

## Information for Parents



Whether you are planning to start a family, are expecting a child or already have children, the University has a range of family-friendly benefits.

- ▼ [Maternity and Adoption Leave](#)
- ▼ [Shared Parental Leave](#)
- ▼ [Paternity Leave](#)
- ▼ [Fertility Treatment Leave](#)
- ▼ [Statutory Unpaid Parental Leave](#)
- ▼ [Leave for Other Reasons](#)
- ▼ [Flexible Working](#)
- ▼ [Childcare](#)
- ▼ [Framework for the management of family leave for research and academic staff](#)

## My Family Care



Find out more [here](#)

Log in [here](#)

## See also

- › Childcare Services
- › Family leave
- › Framework for the management of family leave for research & academic staff
- › Returning Carers fund

## External Websites

- › Oxfordshire Family Information Service (OxonFIS)
- › Information on Children, Education and Families at Oxfordshire County Council
- › Gov.uk advice for parents

› Latest news

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## Adoption

It is essential that you read **all** the guidance in these adoption leave pages.

This guidance is intended for employees who are the adopting parents and their managers and sets out the adoption leave and pay entitlements.

### Overview of adoption leave

Adoption leave and pay allows one member of an adoptive couple, the one who will have the primary care responsibility for the child or children, to take time off work when their new child or children start to live with them. The purpose of the adoption leave is to allow the parent to bond with, and care for, their new child or children.

Eligible employees are entitled to up to 52 weeks' statutory adoption leave (regardless of how long they have worked for the University). It is up to the employee to decide how much of that adoption leave entitlement they take, but the law requires that a minimum of two weeks' leave must be taken immediately following the placement of the child. This is known as compulsory adoption leave. Where a couple are adopting jointly they can choose which of them will take adoption leave and pay, and the other (regardless of gender) may take paternity or birth and adoption support leave and pay. Parents may also be eligible to take Shared Parental Leave.

Additionally, if an employee satisfies certain qualifying conditions, they may be eligible to receive statutory adoption pay (SAP), or they may also be eligible for the University's contractual adoption pay scheme (which pays over and above the statutory minimum).

The notification requirements and all other entitlements and obligations on the employee and their department, before, during and after their adoption leave are outlined in the relevant sections in this guidance. You can navigate to these sections by using the 'Quick Links' menu on the right or the navigation menu on the left. The guidance is also available to download as a PDF document from the right-hand side menu.

### Documents

- › Department's acknowledgment of adoption leave notification  (35kb)
- › Full adoption leave guidance  (490kb)
- › Adoption Leave Plan  (62kb)
- › Example matching certificate  (32kb)
- › Glossary of Family Leave terms and abbreviations  (18kb)

### CoreHR guidance

- › CH10 Family Leave  (593kb)

### My Family Care

WORK  FAMILY  
space

Find out more [here](#)

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## University of Oxford's Glossary of Family Leave Terms and Abbreviations

AML	Additional Maternity Leave - the last 26 weeks of maternity leave
EWC	Expected Week of Childbirth - the week (starting on the Sunday) in which a baby is due
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Mother	Refers to birth mothers
OML	Ordinary Maternity Leave - the first 26 weeks of maternity leave
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Parent(s)	Refers to one of two, or both people who will share the main responsibility for the child's upbringing and who may be either the mother, the father, or the mother's partner if not the father, or adoptive parents. This is inclusive of same sex couples.
Partner	Refers to the mother's/primary adopter's partner, eg spouse, civil or long-term partner (including same-sex couples), but who is not a relative, ie sibling, child, parent etc
Paternity leave	See OPL above
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SAP	Statutory Adoption Pay - provided by the state, paid by the employer and administered through HM Revenues and Customs (HMRC). <a href="#">Click here</a> for further details.
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SPP or OSPP	Statutory Paternity Pay - provided by the state, paid by the employer and administered through HM Revenues and Customs (HMRC). <a href="#">Click here</a> for further details.
Qualifying week	For maternity pay purposes, this week is the 15th week before EWC, ie when a woman is approximately 25 weeks' pregnant.



## 1.3B Special or Compassionate Leave Policy

[www.admin.ox.ac.uk/personnel/during/leave/other](http://www.admin.ox.ac.uk/personnel/during/leave/other)



[employment](#) > [Leave](#) > [Leave for other reasons](#) >

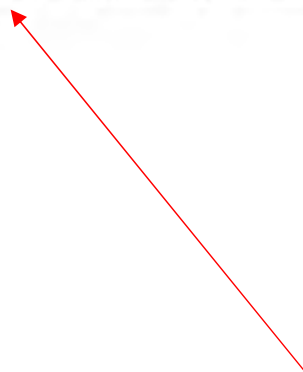
### Leave for other reasons

Departments may grant additional leave in certain circumstances. The University does not attempt to prescribe centrally the amount of additional leave that might be appropriate in each individual case; departments have discretion to authorise such leave according to the circumstances of the individual concerned.

The Staff handbooks, section [4.3](#), [4.4](#) and [4.5](#) set out detailed guidance on a range of circumstances in which staff may need to seek to take leave from work including:

- [dealing with domestic emergencies and periods of acute caring responsibilities](#);
- bereavement (in addition to the handbook guidance ACAS have published a good practice guide to [Managing bereavement in the workplace](#) which managers may find helpful;
- election to Westminster or European Parliament;
- Jury Service;
- Voluntary Public Service;
- Reserve Forces.

The guidelines on leave have been drafted to ensure that the benefits provided, and the language used to describe the benefits and their scope do not inadvertently restrict those whose culture is not that of the majority, or exclude those in same-sex relationships from benefiting: departments will wish to ensure that, in implementing the guidance, they do not unjustifiably discriminate between employees on these or other grounds.





### 4.3 Time off to care for dependants/Carers' leave

Departments will normally grant additional leave in certain circumstances. Some suggested parameters for such leave are outlined below but the University does not prescribe centrally the amount of additional leave that might be appropriate in each individual case; departments have discretion to authorise such leave according to the circumstances of the individual concerned. The following sections of the handbook describe some of the circumstances in which absence from work, which, depending on the circumstances, may be paid or unpaid, may be allowed.

In every case, save in the case of an emergency occurring overnight, or at the weekend, you must apply in advance to your Departmental Administrator or to the person to whom you would normally report sickness absence. You should not leave your place of work without having obtained permission from that person, or from your head of department or administrator.

As in the case of sickness absence, if you are prevented from attending at your place of work due to an emergency you should inform the appropriate person of the reason for the absence as soon as possible on the first day of absence.

#### 4.3.1 Dealing with domestic emergencies and periods of acute caring responsibility

Whilst each member of staff is responsible for ensuring they have appropriate care mechanisms in place to meet their personal needs, the University will endeavour to assist in circumstances where these arrangements have unavoidably broken down, or where additional unforeseen pressures arise for which time off may be required.

Staff may need to take short periods of absence to deal with domestic emergencies or acute caring responsibilities, for example:

- caring for ill dependants or accompanying them during an unexpected appointment/stay at hospital;
- making longer term care arrangements for the ill or injured;
- breakdown or unexpected disruption in care arrangements; or
- incidents at school.

Absence from work to attend to acute/unexpected caring responsibilities or domestic emergencies will normally be paid in the first instance to enable you to make the necessary arrangements for continued care or attention. Such paid leave will normally be limited to a period ranging from half a day to no more than two days. No more than five days paid leave of this type may be taken in any 12 month period. Additional leave, which will normally be unpaid or taken as annual leave, may be granted: in exceptional circumstances a further limited period of paid leave may be granted.

These provisions are intended to deal with emergencies, and acute and unexpected caring responsibilities; they do not cover the common illnesses of children or attending routine doctor/hospital appointment with a dependant. Annual leave should be taken in such circumstances. It is important that these provisions are not abused and departments will monitor the frequency of leave requests.

### 4.3.2 Bereavement Leave

Leave of absence to deal with the death of a close family member, such as a partner, child or parent, and to arrange a funeral or carry out executorial duties, will normally be granted as paid leave outside your annual leave. Sympathetic consideration will be given to the need for additional paid time away from work if you are coming to terms with such bereavement. When your own health is adversely affected by bereavement, a short period of sick leave might be more appropriate and your Departmental Administrator will advise you accordingly.

If you require extended time away from work for example, where long-distance travel is required, you should discuss your requirements with your Departmental Administrator or Head of Department, or, where this is the agreed arrangement within the department, with your line manager. Additional leave, which will normally be unpaid or taken as annual leave, may be granted at the discretion of the Head of Department or Departmental Administrator.

Departments may, however, in exceptional circumstances, grant a further limited period of paid leave for such purposes.

Up to one day's paid leave of absence will also be granted to attend the funeral of a person with whom there has been a close personal relationship.

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## 4.4 Leave for other reasons

A department may exceptionally grant additional leave, with or without pay, in certain circumstances. The following are some of the circumstances in which absence from work may be allowed. In every case, you must apply in advance to your Departmental Administrator and you should not leave your place of work without having obtained permission from that person, or from your head of department.

### 4.4.1 Visits to doctor, etc

If it is necessary for you to arrange to visit, during the normal working day, to your doctor, dentist or a hospital to receive treatment, or for medical screening (eg, tests for cancer), attempts should be made to arrange the visit in such a way as to disrupt the work of your department as little as possible. Permission to attend will not be unreasonably withheld.

The University is under a duty to provide reasonable adjustments for employees who are covered by the Equality Act 2010. Such adjustments can include appropriate time off for medical visits and treatment in relation to the disability. For further advice on disability-related issues, please contact the [University Occupational Health Service](#) or the [University Disability Adviser](#).

### 4.4.2 Antenatal appointments

Pregnant employees are entitled to paid time off for antenatal care. 'Antenatal care' can include antenatal or parenting classes if they have been recommended by a doctor or midwife. The prospective father (or mother's partner) is entitled to unpaid time off to attend **up to two** antenatal appointments.



#### 4.4.3 Election to Westminster or European Parliament

Two days of paid leave will be granted to employees who are standing as *bona fide* candidates for election to Westminster or the European Parliament and who have taken three or more days of personal leave in connection with their candidacy. This leave is to be taken at any reasonable time subject to operational requirements, noting that one of the two days offered by the University is to cover, where possible, the day of election.

#### 4.4.4 Jury service

If you receive a summons to serve on a jury you should report this to your department. Leave to attend for jury service is normally given with full pay, in which case no claim for loss of earnings should be made to the Crown.

#### 4.4.5 Voluntary public service

Voluntary public service may include serving as a school governor, or magistrate, or local councillor. Before undertaking voluntary public service which will require a commitment which cannot be scheduled outside of normal working hours, you should obtain the agreement of the head of department to the time involved. Departments have discretion to grant reasonable paid leave for such activities, normally up to no more than three days per year. Further time may be requested on an unpaid basis.

#### 4.4.6 Reserve Forces

Staff who are members of Britain's Reserve Forces (Royal Naval Reserve, Royal Marines Reserve, Army Reserve, and Royal Air Force Reserve) who are required to attend a two week training exercise may be granted one week's paid leave for this purpose, the remaining week to be taken within the employee's normal annual leave entitlement.

#### 4.4.7 Young workers' (16 - 19 year olds)

Employees aged 16 - 19 (apart from those who are engaged on apprenticeships where separate rules apply, please see the apprenticeships guidance), may require time off for compulsory study or training. Please seek advice.

#### 4.4.8 Other statutory rights to time off work

(Full details on these rights can be obtained from your Departmental Administrator.)

Certain employees have rights to take time off work for recognised activities. This includes members and officers of recognised trade unions, who are allowed time for specific trade union duties and activities, safety representatives, trustees of occupational pension schemes, and employee representatives acting under consultation requirements for either redundancy or business transfer (TUPE).

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### 4.5 Absence from work

The effective operation of these arrangements in the interests of all employees is dependent on requests for additional leave being made only when necessary and in good faith. Against the general background set out in the introduction, your Departmental Administrator may in appropriate circumstances ask for reasonable evidence that the leave requested is required for the purpose stated and withholding such evidence may result in loss of pay. Absence from work without good cause may also result in disciplinary action.



### 1.3 C. Maternity policy: [www.admin.ox.ac.uk/personnel/during/family/maternity/](http://www.admin.ox.ac.uk/personnel/during/family/maternity/)

UAS Home > Personnel Services > During employment > Family leave > Maternity >

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      - Maternity leave checklist (for departments)
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  - Training and PDR
  - Management of a reorganisation
  - Sickness Absence Management

## Maternity

This guidance was last updated on 03 December 2015

It is essential that you read **all** the guidance in these maternity leave pages.

This guidance is intended for pregnant employees and their managers and sets out the maternity leave and pay entitlements, and other rights of pregnant women and new mothers.

### Overview of maternity leave

This guidance sets out the entitlements and benefits for pregnant employees and new mothers.

*Throughout the guidance reference is made to the term 'employee', which means that the individual holds a 'Chancellor, Master and Scholars (CMS) of the University of Oxford' contract of employment, and therefore, subject to qualifying service, has full entitlement to employment benefits.*

All pregnant employees are entitled to 52 weeks' statutory maternity leave, no matter how long they have worked for the University. It is up to the individual employee to decide how much maternity leave she wishes to take, (up to a maximum of 52 weeks), but the law requires that a minimum of two weeks' leave must be taken immediately following the birth of the child. This is known as compulsory maternity leave. The purpose of maternity leave is to allow the mother to give birth and to recover from giving birth to her baby, as well as to bond with, and care for, her new child.

There are differences between **maternity leave** (which all pregnant employees are entitled to) and **maternity pay** (for which there are qualifying criteria). If an employee satisfies certain qualifying conditions, she may be eligible to receive statutory maternity pay (SMP), in addition she may also be entitled to the University's contractual maternity pay scheme (which pays over and above the statutory minimum).

A pregnant employee must give correct and timely notice to her department in

### Quick Links

University's contractual Maternity Pay Scheme

Go

### Documents

- › Full maternity leave guidance (524kb)
- › Department's acknowledgment of maternity leave notification (37kb)
- › Maternity leave plan (74kb)
- › Maternity leave dates calculator (14kb)
- › Payroll notification form
- › Timeline of key actions and considerations - Maternity/SPL (160kb)
- › Glossary of Family Leave terms and abbreviations (18kb)

### CoreHR guidance

- › CH10 Family Leave (593kb)

### Further information

- › University's Childcare Services
- › Glossary of Family Leave terms and abbreviations (18kb)

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## University of Oxford's Glossary of Family Leave Terms and Abbreviations

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Mother	Refers to birth mothers
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Parent(s)	Refers to one of two, or both people who will share the main responsibility for the child's upbringing and who may be either the mother, the father, or the mother's partner if not the father, or adoptive parents. This is inclusive of same sex couples.
Partner	Refers to the mother's/primary adopter's partner, eg spouse, civil or long-term partner (including same-sex couples), but who is not a relative, ie sibling, child, parent etc
Paternity leave	See OPL above
Primary adopter	Refers to the designated primary parent in an adopting couple
SAP	Statutory Adoption Pay - provided by the state, paid by the employer and administered through HM Revenues and Customs (HMRC). <a href="#">Click here</a> for further details.
ShPP	Shared Parental Pay. <a href="#">Click here</a> for more details
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SPLIT days	Shared Parental Leave keeping in touch days. <a href="#">Click here</a> for more details.
SPP or OSPP	Statutory Paternity Pay - provided by the state, paid by the employer and administered through HM Revenues and Customs (HMRC). <a href="#">Click here</a> for further details.
Qualifying week	For maternity pay purposes, this week is the 15th week before EWC, ie when a woman is approximately 25 weeks' pregnant.

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UAS Home > Personnel Services > During employment > Family leave > Paternity >

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Sickness Absence Management

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▶ Staff Immigration Team

## Paternity leave guidance

This guidance was last updated on January 2015

It is **essential to read all the guidance** in this section to ensure that the employee and their department are aware of all the provisions of the Paternity Leave and Pay scheme, especially those relating to contractual entitlements.

The provisions under this policy will also be applicable to eligible intended parents of a child born through a surrogacy arrangement, who will be subject to a Parental Order.

### ▼ Overview of paternity leave

Paternity leave is an entitlement to time off that may be taken by the biological father or the mother's partner (regardless of gender or marital status) following the birth or adoption of their child. Paternity leave is intended to support parents in the early stages of a child's life/adoption.

All eligible employees may be able to take one or two weeks' **Ordinary Paternity Leave (OPL)**, which may be available at full pay. Paternity leave must be taken in the first 56 days following the birth or adoption of a child.




Employees may also be eligible for the Shared Parental Leave (SPL) scheme (which superseded Additional Paternity leave in 2015).

Employees also have the right to request flexible working (ie a change to their hours, times or place of work). Parents may also have a separate entitlement to Parental Leave which is a period of unpaid leave.


### ▶ Qualifying for paternity leave and pay

### ▶ Notice requirements

## Documents

- ▶ Paternity leave plan  (61kb)
- ▶ Paternity Leave downloadable guidance and plan  (278kb)
- ▶ Glossary of Family Leave terms and abbreviations  (18kb)

## CoreHR guidance

- ▶ CH10 Family Leave  (593kb)

See page 6



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## ~ Qualifying for paternity leave and pay

In all cases the employee must have, or expect to have, the main responsibility (apart from the birth mother/adopter) for bringing up the child, and intend to take time off to look after the child.

To be eligible for paternity **leave** an employee must:

- \* have been employed by the University, as an employee, for at least 26 weeks by the end of the qualifying week (for adoptions, this is the week in which the adoptive parents receive notification that they are matched with a child); and
- \* continue to be employed by the University up to the birth/adoption of the child; and
- \* give the correct notice to their department (see below).

In order to qualify for statutory paternity pay an employee must earn a salary equivalent to the Lower Earnings Limit (LEL) or more (an amount set by the government) a week.

If an employee meets all of the above criteria **and** their contract of employment will continue for the whole period of the planned leave, they will qualify for the **University's contractual paternity pay scheme**, under which an employee is entitled to receive up to two weeks' pay paid at their normal full-rate of pay.

## ▼ Notice requirements

An employee intending to take paternity leave must tell their department at the latest during the qualifying week. The Paternity Leave Plan (found on the right-hand side) should be completed and returned to the Departmental Administrator (or equivalent) in good time. If that is not possible (for example if the baby is born prematurely), then the employee should notify their department as soon as is reasonably practicable. The Plan should include the following confirmations:

- (i) that the employee's partner is pregnant, or is due to adopt a child;
- (ii) the date of the EWC or of adoption; and
- (iii) when the employee wants to start OPL. This can be noted as 'the date of birth' or the 'date of placement' or a specified number of days after the birth/adoption; and
- (iv) that they meet all the eligibility criteria.

If the employee subsequently decides that they wish to change the date on which the leave and pay begins they should give their department at least 28 days' notice of the new date, or as much notice as is reasonably practicable.

In the event that the baby is born early the notice periods may be waived (see below notes on miscarriage and still birth).

Once the birth or placement has occurred, the employee should also inform their department of the actual date of birth or placement, as soon as is reasonably practicable.



#### ▼ Time off for antenatal appointments

Prospective fathers (or a mother's/adoptive parent's partner) are entitled to unpaid time off to attend **up to two** antenatal appointments.

#### ▼ Keeping in touch

During any paternity leave period, the department may make reasonable contact with the employee and, in the same way, the employee may make contact with their department. The frequency and nature of the contact will depend on a number of factors, such as the length of leave and the nature of the work. Departments and their employees will find it helpful, **before** paternity leave starts, to discuss arrangements for staying in touch. This might include agreements on the way in which contact will happen, how often and who will initiate the contact. It might also cover the reasons for making contact and the types of issues that might be discussed.

The employing department should, in any event, keep their employees informed of any information relating to their employment that they would normally be made aware of if they were working.

#### ▼ Employment benefits during paternity leave

During the whole period of paternity leave the employee is entitled to receive all their contractual benefits with the exception of remuneration. This includes all non-cash benefits such as childcare vouchers.

Contractual annual leave (including bank holidays and fixed closure days) will accrue throughout the full period of paternity leave.



▼ **Entitlement to OPL if employee's partner has a miscarriage or child is stillborn**

In the sad event of a child being stillborn after the mother had reached her 24<sup>th</sup> week of pregnancy the employee is still entitled to OPL and OPLP provided they meet the eligibility criteria. If the still birth or miscarriage occurs before the 24<sup>th</sup> week, OPL and OPLP is not available, but departments should consider granting compassionate leave.

▼ **Further information**

If an employee's personal situation is not covered by this guidance they should contact their Departmental Administrator (or equivalent) for further information in the first instance.

## University of Oxford's Glossary of Family Leave Terms and Abbreviations

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Qualifying week	For maternity pay purposes, this week is the 15th week before EWC, ie when a woman is approximately 25 weeks' pregnant.



# TRANSGENDER GUIDANCE

University of Oxford, 2018

Equality and Diversity Unit

[equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)



# University of Oxford Transgender Guidance

Drafted by Caroline Moughton, Equality and Diversity Unit

First published 2013; revised 2018

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Available at: [www.admin.ox.ac.uk/eop/transgender](http://www.admin.ox.ac.uk/eop/transgender)

Please send any comments to: [██████████@ox.ac.uk](mailto:██████████@ox.ac.uk)

If you require this document in an alternative format, please contact:  
[equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

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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 this guidance.

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## SECTION 1. TRANSGENDER GUIDANCE: INTRODUCTION

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.

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### 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.

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### 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.



## SECTION 2. TRANSGENDER OVERVIEW

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.

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## 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.

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## 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.

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## CONFIDENTIALITY

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

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## 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.

## SECTION 3. LEGAL PROTECTION

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

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### 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]<sup>1</sup>*

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### 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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<sup>1</sup>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.**

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#### 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.

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#### 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<sup>2</sup> 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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<sup>2</sup> 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](http://www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality)

## SECTION 4. CHECKLISTS FOR SUPPORTING STAFF AND STUDENTS WHO ARE TRANSITIONING

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	
<b>Main contact</b>		
	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.	
<b>Timetable</b>		
	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.	
<b>Name and gender changes in University records</b>		
<i>Changes made by University officers</i>		
	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.	
<i>Changes normally made by the individual</i>		
	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.	
<b>Issues to be considered</b>		
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.	

<p>Is the individual having any planned surgery?</p> <p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>Are any permanent changes to duties needed following medical treatment (for example in the case of a job where physical strength is required)?</p>	
<p>Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?</p>	
<p>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.</p>	
<p><b>Support for the individual</b></p>	
<p>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.</p>	
<p>Is the individual receiving gender identity counselling through a specialist clinic?</p>	
<p>Is the individual aware of the LGBT+ Staff Network?</p>	
<p>Is the individual aware that support may be available through trade unions?</p>	
<p><b>Communication</b></p>	
<p>How will colleagues and students in department and college be informed? Can a statement be agreed?</p>	
<p>How and when will external contacts be informed?</p>	
<p>Is there a training need?</p>	
<p>May there be media interest in a high-profile individual? The Press Office can help.</p>	
<p><b>Overseas travel</b></p>	
<p>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.</p>	



STUDENTS	Transition support checklist
<b>Main contact</b>	
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.	
<b>Timetable</b>	
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.	
<b>Name and gender changes in University records</b>	
<i>Changes made following a request</i>	
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.	
<i>Changes the student should make</i>	
The student is responsible for contacting external organisations, such as funding bodies and HMRC.	
<b>Issues to be considered</b>	
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. <a href="mailto:oufspresident@sport.ox.ac.uk">oufspresident@sport.ox.ac.uk</a>	
<b>Support for the individual</b>	
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? <a href="mailto:lgbtq-chair@oxfordsu.ox.ac.uk">lgbtq-chair@oxfordsu.ox.ac.uk</a>	
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 <a href="mailto:disability@admin.ox.ac.uk">disability@admin.ox.ac.uk</a> .	
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 <a href="#">Oxford SU</a> for advice, and to college and/or university sources of hardship funding if necessary.	
<b>Communication</b>	
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?	
<b>Overseas travel</b>	
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.	

## SECTION 5. CHANGES TO NAME AND GENDER RECORDS

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.

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### 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:

<b>Students</b>	<a href="http://www.ox.ac.uk/students/life/studentrecord">www.ox.ac.uk/students/life/studentrecord</a>
<b>Administrators</b>	<a href="http://weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro">weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro</a>



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## 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.

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## 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.

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## 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.

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## 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.

<b>Students</b>	<a href="http://www.ox.ac.uk/students/life/studentrecord">www.ox.ac.uk/students/life/studentrecord</a>
<b>Administrators</b>	<a href="http://weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro">weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro</a>

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## 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](mailto: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](mailto: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](http://www.ox.ac.uk/students/graduation/certificates)

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## 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](mailto: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

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### 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](http://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).

