.

The following question is not scored.

6.8. Do you analyse differences in staff satisfaction levels between different LGBT identities?

No

Describe who the analysis is seen by and what action is taken.

Type here...

Workplace Equality Index Application

Procurement: Part 1

Section 7: Procurement

This section comprises of 4 questions and examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account. This section is worth 9% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

7.1 Does the organisation train or give guidance to the person/team responsible for procurement around diversity and inclusion outcomes, inclusive of LGBT equality?

GUIDANCE: Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

Describe the role or team responsible for procurement:	Departments are responsible for their own purchasing up to 100K. For larger payments 25K - 100K, a small team of experts in Central Purchasing will review the suppliers and make recommendations, it is then signed off by the project lead or Head of Department. Departments are supported and advised in their decision making by the central purchasing team. For purchasing over 100K the central Purchasing

	Team will lead the process.
Describe the diversity and inclusion training or guidance they receive:	The approach to training reflects the three tiers of responsibility in purchasing: 1. Online training course for all staff. The course states all tenders and purchases must be based on the University's terms and conditions: • Section 8.1 of the T&C 'The Supplier shall not unlawfully discriminate within the meaning and scope of any law, enactment, order, or regulation relating to discrimination (whether in age, race, gender, religion, disability, sexual orientation or otherwise) in employment. • Section 8.2 of the T&C The Supplier shall take all reasonable steps to secure the observance of Clause 8.1 by all its Representatives employed in the performance of the Agreement.' 2. Staff in departments with responsibility for tendering for suppliers in purchases £25k to £100k are provided with training by the Finance Division in addition to the above. The class room based course covers interacting with suppliers, specification drafting, evaluation and contract award. Slide 18 of the power point used in the training refers to the supplier questionnaire in particular: • There are standard questions, which address matters such as financial stability, insurance and legislative compliance e.g. does the supplier comply with the Equality Act 2010 (which addresses discrimination and harassment based on protected characteristics including sexual orientation, race, gender, disability and gender identity) and have in place supporting policies and training for supplier staff. • The aim is to ensure we are encouraging the right types of behaviour in our supply chains, and also to ensure we are doing business with suppliers who take these matters seriously because the actions of our suppliers and their staff can reflect on the University.

3. The central Purchasing Team (100K and over) received additional Equality and Diversity training in February 2018. The training, delivered by the Head of Equality and Diversity Unit, covered the equality legislative framework, the protected characteristics and the benefits of embedding equality in the procurement process. Best practice was highlighted including:
• Implementing sexual orientation training for its workforce, if a contract manager identifies that a supplier is not aware of LGB equality (HM Revenue and Customs).
• Discussing expectations on suppliers E&D training for its staff, specifically on the importance of appropriate language when supporting LGB customers (Barclays bank and their supplier of call handlers).

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

GUIDANCE: Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

Responses Selected:

A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity

B. Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity

Describe the options selected below:

A. Describe how the organisation scrutinises the potential suppliers' policies:	The Tender process requests that the supplier confirms that their organisation complies with, and has written policies on the Equality Act 2010, which includes discrimination and harassment based on sexual orientation and gender identity. Suppliers putting forward a tender are also asked to give details of any finding of unlawful conduct in relation to the Equality Act 2010 in the last two years, and state what corrective action the organisation made as a consequence of the finding. The Terms and Conditions (Standards of Purchase) for suppliers also includes: ANTI-DISCRIMINATION The Supplier shall not unlawfully discriminate within the meaning and scope of any law, enactment, order, or regulation relating to discrimination (whether in age, race, gender, religion, disability, sexual orientation or otherwise) in employment. The Supplier shall take all reasonable steps to secure the observance of Clause 0 by all its Representatives employed in the performance of the Agreement.
B. Describe how the organisation scrutinises potential suppliers' equality training:	The tender process asks the supplier to confirm that their staff are trained on the Equality Act 2010, which includes discrimination and harassment based on sexual orientation and gender identity.

Procurement: Part 2

7.3 Once a contract is awarded, how does the organisation hold the supplier to account?

Tick all that apply

GUIDANCE: The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

Responses Selected:

C. None of the above

7.4 In the past year, how has the organisation engaged or collaborated with its suppliers? Tick all that apply.

Tick all that apply

GUIDANCE: Joint LGBT diversity and inclusion training can also include sharing training with your suppliers.

Responses Selected:

A. Joint LGBT diversity and inclusion training
B. Invite suppliers' employees to take part in LGBT employee network group events
D. Share best practice and policy around LGBT inclusion

Describe the options selected below. Please include specific dates or time periods.

A. Describe the joint training:	The 38 colleges, connected to the University of Oxford via a federal system, are separate, independent and self-governing institutions. The colleges are the University's largest supplier of venues and accommodation for events. The University also leases a number of properties from colleges.
	Academics employed by both the University and a college, have separate contracts. There are also

	college only employees such as porters, cleaners, administrative staff and lecturers. When investing in a new Equality and Diversity online training the University of Oxford granted access to all college employees from the 38 colleges for free. This includes all college employees, not just joint appointed academics. The online course 'Challenging Behaviour: Dealing with bullying and harassment in the workplace' is also free for all college staff to access. A number of college only employees have taken part in the Allies and Role Models training, significantly the Head of Wolfson College, Sir Tim Hitchens attended the Ally training in July 2019 and now has the Ally logo on his signature. The University has offered to resource LGBT+ Allies and Role Models workshops specifically for the 37 other heads of colleges. The University jointly organised with the 38 Colleges for Gendered Intelligence to deliver 4 training sessions on Trans Awareness in Spring 2019. 70 College employees attended the training.
B. Describe the invitation to suppliers' employees to take part in network group activity:	All college employees are encouraged to join the University's LGBT+ Staff Network and attend its social events. The network is promoted to them via rainbow postcards and Network flyers in their respective colleges. The marketing points to the website: https://edu.web.ox.ac.uk/lgbt-staff-network which states that the Network includes members of staff from the colleges and Oxford University Press (another separate employer). Three College employees sit on the LGBT+ Advisory Group and provide an external view on University policy and activity.
D. Describe how you share best practice with suppliers:	The Conference of Colleges represents the common concerns of the colleges and acts as a body for intercollegiate discussion. It is also an avenue for the University to share good practice

with the colleges. Conference of Colleges has an E&D forum with Heads of Colleges attending a termly meeting. The Head of the Equality and Diversity Unit attends the meeting, when invited to present and advise on important topics. The Head of Equality and Diversity Unit has taken the following to the Conference of Colleges E&D forum this year in order to share good practice:

• The University's revised Equality Policy and a paper explaining the consultation process and the feedback received from stakeholders.

• Outlined the reporting and analysis required for colleges under the Public Sector Equality Duty

Section 8: Community Engagement

Completed - 16 Mar 2020

Workplace Equality Index Application

Community Engagement: Part 1

Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has. This section is worth 10% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

8.1 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate its commitment to LGBT equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two seperate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Yes

Describe the activity:

Example 1: In January 2019, the University's social media team celebrated the University reaching Stonewall's 100 employers list. The tweet in the attached points to a press release http://www.ox.ac.uk/news/2019-01-21-oxford-university-named-among-100-top-lgbt-inclusive-employers.
In the press release the University affirms our commitment to LGBT Equality:
'The University is an institution which is proud to offer a place of study and work that is both safe and welcoming to LGBT+ students and staff. We are committed to ensuring that LGBT+ staff and students are able to thrive and realise their potential at the University.'
This twitter account has 534K followers.

Example 2: In February 2019, Oxplore had a series of tweets celebrating LGBT History Month and pointing users to their website. Oxplore is innovative digital outreach portal which aims to engage those from 11 to 18 years with debates and ideas that go beyond what is covered in the classroom. Big questions tackle complex ideas across a wide range of subjects and draw on the latest research undertaken at Oxford. Oxplore aims to realise aspirations, promote broader thinking and stimulate intellectual curiosity.
This twitter account has 1,786 followers.

Upload a screenshot of social media activity:

8.1 example one

Filename: 8.1 example one **Size:** 3.1 MB

Upload a screenshot of social media activity:

8.1 example two

Filename: 8.1 example two **Size:** 3.0 MB

Provide the date of the activity:

21 Jan 2019

Provide the date of the activity:

1 Feb 2019

8.2 Which of the following outreach activities has the organisation taken part in the last year? Tick all that apply.

Tick all that apply

GUIDANCE: Sponsored or supported can include in-kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

Responses Selected:

| A. Sponsored or supported LGB community group/s |
| C. Sponsored or supported LGB community event/s |
| E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying |

Describe each option selected. Please include specific dates or time periods.

| A. Sponsored or supported LGB community group/s | Topaz is run with and for young people who would like a safe space to explore their feelings and gain a better understanding of themselves. Particularly those young people (13-19) who are Lesbian, Gay, Bisexual or Transgender. This group is also for people who are unsure about their sexuality and |

may be questioning it. Friends of young people are also welcome at their first couple of meetings for support. https://www.topazoxford.org.uk/.

My Normal is community organisation that is arts based and aims to give Lesbian, Gay, Bisexual or Transgender + youth safe spaces & a bigger voice in the community of Oxfordshire. They aim to develop a creative vibrant and safe social space for LGBT+ youth to reduce isolation, increase voice, campaign for acceptance, challenge prejudice, encourage the next generation of LGBT+ leaders & to devise arts projects that encourage self-expression and a sense of connection. http://www.ark-t.org/music/my-normal-voice-project/

The University's Pitt Rivers Museum is proud to support the two organisations with the following statement on their website:
'As part of the museum's commitment to standing as a visible ally with LGBTQ+ communities, space is provided every month for LGBTQ+ youth groups to meet, socialise and be together. On the second Saturday of most months, Oxfordshire based organisations Topaz and My Normal host workshops and informal drop-in sessions at the museum. Museum staff also support these groups to stage takeover activities at the museum where they can connect and share experiences with the wider community.'

C. Sponsored or supported LGB community event/s	The University has been a proud supporter of Oxford Pride for a number of years, in the past two years we have provide a community grant to the organisers.
	In addition the University purchases a stall at the Oxford Pride festival annually. www.oxford-pride.org.uk/
	The University also contributes to the week of the Pride festival by hosting an event, the Micro-Talks. In all the communications to promote the Micro-

	talks we highlight our support for Oxford Pride. We also provide a space at the event for the organisers to fund-raise for Oxford Pride. The University invited My Normal (a community organisation for Lesbian, Gay, Bisexual or Transgender + youth) to take over the Pitt Rivers Museum for a special evening event. Staff at the Pitt Rivers and Youth Ambition collaborated with the young people from My Normal to curate an evening of interactive art, workshops and performances. The event took place during LGBT History Month in February 2019. The design, promotion and event itself empowered the young people with invaluable experience and an insight into possible future careers. It was also hoped that the young people who attended the event would leave feeling more connected and supported by the local community in Oxford.
E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying	████████ was supported by her Department to be involved in the development and organisation of the Oxfordshire County Council Youth Conference on LGBT Bullying in November 2018. ████ department supported her to attend the meetings in the lead up to the conference and attend the all day conference during her working hours. The conference was for secondary school pupils and teachers and aimed to equip both young people and adults to prevent and tackle LGBT bullying.

Community Engagement: Part 2

8.3 In the past year, have you collaborated with other organisations in your region or sector on an initiative to promote LGBT equality in the wider community?

GUIDANCE: The initiative can be a one-off or on-going project.

Yes

Complete the following. Please include specific dates or time periods.

Name the organisation/s you collaborated with:	British Museum
Describe the collaboration or initiative:	To commemorate the 50th anniversary of the Sexual Offences Act, the University's Ashmolean Museum collaborated with the British Museum to bring its touring exhibition Desire, love, identity exploring LGBTQ histories to Oxford. The exhibition was based on Professor Richard Parkinson's research. Richard, an Oxford Professor, also acted as consultant for the exhibition which then moved on to the National Justice Museum, Nottingham (December 2018–March 2019); Bolton Library & Museum Service (March–May 2019); and the Norwich Millennium Library (June–August 2019). The free to the public exhibition in Oxford explored the ways same-sex desire, love and gender diversity have been expressed culturally throughout history and across cultures. It explored the often overlooked or underrepresented LGBTQ+ histories, experiences and lives by examining objects from around the world. There were also events, talks and tours organised by the Ashmolean, academic departments and a college to accompany the exhibition. Director James Ivory kindly lent a copy of the

	shooting script of his film Maurice (1987) for the exhibition and came to Oxford for a week as TORCH visiting professor. As well as a showing of Autobiography of a Princess (1975) at the Oxford Curzon with a Q&A, there was an 'In Conversation' at the Sheldonian (www.podcasts.ox.ac.uk/tales-love-and-history-james-ivory-conversation).
	The exhibition was available 25 September 2018 to 2 December 2018.
	www.ashmolean.org/event/no-offence
Describe the impact of the collaboration or initiative:	The exhibition had 18,427 visitors over the 10 weeks (a weekly average of 1842.7). The collaboration also saw the creation of an online trail, a permanent resource available for schools, academics and the wider public to access. https://oxfordstories.ox.ac.uk/torch#/trail/lgbtq-love-and-history-no-offence

8.4 Has your organisation done any further work in the past year to promote LGBT equality in the wider community?

GUIDANCE: Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

Yes

Describe the activity and impact:

1. The Department of Geography created an Inclusive Conference Guide in May 2019. The Guide (available on their website) was created with the intention of being used by conference organisers across the University sector. It was circulated to other University's via the Higher Education Equal Opportunities Network. https://www.geog.ox.ac.uk/about/equality-diversity/190522_Inclusive_Conference_Guide.pdf
It is practical guide for event organisers, drawing on examples of best practice from across the university sector and beyond, and responses to an online survey of more than 230 people working in higher

education and the wider public, private and third sectors in 2018/19. The guide is wide-ranging in its coverage, incorporating sections on pre-event logistics; programme development and speaker selection; encouraging inclusive participation in Q&A sessions and networking events; representing diversity in conference communications; as well as how to prevent and deal with harassment and discrimination during the event and how to support the needs of those with caring responsibilities.

