

The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

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

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

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

Tick all that apply

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

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages

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

Describe the evidence uploaded:

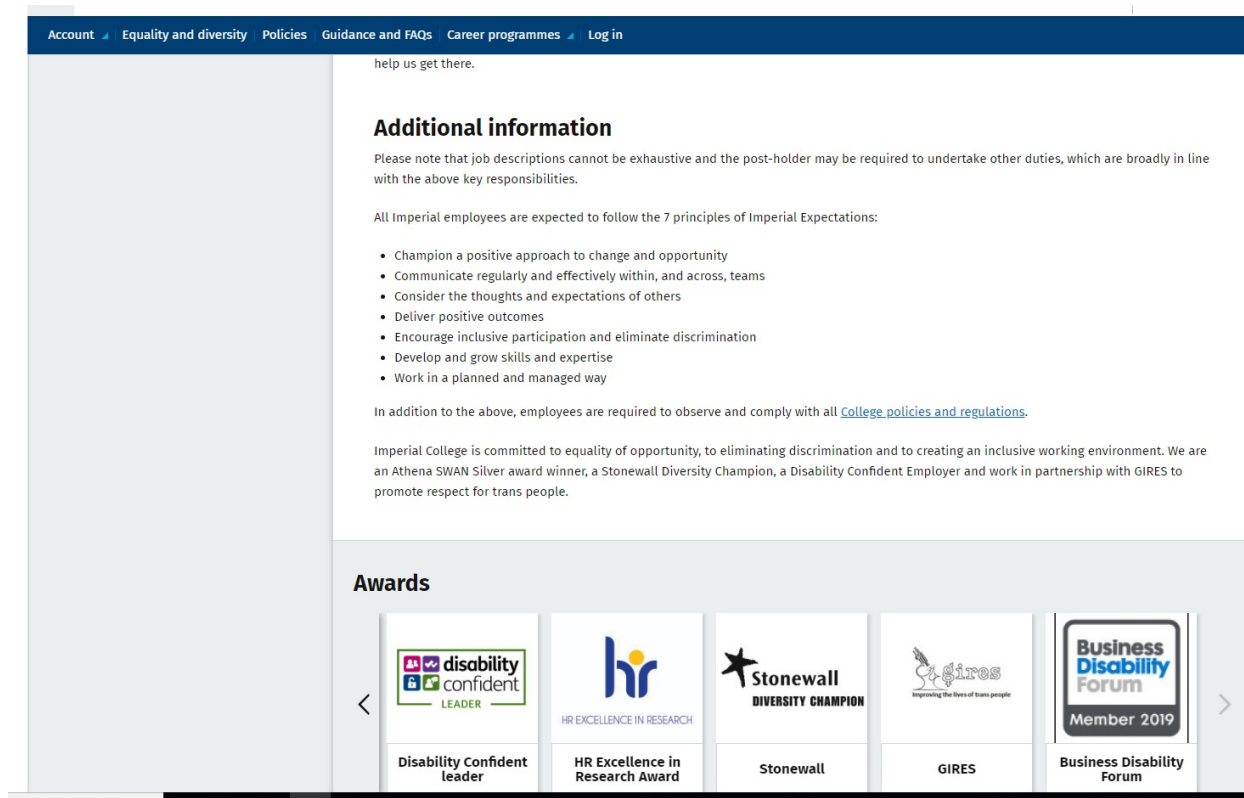
The current 'Working at Imperial' webpage (https://www.imperial.ac.uk/human_resources/working_at_imperial/) emphasises equality and inclusion with information on the Imperial Expectations behavioral framework, which includes the expectation for all staff to encourage inclusive participation and eliminate discrimination.

All job adverts have a paragraph stating the College's commitment to equality and diversity, as well as mentioning that Imperial is a Stonewall Diversity Champion. At the top of the Jobs webpage, there is a link titled "Equality and diversity" which takes potential applicants to the Equality, Diversity and Inclusion webpages, where they can find links to the LGBT employee network group and LGBT inclusion activities. There is also a link on the Jobs webpage to the Diversity Policy statement (<http://www.imperial.ac.uk/jobs/policies/>). It states: "All members of staff and job applicants will receive equal treatment regardless of age, colour, disability, ethnic origin, gender reassignment, marriage and civil partnership, nationality, parental status, pregnancy and maternity, political belief, race, religion or belief (including lack of belief), sex, sexual orientation, socio economic background, or trade union membership."