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### 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

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<sup>3</sup> 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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[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/404748/Align\\_Change\\_of\\_Name\\_Guidance\\_-\\_v1\\_0.pdf](https://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.

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## TRANS RESPECT GUIDELINES FOR STAFF AND STUDENTS

The following informal guidelines<sup>4</sup> 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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<sup>4</sup> 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](http://www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences)

## SECTION 7. PRACTICAL ISSUES FOR TRANS STUDENTS

### 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	<a href="http://www.oxfordsu.org/advice/student-advice-service">www.oxfordsu.org/advice/student-advice-service</a>
College welfare officers	Support and access to college hardship funds
University Hardship Fund	<a href="http://www.ox.ac.uk/students/fees-funding/assistance/hardship/uhf">www.ox.ac.uk/students/fees-funding/assistance/hardship/uhf</a>
University Counselling Service	<a href="http://www.ox.ac.uk/students/shw/counselling">www.ox.ac.uk/students/shw/counselling</a>
LGBTQ Society	<a href="http://www.oulgbtsoc.org.uk">www.oulgbtsoc.org.uk</a>

**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.

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## 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](http://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.

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## 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](http://www.admin.ox.ac.uk/statutes/regulations/48-012.shtml)

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## 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.<sup>5</sup>

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<sup>5</sup> [http://www.lgbthistoryuk.org/wiki/index.php?title=Michael\\_Dillon](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<sup>6</sup>. 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).<sup>7</sup>

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.

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#### 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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<sup>6</sup> [http://c1593.r93.cf3.rackcdn.com/BUCS\\_Transgender\\_Policy.pdf](http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf)

<sup>7</sup> <https://www.gov.uk/government/publications/sports-charter>

## SECTION 8. PRACTICAL ISSUES FOR TRANS STAFF

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.

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### 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

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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

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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

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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	<a href="http://www.admin.ox.ac.uk/personnel/recruit/rec_rec">www.admin.ox.ac.uk/personnel/recruit/rec_rec</a>
Privacy policy for staff data	<a href="http://www.admin.ox.ac.uk/councilsec/compliance/dataprotection/staffinfo">www.admin.ox.ac.uk/councilsec/compliance/dataprotection/staffinfo</a>

## 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	[REDACTED]
University Vetting Administrator	[REDACTED]
Disclosure and Barring Service (DBS)	<a href="mailto:sensitive@db.s.gsi.gov.uk">sensitive@db.s.gsi.gov.uk</a> [REDACTED]

## 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.

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## 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.

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## 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.

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### 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]*

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### 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.



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## ON THE PHONE

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.

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## 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]*

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## 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 use 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.

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### 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]

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### 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
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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

## SECTION 11. TOILETS AND CHANGING FACILITIES

### 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]*

## SECTION 12. TRANSPHOBIC ABUSE, HARASSMENT AND BULLYING

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](http://www.admin.ox.ac.uk/eop/harassmentadvice).

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### 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.

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#### 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](http://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](http://www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork)

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#### 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.

<b>Police</b>	<p>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:</p> <ul style="list-style-type: none"><li>• Dial 101</li><li>• In an emergency, dial 999</li></ul>
<b>Hate Crime Network</b>	<p>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:</p> <ul style="list-style-type: none"><li>• <a href="http://www.victims-first.org.uk/crimes/hate-crime">www.victims-first.org.uk/crimes/hate-crime</a></li><li>• Tel. 0300 1234 148</li></ul>
<b>True Vision</b>	<p>Report it to True Vision, a national hate crime reporting website: <a href="http://report-it.org.uk/homophobic_and_transphobic_hate_crime">http://report-it.org.uk/homophobic and transphobic hate crime</a></p>

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#### 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:

<b>Reducing the Risk</b>	<a href="http://www.reducingtherisk.org.uk/cms/content/lesbian-gay-bisexual-and-transgender-community">www.reducingtherisk.org.uk/cms/content/lesbian-gay-bisexual-and-transgender-community</a>
<b>LGBT+ Oxfordshire</b>	<a href="http://www.lgbtoxon.uk/domestic-abuse">www.lgbtoxon.uk/domestic-abuse</a>
<b>Stonewall Housing</b>	For LGBT people who are at risk of forced marriage: <a href="http://www.stonewallhousing.org/insights/post/article.120.html">www.stonewallhousing.org/insights/post/article.120.html</a>

## SECTION 13. HOW EVERYONE CAN SUPPORT TRANS INCLUSION

**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.

## SECTION 14. HOW COLLEGES CAN SUPPORT TRANS STUDENTS

### 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](http://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'.

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## STUDENT ADMISSIONS AND TRANS APPLICANTS

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](http://www.jesus.ox.ac.uk/current-students/welfare/transgender-and-gender-identity)

[www.merton.ox.ac.uk/transgender-and-gender-identity](http://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.

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### 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;
- Caroline Moughton, 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<sup>8</sup>.

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### EXTERNAL

<b>GIRES</b>	Free e-learning resource: <a href="http://www.gires.org.uk/e-learning">www.gires.org.uk/e-learning</a>
<b>NHS</b>	Video stories of two people's experience of transition: Jay's story: <a href="http://tinyurl.com/yce7nxmy">http://tinyurl.com/yce7nxmy</a> Ruth's story: <a href="http://tinyurl.com/y8h2u7fw">http://tinyurl.com/y8h2u7fw</a>
<b>Gendered Intelligence</b>	Workshops: <a href="http://www.genderedintelligence.co.uk">www.genderedintelligence.co.uk</a>

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<sup>8</sup> [www.bmj.com/content/357/bmj.j2963](http://www.bmj.com/content/357/bmj.j2963)

## SECTION 16. SUPPORT AND FURTHER RESOURCES

### WITHIN THE UNIVERSITY

<b>OU LGBTQ Society</b>	<a href="https://www.facebook.com/OUlgbtq">www.facebook.com/OUlgbtq</a> (they have a trans students' rep)
<b>Oxford SU LGBTQ Campaign</b>	<a href="mailto:lgbtq-chair@oxfordsu.ox.ac.uk">lgbtq-chair@oxfordsu.ox.ac.uk</a>
<b>Rainbow Peers</b>	Peer supporter scheme for LGBTQ students at the University <a href="https://www.facebook.com/rainbowpeers">www.facebook.com/rainbowpeers</a>
<b>LGBT+ Staff Network</b>	<a href="http://www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff">www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff</a>
<b>Counselling Service</b>	<a href="http://www.ox.ac.uk/students/shw/counselling">www.ox.ac.uk/students/shw/counselling</a>
<b>Disability Advisory Service</b>	<a href="http://www.ox.ac.uk/students/shw/das">www.ox.ac.uk/students/shw/das</a>
<b>Equality and Diversity Unit</b>	<a href="http://www.admin.ox.ac.uk/eop">www.admin.ox.ac.uk/eop</a>

### LOCAL ORGANISATIONS

<b>LGBT+ Oxfordshire</b>	Information on local services and sources of support <a href="http://www.lgbtoxon.uk">www.lgbtoxon.uk</a>
<b>Oxford Friend</b>	Free and confidential information, support and counselling services for LGBT people <a href="http://www.oxfordfriend.co.uk">www.oxfordfriend.co.uk</a> Help line Tel. 01865 726893
<b>My Normal</b>	Arts based project to give LGBT+ youth safe spaces and a bigger voice in the community of Oxfordshire <a href="https://www.facebook.com/mynormaloxford">www.facebook.com/mynormaloxford</a>
<b>Topaz Oxfordshire</b>	Support group for LGBTQ+ young people in Oxfordshire and their family members <a href="http://tas91731.wixsite.com/topaz/home">http://tas91731.wixsite.com/topaz/home</a>

### NATIONAL ORGANISATIONS

<b>Action for Trans Health</b>	A trans pressure group, which has some ring-fenced funding for trans people of colour to access health care. <a href="http://www.actionfortranshealth.org.uk">www.actionfortranshealth.org.uk</a>
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<b>The Beaumont Society</b>	Support network for the transgender community <a href="http://www.beaumontsociety.org.uk">www.beaumontsociety.org.uk</a>
<b>Depend</b>	Advice for family and friends of transgender people in the UK <a href="http://www.depend.org.uk">www.depend.org.uk</a>
<b>Galop</b>	National LGBT domestic abuse helpline <a href="http://www.galop.org.uk/domesticabuse">www.galop.org.uk/domesticabuse</a>
<b>The Gender Trust</b>	Support and information centre for trans people and their families. Also provides advice for employers and others who encounter gender reassignment in their work. <a href="http://www.gendertrust.org.uk">www.gendertrust.org.uk</a>
<b>Gender Identity Research and Education Society (GIRES)</b>	Initiates and promotes research into gender identity <a href="http://www.gires.org.uk">www.gires.org.uk</a>
<b>Gendered Intelligence</b>	Offers a free mentoring service for trans students and those questioning their gender identity <a href="http://genderedintelligence.tumblr.com/post/26357414756/gendered-intelligence-mentoring-service-free-support">genderedintelligence.tumblr.com/post/26357414756/gendered-intelligence-mentoring-service-free-support</a>  Publishes guidance on supporting BAME trans people <a href="http://www.gires.org.uk/wp-content/uploads/2016/02/BAME_Inclusivity.pdf">www.gires.org.uk/wp-content/uploads/2016/02/BAME_Inclusivity.pdf</a>  GI also runs specific events for trans young people of colour <a href="http://genderedintelligence.co.uk/trans-youth/BAME">genderedintelligence.co.uk/trans-youth/BAME</a>
<b>Mermaids</b>	Support group for gender variant children, teenagers and their families <a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a>
<b>Mindline+</b>	Confidential mental health support line for people who identify in ways including trans, agender, gender fluid and non-binary, and their families <a href="http://www.bristolmind.org.uk/help-and-counselling/mindline-transplus">www.bristolmind.org.uk/help-and-counselling/mindline-transplus</a>  Tel. 0300 330 5468.
<b>Press for Change</b>	Major support and lobbying organisation for UK trans people <a href="http://www.pfc.org.uk">www.pfc.org.uk</a>
<b>Queer Youth Network</b>	National voluntary group for lesbian, gay, bisexual and transgender young people <a href="http://www.lgbtyouth.org">www.lgbtyouth.org</a>

<b>Trans Media Watch</b>	Guidance for transgender people when dealing with the media <a href="http://www.transmediawatch.org">www.transmediawatch.org</a>
<b>The UK Intersex Association (UKIA)</b>	Campaigns for and supports intersex people <a href="http://www.ukia.co.uk">www.ukia.co.uk</a>

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## FURTHER RESOURCES

British Universities and Sports (BUCS)	Transgender policy <a href="http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf">http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf</a>
Carpenter, M., Hough, D. (2014)	Employers' Guide to Intersex Inclusion. Sydney: Pride in Diversity and Organisation Intersex International Australia <a href="http://www.oii.org.au/wp-content/uploads/key/Employer-Guide-Intersex-Inclusion.pdf">www.oii.org.au/wp-content/uploads/key/Employer-Guide-Intersex-Inclusion.pdf</a>
Equality Challenge Unit	The experience of lesbian, gay, bisexual and trans staff and students in higher education (2009) <a href="http://www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he">www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he</a>
	Trans staff and students in HE and colleges: improving experiences (2016) <a href="http://www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences">www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences</a>
	Case studies <a href="http://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people">www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people</a>
Equality and Human Rights Commission	Equality Act 2010 technical guidance on further and higher education (2014) <a href="http://tinyurl.com/y84wu46r">http://tinyurl.com/y84wu46r</a>
GIRES	Inclusivity: supporting BAME trans people (2016) <a href="http://www.gires.org.uk/inclusivity-supporting-bame-trans-people">www.gires.org.uk/inclusivity-supporting-bame-trans-people</a>
Government Equalities Office	Headline findings from our transgender online survey (2011) <a href="http://www.homeoffice.gov.uk/publications/equalities/lgbt-equality-publications/transgender-survey?view=Binary">www.homeoffice.gov.uk/publications/equalities/lgbt-equality-publications/transgender-survey?view=Binary</a>

	<p>Sports Charter (2011)</p> <p><a href="https://www.gov.uk/government/publications/sports-charter">https://www.gov.uk/government/publications/sports-charter</a></p>
	<p>Providing services for transgender customers: a guide (2015)</p> <p><a href="http://www.gov.uk/government/publications/providing-services-for-transgender-customers-a-guide">www.gov.uk/government/publications/providing-services-for-transgender-customers-a-guide</a></p>
	<p>The recruitment and retention of transgender staff: guidance for employers (2015)</p> <p><a href="http://www.gov.uk/government/publications/recruiting-and-retaining-transgender-staff-a-guide-for-employers">www.gov.uk/government/publications/recruiting-and-retaining-transgender-staff-a-guide-for-employers</a></p>
NHS	<p>Video stories</p> <p>Jay's story: <a href="http://tinyurl.com/yce7nxmy">http://tinyurl.com/yce7nxmy</a></p> <p>Ruth's story: <a href="http://tinyurl.com/y8h2u7fw">http://tinyurl.com/y8h2u7fw</a></p>
Practical Androgyny	<p>How many people in the UK are non-binary (2014)</p> <p><a href="https://practicalandrogyny.com/2014/12/16/how-many-people-in-the-uk-are-nonbinary">https://practicalandrogyny.com/2014/12/16/how-many-people-in-the-uk-are-nonbinary</a></p>
Richards. C. (2016)	<p>Non-binary or gender queer genders</p> <p><a href="http://oro.open.ac.uk/46107">oro.open.ac.uk/46107</a></p>
Stonewall	<p>Six resources on supporting trans staff in the workplace</p> <p><a href="http://www.stonewall.org.uk/our-work/workplace-resources">www.stonewall.org.uk/our-work/workplace-resources</a></p>
	<p>Role models posters to celebrate Trans Day of Visibility 2017</p> <p><a href="http://www.stonewall.org.uk/sites/default/files/stw-trans-posters-2017-web.pdf">www.stonewall.org.uk/sites/default/files/stw-trans-posters-2017-web.pdf</a></p>
United Nations, Office of the High Commissioner for Human Rights	<p>Intersex factsheet</p> <p><a href="http://www.unfe.org/en/fact-sheets">www.unfe.org/en/fact-sheets</a></p>
Women and Equalities Committee (House of Commons)	<p>Transgender Equality Report (2015)</p> <p><a href="http://www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality">www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality</a></p>



## GLOSSARY

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.

<b>Cisgender</b>	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'.
<b>Cross-dresser</b>	See <b>Dual role</b>
<b>Dual role</b>	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 derogatory.
<b>Gender dysphoria</b>	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 prerequisite for being trans.
<b>Gender expression</b>	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.
<b>Gender identity</b>	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.
<b>Gender incongruence</b>	Term used to describe people whose gender identity does not align, to a greater or lesser extent, with the sex assigned at birth.
<b>Gender reassignment</b>	<p>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).</p> <p>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.</p>
<b>Genderqueer</b>	Term used for people with gender identities other than male or female, thus outside the gender binary. Genderqueer people may think of

	<p>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.</p>
<b>Intersex</b>	<p>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.</p> <p>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.</p>
<b>Legal gender</b>	<p>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.</p>
<b>Non-binary</b>	<p>A descriptive term used for people who identify outside of, or non-exclusively with, the categories 'male' or 'female'.</p>
<b>Sex</b>	<p>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.</p>
<b>Sexual orientation</b>	<p>A person's emotional, romantic and/or sexual attraction to another person.</p>
<b>Trans</b>	<p>See <b>Transgender</b></p>
<b>Trans man</b>	<p>A self-defined term for a person who was assigned female at birth, but who identifies 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 <b>AFAB</b>, 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).</p>

<b>Trans woman</b>	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 <b>AMAB</b> , 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).
<b>Transgender or trans</b>	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.
<b>Transitioning</b>	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.
<b>Transmisogyny</b>	Prejudice, discrimination and violence directed at trans women and transfeminine people due both to their trans status and their womanhood or femininity.
<b>Transphobia</b>	Discrimination, harassment and bullying or hate crime experienced by trans people on the grounds of their gender identity and/or expression.
<b>Transsexual</b>	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.
<b>Transvestite</b>	See <b>Dual role</b>

### SECTION 5. CHANGES TO NAME AND GENDER RECORDS

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.

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#### 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.

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#### 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.

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### 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: [REDACTED]

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

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### 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

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<sup>3</sup> 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.



#### 1.4C. Work related guidance for HR staff on how to support an employee who is transitioning

Excerpts from University of Oxford Transgender Guidance, the full document can be found here:

<https://edu.web.ox.ac.uk/files/transgenderguidance>

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##### 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.

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##### 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

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##### 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]

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##### 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	<a href="http://www.admin.ox.ac.uk/personnel/recruit/rec_rec">www.admin.ox.ac.uk/personnel/recruit/rec_rec</a>
Privacy policy for staff data	<a href="http://www.admin.ox.ac.uk/councilsec/compliance/dataprotection/staffinfo">www.admin.ox.ac.uk/councilsec/compliance/dataprotection/staffinfo</a>

## 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)	<a href="mailto:sensitive@db.s.gsi.gov.uk">sensitive@db.s.gsi.gov.uk</a> 



## 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 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
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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

#### 1.4D. Work related guidance for managers on how to support an employee who is transitioning

Excerpts from University of Oxford Transgender Guidance, the full document can be found here:

<https://edu.web.ox.ac.uk/files/transgenderguidance>

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##### 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.

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##### CONFIDENTIALITY

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

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##### 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.



## SECTION 4. CHECKLISTS FOR SUPPORTING STAFF AND STUDENTS WHO ARE TRANSITIONING

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	
<b>Main contact</b>	
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.	
<b>Timetable</b>	
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.	
<b>Name and gender changes in University records</b>	
<i>Changes made by University officers</i>	
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.	
<i>Changes normally made by the individual</i>	
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.	
<b>Issues to be considered</b>	
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.	



<p>Is the individual having any planned surgery?</p> <p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>Are any permanent changes to duties needed following medical treatment (for example in the case of a job where physical strength is required)?</p>	
<p>Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?</p>	
<p>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.</p>	
<b>Support for the individual</b>	
<p>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.</p>	
<p>Is the individual receiving gender identity counselling through a specialist clinic?</p>	
<p>Is the individual aware of the LGBT+ Staff Network?</p>	

Is the individual aware that support may be available through trade unions?	
<b>Communication</b>	
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.	
<b>Overseas travel</b>	
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.	

## 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;
- Caroline Moughton, 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<sup>8</sup>.

### EXTERNAL

<b>GIRES</b>	Free e-learning resource: <a href="http://www.gires.org.uk/e-learning">www.gires.org.uk/e-learning</a>
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NHS	<p>Video stories of two people's experience of transition:</p> <p>Jay's story: <a href="http://tinyurl.com/yce7nxmy">http://tinyurl.com/yce7nxmy</a></p> <p>Ruth's story: <a href="http://tinyurl.com/y8h2u7fw">http://tinyurl.com/y8h2u7fw</a></p>
Gendered Intelligence	<p>Workshops:</p> <p><a href="http://www.genderedintelligence.co.uk">www.genderedintelligence.co.uk</a></p>

## SECTION 13: HOW EVERYONE CAN SUPPORT TRANS INCLUSION

**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.

## 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.
- 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.

#### 1.4E. Work related guidance for employees on how to support a colleague who is transitioning

Excerpts from University of Oxford Transgender Guidance, the full document can be found here:  
<https://edu.web.ox.ac.uk/files/transgenderguidance>

### SECTION 2. TRANSGENDER OVERVIEW

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.

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## 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.

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## CONFIDENTIALITY

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

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## 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.



## 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.



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## ON THE PHONE

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.

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## 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,*

## 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 use 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 13. HOW EVERYONE CAN SUPPORT TRANS INCLUSION

**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.

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## TRANS RESPECT GUIDELINES FOR STAFF AND STUDENTS

The following Informal guidelines<sup>4</sup> 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)*





# TRANSGENDER POLICY

University of Oxford, 2018

Equality and Diversity Unit

[equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

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### 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.

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### 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.

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### 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.

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### 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](http://www.admin.ox.ac.uk/eop/transgender).

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## POLICY REVIEW

9. This policy will be subject to regular review by the Personnel and Education Committees in consultation with other appropriate committees.

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## 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.

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## 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.

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## 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).

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## 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.

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## 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

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Available at: [www.admin.ox.ac.uk/eop/transgender](http://www.admin.ox.ac.uk/eop/transgender)

Please send any comments to: [Caroline.Moughton@admin.ox.ac.uk](mailto:Caroline.Moughton@admin.ox.ac.uk)

If you require this document in an alternative format, please contact: [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

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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.



## 1.5B. Information on language, terminology and different trans identities

Excerpts from University of Oxford Transgender Guidance, the full document can be found here:  
<https://edu.web.ox.ac.uk/files/transgenderguidance>

### 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.

## SECTION 2. TRANSGENDER OVERVIEW

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.



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

### Leaflet for new LGBT+ Staff



#### INFORMATION FOR NEW LGBT+ STAFF

Welcome to the University of Oxford.

The Equality and Diversity Unit and the LGBT+ Advisory Group have collated information we hope will be useful in helping you navigate and settle into the University of Oxford.

You will find the University has a thriving LGBT+ Staff Network which is both social and active in ensuring policy and practice is LGBT+ inclusive. We also have a trained and supported LGBT+ Role Models and Allies Network.

Read on to find out about our networks, events, training, mentoring, representation, support and advice.



ance

from policy and the sharing of its. Staff members of nated by the LGBT+ ber of the Advisory id through your e Advisory Group or e information can be sory-group

Outside of the University you will find information on LGBTQ+ community events, resources, and support services here:

[www.lgbtoxon.uk](http://www.lgbtoxon.uk)

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, some of our Role Models are happy to help.

Check the individual profiles for more information:

[edu.web.ox.ac.uk/lgbt-role-models](http://edu.web.ox.ac.uk/lgbt-role-models)

#### STAFF BENEFITS

All the University policies, in particular the family leave policies are LGBT+ inclusive and apply to same-sex, same-gender and non-heterosexual couples. For more information visit:

[www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents](http://www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents)

The University offers a comprehensive range of Childcare Services

For more information on this visit [childcare.admin.ox.ac.uk/home](http://childcare.admin.ox.ac.uk/home).

For information on all the benefits, including transport schemes,

discounts and professional development for University staff visit

[www.admin.ox.ac.uk/personnel/staffinfo/benefits](http://www.admin.ox.ac.uk/personnel/staffinfo/benefits)

means to be an LGBT+ role model, to identify potential barriers and ways to overcome them. More information on the workshop and the Role Models network can be found here:

[edu.web.ox.ac.uk/lgbt-role-models](http://edu.web.ox.ac.uk/lgbt-role-models)

#### Mentoring

Some of the Role Models have also received mentoring training. Visit the website to find out which Role Models offer mentoring [edu.web.ox.ac.uk/lgbt-role-models](http://edu.web.ox.ac.uk/lgbt-role-models)

#### LGBT+ ALLIES

The University has a growing network of LGBT+ Allies who have attended the LGBT+ Allies workshop.

The workshop aims to give non-LGBT+ staff the confidence, knowledge and practical advice on how to be a visible LGBT+ Ally and positively influence the culture in their departments and colleges. For more information visit [edu.web.ox.ac.uk/lgbt-allies](http://edu.web.ox.ac.uk/lgbt-allies)



Screenshot: <https://edu.web.ox.ac.uk/lgbt-staff-network#collapse1177351>



ER EQUALITY THEMES E&D AT OXFORD POLICIES, GOVERNANCE & REPORTING DISABILITY SUPPORT HARASSMEN

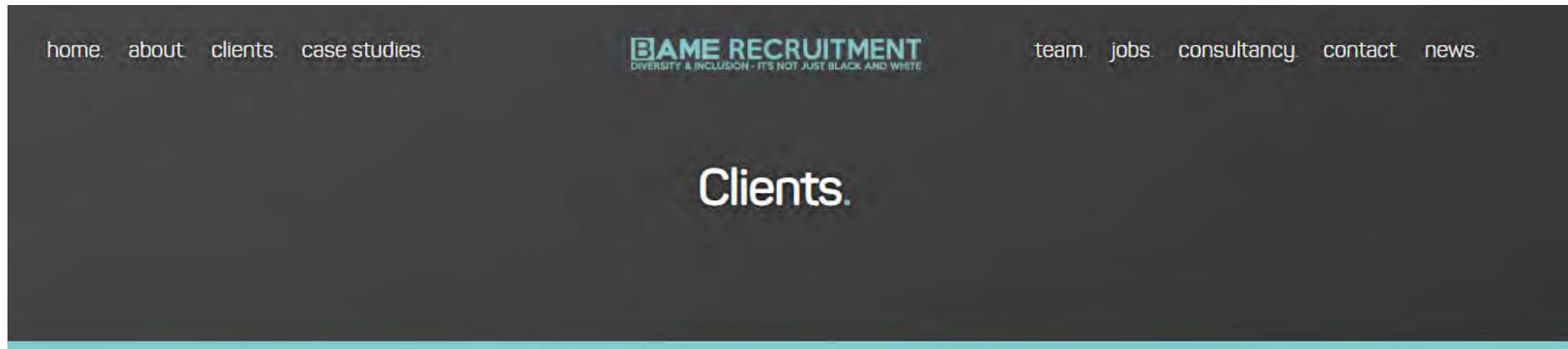
## Further information for LGBT+ Staff

- SOCIAL EVENTS
- SUPPORT AND ADVICE
- INFORMATION ON OTHER RELEVANT NETWORKS IN OXFORD
- STAFF BENEFITS

All the University policies, in particular the family leave policies are LGBT+ inclusive and apply to same-sex, same-gender and non-heterosexual couples, please see the below links for more information:

- [Adoption](#)
- [Flexible working](#)
- [Leave for other reasons](#)
- [Maternity](#)
- [Parental leave](#)
- [Unpaid parental leave](#)
- [Pension](#)
- [Shared Parental Leave \(SPL\)](#)

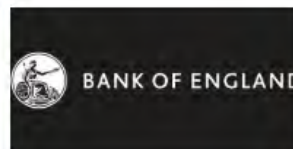
The University offers a comprehensive range of childcare services. For full information on this, together with details of the various schemes offered visit the [Childcare Services](#) website.



