★ **Stonewall**
Acceptance without exception

University of Oxford
WORKPLACE EQUALITY INDEX 2019: FEEDBACK REPORT

University of Oxford
Education

Congratulations on taking part in Stonewall's 2019 Workplace Equality Index. Regardless of where you ranked, you've demonstrated commitment to your LGBT staff and the wider LGBT community. In this report, you will find feedback from Stonewall to help you action plan your year ahead and drive forward LGBT inclusion in your workplace.

WHAT THIS REPORT CONTAINS

The report is specific to your organisation and tells you the following information:

- Your scores across the ten different sections of your submission
- A short qualitative summary on performance across sections
- Comparison data to the averages of 3 groups of entrants –
  - o The overall average for all entrants
  - o The sector average
  - o The Top 100 average
- Your employee survey data on key indicators of inclusion

Additional information will also be supplied to you:

- Employee survey data across sector, the overall and Top 100 averages
- Overall analysis of trans employee survey data and trans inclusion practice

HOW TO USE THIS REPORT

Your Stonewall Account Manager will organise a feedback meeting with you to talk through the strengths and weaknesses of your current LGBT inclusion work, best practice and give you tips for action planning in the future. During this meeting, the Account Manager may not go through the whole report, but touch on work that is most relevant to your organisation.

You should use this report, along with the verbal feedback from your Account Manager to make the short and long-term changes necessary to drive inclusion in your workplace.

SCORE AND RANK CARD

Total score:	109.5
Rank 2019:	93
Sector rank:	17
Entrants in sector:	59
Trans inclusion work:	58%

QUICK FACTS

445 organisations took part in the 2019 Index

20 different sectors were represented

132 is the average score for a Top 100 employer

92,418 employees took part in the employee feedback survey

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SUBMISSION SCORE SUMMARY AND OVERVIEW

The below table gives you a summary and overview of how you scored across the sections of your submission. These are then compared to three separate groups of entrants. See below the table for an explanation of the different columns.

	Section	Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
1	Policies and benefits	13.5	15	1.5	15	6.2	7.9	10.5
2	The employee lifecycle	14.5	27	12.5	23	10.3	12.4	17.9
3	LGBT employee network group	14.5	22	7.5	17.5	9.2	10.1	16.3
4	Allies and role models	13	22	9	18	7.1	8.7	13.4
5	Senior leadership	5	17	12	9.5	5.8	6.0	11.2
6	Monitoring	7	21	14	13	5.7	7.9	9.4
7	Procurement	9	17	8	11	4.1	4.5	10.0
8	Community engagement	12	20	8	20	9.2	11.2	15.7
9	Clients, customers and service users	9	17	8	15	6.0	7.1	11.6
10	Additional work	2	2	0	2	■	■	■
	Employee feedback survey	10	20	10	■	9.5	8.4	15.1

- **Your score** – your scores across all sections and the employee feedback survey
- **Full marks** – the total amount of marks available across all sections and the employee feedback survey
- **Variance** – the difference between your score and the full marks available
- **Self-score** – the marks you claimed for in your submission across all sections
- **Comparisons to** –
  - o The overall average for all the entrants by section
  - o The sector average by section
  - o The Top 100 average by section

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SECTION 1: EMPLOYEE POLICIES AND BENEFITS

This section examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise the policy audit process, policy content and communication.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
1	Policies and benefits	13.5	15	1.5	15	6.2	7.9	10.5

SECTION NOTES:
Some really great work here around trans and non binary inclusion, particularly around your work in engaging all staff with these policies and guidance documents. As in previous years, we would suggest making your wording stronger in banning discrimination on the grounds of sexual orientation. This includes a ban against homophobia and biphobia with examples.

WHAT YOUR EMPLOYEES SAY:

I know the process of reporting homophobic and biphobic bullying to my employer…
75% of your LGB employees said yes

If I was a victim of homophobic or biphobic bullying and harassment, I would feel confident in reporting it to my employer…
86% of your LGB employees agreed

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 2: THE EMPLOYEE LIFECYCLE

This section examines the employee lifecycle within the organisation; from attraction and recruitment through to employee development. The questions scrutinise how you engage and support employees throughout their journey in your workplace.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
2	The employee lifecycle	14.5	27	12.5	23	10.3	12.4	17.9

SECTION NOTES:

Some great work here and clear thought out responses to the questions. Please keep in mind that any examples in your training should cover sexual orientation and gender identity, there is a lot here which are examples of homophobia but not biphobia and/or transphobia. . . . .

WHAT YOUR EMPLOYEES SAY:

I am aware that my organisation is a Stonewall Diversity Champion…

45% of your LGBT employees said yes
87% of your non-LGBT employees said yes

As a result of the training, I understand trans identities…

60% of your LGBT employees agreed
89% of your non-LGBT employees agreed

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 3: LGBT EMPLOYEE NETWORK GROUP

This section examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
3	LGBT employee network group	14.5	22	7.5	17.5	9.2	10.1	16.3

SECTION NOTES:
A very wide range of work done here, which is fantastic! Particularly in engaging STEMM and highlighting intersectionality in the LGBT community in a genuine way. Concerning LGB advisors, why are they not LGBT advisors? Good section on the whole. . . ..

WHAT YOUR EMPLOYEES SAY:

My organisation has an LGBT employee network group…

100% of your LGBT employees said yes
100% of your non-LGBT employees said yes

Over the past year I have taken part in LGBT employee network group activities, events, initiatives or seminars…

45% of your LGBT employees said yes
53% of your non-LGBT employees said yes

I am aware of the activities the LGBT employee network group undertakes…

93% of your LGBT employees agreed
87% of your non-LGBT employees agreed

I would feel confident approaching my employer's LGBT employee network group for confidential support or advice…

86% of your LGBT employees agreed
93% of your non-LGBT employees agreed

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 4: ALLIES AND ROLE MODELS

This section examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models and then the individual actions they take.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
4	Allies and role models	13	22	9	18	7.1	8.7	13.4

SECTION NOTES:
Lots of great visibility work done here, particularly in your LGBT role models page on your website. For those who are comfortable in discussing their sexual orientation and/or gender identity, make sure this is included in their blog. . . . .

I understand why my employer is committed to LGBT equality…

100% of your non-LGBT employees agreed

I feel confident in supporting my LGBT colleagues…

93% of your non-LGBT employees agreed

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 5: SENIOR LEADERSHIP

This section examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels and the individual actions they take

	Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
5 Senior leadership	5	17	12	9.5	5.8	6.0	11.2

SECTION NOTES:
Some good examples of commitment and engagement from the organisation's leaders- both from the board and senior manager level. Recommend creating more opportunities for senior leaders to learn about LGBT issues, such as reverse mentoring or inviting them to LGBT seminars or conferences. . . . .

WHAT YOUR EMPLOYEES SAY:

Senior managers demonstrate visible commitment to lesbian, gay and bi equality…

56% of your LGBT employees agreed
60% of your non-LGBT employees agreed

Senior managers demonstrate visible commitment to trans equality…

31% of your LGBT employees agreed
60% of your non-LGBT employees agreed

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 6: MONITORING

This section examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
6	Monitoring	7	21	14	13	5.7	7.9	9.4

SECTION NOTES:

Some good work here regarding LGB staff. There isn't much space here for people who do not fit into the binary in gender i.e male/female. It is a shame that your declaration rates are still quite low. . .. .

WHAT YOUR EMPLOYEES SAY:

I understand why my employer monitors the sexual orientation of its employees…
75% of your LGB employees agreed

I would feel confident telling my employer my sexual orientation on a monitoring form…
79% of your LGB employees agreed

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 7: PROCUREMENT

This section examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
7	Procurement	9	17	8	11	4.1	4.5	10.0

SECTION NOTES:
Lots of work written here about the colleges but none about other suppliers. Although marks are given here for the colleges it would be great to now how you engage with your other suppliers in best practice, training and being part of the LGBT network. . . . . . .

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 8: COMMUNITY ENGAGEMENT

This section examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
8	Community engagement	12	20	8	20	9.2	11.2	15.7

SECTION NOTES:
Lots of great work here in engaging a wider audience in LGBT work. I would suggest working closely with trans specific groups so as to benefit groups that may be currently underfunded and under supported within the region. . . . .

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 9: CLIENTS, CUSTOMERS AND SERVICE USERS

This section examines how the organisation engages with clients, customers, services users or partners.

		Your score	Full marks	Variance	Self-score	Overall average	Sector average	Top 100 average
9	Clients, customers and service users	9	17	8	15	6.0	7.1	11.6

SECTION NOTES:

The training delivered by ▮▮▮▮▮▮▮▮ is great here! Love their approach and how ▮▮▮ brings history, humour and bringing people up to speed with terminology. Great to see also that you continue to adveritise the University as an LGBT+ inclusive space. . . . .