In particular there is reference to:

• Prevention and support for bullying and harassment based on sexual orientation

• When collecting participant information providing a gender neutral title like mx or removing titles.

• Asking participants to self-select their name, title and pronouns on badges

• Intersectionality and how that will inform their experience, e.g. 'a person could be gender non-conforming, a parent with caring responsibilities, and identifying as black'.

2. Beyond the binary Project - Queering and Questioning Collections and Displays at the Pitt Rivers Museum (which is open to the public) aims to work with a broad range of partners, from researchers to community activists, to challenge historical interpretations of the museum's collections – offering alternative understandings from people with different identities as well as identifying human histories that are unrepresented as a result of intolerance. This is so that no individual or group feels excluded from the museum because of their sexuality or gender, and so that all visitors – however they might identify themselves – can understand humanity better.

The project is still in its infancy, however over the past few months they have already achieved a significant amount of work to engage the wider community with LGBT Equality:

• Held Community Curator workshops in July and August to introduce the project, explore the objects and the themes they would like included an exhibition. Secured funding to ensure the LGBT+ Community Curators are paid for their time on the project, to recognise and value their contributions.

• Launched a funding pot for community based events that will run alongside the exhibition. Invited LGBT+ groups and Ally institutions across Oxfordshire to submit bids.

• Launched a project / exhibition logo design competition.

All these activities have been advertised via local LGBT+ groups, mail lists, local media and social media.

The following question is not scored.

8.5 In the past year, has the organisation utilised its social media accounts to demonstrate its commitment to bi and trans equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

No Responses Selected

A. Upload a screenshot of social media activity:

Filename: Size: 0 Bytes

B. Upload a screenshot of social media activity:

Filename: Size: 0 Bytes

Provide the date of the activity:

(No response)

Provide the date of the activity:

(No response)

Section 9: Clients, Customers and Service Users

Completed - 16 Mar 2020

Workplace Equality Index Application

Section 9: Clients, Customers and Service Users

This section comprises of between 3-5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation:

A. Public or third sector with service users

Clients, Customers and Service Users: PS SU P1

Public or third sector with service users

9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people?

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.

Yes

Describe the process by which you examined the service user journey. Please include specific dates or time periods.

Research has shown that 86% of students rely on parental and familial support during their time at University. However, around 9,000 UK students have no contact or relationship with their families, leaving them financially, materially and emotionally vulnerable during their studies.

Accounts of student life show that estranged students often suffer homelessness over summer and often stay in student accommodation alone over the Christmas holiday period. Such students may be up to three times more likely to drop out of university.

Estranged students are commonly LGBT+ students who were rejected by family after coming out, children of immigrant families who reject practices such as forced marriage or FGM, or children who are distanced after divorce and remarriage. There are also a proportion of estranged students who have been disowned for pursuing education against the wishes of their family or extended family network.

Describe the outcome and impact. Please include specific dates or time periods.

The University of Oxford has committed to improving the student experience for undergraduates who study without family support by taking the Stand Alone Pledge. In December 2018 the University created a bespoke non-repayable bursary of up to £7,200 pa to help estranged undergraduate students meet the costs of living outside of term time. Vacation accommodation will be provided, and where possible students will be offered housing with others who live in Oxford over the holidays. Estranged students will have unlimited access to counselling resources, giving them an additional source of emotional support. The first cohort of students to benefit from the Stand Alone Pledge will start in September 2019 therefore it is too early to demonstrate impact.

9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

Responses Selected:

A. Assess whether LGBT people are accessing your services

B. Assess the satisfaction of your LGBT service users in comparison to other groups

Describe the options selected:

A. Assess whether LGBT people are accessing your services:	The University relies on UCAS for its student data, which they complete on application.
	The University annually reviews the sexual orientation data for students collected via their UCAS application. This is the first year the University has been able to publicly report on sexual orientation, as we now have data for over 80% of our on-course students. Attached is an extract of the annual Equality Report which was discussed at Education Committee and Council (as outlined in section 5).
	When reporting on Gender we make it very clear that the Admissions Statistical Report 'uses the binary male/female options from the UCAS application, which may not reflect the gender identity of all applicants. However the University welcomes students who wish to take, or have taken, steps to change the gender identity they were assigned at birth, and those who do not identify with a permanent binary gender identity.' The report points the reader to the University's Trans Policy and Guidance for more information.

B. Assess the satisfaction of your LGBT service users in comparison to other groups:	The Student satisfaction survey is linked to the student records (provided at application by UCAS). Due to the past low disclosure rate, it was difficult to draw any significant conclusions on the experience of LGBT Students from the student satisfaction survey and therefore a decision was taken to not include the data in annual student satisfaction reports, Equality Report or Counseling report. This will be reviewed in light of the improvement to disclosure rates.
	The Students' Union conducted a self-reported welfare survey in 2016. The intention is to run this every five years, with significant revisions to the questions. Participant's demographic information was collected in the survey, including sexual orientation and gender identity. A preliminary report of the survey, including LGBTQ students' experience of welfare in the University, was brought to the University's Student Health and Wellbeing Committee in November 2016. The survey found that 55% of undergraduate, 47% of PGT and 53% of PGR respondents are satisfied with the welfare support they receive at the University of Oxford. At undergraduate and PGR levels, there were significantly lower levels of satisfaction amongst women, LGBTQ, BAME, disabled or chronically ill. The University's Student Health and Wellbeing Committee noted that they were already aware of many of the issues highlighted in OUSU's report, which the University was currently addressing, and that OUSU's data was very helpful in this context.

Upload analysis reports for option A:

please be aware only **one** file is allowed per answer

[9A.2a](#)

Filename: 9A.2a **Size:** 1.6 MB

Upload analysis reports for option B:

please be aware only **one** file is allowed per answer

[9A.2B](#)

Filename: 9A.2B **Size:** 332.3 kB

Clients, Customers and Service Users: PS SU P2

9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs?

GUIDANCE: The consultation should have involved all LGBT identities.

Yes

Complete the following. Please include specific dates or time periods.

A. Describe the consultation process:	There are a number of ways in which the University consults with LGBT Students: • The student LGBTQ Campaign, LGBTQ Society and the Student Unions Vice-President for Welfare & Equal opportunities, are ex-officio members of the LGBT+ Advisory Group which feeds into the University Committee Structure. There is a standing student item on the agenda.

• The Students Union Vice President for Welfare & Equal Opportunities, who is the representative for all the student equality campaigns including the LGBTQ Campaign, is an ex-officio member of the Equality and Diversity Panel and the Student Health and Well-being Committee. The President of the Students' Union is also an ex-officio member of Council (the University's executive governing body) and the Education Committee.

• Student representatives are also asked to sit on task focused working groups. A recent example of this is the University's Sexual Violence Working Group which brought together senior members of staff, University Officers and relevant student representation including the Vice President for Welfare & Equal Opportunities and the Co-Chair of the LGBTQ Society. The Working Group met in 2016, 2017 and 2018 to review and make recommendations on the University's response to sexual violence affecting students. The working Group reviewed international and sector wide data on how sexual violence affects particular groups (including LGBT+ people) and scrutinized their recommendations to ensure they had no detrimental effect on these specific groups (including LGBT+ students).

B. Describe the outcome and how services were tailored to the needs of LGBT people:	The examples of consultation in 9.3Aa resulted in two positive outcomes in 2018 and 2019 which ensured the University continues to tailor it's services to meet the needs of LGBT Students. 1. Implementation of training following the Student's Union 2016 Welfare Report, brought by the VP for Welfare & Equal Opportunities to the Student Health and Well-being Committee. The report highlighted lower levels of satisfaction with the University's welfare provision from LGBT+ students (alongside women, BAME, disabled or chronically ill students). In response the Director of Student Welfare and Support Services (SWSS)

implemented LGBT+ 101 training for all the staff in their team, including counsellors, administrators, disability advisors, managers and the Director whose role it is to manage complex harassment complaints.

The training delivered by the LGBT+ Advisory Group Chair, ███████████ covered LGBT+ terminology, pronouns, myth busting of LGBT+ stereotypes and dangerous misconceptions (this is a 'phase', increased hyper-sexuality and infidelity). ████ also covered the law, stats on homophobia and transphobia and positive actions that can create a welcoming and inclusive environment for LGBT+ staff and students.

Feedback from the session was very positive and the impact reached beyond the Counselling Service users. A training participant, who also teaches a Diploma in Psychodynamic Counselling at Oxford University, asked ███████████ to take part in a training video. The video has now been incorporated into the module and explores how counsellors can support and understand their transgender clients better.

This drive to ensure SWSS is LGBT+ inclusive and responsive to the needs of LGBT+ students continued in 2019. Gendered intelligence delivered three Trans Awareness sessions to staff including counsellors, disability advisors, sexual violence support advisors, managers and administrative staff. The training explored key terms and language, basic grounding in the legislation around the rights and responsibilities around trans identities and explored how SWSS can ensure it is being trans-inclusive

2. Following the Sexual Violence Working Group and the review of data on how sexual violence affects LGBT people, a smaller task focused group sought funding to produce material to reach LGBT students specifically. Whilst the University's work to address sexual violence will ensure it is inclusive of all, we recognise that there are specific

challenges for LGBT people seeking support and accessing services and we wanted to produce material which spoke directly to those concerns. A grant from the Diversity Fund was awarded to produce an animation that promotes positive and healthy LGBT+ relationships, and encourages reporting of sexual violence and relationship abuse either internally or externally. Focus groups with LGBT+students were held and testimonials gathered in Spring/Summer 2018. LGBT+ students choose the animator and created the narrative for the animation. LGBT+ students will continue to be consulted as the project moves on to the next stage of production and the creation of a web resource.

The Sexual Violence Support Service has ensured its website has no gendered language and the list of external sources of support are LGBT+ inclusive.

9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?

Select the completion rate for the training

GUIDANCE: The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or powerpoint presentations.

A. 76 - 100 per cent

Describe how you estimate completion rates:

The completion rate is based on a combination of two courses:

• Undergraduate admissions interviewing: online course is mandatory for all academics who interview and have responsibility for admissions decisions. In 2015 and 2016 (the most current data) 349 Academics completed the course.

• LGBT+ 101 and Trans Awareness training from Gendered Intelligence for all staff in Student Welfare and Support Services.

Describe the format of the training and the content you have uploaded:

Example 1 - The online Admissions interviewing training is mandatory for all academic staff involved in the admissions process, they are considered front line staff as they have the most interaction with students. Alongside practical information on conducting admissions interviews, the course explores implicit bias and how this can effect decisions. The course also looks at the Equality Act and the potential for discrimination.

Example 2 – In November 2017 face-to-face LGBT+ 101 training was delivered to all staff in Student Welfare and Support Services. This team includes the Counselling Service, the Disability Advisory service and harassment reporting, therefore they have regular interaction with students who are distressed and seeking help and support.

Upload training content:

please be aware only **one** file is allowed per answer

9A.4 example 1

Filename: 9A.4 example 1 **Size:** 2.4 MB

Upload training content:

please be aware only **one** file is allowed per answer

[9A.4 example 2](#)

Filename: 9A.4 example 2 **Size:** 1.7 MB

9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive?

GUIDANCE: The communication can be digital or physical.

Yes

Describe the reach of the communication. Please include specific dates or time periods.

The University has a number of communications which are explicitly LGBT inclusive including the Undergraduate Prospectus, Careers Guide, Counselling Service website, and the Sexual Violence: Prevention and Support website.

We decided to include the University's Undergraduate Admissions welcoming and supportive community web resource which had 37,646 hits (Aug 2018 - July 2019).

www.ox.ac.uk/admissions/undergraduate/student-life/welcoming-and-supportive-community

The page 'fitting in' aims to challenge the myth that there is an 'Oxford type' and show the diversity of people who come to study here. The page outlines the variety of student groups including the LGBTQ campaign and the work of the Equality and Diversity Unit to make sure that everyone feels welcome and has a voice. The page also contains a video on the transgender community in Oxford. Oxford student ▇▇▇▇▇▇ talks about the solidarity and support in the trans community at Oxford and the support available in the University.

Upload an example communication:

please be aware only **one** file is allowed per answer

9A.5

Filename: 9A.5 **Size:** 3.5 MB

Section 10: Additional Work

Completed - 16 Mar 2020

Workplace Equality Index Application

Section 10

Section 10: Additional work

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year. This section is worth 1% of your total score.

10.1 Has the organisation done any further work in the past year to improve the working environment for LGBT staff?

GUIDANCE: The activity detailed here should **not** have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

> Yes

Describe the activity and impact. Please include specific dates or time periods.

> 1. The University has rolled out Responsible Bystander workshops for all staff, this is in response to the staff survey and part of a programme of activity to address Bullying and Harassment. Bystander intervention is a vital component in tackling bullying and harassment, as we all have a part to play in

creating our workplace culture. Through our everyday interactions we are challenging or enforcing social norms, leading by example and role modelling behaviour. The Responsible Bystander workshop aims to empower attendees with the confidence and tools to challenges problematic behaviour in a safe, respectful and productive way before it escalates to bullying and harassment. LGBT+ Role Models were consulted on the case studies used in the workshop. A number of problematic behaviours are outlined in the case studies include transphobia, homophobia and biphobia. 25 Workshops have been delivered across the University and will continue in 2019-2020. Feedback on the sessions have been very positive with attendees feeling a responsibility and the confidence to challenge behaviour. The workshop has also been delivered to LGBT+ Allies and will continue to be part of their training programme.

2. The REF is the system for assessing the quality of research in UK higher education institutions. This extensive exercise informs the allocation of funding for research and establishes a reputational yardstick. The University's REF Programme Manager (a trained LGBT+ Ally) designed and delivered the Equality, Diversity & Inclusivity (EDI) training to REF stakeholders in May 2019. The training was delivered to all REF stakeholders (105), who will make decisions about eligibility of individuals and which research outputs will be submitted. Stakeholders include Heads of Division, Heads of Department, the Pro Vice Chancellor (Research), and senior administrators (Director of Research Services and Deputy Head of Personnel). It was also stipulated that these people should also have undertaken the online E&D briefing and implicit bias training.