Many of the College Departmental webpages also highlight their commitment to equality, diversity & inclusion via the Athena SWAN award which recognises intersectionality within experiences of staff in the workplace, e.g. <http://www.imperial.ac.uk/materials/about/edc/>

Upload evidence for option B

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



Upload evidence for option C

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

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

Select the completion rate for the training

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

B. 51 75 per cent

<p>Describe the department or team who deal with recruitment and how you estimate training completion rates:</p>	<p>It is a College requirement that all staff involved in staff recruitment and selection receive appropriate training and that all College staff attend appropriate Equality & Diversity training. This includes the online Equality and Diversity course which covers awareness of LGBTQ+ staff issues, language and inappropriate language. In addition, the face to face and online recruitment courses include information on the Equality Act 2010 and the responsibilities of recruiters with regards to legislation. Training in recruitment is supported by Unconscious Bias training which takes place both on the central training programme and across the College.</p> <p>Recruitment responsibilities are devolved across the College with hiring managers or teams existing within all areas. For this reason, there is a challenge measuring the training completion rates of all staff who deal with recruitment. Numbers have been estimated by considering the number of staff who have taken part in recruitment and selection and unconscious bias training in the last academic year. The number of new staff contracts each year is approximately 2000 and less than half of the new staff are likely to participate in recruitment activity.</p>
<p>Describe the format of the training and the content you have uploaded:</p>	<p>The online recruitment information provided by HR and the online course includes information on legal responsibilities including the Equality Act 2010, and Imperial College policy: https://www.imperial.ac.uk/human-resources/procedures/recruiting-staff/recruitment-and-selection-procedure/. The face to face recruitment builds on this material and consists of an actual job description that delegates go through and all the different criteria and scoring systems that delegates need to use.</p> <p>The online course was updated in the summer of 2019 to include case studies based on different protected characteristics, including a couple on sexual orientation. These case studies have been uploaded. Through these case studies, staff are led to think carefully about biases and assumptions, what constitutes discrimination, and how to reduce and avoid bias and discrimination against LGBTQ+ applicants during the recruitment process.</p>

Upload training content

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

<https://stonewallsubmit.fluidreview.com/resp/84997029/h1tvMiQ5M4/>

Upload training content

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

(No response)

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

Tick all that apply

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

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

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

C. Information on LGBT inclusive policies

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

In August 2017, the College launched Imperial Essentials for all new staff, providing them with an “Imperial College Essentials” booklet. Page 6 of this booklet includes “Contributing to a Positive Working Environment Must know, Week one to six” and as part of this section the College commitment to equality, diversity and inclusion, and collective responsibility to this commitment, are key:

https://www.imperial.ac.uk/human_resources/working_at_imperial/essentials/positive_environment/. In addition, all staff must complete the Equality and Diversity online module, which flags that the College has a dedicated LGBTQ+ staff network and highlights information and support relating to gender identity and sexual orientation equality. This process is embedded within the probation process, and line managers must sign off completion of the Imperial Essentials activity. For Professional, Technical & Operational staff this is at 6 months and for academic staff they are expected to complete Imperial Essentials within the first 6 months, even though their probation period is longer.

Over the past year, work has concentrated on streamlining the Imperial Essentials element of the probation process and how best to replace the hard copy of the Imperial Essentials booklet with an online version that is sent with the contractual documentation at the start of employment. Following audits, the guidance to staff and managers is to be changed to help ensure greater clarity during implementation. As part of a fundamental review of the College’s approach to welcoming and inducting staff, significant changes are being devised during 2019/20. Imperial Essentials is to be retained as the overarching ‘umbrella’ to provide staff with key information. A combination of mandatory e learning and assessment will remain, while those elements that focus upon each individual’s responsibility to ensure a positive working environment will now include face to face development activity. This will enable the College to

provide much more explicit messages regarding Imperial's commitment to LGBT+ inclusion and opportunities, right at the outset, for voices to be heard regarding experiences and needs.

The College has made a Respect for Others Pledge to create an environment which is respectful and collaborative and has a zero tolerance approach to bullying, discrimination, victimisation and harassment. The Pledge also states how all members of staff are expected to contribute to this environment. Every member of our community is expected to read and uphold this pledge; there is a guide given to new starters: <http://www.imperial.ac.uk/human-resources/procedures/guidance/disciplinary/>. In addition, the College has created the Imperial Expectations framework which guides the behaviours of all our staff: <http://www.imperial.ac.uk/human-resources/working-at-imperial/imperial-expectations/>. This includes the Expectation to encourage inclusive participation and eliminate discrimination. Imperial Expectations are embedded within all staff policies, recruitment and promotion processes as well as staff training.