NOTES: use this space to make extra notes during your benchmarking meeting

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SECTION 10: ADDITIONAL WORK

Your score: 2   Full marks: 20   Self-score: 2

We are looking more here for how you directly have change the working environment rather than as a project that looks at the University as a whole embracing diversity. Marks given here for the diversity awards as this does impact how staff would embrace LGBT work at the University, however i would like more information about what happens once you have won the award and how this affected the working environment.

NOTES: use this space to make extra notes during your benchmarking meeting

ADDITIONAL EMPLOYEE FEEDBACK SURVEY ANALYSIS

RESPONDENT PROFILE

Total respondents: 45

QUICK FACTS

92,418 employees took part in the employee feedback survey

If you did not receive over 10 LGBT responses, your LGBT survey data will be blank, as analysis will not have been carried out. Analysing numbers below this threshold risks outing individuals and is not reliable.

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DISCLOSING SEXUAL ORIENTATION:

Would you feel comfortable disclosing your* sexual orientation at work…

	All or some
To colleagues	43%
To managers/senior colleagues	39%
To customers/clients/service users	18%

*Data represents LGB respondents

BEING MYSELF IN THE WORKPLACE:

I feel able to be myself in the workplace…

78% of your LGBT employees said yes

CHALLENGING BEHAVIOUR

I would feel confident challenging inappropriate behaviour or discrimination towards LGBT people in the workplace…

84% of your non-LGBT employees said yes

PRIORITIES FOR THE YEAR AHEAD

Use this space to identity your organisation's top three LGBT-inclusion priorities for the year ahead, arising from the discussion. You may like to consider how you will work with Stonewall in order to achieve these.

Your Priorities	What would success look like in a year?	What steps will you take to achieve that success?
Example: To engage senior champions in LGBT inclusion	*Example: Improved score in section five of the Index, and improved responses to survey questions on senior leadership*	*Example: Three senior managers will attend a Stonewall Workplace Conference; allies training will be delivered to the board*
Priority one: *Write your priority here*		
Priority two: *Write your priority here*		
Priority three: *Write your priority here*		

University of Oxford: Workplace Equality Index 2020 Feedback

Congratulations on taking part in Stonewall's 2020 Workplace Equality Index. As a Top 100 employer, you've demonstrated commitment to your LGBT staff and the wider LGBT community. In this report you will find feedback from Stonewall to help you plan your year ahead to drive forward LGBT inclusion in your workplace.

What this report contains

This report is specific to your organisation. It gives you the following information:-

- Your overall score
- Your overall rank, and rank within the education sector
- Your performance on key questions for bi and trans staff
- Your scores in the ten sections of your submission
- A short qualitative summary of your performance in each section
- Comparison data for different groups of entrants:-
    - o All entrants
    - o Entrants in the education sector
    - o Top 100
    - o Top 100 threshold: those ranked one hundred to eighty-five, typical of organisations newly entering the Top 100

Additional information will be provided to you on the staff feedback questionnaire that you sent to your employees:-

- How your employees responded to key questions about LGBT equality
- How employees of similar organisations in the education sector and your region responded

How to use this report

Your Stonewall Account Manager will organise a feedback meeting with you to talk through the strengths and weaknesses of your current LGBT inclusion work, best practice and give you tips for action planning in the future. During this meeting, the Account Manager go through the work that is most relevant to your organisation.

You should use this report, along with the verbal feedback from your Account Manager to make the short and long-term changes necessary to drive inclusion in your workplace.

Score and rank	Quick facts
• Total score: 125.5 • Rank: 76th • Education sector rank: 11th • Education sector entrants: 54 • Bi inclusion score: 52% • Trans inclusion score: 51%	• Over 500 organisations took part • 109 820 people responded to the Staff Feedback Questionnaire • The average Top 100 score is 137.5 • The average Top 100 Bi Inclusion Score is 67% • The average Top 100 Trans Inclusion Score is 60%

Summary and overview

The below table gives you a summary of how you scored across the ten sections of the Workplace Equality Index.

	Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold Entrants
1	Policies and benefits	11.5	15	15	3.5	3.5		6.5	7.5	10.5	10.5
2	The employee lifecycle	17.5	27	23	5.5	9.5		10	13	17.5	15
3	LGBT employee network group	16.5	22	20	3.5	5.5		9.5	10	17	14.5
4	Allies and role models	14.5	22	20	5.5	7.5		7.5	8.5	14.5	13
5	Senior leadership	9	17	13	4	8		6	7	12.5	11
6	Monitoring	7	21	13	6	14		6	9	10.5	8.5
7	Procurement	9	17	11	2	8		4	5	10.5	8.5
8	Community engagement	14	20	16	2	6		9	11	15.5	13.5
9	Clients, customers and service users	11	17	17	6	6		6	8	12.5	9.5
10	Additional work	2	2	2	0	0		0.5	1	1	1
	Staff feedback questionnaire	13.5	20	n/a		6.5		10.5	8.5	16	16

- **Your score** – the number of points allocated based on the answers and evidence provided
- **Total marks** – the number of points available in that section
- **Marks claimed** – the number of marks that your organisation claimed in the submission[†]
- **Marks claimed, not awarded** – the difference between marks claimed and your score
- **Marks available, not awarded** – the difference between marks available and your score
- **Averages** – mean averages of the scores awarded to…
    - **All entrants** – all organisations, over 500, who entered the Workplace Equality Index 2020
    - **Education sector** – all organisations which entered in the education sector
    - **Top 100** – all organisations which ranked in the Top 100 employers
    - **Top 100 Threshold** – all organisations which ranked between 100 and 85, the typical score of an organisation that is newly entering the Top 100

[†] If this number is less than your score this shows that the evidence you submitted is worth more points than you claimed
[†] Referred to in previous reports as 'self-score'

Section 1: Policies and benefits

This section examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise the policy audit process, policy content and communication.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages				Top 100 Threshold
							All entrants	Education sector	Top 100	
1 Policies and benefits	11.5	15	15	3.5	3.5		6.5	7.5	10.5	10.5

Feedback from your marker

There is good work on your policies, and it's good to see clear commitments to trans staff, including non-binary identities, as well as clear bans on discrimination, bullying and harassment based on gender identity. As with previous years, we are looking for stronger statements of zero tolerance for discrimination, bullying and harassment based on sexual orientation as well as an example of what biphobia in the workplace could look like. The majority of your family policies are gender neutral which is good, but you use 'she' in the maternity policy and I recommend reviewing the glossary to expand the definition of 'mother' to ensure it is fully inclusive. Good communication of LGBT inclusive policies

Your notes

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Stonewall opportunities

Best practice guides are available to you, as a Stonewall Diversity Champion for free. Talk to your account manager about how to best use these resources.

Open programmes are available for up to three people from University of Oxford to attend. Trans allies is available in London on the 28th of April and in Liverpool on the 25th of June. Open Programmes are available as part of the Scotland Empowerment Week from 18th to 22nd May in Scotland and the north-east of England.

Section 2: The employee lifecycle

This section examines the employee lifecycle within the organisation; from attraction and recruitment through to employee development. The questions scrutinise how you engage and support employees throughout their journey in your workplace.

Section		Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
2	The employee lifecycle	17.5	27	23	5.5	9.5		10	13	17.5	15

Feedback from your marker

Lots of great work in this section, especially around diverse recruitment and training. It's great to see clear promotion of your staff networks to potential applicants and new starters, and the promotion of career development opportunities specifically targeted at LGBT employees is very good. Going forward, it would be good to see higher completion percentages of all-employee equality and diversity training and more explicit LGBT case studies / scenarios. We would also like to see clear all staff communications about specific Bi and Trans days / events, rather than just having them listed on a calendar of upcoming events.

Your notes

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Stonewall opportunities

London Workplace Conference is on the 3rd of April. Tickets are available for £349+VAT (or at our early bird rate of £309+VAT until the 21st Feb) for public-sector organisations.

Cymru Workplace Conference is on the 14th of February. Tickets are available for £110+VAT for public-sector organisations. Tickets can be bought on a buy-three-get-one-free basis.

Global dial-in tickets for London Workplace Conference are available for £50 (or three for £120), with discounts available to Global Diversity Champions.

Workplace Allies is an empowerment programme which can be booked to be run in-house for up to 36 delegates from University of Oxford.

Stonewall Workshops are available, on topics such as bi inclusion, trans inclusion, allyship, and leadership. Email conference@stonewall.org.uk.