The REF training included the Public Sector Equality Duty and outlined specific obligations on stakeholders to actively promote EDI. The training outlined the University's activity and successes on EDI e.g the University meeting its target to reach the Top 100 Stonewall Employer list. The training also covered circumstances which may affect an academics output such as family leave, disability, gender reassignment or circumstances related to a protected characteristic (inc sexual orientation and gender reassignment).

The University also developed a Code of Practice for the REF exercise which included the statement that the 'University does not discriminate unlawfully against, or otherwise have the effect of harassing or victimising individuals because of any protected characteristic; and ensure that the principles of transparency, consistency, accountability inclusivity both inform and are embedded in the processes'.

Staff Feedback Survey

Has your organisation circulated the Staff Feedback Survey?

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at **www.stonewall.org.uk/index-survey-2020** and closes on Friday 1 November.

Your colleagues will need your organisation's 4-digit code in order to access the survey. If you do not have this code, contact memberships@stonewall.org.uk.

Optional Awards

Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall's Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person's permission to share their details before completing and submitting the nominations.

Role Models of the Year

If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they've done over the past year.

Guidance: You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

Please note that we use the below terms as umbrella terms for many different identities (See the [Stonewall glossary](#)).

You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they're comfortable receiving the award and being profiled as Bi Role Model of the Year.

We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.

No Responses Selected

Ally of the Year

If you would like to nominate an individual for the ally award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.

(No response)

Senior Champion of the Year

If you would like to nominate an individual for the senior champion award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note the senior champion does not need to identify as LGBT.

(No response)

Employee Network Group of the Year

If you would like to nominate your organisation's network group, please tell us about the great work it's carried out over the past year.

Guidance: You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note you may reference work which has already been documented in the LGBT Employee Network Group section.

(No response)

Bi-Inclusive Workplace of the Year

If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.

Guidance: This is an opportunity to demonstrate that your organisation is leading the way as a bi-inclusive workplace.

Please note you may reference work which has already been documented.

(No response)

Logo

Incomplete

TRANSGENDER GUIDANCE

University of Oxford, 2018

Equality and Diversity Unit

equality@admin.ox.ac.uk

University of Oxford Transgender Guidance

CONTENTS

This guidance has been developed to support members of the University in meeting the requirements of the University's Transgender Policy. The guidance is structured into three sections:

- Sections 1-3 provide a general introduction to transgender issues;

- Sections 4-8 provide guidance on supporting individual students, staff and alumni who are transitioning; and

- Sections 9-16 provide guidance on becoming a trans-inclusive organisation.

Terms included in the Glossary have been highlighted in bold text.

DEFINITIONS

In this policy 'Transgender' (trans) is used to refer to the following groups:

- People who are taking or have taken steps to change the gender identity they were assigned at birth. This includes people covered by the Equality Act definition: "A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex."

- People who do not identify with a permanent binary gender identity, including those who identify in other ways, such as genderqueer, gender variant, non-binary or agender. These terminologies are evolving and highly personal and this list is not exhaustive.

AIMS

The aims of the policy and associated guidance are:

- to assist members of the University in understanding gender diversity in relation to the activities of the University;

- to clarify roles and responsibilities for supporting students, staff and alumni who wish to make, or have made changes to their gender identity; and

- to ensure that the University has protocols for changing student, staff and alumni records and for storing confidential information relating to gender identity.

The guidance is informative, not prescriptive and is intended to form the basis for sensitive support of transgender individuals.

It is recommended that colleges adopt this policy and guidance rather than developing their own.

The University is committed to supporting people who wish to make or have made changes to their gender identity. However we recognise that this is a new area for everyone and that we are all learning and may make mistakes. Both the individual and University and college officers should engage in open and respectful communication, and take responsibility for ensuring the desired outcome.

The historic approach to gender and sex has been to classify people into the binary categories of male or female on the basis of their physical attributes at birth. Nowadays it is recognised that there are at least four dimensions to gender and sex.

- **Gender identity** is a person's internal sense of their own gender. For trans people their own sense of who they are does not match the sex assigned to them at birth.

- **Gender expression** refers to the ways in which people manifest their gender, for example through how they dress, speak and act.

- **Sex** – the two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) at birth. In the UK this sex is included on the birth certificate and is their legal sex within the country's legal framework.

- **Sexual orientation** – a person's emotional, romantic and/or sexual attraction to another person.

An increasing number of people are identifying at different points on these scales, and sometimes in a fluid and changing way, contributing to a more complex spectrum of gender identity.

Transgender or **trans** is used as an umbrella term for people whose identity differs from what is typically associated with the sex they were assigned at birth. Every trans person's experience is different, and increasingly some people are taking an exploratory approach to gender identity.

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender with which they identify, where this is different from the one assigned at birth. The new identity may be non-binary (see below). Transitioning is a unique process for each individual and may include any number of changes to their life. Some people have a firm idea at the start of their desired outcome, but for other people the destination is not clear.

Transitioning may include dressing differently, changing name and pronoun, changing official documents, telling friends and family, or a number of other steps. Transitioning may include a medical intervention such as hormone treatment or surgery, though not everyone will choose this route.

Gender dysphoria is the clinical diagnosis for someone feeling profound distress at the discrepancy between the way they feel inside and the sex they were assigned at birth. However, some trans people reject the idea that experiencing gender dysphoria is a pre-requisite for being trans.

EXPLORING GENDER IDENTITY AT OXFORD

Oxford staff and students are contributing to the evolving debate about gender identity. For some people this is not an abstract academic discussion, but part of a personal process of developing greater understanding of one's self. This may include using a different name with friends or experimenting with changes to appearance. Later people may ask to be addressed by a different name or pronoun. At some future time they may change their name by deed poll or tell the University or college that they wish to be recognised in their affirmed gender, but at the start of transition they may not know what direction their journey will take. There may be personal reasons why people feel unable to transition, or feel they can only be 'out' in certain circles.

People who are **non-binary** do not identify themselves as either a man or a woman. They may have a more fluid sense of gender identity, and may experience themselves in different ways.

I came out as genderqueer/non-binary to my college in April of this year and they have been really supportive about it. They changed my name on the records, everyone was briefed and now use my new name. [The lack of proper use of] pronouns is disappointing but as I'm non-binary and prefer "they" it's just that way with almost everyone. All in all, it's been a very positive experience and I'm so relieved to be out and accepted by everybody. [Student]

Students and staff come to Oxford from countries round the world, with very different approaches to transgender issues. Gender identity interacts with other areas of identity, including ethnicity, culture, religion and disability, and this may sometimes lead to particular issues for individuals, or cause tensions.

PARTNERS AND FAMILY

Some members of the University have experience of dealing with the transition of a close family member, and they may need information and support too. This may be a bewildering and distressing time for the whole family, who may deal with the situation in different ways.

CONFIDENTIALITY

Under UK law, trans people are protected against discrimination, and their gender identity history must be treated as highly confidential.

SUMMARY

- Transitioning involves different steps and activities for different people.

- The timescales, activity and communication will be driven and led by the person transitioning.

- The University will take steps to support people who are transitioning, including making changes to records.

- A person's trans status and gender identity history must be treated as highly confidential.

This section gives a short summary of some of the key legislation and explains the University's approach to supporting trans people.

EQUALITY ACT 2010

The **Equality Act 2010** lists gender reassignment as one of the 'protected characteristics' on the grounds of which people are protected against unlawful discrimination, harassment and victimisation. This applies in education, employment and the provision of goods and services.

It is not necessary for an individual to be under medical supervision, or to undertake reassignment surgery, to benefit from the legal protection, which commences from the point at which they first state their intention to transition. Employers have a responsibility to protect their employees from harassment and bullying, including in relation to gender reassignment.

It is unlawful to discriminate against someone because they are perceived to be transgender, whether or not the perception is accurate. It is also unlawful to discriminate against someone because of their association with a transgender person (for example as a family member, friend, partner, etc).

As a public authority, the University also has equality duties to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act;

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and to

- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Some trans people may also be protected as having the protected characteristic of disability.

> *Where an individual has been diagnosed as having 'gender dysphoria' or 'gender identity disorder' and the condition has a substantial and long-term adverse impact on their ability to carry out normal day-to-day activities, they will also be protected under the disability discrimination provisions of the act.* [EHRC, 2014, Section 2.28][1]

GENDER RECOGNITION ACT 2004

The **Gender Recognition Act 2004** allows individuals who have undergone gender reassignment to obtain a Gender Recognition Certificate (GRC). This means that they are legally recognised for all purposes in their confirmed gender. It is a criminal offence under this legislation to disclose

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[1]EHRC (2014) *Equality Act 2010 technical guidance on further and higher education.* Equality and Human Rights Commission, London. Section 2.28 http://tinyurl.com/y84wu46r

information relating to the individual's gender history obtained in an official capacity (i.e. as part of a person's work role).

To obtain the GRC an individual must provide evidence to satisfy the Gender Recognition Panel that they are at least 18 years of age, have or have had gender dysphoria, have fully lived in their confirmed gender for at least two years, and intend to live permanently in their confirmed gender. Obtaining a GRC means that a person is:

- entitled to be issued with a new birth certificate reflecting their changed gender;
- legally recognised as belonging to their confirmed gender 'for all purposes' including the criminal law;
- entitled to state benefits and occupational pension schemes on the basis of their acquired gender.

It is illegal to ask to see a Gender Recognition Certificate. If the University needs proof of legal sex, university and college officers should request a birth certificate or passport.

DATA PROTECTION ACT 1998

The **Data Protection Act 1998** defines trans status and gender reassignment as 'sensitive data'. This should be treated in accordance with the University's Data Protection Policy. Records referring to a previous name or gender may reveal a trans history, and should be treated as sensitive data.

THE UNIVERSITY'S APPROACH

There has been considerable social change since the Equality Act was passed, and there has been criticism of the approach the legislation takes regarding transgender issues. In 2015, the Transgender Equality Report[2] from the House of Commons Women and Equalities Committee made a series of thirty recommendations for significant changes. In summer 2017 the government announced a consultation on a series of changes to the Gender Recognition Act to streamline the process, which may lead to legislative change.

Our experience has been that our students and members of staff often choose to take a more exploratory approach to gender identity, and we want to support them and recognise them in their affirmed gender identity. Our stance reflects the direction of the Report, and also the recommendations on good practice from Stonewall, developed in conjunction with leading transgender voluntary organisations.

There is a lack of clarity around non-binary identities in current law, but the University would accord people the same protection as other trans people.

The University will change student and staff gender in records on receipt of a written statement of an individual's intention to live permanently in a different gender. We do not require any medical evidence (see section 5 for details).

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[2] Transgender Equality Report (2015) London: Stationery Office.
www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality

These checklists are intended to signal some of the main areas to be considered when an individual states that they intend to transition. Detailed arrangements should be agreed between the individual, department and college.

STAFF	Transition support checklist

Main contact

Identify a single point of contact to support the individual and agree an action plan. This would normally be a manager, HR professional or senior member of the department, who would liaise with HR if the point of contact is not the HR officer. For staff holding a joint college appointment, a college contact should be identified for liaison.	

Timetable

Agree dates when any actions will be implemented e.g. changes to records, announcements/communication, use of gendered facilities, but remember that transition may be a gradual and incremental process.	

Name and gender changes in University records

Changes made by University officers

The individual and department should agree what records need changing, including updating the CORE HR personnel management system, liaising with Payroll and the Pensions Office, obtaining a new University card and changes to department websites.	

Changes normally made by the individual

The individual is likely to have to have to contact external organisations such as HMRC and the Home Office personally. Communication with other organisations such as funding bodies should be agreed with the individual.	

Issues to be considered

Is the individual taking any extended time off? Is additional paid/unpaid leave needed?	
Is time off needed for medical appointments (which may require travel to a Gender Identity Clinic)?	
How can ongoing non-medical procedures be accommodated? People may have other appointments relating to transition, such as laser hair removal, or sessions with a speech therapist; an individual transitioning female-to-male may require structured programme of exercise to maximise the effect of hormone treatment. Consider whether these could be accommodated by working flexible hours and/or homeworking.	

Is the individual having any planned surgery? Recovery periods may be short or extended, depending on the surgery, and any complications, and several surgeries may be needed. Staff will receive standard sickness leave, but may wish to negotiate additional paid/unpaid leave.	
What arrangements have been made to ensure the individual is able to return to work? The Occupational Health Service may help to plan a phased return to work.	
Are any temporary adjustments needed to duties during hormone treatment or following surgery? E.g. avoiding heavy lifting. Individuals may experience fatigue or mood fluctuations.	
Are any permanent changes to duties needed following medical treatment (for example in the case of a job where physical strength is required)?	
Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?	
Has workload during transition been discussed with the manager? There may need to be some flexibility on deadlines, especially if there are unexpected side effects or surgical complications.	
Support for the individual	
Does the individual have a support network? Be sensitive to the fact that transitioning is a time that family/friendships/personal relationships may be strained and some individuals may be isolated from their previous support network.	
Is the individual receiving gender identity counselling through a specialist clinic?	
Is the individual aware of the LGBT+ Staff Network?	
Is the individual aware that support may be available through trade unions?	
Communication	
How will colleagues and students in department and college be informed? Can a statement be agreed?	
How and when will external contacts be informed?	
Is there a training need?	
May there be media interest in a high-profile individual? The Press Office can help.	
Overseas travel	
Does the role require travel? A risk assessment should be carried out to determine whether the individual may be at risk because of their trans status. How will the individual get medical care, including obtaining medication? Heads of Department delegate the responsibility for risk assessment to individual managers, with advice from department safety officers.	