The commitment to equality, diversity and inclusion is highlighted within Imperial Insights, the College welcome event which happens termly and to which all new staff are individually invited: <https://www.imperial.ac.uk/staff-development/learning-and-development-centre/courses/ipd/courses/imperial-insights/>. This event is delivered by members of the senior leadership team including President Alice Gast, and the College commitment to equality, diversity and inclusion is embedded within the programme. All attendees are encouraged to join the LGBTQ+ staff network.

Upload evidence for option A

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

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Upload evidence for option B

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

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Upload evidence for option C

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

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The Employee Lifecycle: Part 2

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

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

Yes

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

Staff are able to change their title to Mx on the staff records system.

To monitor those employees who identify as non binary, the 'My Details' section on the Imperial College Information System (ICIS), through which staff members can provide or amend their personal details, asks the following:

Question

Is your gender identity the same as the gender you were originally assigned at birth?

Answer options include:

No

Prefer not to say/ Information refused

Yes

Question

What is your preferred identity, if different to your legal gender above?

Answer options include

Female

Male

Non binary or neutral

Other

Pan or polygender

Prefer not to say

If they have ticked Other then there is an additional question asking them to specify how they identify.

The same questions are asked on the Diversity Monitoring form in job applications.

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

Tick the completion rate for the training

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

A. Organisational policy and legislation	26 50%
B. Language, stereotypes and assumptions	1 25%
C. Challenging inappropriate behaviour	51 75%
D. Routes to reporting bullying and harassment	51 75%

Describe how you estimate completion rates:	Staff can enroll onto the courses online; enrolment is used to generate a participant list for the day the courses are run. The participants list is then signed by delegates. This completed list is collected by the administrator and then used to change a person's enrolment status (on the system) to show that they have successfully attended a course. Attendance reports for a course over a period of time e.g. a year or 6 months or over 18 months, can then be generated by the system.
Describe the format of the training and the content you have uploaded:	<p>Screenshots from the online Equality and Diversity course (http://www.imperial.ac.uk/equality/support_for_staff/training/) have been uploaded, as well a copy of the LGBTQ+ Awareness course programme, and examples from courses such as the Harassment Confronting Inappropriate Behaviour course.</p> <p>The LGBTQ+ Awareness course was relaunched in February 2019 with all new content from a new specialist provider, Challenge: http://www.imperial.ac.uk/equality/support_for_staff/training/lgbt_awareness/ This course is a face to face half day training session and covers all of the above topics including organisational policy, language, challenging inappropriate behaviour and reporting routes.</p> <p>The Harassment Confronting Inappropriate Behaviour course and the Active Bystander course both contain information on how staff can recognise and challenge inappropriate behaviour. Screenshots from the Harassment Confronting Inappropriate Behaviour course have been uploaded to show a case study and a scenario activity around sexual orientation and homophobia. Other courses such as Unconscious Bias include examples of microaggressions and stereotypes around both gender identity and sexual orientation.</p>

Upload evidence for option A

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

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Upload evidence for option B

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

<https://stonewallsubmit.fluidreview.com/resp/84997029/VuM0obzgeR/>

Upload evidence for option C

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

Aim

The aim of the course is to extend participants' knowledge and understanding of sexual orientation and gender identity.

Objectives

By the end of the course participants will be able to:


- Use appropriate terminology with regards to sexual orientation and gender identity
- State the impact of homophobia, biphobia and transphobia on the LGBT+ community
- Understand intersectionality and the varied experience of people within the LGBT+ community
- Effectively challenge discrimination in the workplace appropriately
- Develop tools on how to be an effective ally to the LGBT+ staff and students

Programme

	Arrivals
00:00	<p>Introductions</p> <p>LGBTQQA2SPA – Understanding the terminology</p> <p>Setting the scene and understanding the social context - intersectionality</p> <p>How sexual orientation and gender identity can impact on working lives</p> <p>Break</p> <p>Understanding organisational expectations and policies</p> <p>Recognising and challenging prejudice, discrimination, stereotypes and assumptions</p> <p>Reporting routes and signposting support</p> <p>Action planning</p>
03:00	End of session

Upload evidence for option D

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

Equality Diversity and Inclusion Centre | Imperial College london

2. Harassment

The College is committed to providing an environment within which all members of the College community are treated with dignity and respect. The College encourages all members of staff and students to behave appropriately at all times and any form of behaviour which causes offence, whether intentional or not, will be treated very seriously. It is the responsibility of all of us to ensure that the College is a place where staff and students can contribute fully to the life and work of the College, where the dignity and self-esteem of individuals is respected and which ensures that they are free from harassment. [The College has a Harassment, Bullying and Victimisation Policy](#). Guidance on how to deal with harassment is provided in the "[Respect for others](#)" document.