Section 3: LGBT employee network group

This section examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
3 LGBT employee network group	16.5	22	20	3.5	5.5		9.5	10	17	14.5

Feedback from your marker

Your LGBT+ Staff Network is clearly doing brilliant work which has a clear impact and furthers equality for all LGBT+ staff, students and members of your local community - well done! Your wide range of events is great, especially engaging with a range of LGBT people with multiple identities. Going further, could you try and engage with LGBT people from low income communities? The work with Queering Spires and for LGBTSTEM Day is great. Keep up the good work.

Your notes

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Stonewall opportunities

Workplace Allies, Workplace Trans Allies and Workplace Role Models are empowerment programmes which can be booked to be run in-house for up to 36 delegates from University of Oxford. **LGBT Network Group Masterclass** is available in June in Birmingham (email conference@stonewall.org.uk to reserve your place) and on 24th of April in Scotland.

Section 4: Allies and role models

This section examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models and then the individual actions they take.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
4 Allies and role models	14.5	22	20	5.5	7.5		7.5	8.5	14.5	13

Feedback from your marker
Your LGBT+ Allies Network is clearly very active, and it's great to see the high level of engagement with your LGBT+ Allies Workshop. Your Role Model programme is also a benefit to all staff and it's reflected in your wide range of role models from across the university. Do make sure that all role model profiles are explicit about identity so that the reader isn't left to make an assumption

Your notes
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Stonewall opportunities
Inclusive Future Leaders is a tailored programme designed to form part of a graduate or management training programme, which can be booked in-house at University of Oxford.

Workplace programmes including LGBT Role Models, Allies and Trans Allies. They are available as open programmes for up to three people or the programmes can be booked to be run in-house for up to 36 delegates from University of Oxford. Open Programmes are available as part of the Scotland Empowerment Week from 18th to 22nd May in Scotland and the north-east of England.

Inclusive Leadership is a newly developed programme which will be made available from May, email empowerment@stonewall.org.uk for more information.

Section 5: Senior leadership

This section examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels and the individual actions they take

Section		Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
5	Senior leadership	9	17	13	4	8		6	7	12.5	11

Feedback from your marker

Good engagement with a range of senior leaders here. It would be good to see more formalised reverse and/or mutual mentoring opportunities, but it's good to see board and senior level staff attending the LGBT+ Allies workshop. Going further, it would be good to see more attendance of external and internal LGBT events - how about Oxford Pride 2020? And also stronger messages on sexual orientation and trans equality.

Your notes

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Stonewall opportunities

LGBT Leadership is an empowerment programme for LGBT leaders. Our next open programme is in London 15th to 17th of July, and can be booked to be run in-house for University of Oxford.
Inclusive Leadership is a newly developed programme which will be made available from May, email empowerment@stonewall.org.uk for more information.

Section 6: Monitoring

This section examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
6 **Monitoring**	7	21	13	6	14		6	9	10.5	8.5

Feedback from your marker

As you have explained, with the HR Self-Service introduction we are hoping to see an increase in disclosure rates across sexual orientation and gender identity. In turn this will lead to better analysis also, but at this stage it's good to see the monitoring take place and the analysis of application to appointment and for staff satisfaction. It would be good to see analysis of pay grade rather than just split by four different roles / departments within the university. We would also recommend updating the sexual orientation and gender identity questions to match best practice.

Your notes

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Stonewall opportunities

Best practice guides are available to you, as a Stonewall Diversity Champion for free. Talk to your account manager about how to best use these resources.

London Workplace Conference includes a session on monitoring. It is held on the 3rd of April. Tickets are available for £349+VAT (or at our early bird rate of £309+VAT until the 21st Feb) for public-sector organisations.

Section 7: Procurement

This section examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
7 Procurement	9	17	11	2	8		4	5	10.5	8.5

Feedback from your marker
Make sure that in your procurement terms and conditions that 'gender identity' is listed as well as sexual orientation. It's good that you ask suppliers to confirm that they have policies and training covering the Equality Act 2010, but you could go further to scrutinise these. It's good to see you specifically engaging with college only employees through shared training and network activity. Going further next year, think how you could engage with other procured services.

Your notes
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Stonewall opportunities
Best practice guides are available to you, as a Stonewall Diversity Champion for free. Talk to your account manager about how to best use these resources.

London Workplace Conference includes a session on procurement. It is held on the 3rd of April. Tickets are available for £349+VAT (or at our early bird rate of £309+VAT until the 21st Feb) for public-sector organisations.

Section 8: Community engagement

This section examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
8 Community engagement	14	20	16	2	6		9	11	15.5	13.5

Feedback from your marker
Some fantastic work here, it's great to see you utilise your position and influence in the community to support LGBT equality. It would be good to see you using your main University of Oxford social media accounts to promote LGBT equality more than once a year. Brilliant work with Topaz and My Normal as well as the British Museum. It was great to read about the Department of Geography's inclusive Conference Guide. Keep up the good work here.

Your notes
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Stonewall opportunities
Your Stonewall account manager can advise on how to maximise your impact with community engagement.
London Workplace Conference includes a session on community engagement. It is on the 3rd of April.
Tickets are available for £349+VAT (or at our early bird rate of £309+VAT until the 21st Feb) for public-sector organisations.

Section 9: Clients, customers and service users

This section examines how the organisation engages with clients, customers, services users or partners.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages				
							All entrants	Education sector	Top 100	Top 100 Threshold
9 Clients, customers and service users	11	17	17	6	6		6	8	12.5	9.5

Feedback from your marker

Some good work here such as promoting the university as an LGBT inclusive place to study and your consultation in order to tailor your services to the needs of LGBT students. The Stand Alone Pledge is fantastic and it's great to see that the University of Oxford have made this commitment, however this isn't evidence of your organisation examining the service user journey to ensure there are n barriers to access for LGBT people. I recommend choosing one or two specific services to examine. It would also be good to see you choose a couple of services and specifically monitor and assess whether LGBT people are accessing these services. As noted, the UCAS monitoring doesn't cover gender identity and it's also not something that is led by the university.

Your notes

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Stonewall opportunities

London Workplace Conference is on the 3rd of April. Tickets are available for £349+VAT (or at our early bird rate of £309+VAT until the 21st Feb) for public-sector organisations.

Cymru Workplace Conference is on the 14th of February. Tickets are available for £110+VAT for public-sector organisations. Tickets can be bought on a buy-three-get-one-free basis.

Section 10: Additional work

This section gives outstanding employers an opportunity to share best practice not already awarded elsewhere in the submission.

Section	Your score	Total marks	Marks claimed	Marks claimed not awarded	Marks available not awarded	Averages			
							All entrants	Education sector	Top 100	Top 100 Threshold
10 Additional work	2	2	2	0	0		6	1	12.5	9.5

Feedback from your marker

Good work here on the EDI training delivered to REF stakeholders.

. . . .

Your notes

-
-
-
-
-

Stonewall opportunities

Many organisations have innovative ideas for LGBT inclusion. The Stonewall Empowerment Team can work with you to design bespoke and tailored events, workshops, webinars and programmes. Email empowerment@stonewall.org.uk to discuss your ideas.

Staff Feedback Questionnaire

This section examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise the policy audit process, policy content and communication.

Section	Your score	Total marks	Marks available not awarded	Averages	All entrants	Education sector	Top 100	Top 100 Threshold
Staff feedback questionnaire	13.5	20	6.5		10.5	8.5	16	13.5

Stonewall opportunities

Stonewall Workplace Conferences have expert workshops and unique networking opportunities. This gives you the holistic tool to deal with the diverse and varied issues that your LGBT staff and their allies face. London Conference is on the 3rd of April. Tickets are available for £349+VAT (or at our early bird rate of £309+VAT until the 21st Feb) for public-sector organisations. Cymru Conference is on the 14th of February. Tickets are available for £110+VAT for public-sector organisations. Tickets can be bought on a buy-three-get-one-free basis.

Your priorities

This is a space for you, in collaboration with your account manager, to set objectives for the year ahead.

Your Priorities	What would success look like in a year?	What is a six-month milestone?	What resources or senior buy-in do you need?	What specific steps can be taken to achieve it?
E.g., improve the working environment for bi employees	*E.g., increase by 50% the number of bi employees who are comfortable to disclose to colleagues*	*E.g., three intranet campaigns raising awareness of bi issues with clear opposition to biphobic discrimination*	*E.g., agreement from internal communications and agreement from the Head of D&I*	*Organise meetings with the Heads of Internal Communications & D&I* *Write copy for the first intranet post*
Priority one:				
Priority two:				
Priority three:				

STONEWALL WORKPLACE EQUALITY INDEX 2022

EMPLOYER FEEDBACK REPORT

UNIVERSITY OF OXFORD

SUMMARY

Stonewall's Workplace Equality Index is about recognising the work that goes into creating LGBTQ+ inclusive workplaces in the UK. By ensuring all LGBTQ+ people feel safe and welcomed in the workplace, we can create an inclusive culture that allows everyone the freedom to be themselves without fear.