STUDENTS	Transition support checklist	

Main contact

Identify a single point of contact to support the individual, agree an action plan and coordinate arrangements between college and University. This role would normally, but not necessarily, be undertaken by the Senior Tutor or Tutor for Graduates.	

Timetable

Agree dates when any actions will be implemented e.g. changes to records, announcements/communication, use of gendered facilities, but remember that transition may be a gradual and incremental process.	

Name and gender changes in University records

Changes made following a request

Changes to the student record on SITS will update the main University systems. Colleges will be asked by Academic Records Office to update their own systems. The college and student should identify any changes required to college or department websites.	

Changes the student should make

The student is responsible for contacting external organisations, such as funding bodies and HMRC.	

Issues to be considered

Is the student taking any extended time off? Does the student want to continue their current programme of study, defer for a set time, or come to some other arrangement?	
Is time off needed for medical appointments (which may require travel to a gender identity clinic)?	
How can ongoing non-medical procedures be accommodated? People may have other appointments relating to transition, such as laser hair removal, or sessions with a speech therapist. an individual transitioning female-to-male may require structured programme of exercise to maximise the effect of hormone treatment.	
Is the individual having any planned surgery? Recovery periods may be short or extended, depending on the surgery, and any complications, and several surgeries may be needed.	
What adjustments can be made to minimise the impact on a student's learning? E.g. Extensions to deadlines, resits.	
Are any temporary adjustments needed during hormone treatment or following surgery? Individuals may experience fatigue or mood fluctuations.	

Are any adjustments needed to work placements?	
Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?	
Are extensions to deadlines needed if students need time out to attend medical appointments, or if they are experiencing side effects from medication or complications following surgery?	
Are any arrangements needed in relation to social activities such as competitive sports where teams and changing facilities are based on gender? Discuss with the individual. The Sport Federation President may be able to offer advice if required. oufspresident@sport.ox.ac.uk	
Support for the individual	
Is the student's family aware and supportive? Do they have a supportive network of friends within the University/college?	
Is the student aware that the Oxford SU LGBTQ Campaign may be able to put them in contact with other students who have transitioned? lgbtq-chair@oxfordsu.ox.ac.uk	
Is the student aware that OU LGBTQ Society has a trans students' rep?	
Is the student in contact with the college nurse and/or doctor?	
Is the student in contact with the college welfare team?	
Students who have been diagnosed with a mental health condition and who receive a Disabled Students Allowance, may have funding for regular mentoring. Contact the Disability Advisory Service disability@admin.ox.ac.uk .	
The Counselling Service may be able to offer a student short-term support (typically 2-4 sessions) in thinking about any issues in relation to being transgender.	
Is the individual receiving gender identity counselling through a specialist clinic?	
Check whether the student is in any financial hardship. Refer to Oxford SU for advice, and to college and/or university sources of hardship funding if necessary.	
Communication	
How will staff and students in department and college be informed? Can a statement be agreed?	
How and when will external contacts e.g. placement providers be informed?	
Is there a training need?	
Overseas travel	
Does the student need to travel? A risk assessment should be carried out to determine whether the individual may be at risk because of their trans status. How will the individual get medical care, including obtaining medication? Heads of Department delegate the responsibility for risk assessment to supervisors, with advice from department safety officers.	

This section treats name and gender changes separately.

CHANGING LEGAL NAME

Many people who change their gender identity decide to change their given name. The University will update its records when individuals provide evidence of a formal process to change their name. This can be done by Deed Poll, which is offered free or at low cost by various online companies. The University does not require deed polls to be enrolled through the courts. An alternative way to change one's name is to make a Statutory Declaration.

If an individual does not want to change their legal name, or is unable to do so (for example if they are not a UK national) they can ask the University to use a preferred name. We will use that for internal purposes, but where an official/legal process is involved the legal name must still be used.

An individual may also ask members of their college or department to use a different name informally, before making a formal request to add a preferred name to their records.

An individual who is transitioning should be given the opportunity to update any photographs on their University cards and on University webpages. They may wish to make several changes as their physical appearance changes over time.

The University cannot provide additional University cards in alternative names and an individual can only be issued with one card at a time.

STUDENT RECORDS – NAME CHANGES

Information relating to a student's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.

A degree certificate is a legal document. The name that appears on the degree certificate is the student's legal name at the time the certificate is issued. However a degree certificate can be reissued for a trans individual (see Alumni records – Gender changes below).

The student is responsible for contacting external agencies with details of any changes to personal details. This includes Student Finance England, the Student Loans Company, UK Visas and Immigration and the student's bank. It is noted that some external agencies, such as UK Visas and Immigration, insist that students identify according to the male/female binary.

Students who wish to make changes to their gender identity but are not able to change their name legally may request that a preferred name is used on their University Card and email address.

For more information:

Students	www.ox.ac.uk/students/life/studentrecord
Administrators	weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro

STAFF RECORDS – NAME CHANGES

Staff should contact their department HR officer to update their details on the CORE HR personnel management system.

The HR officer should change name details on receipt of proof of name change, for example Deed Poll, passport or driving licence.

Staff name changes should include personnel records, email details, University card and contact information. Where possible, information relating to a staff member's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.

ALUMNI RECORDS – NAME CHANGES

Alumni who change their name after graduating as part of a transition process may inform their college or department. All requests should be passed to the Academic Records Office, to ensure that all parts of the University have the correct current contact details.

See 'Alumni records – gender changes' below for re-issue of degree certificates.

TITLES

The titles Mr, Miss, Ms, Mrs are social titles and have no legal status. University students and staff may choose the gender-neutral title Mx, or opt for no title. Any options may be chosen, regardless of legal sex or preferred gender and no documentary evidence is required. Students may update their student record by contacting their college.

CHANGING GENDER IN RECORDS

The University will change recorded gender in student and staff records on receipt of written confirmation of the individual's intention to live permanently in a different gender. No medical evidence or other documentation is required.

The University aims to recognise people in the gender in which they identify. However the University needs to keep a record of an individual's legal sex to share with external organisations where required to do so for purposes such as tax, national insurance, pensions and visas.

The University will change an individual's recorded legal sex, as required by law, if they have obtained a Gender Recognition Certificate. University Officers should not ask to see the Certificate, but may ask for documentary evidence, such as a birth certificate or passport.

STUDENT RECORDS – GENDER CHANGES

Applicants for study, current students and alumni who intend to change gender permanently may request changes to the gender, name and title in their records. Such a request will start a process by which the individual will agree the detail of the changes in dialogue with the University.

Students	www.ox.ac.uk/students/life/studentrecord
Administrators	weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro

ALUMNI RECORDS – GENDER CHANGES

Alumni who make changes to their gender identity may inform their college or department, or contact the Academic Records Office directly aro@admin.ox.ac.uk. Alumni should contact the Degree Conferrals Office to request the reissue of a degree certificate following gender transition degree.conferrals@admin.ox.ac.uk. They will normally be required to return their original degree certificate before a new one can be issued.

www.ox.ac.uk/students/graduation/certificates

STAFF RECORDS – GENDER CHANGES

Staff should send a written statement of their intention to live permanently in a different gender to their HR officer, who will be responsible for changing records. They should discuss a timetable for changing the individual's gender on the CORE HR and other systems.

The HR officer should pass a paper record of the changes to gender to the Head of HR Information for confidential storage for the purposes described above: liz.mitchell@admin.ox.ac.uk.

If the individual subsequently informs the HR officer that they have a Gender Recognition Certificate, the HR officer should contact the Head of HR Information and ask for the paper record to be destroyed.

USE OF PREFERRED GENDER IN RECORDS

STUDENT RECORDS

Some students may not wish to identify as male or female or may feel that they have a more fluid gender identity, either while they transition or permanently. We offer the option of a Preferred Gender in the student record, with the choices 'male', 'female' and 'other'. Non-binary students may wish to choose the 'other' option. Their preferred gender would appear on all student-accessed records (e.g. online student self-service), and in data returned to HESA, but would not be visible to University staff.

Students may also choose to use this option if they are not in a position to make a permanent change to their gender. See www.ox.ac.uk/students/life/studentrecord.

Students with a fluid gender identity, like other trans students, may seek support from services within the University and from national support services (see section 16).

STAFF RECORDS

The CORE HR personnel management system cannot currently accommodate 'other' gender, but this will be introduced in 2018.

Members of staff may ask colleagues to treat them as their preferred gender, including a fluid gender identity. See section 9 for guidance on good practice in communication.

International staff and students who are only in the UK for a limited period may wish to use a preferred name and gender within the University, but make no changes to their documentation from their own country. The University will need to keep copies of official documents for visa purposes.

International staff and students may seek support from services within the University and externally (see sections 7, 8 and 16). It is recommended that specialist external advice is sought on making changes to name and gender.

The Home Office has issued guidance[3] that transgender people who hold non-British passports in their former name and gender are normally expected to align their passports and other identity documents to reflect their acquired name and gender so that they are using one name for all purposes.

However if a trans person is from a country whose national authorities do not recognise changes to name and gender in passports and national identity documents, they will be able to obtain a biometric residence permit in their acquired gender provided they can prove that they are using their acquired name and gender for all purposes.

SECTION 6. TELLING OTHER PEOPLE

AGREEING A TIMETABLE AND APPROACH

This section looks at some of the practical steps around transition.

When an individual transitions, both they and their colleagues might be somewhat anxious about this unfamiliar situation. The process of transition is complex and requires understanding on all sides. Individuals and their colleagues may need support, guidance and some awareness-raising activities. It is normal for people to be curious, as they might be any time a colleague experiences a major life change. Interest is often not intended to be intrusive, but may simply be a way of expressing support. The person who is transitioning may need to be willing to engage with their colleagues and also to tolerate questions and mistakes: years of habit are hard to change. However, it is important that a spirit of mutual respect is maintained.

For the individual

- Do you want to tell colleagues/fellow students yourself? You may want to speak to people, send an email or a letter.

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[3] www.gov.uk/government/uploads/system/uploads/attachment_data/file/404748/Align_Change_of_Name_Guidance_-_v1_0.pdf

- Do you want an agreed statement to come from a senior person within your department or college to show that your transition is supported by the organisation?
- You may want some general information about transitioning for people who are not familiar with the concepts, while not going into detail on your own personal or medical history.
- Are you happy answering questions, or would you like to refer people to someone else?
- Do you want to take a short period away from work/study, then return with your new name and affirmed gender? This is common practice, which enables the organisation to brief people during your absence, which may be a few days or weeks.
- If you are making a gradual transition, this should be reflected in communications.

For the organisational lead

- Have you helped to identify the people who need to know about the individual's transition?
- Have you agreed a timetable, and what steps will be taken?
- Have you offered support in communicating the message, including signalling organisational support?
- Have you agreed a timetable for the transition, which may be gradual?
- Is there a need for trans awareness training in the department or college?
- Have you considered how you will support people who are concerned about the individual's transition or who have questions?
- In the early days, check in regularly with the individual on how things are going, and resolve any issues.
- Remember that historic information about someone's transition should not be shared with people joining the department at a later date.
- Have you liaised with relevant colleagues to make changes?

Good practice: A member of staff who was transitioning went on holiday. During their absence another trans member of staff gave a transgender awareness talk to the department, covering the basics of what trans is, what terms mean, legal obligations and dos and don'ts. They explained that their colleague was transitioning and would be returning with a changed name and gender presentation. Colleagues could ask questions and were prepared to welcome back their colleague.

WELCOMING A NEW STUDENT OR MEMBER OF STAFF WHO IS TRANS

New students or members of staff may or may not be open about their trans status, or may disclose their status confidentially to some colleagues, managers, tutors or other staff. When this happens, the person with whom the information is shared should explore whether the individual has any ongoing support related to their transition, for example in relation to ongoing health care, and whether any action is needed by the department or college. Remember that details of trans status should be treated as confidential information.

TRANS RESPECT GUIDELINES FOR STAFF AND STUDENTS

The following informal guidelines[4] from the Equality Challenge Unit on how to treat trans people may be helpful for colleagues or fellow students.

- Think of the person as being the gender that they self-identify as.

- Use the name and pronoun that the person asks you to. If you aren't sure what the right pronoun is, politely ask them what name and pronoun they use. If you make a mistake with pronouns, correct yourself and move on. Don't make a big deal out of it.

- Respect people's privacy. Do not ask what their 'real' or 'birth' name is. Trans people are often sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present.

- Do not tell others about a person's trans status. If documents have to be kept that have the person's old name and gender on them, keep them confidential.

- If you hear, or see staff members or students using transphobic language or behaviour challenge it and/or bring it quickly to the attention of someone in a position of authority.

- Respect people's boundaries. If you feel it is appropriate to ask a personal question, first ask if it is ok to do so. Personal questions include anything to do with one's sex life, anatomy (not just genitalia) and relationship status – past, present or future. Questions about medical transition, such as 'Are you on hormones?' can be considered personal.

- Listen to the person, and ask how they want to be treated and referred to.

It's easier to treat someone respectfully if you're thinking of them how they'd like to be thought of. It's much more difficult to interact with somebody when you're thinking "she… but I must say 'they'", than it is to interact with somebody when you're just thinking "they". This isn't a change that happens overnight – I still think of myself as "she" sometimes, five years after I first told somebody that "they" felt like a better fit! [Staff]

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[4] Trans staff and students in HE and colleges: improving experiences (2016) Equality Challenge Unit
www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences

THINKING ABOUT THE TIMING OF TRANSITION

The name that appears on the Degree Certificate is the individual's legal name. Since new graduates may be asked to supply evidence of their qualifications to a new employer, current students may find it more practical to transition before sitting their final exams. (See below p.23 for information for alumni who transition after graduation).

FINANCIAL HARDSHIP RELATED TO BEING TRANS

Students who are transitioning may experience financial difficulties. They are likely to incur additional expenditure which may be significant: for example new clothing, travelling to specialist services/clinics, possibly private medical interventions and medication to avoid delays, laser hair removal and voice coaching.

Some students report experiencing a breakdown in relations with their families because of being trans, causing distress as well as potential financial hardship. If families are hostile to the transition, they may withdraw financial assistance. International students may face particular challenges in discussing their transition with friends and family at home, where cultural attitudes to gender variance may be very different.