## Experience of Diverse Recruitment Credentials

BAME Recruitment is a chosen diverse recruitment partner for many high-profile organisations including the House of Commons, NHS, Mayor of London, London Assembly, Amnesty International, Comic Relief, Stonewall, Friends of the Earth, Leonard Cheshire Disability, Prostate Cancer Research Centre, TUC, NUS, University of Oxford, University of Manchester Students' Union, Bank of England, EY, Barclays, Prudential, Intellectual Property Office, The FA, National Grid, Tesco, Caffè Nero, Jamie Oliver Group, FCA, Harper Collins, SIG, Zoopla, Westminster Advisers and others.

**5Rights**



**BOP**  
Consulting





2.1B Include a statement around valuing diversity, explicitly inclusive of sexual orientation and gender identity in job packs and pages

Landing page for Jobs and vacancies at Oxford: [www.ox.ac.uk/about/jobs/index.html](http://www.ox.ac.uk/about/jobs/index.html)

UNIVERSITY OF OXFORD

ADMISSIONS DIVISIONS COLLEGES VISITORS & FRIENDS INTERNATIONAL RESEARCH ABOUT THE UNIVERSITY

Home > About the University > Jobs >

### About the University

- Jobs
  - Academic
  - Research
  - Professional and Management
  - Support and Technical
  - Secondments
  - Apprenticeships
  - College vacancies
  - Affiliated organisations
  - Temporary Staffing Service

### Jobs and vacancies at Oxford University

Welcome to the University's Job Pages. We employ a diversity of people to support our world-renowned reputation and facilities for teaching and research. If you require any technical assistance with accessing or using the Job Pages or the University's online recruitment system, please contact the University of Oxford Recruitment Support team for help: [recruitment.support@admin.ox.ac.uk](mailto:recruitment.support@admin.ox.ac.uk).

**Search and apply for jobs**

**Academic**

**Research**

**Professional & Management**

**Support & Technical**

**\*\*\*\* NOW RECRUITING \*\*\*\***  
Admin & Clerical staff to join Oxford University's new temp pool. [click here](#)

**TEMPORARY STAFFING SERVICE**  
Root » UAS Home » Temporary Staffing Service » Temporary staff

### Working for the University

- Equality and Diversity
- Information for international staff
- Salary scales
- New to the University
- Maps & directions

**Athena SWAN Bronze Award**

**Stonewall DIVERSITY CHAMPION**

[Follow](#)

[In](#) [Follow](#) 456,352

[Back to top](#)

**Living Wage Employer**

To read the University's Job Applicant Privacy Notice click here

Links to:  
<https://edu.web.ox.ac.uk/stonewall-workplace-equality-index>

See page two for screen grab



## d Diversity Unit

EQUALITY THEMES E&D AT OXFORD POLICIES, GOVERNANCE & REPORTING DISABILITY SUPPORT HARASSMENT ADVICE

Stonewall Workplace Equality Index

# Stonewall Workplace Equality Index

Measuring our achievements and progress on lesbian, gay, bisexual and trans equality

Stonewall is Europe's largest lesbian, gay, bi and trans (LGBT) charity and the University of Oxford is proud to be part of its Diversity Champion Programme. This is an employers' programme which works to ensure all LGBT staff are accepted without exception in the workplace.

The University makes a yearly submission to the Stonewall Workplace Equality Index, a powerful evidence-based benchmarking



tool to assess an organisation's work on LGBT equality against Stonewall's best practice and others in the sector. We are delighted to announce that the University is now one of Stonewall's Top 100 Employers.

**Stonewall** is a recognised brand and we encourage all departments to use the logo in all recruitment and communications. For more information contact: [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

The University, in partnership with the LGBT+ Advisory Group, has worked hard over the past five years to meet its objectives on LGBT+ equality – continuing to strengthen our policies and practices to ensure we can be truly inclusive. We are incredibly proud of this recent achievement and would like to take this opportunity to thank all those involved who have helped on this journey including the LGBT+ Role Models, LGBT+ Allies, the LGBT+ Staff Network and the wider University community.

**Dr Rebecca Surender**

Advocate and Pro-Vice-Chancellor (Equality and Diversity)



## Job Description and Person Specification

<b>Post</b>	Associate Professorship (or Professorship) of Engineering Science (Digital Electronics)
<b>Department</b>	Engineering Science
<b>Division</b>	Mathematical, Physical and Life Sciences
<b>College</b>	Somerville College
<b>Contract type</b>	Permanent upon completion of a successful review. The review is conducted during the first 5 years.
<b>Salary</b>	Combined University and College salary from £47,263 p.a. to £63,463 p.a. plus additional benefits including a college housing allowance of £9,050 p.a. or free college accommodation or access to a joint equity scheme. Plus £435 p.a. for entertainment, £381 p.a. for books and the facility to apply for up to £2,000 p.a. for research support. An allowance of £2,754 p.a. would be payable upon award of Full Professor title.
<b>Vacancy ID</b>	141061



With the University's Staff Disability Advisor, see [www.admin.ox.ac.uk/eop/disab/staff](http://www.admin.ox.ac.uk/eop/disab/staff)

### Staff networks

The University has a number of staff networks including the Oxford Research Staff Society, BME staff network, LGBT+ staff network and a disabled staff network. You can find more information at [www.admin.ox.ac.uk/eop/inpractice/networks/](http://www.admin.ox.ac.uk/eop/inpractice/networks/)

### The University of Oxford Newcomers' Club

## **Person specification**

Your application will be judged only against the criteria which are set out below. You should ensure that your application shows clearly how your skills and experience meet these criteria.

The University is committed to fairness, consistency and transparency in selection decisions. Members of selection committees will be aware of the principles of equality of opportunity, fair selection and the risks of bias. There will be both female and male committee members wherever possible.

If, for any reason, you have taken a career break or have had an atypical career and wish to disclose this in your application, the selection committee will take this into account, recognising that the quantity of your research may be reduced as a result.

The successful candidate will demonstrate the following.






2.1C: Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities.

<https://staff.admin.ox.ac.uk/working-at-oxford/you-and-oxford/new-to-the-university>

<https://edu.web.ox.ac.uk/networks>

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


UNIVERSITY OF  
OXFORD


ADMISSIONSRESEARCHNEWS & EVENTSABOUT

Staff GatewayOxford StudentsAlumni

# Staff Gateway

WORKING AT OXFORDSTRUCTURE & ORGANISATIONRESEARCH & TEACHINGSERVICES & TOOLS A TO Z



 > Working at the University

## Working at the University

Useful information for members of staff, including training providers and staff networks

EMPLOYMENT INFORMATION

HEALTH, SAFETY AND WELFARE

STAFF REPRESENTATION

The University has a number of consultative committees with staff representatives to ensure that staff are briefed on any changes occurring in the University and to consult over any proposed changes to terms and conditions.

Matters relating to the terms and conditions of employment of support staff are discussed at the Joint Committee for University Support Staff.

- [Consultative committees](#)
- [Joint Committee with the UCU](#)
- [Joint Committee for University Support Staff \(JCUSS\)](#)

The [Equality and Staff Networks](#) provide a channel for information on equality and diversity at the University and can act as a mechanism for consultation on policy and practice.

### Popular links

- > Personnel Services
- > Before you start
- > Living In Oxford
- > University Year and Events
- > Sources of Information

## Networks

Information on equality-related staff and student networks, including networks supported by the Equality and Diversity Unit

Networks are a way to get to know people with a shared interest. Below are the staff networks supported by the Equality and Diversity Unit. In the right hand menu under related links you will find links to other networks in the University.

The Equality and Diversity Unit works closely with the Oxford University Student Union (Oxford SU) and groups such as CRAE, the Campaign for Racial Awareness and Equality.

### BME Staff Network

Information on the Black and Minority Ethnic staff network

[MORE INFO & JOIN >](#)

### Disabled Staff Network

Information on the Disabled Staff Network, aims of the Network and how to join

[MORE INFO & JOIN >](#)

### LGBT+ Allies

Information on the LGBT+ Allies Network, current Allies and how to join

[MORE INFO & JOIN >](#)

### LGBT+ Role Models

Information on the LGBT+ Role Models Network, current Role Models and how to join

[MORE INFO & JOIN >](#)

### LGBT+ Staff Network

Information for LGBT+ staff at Oxford including the Network, support and advice, and staff benefits

[MORE INFO & JOIN >](#)



## NETWORKS

There are a number of staff networks across the University, including the BME Staff Network and the Disabled Staff Network. A comprehensive list of Networks can be found at: [edu.web.ox.ac.uk/networks](http://edu.web.ox.ac.uk/networks)

In addition LGBT+ Staff may wish to join:

- **Oxford University LGBT+ Staff Network**

The Staff Network brings together LGBT+ employees of the University of Oxford, Oxford University Press, and the colleges, and postgraduate students from across the institution. The Network is inclusive of people with multiple identities, and work collaboratively with the Disabled Staff and BME Staff Networks. The Network has an email list that is used to send out news relevant to LGBT+ staff and also holds various meetings throughout the year, both social and work-related. Membership of the list will be kept confidential. For more information, visit: [edu.web.ox.ac.uk/lgbt-staff-network](http://edu.web.ox.ac.uk/lgbt-staff-network)

- **Oxford Area Academic LGBT+ Staff Network**

This informal Network is for all LGBT+ staff at Oxford Brookes University, University of Oxford (and its colleges), and Oxford University Press. For more information visit: [www.ox-lgbt-acad.org.uk](http://www.ox-lgbt-acad.org.uk)

\* The '+' represents minority gender identities and sexual orientations not included explicitly in the acronym LGBT (Lesbian, Gay, Bisexual, Transgender).



## LGBT+ ROLE MODELS

### Professor Richard B Parkinson

Being gay for me is just a normal part of my personal and professional life, and doesn't bring with it obligations to conform to anyone's expectations. In a university like Oxford, there are all sorts of LGBTQ people – artists, gardeners, scientists, mathematicians, and even Egyptologists!



### Helen Charlesworth

It's important to have openly LGBT people at the University so that colleagues can see this is a safe and welcoming environment. We know that people perform better at work when they feel happy and able to be themselves.



### Jessica Ryan-Phillips

It's taken me a while to feel fully at home with being bisexual, and I have benefited hugely from mentorship and support from other LGBT+ community members while I've settled into my identity.



### Lloyd (Meadhbh) Houston

A large part of finding the confidence to be myself came from the support and encouragement I received from other members of the community and from the example set by people in my LGBTQ+ friends and colleagues.



Find more LGBT+ Role Models here: [www.ox.ac.uk/academic-staff/lgbt-role-models](http://www.ox.ac.uk/academic-staff/lgbt-role-models)



## INFORMATION FOR NEW LGBT+ STAFF

Welcome to the University of Oxford.

The Equality and Diversity Unit and the LGBT+ Advisory Group have collated information we hope will be useful in helping you navigate and settle into the University of Oxford.

You will find the University has a thriving LGBT+ Staff Network which is both social and active in ensuring policy and practice is LGBT+ inclusive. We also have a trained and supported LGBT+ Role Models and Allies Network.

Read on to find out about our networks, events, training, mentoring, representation, support and advice.





## SUPPORT AND ADVICE

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 its staff and students are respected. Should you encounter an issue the University has a Harassment Policy and Procedures and supports a network of Harassment Advisors. To find out who the Harassment Advisor is for your department/faculty/unit/college email:

[harassment@newadmin.ox.ac.uk](mailto:harassment@newadmin.ox.ac.uk)

If you would prefer to speak to a Harassment Advisor who is LGBT+, visit the website: [eduweb.ox.ac.uk/support](http://eduweb.ox.ac.uk/support). Occupational Health Services provide support to all University employees on work-attributable health issues. For more information on how to access this support, and the range of services available, visit the website:

[www.admin.ox.ac.uk/uohs](http://www.admin.ox.ac.uk/uohs)

The University has a comprehensive Trans Policy and Guidance: [eduweb.ox.ac.uk/transgender-guidance](http://eduweb.ox.ac.uk/transgender-guidance)

## REPRESENTATION

There are a number of ways you can be actively involved in decision-making at Oxford, through congregation, unions and university, departmental or college committees. Website:

[www.ox.ac.uk/about/organisation/governance](http://www.ox.ac.uk/about/organisation/governance)

In addition LGBT+ staff may wish to join:

### LGBT+ Advisory Group

A working group to highlight issues, inform policy and practice, and facilitate consultation and the sharing of information with LGBT+ staff and students. Staff members of this group must be members of the LGBT+ staff network. Even if you are not a member of the Advisory Group there are still opportunities to feed through your concerns to the Chair or Vice Chair of the Advisory Group or attend the annual general meeting.

Website: [eduweb.ox.ac.uk/lgbt-advisory-group](http://eduweb.ox.ac.uk/lgbt-advisory-group)

## EVENTS & SOCIAL ACTIVITIES

There are social events throughout the month where members of the LGBT+ Staff Network meet up, including 1st Thursday drinks, Cheap Eats and LGBT Tea. Join the network for information on dates and locations.

The University and Staff Network take part in **Oxford Pride** every year, organising an event in the week leading up to the Parade, marching in the Parade and hosting a stall at the festival.

[www.oxford-pride.org.uk](http://www.oxford-pride.org.uk)

We also organise an annual lecture, introduced by the Vice Chancellor, to celebrate **LGBT History Month**. Watch previous lectures here: [eduweb.ox.ac.uk/podcasts](http://eduweb.ox.ac.uk/podcasts)

**Outside of the University** you will find information on LGBTQ+ community events, resources, and support services here: [www.lgbt.co.uk](http://www.lgbt.co.uk)

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, some of our Role Models are happy to help.

Check the individual profiles for more information:

[eduweb.ox.ac.uk/lgbt-role-models](http://eduweb.ox.ac.uk/lgbt-role-models)

## STAFF BENEFITS

All the University policies, in particular the family leave policies are LGBT+ inclusive and apply to same-sex, same-gender and non-heterosexual couples. For more information visit the website:

[www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents](http://www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents)

The University offers a comprehensive range of Childcare Services.

For more information visit the website: [childcare.admin.ox.ac.uk](http://childcare.admin.ox.ac.uk)

For information on all the benefits, including transport schemes, discounts and professional development for University staff visit [www.admin.ox.ac.uk/personnel/staffinfo/benefits](http://www.admin.ox.ac.uk/personnel/staffinfo/benefits)

## TRAINING & MENTORING

The university has a number of training and mentoring opportunities for staff. Some of your training will be organised locally by your department or college. University staff can make use of face-to-face and online training provided by the People and Organisational Development team (POD) [www.learning.ox.ac.uk](http://www.learning.ox.ac.uk)

In addition LGBT+ Staff may wish to take part in:

### LGBT+ Role Models

This workshop provides LGBT+ staff 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. More information on the workshop and the Role Models network can be found here:

[eduweb.ox.ac.uk/lgbt-role-models](http://eduweb.ox.ac.uk/lgbt-role-models)

### Mentoring

Some of the Role Models have also received mentoring training. Visit the website to find out which Role Models offer mentoring: [eduweb.ox.ac.uk/lgbt-role-models](http://eduweb.ox.ac.uk/lgbt-role-models)



## LGBT+ ALLIES


The University has a growing network of LGBT+ Allies who have attended the LGBT+ Allies workshop. The workshop aims to give non-LGBT+ staff the confidence, knowledge and practical advice on how to be a visible LGBT+ Ally and positively influence the culture in their departments and colleges. For more information visit the website: [eduweb.ox.ac.uk/lgbt-allies](http://eduweb.ox.ac.uk/lgbt-allies)








## 2.1D Other

### Oxford Temporary Staffing Service Twitter and window display





**OxfordTemps**  
86 Tweets





Oxford Temps @OxfordTemps · 21 Feb




We are celebrating the University of Oxford being named as one of the UK's most inclusive employers for lesbian, bisexual, gay and transgender staff (LGBT) by the charity Stonewall, in its Workplace Equality Index 2019.

 3



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#LGBTHistoryMonth





**OxfordTemps** @OxfordTemps · 14 Feb 2018

Feeling the love at TSS!

#FlyingTheFlag

#LGBTHistoryMonth



Front window permanent display:



## 2.2 Excerpts from Recruitment and Selection (online course)

### This course is for:

- All those who are new to being the Chair of a recruitment panel
- Those who have been a Chair of a recruitment panel but who need a refresher (every four years)
- Those involved in any recruitment and selection exercise, even if you are not a panel Chair. [Separate guidance](#) is available for recruitment administrators.

### ROLE OF THE CHAIR

As Chair, you don't have to perform every step in the recruitment process yourself, and in fact delegating some of the steps to others frees you up to focus on the objectives - which are to recruit the best candidate you can and to make sure that you do so fairly and transparently. You do need to keep an overview of what is happening and it is your role to make sure that everyone involved in the process is following good practice.

It is the Chair's role, with assistance from the recruitment administrator, to ensure that:

- There is agreement on the purpose and scope of the role, which are reflected in clear selection criteria
- There is an accurate job description and advert
- The most appropriate media to attract a broad range of suitable candidates have been considered
- The panel is balanced as far as possible in terms of gender and other characteristics
- Any real or perceived conflicts of interest are declared by all members of the panel e.g. family or other close personal relationships, being or having been the candidate's supervisor
- The panel acts in accordance with the University's Code of Practice on Staff Recruitment and Selection
- The panel understands the selection criteria
- The whole process is free from bias and conducted as inclusively as possible.
- Provide leadership for the recruitment
- Challenge bias and un-evidenced statements by members of the selection panel
- Surface and resolve conflict that may arise over shortlisting and selection decisions
- Where a search is carried out in addition to advertising, ensure that a rigorous search process is carried out so that all credible candidates, including those from under-represented groups, are considered.

During selection, it is the Chair's role to:

- Ensure that evidence of the suitability of candidates is gathered
- Manage the structure of the interview
- Lead the post-interview discussion to reach an evidence-based decision
- Ensure notes of the short-listing and interview decisions are kept.

The University's Council has agreed that, as part of a range of targets relating to gender, "selection committees

### THE LEGAL FRAMEWORK

Employment legislation, in the context of recruitment, exists to do two things:

1. To make sure that the recruitment process is fair and transparent for applicants so that they trust both the employer and the process and believe that they will have a fair and equal chance of being recruited;
2. To provide a rigorous framework for the process so that you can be confident you are giving yourself the best chance of appointing the right candidate, while being a fair and equitable employer.

Good employment practice in recruitment and selection is underpinned by UK law; in particular:

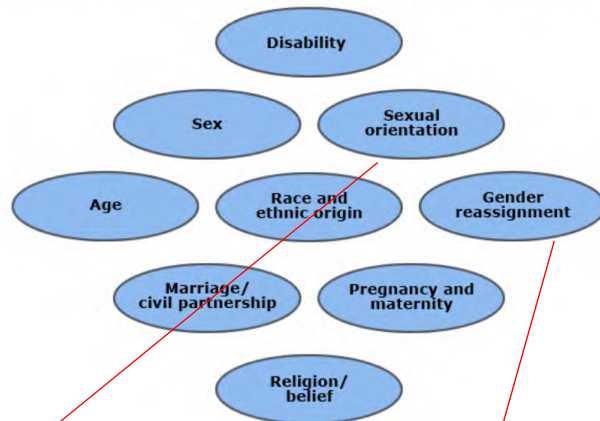
- The Equality Act 2010 ('the Act') makes it unlawful to treat applicants and employees less favourably on the grounds of certain **protected characteristics**: sex, sexual orientation, gender reassignment, marriage or civil partnership, disability, race and ethnic origin, age, pregnancy and maternity, religion or belief.
- Other legislation protects part-time workers and fixed-term employees from less favourable treatment, including in respect of recruitment. Regulations provide that fixed term employees have the right to be informed of permanent vacancies. If dealing with fixed term employees you should also refer to the relevant University policies and consider the internal policy on redeployment.



## PROTECTED CHARACTERISTICS

Every candidate for every job will have a number of protected characteristics. Many of them may not be apparent.

Click with your mouse on each of the protected characteristics in the diagram for some explanatory text.



### Sexual orientation

Under the Act people are protected from discrimination on the grounds of their sexual orientation or perceived orientation.



An applicant's sexual orientation should not be a consideration during the recruitment process. There are only very few exceptions to this rule, for example for religious organization in limited circumstances. The Employment Tribunal in *Hubble v Brooks* ET/1600381/05 dealt with a refusal to employ a gay couple. Mr Hubble applied to run Mr Brooks's pub. Mr Hubble had considerable experience as a bar manager. Mr Brooks asked Mr Hubble if he had a wife or girlfriend; Mr Hubble told him that he was gay and he was in a long term relationship. Mr Hubble's partner was also experienced in the trade. The Tribunal found that Mr Brooks had stated that there was "no way" he would employ a gay couple as it would be disastrous for his business. The refusal to recruit was direct discrimination on the grounds of sexual orientation.

### Gender reassignment

Trans people are protected when proposing to undergo, are undergoing, or have undergone a process for gender reassignment.



In the case of *A v Chief Constable of West Yorkshire Police* 2004 UKHL 21 ( [Read the judgement](#)) Ms A, a woman who had undergone gender reassignment surgery in 1996, was denied employment with West Yorkshire Police in 1997. This case was brought under the Sex Discrimination Act 1975, before legislation expressly prohibiting discrimination on the grounds of gender reassignment came into effect. Under the law at the time of the case Ms A was regarded as a man. Ms A had informed the force of her gender reassignment and passed the initial recruitment assessments and background checks, but was advised trans people would not be appointed as they were not capable of performing the full duties of a Police Constable. Ms A was considered at the time as a man in law, and a male PC could not undertake certain searches of a woman. The House of Lords ruled that the Chief Constable discriminated unlawfully when he refused to employ Ms A and that the genuine occupational qualification in the Sex Discrimination Act relating to "decency or privacy" applied. The House of Lords held Ms A should have been treated as a woman and treated in accordance with her assigned gender for the purpose of carrying out her duties.

## FORMS OF DISCRIMINATION

The law relating to recruitment and selection of staff addresses, in the main, issues of fair treatment and the requirement not to discriminate unfairly. The key forms of discrimination are:

Click on the images below to reveal the description.



### By perception

Candidate is perceived to have a protected characteristic (a reference that alludes to a candidate's "camp sense of humour" – individuals do not have to have a protected characteristic in order to be the subject of discrimination).



## By association

Candidate is associated with someone who has a protected characteristic e.g. a candidate tells you they can't work full-time because they care for a disabled child and the recruiter decides not to offer the post (without having discussed possible ways the job might be done).

## Indirect

Use of criteria that makes it more difficult for an individual with a particular protected characteristic to meet and are not a Genuine Occupational Requirement: e.g. the requirement to work full time (unless this can be justified) could potentially be indirectly discriminatory on grounds of sex, since women are more likely to have caring responsibilities.

## Direct

Candidate is rejected for reason of a protected characteristic : they are "too old", or a woman who is the best candidate for the post is turned down because she is pregnant.