This report will guide you through your submission by detailing our feedback to each section of the criteria and ending with our findings from the Staff Feedback Questionnaire (if applicable). We'll highlight what you've done well and focus on improvements for the future.

We understand that the last two years have been a difficult time for everyone, especially as we adapt to new working practices, so we greatly appreciate the time you took to continue your inclusion journey and to complete your submission. We recognise the commitment it takes to put a submission together and you should feel incredibly proud of what you've achieved in a challenging year.

The Workplace Equality Index is an opportunity to measure, progress and celebrate the work you're doing to make your organisation a better place for LGBTQ+ employees. From new policies to Pride events, leadership briefings to updating your training - each small change can make a big difference to our communities.

We hear incredible stories every year of workplaces making real impact, transforming the environments we work in every day. We know it's not easy work, but every day we move closer to a world in which LGBTQ+ people are free to be their true selves.

Thank you so much for taking part, and I hope we continue to work together over 2022.

██████████, █████ Chief Executive Officer

University of Oxford ranked 231 with a score of 55 out of 200

University of Oxford has been awarded a silver award

Section	Marks available	Marks claimed	Marks awarded	Marks claimed, but not awarded
1) Policies and benefits	17	17	12	5
2) The employee lifecycle	22	16.5	4.5	12
3) LGBTQ+ employee network group	26	18.5	8	10.5
4) Empowering individuals	20	12.5	8.5	4
5) Leadership	18	8.5	4	4.5
6) Monitoring	20	7.5	3.5	4
7) Supply chains	17	13	2	11
8) External engagement	40	24.5	7	17.5
Staff Feedback Questionnaire	20	n/a	5.5	n/a

† When marking, sometimes our markers spot evidence that counts towards questions you didn't claim. In those cases, we award the points anyway.

SECTORAL AND GEOGRAPHICAL CONTEXT

We understand the different challenges organisations face may depend on the sector and location they are based in. That's why we separate this data out, allowing organisations to benchmark themselves against others in a similar field or part of the UK.

We know that regulatory frameworks, budgetary constraints, organisational size and the geographical spread of a workforce can all be factors in creating or removing barriers to inclusion.

Each sector and location has its own unique challenges. We can support you to face these challenges and achieve the best outcomes for your organisation.

University of Oxford ranked 38 in the Education sector

University of Oxford ranked 24 in employers headquartered in South East

University of Oxford ranked 94 in employers that operate in the South East of England

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MARGINALISED OR UNDER-REPRESENTED LGBT GROUPS

This section focuses on those within our community whose stories and experiences we rarely get to hear. By breaking down this data, we aim to show you how you are progressing with this work.

Bi erasure and biphobia are real problems. They create a culture of stigmatisation, and many bi people are still wary about being open about their bi identity in the workplace.

Transphobia and anti-non-binary discrimination are areas of concern for many workplaces, with staff feeling scared and unable to be their authentic selves around colleagues.

We all have multiple facets of our identities, and many of us experience different forms of marginalisation and discrimination, such as racism and ableism. These experiences also affect many LGBTQ+ people at work. Tackling one form of marginalisation requires tackling them all: ending misogyny and making work welcoming for people of faith, for example, are important for making sure all LGBTQ+ people feel welcome.

University of Oxford scored 12.5 on questions specific to marginalised or underrepresented LGBTQ+ identities

University of Oxford scored 1 on questions specific to bi inclusion and anti-biphobia

University of Oxford scored 11.5 on questions specific to trans inclusion and anti-transphobia

University of Oxford scored 4.5 on questions specific to non-binary inclusion and this strand of anti-transphobia

University of Oxford scored 0 on questions specific to intersectionality and inclusion of LGBTQ+ people who experience multiple marginalisations, such as racism and ableism

SECTION ONE: POLICIES AND BENEFITS

This section examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise the policy feedback process, policy content and provision of specific support.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	17	12	5
Average: Education	14.5	11	3.5
Average: Headquartered in South East	12	7.5	4.5
Average: Silver	13.5	8	5.5
Average: Gold	15.5	11.5	4

Having inclusive and explicit policies is vital for ensuring all of your LGBTQ+ staff are protected and feel welcomed within the University of Oxford. There's a good foundation here, and it's clear you're taking positive action to continually improve your policies. .

In terms of areas for improvement, we'd suggest actively communicating your policy feedback process to all employees (e.g. via a regular all-staff communication or signposting at the bottom of policies). Having clear processes for feedback helps to ensure that policies are being led by the needs of your workforce and are being regularly updated for inclusive language.

In terms of bullying and harassment policies, the most inclusive practice would be to have a clearly worded and explicit zero tolerance statement that the organisation does not tolerate bullying, harassment or discrimination based on the protected characteristics of sexual orientation and gender reassignment, as well as gender identity and expression. We can discuss this further at your benchmarking meeting.

It was good to see that you have an example of homophobia and an example of transphobia, which will help staff understand what these behaviours might look like in practice. We would suggest also recognising, through an example, the unique forms biphobia can take, such as bi erasure. It would also be great to have similar examples of this for people with multiple marginalised identities (e.g. what bullying and harassment might look like for a trans disabled person). It would also be helpful to describe reporting routes for discrimination, and signpost to support available during this.

As a potential area of focus in the future, we would suggest reviewing the language in your family leave policies. Using gender-neutral or gender-inclusive language throughout your policies will make it clearer that LGBTQ+ employees are covered. Solely using the word 'mother' can create uncertainty for trans men and non-binary people who are giving birth. It can also create uncertainty for female employees in same-sex relationships who have not given birth and are also mothers. Where you use 'mother', we would recommend either expanding on this or using gender-neutral language instead (e.g., 'mother or birth parent'). An easy way to make your policies gender neutral or gender inclusive is by defining who they are for at the beginning and then referring to the employee as 'you' throughout

the body of the policy. When confirming who is eligible to use the policy, we also recommend saying that it applies to couples or partners regardless of gender, in addition to or instead of saying it applies to same-sex couples. This is more clearly inclusive of all LGBTQ+ people's relationships, including those of non-binary people.

We would also suggest updating your policies and guidance on transitioning, as the document was last updated in 2018. It would be good practice to explicitly include non-binary people throughout the guidance, including when the guidance is touching on dress code. Your policy focused on information for third parties, such as managers and HR and colleagues, which is really positive. However, the policy doesn't have any part that addresses employees who are transitioning directly. Having a section that directly speaks to the trans employee will help them know the support available to them if they are transitioning. We can discuss this at benchmarking.

It is great to see the University of Oxford is considering gender-neutral facilities in all new builds and refurbishments. The most inclusive employers support all employees in accessing the facilities, spaces and groups which align with their lived gender. Where possible, having individual lockable gender-neutral toilets helps to reflect these commitments. As an organisation with many historic buildings, we would encourage you to consider if you're able to make a formal commitment to introducing gender-neutral facilities in all buildings, including older ones, and communicate this internally.

When it comes to mental health provision, it was unclear if action was taken by the university to scrutinise the inclusivity of mental health treatment in terms of sexual orientation and gender identity, and if this was part of the reason for the move away from the EAP or not. It's great to see there is going to be an integrated service for staff and students and it looks like there is work underway to ensure this is an inclusive provision.

SECTION TWO: THE EMPLOYEE LIFECYCLE

This section examines the employee lifecycle within the organisation, starting with recruitment practices and finishing with exit processes. The questions scrutinise how the organisation engages and supports employees throughout their journey in the workplace.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	16.5	4.5	12
Average: Education	18	9	9
Average: Headquartered in South East	15.5	6.5	9
Average: Silver	17.5	6.5	11
Average: Gold	20	12	8

Beginning with recruitment practices, the most inclusive employers take a proactive approach to recruiting LGBTQ+ talent by including a statement about valuing diversity and information about your networks in their communications to all potential applicants. This might be something to consider over the next year.

It is good to see you have training for recruitment panels, with LGBTQ-inclusive information on reducing bias and discrimination in the recruitment process. We would encourage you to consider how you can increase engagement with this from whole recruitment panels. It's good practice for this to be available to everyone involved, including those who post job vacancies, shortlist candidates and sit on interview panels.