Any student who is experiencing hardship may apply for hardship funding through college and University. However, this is very unlikely to pay for medical treatments or for specialist gender counselling. Counselling to assist with stress or mental health concerns may be available through the student support services.

Sources of financial support	
Student Advice Service	www.oxfordsu.org/advice/student-advice-service
College welfare officers	Support and access to college hardship funds
University Hardship Fund	www.ox.ac.uk/students/fees-funding/assistance/hardship/uhf
University Counselling Service	www.ox.ac.uk/students/shw/counselling
LGBTQ Society	www.oulgbtsoc.org.uk

Good practice: Keble College JCR voted to establish a Gender Expression Fund to support transgender students at the college who could not afford to buy binders, concealing underwear, and other necessary items.

ACCESSING MEDICAL TREATMENT

An individual does not need to seek medical intervention as part of a transition process, although they may choose to do so. In the UK the initial point of contact is normally the person's GP. For students this would be their college doctor. The GP can refer to specialist Gender Identity Clinics for assessment and treatment, but there may be long waiting lists.

This may be a distressing time, so we would encourage students to seek support from the college doctor, the college nurse or the Counselling Service. Support may also be available through the Disability Advisory Service, if a student has been diagnosed with a mental health condition.

Help is also available through the national MindLine Trans+ helpline: www.bristolmind.org.uk/help-and-counselling/mindline-transplus.

A GP may be able to prescribe 'bridging' endocrine treatments as part of a holding and harm reduction strategy while the patient awaits specialised endocrinology or other gender identity treatment. Endocrine treatments should be given under medical supervision and appropriately monitored, so self-medication is strongly discouraged.

The University does not pay for private medical treatment, including specialist counselling.

ACADEMIC DRESS

Academic dress at Oxford has been gender neutral since 2012. Members of the University may choose which elements of subfusc (e.g. skirts, trousers, bow ties, ribbons etc) to wear with academic dress. See: www.admin.ox.ac.uk/statutes/regulations/48-012.shtml

STUDENT SPORTS

Involvement in sport helps to promote a healthy lifestyle and gives opportunities for students to form social groups and contribute to college life. Trans students should be given the same opportunities to participate in sports as other students. Being socially accepted in their self-identified gender is important to trans students and a refusal to let them participate in sport might be seen as transphobic.

> **Case study: Lawrence Michael Dillon (1915-1962)**
> One of the University of Oxford's alumni achieved sporting prowess as a woman, and later as a man. Laura Maud Dillon was an undergraduate at St Anne's College, Oxford, who became president of the Oxford University Women's Boat Club and won a blue for rowing. After testosterone therapy he enrolled as Lawrence Michael Dillon in the medical school at Trinity College Dublin, where he rowed for the men's team.[5]

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[5] http://www.lgbthistoryuk.org/wiki/index.php?title=Michael_Dillon

British Universities and Sport (BUCS) has a transgender policy. They recommend that where transgender issues arise, the policy of each national governing body for that sport should apply[6]. Sports societies are encouraged to take action against homophobia and transphobia, in support of the principles of the Government's Charter for Action on Tackling Homophobia and Transphobia in Sport (2011).[7]

At less competitive levels trans people should be permitted to participate in their affirmed gender identity.

Trans and intersex individuals whose bodies differ from gender norms may be concerned about using communal changing facilities. Some may not have a binary gender identity, so only offering facilities designated male or female may not meet their needs. Providing gender neutral single stalls and private showers would be supportive.

Good practice: at the instigation of a trans member of staff, the University Sports Centre explored offering a trans-only swimming session during Oxford Pride.

AFTER COMPLETING STUDIES

Alumni who transition at any time after leaving the University, may contact the University to request that records are updated to reflect their name and gender changes. They may also request that the University reissues their degree certificate, which is formal evidence of a qualification from the University of Oxford. Legal proof of name change is required (see section 5 Alumni records – gender changes).

If an individual is applying for postgraduate study after transitioning, either here or at another university, it is recommended that sufficient time is allowed to permit changes to be made before an application for further study is submitted.

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[6] http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf

[7] https://www.gov.uk/government/publications/sports-charter

The University recognises that a lot of thought goes into deciding to transition, especially when someone is established in their career. We understand that this is a personal issue that has a major impact on all areas of life, and are committed to supporting individuals. Every situation is different, and the approach and timetable should be determined by the individual.

Transitioning has a wider impact on family, friends and colleagues, and may strain personal relationships and established support networks. We encourage members of staff who are transitioning, or who have transitioned, to work with the University to agree an approach, and to make use of available support. In addition to their key contact, the individual may also want to access support from the Occupational Health Service, the LGBT+ Staff Network or unions.

RECRUITMENT AND SELECTION

Recruitment and selection may be a worry for transgender applicants. Highlighting the University's commitment to equality and diversity in all recruitment materials can help to reassure job applicants that they will be treated fairly.

SHORTLISTING

Good practice is to make decisions only on the basis of how the individual's skills match the essential and desirable criteria of the role. Issues for panels to bear in mind are:

- There may be unexplained gaps in an individual's work history while they were undergoing medical treatment for gender reassignment.

- Transphobia may have led to trans people leaving a previous employer, or experiencing difficulty in finding employment.

- Gender identity history may be revealed through attendance at single sex schools or colleges but should not be commented on

INTERVIEWS

Trans people may find interviews awkward, if they fear being judged on the basis of their appearance and perceived conformity to gender stereotypes.

When I came for my interview I was nervous. Not because of the work, which I was overly qualified for, but because I read stories on discrimination against trans people on a weekly basis. It may be illegal in the UK, but I still know people who have been turned away from jobs for no good reason. I myself had suddenly found many companies who 'always had a position for me' suddenly did not. The truth is, trans people expect to face discrimination and hostility during interviews. It was rather amazing when my interview actually concentrated on the work I was applying to do, and a relief.

[Staff]

REFERENCES

Look carefully for any additional instructions on contacting referees, or check with the applicant. Never assume anything other than the current name, unless told otherwise.

DOCUMENTATION CHECKS

Prospective members of staff are asked for identity documentation such as a passport or birth certificate to check that they have a valid entitlement to work and reside in the UK, and may also be asked for evidence of qualifications. Care should be taken to deal sensitively with a trans applicant whose documents may reveal their gender identity history. It is important that all documentation is held confidentially, only processed by those immediately responsible for personnel administration, and not held for longer than necessary.

Guidance on recruitment record-keeping	www.admin.ox.ac.uk/personnel/recruit/rec_recs
Privacy policy for staff data	www.admin.ox.ac.uk/councilsec/compliance/dataprotection/staffinfo

DBS CHECKING

A procedure exists within the University for applying for Disclosure and Barring Service (DBS) checks without the completed form being seen by departmental staff, if individuals express concerns about this. This may apply to job applicants or students who need a DBS check for a work placement. Applicants who have transitioned, for example, may be concerned about 'outing' themselves if they previously had a different name. The individual may have a confidential discussion with the University's Head of Vetting or the Vetting Administrator. It is important to respect the individual's right to privacy.

Transgender applicants may use the DBS confidential checking service.

University Head of Vetting	████████████
University Vetting Administrator	████████████
Disclosure and Barring Service (DBS)	sensitive@dbs.gsi.gov.uk 0151 676 1452

MEDICAL APPOINTMENTS AND LEAVE

Where a member of staff is transitioning, it is important to consider the needs of the individual alongside the requirements of the employing department or college. The University does not attempt to prescribe the amount of additional leave that may be appropriate in each case; departments have discretion to authorise additional paid or unpaid leave according to individual circumstances. It is expected that individuals may take a mixture of annual leave, sickness leave (for any medical procedures) and additional paid or unpaid leave. It is not possible to predict in advance how much leave may be needed for medical procedures and recovery.

Most people have to travel for specialist medical care and oversight at a gender identity clinic, necessitating a longer period away from the office.

People may have other appointments relating to transition, such as laser hair removal or sessions with a speech therapist.

Intersex people can face medical issues that sometimes affect their working life. Some have experienced involuntary medical treatment during childhood which may leave a legacy of poor mental health. Some people require frequent hormone replacement and many have impaired fertility. Some may choose to have surgery. It is very important that personal privacy is respected, and that confidential medical information is not shared.

PENSIONS

Individuals who change their gender identity should check how this affects their pension arrangements. The age at which an individual becomes eligible for a state pension depends on their legal sex. In the past arrangements were different for men and women, but these are gradually being harmonised. It is the responsibility of the employer to take suitable steps to keep confidential the reason for the individual's apparently early or late retirement.

Most occupational schemes offer a Death in Service lump sum and a Dependant's Benefit. The individual should ensure they have completed an 'expression of wish' form.

TRANSITIONING AFTER EMPLOYMENT

Former employees who transition after leaving employment with the University, may want to inform the University to ensure that any references use the individual's correct name and gender.

SECTION 9. GOOD PRACTICE IN COMMUNICATION

In response to requests from students and colleagues, this section includes information and suggestions from our trans students and staff on communication approaches. Language is constantly evolving, and well-meaning people may unwittingly use phrases that others consider objectionable. Rather than being censorious, we should give one another the benefit of the doubt as we navigate significant social change with mutual understanding and respect.

SENSITIVITY AROUND DISCUSSING TRANSGENDER TOPICS

Since there is no reason why a transgender person should be identifiable, all members of the University should be sensitive when discussing transgender topics: this may be a personal issue for some people involved in the conversation.

> *I am not out to my tutors. One engaged me in what she thought was an intellectual and abstract debate on trans people and 'authenticity'; as a trans person, it was incredibly uncomfortable, but I didn't want to explain something which feels very personal.* [Student]

FACE-TO FACE COMMUNICATION

Everyone should be treated with courtesy in daily interactions, including how they are directly addressed and how they are spoken of. Any expressed preference on language or pronouns should be respected. However sometimes things are more difficult when we are meeting people for the first time. We tend to make assumptions about gender, based on our perception of gender norms and we may sometimes get it wrong. If so, simply apologise and try to get it right next time.

In English, much language is gendered. For some people who are in the process of transitioning, or who have transitioned, being addressed in their affirmed gender is an important milestone on their journey. However people with a non-binary gender identity may feel uncomfortable when gendered language is used about them.

Trans students and staff have some suggestions for colleagues on how to be inclusive of trans people:

- Try not to draw attention to any apparent discrepancy between, for example, a 'male' name and a 'female' appearance.

- Some phrasing can avoid highlighting gender e.g. 'Your visitor [name] is waiting in Reception. Will you come and meet them?' not 'Will you come and meet him?'

- Those moderating public events might consider welcoming 'Colleagues and guests' or similar.

- When taking questions at a Q&A you can try to point someone out without identifying their gender, e.g. 'There's someone at the back in red; just keep your hand up until the microphone gets to you.' If you know the questioner's name, use that instead. This helps to include people whose appearance does not match gender norms, or who have a non-binary gender.

Trans people may have particular difficulties in using the phone, since their voice pitch may differ from gender norms.

- Try not to make assumptions about gender based on voice pitch.
- Use the caller's name rather than gendered terms such as 'sir' or 'madam'.
- In most situations the caller's gender is unlikely to be relevant.

WRITTEN COMMUNICATION

When writing about a particular individual, their preferred pronouns should be used, whether that entails using a gendered pronoun for someone who has transitioned to a binary gender, or a non-gendered pronoun for someone who is non-binary.

Good practice: The webpage listing members of the LGBT Advisory Group includes pronouns.

When writing about people in general, non-gendered language such as 'the student', 'they' and 'their' can be used instead of 'he' or 'she' and this style is increasingly being adopted in the University's written documents as they are revised.

Good practice: The Standard Constitution for student societies has used 'they' instead of 'he or she' since 2017.

Once a trans person has made known their chosen name, this should be used in all situations except those where their legal name is required (such as on a degree certificate). People with fluid gender identities may have more than one name, so discuss with them how they would like their names to be used. It is never appropriate to put quotation marks around a trans person's chosen name.

Be alert to sensitivities around language to avoid unintentionally excluding trans people.

Good practice: Oxford University Dramatic Society took a motion to its AGM to propose revising its constitution to change binary gendered pronouns to gender neutral terms: 'This is to ensure that the Constitution is updated to be inclusive of individuals who might otherwise feel excluded from the Constitution because of their gender identity, and to eliminate potential procedural issues or disputes about who the Constitution applies to.'

Preferences on language vary widely, even among trans people. For many people the concept of self-identification is very important, so they would be happy with the use of 'identifies as', whereas in the quotation below a student expresses a different view.

While understanding gender identification is very important, the phrase "identifies as" is sometimes used as a buzzword which actually means very little, and can sometimes actually have the effect of delegitimising trans people. For instance, if you talk about "women and people who identify as women", you are in fact just talking about women! Here, the phrase 'people who identify as women' is clearly meant to indicate trans women, but in doing so suggests they aren't 'real' women. If you need to explicitly state that you're including trans women when you talk about women – for instance,

if you're running a women-only event and want to reassure trans women that they are welcome – you can always say 'women, whether trans or cis'. [Student]

PRONOUNS

For transgender people who are transitioning to a new binary gender, use of the correct personal pronoun (i.e. he or she), is very important. We are all human and mistakes are likely to be made on occasion, sometimes even by the transgender person themselves, and it is important that everyone is patient and tolerant, particularly in the early days. However, deliberately or persistently using the wrong personal pronoun may be interpreted as a form of harassment and should be treated as such.

An individual may ask people to use a particular pronoun: this might be 'he', 'she' or 'they' (used to refer to a single person) or a constructed pronoun such as 'zie' or 'ey'.

For example, Jo is non-binary: they have asked their tutors to use 'they' and 'them'. At first it is difficult, but people make an effort to used Jo's preferred pronouns when they explain how hurtful they find it to be misgendered.