Various types of Harassment

Age

Disability

Sexual harassment

Racial harassment

Religious belief

Sexual orientation

Harassment on the grounds of actual or perceived sexual orientation

This type of harassment can include homophobic/Biphobic remarks or jokes, and threats to disclose a person's sexuality to others. Sexual orientation is about whether you're sexually attracted to people of your own gender, people of a gender different to your own, or to more than one gender. The term does not just refer to lesbian, gay or bisexual people; heterosexual people are included. [Harassment Support contact](#)

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

Tick all that apply

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

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

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

Upload evidence for option A

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

<https://stonewallsubmit.fluidreview.com/resp/84997029/HCRtTDwTW4/>

Upload evidence for option D

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

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Provide date for option A 08/02/2019

Provide date for option B (No response)

Provide date for option C (No response)

Provide date for option D 08/02/2019

The Employee Lifecycle: Part 3

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

Tick all that apply

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

A. General leadership and development programmes

C. LGBT specific seminars and conferences

<p>A. Describe the programmes and how these programmes are promoted to LGBT employees:</p>	<p>LGBTQ+ staff are invited to participate by inclusion in all communications about leadership and management opportunities including the Imperial Leadership and Management Development programme (ILMDP), which is open to all staff in, or soon to be in, management roles of all levels. Other programmes include the IMPACT talent development programme for BAME staff, Academic Leadership programmes and the Calibre Development Programme for disabled staff.</p> <p>Development opportunities are promoted via the College website, all staff briefing, the Learning and Development Centre and Equality, Diversity and Inclusion Centre newsletters and directly to the LGBTQ+ Staff Network.</p>
<p>C. Describe the programmes and how these programmes are promoted to LGBT employees:</p>	<p>Imperial organised a talk in February 2019 given by ██████ titled "No sexuality please, we're scientists" and advertised this through the Staff Briefing (an email which reaches all employees) and through the LGBTQ+ Staff Network mailing list. The talk explored recent research around the issues of LGBTQ+ in STEM, as well as initiatives to queer up science spaces and science up queer spaces to promote and embrace a more equal, diverse and inclusive STEM culture.</p>

A. Provide a date on which these opportunities were communicated 15/11/2018

B. Provide a date on which these opportunities were communicated (No response)

C. Provide a date on which these opportunities were communicated 19/02/2019

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

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

Yes

Describe how contributions are recognised:

Imperial College London has a commitment to good quality appraisals. Our Personal Review and Development Plan (PRDP) process is led by senior leaders throughout the organisation. The Human Resources team report on the completion of the PRDPs to the Provost via the Provost Board (like a Management Board) on an annual basis. Commitment to equality, diversity and inclusion issues are embedded within the PRDP forms and and guidance notes, and all staff are expected to answer a question on how they have supported EDI within their roles. It is also embedded within the PRDP that all staff are asked if they have been supported in any voluntary roles, such as staff networks or schemes such as Mental Health First Aiders: "How have you been supported with any additional work responsibilities (First Aider, Safety Officer, coach, staff networks, Trade Union, etc.)?"

In 2017, in recognition of the importance of their contribution and to support them in their work, the College has agreed to provide one day per month of protected time for staff network co chairs. This was initiated by the Assistant Provost (EDI), [REDACTED], and put in place by the Deputy Director of HR.

Staff are also recognised through other means, for example, in his staff citation at the College's Summer Garden Party in 2018, one of the network co chairs' contributions in leading Imperial 600 was recognised, signalling the importance of LGBTQ+ staff activities.

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

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

Yes

<p>Describe the exit interview/survey process and how LGBT issues would be identified or raised:</p>	<p>The College currently has a leaver's process which applies to all staff (http://www.imperial.ac.uk/human-resources/procedures/leaving-employment/). This process includes an anonymous exit survey that is sent to all staff, and the option to have an exit interview. The leaver's process is under review and the Equality, Diversity and Inclusion Centre have worked with the HR team to introduce questions regarding protected characteristics and a process for following up on any information gathered, prompting a greater understanding of the experience of all staff, including staff identifying as LGBTQ+, within the organisation.</p>
<p>Describe how any issues raised would be acted upon by the organisation:</p>	<p>Information gathered through this process will be shared between line managers and Senior HR Managers in order to raise awareness of any themes and to ensure ownership of concerns that are raised. EDIC and the Assistant Provost for Equality, Diversity and Inclusion would also be included in this process if there was information that the organisation needed to be aware of and act upon.</p>