When it comes to the onboarding process, it's good to see you talk about your networks and LGBTQ-inclusive policies during inductions. To build on this, your more general messages of inclusion could more explicitly talk about LGBTQ+ inclusion. By reaching all employees through the induction process, you help ensure that when an employee first joins, they know from day one that the workplace is an open environment where people are free to be themselves.

Looking at your all-employee training, it is good to see you have clear information about reporting routes for discrimination, bullying and harassment and it's fantastic that you have specific B&H LGBTQ+ advisors. To build on this, it would be good practice to have content that covers examples of biphobic, homophobic and transphobic behaviours, and guidance on how to challenge them. To complement this work, and raise awareness throughout the year, we also ask about all-staff communications in this section. We would recommend finding ways to link these to key diversity dates throughout the year, as they are a great way to ensure the conversation around LGBTQ+ inclusion is consistent, and that different identities are valued and celebrated within the university.

It is good to see there is a space for raising issues of discrimination in some exit interviews. However, the process doesn't look like it's the same in all departments, so we'd recommend exploring if the processes can be aligned and questions about Diversity and Inclusion can be included in all of them. You could also consider how contributions to LGBTQ+ inclusion (and inclusion work more broadly) can be consistency and proactively recognised during employee appraisals. This will help encourage

everyone to play their part in building an inclusive environment and ensures LGBTQ+ colleagues feel their achievements are being recognised.

SECTION THREE: LGBTQ+ EMPLOYEE NETWORK GROUP

This section examines the work of your LGBTQ+ employee network group. The questions scrutinise the support the group is given by the organisation, its commitment to inclusivity, and the activities it carries out.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	18.5	8	10.5
Average: Education	19	13.5	5.5
Average: Headquartered in South East	18.5	12.5	6
Average: Silver	20	14	6
Average: Gold	23.5	19	4.5

LGBTQ+ employee network groups help to ensure that engagement around LGBTQ+ inclusion is consistent throughout the year, that LGBTQ+ employees have a safe space to come to and talk about the barriers they face at work and to raise the voices of LGBTQ+ employees to help drive change. It is great to see you have an LGBTQ+ Staff network with clear terms of reference.

To help the group to reach further, we would encourage dedicating a clear budget for LGBTQ+ inclusion work beyond the events funded by the university, to allow the network to explore their own opportunities for events, training and resources. You could also consider providing training to leaders of the network to develop their practical skills relevant to the role (e.g. peer support, mentoring, conflict resolution or handling challenging conversations). These can be helpful development opportunities, but are also beneficial for the role the LGBT+ network plays in supporting the wider staff.

A great next step could also be to encourage the network to explore ways in which they can host events and share communications which provide more support to underrepresented LGBTQ+ identities. You may want to check out our calendar of events on My Diversity Champions and base different events around key awareness dates across the year, for example, Bi Visibility Day. This will help to provide clear timelines for the network and the opportunity for wider staff to learn and celebrate different LGBTQ+ identities and experiences. It is especially important to work in an intersectional way. It's great to hear you proactively work with the BME staff network and disability network, more information on these relationships would be helpful.

There's lots of potential to grow the reach and impact of the network – we'd suggest a conversation at your benchmarking about how we can support with this and share ideas.

SECTION FOUR: EMPOWERING INDIVIDUALS

This section examines the process of engaging individuals to create an LGBT inclusive culture at the organisation. The questions scrutinise how the organisation empowers LGBT and non-LGBT employees to step up as change makers and allies.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	12.5	8.5	4
Average: Education	13	8	5
Average: Headquartered in South East	12.5	6.5	6
Average: Silver	13	7.5	5.5
Average: Gold	16.5	12.5	4

It is great to see you have a dedicated Role Models group and a separate Allies group. We believe that it is important that the organisation supports its LGBTQ+ employees at all levels to become change makers within the organisation, this could be through training, programmes or resources. Your current provision in this space is in line with our most inclusive practice.

We would also encourage you to provide further opportunities for all non-LGBTQ+ employees to become LGBTQ+ allies, to help embed LGBTQ+ inclusion work and ensure responsibility for creating an inclusive culture is shared across the University of Oxford. One way to do this is by combining training opportunities with visible ways that allies can demonstrate their commitment and speak to others about their learning.

It is good to see you have shared experiences of a wide range of LGBTQ+ people within the university. This is a great way to build understanding and show LGBTQ+ staff that the university is a safe place for them to be themselves. To build on this, you can consider ways to raising awareness of a wider range of intersectional LGBTQ+ experiences. LGBTQ+ people have multiple identities that affect their experiences. By raising awareness of different marginalised identities within the community, you can ensure that a wide range of LGBTQ+ communities are being spoken for and valued. If there is a lack of employees that are out and comfortable to share, then looking at other workplace experiences within Higher Education is good practice. Your role models website page is great – let's explore at your benchmarking meeting how this can be promoted more widely and proactively.

Another next step you could consider is introducing initiatives, groups or programmseto specfically engage staff to become bi and trans allies, and allies to people with multiple marginalised identities.

SECTION FIVE: LEADERSHIP

This section examines how the organisation engages senior leaders and line managers in their responsibility to set an LGBT-inclusive culture. The questions scrutinise how the organisation empowers senior leaders, the individual actions senior leaders take, and how all line managers are encouraged to recognise LGBT inclusion as key to their role.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	8.5	4	4.5
Average: Education	10	6	4
Average: Headquartered in South East	10.5	6	4.5
Average: Silver	10	5.5	4.5
Average: Gold	13.5	9	4.5

Senior leaders and staff are integral to the progression of LGBTQ+ inclusion in your workplace. Building their knowledge of the barriers LGBTQ+ staff face is an important first step in their journey. Currently, it doesn't appear that the university is offering many opportunities for senior leaders to build their understanding of the issues that affect LGBTQ+ people, let's discuss this at your benchmarking. Role modelling inclusion at higher levels of organisations can be really effective in creating change throughout. For this reason, you may want to consider systematically offering opportunities to senior staff in supporting them to understand the issues that affect LGBTQ+ people, encouraging consistent engagement and action by senior leaders, and introducing individual objectives which relate to diversity and inclusion. Reverse mentoring schemes are an impactful way for senior leaders to learn and hear about experiences that are not similar to their own, while also being able to support the development and progress of junior LGBTQ+ colleagues.

There are some good examples of senior staff being visible in their support, particularly through the LGBTQ+ Advisory Group. To enhance this, we would suggest having senior staff routinely meeting with the full LGBTQ+ network committee, rather than simply having the network chair on the Advisory Group. This can be particularly impactful for more junior LGBTQ+ staff to have the chance to meet with senior leaders and share any issues they're facing directly.

It is positive that you have interview questions which scrutinise candidates' understanding of Equality, Diversity and Inclusion work and the relevance to leadership. Having clear and explicit interview questions on diversity and inclusion for all senior leaders, along with inclusion competency requirements, makes Diversity and Inclusion a clear objective throughout the employee lifecycle of senior leaders. Inclusion-based objectives for senior leaders also help to ensure conversations around D&I do not diminish – let's discuss if this might be a good step for the university.

SECTION SIX: MONITORING

This section examines how the organisation uses monitoring to understand the representation and experiences of its LGBT employees. The questions scrutinise data collection methods, analysis and outcomes.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	7.5	3.5	4
Average: Education	11	3.5	7.5
Average: Headquartered in South East	7	2	5
Average: Silver	8.5	2.5	6
Average: Gold	12	5	7

Equalities data monitoring gives organisations a deep insight into the impact of their practices and the hidden barriers LGBTQ+ employees can face. Asking the most inclusive questions and explaining why you're asking is crucial for building the trust of staff disclosure of information.

There is clearly a foundation for some good work here, however monitoring questions that do not follow good practice can lead to unhelpful analysis. We would suggest you talk to your client account manager to ensure your questions are robust and inclusive. We understand the restrictions placed on you by third parties, your Client Account Manager can advise on how other universities are managing this in their monitoring.

It was positive to see that in general your staff survey questions used wording more in line with good practice, and that LGBTQ+ identities were considered in your analysis. However, where sample sizes allow, you may find it more informative to disaggregate LGB+ identities rather than analysing them as a block. This will help you recognise any issues facing particular identities which you may be able to address.

You may also find it helpful to send out communications regarding why LGBTQ+ monitoring matters as well as more active communication about confidentiality and data security. You have not claimed for this but in your evidence we could see you communicated to your colleagues information on how previous monitoring exercises have led to improvements ('take a look at 2018 data and how this led to actions') - we can support you in enhancing this work and bringing it in line with most inclusive practice.