To begin with, you might need to think carefully or proof-read a bit more than usual – I've had kind, well-meaning people say "of course I'll use the right pronouns for you in this important email" and then immediately call me up to apologise because the wrong pronoun had just slipped out and they'd hit "send" without noticing. But you'll get there, I promise – and it's only this difficult the first time. Get it right with me and you'll find it much easier to be an ally to the next trans person you meet. [Staff]

It is noted that some foreign languages may not have neutral pronouns, or a sufficient variety of pronouns that could be substituted for gendered pronouns. This may be an issue for students of those languages and their tutors. Tutors should address it with students, and reach an agreement on how to proceed, rather than simply leaving it unaddressed.

Good practice: Some people include their pronouns in their email signature file. People who feel shy about making this request face-to-face may prefer to do this.

If the staff could get briefed on the importance of using the correct pronouns and about how "they" is a legitimate pronoun, I'm sure that would help a lot of trans folk. […] When people get it right I'm actually surprised that it's not ANOTHER cis person misgendering me! [Student]

Good practice: Speakers at Oxford SU (formerly OUSU) meetings are asked to state their personal pronouns for use in the meeting and to ensure accurate minutes.

In OUSU Council, anyone who speaks is asked to state the pronouns they use, both for minuting reasons and to ensure that debate can be carried out respectfully. [Student]

Good practice: The webpage listing members of the LGBT+ Advisory Group includes members' pronouns.

SECTION 10. ASKING SURVEY QUESTIONS ABOUT GENDER IDENTITY

The University seeks to measure its progress in creating an inclusive culture for trans people. For this reason it may ask questions about the experience of trans people or awareness of transgender issues through surveys and questionnaires. Reporting data on gender identity should be done at University level only due to the low numbers involved.

On many forms, questions are asked about gender as if it is a neutral piece of information, which is already public. However for someone who is transitioning, or who is non-binary, it may be very sensitive information, especially if there is a difference between their apparent gender and the gender on University records.   It is recommended that current forms are reviewed to ensure that questions about gender are necessary, and are worded appropriately.

Think carefully about which questions you need to ask, how you ask them and how responses are reported, to prevent trans respondents being identified where they do not wish to be.

ASKING ABOUT SEX/GENDER

Consider your reasons for asking questions about sex/gender in any survey or form, since such questions may be problematic for people with a trans identity. There may be a justifiable need to ask questions about gender, such as for monitoring take-up of services.

National guidance on data collection in higher education has changed, with a move towards recognising a gender spectrum by offering three options of 'male', 'female' or 'other'. It is also good practice to offer a 'prefer not to say' option.

Including 'trans' as a gender option is totally unacceptable even when well-meant, as it assumes e.g. that trans women are not women, and that trans men are not men. 'Trans' in itself is not a gender.
[Student]

ASKING ABOUT GENDER IDENTITY HISTORY

Survey information about gender identity history should only be collected if the organisation has an objectively justifiable reason for requiring these data and is able to store and report on it securely. Advice is available from the Equality and Diversity Unit.

Trans people may describe their gender identity in different ways, and may prefer not to use the word 'trans'. Often, people who have transitioned identify in their affirmed gender and not as trans.

The wording recommended by HESA is below. Such questions should never be compulsory.

'Does your gender identity match your sex as registered at birth?'	Yes/no/prefer not to say

Alternative questions might include:

'Do you identify as trans or do you have a trans history?'	Yes/no/prefer not to say
'Do you live and work/study in a gender role different from your sex as registered at birth?'	Yes/no/prefer not to say

OFFERING A CHOICE OF FACILITIES

People should be able to use toilet and changing facilities appropriate to their gender identity.

Providing gender neutral toilet and changing facilities is supportive of trans people, including those who are non-binary. It avoids potential problems that may arise if there is a discrepancy between physical appearance and inner sense of gender. It provides a private space, where the right to use the facilities will not be challenged. There may be times when trans members of staff feel unable to express their gender identity in public, or when travelling to and from work, for fear of transphobic attack. However they may want somewhere to change so that they can freely express their gender identity at work.

GENDER NEUTRAL TOILETS

Equality considerations coupled with sensitivity to the needs of all users should underlie the provision of toilet facilities. A range of gendered and non-gendered facilities should be provided where possible to meet individual preferences and for cultural, religious or sensitive personal reasons.

The University recommends that the provision of some gender neutral facilities is considered in every new build and refurbishment. Ideally these should include single cubicle gender neutral toilets, with integrated washing facilities and floor to ceiling doors.

We recommend the provision of gender neutral toilets *in addition to* existing accessible toilets, and would not normally expect accessible toilets to be used by trans people, since they may be needed urgently by disabled people.

Good practice: Since 2009 St Catherine's College has been converting gendered toilet facilities into gender neutral facilities. 90% had become gender neutral by as early as 2012.

TOILET SIGNAGE

In the UK there is no commonly accepted icon for a gender neutral toilet. Using signage with the words 'gender neutral toilet' can send a clear message of being a trans-inclusive organisation.

Good practice: In response to comments that the shortage of gender neutral toilets near the bar and theatre posed difficulties for transgender or transitioning students, Wadham College refurbished toilets near the JCR bar to make them gender neutral.

Wadham is an excellent example of gender-neutral toilet provision on a college level, as gender-neutral toilets are clearly marked and offered in prominent public spaces (e.g. the bar) as well as in staircases or accommodation.

The Counselling Service and Disability Advisory Service have gender-neutral toilets, as does the OUSU building where Student Advice Services are based. While gender-neutral toilets should be provided wherever possible, their provision in relation to support services is especially important. [Student]

Many trans people and those who do not conform to gender norms report experiencing discrimination. This may be because of deliberate and overt treatment, or it may be the result of insensitivity and ignorance. Discrimination has a serious impact, not only on a person's health and happiness, but also on their performance in study and at work. Some people may experience discrimination on multiple grounds, for example on the basis of their ethnicity as well as their gender identity.

People whose appearance does not conform to binary gender norms may be more vulnerable to harassment than those who successfully 'pass' as male or female. Persistently 'accidentally' addressing an individual with the wrong name or pronoun might be experienced as harassment by the person concerned. People who are perceived to be transgender, including those who are intersex, are protected from bullying and harassment, whether or not the perception is true.

A person associated with someone who undergoes gender reassignment (e.g. a partner or friend) is protected against discrimination on the grounds of that association.

The University recognises the right of every individual to choose whether to be open about their gender identity and history. Any unlawful discriminatory behaviour, including transphobic harassment or bullying by individuals or groups, will be regarded extremely seriously and could be grounds for disciplinary action, which may include expulsion or dismissal. Such behaviour will be dealt with under the University Policy on Harassment and Bullying: www.admin.ox.ac.uk/eop/harassmentadvice.

TRANSPHOBIA

Transphobia is discrimination, harassment and bullying or hate crime experienced by trans people (or those associated with them) on the grounds of their gender identity and/or expression.

To 'out' someone – whether staff or student – without their permission is a form of harassment and possibly a criminal offence.

Transphobia includes **transmisogyny**, a term used for prejudice, discrimination and violence directed at trans women and transfeminine people due both to their trans status and their womanhood or femininity.

Examples of transphobia include:

- Making derogatory jokes;

- Unacceptable or unwanted behaviour;

- Asking intrusive questions: "So what surgery have you had?"

- Deliberately ignoring someone's preferred pronoun: "He/she/whatever …", or failing to use "they" when asked to do so by someone who is non-binary;

- Speculating openly about their gender: "Is that a man or woman?"

- Unlawfully disclosing their trans history: "Oh, yes, he used to be a woman";

Misuse of information about gender transition contravenes the [University Policy on Data Protection](#) and may be a criminal offence under the Gender Recognition Act.

REPORTING TRANSPHOBIA WITHIN THE UNIVERSITY

Speaking to a Harassment Advisor is a good place to start. The University has a network of approximately 370 Harassment Advisors in departments and colleges, including six who are LGB. Talking through the events and your feelings with the advisor will help you decide on the best way to address the behaviour and clarify the options open to you.

See: www.admin.ox.ac.uk/eop/harassmentadvice

Further information on the Harassment Advisor Network, including the names of LGB Advisors: www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork

REPORTING TRANSPHOBIC HATE CRIME OUTSIDE THE UNIVERSITY

If you experience or witness transphobic hate crime in the local community, it is important to report this. You may do so anonymously. Reporting incidents helps the Police, local councils and housing associations, for example, to build up a picture of your local community and take action to prevent abuse. You will also be able to get the help and support you need.

Police	The Thames Valley Police have a number of police officers who have had special training in lesbian, gay, bisexual and transgender issues, the LAGLOs (Lesbian, Gay, Bisexual and Transgender Liaison Officers). You can call 101 and ask to speak to a LAGLO, or ask for one to be informed and to assist you. Some LAGLOs have also had training on domestic abuse: • Dial 101 • In an emergency, dial 999
Hate Crime Network	Victims and witnesses of a hate crime who don't feel comfortable reporting it to the Police can report it to the Hate Crime Network: • www.victims-first.org.uk/crimes/hate-crime • Tel. 0300 1234 148
True Vision	Report it to True Vision, a national hate crime reporting website: http://report-it.org.uk/homophobic_and_transphobic_hate_crime

DOMESTIC ABUSE IN THE LGBT COMMUNITY

Domestic abuse in the LGBT community may be inadequately recognised and reported. It is often hard for abuse victims to seek support since they may not wish to reveal their gender identity or sexuality to police or other organisations.

Further information is available from:

Reducing the Risk	www.reducingtherisk.org.uk/cms/content/lesbian-gay-bisexual-and-transgender-community
LGBT+ Oxfordshire	www.lgbtoxon.uk/domestic-abuse
Stonewall Housing	For LGBT people who are at risk of forced marriage: www.stonewallhousing.org/insights/post/article.120.html

Senior managers can visibly support trans inclusion, promote and attend trans awareness sessions, encourage staff to engage with the LGBT equality network, support events and celebrate local or University role models.

Good practice: The University is taking part in the Stonewall Role Models programme, which will help to give members of staff who wish to be open about their sexual orientation and gender identity the confidence to do so.

Line managers can have a huge impact on the culture within their team, supporting trans members of staff, facilitating if they wish to take part in role model programmes, ensuring that the needs of trans service users are met, combatting transphobia, informing staff about equality networks and encouraging participation in equality events.

Good practice: A role models panel event for LGBT History Month 2016 included members of staff who identified as non-binary and trans. The event was open to members of the local community as well as staff and students.

All staff can attend events to find out more about how to support their trans colleagues and how to challenge transphobia as a bystander. They can also suggest ways to improve the experience of trans staff, students and visitors.

Good practice: A department held a bystander training event to support people in challenging unacceptable behaviour.

All students can similarly attend events to find out more about how to support their trans peers and challenge transphobia. They can help suggest ways to help their colleges become more trans-friendly.

Good practice: The LGBTQ Society holds regular open events for students to find out more about transgender issues.

Our **LGBT+ Staff Network** helps support trans inclusion through:

- Creating a confidential place for staff to talk together;
- Educating the wider organisation through awareness raising events;
- Consulting on and inputting into relevant policies and procedures;
- Initiating a programme to support LGBT members of staff in being out as visible role models;
- Raising awareness in the local community of the University as an employer that supports LGBT people, through participation in Oxford Pride.

Good practice: A member of staff from the University featured in Stonewall's collection of posters to celebrate 2017 Trans Day of Visibility.

SUPPORTING STUDENTS WISHING TO TRANSITION

A single point of contact in the college should be identified to support the student and coordinate action between college, department and University. For undergraduates this would normally be the Senior Tutor. However, staff with welfare responsibilities may also act as the main point of contact for students wishing to change their assigned gender identity.

Colleges should anticipate that they may have students wishing to change their assigned gender identity, and should think about what steps need to be taken.

The checklist in Section 4 gives guidance on some of the issues to consider.

College staff should inform the Academic Records Office of any student requests to changes to name or gender records, so that University data can be updated. They should also change college systems that do not draw data from central systems. See:
weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro

WELCOMING TRANS PEOPLE

Provide positive messages that trans people are welcome. The absence of explicit mention of trans people may be interpreted as a sign that the organisation is neither supportive nor aware.

Examples of good practice include:

- Working with student representatives to develop a list of the practical steps to be taken within college to support students who transition;
- Providing information on a college's website about support for trans students;
- Publicising the location of gender neutral toilets;
- Providing trans awareness training for staff;
- Including transgender information in briefing for new students; and
- Making private changing facilities available for those who choose to use them for sport. Ensure that gendered sports teams welcome trans people.

Good practice: Wadham College offered Gendered Intelligence training sessions and invited staff from other colleges and departments to attend.

Good practice: In recent years, Hertford College has held a service in the College Chapel to mark Transgender Day of Remembrance on 20 November.

Good practice: Linacre College women's weightlifting club welcomes members who are women, cis or trans, as well as people with a complex gender identity which includes 'woman'.

Trans prospective applicants may research college websites for information and be encouraged to apply if they find information about the college's positive approach to trans inclusion.

Good practice: Jesus and Merton Colleges include information on transgender and gender identity on their websites:

www.jesus.ox.ac.uk/current-students/welfare/transgender-and-gender-identity
www.merton.ox.ac.uk/transgender-and-gender-identity

Staff engaged in student admissions should have awareness of transgender issues and of the profound impact of gender dysphoria. We would encourage applicants and schools to mention in their applications if schooling has been seriously disrupted by absence, mental ill-health or transphobia.

Colleges should be aware that applicants may have started a transition process and that official documents may differ from the individual's current name and gender. Where an applicant contacts the college to request that a preferred name and gender are used, the college should ensure that relevant individuals, including interviewers, are briefed appropriately. Colleges may ask to see some proof of identity. Staff should check the name that should be used for correspondence to the home address, since this may differ from the preferred name to be used within the college. Once an offer has been made and accepted, the college should liaise with the student over practical arrangements relating to their transition.