## UNCONSCIOUS BIAS

Some forms of discrimination, particularly *indirect* or *by perception*, may be the result of unconscious bias. Unconscious bias is identified by psychologists (see *Information* box below) as part of everyone's social identity. It has two main components:

- Our ability to use 'schemas' (categories or types) and intuition to reach very quick decisions about people, things and ideas when faced with huge amounts of information (heuristic decision-making)
- Our tendency to respond positively to people we perceive to be like us (affinity bias) and to react against people perceived to be too different to 'fit in' or to pose a threat to us (negative bias). Such bias can be the product of social stereotypes, family influence, cultural environment or experience (real, for example having had one unpleasant encounter with someone from a particular group, or perceived, for example reacting to news reports which create positive or negative images of particular groups).

Research suggests that we all, without exception, have unconscious biases which may influence our decision-making in favour of or against someone else or even ourselves. Please see the extract in the box below for an example of how unconscious bias may manifest itself in recruitment.



Extract from the abstract to Moss-Racusin, C et al. "Science faculty's subtle gender biases favor male students" *Proceedings of the National Academy of Sciences* 109, 41 (2012) pp16474-16479:

"...In a randomized double-blind study (n = 127), science faculty from research-intensive universities rated the application materials of a student—who was randomly assigned either a male or female name—for a laboratory manager position. Faculty participants rated the male applicant as significantly more competent and hireable than the (identical) female applicant. These participants also selected a higher starting salary and offered more career mentoring to the male applicant. The gender of the faculty participants did not affect responses, such that female and male faculty were equally likely to exhibit bias against the female student. Mediation analyses indicated that the female student was less likely to be hired because she was viewed as less competent."

Bias does not necessarily result in discrimination (lawful or unlawful): by becoming aware of our individual biases we can consciously correct for them. Remaining unaware of biases, or denying them, may mean that they have a greater impact.

For a short exercise allowing you to gauge your own unconscious bias towards different groups, you may wish to take a few minutes to [read about the test](#) and then complete the [Implicit Association Test](#), developed by researchers at Harvard.



The Oxford Learning Institute runs an online [Unconscious Bias Course](#).

For some background to implicit bias, see for example [Greenwald A and Krieger L, California Law Review \(2006\) 94:4, pp945-96](#) [you may need to enter your SSO credentials to view this article].

## VICTIMISATION

A candidate can also claim victimisation, or claim they have suffered a detriment in relation to the recruitment process, if they believe they have not been offered employment because they:

- Made a claim of discrimination against the University under the Equality Act 2010 or have given evidence for, or information to, someone else who has made a claim
- Alleged either formally or informally that the University or a University employee has contravened the Equality Act 2010
- Have asserted their statutory rights; for example, by accompanying a colleague to a hearing, making a data protection request, or whistleblowing
- Are a member of a trade union.

These are known as protected acts. An employee who has been offered a job can also claim victimisation if an offer of employment is withdrawn or if they have been subject to any other detriment because they have been involved in proceedings against a previous employer (including but not limited to the University.) The intention is that employees are free to exercise their legal rights without retribution and reprisals.

As with protected characteristics, keeping clear notes of how candidates were assessed against the selection criteria should enable you to demonstrate fair decision making if a victimisation allegation is made. Your notes should show that the employee has not been detrimentally treated because of their protected act; there should be another unrelated reason why their application was not progressed or justification for the terms of employment offered.



An example of victimisation might be if a candidate's previous employer telephones you and tells you that the candidate has made a complaint to them about age discrimination, and because you know they brought proceedings you make a decision not to progress their application.

## RECRUITMENT PROCEDURE

This module gives an overview of the recruitment process. It will enable you to recognise the key points where you may need to exert your influence as Chair to ensure the recruitment runs fairly and smoothly.

The processes of recruitment for academic and for academic-related and support staff at the University of Oxford are in some respects different, for example with respect to the involvement of colleges and the take-up of academic references. However, the underpinning principles are the same and so the two processes are not differentiated here. For more information on the academic recruitment process, please see [this diagram](#).

The stages of the recruitment process covered in this module are:



For more detailed information on the [recruitment process at Oxford](#), see the guidance on Personnel Services' website.

### Code of Practice on Staff Recruitment and Selection

The University has agreed a Code of Practice on Staff Recruitment and Selection that summarises the key points to remember and the responsibilities of those involved in recruitment – these are covered in this course. Panel Chairs have responsibility for ensuring that their panel members are aware of and apply the Code of Practice.



## Code of Practice on Staff Recruitment and Selection

The University welcomes diversity amongst its staff and seeks to ensure that all candidates for employment are treated fairly, and that selection is based solely on the individual merits of candidates and on selection criteria relevant to the post. In pursuance of this aim and of its statutory duties, the University of Oxford, as an employer committed to the principle of equality of opportunity, will adhere to the following procedure in the conduct of the recruitment and selection process for all advertised posts.

### Selection criteria

Selection criteria will be clearly defined and reflected in the further particulars sent to candidates, which will also include details of the University's commitment to equality of opportunity. Job qualifications or requirements which would have the effect of inhibiting applications from individuals possessing one or more protected characteristic as defined by the Equality Act 2010 (namely age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation) will not be demanded or imposed except where they are justifiable in terms of the job to be done, and this will be made clear in the advertisement and/or further particulars.

(For the purposes of this code, "racial group" means a group of persons defined by reference to colour, race, nationality, or ethnic or national origins.)

### Advertising

Job advertisements will be normally widely publicised so as to encourage applications from a broad range of suitable candidates from all backgrounds. The University website includes guidance on how to apply for jobs at the University.

All job advertisements placed on behalf of the University will state the University's commitment to equality of opportunity by including a footnote or final note indicating this. Further particulars for posts will quote the following summary of the University's Equality Policy and will make reference to the University's family leave provisions and the availability of university childcare. They should also state that further particulars will be made available in large print, audio, or other formats on request by a disabled applicant.



## Summary of the University's Equal Opportunities Policy

The policy and practice of the University of Oxford require that all staff are afforded equal opportunities within employment. Entry into employment with the University and progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job will be the primary consideration. Subject to statutory provisions, no applicant or member of staff will be treated less favourably than another because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

### Selection of candidates

The ability of each candidate to perform the job description will be compared objectively against the selection criteria for that job, and all applications for a post will be processed in the same way. Information sought from candidates and passed to those responsible for appointments will relate only to the qualifications for or requirements of the job. The University recognises its statutory obligation to make such adjustments to the workplace and to working arrangements as are reasonable to accommodate suitably qualified disabled applicants.

Wherever suitably qualified persons are available, there will be at least one member of each gender on the selection committee. All members of the selection committee will be aware of this code and training and advice will be available in furtherance of its principles.

Interview questions will relate to the selection criteria. No questions will be based on assumptions for example about roles in the home and the family. In particular, questions about private personal relationships, children, or domestic obligations will not be asked at interview, although candidates may request information on relevant staff benefits and policies. Where it is necessary to obtain information on personal circumstances (for example, in relation to a selection criterion such as flexibility to work irregular hours), questions about this will be asked equally of all candidates and, like other questions, will relate only to the job requirements.

In the case of disabled applicants who identify themselves at the application stage, appropriate interview arrangements (such as accessible interview rooms or the assistance of a sign language interpreter) will be offered to enable such candidates to compete on an equal basis.

### Record-keeping

Details of candidates and of selection decisions (including the rationale for selection or rejection) will be kept for six months after an appointment has been made. The University will supply reasonable feedback to unsuccessful candidates on request during that period.

The University will request details of the sex, age, ethnicity, nationality, sexual orientation, religion and belief and any disability of its staff and of all candidates and of those shortlisted and appointed. Recruitment monitoring is done anonymously in the central Equality and Diversity Unit and details of candidates are not provided to any member of the selection panel. The gender composition of selection panels will also be monitored.

## Steps taken to eliminate bias in recruitment:

### SELECTION CRITERIA: CASE STUDY

#### Stage 1

Job description  
&  
selection criteria

This case study shows the importance of thinking through in advance what should be included in the selection criteria.

#### Professor A. Nonymous, Department of Forensic Science

“I've recently finished recruiting for a new postdoc and it's been a bit of a learning curve. We'd shortlisted and were feeling quite positive about a particular candidate, who absolutely ticked all our boxes in terms of experience, education, technical skills, the lot. During the interview it was clear he was a very competent individual who could contribute a lot to the project, but we also realised that there was something about his interpersonal skills, as well as some throwaway remarks he made, that made us wonder how well he would work as a member of the team. As Chair I thought about adding a question to our planned interview questions, asking for an example of a time he'd worked as part of a team, or built relationships with colleagues. But I realised that, while I could ask the question, we had said nothing about working as a team, or good interpersonal communication skills, in our selection criteria. So I couldn't comfortably ask the question to try and get into it, but I also couldn't really see him building the sort of working relationships that would be required to carry out the job effectively. Working co-operatively is essential in this group.

So I was faced with a dilemma - should I risk a complaint (or worse) by not appointing him, but without the ability to back up my choice with evidence? How would I give him feedback if he asked - and how could I defend my decision if it came to it? But on the other hand, should I risk appointing someone who I felt wasn't right for the job? ”



## Stage 1

### Job description & selection criteria

The key to attracting the best person for the job is to understand how potential candidates typically search for and find the jobs they are interested in.

It is important to consider, for example:

- the job title and advert's key words, so that it can be found by those using Google to search. Google your potential job title to ensure you are pitching the job at the right level
- How you will word and pitch your advert to attract a diverse range of candidates (for example, if women are under-represented in that role)
- If you wish to use an academic recruitment site or social networking in addition to the University's job pages, you will want to ensure that you have chosen the one where most of your target applicants will be looking.
- At a minimum, all university vacancies must be advertised on the University's own [job pages](#).

Your recruitment administrator will be able to give you advice in this area and should be able to help you navigate some of these issues, and specialist advice is available from Personnel Services.

Whilst for some posts it will be necessary to consider attracting candidates on a national or international basis, for other jobs there may well be existing employees who would be well suited to the role. You should consider whether it would be possible to advertise the job to 'internal candidates only' for at least 1-2 weeks, so that those who are seeking redeployment have the chance to apply before the job is advertised to a wider audience. This might be because they are at risk of redundancy, or seeking career progression, or need to change their job due to changes in the personal circumstances. An internal only recruitment exercise can also be of benefit to the recruiting panel who may have a smaller but more directly experienced pool of candidates to make their selection from, thereby reducing the time required to shortlist and interview for the post. In the event that no suitable internal candidates apply a wider advertisement can then be made, using the same recruitment documentation.



For research and academic posts you are likely to want to attract global talent and advertise to meet the Resident Labour Market Test so that if a candidate from outside the EEA is selected and they need to apply for a Tier 2 visa sponsored by the University, you will be able to meet the criteria. Your administrator will know the rules for the test which have to be adhered to exactly.

[Attracting candidates](#)

[Guide to the appointment of academic staff](#)

Training for administrators on the Core e-recruitment system is available from the [HR Information System](#) website.

## STAGE 2: SHORT LISTING

## Stage 2

### Short listing

Once the post has been advertised and applications received, shortlisting is done to narrow the field of applicants to those who best meet the selection criteria and who you want to interview. As Chair you will oversee this process, although you may choose not to carry it out yourself.

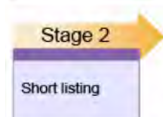
Shortlisting evaluates the evidence provided by the candidate against the selection criteria, and

allows you to:

- Select the candidates you wish to interview
- Identify priority candidates (i.e. candidates who are existing members of staff who are at risk of redundancy and entitled to be offered suitable alternative employment within the University)
- Screen out candidates who do not meet the selection criteria
- Be able to objectively justify your decision on the evidence contained in the applications
- Identify where further information needs to be sought during interview. For example: unexplained gaps in a CV; where a candidate has disclosed information in the application such as a criminal record which is relevant to the post; or information that indicates that they have left the University under terms which restrict them from returning to work here.



## SHORT LISTING METHODS



The Chair agrees a marking system for short listing with the panel. For large fields it may be necessary to narrow the field by reference to the desirable criteria or weight the essential criteria. You may decide to:

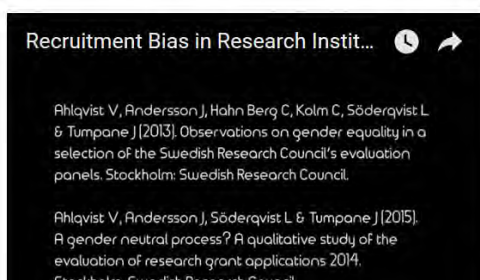
- Weight the essential criteria, in agreement with the panel, before short listing
- Use ticks and crosses / scores out of 10 / codes such as 'partially met' or 'fully met'.

If candidates do not provide the information asked for you can screen them out, but make sure you apply the rule to all candidates.



An employment law case that demonstrates the importance of using the agreed criteria for shortlisting (and not adding anything in later) is *King v The Great Britain-China Centre*. The applicant fulfilled the criteria but was not shortlisted. The employer said that they had added new (more important) criteria during the recruitment process. The employment tribunal found that this had been added to justify illegal discrimination.

This video clip, produced by the Institutio CERCA shows how easy it can be, at both the shortlisting and the post interview stage to allow assumptions and therefore implicit bias to influence our decision making.



## SHORT LISTING RECORDS



Short listing records should be given to the recruitment administrator who will keep them for six months (or longer if a visa is required because the candidate is from outside the European Economic Area (EEA)). Records of the short listing decisions should:

- Relate only to the selection criteria
- Be based on evidence from candidate applications
- Not include any other comments.

If the successful candidate requires a visa, the Home Office requires records to be kept of the reasons for rejection for all short listed candidates.

You do not need to give feedback to candidates rejected at this stage (and we recommend against doing so, as unfortunately some candidates request feedback as a "fishing expedition" to see if the recruiter will make a discriminatory remark).

## SHORT LISTING: EXAMPLES FOR REFLECTION



Please have a look at the following examples of situations that have arisen at the University when shortlisting. Reflect on what your approach would be and what steps you would take before revealing the suggested answer.

1. Your advertisement for a Research Officer, calling for completion of an application form, a CV, and a covering letter identifying how the applicant meets the selection criteria, has attracted a large number of CVs emailed without the application form or a covering letter. Some of them appear to be strong CVs, while others are weak. Would you include any of these applications in the shortlisting process?

Reveal

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It would be legitimate to rule out all of these applications on the grounds that they do not meet the standard required. However, if some CVs are to be considered by the panel then, to ensure the consistency required by employment law and the principles of fair treatment, all should be considered.

2. In discussion, a member of the selection panel draws attention to a female candidate's age revealed on her CV, suggesting that she should not be shortlisted as the University's maternity arrangements are expensive and appointing a woman of childbearing age would be detrimental to the project and its funding. How would you react?

Reveal

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As Chair, you should point out that this is direct sex discrimination. You should also ask the rest of the panel to disregard the comment. As the University's family leave provision is equally generous to adoption and shared parental leave you should also explain that men of any age may take extended paid family leave through the University's provisions. You should also have a discussion with the panel member before they take part in recruitment again.



3. There are a number of applicants who meet the selection criteria for a post as Secretary to the Head of Department; one of them has mentioned that she is fluent in German. Language skills are not necessary for the job and were not included in the selection criteria but you know that knowledge of German would be useful because the HoD collaborates with a project in Germany. What approach do you take?

Reveal

Hide

Provided that this applicant is otherwise stronger than others not shortlisted (judged by the published selection criteria), she should of course be shortlisted. However, if she is weaker than those other candidates then she should not be shortlisted: it would be unfair to introduce a new criterion (knowledge of German) at this stage. And if she does not have the skills and experience required for the job, then her knowledge of German will not make her a good candidate.

4. There are 12 applicants whom you believe to be excellent candidates for the role of Porter. It would be impossible to interview all of them and come to a fair conclusion. What might you do to narrow the field?

Reveal

Hide

Decisions must be based on the selection criteria. If there are essential and desirable criteria you can use the desirables to narrow the field. Alternatively, or as well, the panel could agree that certain criteria be weighted more heavily than others. Another alternative might be to agree a 'long list', setting a test related to the selection criteria in order to distinguish those who go forward to the shortlist. You might also do some short Skype interviews with a long list from which you can then short list those to interview.

5. An applicant for the post of Research Group Administrator is about to complete her DPhil in the department, with a related research group. Having limited employment experience, she does not meet the key selection criterion of administration experience. Two members of the selection panel who are familiar with her work suggest that she be shortlisted as it is clear that her knowledge of the group's work would enable her rapidly to get to grips with the job. What are your views and how do you respond?

Reveal

Hide

Shortlisting this applicant would disadvantage those from outside the department who could have applied but did not because they did not meet the experience criterion. And someone with less work experience – either because they are more junior or because they have taken career breaks for family reasons – may be able to provide good evidence of the selection criteria from experience not gained in the workplace. Whether or not this gave rise to unlawful discrimination, rather than unfairness alone, would depend on the extent to which the make-up of this group reflects the composition of the wider pool from which other applicants excluded by the experience criterion would come. In any case a University employee in this or another department who felt themselves unfairly treated could have a reasonable grievance. Shortlisting, and particularly appointment, in these circumstances might also give rise to general, unproductive grumbling amongst the favoured individual's colleagues. However, where the field is of a relatively low standard and she meets the criteria to the same extent as other candidates, it could be fair to shortlist this applicant providing that others who also do not fully meet the criteria are also shortlisted.

If you had suspected that someone in the team might be a suitable candidate you could consider advertising internally only, or considering if the post might be given to a team member as career progression. If you would like to make a direct appointment and not advertise, you will need to discuss this with your HR business partner and get agreement not to advertise.

## STAGE 3: SELECTION

Stage 3

Selection

Once short listing has been done, the Chair's role is to decide, with the panel, how the interview will be structured and decide on any other selection methods to be used.

Selection methods should be agreed in advance – and all candidates should be subject to the same selection methods. You can use telephone interviews for overseas candidates as a first step in selection. Your recruitment administrator

will inform shortlisted candidates about the selection methods so they know what to expect. They will invite any disabled applicants to request reasonable adjustments to enable them to be assessed fairly e.g. through use of assistive technology.



All candidates must be assessed against the selection criteria on the same basis. To ensure that disabled candidates are assessed fairly, reasonable adjustments may need to be put in place. You should ensure that factors such as a candidate's appearance or mannerisms do not influence the panel's assessment of their ability to meet the selection criteria. These may be due to a disability of which you are unaware. Remember that candidates are not obliged to disclose a disability.



## SELECTION METHODS

Stage 3

Selection

Use the methods that best test the candidates against the selection criteria (consideration needs to be given to how to record and assess a candidate's performance against selection criteria in each case). When planning activities consider whether they are likely to be accessible for all and ensure that candidates are made aware of what they will be asked to do prior to attending and given the opportunity to request adjustments if required:

Click on each of the methods below to show or hide information.

### Interview panels

Interviews are the most commonly used form of selection and can provide evidence of candidates' experience and skills that can be measured against the selection criteria for the post. It is worth noting, however, that some research suggests that the traditional interview is not always a good predictor of a candidate's performance in the job, since it can:

- Fail to give you the evidence you need to make a decision
- Fail to test actual job skills and behaviours
- Risks bias because of interviewers' personal background, experience and conscious or unconscious preferences.

Remote interviewing can be useful as a way to reduce a long list when you have a large number of candidates, or to interview candidates who cannot travel to interview. However, it is recommended that no appointment is made without a face to face interview.

### Work samples and tests

### Presentations

### Psychometric testing

### Assessment centres

## INTERVIEW PLANNING

Stage 3

Selection

Suggested approach to interview planning:

- **Step 1:** eliminate criteria that are not relevant for interview, e.g. qualifications, or those that you have agreed to assess via a test of some kind
- **Step 2:** group similar criteria together, e.g. interpersonal skills like working well with others and oral communication; or organisational skills like project management and ability to handle large volumes of work
- **Step 3:** identify which panel member is best placed to ask about which criteria and groups of criteria
- **Step 4:** plan the interview so that each group of criteria is covered in turn, and so that each panel member asks all their questions in one go
- **Step 5:** brief your panel on what you expect of them. If panel members have not themselves been trained, you may wish to use this section of the course to brief them.

### Examples of how performance against criteria might be assessed using different selection criteria

Essential criteria	How assessed?	Example interview questions
Hold a first degree or equivalent, together with some relevant experience	Application, Certificates, Interview	Please can you outline how you feel that your experience is relevant to this position?
Experience of following and adapting protocols and selecting appropriate experimental methodologies	Application, Interview	Please could you give me an example of when you have had to select an appropriate experimental methodology? Probe questions: Why did you select this methodology? What alternatives did you consider? What was the outcome? Would you do anything differently next time?

Working toward a doctorate in a specialist discipline	Application	
Possess sufficient specialist knowledge in the discipline to work within established research programmes	Application, Interview	Please give me an example of when you have had to [discipline-specific task]
Ability to manage own research and administrative activities	Application, Interview, Practical test	Please can you give an example of a time when you have had to manage work to a tight deadline? Probe questions: What was your role? How did you manage any conflicting demands on your time? What did you do to ensure deadlines were met?
Excellent communication skills, including the ability to write text that can be published, present data at conferences, and represent the research group at meetings	Application, Practical test, Presentation, Interview	
Desirable criteria	How assessed?	Example interview questions
Experience of contributing to reports and articles for publication	Application, Interview	
Experience of working in a research team and contributing ideas for new research projects	Application, Interview	Tell us about a time when you have needed to work as part of a team to deliver project objectives. What was your role? What was your contribution to the team?

## INTERVIEW QUESTIONS

Stage 3

Selection

- Ask for precise examples of actual work experience to illustrate the selection criteria – do not accept hypothetical answers
- Use follow up probing questions to gather more evidence – “what was your role in the project?” “What did the project deliver?” You should have your follow up questions ready e.g. how did you keep the stakeholders on board?
- You can stop a candidate if they start to give irrelevant evidence and ask the question again to obtain the evidence you require
- Do not ask applicants any questions about their personal circumstances which are not relevant to the selection criteria or their ability to fulfil the role, as they could be potentially discriminatory. If you ask one candidate about, for example, their willingness or desire to work flexible hours, you must ask the same question of all candidates and not make assumptions about individuals' preferences
- Do not ask about an individual's disability, although they may choose to share information. If they do, inform them that support is available for candidates with disabilities who work for the University
- Ask open and closed questions. Do not ask:
  - Leading questions
  - Multiple questions
  - Administrative questions, which should be asked last or outside the interview, such as: availability to start, current or looked for salary.



Resources on further [interviewing techniques](#).

## SELECTION FROM THE EVIDENCE

Stage 3

Selection

- Score candidates after you have seen each one (do not leave this to the end, as you will have forgotten the early candidates)
- Score or evaluate against the selection criteria using evidence from the selection process
- If you cannot decide or need further evidence you can ask some candidates back for further testing and interviews
- **If in doubt, do not appoint.** Taking on an individual who does not meet the selection criteria can take up so much management time that it would be quicker to run a second round of interviews or to re-advertise than to deal with the issues that could arise from a bad appointment. Many of those cases that reach Personnel Services were the result of poor appointment decisions.

### Checklist

The Chair should ensure that:

- Panel members have each completed their assessment of the candidates against the selection criteria and using the agreed methodology e.g. scoring; or there is one grid consolidated by the Chair
- You have produced a summary assessment form, recording the cumulative outcome of the panel members' appointment decisions. If a visa is required please use the recruitment decision making grid
- Judgements about a candidate's ability are based solely on evidence from their application and interview or other selection methods against the agreed selection criteria; it is the Chair's responsibility to ensure that any extraneous factors, which may result in inadvertent discrimination, are excluded from the decision making
- Panel members are able to challenge conclusions where necessary
- The selection panel uses all sources of information to draw upon e.g. interview notes, selection test results, CV and covering letter, references
- A record of the decision-making is kept for a minimum period of six months (longer if a visa is required for the person appointed)
- An appointment is not made unless a candidate clearly meets the selection criteria.



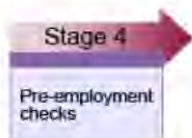
## SELECTION FROM THE EVIDENCE – INTERVIEW RECORDS



Interview notes should record the evidence gathered rather than the final judgement – this is easier and avoids the risk of writing something inappropriate.

- Write down what candidates say rather than trying to record judgements as you go along
- Do not make informal/personal comments on the candidates. For example, do not write what the individual looked like at the top of the notes
- After the interviews are complete, notes taken in relation to the interviews, during them, and following them, should be retained and given to the personnel officer handling the recruitment process. In the event of a complaint these notes may be used as evidence about the recruitment process and the decisions reached. Personnel will retain the interview notes for a period of 6 months

## STAGE 4: PRE-EMPLOYMENT CHECKS



There are a number of pre-employment checks that must be completed before an offer of employment can be made or confirmed.

### References

References must always be taken up.