When you are collecting data it may be of benefit to provide definitions of what 'bi' and 'trans' identities are, this may prevent any misunderstandings and encourage correct responses.

SECTION SEVEN: SUPPLY CHAINS

This section examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure suppliers are LGBT-inclusive, from tendering new suppliers to monitoring current contracts.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	13	2	11
Average: Education	8	4	4
Average: Headquartered in South East	7	3	4
Average: Silver	6.5	2.5	4
Average: Gold	10.5	7	3.5

Ensuring that your supply chain processes are LGBTQ+ inclusiveenables you to progress LGBTQ+ inclusion beyond your four walls and reduces the risk of discrimination in your suppliers' interactions with staff and students.

When scrutinising suppliers on their LGBTQ+ inclusion before awarding a contract, we would consider it good practice to be asking to see a potential supplier's policies and ensure they are inclusive of LGBTQ+ people. While it is great to see that the university states that suppliers must have written policies and provide training on the Equality Act 2010, it was unclear whether the university actually views copies of these policies. Looking at these policies lets potential suppliers know the values the University of Oxford holds themselves and their suppliers to when it comes to LGBTQ+ inclusion in the workplace. These are key first steps that could be taken to ensure that a potential supplier is supporting and protecting their LGBTQ+ employees.

When these policies are not up to standard, we would recommend to begin implementing a process for requiring improvements in LGBTQ+ inclusion work. For instance, this can including tangible goals and timeframe for improvement within the contract itself. The most inclusive organisations will also offer support and signposting to training for suppliers to help them on their own inclusion journey.

These processes don't need to focus on every supplier relationship, but could focus on supplier relationships with most impact (e.g. suppliers who provide services to your students). It's great to see you have invited the nursery staff to join your LGBTQ+ staff network and attend events. Hopefully you are able to extend this to other suppliers.

SECTION EIGHT: EXTERNAL ENGAGEMENT

This section comprises of three parts. Part 1 (Community Engagement) examines the outreach activity of the organisation and how it supports wider LGBT communities. Part 2 (Sector Engagement) examines how the organisation promotes LGBT equality to other organisations in its sector. Part 3 (Service Delivery) examines how the organisation ensures it meets the needs of any service users or customers.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	24.5	7	17.5
Average: Education	24.5	12.5	12
Average: Headquartered in South East	17	7.5	9.5
Average: Silver	19	8	11
Average: Gold	26	16.5	9.5

External engagement on LGBTQ+ inclusion is key in making your LGBTQ+ students feel supported, supporting local communities, and making future LGBTQ+ prospects (both staff and students) aware of great initiatives the university is involved with. Supporting LGBTQ+ community groups, such as Pride organisations, LGBTQ+ equality charities, youth groups and grassroots networks could be a good place to start. Support could look like anything from financial support to non-financial partnerships, for example sharing expertise or event space.

Utilising your social media accounts to promote LGBTQ+ equality can be a good way to engage with important issues faced by the community and lets LGBTQ+ people who are interested in joining the University of Oxford know what you're up to and what your values are. It was really positive to see some tweets from the Oxford Students twitter account: to enhance this, we would recommend utilising the main university social media account to share a further-reaching message of the university's stance on LGBTQ+ inclusion.

In terms of promoting LGBTQ+ equality in your sector, there could be scope for working with LGBTQ+ Networks across other universities. As a Diversity Champion, we can facilitate introductions to other Diversity Champions within your sector to collaborate on LGBTQ+ inclusion initiatives.

It's great to see you recognise ways in which you can positively impact the experiences of your LGBTQ+ students following the negative impact of COVID-19. It was particularly encouraging to see the university acknowledge the particular difficulties some LGBTQ+ students face by being around unsupportive family during lockdown and it was great to read the work that the University of Oxford had done to help alleviate these negative experiences.

In terms of where you might focus your next steps, your Client Account Manager can offer you insight in to ways other universities are recognising non-binary identities across their student systems. You could also review the location and promotion of your policy stating you don't tolerate homophobia, biphobia and transphobia in your services – your approach here is good practice, but it could be made more visible or easily searchable on your main website.

STAFF FEEDBACK QUESTIONNAIRE

As part of the Workplace Equality Index, employees from across the UK take part in Stonewall's Staff Feedback Questionnaire (SFQ).

The SFQ is an anonymous questionnaire that employers share with their staff. The results help us generate each employer's score and gives them a deep understanding of their employees' experiences at work.

Entrant	Marks claimed	Marks awarded	Marks claimed, not awarded
University of Oxford	n/a	5.5	n/a
Average: Education	n/a	7.5	n/a
Average: Headquartered in South East	n/a	7.5	n/a
Average: Silver	n/a	7.5	n/a
Average: Gold	n/a	13	n/a

STONEWALL WORKPLACE EQUALITY INDEX 2022

STAFF FEEDBACK QUESTIONNAIRE

UNIVERSITY OF OXFORD

SUMMARY

Thank you to everyone at University of Oxford for participating in this year's Staff Feedback Questionnaire.

We run the questionnaire each year to make sure that the voices of LGBTQ+ employees are heard in the Workplace Equality Index. We asked your colleagues about key indicators of inclusion in your workplace – examining both LGBTQ+ and non-LGBTQ+ employee experiences, opinions and attitudes.

There's no substitute for direct staff feedback when developing a workplace inclusion strategy.

Below is an overall table of the respondents from University of Oxford. We have listed the total number of respondents in each group. Some numbers may not add up to the total number of respondents, as we have excluded respondents who selected 'prefer not to say' in response to questions around their identities. We have shown the percentage of respondents in each group who agreed with the statement 'I feel able to be myself in the workplace'.

	Respondent group	Number of respondents	Agree that 'I feel able to be myself in the workplace'
All	All	91	67%
	LGBTQ+	39	62%
	Non-LGBTQ+	52	71%
Gender	LGBTQ+ men	11	73%
	Non-LGBTQ+ men	†	†
	Non-binary people	†	†
	LGBTQ+ women	25	60%
	Non-LGBTQ+ women	42	69%
Trans identity	Trans	†	†
	Not trans	85	68%
Sexual orientation	Bi	17	59%
	Gay or lesbian	19	68%
	Heterosexual/straight	46	72%
Disability	Disabled LGBTQ+ people	10	40%
	Non-disabled LGBTQ+ people	28	68%
	Disabled non-LGBTQ+ people	†	†
	Non-disabled non-LGBTQ+ people	44	73%
Ethnicity	BAME/PoC LGBTQ+ people	†	†
	White LGBTQ+ people	36	64%
	BAME/PoC non-LGBTQ+ people	†	†
	White non-LGBTQ+ people	46	74%
Region	LGBTQ+ people who work most days outside the region where University of Oxford is headquartered	†	†
	LGBTQ+ people who work most days in the region where University of Oxford is	34	62%

	Respondent group	Number of respondents	Agree that 'I feel able to be myself in the workplace'
	headquartered		
	Non-LGBTQ+ people who work most days outside the region where University of Oxford is headquartered	†	†
	Non-LGBTQ+ people who work most days in the region where University of Oxford is headquartered	44	73%
Religion	LGBTQ+ people who are religious	†	†
	LGBTQ+ people who are not religious	29	66%
	Non-LGBTQ+ people who are religious	18	72%
	Non-LGBTQ+ people who are not religious	28	79%

† We cannot report numbers of respondents fewer than ten, in order to protect anonymity of respondents.

