

## Allies and Role Models: Part 1

### Section 4: Allies and Role Models

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

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

#### Allies

**4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies?** A. Yes, as part of our LGBT employee network group

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

### **Describe the allies programme or initiative:**

We are developing a programme to support and train non LGBT staff as allies. We have also established a working group that includes members of the staff network (Imperial 600) to define what we want the allies programme to look like and how we will set up any support on a sustainable footing. I600 has operational roles dedicated to aiding this effort, with an ally currently in one of those roles. An active decision has been made to include allies in the Imperial 600 community, so that they receive the same communications and are engaged in all network activities. Proposals for an Allies programme have been drawn up by members of the staff network and put to the Equality Diversity and Inclusion team and the Assistant Provost for Equality Diversity and Inclusion, [REDACTED], and we are currently exploring the development of an online training resource for those who wish to become active LGBT allies.

This effort is very much in tune with our award winning Active Bystanders training programme ([http://www.imperial.ac.uk/news/186529/imperial triumphs university hr awards/](http://www.imperial.ac.uk/news/186529/imperial-triumphs-university-hr-awards/)) which is raising awareness of discriminatory behaviour (e.g. homophobic ‘jokes’) within the organization and equipping staff with the means to challenge and report it.

### **Upload a communication advertising the allies programme or initiative:**

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

<https://stonewallsubmit.fluidreview.com/resp/84997035/kkN9QSKHNa/>

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

**Tick all that apply**

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

B. Discrimination towards LGBT people

D. Actions they can take to be effective allies

## Provide a brief description of the content you have uploaded:

The College worked with AdvanceHE to run a workshop in December 2018 for Directors of Staff and Student areas and those that lead in this area, such as the Network Chairs, on 'Enhancing LGBT+ Inclusivity'. The session aims to support institutions to identify areas for future development for LGBT+ inclusion in the student and staff lifecycles, including considerations of intersectionality, data analysis, supporting networks, and issues of inclusive curricula. Examples of good practice from a variety of institutions were shared. The agenda of the session has been uploaded.

This is in addition to the newly revamped LGBT awareness course launched in February 2019. The new LGBT awareness course programme has been uploaded, covering topics such as "Recognising and challenging prejudice, discrimination, stereotypes and assumptions", and by the end of the course participants will be able to "state the impact of homophobia, biphobia and transphobia on the LGBT+ community" and "Develop tools on how to be an effective ally to the LGBT+ staff and students", among other objectives.

## Upload content covering option B:

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	Introductions LGBTQIA2SPA – Understanding the terminology Setting the scene and understanding the social context - intersectionality How sexual orientation and gender identity can impact on working lives
	Break
	Understanding organisational expectations and policies Recognising and challenging prejudice, discrimination, stereotypes and assumptions Reporting routes and signposting support Action planning
03:00	End of session

## Upload content covering option D:

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

<https://stonewallsubmit.fluidreview.com/resp/84997035/EldupEXszl/>

**Provide a date for Option A:** (No response)

**Provide a date for Option B:** 18/02/2019

**Provide a date for Option C:** (No response)

**Provide a date for Option D:** 06/12/2018

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

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

Yes

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

Allies can visibly signal their commitment to LGBT equality through wearing rainbow lanyards. These are only available to members of Imperial 600, who have signed up to receive Imperial 600 newsletters. A photograph of the President, Alice Gast, wearing one was promoted on social media.

The College as a whole signaled its support as an ally by illuminating the Queen's Tower (a prominent landmark in our South Kensington Campus) with rainbow lights every evening during LGBT History Month. Images of the illumination, along with clear messages of support, were shared on the College's social media channels. Since June 2019, there is also a rainbow coloured Pride bench permanently placed outside the Queen's Tower. Members of Imperial 600 including allies have been encouraged to spread the word and communicate their commitment to LGBT equality by posting photos on social media, using #OurImperial and @imperial600 on Twitter.

## Allies and Role Models: Part 2

### **Allies**

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

Tick all that apply

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

A. Participated in LGBT network group activities

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

A. Participated in LGBT network group activities	Allies are part of the network Operational Group, for example leading on the development support for more allies, and they have been active participants in numerous events organized by the Imperial 600 staff network. Allies have also attended events with network partners such as the Victoria and Albert Museum.
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4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?

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

Yes

**Describe the training, programmes and/or resources:**

Through the LGBTQ+ network, all staff can get involved as Trans Allies and can attend the LGBT awareness session to support their learning. Proposals for an Allies programme have been drawn up by members of the staff network and put to the Equality Diversity and Inclusion team and the Assistant Provost for Equality Diversity and Inclusion, [REDACTED], and we are currently exploring the development of an online training resource for those who wish to become active LGBT allies, including to educate non trans members of staff, whether heterosexual or LGB, to become trans allies.