- Where possible referees should be people who have direct experience of a candidate's work through working closely with them recently, and (if possible) at least one of them should be the line manager from their most recent job. If a reference is not provided by the most recent employer you may wish to explore the reason with the candidate
- Academic references provide different information to management references
- Individuals may request to see their references and make a legal challenge if references are misleading, unfair, or inaccurate
- Phone conversations with referees can be useful, but keep a note of what is said.
- If an individual has ever worked for the University it is a requirement that the previously employing department is asked for a reference before a job offer is made.
- Where a candidate has no work experience or no recent work experience due to a break of caring responsibilities or due to ill health, non-work references may be accepted. You may want to establish the context in which the referee knows the individual.



[Guidance on references](#)

Excerpts from face-to-face Implicit Bias training

## IMPLICIT BIAS AT WORK

Slides 13-17 (10 mins)

So we've seen the processes behind implicit bias and thought about some of the ways that it might manifest itself in our behaviour.

But it's important to think about how IB might work in context in our day to day work, so that we can think about how we can reduce the risk of our acting on it.



## Shortlisting



### Slides 13-17 (10 mins)

Example above: <http://www.bbc.co.uk/news/uk-england-london-38751307>

A job seeker with an English-sounding name was offered three times the number of interviews than an applicant with a Muslim name, a BBC test found.

CVs from two candidates, "Adam" and "Mohamed", who had identical skills and experience, in response to 100 job opportunities for 'business manager' positions in advertising sales in London. Adam was offered 12 interviews, while Mohamed was offered four. Although the results were based on a small sample size, they tally with the findings of previous academic studies which found British Muslims are less proportionately represented in managerial and professional occupations than any other religious group.

Other example (from former slide)

Fictitious, identical CVs were randomly assigned White-sounding or African American-sounding names and sent as replies to job adverts in Boston and Chicago newspapers. The result was that the White-sounding CVs received 50% more calls to interview than the African American-sounding ones.

Bertrand M & Mullainathan S (2004), 'Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination' *American Economic Review* 94(4), 991-1013

## PRACTICAL STEPS TO COUNTER IMPLICIT BIAS: INDIVIDUAL BEHAVIOURS

- Enhance your self-awareness
- Use empathy to seek to understand other perspectives/experiences/viewpoints
- See and treat people as individuals

Carnes and Devine, *Academic Medicine*, 2015 Feb;90(2):221-30.

## Stereotype replacement

Diversifying Portraiture Project

[www.admin.ox.ac.uk/eop/inpractice/portraiture](http://www.admin.ox.ac.uk/eop/inpractice/portraiture)

Disability Narratives Project

[www.diversityprojects.ox.ac.uk/dn](http://www.diversityprojects.ox.ac.uk/dn)

LGBT+ Role Models

[www.admin.ox.ac.uk/eop/sexualorientation/rolemodel](http://www.admin.ox.ac.uk/eop/sexualorientation/rolemodel)

## Group Exercise

How can implicit association/bias manifest in the areas of:

1. Recruitment
2. Research
3. Engaging with students
4. Management/supervision
5. Department/faculty culture

And what are your ideas on practical steps to reduce it?

## 2.3A explicit message from senior leader on their commitment to LGBT inclusion

Screenshots of new employee offer letter:

[Screenshot of new employee offer letter](#)

### **Equality and Diversity**

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. You can find information about Equality and Diversity at the University, including training, events, networks and role models at [www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop).

New starters are strongly recommended to take the Equality and Diversity online course which is designed to help staff reflect on equality and diversity issues in their role, and explains the University's expectations of its staff in this important area.

## 2.3A explicit message from senior leader on their commitment to LGBT inclusion

Screenshots of new employee offer letter:

[Screenshot of new employee offer letter](#)

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## 2.3B Information on LGBT employee Network/ allies programme initiatives

New employee offer letter:

New starters are strongly recommended to take the Equality and Diversity online course which is designed to help staff reflect on equality and diversity issues in their role, and explains the University's expectations of its staff in this important area.

### Induction programmes at the University

**Induction:** information about a number of induction events and programmes can be found at [www.ox.ac.uk/staff/about\\_the\\_university/new\\_to\\_the\\_university?wssl=1](http://www.ox.ac.uk/staff/about_the_university/new_to_the_university?wssl=1)

**The University's Administration and Services (UAS) Induction Programme:** if you are a new member of administrative, professional or clerical staff, you are invited to attend the UAS Induction Programme. This event provides a broad introduction to the collegiate University and to UAS. To find out more and to register, go to: [www.admin.ox.ac.uk/uas/events/induction/](http://www.admin.ox.ac.uk/uas/events/induction/)

### Staff networks

The University has a number of staff networks including the Oxford Research Staff Society, BME staff network, LGBT+ staff network and a disabled staff network. You can find more information <http://www.admin.ox.ac.uk/eop/inpractice/networks/>

## Screenshot of online induction:

IND5

Induction for new staff

Webpages I should bookmark

### WEBPAGES I SHOULD BOOKMARK

This page lists useful sources of information for particular groups. You may belong to one or more of these groups. We suggest you bookmark the pages relevant to you so that you can come back to them at any time. Some of these pages may be referenced elsewhere in the course. By bookmarking them you will create a list of pages that will be useful for some time.

#### Key pages for everyone

These pages may be useful to you throughout your first year:

- The main [university webpage](#)
- [New to the university](#)
- [Sources of information](#)
- The [Staff Gateway](#)
- [You and Oxford](#)
- The page for choosing which of the [main internal publications for Oxford](#) you would like to subscribe to and how you want to receive them.

In addition to these, you should explore your divisional website and departmental website. You can find these by clicking on the [Divisions and departments](#) link at the top right of the main University webpage.

#### Staff with a disability

If you have specific needs, consult your department on any adjustments or requirements that might help. You might also find these pages useful:

- the [University access guide](#), which has details of the accessibility of various buildings and other University facilities
- [Occupational Health](#)
- The Bodleian Libraries are committed to support readers with disabilities. For further information, please contact the [Disability Librarian](#).

#### Staff networks

The university is a diverse community with staff and students from over 140 countries, and from a wide variety of backgrounds, cultures, beliefs and orientations. To find out more about equality or to connect with colleagues across the University, visit the relevant staff network pages:

- [Oxford Women's Network](#)
- [Race Equality Newsletter](#)
- [BME \(Black Minority Ethnic\) Staff Network](#)
- [LGBT \(Lesbian, Gay, Bi-Sexual and Trans\) Staff Network](#)
- [Disabled Staff Network](#)

#### Self completion

You have already completed this course

#### Navigation

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      - ▶ **Webpages I should bookmark**
        - ▶ I want to know about...
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        - ▶ Support services
        - ▶ Continuing personal development
- ▶ My courses

Picture of the Equality and Diversity table (March 2018) at one of a series of welcome events for staff.





## ■ NETWORKS

There are a number of staff networks across the University, including the BME Staff Network and the Disabled Staff Network. A comprehensive list of Networks can be found at: [edu.web.ox.ac.uk/networks](http://edu.web.ox.ac.uk/networks)

In addition LGBT+ Staff may wish to join:

- **Oxford University LGBT+ Staff Network**

The Staff Network brings together LGBT+\* employees of the University of Oxford, Oxford University Press, and the colleges, and postgraduate students from across the institution. The Network is inclusive of people with multiple identities, and work collaboratively with the Disabled Staff and BME Staff Networks. The Network has an email list that is used to send out news relevant to LGBT+ staff and also holds various meetings throughout the year, both social and work-related. Membership of the list will be kept confidential. For more information visit: [edu.web.ox.ac.uk/lgbt-staff-network](http://edu.web.ox.ac.uk/lgbt-staff-network)

- **Oxford Area Academic LGBT+ Staff Network**

This informal Network is for all LGBT+ staff at Oxford Brookes University, University of Oxford (and its colleges), and Oxford University Press. For more information visit: [www.ox-lgbt-acad.org.uk](http://www.ox-lgbt-acad.org.uk)

\* The '+' represents minority gender identities and sexual orientations not included explicitly in the acronym LGBT (Lesbian, Gay, Bisexual, Transgender)



**LGBT+**  
LGBT+ Staff Network

## ■ TRAINING & MENTORING

The university has a number of training and mentoring opportunities for staff. Some of your training will be organised locally by your department or college. University staff can make use of face-to-face and online training provided by the People and Organisational Development team (POD) [www.learning.ox.ac.uk](http://www.learning.ox.ac.uk)

In addition LGBT+ Staff may wish to take part in:

- **LGBT+ Role Models**

This workshop provides LGBT+ staff 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. More information on the workshop and the Role Models network can be found here:

[edu.web.ox.ac.uk/lgbt-role-models](http://edu.web.ox.ac.uk/lgbt-role-models)

- **Mentoring**

Some of the Role Models have also received mentoring training. Visit the website to find out which Role Models offer mentoring: [edu.web.ox.ac.uk/lgbt-role-models](http://edu.web.ox.ac.uk/lgbt-role-models)



## ■ LGBT+ ALLIES

The University has a growing network of LGBT+ Allies who have attended the LGBT+ Allies workshop. The workshop aims to give non-LGBT+ staff the confidence, knowledge and practical advice on how to be a visible LGBT+ Ally and positively influence the culture in their departments and colleges. For more information visit the website: [edu.web.ox.ac.uk/lgbt-allies](http://edu.web.ox.ac.uk/lgbt-allies)



Extract from leaflet for New LGBT+ Staff: <https://edu.web.ox.ac.uk/files/newlgbtstaffleafletpdf>

## SUPPORT AND ADVICE

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 its staff and students are respected. Should you encounter an issue the University has a Harassment Policy and Procedures and supports a network of Harassment Advisors. To find out who the Harassment Advisor is for your department/faculty/unit/college email:

[harassment.line@admin.ox.ac.uk](mailto:harassment.line@admin.ox.ac.uk)

If you would prefer to speak to a Harassment Advisor who is LGBT+, visit the website: [edu.web.ox.ac.uk/support](https://edu.web.ox.ac.uk/support)

Occupational Health Services provide support to all University employees on work-attributable health issues. For more information on how to access this support, and the range of services available, visit the website:

[www.admin.ox.ac.uk/uohs](https://www.admin.ox.ac.uk/uohs)

The University has a comprehensive Trans Policy and Guidance: [edu.web.ox.ac.uk/transgender-guidance](https://edu.web.ox.ac.uk/transgender-guidance)

## REPRESENTATION

There are a number of ways you can be actively involved in decision-making at Oxford, through congregation, unions and university, departmental or college committees. Website:

[www.ox.ac.uk/about/organisation/governance](https://www.ox.ac.uk/about/organisation/governance)

In addition LGBT+ staff may wish to join:

### \* LGBT+ Advisory Group

A working group to highlight issues, inform policy and practice, and facilitate consultation and the sharing of information with LGBT+ staff and students. Staff members of this group must be members of the LGBT+ staff network. Even if you are not a member of the Advisory Group there are still opportunities to feed through your concerns to the Chair or Vice Chair of the Advisory Group or attend the annual general meeting.

Website: [edu.web.ox.ac.uk/lgbt-advisory-group](https://edu.web.ox.ac.uk/lgbt-advisory-group)

## EVENTS & SOCIAL ACTIVITIES

There are social events throughout the month where members of the LGBT+ Staff Network meet up, including 1st Thursday drinks, Cheap Eats and LGBTea. Join the network for information on dates and locations.

The University and Staff Network take part in **Oxford Pride** every year, organising an event in the week leading up to the Parade, marching in the Parade and hosting a stall at the festival.

[www.oxford-pride.org.uk/](https://www.oxford-pride.org.uk/)

We also organise an annual lecture, introduced by the Vice Chancellor, to celebrate **LGBT History Month**. Watch previous lectures here: [edu.web.ox.ac.uk/podcasts](https://edu.web.ox.ac.uk/podcasts)

**Outside of the University** you will find information on LGBTQ+ community events, resources, and support services here:

[www.lgbtixon.uk](https://www.lgbtixon.uk)

**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, some of our Role Models are happy to help.**

**Check the individual profiles for more information:**

[edu.web.ox.ac.uk/lgbt-role-models](https://edu.web.ox.ac.uk/lgbt-role-models)

## STAFF BENEFITS

All the University policies, in particular the family leave policies are LGBT+ inclusive and apply to same-sex, same-gender and non-heterosexual couples. For more information visit the website:

[www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents](https://www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents)

The University offers a comprehensive range of Childcare Services.

For more information visit the website: [childcare.admin.ox.ac.uk](https://childcare.admin.ox.ac.uk)

For information on all the benefits, including transport schemes, discounts and professional development for University staff visit:

[www.admin.ox.ac.uk/personnel/staffinfo/benefits](https://www.admin.ox.ac.uk/personnel/staffinfo/benefits)



## Online Induction link to Staff Handbooks:

- check out Personnel Services' [information for research staff](#) web page.

### Academic related staff

Academic related staff (grades 6-10) have very varied, often specialised, roles making it difficult to point to specific additional pages. If your role is categorised as Academic related, however, then in addition to exploring the material in this course, you should know about:

- the [Handbook for Academic Related staff](#)

The Handbook provides guidance on key topics such as sickness pay and holiday entitlement so may be a useful information source during your first year.

### Support staff

Support staff (grades 1-5) perform a very wide range of tasks, many of which have a direct impact on the day to day experience that student, staff and visitors have of the university. If your role falls into this category, in addition to covering the material in this resource, you should be aware of:

- the [Handbook for Support Staff](#)

This handbook covers key topics such as holiday entitlement and absence, and can be a useful reference if you are unsure of the terms and conditions of your employment.

Last modified: Friday, 7 October 2016, 11:22 AM

## Employee contracts point to Staff Handbooks and website:

### 2 Terms of employment

- 2.1 Your employment is at all times subject to the statutes of the University, as amended from time to time, and to such regulations, rules, policies, and agreements as may be made under the authority of those statutes to govern the employment of staff in your category. Details of certain of these agreements are specified in the Handbook for Academic-related Staff, which is published and regularly updated on the University's website at [www.admin.ox.ac.uk/personnel/](http://www.admin.ox.ac.uk/personnel/). In the case of any conflict between the on-line version and any printed version, the on-line version will prevail. The statutes, and relevant regulations, rules, policies, and agreements will be published on the University's website and may also be consulted on application to the departmental administrator, or equivalent.
- 2.2 The University undertakes to ensure that any future change in the terms of employment will be recorded, be notified as appropriate, and be available for reference, within one month of the change.
- 2.3 No undertaking to confirm, renew or extend your appointment will be valid unless notified to you in writing with the specific approval of the appropriate authority of the University so authorised by the relevant Statutes and Regulations.

Academic related handbook: [www.admin.ox.ac.uk/personnel/staffinfo/handbook\\_acrel/codes/](http://www.admin.ox.ac.uk/personnel/staffinfo/handbook_acrel/codes/)

Support Staff Handbook: [www.admin.ox.ac.uk/personnel/staffinfo/handbook\\_support/section5/](http://www.admin.ox.ac.uk/personnel/staffinfo/handbook_support/section5/)

Academic Handbook: [www.admin.ox.ac.uk/personnel/staffinfo/handbook\\_acrel/codes/](http://www.admin.ox.ac.uk/personnel/staffinfo/handbook_acrel/codes/)



## Section 5: codes of practice, policies and procedures

[Academic Integrity in Research](#)

[Approval to hold outside appointments](#) (academic-related)

[Bribery and Fraud Policy](#)

[Conflict of Interest](#)

[Consultancy Policy and Procedures](#)

[Data Protection: University Policy](#)

[Employment and Career Development of Research Staff](#)

[Equal Opportunities: Equality Policy](#)

[Equal Opportunities: Code of Practice on Staff Recruitment and Selection](#)

[Ethical conduct of research involving human participants and personal data](#)

[Financial Regulations](#)

[Freedom of Information](#)

[Freedom of Speech in Universities](#)

[University Policy and Procedure on Harassment and Bullying](#)

[Health and Safety: Statement of Health and Safety Policy](#)

[Intellectual Property: University Statute XVI](#)

[No Smoking Policy](#)

[Occupational Health Policy OHS 1/06: Misuse of Alcohol and Drugs in the Workplace \(Staff\)](#)

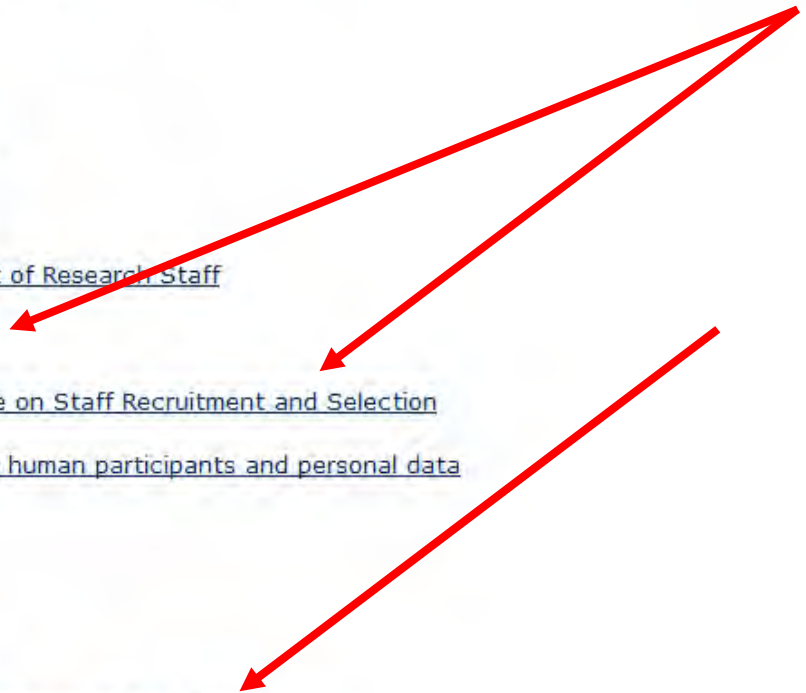
[Pensions Policy](#)

[Public Interest Disclosure](#)

[Staff-Student Relationships](#)

[University Rules for Computer Use](#)

See also the Legal Services Office list of [University's Statutes, Policies and Regulations](#)



## Equality &amp; Diversity Briefing - What the law says

## Equality Legislation



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Disability	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Education and qualifications	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Gender reassignment	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Marriage or civil partnership	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Pregnancy or maternity	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Race	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Religion or belief	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Sex	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Sexual orientation	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>

Trans people who have changed – or intend to change – their gender from male to female, or female to male are also legally protected and it's unlawful for them to be treated less favourably on these grounds. An important point here is that an individual does not need to have undergone any medical gender reassignment procedures to be protected. So, for example, a person who was assigned the female sex at birth, but identifies as male and lives their life as a man is covered, even if no medical procedures are involved. [Ask the Expert](#) if you'd like to know more.

[Transgender Policy and Guidance](#)



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Disability	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Gender reassignment	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Gender reassignment	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Marriage or civil partnership	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Pregnancy or maternity	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Race	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Religion or belief	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Sex	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Sexual orientation	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>

The law protects married people from being treated less favourably on grounds of their marital status. This protection extends to same-sex couples who marry or are in a [Civil Partnership](#).

Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Disability	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Gender reassignment	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Gender reassignment	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Marriage or civil partnership	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Pregnancy or maternity	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Race	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Religion or belief	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>
Sex	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>	Sexual orientation	<input type="button" value="Yes"/>	<input checked="" type="button" value="No"/>

Finally, the law now protects people from being treated less favourably on grounds of their sexual orientation, whether that's because they're heterosexual, gay, lesbian or bisexual.





In order to ensure we meet our legal obligations and achieve the highest possible standards of good practice, we've developed our own policies and guidelines.

[Our policies, procedures and guidelines](#)

It's important you understand and follow these at all times. Please confirm you will do this by accepting the following statement.

*"I hereby acknowledge that I have read, or shall read, understand and agree to follow the standards, processes and procedures set forth in the policies and guidelines that have been provided to me."*



Accept

## Our policies, procedures & guidelines

-  [University of Oxford Equality Policy](#)
-  [Policy and Procedure on Harassment](#)
-  [Transgender Policy and Guidance](#)
-  [Annual Equality Report](#)
-  [Student Disability Advisory Service](#)

## 2.5B Language, stereotypes and assumptions

Screen shot from Challenging Behaviour: Dealing with bullying and harassment in the workplace



### SAMPLE SCENARIOS

**CARL SAYS:**  
So, I was in the staff room reading my book, and Lindsey and Tom were in there reading the papers. I think they're reading an article about paedophiles. Lindsey suddenly comes out with how she finds it disgusting that gays and lesbians are allowed jobs where they can (HE MOCKS THE FOLLOWING WORD USED BY LINDSEY AND TOM) 'interfere' with children. Tom agrees with her and then turns round to me and says 'Your sister's a dyke, isn't she? What does she do? I hope it doesn't involve kids!' It was totally out of order saying that sort of thing. Yes, my sister's gay - but he was implying all sorts of things. I want something done about it. There's a law against this now!

Screen shot from Equality and Diversity online course.

Correct, it is OK if used by an LGBT person. 'Queer' traditionally meant 'strange' or 'unusual' but has more recently been used as a derogatory term for effeminate and/or gay men, and others exhibiting non-traditional gender behaviour. The term is therefore extremely offensive, but it has also been 'reclaimed' by the LGBT (lesbian, gay, bisexual or transgender) community to positively describe someone whose sexual orientation or gender identity does not conform to society's stereotypical view of what is 'normal' – ie heterosexual. Given its history, in most circumstances, it remains inappropriate for heterosexual people to use 'queer' to refer to a member of the LGBT community.

You have answered 6 questions in this quiz. Your score so far is 6.

Of course, we alter the way we speak and the words we use to suit different situations. For example, our professional language will be different from the language we use in social situations, but if we are serious about treating others fairly and want to steer clear of allegations of discrimination or harassment, it's important to keep the following things in mind when we decide what to say:

- Whether the use of a particular word or phrase is sensitive. Could it cause offence because of the way it has been used in the past? Is it patronising? Does it reinforce a negative stereotype? We need to be sure that we really understand the implications of using particular words, and if we don't, perhaps it's best to avoid them completely.
- Whether an offensive word or phrase has been reclaimed by an oppressed group. If so, this does not mean that it is now ok for anyone to use the word.
- If it is relevant to refer to someone in a particular way. If we 'label' someone, is this appropriate? For example, it can often be the case that we refer to someone's ethnic origin or sexuality, or the fact that they are disabled, even when this has nothing to do with the reason that we are talking about them.

## Q.2

Scenario: In a group of staff, two members are normally quite loud; they liven up meetings with their jokes and comments. Recently they have started to tell homophobic jokes before the meeting starts. The jokes aren't targeted at anyone in particular, and the team leader 'tuts' at the comments, but doesn't say anything else, and seems to find the jokes quite funny.

What do you think about this situation?

- ☒ The 'jokers' are behaving unacceptably (this type of humour is inappropriate and may well be offensive to people present in the meeting. Perhaps there is a gay or lesbian person there, but even if not, others might well be offended).
- ☐ The jokes and comments aren't a problem (no-one has complained about them and the team leader doesn't seem to mind. It's just a bit of fun and at least the meeting isn't boring).
- ☐ It's the team leader's problem (these types of joke are quite common and if he thinks the employee's behaviour is unacceptable, he should do something about it).
- ☐ If anyone doesn't like the jokes, they should say so there and then (people have a responsibility to say when they're offended).



## 2.5C Challenging inappropriate behaviour

### Equality and Diversity online Course:

#### Equality and Diversity Briefing

#### Challenging Unacceptable Behaviour



— Challenging Unacceptable Behaviour —



If you see – or are subject to – any forms of harassment or discrimination, you have a responsibility to take action. But exactly what action can you take? Let's find out...

So, what did you make of that? People sometimes claim that behaviour like this is excusable or even harmless, but the fact is, even so-called "low-level" harassment – whether it's sexist, homophobic, racist or anything else – can have a damaging impact on the working and study environment.

That's why you should always challenge unacceptable behaviour, whether it's aimed at you or someone else, otherwise it's likely to happen again. The problem is, challenging people takes courage and confidence, so let's take a look at some practical tips and guidelines that can help.

Select each of the steps shown here for tips and guidelines on how to challenge unacceptable behaviour effectively. Select Continue when you've finished.



For greatest effect, always challenge unacceptable behaviour immediately. Don't wait around in the hope that there'll be a better opportunity later.



Speak calmly but firmly and don't be tempted to smile or laugh, otherwise they may not take you seriously.



Be clear and specific:

- Tell them exactly what you found unacceptable.
- Describe how it made you feel.
- Explain what you want them to do – or stop doing – in the future.

For example, you might say "I don't like the suggestive comments you've been making, they make me feel embarrassed and uncomfortable. I'd appreciate it if you could cut them out."






If the person tries to laugh off your challenge, tell them that you're being serious and make it clear to them that their behaviour is unacceptable and could have serious repercussions for them.