Part one: the overall picture

LGBTQ+ experiences

LGBTQ+ allyship

Visibility of commitment to equality

Part two: underrepresented and marginalised LGBTQ+ groups

Bi experiences & allyship

Trans & non-binary experiences & allyship

BAME/PoC LGBTQ+ experiences & allyship

LGBTQ+ people with disabilities experiences & allyship

Part three: in focus

Bullying, harassment & discrimination

Internal communications & events

Leadership

LGBT employee group

Monitoring

Training

Part four: understanding the data

LGBTQ+ EXPERIENCES

I feel able to be myself in the workplace

Respondents	University of Oxford	Education	Headquarted in England: South East
All	67%	82%	84%
LGBTQ+	62%	75%	76%
Non-LGBTQ+	71%	85%	86%
LGBTQ+ vs. non-LGBTQ+	*9%*	*10%*	*10%*

Respondents	University of Oxford	Silver	Gold
All	67%	83%	85%
LGBTQ+	62%	74%	80%
Non-LGBTQ+	71%	85%	87%
LGBTQ+ vs. non-LGBTQ+	*9%*	*11%*	*7%*

LGBTQ+ staff say that…

Question	University of Oxford	Education	Headquarted in England: South East
The workplace culture in my organisation is inclusive of me as an LGBTQ+ person	49%	65%	68%
I have experienced barriers to career progression in my workplace because I am LGBTQ+	3%	8%	12%
I feel comfortable expressing my LGBTQ+ identity at work to colleagues	26%	44%	46%
I feel comfortable expressing my LGBTQ+ identity at work to managers/senior colleagues	28%	39%	44%
I feel comfortable expressing my LGBTQ+ identity at work to customers/clients/service users	13%	24%	24%

Question	University of Oxford	Silver	Gold
The workplace culture in my organisation is inclusive of me as an LGBTQ+ person	49%	64%	73%
I have experienced barriers to career progression in my workplace because I am LGBTQ+	3%	11%	10%
I feel comfortable expressing my LGBTQ+ identity at work to colleagues	26%	44%	50%

Question	University of Oxford	Silver	Gold
I feel comfortable expressing my LGBTQ+ identity at work to managers/senior colleagues	28%	41%	46%
I feel comfortable expressing my LGBTQ+ identity at work to customers/clients/service users	13%	21%	24%

	University of Oxford	Silver	Gold

LGBTQ+ ALLYSHIP

Non-LGBTQ+ staff say that…

Question	University of Oxford	Education	Headquarted in England: South East
I support LGBTQ+ equality in the workplace	96%	94%	91%
I understand why my employer is committed to LGBTQ+ equality in the workplace	81%	90%	88%

Question	University of Oxford	Silver	Gold
I support LGBTQ+ equality in the workplace	96%	90%	94%
I understand why my employer is committed to LGBTQ+ equality in the workplace	81%	87%	91%

I understand how to be an ally to…

Question	University of Oxford	Education	Headquarted in England: South East
Lesbian and gay people	71%	78%	77%
Bi people	69%	74%	74%
Trans people	65%	69%	70%
Non-binary people	60%	67%	66%
Average	*66%*	*72%*	*72%*

Question	University of Oxford	Silver	Gold
Lesbian and gay people	71%	75%	81%
Bi people	69%	71%	78%
Trans people	65%	66%	73%
Non-binary people	60%	63%	70%
Average	*66%*	*69%*	*76%*

VISIBLE COMMITMENT TO EQUALITY

This section looks at the visibility of the key mechanisms for improving LGBTQ+ people's experiences.

Employees say that…

Question or Aggregation	University of Oxford	Education	Headquarted in England: South East
My organisation has an LGBT or LGBTQ+ employee network group	67%	76%	72%
I am aware that my organisation is a member of Stonewall's Diversity Champion scheme	57%	66%	62%
Senior leaders demonstrate visible commitment to lesbian and gay, bi, trans and non-binary equality	24%	45%	50%

Question or Aggregation	University of Oxford	Silver	Gold
My organisation has an LGBT or LGBTQ+ employee network group	67%	73%	84%
I am aware that my organisation is a member of Stonewall's Diversity Champion scheme	57%	56%	68%
Senior leaders demonstrate visible commitment to lesbian and gay, bi, trans and non-binary equality	24%	44%	54%

BI EXPERIENCES & ALLYSHIP

Experiences at work

Question	Bi respondents	Gay or lesbian respondents	Heterosexual/straight respondents
I feel able to be myself in the workplace	59%	68%	72%
The workplace culture in my organisation is inclusive of me as an LGBTQ+ person	35%	63%	n/a
I feel comfortable expressing my LGBTQ+ identity at work to colleagues	12%	37%	n/a
Senior managers demonstrate visible commitment to bi equality	18%	37%	39%

Experiences of the LGBT employee network group

Question	Bi respondents	Gay or lesbian respondents	Heterosexual/straight respondents
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	24%	37%	11%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	24%	32%	33%
The LGBT or LGBTQ+ employee network group is welcoming of all LGBTQ+ employees	35%	58%	28%

Bi Allyship

Question	All gay, lesbian or heterosexual/straight respondents	Gay or lesbian respondents	Heterosexual/straight respondents
I understand how to be an ally to bi colleagues	71%	79%	67%
I understand how to be	2%	0%	2%

Question	All gay, lesbian or heterosexual/straight respondents	Gay or lesbian respondents	Heterosexual/straight respondents
an ally to lesbian and gay colleagues, and not bi colleagues†			

† This aggregates respondents who agreed that they understand how to be an ally to lesbian and gay colleagues, but did not agree that they understand how to be an ally to bi colleagues

TRANS & NON-BINARY EXPERIENCES & ALLYSHIP

Here we're looking at the experiences of trans and non-binary staff. For the purpose of this analysis, the trans group includes all respondents who said they are trans and the non-binary group includes all respondents who said they are non-binary or use another term (other than male or female) to describe their gender. There's a lot of overlap between these two groups: across all entrants, most respondents who said they are non-binary also said they are trans. Stonewall generally uses 'trans' as an umbrella term that includes non-binary staff. However, here, we've broken things down a bit differently to give a more nuanced insight, separating the experiences of trans and non-binary people.

Experiences at work

Question	Non-binary respondents	Trans respondents	Not trans or non-binary respondents
I feel able to be myself in the workplace	†	†	69%
The workplace culture in my organisation is inclusive of me as an LGBTQ+ person	†	†	n/a
I feel comfortable expressing my LGBTQ+ identity at work to colleagues	†	†	n/a
Senior managers demonstrate visible commitment to trans equality	n/a	†	37%
Senior managers demonstrate visible commitment to non-binary equality	†	n/a	27%

Experiences of the LGBT employee network group

Question	Non-binary respondents	Trans respondents	Not trans or non-binary respondents
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	†	†	18%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	†	†	33%

Question	Non-binary respondents	Trans respondents	Not trans or non-binary respondents
The LGBT or LGBTQ+ employee network group is welcoming of all LGBTQ+ employees	†	†	39%

Trans and non-binary allyship

Question	Non-binary colleagues	Trans colleagues
I understand how to be an ally to…	68%	70%
I understand how to be an ally to lesbian and gay colleagues and/or bi colleagues, and not…†	8%	6%

† This aggregates staff who agreed they were able to be allies to lesbian and gay colleagues, and/or able to allies to bi colleagues, and did not agree they were able to be allies to trans colleagues or non-binary colleagues respectively.

BAME/POC LGBTQ+ PEOPLE'S EXPERIENCES & ALLYSHIP

In this section, we examine the experiences of BAME/PoC respondents (all respondents who selected an Arab, Asian or Asian British, Black or Black British, or mixed ethnicity option) and white respondents (all respondents who selected a white ethnicity option).

Experiences at work

Question	LGBTQ+ BAME/PoC People	LGBTQ+ White People	Non-LGBTQ+ BAME/PoC People	Non-LGBTQ+ White People
I feel able to be myself in the workplace	†	64%	†	74%
The workplace culture in my organisation is inclusive of me as an LGBTQ+ person	†	50%	n/a	n/a
I have experienced barriers to career progression in my workplace because I am LGBTQ+	†	3%	n/a	n/a

Experiences of the LGBT employee network group

Question	LGBTQ+ BAME/PoC People	LGBTQ+ White People
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	†	33%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	†	31%
The LGBT or LGBTQ+ employee network group is welcoming of all LGBTQ+ employees	†	50%
The LGBTQ+ network in my organisation is inclusive of my LGBTQ+ identity and the other identities I hold	†	47%

DISABLED LGBTQ+ PEOPLE'S EXPERIENCES & ALLYSHIP

Experiences at work

Question	Disabled LGBTQ+ People	Non-disabled LGBTQ+ People	Disabled Non-LGBTQ+ People	Non-disabled Non-LGBTQ+ People
I feel able to be myself in the workplace	40%	68%	†	73%
The workplace culture in my organisation is inclusive of me as an LGBTQ+ person	30%	54%	n/a	n/a
I have experienced barriers to career progression in my workplace because I am LGBTQ+	10%	0%	n/a	n/a

Experiences of the LGBT employee network group

Question	Disabled LGBTQ+ People	Non-disabled LGBTQ+ People
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	30%	32%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	10%	32%
The LGBT or LGBTQ+ employee network group is welcoming of all LGBTQ+ employees	50%	46%
The LGBTQ+ network in my organisation is inclusive of my LGBTQ+ identity and the other identities I hold	30%	50%

BULLYING, HARASSSMENT & DISCRIMINATION

This section may relate to section 1 (policies and benefits) and section 2 (the employee lifecycle) of the employer submission of the Workplace Equality Index.