SECTION 15. TRAINING AND AWARENESS

It may be helpful to provide specific briefing sessions for colleagues or fellow students of people who are transitioning to enable them to raise any concerns and ask questions about appropriate behaviours. It is important that such a session gives both general information about transgender people and specific information about how the particular individual wants to be treated.

INTERNAL

Possible sources of training within the University include:

- The student LGBTQ Society, which holds regular open events for students;
- The Oxford SU Officers, including the Transgender Reps;
- ███████████, Equality and Diversity Unit;
- The LGBT+ Advisory Group, including the Transgender Representative.

We are proud of the contribution of members of staff to raising awareness of trans issues both locally and nationally. One member of staff is actively involved with local youth groups for LGBT, and has worked with council officers and the Thames Valley Police on trans issues, while another contributed to a group article in the British Medical Journal to raise awareness of the experiences of trans patients[8].

EXTERNAL

GIRES	Free e-learning resource: www.gires.org.uk/e-learning
NHS	Video stories of two people's experience of transition: Jay's story: http://tinyurl.com/yce7nxmy Ruth's story: http://tinyurl.com/y8h2u7fw
Gendered Intelligence	Workshops: www.genderedintelligence.co.uk

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[8] www.bmj.com/content/357/bmj.j2963

WITHIN THE UNIVERSITY

OU LGBTQ Society	www.facebook.com/OULGBTQ (they have a trans students' rep)
Oxford SU LGBTQ Campaign	lgbtq-chair@oxfordsu.ox.ac.uk
Rainbow Peers	Peer supporter scheme for LGBTQ students at the University www.facebook.com/rainbowpeers
LGBT+ Staff Network	www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff
Counselling Service	www.ox.ac.uk/students/shw/counselling
Disability Advisory Service	www.ox.ac.uk/students/shw/das
Equality and Diversity Unit	www.admin.ox.ac.uk/eop

LOCAL ORGANISATIONS

LGBT+ Oxfordshire	Information on local services and sources of support www.lgbtoxon.uk
Oxford Friend	Free and confidential information, support and counselling services for LGBT people www.oxfordfriend.co.uk Help line Tel. 01865 726893
My Normal	Arts based project to give LGBT+ youth safe spaces and a bigger voice in the community of Oxfordshire www.facebook.com/mynormaloxford
Topaz Oxfordshire	Support group for LGBTQ+ young people in Oxfordshire and their family members http://tas91731.wixsite.com/topaz/home

NATIONAL ORGANISATIONS

Action for Trans Health	A trans pressure group, which has some ring-fenced funding for trans people of colour to access health care. www.actionfortranshealth.org.uk

The Beaumont Society	Support network for the transgender community www.beaumontsociety.org.uk
Depend	Advice for family and friends of transgender people in the UK www.depend.org.uk
Galop	National LGBT domestic abuse helpline www.galop.org.uk/domesticabuse
The Gender Trust	Support and information centre for trans people and their families. Also provides advice for employers and others who encounter gender reassignment in their work. www.gendertrust.org.uk
Gender Identity Research and Education Society (GIRES)	Initiates and promotes research into gender identity www.gires.org.uk
Gendered Intelligence	Offers a free mentoring service for trans students and those questioning their gender identity genderedintelligence.tumblr.com/post/26357414756/gendered-intelligence-mentoring-service-free-support Publishes guidance on supporting BAME trans people www.gires.org.uk/wp-content/uploads/2016/02/BAME_Inclusivity.pdf GI also runs specific events for trans young people of colour genderedintelligence.co.uk/trans-youth/BAME
Mermaids	Support group for gender variant children, teenagers and their families www.mermaidsuk.org.uk
Mindline+	Confidential mental health support line for people who identify in ways including trans, agender, gender fluid and non-binary, and their families www.bristolmind.org.uk/help-and-counselling/mindline-transplus Tel. 0300 330 5468.
Press for Change	Major support and lobbying organisation for UK trans people www.pfc.org.uk
Queer Youth Network	National voluntary group for lesbian, gay, bisexual and transgender young people www.lgbtyouth.org

Trans Media Watch	Guidance for transgender people when dealing with the media www.transmediawatch.org
The UK Intersex Association (UKIA)	Campaigns for and supports intersex people www.ukia.co.uk

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FURTHER RESOURCES

British Universities and Sports (BUCS)	Transgender policy http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf
Carpenter, M., Hough, D. (2014)	Employers' Guide to Intersex Inclusion. Sydney: Pride in Diversity and Organisation Intersex International Australia www.oii.org.au/wp-content/uploads/key/Employer-Guide-Intersex-Inclusion.pdf
Equality Challenge Unit	The experience of lesbian, gay, bisexual and trans staff and students in higher education (2009) www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he
	Trans staff and students in HE and colleges: improving experiences (2016) www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences
	Case studies www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people
Equality and Human Rights Commission	Equality Act 2010 technical guidance on further and higher education (2014) http://tinyurl.com/y84wu46r
GIRES	Inclusivity: supporting BAME trans people (2016) www.gires.org.uk/inclusivity-supporting-bame-trans-people
Government Equalities Office	Headline findings from our transgender online survey (2011) www.homeoffice.gov.uk/publications/equalities/lgbt-equality-publications/transgender-survey?view=Binary

	Sports Charter (2011) https://www.gov.uk/government/publications/sports-charter
	Providing services for transgender customers: a guide (2015) www.gov.uk/government/publications/providing-services-for-transgender-customers-a-guide
	The recruitment and retention of transgender staff: guidance for employers (2015) www.gov.uk/government/publications/recruiting-and-retaining-transgender-staff-a-guide-for-employers
NHS	Video stories Jay's story: http://tinyurl.com/yce7nxmy Ruth's story: http://tinyurl.com/y8h2u7fw
Practical Androgyny	How many people in the UK are non-binary (2014) https://practicalandrogyny.com/2014/12/16/how-many-people-in-the-uk-are-nonbinary
Richards. C. (2016)	Non-binary or gender queer genders oro.open.ac.uk/46107
Stonewall	Six resources on supporting trans staff in the workplace www.stonewall.org.uk/our-work/workplace-resources
	Role models posters to celebrate Trans Day of Visibility 2017 www.stonewall.org.uk/sites/default/files/stw-trans-posters-2017-web.pdf
United Nations, Office of the High Commissioner for Human Rights	Intersex factsheet www.unfe.org/en/fact-sheets
Women and Equalities Committee (House of Commons)	Transgender Equality Report (2015) www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality

Preference for terminology can be highly individualised, i.e. a student or member of staff may wish to associate with a term which is perceived by others as inappropriate.

Terminology is also changing rapidly: this glossary therefore may not be comprehensive.

Cisgender	Term used to describe a person whose gender identity matches the gender they were assigned at birth; someone who is not trans or non-binary. Often shortened to 'cis'.
Cross-dresser	See **Dual role**
Dual role	A dual role occasionally wears clothing and/or makeup not traditionally associated with the sex they were assigned at birth. Generally dual role people do not wish to transition and do not experience gender dysphoria. Historically the terms transvestite and cross-dresser were used to describe dual role people and some people may still use these terms for themselves, although other dual role people may see them as derogratory.
Gender dysphoria	A medical condition when a person assigned to one gender (on the basis of their physical characteristics at birth) experiences a deep discomfort with that gender and identifies as belonging to another gender. In order to qualify for NHS medical assistance to transition, a trans person in the UK must currently have a diagnosis of gender dysphoria although many trans people reject the idea that experiencing gender dysphoria is a pre-requisite for being trans.
Gender expression	Term used for the external characteristics and behaviours that are socially defined as male or female. Often, but not always, trans people seek to make their gender expression match their gender identity.
Gender identity	A person's internal perception and experience of their gender. For trans people their own sense of who they are does not match the sex assigned to them at birth.
Gender incongruence	Term used to describe people whose gender identity does not align, to a greater or lesser extent, with the sex assigned at birth.
Gender reassignment	Legal term used in the Equality Act 2010 to describe someone who 'proposes to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex' (Equality Act, 2010). This is the protected characteristic that protects trans people from discrimination, victimisation and harassment in employment, education and when using services. Importantly, the act requires no medical supervision or interventions for a trans person to be afforded protection.
Genderqueer	Term used for people with gender identities other than male or female, thus outside the gender binary. Genderqueer people may think of

	themselves as one or more of the following: both men and women (bigender, pangender); neither men nor women (genderless, agender); moving between genders (genderfluid); third gender or other-gendered; having an overlap of, or blurred lines between gender identity and sexual or romantic orientation.
Intersex	People born with physical, hormonal or genetic features that are neither wholly female nor wholly male, or are a combination of female and male. This is a biological difference. Worldwide it is estimated that between 0.05 and 1.7% of babies are born with a blend of male and female characteristics. In some cases these are visible at birth, while in others they are not apparent until puberty. In contrast, many trans people are born with physical characteristics that match gender norms, but these do not match the gender they feel themselves to be. Intersex people do not fall within the umbrella transgender category, although they may face similar difficulties.
	In the past intersex babies were often subjected to surgery to try to make their appearance conform to binary sex norms, but many intersex adults report that this contributed to stigma and shame around their intersex traits. Now the approach is to wait until the individual is older. Some intersex people may choose to transition from one gender to another, but many do not.
Legal gender	This is legal sex as recorded on a person's birth certificate. External organisations such as HMRC can require this information. People who obtain a Gender Recognition Certificate under the Gender Recognition Act 2004 may apply for a revised birth certificate in their acquired gender which then becomes their legal sex.
Non-binary	A descriptive term used for people who identify outside of, or non-exclusively with, the categories 'male' or 'female'.
Sex	The two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) at birth. In the UK this sex is included on a person's birth certificate and is their legal sex within the country's legal framework.
Sexual orientation	A person's emotional, romantic and/or sexual attraction to another person.
Trans	See **Transgender**
Trans man	A self-defined term for a person who was assigned female at birth, but who identities as male or towards the masculine end of the gender spectrum. They usually use male pronouns and are likely to transition fully to live as men. They may describe themselves as **AFAB**, which stands for 'assigned female at birth'. This is preferable to describing someone as 'born female' or 'born a girl', as it avoids conflating gender identity with physical characteristics. Some people also use DFAB (defined/designated female at birth) and CAFAB (coercively assigned female at birth).

Trans woman	A self-defined term for a person who was assigned male at birth, but who identifies as female or towards the feminine end of the gender spectrum. They usually use female pronouns and are likely to transition to live fully as women. They may describe themselves as **AMAB**, which stands for 'assigned male at birth'. This is preferable to describing someone as 'born male' or 'born a boy', as it avoids conflating gender identity with physical characteristics. Some people also use DMAB (defined/designated male at birth) and CAMAB (coercively assigned male at birth).
Transgender or trans	An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. This includes, but is not limited to, trans people who feel a consistent and overwhelming desire to transition to their preferred gender. It also includes those who are gender fluid or non-binary.
Transitioning	Term used to describe the process and steps an individual takes in order to live in the gender with which they identify, where this is different from the one assigned at birth. The new identity may be non-binary. Transitioning is a unique process for each individual and may include any number of changes to their life.
Transmisogyny	Prejudice, discrimination and violence directed at trans women and transfeminine people due both to their trans status and their womanhood or femininity.
Transphobia	Discrimination, harassment and bullying or hate crime experienced by trans people on the grounds of their gender identity and/or expression.
Transsexual	Term formerly used to describe a person with gender dysphoria. Increasingly trans people prefer trans or transgender instead, although some may still use this term.
Transvestite	See **Dual role**

TRANSGENDER POLICY

University of Oxford, 2018

Equality and Diversity Unit

equality@admin.ox.ac.uk

UNIVERSITY OF OXFORD TRANSGENDER POLICY

PURPOSE OF THIS POLICY

1. The purpose of this policy is to set out a framework for how the University will support staff and students who wish to take steps to change the gender identity they were assigned at birth, or have already done so. The policy and associated guidance give more detail on how the University's Equality Policy applies to transgender people.

2. This policy also supports members of the University in meeting the requirements of relevant legislation including the Equality Act 2010, which lists gender reassignment as one of the nine 'protected characteristics' on the grounds of which people are protected against unlawful discrimination, and the Gender Recognition Act 2004.

THE UNIVERSITY'S COMMITMENT

3. The University aims to provide support and understanding to those individuals who wish to take, or have taken, steps to change the gender identity they were assigned at birth. The University recognises that the period of transition can be very complex and difficult for the individual, and will act in a supportive and sensitive way to ease any transition period.

4. The University aims to create an inclusive trans-friendly culture, workplace and learning environment, free from discrimination, harassment or victimisation, where all transgender people are treated with dignity and respect.

5. No member of the University community, its visitors or contractors should be treated less favourably, whether before, during or after their study or employment at, or their visit to, the University of Oxford on the grounds of gender identity or reassignment.

TRANSGENDER DEFINITIONS

6. In this policy 'Transgender' (trans) is used to refer to the following groups:

    People who are taking or have taken steps to change the gender identity they were assigned at birth. This includes people covered by the Equality Act definition: "A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex."

    People who do not identify with a permanent binary gender identity, including those who identify in other ways, such as genderqueer, gender variant, non-binary or agender. These terminologies are evolving and highly personal and this list is not exhaustive.

SCOPE OF THE POLICY

7. The policy applies to all members of the University community, including students, staff, applicants, associate members, visitors and contractors.

8. This policy and the accompanying guidance are available on the Equality and Diversity website at www.admin.ox.ac.uk/eop/transgender.

9. This policy will be subject to regular review by the Personnel and Education Committees in consultation with other appropriate committees.

MEETING THE NEEDS OF TRANSGENDER STUDENTS AND STAFF

10. The University aims to anticipate and respond positively to the needs of prospective, current and former students and staff in relation to gender identity issues, providing a professional and consistent service so that all trans members of the University feel welcome, safe, valued and supported to achieve their potential and contribute as a member of the University.

11. With regard to staff, this policy applies (but is not limited) to the advertisement of jobs and recruitment and selection, to training and development, to opportunities for promotion, to conditions of service, benefits, facilities and pay, to health and safety, to conduct at work, to grievance and disciplinary procedures, and to termination of employment.