If the person starts to argue and the situation becomes confrontational, simply walk away. This will demonstrate how seriously you feel about their behaviour.

### Challenging Behaviour online course:

Whilst Sexual orientation is not explicitly mentioned in the screen shots a personal story featuring a gay woman features throughout the online training.



[Help - Opens in new window](#)[Exit](#)

## Challenging Behaviour

Dealing with bullying and harassment in the workplace


### REASONS AND ACTIONS

#### Learning objectives

By the end of this module, you will be able to:

- recognise that it can be helpful to look at inappropriate behaviour in the workplace as an interaction involving three parties: the 'Actor', the 'Receiver' and the 'Observer'
- understand the potential consequences for the Actor
- understand the effects of an Observer ignoring what they have seen or heard
- understand the benefits of supportive behaviour from Observers
- recognise the reasons why people behave inappropriately
- recognise what action the Receiver can take.

**Module duration: 15 minutes**





## REASONS AND ACTIONS

### Helping people who behave inappropriately

There are a number of ways in which those in a position of authority or influence can help people to modify inappropriate behaviour.

- Focus on the fact that it's the **behaviour** of the person which is unacceptable, not the person himself or herself.
- Identify in which situations and with which person or people they are likely to act in this way.
- Explore what feelings they have before and after they carry out their inappropriate behaviour.
- Above all, make it clear that, whatever the reasons for their behaviour, it is totally unacceptable and will not be tolerated.



## REASONS AND ACTIONS

### The Observer

Now let's move on to look at the role of the Observer - someone who is aware that another person is being subjected to inappropriate behaviour.

As we will see in the following screens, Observers can play a key role in helping to create a positive working environment; but they can also face a dilemma in deciding whether and how to get involved.



## REASONS AND ACTIONS

### Summary

Key points to remember include:

- Incidents of inappropriate behaviour have three types of participant: the Actor, Receiver and Observer.
- Actors can face severe disciplinary measures, even legal proceedings.
- Observers who ignore bullying or harassment could end up involved in a tribunal case.
- Any supportive behaviour from an Observer can increase the awareness that inappropriate behaviour is taking place, and therefore help both the Receiver and the Actor.
- Actors may behave inappropriately due to their own insecurities, poor training or a false assumption of what a managerial role entails (where the Actor is a manager).
- The Receiver can respond assertively to the behaviour.



### Screenshot of video transcript.

#### GAIL SAYS:

I used to really enjoy my job, I never had any problems, until we got a new manager. First, things seemed fine. If I had to pinpoint when things changed, it was when he found out that I was gay.

His attitude changed towards me from that point on. He would pick holes in my work and constantly undermine me; he kept me out of the loop so that if there was a change of procedure, I was set up to fail, I mean, he was very methodical about it all.

I even began to doubt my own capabilities; which, of course, is probably just what he wanted.

**GAIL, A GAY WOMAN, SAYS:**

He kept back the information I needed to do my job and then criticised me for getting things wrong. Finding fault with everything I did, but letting other people's mistakes pass without comment. I felt singled out. He would make me look incompetent in front of patients and other members of staff. I felt he turned the rest of the team against me, so I was totally isolated.

**GAIL, THE WOMAN WHO WAS DISCRIMINATED AGAINST, ON THE GROUNDS OF HER SEXUAL ORIENTATION, SAYS:**

I felt very lonely. I've always been quite an outgoing sort of person, but I not only began to doubt my capabilities at work, but I began to doubt myself. It definitely affected my home life and my social life. I didn't want to see our friends any more. I just felt that everyone was judging me. It got to the stage where my partner insisted that I went to see our GP.

**GAIL SAYS:**

It was good to know that someone was on my side. Knowing that someone else saw that he treated me differently.

## 2.5D Routes to reporting bullying and harassment

### Equality and Diversity Briefing Challenging Unacceptable Behaviour



#### Escalating the Problem



As you've just seen, speaking to the other person can often be an effective way of stopping unacceptable behaviour. But what happens if it doesn't work, or if you just don't feel able to do it?

Well, in this case, you should follow the guidelines shown here:

In the first instance, you can approach your Head of Department, departmental administrator, immediate supervisor, or trade union representative.

You may, however, prefer to contact the University's confidential [Harassment Advisor Network](#). There are around 350 harassment advisors within the University, with two (one of either sex) in each department and faculty, and in most colleges. Details are posted on relevant notice boards.

The University recommends that you discuss the situation with a harassment advisor before taking any other steps in response to the alleged harassment. Talking through the events and your feelings with the advisor will help you decide on the best way to deal with the behaviour and will clarify the options available to you.

If you would prefer to speak with an advisor outside of your department, faculty, or college, the Harassment Line can find an alternative advisor for you. Telephone: 01865 270760 or e-mail: [harassment.line@admin.ox.ac.uk](mailto:harassment.line@admin.ox.ac.uk).

## Harassment Advisor Network

Information on support available to staff and students who feel they have been harassed or bullied

I WOULD LIKE TO SPEAK TO A HARASSMENT ADVISOR WHO IS LGBT (LESBIAN, GAY, BISEXUAL, TRANS)

We have seven Harassment Advisors who identify as LGBT who can be contacted direct:

- Freyja Madsen [freyja.madsen@new.ox.ac.uk](mailto:freyja.madsen@new.ox.ac.uk)
- Hannah Boschen [hannah.boschen@learning.ox.ac.uk](mailto:hannah.boschen@learning.ox.ac.uk)
- Nick Baldwin [nick.baldwin@admin.ox.ac.uk](mailto:nick.baldwin@admin.ox.ac.uk)
- Dr Sloan Mahone [sloan.mahone@wuhmo.ox.ac.uk](mailto:sloan.mahone@wuhmo.ox.ac.uk)
- Mel Parrott [mel.parrott@kellogg.ox.ac.uk](mailto:mel.parrott@kellogg.ox.ac.uk)
- Dr Tim Schwanen [tim.schwanen@ouce.ox.ac.uk](mailto:tim.schwanen@ouce.ox.ac.uk)
- Dr Clara Barker [clara.barker@materials.ox.ac.uk](mailto:clara.barker@materials.ox.ac.uk)





In order to ensure we meet our legal obligations and achieve the highest possible standards of good practice, we've developed the policies and guidelines shown here.



[University Equality Policy](#)



[Harassment Policy and Procedure](#)

"I hereby acknowledge that I have read, or shall read, understand and agree to follow the standards, processes and procedures set forth in the policies and guidelines that have been provided to me."

**ACCEPTED**



Excerpt from the Equality and Diversity Newsletter which goes out termly to all staff and students. This issue was published in January 2019:

## 10th Annual LGBT History Month Lecture

### Faith & Sexuality – A Safeguarding Crisis?



**Jayne Ozanne**

The harmful effects of prejudice and discrimination on the LGBT+ community have been acknowledged for some time by the medical professions, however few have been able to provide evidence of the role that religion can play in fuelling



this. Jayne Ozanne will look to outline clear 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.

Jayne Ozanne is a well-known gay evangelical who works to ensure full inclusion of all LGBT+ Christians at every level of the Church. She is Director of the *Ozanne Foundation*, which works with religious organisations around the world to eliminate discrimination based on sexuality or gender in order to embrace and celebrate the equality and diversity of all.

**Date:** 28 February 2019

**Time:** 6:30–8:30pm

**Venue:** Mathematical Institute, Andrew Wiles Building

**Booking:** [oxlgbt19.eventbrite.co.uk](https://oxlgbt19.eventbrite.co.uk)

Information on LGBT History Month events happening across Oxford can be found here: [www.admin.ox.ac.uk/eop/sexualorientation/lgbthm](http://www.admin.ox.ac.uk/eop/sexualorientation/lgbthm)

Email out to all staff on 21 February 2019



### LGBT History Month Lecture – 28 February Jayne Ozanne: *Faith and Sexuality – A Safeguarding Crisis?*

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.

This year's LGBT History Month is particularly significant for Oxford as we celebrate the 10<sup>th</sup> annual lecture. The lecture series has been a collaborative effort between the LGBT+ Advisory Group and the University where alumni and academics have given powerful and thought provoking talks on the experience of LGBT communities both in the past and the present.

This year we are delighted to welcome another alumni, Jayne Ozanne, to give the 10<sup>th</sup> lecture: 'Faith & Sexuality – A Safeguarding Crisis?' We hope you can join us:

Date: **28 February 2019**

Time: **6.30pm**

Venue: **Mathematical Institute**

Booking recommended: [oxlgbt19.eventbrite.co.uk](https://oxlgbt19.eventbrite.co.uk)

Dr Rebecca Surender

University Advocate and Pro-Vice Chancellor (Equality and Diversity)

**Find out more:**

If you would like to find out more about the University's work in this area, our LGBT+ Role Models, LGBT+ Allies, LGBT+ Staff Network or watch past lectures please visit:

[www.admin.ox.ac.uk/eop/sexualorientation](http://www.admin.ox.ac.uk/eop/sexualorientation)

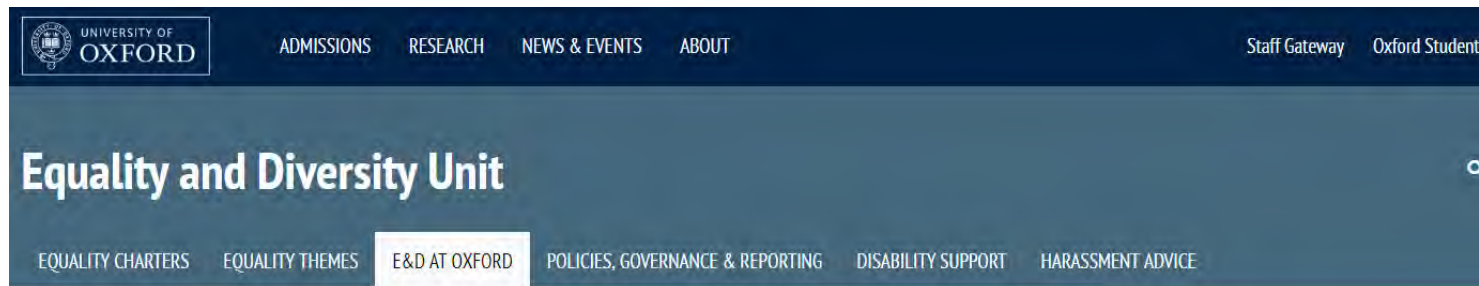




## 2.6 B. Information on Bi-visibility Day and/or other bi specific events:

Screenshot of webpage from the Equality and Diversity website <https://edu.web.ox.ac.uk/equality-dates#collapse1270376>

The Equality and Diversity website was revamped in August 2019 and there was a communication drive inviting people to look at the new structure and content and to update links. As a result there was a lot of additional traffic to the webpages.



Home > E&D at Oxford > Equality dates

## Equality dates

A calendar of equality and diversity dates, including significant religious festivals

The purpose of including these is to give departments and individuals advance notice of the festivals for which staff might reasonably request leave. The University of Oxford is a diverse community, with people from many religious and cultural backgrounds. While this calendar is intended as a starting point, we recognise that there may be other dates that are significant to individuals. We encourage you to make any requests for annual leave in plenty of time.

If we have missed an important date or got something wrong please let us know.

### SEPTEMBER 2019


#### Date:

1	Muharram/Islamic New Year	
2	Ganesh Chaturthi	A Hindu festival in honour of Ganesh
3	Samvatsari	The holiest day of the Jain calendar. Many Jains observe a complete fast on this day
23	Autumn Equinox	For many Pagans, this rite honours old age and the approach of Winter
23	Bi Visibility Day	<a href="http://www.bivisibilityday.com">www.bivisibilityday.com</a>
29 - 7 Oct	Navaratri	A nine day Hindu festival
30	Rosh Hashannah	Marks the beginning of ten days of repentance and self examination for the Jewish

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

Screenshot of webpage from the Equality and Diversity website <https://edu.web.ox.ac.uk/equality-dates#collapse1270376>

The [Equality and Diversity](#) website was revamped in August 2019 and [there was a communication drive](#) inviting people to look at the new structure and content [and to update links. As a result there was a lot of additional traffic to the webpages.](#)

UNIVERSITY OF  
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Staff GatewayOxford

# Equality and Diversity Unit

EQUALITY CHARTERSEQUALITY THEMES**E&D AT OXFORD**POLICIES, GOVERNANCE & REPORTINGDISABILITY SUPPORTHARASSMENT ADVICE

[Home](#) > [E&D at Oxford](#) > [Equality dates](#)

## Equality dates

A calendar of equality and diversity dates, including significant religious festivals

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If we have missed an important date or got something wrong please let us know.

[Contact us](#)  
[equality@ad.ox.ac.uk](mailto:equality@ad.ox.ac.uk)  
[Related links](#)

NOVEMBER 2019

Date:

1	All Saints' Day	On All Saints' Day Christians remember all the saints and martyrs, known and unknown, throughout Christian history
2	All Souls' Day	All Souls' Day is a day when Christians remember and pray for the dead, especially family members
2	Anniversary of the crowning of Haile Selassie	One of the holiest days of the Rastafarian year
10	Remembrance day	The Sunday nearest to Armistice Day, remembering the dead of the two World wars and subsequent wars
10	Prophet Muhammad's birthday (Sunni)	
15	Prophet Muhammad's birthday (Shi'a)	
11 - 15	Anti Bullying Week	
12	Birthday of Guru Nanak	Guru Nanak was the founder of the Sikh faith and the first of its 10 ten Gurus. He was born in the Punjab in 1469
20	Transgender Day of Remembrance	



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

The following excerpts are from the Equality and Diversity Newsletter which goes out termly to all staff and students. The newsletter is sent by email, it is available on the website (<https://edu.web.ox.ac.uk/news>) and hard copies are sent to departments. These are taken from the October 2018, March 2019 and May 2019 newsletters

### LGBT+ Allies

Would you like to join our growing network of LGBT+ Allies? We will be holding an Allies workshop this term. The session is designed to give non-LGBT+ individuals an opportunity to explore what it means to be an ally, space to ask questions and practical advice on how they can be an effective ally.



**Date:** Thursday 6 December

**Time:** 9.30am–1.30pm

**Venue:** City Centre

**To book:** email [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

Can't make the workshop? Don't worry, we will run more in 2019. In the meantime if you would like to show your support for LGBT+ equality and ensure your department, faculty or college is more inclusive here are just some of the steps our Allies have taken:

- Wearing an LGBT+ Rainbow Lanyard (email [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk) to receive one)
- Including their preferred pronouns in their email signature to help normalise the practice. For trans people listing their pronouns is an easy way to prevent misgendering and can take the anxiety out of communicating with new people. For example:  
**Caroline Kennedy**  
Equality and Diversity Unit  
Pronouns: she/her
- Marking or raising awareness of LGBT+ dates such as LGBT+ History Month and Trans Day of Visibility (for more dates visit: [www.admin.ox.ac.uk/eop/inpractice/equalitydates](http://www.admin.ox.ac.uk/eop/inpractice/equalitydates))

Find out more at: [www.admin.ox.ac.uk/eop/transgender/lgbtallies](http://www.admin.ox.ac.uk/eop/transgender/lgbtallies)

### Oxford enters Stonewall's list of Top 100 Employers

The University of Oxford has been named as one of the UK's most inclusive employers for lesbian, bisexual, gay and transgender (LGBT) staff by the charity Stonewall, in its Workplace Equality Index 2019.

Oxford has long been a proud member of the Stonewall Diversity Champions programme, participating annually in the Workplace Equality Index, but this is the first time that the University has placed in the list of the top 100 UK employers.

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 our efforts are having an impact.

Dr Rebecca Surender, Advocate for Equality and Diversity and Pro-Vice-Chancellor, said: 'The University, in partnership with the LGBT+ Advisory Group, has worked hard over the past five years to meet its objectives on LGBT+ equality – continuing to strengthen our policies and practices to ensure we can be truly inclusive. We are incredibly proud of this recent achievement and would like to take this opportunity to thank all those involved who have helped on this journey including the University's LGBT+ Role Models, LGBT+ Allies, LGBT+ Staff Network and the wider University community.'



[www.admin.ox.ac.uk/eop/sexualorientation/stonewallchampion](http://www.admin.ox.ac.uk/eop/sexualorientation/stonewallchampion)

# Oxford Pride Parade and Festival

**Saturday 1 June 2019**



Every year the Oxford University LGBT+ Staff Network take part in the Oxford Pride Parade and event afterwards. This is always a fun day out with music, entertainment, stalls and food. If you are LGBT+ and would like to join the network in the parade behind their banner please email [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk). If you would like to cheer the parade on along its route it will start at midday from Radcliffe Square OX1 4AJ and travel through the city to the event at Oxford Castle Quarter OX1 1AY.

OXFORD PRIDE

## Pride Micro Talks: small victories, big changes

The LGBT+ Staff Network will be hosting an evening of Micro Talks in celebration of Oxford Pride. The umbrella title for the talks is 'small victories, big changes', but each speaker will interpret this in a variety of ways, which always makes this yearly event exciting and thought provoking. The Eventbrite page will be updated with the speakers and the titles of their talks as they are released, but make sure you book a place soon to avoid disappointment.

We are very grateful to Beyond the Binary for providing the venue for the event. Beyond the Binary is a Pitt Rivers project that works with local, national and international partners to explore the global diversity of sexual and gender identities.

[www.prm.ox.ac.uk/beyond-the-binary](http://www.prm.ox.ac.uk/beyond-the-binary)

### Small victories, big changes

**Date:** 29 May 2019

**Time:** 6pm

**Venue:** Pitt Rivers Museum

**To book:** [2019microtalks.eventbrite.co.uk](https://2019microtalks.eventbrite.co.uk)



**LGBT+**

Staff Network



## LGBT+ Advisory Group TERMS OF REFERENCE

1. The LGBT+ Advisory Group will work with the EDU, 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 by:

- a. ensuring that the LGBT+ Staff Network works towards meeting its aims;
- b. representing LGBT+ staff and students to internal and external stakeholders;
- c. liaising with relevant organisations and individuals within the University;
- d. compiling an annual Events and Action Plan for the LGBT+ Network.

2. The LGBT Advisory Group consists of:

Chair	Network member
Vice Chair	Network member
Secretary	EDU member
Events Secretary	Network member
LGBTQ Officer (appointed by OUSU)	<i>student member</i>
LGBTQ Society member (appointed by LGBTQ soc)	<i>student member</i>
6 x Link Officers	Network members who represent the departments, colleges and associated institutions of the University.

The Advisory Group may co-opt other members as appropriate and these need not be network members; however only network members are eligible to vote.

3. The chair and vice chair, events secretary and link officers are elected for three years and are elected on a rolling basis so they all change in separate years. When needed, ballots will use the single transferrable vote system and the EDU will fulfil the returning officer role. Only members of the LGBT+ Staff Network will be eligible to vote.
4. Advisory Group meetings have a quorum of three staff members, which must include either the chair or the vice-chair. Two weeks' notice of meetings will normally be given.
5. Proposals for co-options to the Advisory Group must be notified to the whole network at least two weeks before the Advisory Group meeting considering the co-option and must be accepted by a two-thirds majority of the meeting.
6. The Advisory Group meets as frequently as it determines to be necessary but must meet at least once per term. Minutes shall be recorded and made available to members of the Network by the EDU.
7. These terms of reference may be amended by a quorate meeting of the Advisory Group but proposed changes must be notified to the whole network three weeks in advance of that meeting. If ten or more members of the network request it, a full meeting of the network must instead be held, with two weeks' notice, to discuss and make a decision on proposed changes.





## **LGBT+ Staff Network TERMS OF REFERENCE**

*A network working towards realising and developing equality for lesbian, gay, bisexual and transgender staff within the collegiate University of Oxford (the University) and its associated institutions (including Oxford University Press). Graduate students are also welcome to join the Staff Network and the broader LGBT social network [ox-lgbt-acad.org.uk](http://ox-lgbt-acad.org.uk)*

### **1. Aims of the Network**

1. To provide a safe, confidential and supportive environment for all staff who identify as LGBT+ to meet together (or via virtual means, email, facebook etc) and express and share their views, experiences and concerns, and to make suggestions for change.
2. To work towards creating and supporting a culture in which all members of the University community are able to participate and fulfil their potential in an environment where they are valued and respected.
3. To develop and maintain relationships with other external LGBT+ groups and networks.
4. To raise the profile of LGBT+ staff and students across the collegiate University and celebrate and promote their successes.
5. To inform and influence the University's approach to sexual orientation and transgender issues by contributing experience, expertise and ideas.
6. To identify general trends relating to the employment of LGBT+ staff and the experiences of graduate students, and to recommend initiatives to address any potential sources of inequality that might be identified.
7. To advise and assist in monitoring the effectiveness and impact of University policies and procedures from a LGBT+ perspective.
8. To provide opportunities for peer networking, support and personal and professional development amongst LGBT+ staff.

### **2. The Network**

1. The Network is open to all individuals who are employed, whether full or part time, temporary or permanent, by the collegiate University of Oxford and its associated institutions, and who are generally supportive of realising and developing equality for lesbian, gay, bisexual and transgender people in the workplace. Graduate students are also welcome,  
To join the network send a blank email to: [oxu-lgbt-staff-subscribe@maillist.ox.ac.uk](mailto:oxu-lgbt-staff-subscribe@maillist.ox.ac.uk)
2. There will be an annual general meeting for all members of the Network.
3. These terms of reference may be amended by a quorate meeting of the Advisory Group but proposed changes must be notified to the whole network three weeks in advance of the meeting. If ten or more members of the network request it, a full meeting of the network must be instead be held, with two weeks' notice, to discuss and make a decision on proposed changes.

## LGBT+ Allies

Would you like to join our growing network of LGBT+ Allies? We will be holding an Allies workshop this term. The session is designed to give non-LGBT+ individuals an opportunity to explore what it means to be an ally, space to ask questions and practical advice on how they can be an effective ally.



**Date:** Thursday 6 December

**Time:** 9.30am–1.30pm

**Venue:** City Centre

**To book:** email [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

Can't make the workshop? Don't worry, we will run more in 2019. In the meantime if you would like to show your support for LGBT+ equality and ensure your department, faculty or college is more inclusive here are just some of the steps our Allies have taken:

- Wearing an LGBT+ Rainbow Lanyard (email [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk) to receive one)
- Including their preferred pronouns in their email signature to help normalise the practice. For trans people listing their pronouns is an easy way to prevent misgendering and can take the anxiety out of communicating with new people. For example:  
**Caroline Kennedy**  
Equality and Diversity Unit  
Pronouns: she/her
- Marking or raising awareness of LGBT+ dates such as LGBT+ History Month and Trans Day of Visibility (for more dates visit: [www.admin.ox.ac.uk/eop/inpractice/equalitydates](http://www.admin.ox.ac.uk/eop/inpractice/equalitydates))

Find out more at: [www.admin.ox.ac.uk/eop/transgender/lgbtallies](http://www.admin.ox.ac.uk/eop/transgender/lgbtallies)

## Diversity Data and HR Self-Service



This summer the University has introduced HR Self-Service, which allows University employees to view and update some personal details, see current contract and pay information, and view payslips and P60s online.

Amongst other information, you are now able to view and maintain your diversity details. For most employees this data was collected at recruitment and in many instances is incomplete or incorrect. We would strongly encourage you to take this opportunity to update your data confidentially in HR Self-Service to help us improve the quality of our staffing data.

The University collects personal data from staff so that we can gain a better understanding of our workforce diversity and identify areas of under-representation or disadvantage. We are legally required to monitor and report on the diversity of our staff under the Equality Act and to make an annual statutory return to HESA.

We use diversity data to develop equality objectives and targets and then to evaluate the impact of our initiatives. We also use it to monitor the impact of our policies and processes on people in different groups and to ensure that they are fair for everyone.

However, we know that our data are incomplete in some areas and this limits our ability to accurately identify and respond to potential issues. For example, we do not know the ethnicity of 10% of staff, which makes it difficult to assess to what extent staff of black and minority ethnic backgrounds are under-represented in the University workforce, and therefore to develop appropriate interventions to improve our diversity.

If you have not previously declared that you have a disability or long-term illness, or have acquired a disability since you started working at the University, and think that you may require support at work, see: [www.admin.ox.ac.uk/eop/disab/staff](http://www.admin.ox.ac.uk/eop/disab/staff).

For information about HR Self-Service and to access your records see: [www.ox.ac.uk/staff/working-at-oxford/hr-self-service](http://www.ox.ac.uk/staff/working-at-oxford/hr-self-service)

### Equality and Diversity Website feedback

[www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop)


We are moving to a new web platform next year and want to take this opportunity to revamp our Website. We would love to hear from you on how we can make it better. Do you find it easy to navigate? What do you like? What's missing? What information do you need? Our first summary report of feedback will be published, received, please email: [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)





Professor Richard B Parkinson is a Senior Academic and a member of Congregation. Congregation is the sovereign body of the University and acts as its 'parliament'.