LGBTQ+ people's experiences

Question	University of Oxford	Education	Headquarted in England: South East
In my current workplace in the past year, I have experienced negative comments or conduct from colleagues at work because I am LGBTQ+	5%	9%	11%
In my current workplace in the past year, I have experienced negative comments or conduct from colleagues at work because I am LGBTQ+, multiple times	3%	4%	5%
If I was a victim of bullying and harassment based on my LGBTQ+ identity, I would feel confident in reporting it to my employer	69%	73%	77%

Question	University of Oxford	Silver	Gold
In my current workplace in the past year, I have experienced negative comments or conduct from colleagues at work because I am LGBTQ+	5%	11%	10%
In my current workplace in the past year, I have experienced negative comments or conduct from colleagues at work because I am LGBTQ+, multiple times	3%	5%	4%
If I was a victim of bullying and harassment based on my LGBTQ+ identity, I would feel confident in reporting it to my employer	69%	74%	79%

I would feel confident challenging inappropriate behaviour and discrimination towards LGBTQ+ people in the workplace

Question	University of Oxford	Education	Headquarted in England: South East
All	69%	83%	85%
Non-LGBTQ+	73%	84%	85%

Question	University of Oxford	Silver	Gold
All	69%	84%	88%
Non-LGBTQ+	73%	84%	88%

Reporting inappropriate behaviour and discrimination towards LGBTQ+ people in the workplace

Question or Aggregation	University of Oxford	Education	Headquarted in England: South East
I know how to report	64%	68%	79%
I would feel confident reporting	67%	78%	83%
I know how to report and I would feel confident reporting	54%	64%	75%

Question or Aggregation	University of Oxford	Silver	Gold
I know how to report	64%	74%	78%
I would feel confident reporting	67%	81%	84%
I know how to report and I would feel confident reporting	54%	70%	75%

INTERNAL COMMUNICATIONS & EVENTS

This section may be relevant to section 3 (LGBT employee network group) and section 4 (empowering individuals) of the employer submission of the Workplace Equality Index.

Through internal communications and events, my employer provides opportunities to learn about…

Sub question	All staff	LGBTQ+ staff	Non-LGBTQ+ staff
Lesbian and gay identities and experiences	53%	49%	56%
Bi identities and experiences	29%	23%	33%
Trans identities and experiences	46%	46%	46%
Non-binary identities and experiences	27%	28%	27%
How people's LGBTQ+ identities and experiences interact with other aspects of their identities e.g. their faith, age or ethnicity	25%	26%	25%
Average	*36%*	*34%*	*37%*

Through internal communications and events, my employer provides opportunities to learn about…

Sub question	University of Oxford	Education	Headquarted in England: South East
Lesbian and gay identities and experiences	53%	67%	65%
Bi identities and experiences	29%	52%	53%
Trans identities and experiences	46%	57%	55%
Non-binary identities and experiences	27%	45%	45%
How people's LGBTQ+ identities and experiences interact with other aspects of their identities e.g. their faith, age or ethnicity	25%	43%	48%

Sub question	University of Oxford	Silver	Gold
Lesbian and gay identities and experiences	53%	68%	78%
Bi identities and experiences	29%	52%	65%

Sub question	University of Oxford	Silver	Gold
Trans identities and experiences	46%	54%	66%
Non-binary identities and experiences	27%	44%	55%
How people's LGBTQ+ identities and experiences interact with other aspects of their identities e.g. their faith, age or ethnicity	25%	48%	58%

Sub question	University of Oxford	Silver	Gold

LEADERSHIP

This section may be relevant to section 5 (leadership) of the employer submission of the Workplace Equality Index.

Senior Managers demonstrate visible commitment to…

Sub question	All staff	LGBTQ+ staff	Non-LGBTQ+ staff	Staff with this identity
Lesbian and gay equality	46%	44%	48%	47%
Bi equality	34%	28%	38%	18%
Trans equality	36%	31%	40%	†
Non-binary equality	27%	23%	31%	†
Average	*36%*	*32%*	*39%*	*†*

Senior Managers demonstrate visible commitment to…

Sub question	University of Oxford	Education	Headquarted in England: South East
Lesbian and gay equality	46%	62%	65%
Bi equality	34%	52%	57%
Trans equality	36%	53%	57%
Non-binary equality	27%	48%	51%
Average	*36%*	*54%*	*58%*

Sub question	University of Oxford	Silver	Gold
Lesbian and gay equality	46%	61%	71%
Bi equality	34%	52%	62%
Trans equality	36%	51%	61%
Non-binary equality	27%	46%	56%
Average	*36%*	*53%*	*63%*

LGBT NETWORK GROUP

This may be relevant to section 3 (LGBT employee network group) of the employer submission of the Workplace Equality Index.

LGBTQ+ People's Experiences

Question	University of Oxford	Education	Headquarted in England: South East
My organisation has an LGBT or LGBTQ+ employee network group	69%	84%	81%
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	33%	36%	40%
I am aware of the activities the LGBT or LGBTQ+ employee network group undertakes	44%	64%	63%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	28%	60%	60%

Question	University of Oxford	Silver	Gold
My organisation has an LGBT or LGBTQ+ employee network group	69%	83%	89%
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	33%	42%	49%
I am aware of the activities the LGBT or LGBTQ+ employee network group undertakes	44%	64%	73%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	28%	63%	70%

Non-LGBTQ+ People's Experiences

Question	University of Oxford	Education	Headquarted in England: South East
My organisation has an LGBT or LGBTQ+ employee network group	65%	73%	69%
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	10%	17%	23%
I am aware of the activities the LGBT or LGBTQ+ employee network group undertakes	38%	47%	47%

Question	University of Oxford	Education	Headquarted in England: South East
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	37%	54%	52%

Question	University of Oxford	Silver	Gold
My organisation has an LGBT or LGBTQ+ employee network group	65%	71%	82%
Over the past year I have taken part in LGBT or LGBTQ+ employee network group activities, events, initiatives or seminars	10%	19%	31%
I am aware of the activities the LGBT or LGBTQ+ employee network group undertakes	38%	47%	62%
I would feel confident approaching my employer's LGBT or LGBTQ+ employee network group for confidential support or advice	37%	51%	66%

MONITORING

This may be relevant to section 6 (monitoring) of the employer submission of the Workplace Equality Index.

I would feel confident disclosing my LGBTQ+ identity to my employer on a monitoring form

Respondents	University of Oxford	Education	Headquarted in England: South East
All LGBTQ+	67%	78%	75%
Bi	47%	70%	65%
Trans	†	74%	67%
Non-binary	†	65%	60%

Respondents	University of Oxford	Silver	Gold
All LGBTQ+	67%	75%	81%
Bi	47%	67%	72%
Trans	†	64%	74%
Non-binary	†	60%	66%

TRAINING

This section may be relevant to section 2 (the employee lifecycle) of the employer submission of the Workplace Equality Index.

Regarding colleagues who are…

Sub question	Lesbian and gay	Bi	Trans	Non-binary
My employer provides training or resources on how to be an ally to…	48%	38%	44%	34%
I have accessed the training or resources on how to be an ally to…	23%	19%	23%	16%
As a result of the training, I feel confident being an ally to…	22%	18%	20%	13%

As a result of the training, I feel confident being an ally to…

Sub question	University of Oxford	Education	Headquarted in England: South East
Lesbian and gay people	22%	28%	32%
Bi people	18%	23%	28%
Trans people	20%	25%	28%
Non-binary people	13%	20%	23%
Average	*18%*	*24%*	*28%*

Sub question	University of Oxford	Silver	Gold
Lesbian and gay people	22%	27%	39%
Bi people	18%	22%	34%
Trans people	20%	22%	34%
Non-binary people	13%	18%	29%
Average	*18%*	*22%*	*34%*

UNDERSTANDING THE DATA

Collecting and analysing data from such a diverse population as employees across the UK is a challenge. We've included a few methodological notes to explain how we've reported the data.

Stonewall is not responsible for distributing the survey to respondents. We rely on you at University of Oxford to do that. We cannot verify that this data is representative. Some of these samples are small, and so can be unreliable. To make the most of this analysis, we would encourage you to compare it against your internal monitoring and staff satisfaction data, and against the size of your workforce.

Almost all of our question response protocols are categorical (yes, no or unsure), or on a Likert scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree). Where we analyse responses from a categorical response protocol, we report statistics based on 'yes' responses. Where we analyse responses from a Likert scale response protocol, we report statistics based on respondents who gave either 'strongly agree' or 'agree' responses. Questions in the format of "I am comfortable expressing my LGBTQ+ identity to…" report based on respondents saying 'All'.

We don't report on respondents who say they 'prefer not to say', and we round percentages to the nearest whole number. This means that percentages may not sum to 100%.