12. With regard to students, this policy applies (but is not limited) to admissions, to teaching, learning and research provision, to scholarships, grants and other awards under the University's control, to student support, to University accommodation and other facilities, to health and safety, to personal conduct, and to student complaints and disciplinary procedures.

13. With regard to visitors and contractors, the University aims to provide an inclusive environment, where people are treated with dignity and respect.

SUPPORT DURING TRANSITION

14. In particular the University aims to support trans students and staff through the process of transitioning, or making changes to their originally assigned gender identity. This may include a number of formal and informal steps.

CONFIDENTIALITY

15. The University will respect the confidentiality of trans people and will not reveal information without the prior agreement of the individual.

16. If an individual notifies the University in writing of their intention to transition during their employment or education, the institution will agree with them what steps should be taken. A trans person's file will reflect their current name and gender. Any material that needs to be kept related to the person's trans status, such as records of absence for medical reasons, should be stored confidentially. No records will be changed without the permission of the staff member or student concerned.

17. When a person informs the University that they have received a Gender Recognition Certificate, the University will undertake further checks and action to remove references to the individual's former name and gender.

CREATING AN INCLUSIVE ENVIRONMENT

18. This means demonstrating respect for trans people, as well as people associated with them such as partners, spouses and other family members, in terms of:

   - their gender identity;
   - their right to work and study with dignity;
   - their use of University facilities;
   - their name and personal identity; and
   - their privacy and confidentiality.

19. This provision also includes people who are perceived to be trans, irrespective of their actual gender identity.

PROTECTION AGAINST HARASSMENT AND BULLYING

20. The University recognises it is the right of every individual to choose whether to be open about their gender identity and history. To 'out' someone, whether staff or student, without their permission may amount to a form of harassment and possibly a criminal offence.

21. Transphobic bullying and harassment can be regarded as grounds for disciplinary action, which may include expulsion or dismissal. Such behaviour will be dealt with under the University Policy on Harassment and Bullying and the University Regulations relating to complaints (as appropriate).

CONSULTATION

22. Existing arrangements for consultation will be maintained for reviewing the experience of transgender students and staff in the University. These include joint committees with student and staff representatives, and consultation with other interested and relevant groups within the University.

GUIDANCE, SUPPORT AND TRAINING FOR UNIVERSITY OFFICERS

23. Guidance, support and training will be provided to University officers to ensure that the University's commitment to transgender equality and inclusion is fully realised.

First published 2013; revised 2018

Available at: www.admin.ox.ac.uk/eop/transgender

Please send any comments to: ███████████████████████

If you require this document in an alternative format, please contact: equality@admin.ox.ac.uk

We would like to thank Oxford Student Union, the staff LGBT+ Advisory Group, and the many colleagues across the collegiate University who have helped with revising the policy and associated guidance.

LGBT+ 101

By ▆▆▆▆▆▆▆▆▆▆▆

UNIVERSITY OF OXFORD

LGBT+
LGBT+ Staff Network

Terminology

- ➢ **L** esbian
- ➢ **G** ay
- ➢ **B** isexual
- ➢ **T** ransgender
- ➢ **+**

Terminology

- **L** esbian
- **G** ay
- **B** isexual
- **T** ransgender
- **Q** ueer
- **Q** uestioning
- **I** ntersex
- **A** sexual
- **A** gender
- **P** ansexual
- **A** lly
- **+**
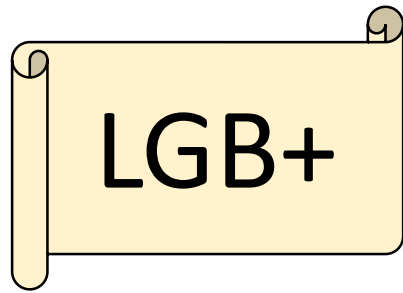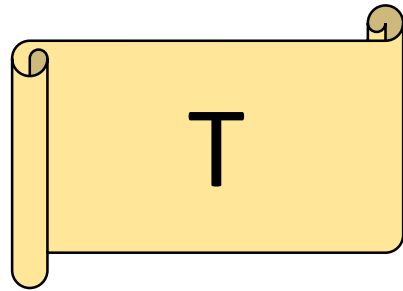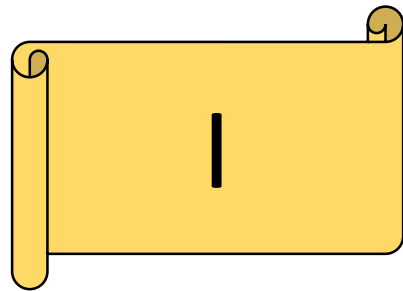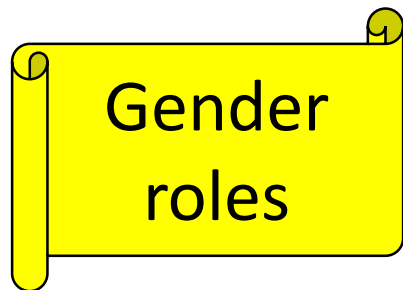
Trans terminology

NB – Transgender is an adjective!
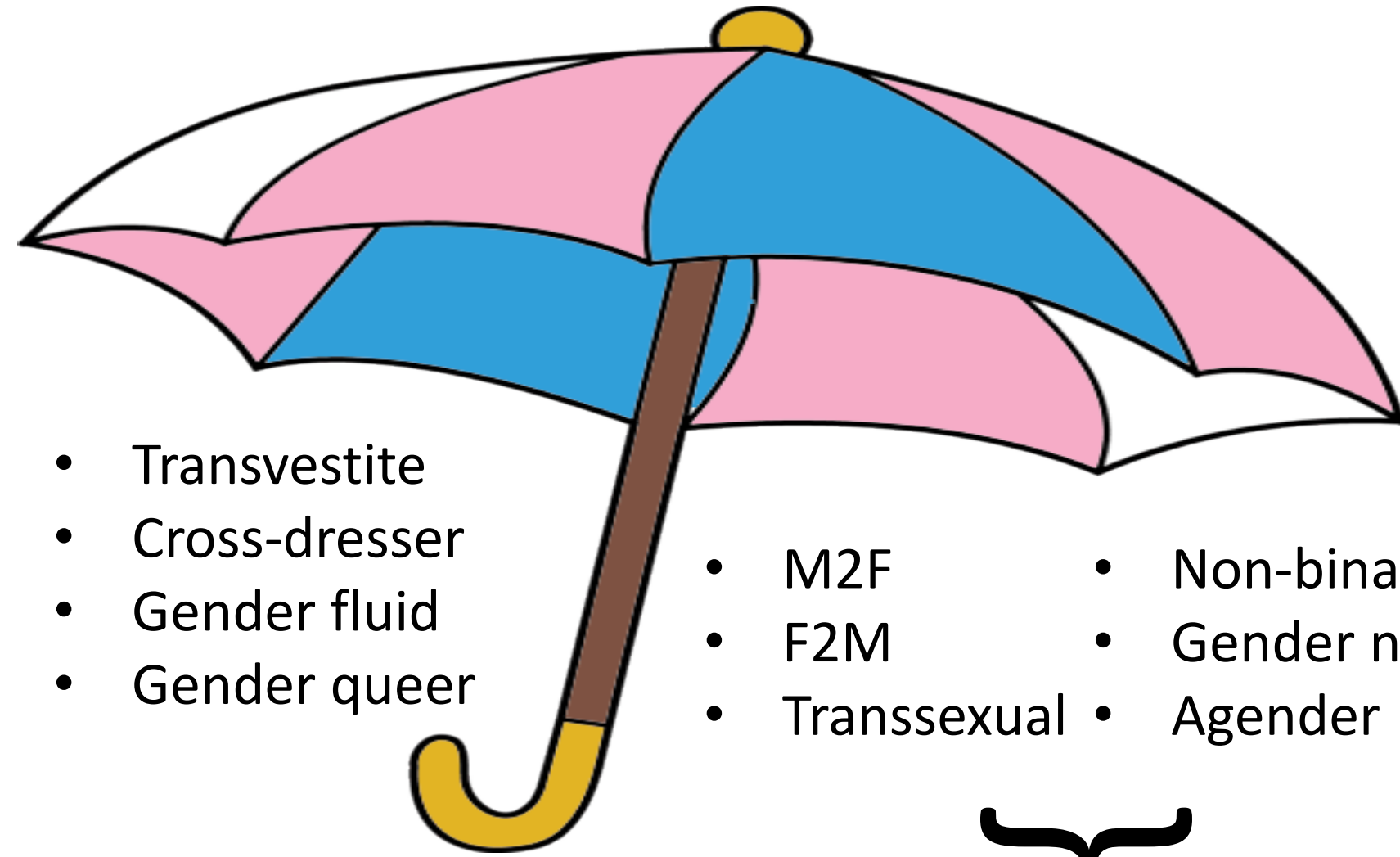
- Transvestite
- Cross-dresser
- Gender fluid
- Gender queer

- M2F
- F2M
- Transsexual

- Non-binary
- Gender neutral
- Agender

Gender dysphoria

Is NOT:
Gender roles
Drag-king
Drag-queen

Trans terminology

Cisgender

Brain

Genitals

Gonads
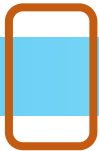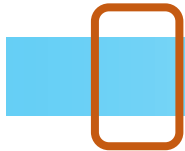
Trans terminology Transgender (Binary)

Brain
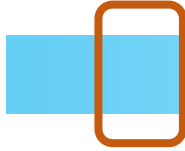
Genitals

Gonads

Trans terminology

Agender / Non-binary / Gender neutral

Brain

Genitals

Gonads

Trans 101

Nothing to do with sexuality

Not dictated by genitals or gonads

Not the same as 'drag' or intersex

More 101s

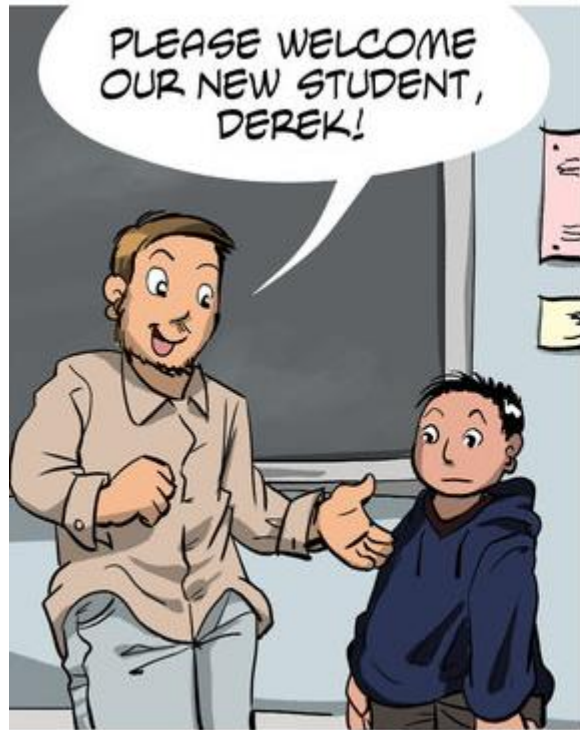Wrong pronouns (you can avoid or ask)

LGBT+ terminology

Questioning

Queer

In the Closet

Ally

Coming Out

Stats Crime

	Population of UK	% UK population	No of Crimes
Race	8,150,501	12.90	49419
Sexual orientation	3,980,047	6.30	7194
Disability	11,600,000	18.36	3629
Transgender	30,000	0.05	858
Total	**63,182,178**		

6 in 1,000

2 in 1,000

3 in 10,000

3 in 100

Not a lifestyle choice

Sexual assault
One in two world wide

Murders
271 in 2015
295 in 2016

>2% Non-LGBTQ community

20% LGB+

45% Trans community (with 35% actual attempting)

Not a mental illness

Is this a western trend?

An atheist ...

An attempt to rewrite history?

Plain ole unatural

Or is it just a new fad?

Grand orrery showing Ganymede

Museum of the History of Science – pg 17

Date: c. 1758-1773

Location: Top Gallery

Celestial globe showing Hercules constellation

Museum of the History of Science – pg 16

Date: 1738

Location: Small Basement Gallery

White ground lekythos by the Achilles Painter

Ashmolean Museum – Web

Date: c. 475-425 BC

Culture: Ancient Greece

Country of origin: Athens, Greece

Giraffe skeleton
Museum of Natural History – pg 9
Scientific name: Giraffa camelopardis
Location: Main Court, Skeleton Parade

Seated figure of the bodhisattva Guanyin
Date: 13th century
Culture: Buddhist
Country of origin: China
Pg 5

Statue of Akhenaten
Date: c. 1345-1335 BC
Country of origin: Egypt
Web only Ashmolean

Mademoiselle de Beaumont/ Chevalier d'Éon
Bodlein Libraries – pg 14
Magazine, December 1977
John Johnson Collection, Bodleian Libraries

Elagabalus
Date: 218 - 222
Culture: Roman

Shiva and Parvati
Date: Probably late 19th C
Culture: Hindu
Country of origin: India
Pg 11

More 101s

No records of assault due to using bathrooms of GI

Does not increase infidelity

Does not increase hypersexuality

Does not mean they 'fancy' you

It isn't a phase – and fluidity (gender or sexuality) are OK

The Law

Equality Act 2010

Unlawful to directly or indirectly discriminate someone (or their family / friends) due to their gender identity or sexuality
Unlawful to harass or victimise someone for their gender identity or sexuality

Human Rights Act 1998

You cannot be discriminated against because of your religious beliefs but neither can you discriminate against others because of those beliefs

How can we be more inclusive?

Ask how they want to be referred to, respect and remember this

Understand that LGBT+ act the same as non-LGBT+ students!

Signpost – but this must be age appropriate

Use gender neutral terms and pronouns

No euphemisms, like 'special friend' or 'lifestyle choices'

Remember, these people are attacked in most place, they should not feel like that here