Profiled on the LGBT+ Role Models webpage which was revised and relaunched in August 2019 <https://edu.web.ox.ac.uk/people/professor-richard-b-parkinson>



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# Equality and Diversity Unit

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## Professor Richard B Parkinson



**Professor of Egyptology; Fellow of The Queen's College**

**Oriental Institute / The Queen's College**

I think it's important to be entirely oneself to one's colleagues and students, without any self-censoring. Being gay for me is just a normal part of my personal and professional life, and doesn't bring with it obligations to conform to anyone's expectations. In a university like Oxford, there are all sorts of LGBTQ people - artists, gardeners, scientists, mathematicians, and even Egyptologists!

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: [richard.parkinson@orinst.ox.ac.uk](mailto:richard.parkinson@orinst.ox.ac.uk)

**Contact us**


If you would like to attend the Role Model training please email: [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

**Related Links**

- > [LGBT in STEM Day with Dr Bernie Hogan](#)
- > [#OutInSTEM Scientist and Senior Research Associate in Zoology, Dr Tristram Wyatt delivering The Royal Society lecture for Pride 2017](#)
- > [Stonewall Role Models: Sexual Orientation and the Workplace](#)



4.8A Idalina Baptista is an Associate Professor. This profile was uploaded in June 2018, it was revised and relaunched in August 2019.

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Home > E&D at Oxford > Networks > LGBT+ Role Models > **Idalina Baptista**

## Idalina Baptista



### Associate Professor in Urban Anthropology Department for Continuing Education

I'm an Associate Professor in Urban Anthropology working at the Department for Continuing Education with the part-time MSc and DPhil in Sustainable Urban Development. When I joined Kellogg College as an Official Fellow in 2013, I offered to become the point of contact for LGBT+ issues. Providing visibility to LGBT+ issues seemed a good way to contribute to the inclusive environment at Kellogg — for students, staff and other fellows as well. The college was very welcoming of this proposal and went on to create the

official role of the LGBTQ Fellow. Having taken part in the LGBT+ Role Model training, I'm hoping to continue enhancing the visibility of LGBT+ issues at Oxford.

#### Contact us

If you would like to attend the Role Model training please email:

[equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

#### Related Links

- > LGBT in STEM Day with Dr Bernie Hogan
- > #OutinSTEM Scientist and Senior Research Associate in Zoology, Dr Tristram Wyatt delivering The Royal Society lecture for Pride 2017
- > Stonewall Role Models: Sexual Orientation and the Workplace

4.8B Tony Brett is a Senior Manager in the University, he is the Director of IT Services for the largest Division in the University (Medical Sciences).

Tony proudly has the Role Model logo on his contact page.

WEI Oracle Contact Search Welcome, OLI mail list Departmental mailing ... (PAD owned) OxiUni di... InDesign training

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Support & Services People Tony Brett




## Tony Brett

DIRECTOR OF MSD IT SERVICES

I lead and manage **MSD IT Services** in providing services to many departments of the Division supporting their research, teaching and administrative activities. I also provide support, guidance and leadership to around 70 further IT staff working in their own departments and using our systems, expertise, procedures and tools.

My main priority is to ensure that IT across the whole Division enables its activities to derive as much value from it as possible by understanding and responding to the strategic priorities, preferences and pressures of each of its departments and units. As such I value meeting academic and administrative staff and listening to them so I **welcome invitations**.

In my previous role as Head of **IT Support Staff Services** in Oxford University's Central IT Services I was responsible for supporting and coordinating hundreds of non-central IT Staff in the collegiate University of Oxford, managing the relationship between central and local IT in our extremely federated and devolved University. I started my IT Career as IT Manager of what is now the **Weatherall Institute of Molecular Medicine**.



A proud  
**LGBT+**  
Role Model

### CONTACT INFORMATION

**Email**  
[tony.brett@medsci.ox.ac.uk](mailto:tony.brett@medsci.ox.ac.uk)

**Telephone**  
+44 (0)1865 283354

**Website**  
<https://uk.linkedin.com/in/tonybrett>

### WEBSITES


**MSD IT Services Team**  
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4.8c Rachel Keaney – Senior Programme Manager in the Said Business School. Profile originally uploaded in February 2019, revised and relaunched in August 2019.

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🏠 > E&D at Oxford > Networks > LGBT+ Role Models > **Rachel Keaney**

## Rachel Keaney



### Senior Programme Manager Saïd Business School

Always having been an open person, none of my friends or family seem surprised when I ‘came out’ officially as bisexual. I’m incredibly lucky to not have had any negative experiences as a result of being part of the LGBT+ community, and feel so well supported at both Saïd Business School where I work, and as a member of the wider University community. I thought it was important to become an LGBT+ Role Model to hopefully allow other people to have the same supportive, welcoming experience that I have,

and to never feel like they can’t be themselves within our University, and wider community. Here’s to the Rainbow Revolution!

#### Contact us

If you would like to attend the Role Model training please email:


[equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)



#### Related Links


- > LGBT in STEM Day with Dr Bernie Hogan
- > #OutinSTEM Scientist and Senior Research Associate in Zoology, Dr Tristram Wyatt delivering The Royal Society lecture for Pride 2017
- > Stonewall Role Models: Sexual Orientation and the



4.9 F. Young LGBT people. Student Francesco Morettini article in Medium promoted on the University front page <https://medium.com/oxford-university/study-hard-enjoy-life-get-glitter-on-everything-baead3d81be0> (28 June 2018)

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## Oxford, in full colour

Read MSc alum Francesco's experience of joining Oxford's LGBTQ+ community

## Oxford, in full colour



Graduate Study at Oxford

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Jun 28, 2018 · 5 min read

*Francesco Morettini (MSc Global Governance and Diplomacy) on a year of inspiration, glitter and change in Oxford's LGBTQ+ community.*



Blossom on Queen's Lane | Photograph by Francesco Morettini (MSc) via [Instagram](#)

“When I first set foot in Oxford, I felt like a small boat suspended on the strong currents of a vast sea. Changing places, moving, meeting new people and starting a new course at one of the most prestigious universities in the world felt like a huge challenge, maybe an insurmountable one.

I felt, at times, overwhelmed by the grandeur.

Still, my early fears were soon transformed into a desire to explore. The easy smiles of so many other students made me feel part of a warm and welcoming community — a little village.

For this reason, I decided to gather some courage and run for the position of LGBTQ+ representative at my college, Kellogg College — a role that did not actually exist at the college at the time. It turned out to be one of the best decisions I have ever made.

In becoming a member of Oxford's LGBTQ+ community, I've had the chance to meet incredible people, make new friends and enjoy the glittery, vibrant side of Oxford's colourful, rainbow life.





## LGBTQ+ life in Oxford

My experience of Oxford is that you can be yourself. No one will judge you for who you are, for what you believe, or for whom you love.

In fact, it's the very university that pushes you to reflect on yourself, and what you take for granted; it pushes you to experience in fullness.

Walking hand in hand with your partner through the old, cobbled alleys, surrounded by the dreaming spires, reflecting about life and admiring the beauty of the Oxford colleges is an experience that you cannot live anywhere else — and that, like me, you can never forget.

### Oxford University

Oxford is one of the oldest universities in the world. We aim to lead the world in research and education. Contact...

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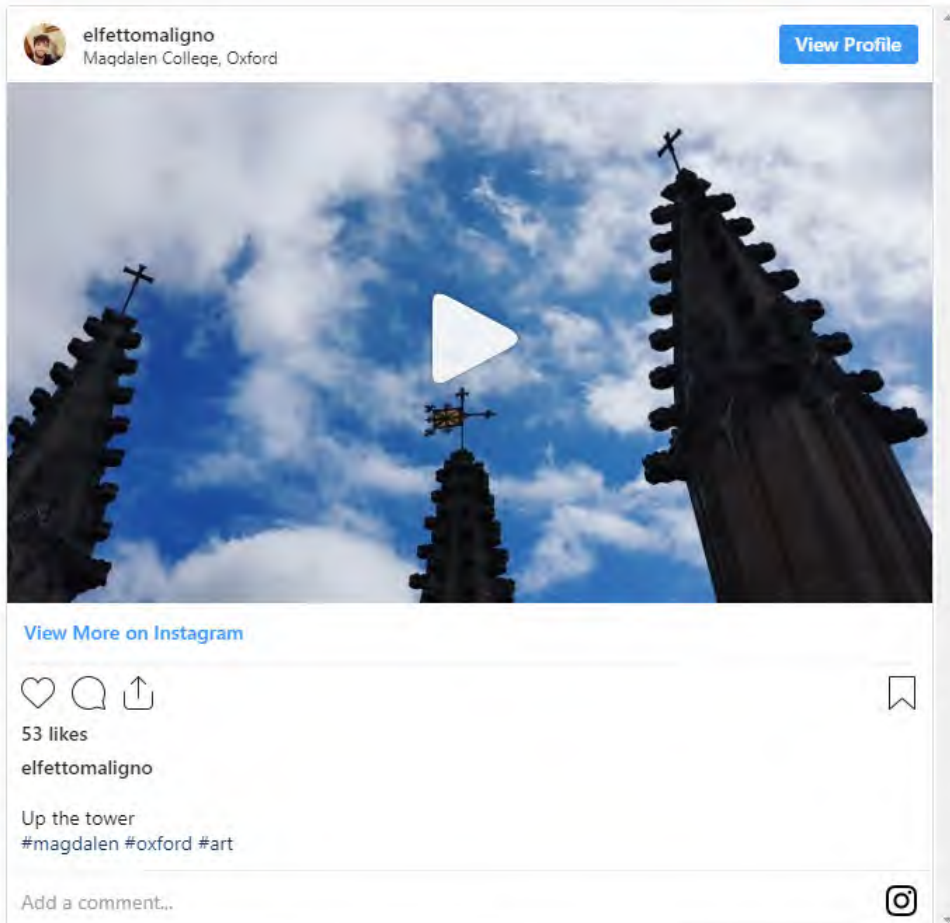
Tuesdays are special days for the University's LGBTQ+ community — 'Tuesgay drinks' are held in a different college each week, offering an occasion to discover the university, make new friends and enjoy some dance moves in Plush, Oxford's queer club.

You'll always find someone to talk you into going to Plush; you can't miss the drag queens leaving a trail of glitter to mark the way to the club! (Sooner or later, you *will* end up dancing on the pole, I guarantee it.)

One of the events that really marked my time at Oxford was the 'Wrecking Ball', which I organised together with friends at Kellogg. Unicorns, rainbows and flamingos flooded into the college as part of the effort to fundraise for the LGBTQ+ victims of persecution in Chechnya. With this bop (a very Oxford word for party) in collaboration with Plush, we ended up fundraising around £540 for ILGA Europe, the biggest LGBTQ+ rights NGO in Europe.

It was an unforgettable night, not only for all the fun and laughter but also because it really demonstrated the support that Oxford students gave to the cause and to the LGBTQ+ community as a whole.





"During Pride Month, many colleges fly the rainbow flag. Seeing them made me feel welcome and loved, as the flags are there to show that Oxford doesn't care about your gender, your sexual orientation and whom you love. The flags show not only that you need to accept who you are, but also be especially proud of it — fly high, and just like those flags, show your true colours!"

### Oxford University

Oxford is one of the oldest universities in the world. We aim to lead the world in research and education. Contact...

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## Oxford can change you

Coming to the University has challenged my perspectives and made me grow up as a person. It is not necessarily even what you study, but with whom: you learn so much not just by reading and preparing essays, but by discussing with your friends and peers — in class, over a cup of tea, just walking around the city.

The people I've met this year are truly incredible, and I felt part of a team with my course mates. I have met friends who can paint beautifully, have written movies, speak eight languages, helped migrants in their lives — inspiring me to do more, and engage more.

This is the unicity of Oxford, the vibrant atmosphere and community of scholars that know how to both study hard and enjoy life.

And as part of the LGBTQ+ community, Oxford made me feel welcome and respected as a person, because I found so many people like me that share the same passion and attitude to bringing a positive impact to the world, fighting for equality and for the human rights of LGBTQ+ people.

#### Oxford University

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Oxford taught me that making a change is not as difficult as it seems; it is, rather, a tangible possibility, because you will find friends that support your cause and want to fight and challenge stereotypes and preconceptions alongside with you.

#### Thinking of applying?

If I were to give a piece of advice to applying students, I would say this: before coming to Oxford, stop and think about what you want to achieve in your time at this university.

Time runs at a faster pace here and the opportunities for growth are almost infinite.

To harvest, you need to understand what seeds to plant. To arrive, you need to understand from where to leave. And so, think: think about your studies, but also about social activities, making new friends, visiting new places, exploring your desires and fighting for the causes you believe in.

#### Oxford University

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Engage, and engage with all your heart in whatever you do, whether by studying for your degree, or giving some of your time to organising LGBTQ+ events and raising awareness about the causes you support.

At Oxford, you'll always find someone to share your journey. Along the way, you will realise that getting a degree is only one of the aims of your life here, and only a departure point in your life. In the end, no matter the scepticism you might have had, Oxford has a lot to give you.

Only after you leave this enchanting city will you realise that, for you, this place will always be home."



### Oxford University

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## Pride of Oxford

There are over 20,000 exceptionally talented individuals studying at Oxford, including our 10,000 graduate students, and the University aims to offer a supportive and welcoming environment for the tremendous diversity represented in this community.

If you're considering joining the University community and want to know more about support for LGBTQ+ students, you might want to start with the LGBTQ+ Society website — you can also read more from LGBTQ+ staff and students here on Medium via Oxford University:

- [“We are scientists, writers, musicians, engineers. We are people.”](#)
- [“My rainbow family suddenly expanded in the best way possible”](#)

### University of Oxford LGBTQ+ SOCIETY

Official website for the University of Oxford LGBTQ+ Society.

[www.oulgbtq.org](http://www.oulgbtq.org)



#### 4.9A. Gay people or lesbians

Role Model profile on the revised and relaunched Equality and Diversity Unit website 1 August 2019

<https://edu.web.ox.ac.uk/people/hannah-ravenswood>

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## Hannah Ravenswood



### Organisational Development Adviser

#### People and Organisational Development

I work in People and Organisational Development. I spend my time facilitating workshops for all staff in the University primarily based around aspects of management and leadership, communication skills and personal effectiveness. I've seen the look of relief in people's eyes when I've told them I'm part of the LGBT+ community. And I think it's important to remind people that we exist, throughout the organisation, doing all sorts of different things. My desk is unmistakable in the office. A rainbow flag flies

proudly on it, which sits next to a rainbow unicorn. A simple, yet powerful way of conveying an important message to everyone, regardless of their identity.

I identify as a Queer Homoromantic Asexual.

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. I am also a trained mentor and would be happy to mentor LGBT+ members of staff within the University. Email: [Hannah.Ravenswood@admin.ox.ac.uk](mailto:Hannah.Ravenswood@admin.ox.ac.uk)

Read Hannah's article in Medium: [My rainbow family suddenly expanded in the best way possible](#)

HOW TO APPLY PLEASE EMAIL: [BEYONDBINARY@PRM.OX.AC.UK](mailto:BEYONDBINARY@PRM.OX.AC.UK)

Rivers Museum

HERITAGE FUND



**DiversifyOxPortraits** @DivOxPortraits · 15 Jul

So happy to see Alan Turing will be the face of the £50. If you want to learn more about Alan Turing listen to Oxford's Professor Andrew Hodges (author of Alan Turing: The Enigma) deliver his moving and captivating LGBT History Month Lecture in 2012 [podcasts.ox.ac.uk/alan-turing-on...](https://podcasts.ox.ac.uk/alan-turing-on...)



**Bank of England** @bankofengland · 15 Jul

Introducing the face of the new £50 note - the father of computer science, Alan Turing." Find out more [bankofengland.co.uk/thinkscience](https://bankofengland.co.uk/thinkscience) #Turing50 #ThinkScience



**BANK OF ENGLAND**


Alan Turing  
banknote  
concept

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Craig

2 - Trending

**#istandwithpogba**

2,058 Tweets

3 - Trending

**Marzia**

Trending with: Pewd  
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Kelly Ryan is a Senior Research Facilitator at the Department of [Computer Science](#)

*"I'm not exactly in the closet, but I'm not exactly out either and so in some ways this is me making it public. I like men, and I like women. Surprise!"*

I do wonder why this whole coming out thing has taken me so long. I know it's never a linear thing nor a single event and I think there are added complications when you're bi as depending on your partner, you're seen as heterosexual or you're seen as gay/lesbian—I certainly don't begrudge anybody these assumptions, we're hardly wearing neon signs and they're not psychic—but I guess it makes it easier to fly under the radar, for better or worse.

Another reason I've never really 'owned' being bisexual until now is a sense of imposter syndrome. All of my long term relationships have been with men (it's a numbers/compatibility game!) but the bisexuality has been there from the very beginning, like a thread running through my life that I more often than not chose to ignore (a privilege I recognise that many do not have). I like to think back to some moments in the early days of my life when this thread was just making itself known.... My first innocent crush (a girl from my Brownie group), my first celebrity crush (Karen Poole from Alisha's Attic), and one evening in my late teens when I briefly met the most beautiful girl in the world, the thought of whom still makes my heart flutter, and who I never saw again.

When I suggested the idea of writing a bit about myself for this piece I pitched myself as a 'distinctly average bisexual'. Although my colleague politely reassured me that I am not distinctly average and my ego was somewhat boosted I would still disagree, but not because of some faux modesty. This averageness of mine is really the whole point of writing this. Lesbian, Gay or Bisexual, ultimately we're just people and while we are all extraordinary in so many other ways, sexuality is the least extraordinary thing about anybody.

I know what you're thinking, if sexuality is so dull why even bother talking about it? Why celebrate Pride? Sadly a lot of people still continue to think that anything outside of heterosexuality is most definitely *not* distinctly average and this is why I have decided to put my head above the parapet. I'm not exactly in the closet (I told my parents this year, at the grand age of 35), but I'm not exactly out either and so in some ways this is me making it public. I like men, and I like women. Surprise!

I realise now why I like to think back to those memories—it's because they're more than a thread—they're also a tether to a small but important truth about who I am, a part of myself I have sometimes doubted during longer term heterosexual relationships.

Now, having been out of any long term relationship for over two years, I have been freer than ever to listen to the truth of who I am. As I have slowly crept out of the closet my colleagues in the Department of Computer Science have been more supportive than I could have imagined. They have stood by my side as I navigated this new path and I really am incredibly proud to be celebrating Pride 2018 as a member of staff at Oxford.

This Pride month, I stand side-by-side with LGBT colleagues and friends in Oxford and beyond. Whether you're in a relationship with a man or a woman may your choice be deemed as distinctly average and may you love whoever you want free from stigma, abuse and violence. It's what we all deserve but, until we all have it, let those of us with the privilege to do so stand up and be counted.



#### 4.9C. Binary trans people (e.g. trans men and trans women)

<https://medium.com/oxford-university/lgbtstemday-2019-43f0b6aabc7b> 5 July 2019

## LGBTSTEMDay 2019



Oxford University [Follow](#)  
Jul 5 · 6 min read



Dr Clara Barker in her lab at the University of Oxford

**Dr Clara Barker is a thin film material scientist and Laboratory Manager of the Centre for Applied Superconductivity in the**

**Department of Materials. She is also the Chair of the Oxford University LGBT+ Advisory Group and a Stonewall School Role Model as well as running LGBTI+ youth groups and advocating for equality in her spare time. Here, she explores the importance of LGBTSTEMDay.**

5 July 2018 saw the first International LGBTSTEMDay — the International Day of LGBTQ+ People in Science, Technology, Engineering and Maths. This event was celebrated by many STEM institutions and universities. It is easy to imagine that STEM subjects are accepting of all, and that being LGBT+ does not impact your career as a scientist. However, in the last few years there have been various reports that show this not to be the case. A report by the American Physical Society released in 2016 showed increased isolation and increased hostility or exclusion as an LGBT physicist compared to non-LGBT+ people, with **transgender** and gender non-conforming people experiencing these issues to the greatest degree. A 2018 paper by Hughes showed that LGB people are more likely to leave the sciences than non-LGB colleagues, and an earlier report by Yoder & Mattheis showed that many STEM researchers felt unable to be out at work, with some fields being worse than others.

These type of results are not a surprise to LGBT+ people in STEM fields but having data shows that the barriers we face are real. It shows there is a need to highlight LGBT+ role models in STEM fields and the need for peer LGBT+ groups so that our scientists are able to connect and support each other. Many groups have formed over the last few years such as Pride In STEM and House of STEM, and together they were part of the driving force for LGBTSTEMday in 2018. Seeing events held at venues such as the



Science and Technology Facilities Council, UK Atomic Energy Authority, CERN and others celebrating LGBT+ STEM workers is something I never thought I would see.

Over the last few years the LGBT STEMinar has been held annually, highlighting research by STEM researchers of various fields and career stages; we are proud to say that we will be hosting this at Oxford University in 2021. This conference is supported by many learned societies including the Royal Society, the National Physical Laboratory and the Wellcome Trust. In addition to this the Institute of Physics (IOP), The Royal Society of Chemistry (RSC) and the Royal Astronomical Society (RAS) commissioned a report to determine the climate for LGBT+ people working in the physical sciences. The report, using data from a survey with over 1,000 respondents across the UK, was released in June 2019. Again, this report showed that LGBT+ scientists feel isolated at work, experience increased harassment and exclusion and are highly likely to leave STEM careers due to the climate. This is against a societal backdrop when hate crimes, particularly against transgender people, have risen significantly in the last year. Again, while these results are not a surprise to LGBT+ people, the research into the climate and advertising of the results is a strong and positive step forward. Without data, it is hard to know if change truly is necessary and without acknowledging the issues faced by LGBT+ people, it is impossible to really affect a change in culture.

Another positive step forward is the highlighting of LGBT+ role models by the learned societies. *Education in Chemistry*, an RSC journal for teachers, has featured a number of articles aimed at highlighting the work of LGBT+ scientists. The Royal Society has held panels during their Summer Exhibition as well as profiling some LGBT+ scientists for LGBT history month, and the IOP have included LGBT+ scientists in their careers booklets. More recently, the RAS has highlighted support for its transgender members in response to questions asking whether trans people should be eligible to apply for certain grants, and *Nature* released an editorial showing support for LGBTSTEMday 2019. Oxford University has also taken steps to improving the climate for trans staff and students with a new policy and guidelines released in 2018 and increased LGBT+ visibility.

These are all steps I welcome. The IOP/RSC/RAS report showed that nearly a third of LGBT+ scientists thought about leaving STEM because of the hostile environment semi-regularly, while 20% of trans people felt like leaving often. I was one of those people, as I have discussed in a previous article for Oxford University. I assumed I could not have a scientific job as a transgender person, as I did not see any other transgender scientists around me. Now that I am vocal in sharing my experiences, these misconceptions have proven to be wrong. However, I was very close to never knowing that.

## EXPLORING THE WORKPLACE FOR LGBT+ PHYSICAL SCIENTISTS

### People who have considered leaving their workplace



It's clear we need to start talking about our LGBT+ scientists, showing their work and making them feel welcome. It is both blinkered and naive to believe that science is not impacted by prejudices, that they do not exist and do not impact our output. We can only truly have the best scientific minds in science if we make everyone feel welcome, if we can choose from the largest pool of researchers. There are papers that show that diversity in groups can improve a group's impact, if measured by citations (here only gender and race are considered), thought to be due to the larger mix of ideas and solutions to scientific questions. We need to actively make our scientists welcome, allow all to have equal opportunities to reach their maximum potential. Not only for LGBT+ scientists, the same is also true for race, gender, nationality, disability and socio-economic background. By allowing all of our researchers to be themselves at work, and allowing them to be confident to truly experiment with scientific idea with no fear of

harassment for who they are, then science can only become stronger.

*Clara is the chair of the LGBT+ Advisory Group at Oxford University and runs the local LGBT+ youth group TOPAZ in Oxford as well as being a member of an Oxford County Council anti-LGBT+ bullying group. Clara also writes blogs about diversity in STEM, and the world in general, and talks about these subjects to anyone who will listen, including various local schools. She was also a volunteer on the Out in Oxford project and the current Beyond the Binary project. She received a Points of Light award from the Prime Minister for her work with LGBT+ youth.*

*In her spare time Clara climbs, writes music reviews for an online punk magazine and plays D&D.*



## Waverly March



### Academic Support Officer

#### Exeter College

While I've always been open about my sexuality, I only recently came out as agender at work. For nearly everyone on my team, I was the first non-binary person they'd met – it was challenging to be met with so many questions, but ultimately I was glad for the chance to represent my experience to people who genuinely wanted to understand. It was that impulse that pushed me to participate in the Role Models scheme: my gender and my sexuality both inform how I live my life, and I want to be able to integrate

them into my work. I'm hopeful that by being myself, quietly and consistently from day to day, I can use that visibility to encourage others to do the same.

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.

### Contact us

If you would like to attend the Role Model training please email:

[equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk)

### Related Links

- > [LGBT in STEM Day with Dr Bernie Hogan](#)
- > [#OutinSTEM Scientist and Senior Research Associate in Zoology, Dr Tristram Wyatt delivering The Royal Society lecture for Pride 2017](#)
- > [Stonewall Role Models: Sexual Orientation and the Workplace](#)



## Meet the new Staff Disability Advisor



Sarah Stephenson-Hunter joined the EDU in March as our new Staff Disability Adviser. Sarah comes to the role having spent the past 17 years within the field of support for disabled students across three Higher Education Institutions, the most recent of which being the University of Nottingham where she has been Disability Advisor since 2009.

"I've found working with disabled students incredibly rewarding however it has become clear to me over the past few years that whilst support for disabled students is excellent across

the sector the same can't always be said for staff with disabilities and/or long-term health conditions."

"I've lived with a range of obvious and hidden disabilities all my life and am committed to enabling disabled people to have equality of access and opportunity in every aspect of life. To this end I have been an active member of Disabled Staff Networks at each University I've worked at and whilst at Nottingham I was Deputy Chair and then Chair. As someone who is part of the LGBT+ community I have also been deeply involved in this area within

Nottingham and beyond and see my intersectional identity as something that gives me a good insight into the issues faced by people with more than one protected characteristic."

"I'm truly excited to have joined the Equality and Diversity Unit and look forward to playing my part in increasing awareness of the issues faced by disabled staff across the University and enabling current and new disabled staff to be able to flourish in their work and careers at Oxford."



## 4.9H BAME LGBT people

University of Oxford Podcast added 21 February 2018

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### What does it mean to be LGBT+ today?

Video

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Duration: 0:33:51 | Added: 21 Feb 2018

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More in this Series...



Oxford LGBT (Lesbian, Gay, Bisexual, Transgender) History Month Lectures  
The University's Equality Policy

provides for an inclusive environment 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 to assist them in reaching their full potential'. It also provides that no student or member of staff will be treated less favorable on grounds which include sexual orientation and gender reassignment.

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Video (731.75 MB)

2018's annual lecture, organised by the LGBT+ Staff Network, will be delivered by Asad Dhunna, a London based marketing and communications director. Asad has written for various publications including the Guardian and the Huffington Post.

Asad's blog explores his faith and sexuality, and he also started the podcast Muslim Pride: [www.asadd.net](http://www.asadd.net) and he also started the podcast Muslim Pride.

**Series:** Oxford LGBT (Lesbian, Gay, Bisexual, Transgender) History Month Lectures

**People:** Asad Dhunna

**Oxford Unit:** University Administration and Services (UAS)

**Keywords:** lgbt sexuality pride religion islam racism



## 4.9I LGBT people of faith

University of Oxford podcasts (18 March 2019) <http://podcasts.ox.ac.uk/faith-and-sexuality-safeguarding-crisis>



# Podcasts

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## Faith and Sexuality - A Safeguarding Crisis?

[Video](#)[Audio](#)



### Faith and Sexuality - A Safeguarding Crisis?

Jayne Ozanne  
LGBT History Month 2019

Duration: 0:43:50 | Added: 18 Mar 2019

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### More in this Series...



Oxford LGBT (Lesbian, Gay, Bisexual, Transgender) History Month Lectures  
The University's Equality Policy

provides for an inclusive environment 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 to assist them in reaching their full potential'. It also provides that no student or member of staff will be treated less favorable on grounds which include sexual orientation and gender reassignment.

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Ozanne outlines clear 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.

The harmful effects of prejudice and discrimination on the LGBTI community have been acknowledged for some time by the medical professions, however few have been able to provide evidence of the role that religion can play in fuelling this. Jayne Ozanne is a well-known gay evangelical who works to ensure full inclusion of all LGBTI Christians at every level of the Church. She is Director of the Ozanne Foundation, which works with religious organisations around the world to eliminate discrimination based on sexuality or gender in order to embrace and celebrate the equality and diversity of all.

**Series:**

Oxford LGBT (Lesbian, Gay, Bisexual, Transgender) History Month Lectures

**People:**

Jayne Ozanne

**Oxford Unit:**

University Administration and Services (UAS)

**Keywords:**

lgbt

gay

lesbian

transgender

bisexual



4.9J. LGBT people being open about their mental health and wellbeing challenges

LGBT+ Role Models website (Equality and Diversity website revised and relaunched in August 2019)

<https://edu.web.ox.ac.uk/people/dr-clara-barker>

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🏠 > E&D at Oxford > Networks > LGBT+ Role Models > Dr Clara Barker

## Dr Clara Barker



### Researcher

#### Department of Materials

[clara.barker@materials.ox.ac.uk](mailto:clara.barker@materials.ox.ac.uk)

During my youth there were few LGBT+ role models around. I certainly never met any in my school, when section 28 was in force. I assumed that it was not ok to be transgender and as a result my mental health suffered, resulting in severe depression and suicidal thoughts that continued until I transitioned. When I finally came out as transgender I was met with absolute acceptance. As a trans-woman, I took a position with the Department of Materials and

became the vice-chair of the University's LGBT+ Advisory Group. once living my life authentically my mental health improved significantly, showing that it really can get better.

Outside of work, I was featured in Stonewall poster campaign and I work with Oxfordshire LGBT+ youth groups. Which goes to show the importance of role models – be it in the work place, in schools, universities or the community at large. It is easy to say that these places accept people for who they are but it is vital to actually see that this is true.

I am a trained mentor and would be happy to mentor LGBT+ members of staff within the University, especially research and academic staff.

Read Clara's article in the Huffington Post: [You Can Be Yourself And Be A Scientist Too.](#)


## 4.9 K. LGBT parents

Personnel Services – Information for parents: [www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents](http://www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/parents)

Website last updated 5 June 2018

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## Information for Parents



Whether you are planning to start a family, are expecting a child or already have children, the University has a range of family-friendly benefits.

- ▼ [Maternity and Adoption Leave](#)
- ▼ [Shared Parental Leave](#)
- ▼ [Paternity Leave](#)
- ▼ [Fertility Treatment Leave](#)

### My Family Care

WORK + FAMILY  
*space*

Find out more [here](#)  
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### See also

- ▶ Childcare Services
- ▶ Family leave
- ▶ Framework for the management of family leave for research & academic staff
- ▶ Returning Carers fund



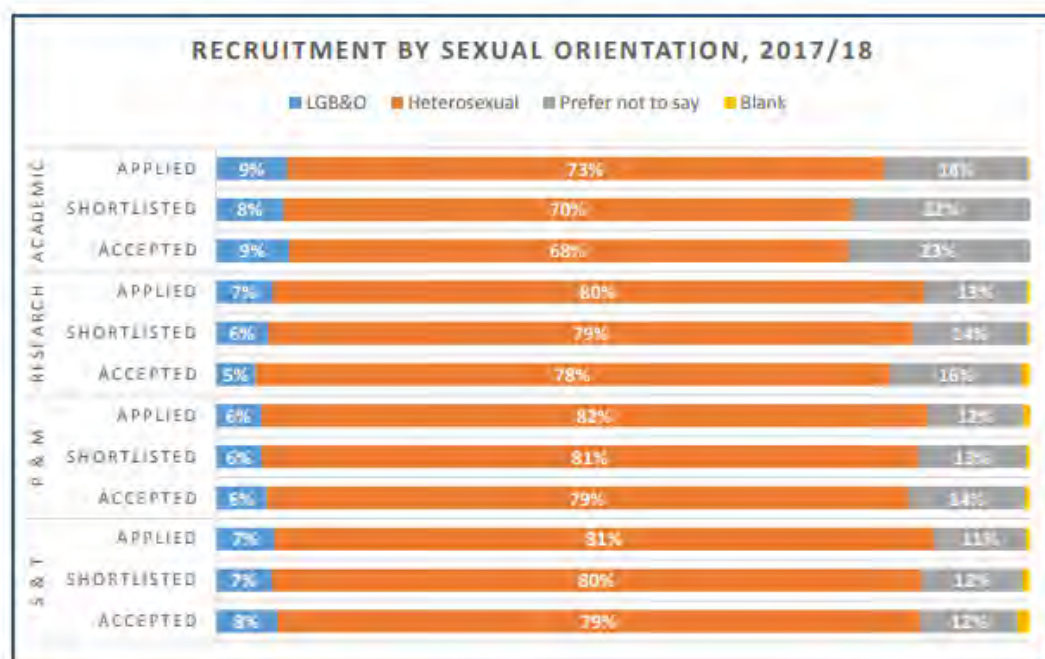
## SEXUAL ORIENTATION

Currently, 43% of staff have disclosed their sexual orientation (or selected 'prefer not to say') on the staff record, a twelve-percentage point increase over the last year. This reflects high disclosure rates at recruitment. We do not think it appropriate to report on staff-in-post until the proportion has reached at least 75%.

In 2017/18, 7% of all applicants to posts at the University stated that they were lesbian, gay, bisexual or other non-heterosexual orientation (LGB&O), compared with 6% of all those appointed. Overall, 12% of applicants declined to state their sexual orientation (15% of recruits).

7% of applicants to academic and research posts identified as LGB&O compared with 5% of appointees. Similarly, 7% of applicants to administrative and support posts identified as LGB&O, compared with 7% of appointees.

Overall, applicants of Other sexual orientation had a significantly lower success rate than all other groups. However, this was partly explicable by other differences between the groups, primarily nationality. The majority (79%) of Other orientation applicants were of non-UK nationality and the overall success rate for non-UK applicants was only 3% compared with 7% for those from the UK.



Source: CORE Personnel



Comparison by specific sexual orientation indicates that overall all groups were equally or more successful than heterosexual applicants, apart from those of Other orientation.

Source: CORE Personnel



## 6.4

This is classed as sensitive data and could potentially identify individuals, therefore we have provided % of 3 years combined data of appointments in the University. The Head of Equality and Diversity analyses the detail on an annual basis.

### **Appointments over 3 years**

	<b>LGB &amp; other</b>	<b>Heterosexual</b>	<b>Prefer not to say</b>
Academic	9%	65%	26%
Research	5%	80%	15%
Professional and Management	6%	81%	14%
Support and Technical	7%	81%	12%

We have also analysed the headline results by sexual orientation and religion or belief. Overall:

- 6% of respondents identified as lesbian, gay, bisexual or other non-heterosexual orientation (18% preferred not to say); and
- 5% belonged to a minority religion, 29% were Christian and 51% had no religion or were Atheists (15% preferred not to say).

We have not included detailed reporting by sexual orientation and religion or belief in this report due to the low numbers and relatively high percentage of non-disclosure. However, there were some areas in which lesbian, gay, bisexual and other non-heterosexual staff appeared to be less satisfied than heterosexual staff, mainly concerning feedback from and support for career development from their line manager; transparency of decision-making processes and in relation to some of the measures of inclusion and integration. This group of staff also reported a higher than average incidence of mental ill-health and harassment. The LGBT+ Advisory Group has discussed the results and is currently helping the University identify priority actions to improve support for and visibility of LGBT+ staff. The pattern of differences by religion suggested that these were highly correlated with other factors such as job role, ethnicity and sex, though staff with no religion tended to be less satisfied than other groups.

**6.6 What proportion of employees have disclosed their sexual orientation (straight, lesbian, gay, bi and those who wish to use their own term) through a HR system?**

Data from HESA Person Table 2017-18

Sexual Orientation	Count of PERSONKEY
No data	12,615
Heterosexual	5,808
Bisexual	172
Gay man	154
Other	51
Gay woman/lesbian	46
Grand Total	18,846
Data held total	6,231
No data	12,615
% completeness	49%



## 8.1 example one

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Following **971**

Followers **493K**

Likes **7,615**

Lists **1**

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Official Twitter account for the University of Oxford, one of the world's leading universities.

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**Oxford University**  @UniofOxford · 39m

We're really proud to have been named as one of the UK's most inclusive employers for lesbian, bisexual, gay and transgender staff by [@stonewalluk](#): [po.st/z8Zuch](#)  [@stonewalluk](#)



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# Oxford University named among 100 top LGBT inclusive employers

PUBLISHED

21 JAN 2019

INSTITUTIONAL



Oxford University has been named as one of the UK's most inclusive employers for lesbian, bisexual, gay and transgender staff (LGBT) by the charity Stonewall, in its Workplace Equality Index 2019.

This is the first time that the University has placed on [Stonewall's Top 100 Employers list](#), which is an annual audit of LGBT inclusion by employers across workplaces, services and communities.

Oxford University has long been a proud member of the Stonewall Diversity Champions programme, participating annually in the Workplace Equality Index, but this is the first time that the University has placed in the top 100 UK employers list.

The University is an active supporter and participant in national LGBT awareness activity including LGBT History Month, Oxford Pride, a Straight Allies Programme, an LGBT Role Models Programme, and also provides targeted initiatives that support LGBT+ staff and students.

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 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.



Dr Rebecca Surender, Advocate and Pro-Vice-Chancellor (Equality and Diversity) at Oxford University, said: 'The University, in partnership with the LGBT+ Advisory Group, has worked hard over the past five years to meet its objectives on LGBT+ equality – continuing to strengthen our policies and practices to ensure we can be truly inclusive. We are incredibly proud of this recent achievement and would like to take this opportunity to thank all those involved who have helped on this journey including the LGBT+ Role Models, LGBT+ Allies, the LGBT+ Staff Network and the wider University community.'

As part of the Top 100, Stonewall collects more than 92,000 anonymous responses from employees on their experience of Britain's workplace culture and diversity.

Dr Tristram Wyatt, founder of the Oxford University LGBT+ staff network, said: 'I am delighted that the great work to make the University of Oxford a more welcoming place for its LGBT+ staff has been recognised by inclusion in Stonewall's top 100 employers.'

## 8.1 Example two LGBT History Month celebration from Oxplore

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@letsoxplore

The home of Big Questions! Brought to you by @unioxford to engage those from age 11-18 with ideas that go beyond the classroom. Also on Instagram @letsoxplore

📍 Oxford, England

🌐 [oxplore.org](https://oxplore.org)

📅 Joined September 2016

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It's the start of #LGBTHistorymonth and Oxplore is ready to celebrate! Activist and author @cnlester talks about the need for queer/trans history in a world that too often forgets that variations in gender and desire have always been with us. Watch now at [ht.ly/9CSZ30nvup3](https://ht.ly/9CSZ30nvup3)



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We're not the only species that can celebrate [#LGBThistorymonth](#). Can you guess this animal? According to studies, It's believed that one in 20 males of this species are necking another male at any given time.  
[ht.ly/W9A830np5hV](https://t.ly/W9A830np5hV) [#FridayFact](#) [#LGBTHM19](#)



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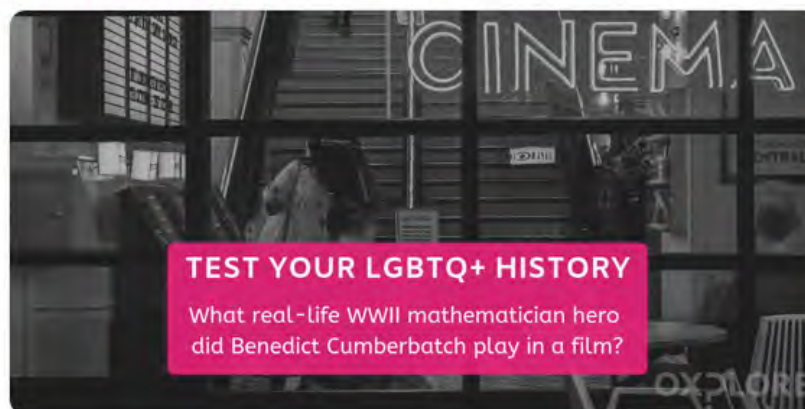


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Test your LGBTQ+ history knowledge - what real-life WWII mathematician hero did Benedict Cumberbatch play in a film? Check your answer at [ht.ly/QDMc30npfkL](https://ht.ly/QDMc30npfkL)  
#LGBThistorymonth



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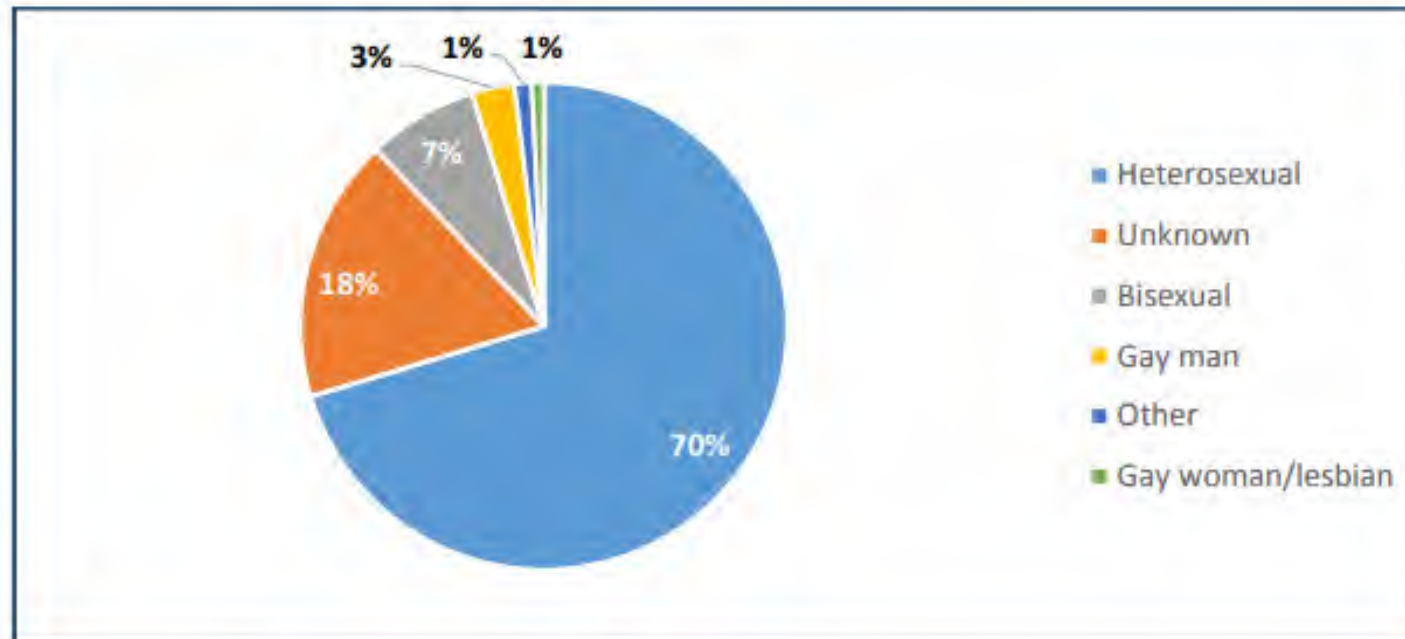
Sexual Orientation, extract from Equality Report: <https://edu.web.ox.ac.uk/files/universityofoxfordequalityreport2017-18pdf>

### SEXUAL ORIENTATION

We now have a record of sexual orientation for over 80% of students so are reporting these data for the first time. Currently, 12% of all students have identified as lesbian, gay, bisexual or other non-heterosexual

orientation (18% prefer not to say).

We have opted not to provide a more detailed breakdown due to the relatively high proportion of unknowns.



Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.



Gender, extract from Admissions Report 2019: <https://www.ox.ac.uk/sites/files/oxford/Admissions%20Report%202019.pdf>

## CONTEXT

### Breakdown of students at UK universities by gender (2016 UK intake)\*

All UK universities



Russell Group



### Oxford University (2018 UK intake)



### Breakdown of students achieving AAA or better at A-level by gender (all UK universities, 2016 UK intake)\*



## Gender

This report uses the binary female/male options from the UCAS application, which may not reflect the gender identity of all applicants. 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. For more information, please see [www.admin.ox.ac.uk/eop/transgender](http://www.admin.ox.ac.uk/eop/transgender).

\*Most recent available national data covers 2016 intake: defined as first-year, first-degree, UK-domiciled undergraduate students, academic year 2016/17. AAA+ pool includes equivalent Scottish qualifications. See page 39 for full citation.

▲Other gender: percentages are too small to represent in diagram.

## FOOTNOTE

10. This report uses the binary male/female options from the UCAS application, which may not reflect the gender identity of all applicants.

# Undergraduate Admissions Statistics - Gender



You have selected to show data for 2018, All Domiciles

Select UCAS Cycle(s):

2018

Select Domicile/s:

All Domiciles

	Applications	Offers	Acceptances	Offer Rate	Acceptance Rate
Female	10,683	1,940	1,642	18%	15%
Male	10,832	1,900	1,667	18%	15%
Grand Total	21,515	3,840	3,309	18%	15%

What is the difference between Offer and Final Acceptance...?



This report uses the binary female/male options from the UCAS application which may not reflect the gender identity of all applicants. 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 University seeks to attract applicants of the highest quality and potential from all educational and socio-economic backgrounds.

Admissions decisions are based solely on the individual merits of each candidate, irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy, maternity, race, religion or belief, sex or sexual orientation.

## The Equality & Diversity Unit

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.

### Policy and law

Information on the University's Equality Policy, Objectives and Data, Equality and Diversity Governance and the legislative framework.




### EBD in practice

Find details of over-arching initiatives to take forward equality and diversity, including how you can make a difference.







9A.5: Full video can be watched here: <http://www.ox.ac.uk/admissions/undergraduate/student-life/welcoming-and-supportive-community/fitting-in>



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## Fitting in

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FEELING AT HOME BE PART OF THE CHANGE WHAT'S IT REALLY LIKE?

You may have been told that there's an 'Oxford type', but actually our students and staff come from all over the world and from all kinds of backgrounds. This helps make Oxford one of the

### A WELCOMING AND SUPPORTIVE COMMUNITY

Fitting In

Help is on hand

College life

Living in Oxford

most exciting learning environments anywhere. Oxford students have academic ability and intellectual curiosity in common - but that's pretty much it!

With around 23,000 students from across the globe at Oxford, each with an amazing range of interests, you will meet people like you and not like you. This is likely to be one of the most enjoyable and liberating aspects of your student life here.

If you're not sure whether you'll fit in, or whether you'll like Oxford, why not come to one of our [Open Days](#) or [outreach events](#) and talk to current students? Or come on one of our [UNIQ](#) residential. All we ask is that you make up your own mind.

### Feeling at home

Whoever you are, and whatever your personal identity, you will find others like you here at Oxford. You will also have the opportunity to meet a diversity of other people, who will widen your horizons, challenge your assumptions and with whom you can share your particular beliefs and experiences.

University can be daunting at first and joining one or more of the hundreds of groups, clubs, societies or campaigns at Oxford is definitely one of the easiest ways to make friends, feel at home and build your support network. In addition, our Equality and Diversity Unit and Oxford University Students' Union work hard to make sure that everyone feels welcome and has a voice.

“ There's no type of student at Oxford. It's beautifully diverse and you will find your place. ”

- Aditi

Oxford students come from over  
**150 COUNTRIES**  
– academic and research staff  
come from over 100.

**19%**  
of all our undergraduate  
students have declared  
a disability

**29%**  
of all our students  
identify as black or  
minority ethnic

**CAN'T FIND WHAT YOU'RE LOOKING FOR?**  
Try our extensive database of FAQs or submit



- Gender: the [Women's Campaign](#)
- Ethnicity: CRAE (the Campaign for Racial Awareness and Equality), [Oxford African and Caribbean Society](#), [Oxford Chinese Students and Scholars Association](#)
- [LGBTQ: LGBTQ+ campaign](#)
- **Class Act:** campaign to support, represent and campaign on behalf of working-class, low-income, state-school educated and first-generation students. The campaign also offers a buddy system to support applicants and students.
- Religion and belief: here's a list of [worship facilities for a wide variety of faiths](#) and some of the University faith groups are [Oxford Sikh Society](#), [Oxford Jewish Society](#), [Oxford Islamic Society](#), [Oxford Inter-collegiate Christian Union](#), [Oxford University Buddhist Society](#).
- **Disability:** support for disabled students including the [Oxford Students' Disability Community](#)
- Care leavers and looked-after children: one-on-one meetings at open days and support throughout your time here. Contact [sarah.gonsalves@admin.ox.ac.uk](mailto:sarah.gonsalves@admin.ox.ac.uk).

Oxford SU have an alternative prospectus to give you our students' view on their University:  
[apply.oxfordsu.org/](https://apply.oxfordsu.org/)