Allies and Role Models: Part 3

**LGBT Role Models**

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

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

Yes

##### **Describe the training, programmes and/or resources:**

LGBTQ+ employees at all levels are encouraged to be active role models by participating in the LGBTQ+ network and therefore supporting other LGBTQ+ staff and allies to understand more about the LGBTQ+ staff experience. In addition, all levels of staff are expected to attend EDI training to increase their awareness of EDI issues, appropriate language and being Active Bystanders and intervening when they may hear discriminatory language e.g. homophobia.

The College Communications team are actively supporting the creation of profiles for LGBTQ+ staff as part of their commitment to promoting a diverse community and raising awareness of LGBTQ+ issues. There are currently six profiles up on the Imperial 600 website featuring staff from different levels: [https://www.imperial.ac.uk/equality/staff\\_networks/imperial\\_600/meet\\_our\\_members/](https://www.imperial.ac.uk/equality/staff_networks/imperial_600/meet_our_members/). These were also featured on Imperial's social media during LGBT History Month 2019. For LGBTSTEM Day on 5 July 2019, five LGBTQ+ members of staff were profiled on the College social media channels.

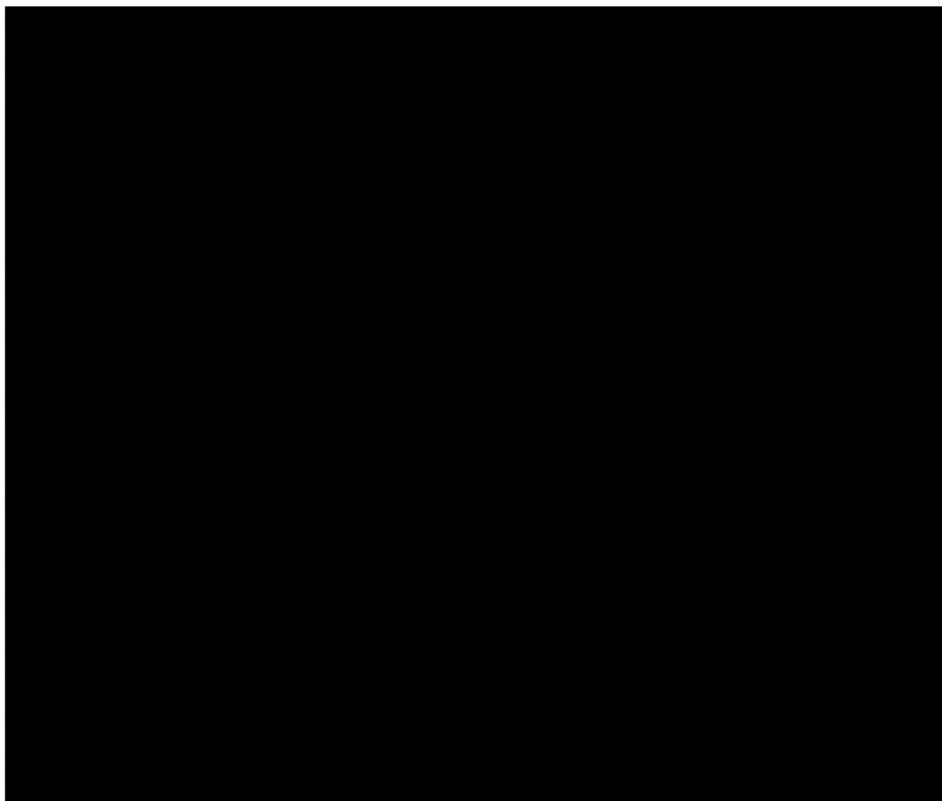
#### **4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?**

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

Yes

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

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



**Provide the date on which this** 01/02/2019  
**profile was shared.**

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

**Tick all that apply**

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

E. None of the above

**A. Provide the date on which this** (No response)  
**profile was shared:**

**B. Provide the date on which this** (No response)  
**profile was shared:**

C. Provide the date on which this (No response)  
profile was shared:

D. Provide the date on which this (No response)  
profile was shared:

Allies and Role Models: Part 4

LGBT Role Models

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

Tick all that apply

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

- A. Gay people or lesbians
- B. Bi people
- C. Binary trans people (e.g. trans men and trans women)
- F. Young LGBT people (aged 25 or under)
- H. BAME LGBT people

**Evidence:**



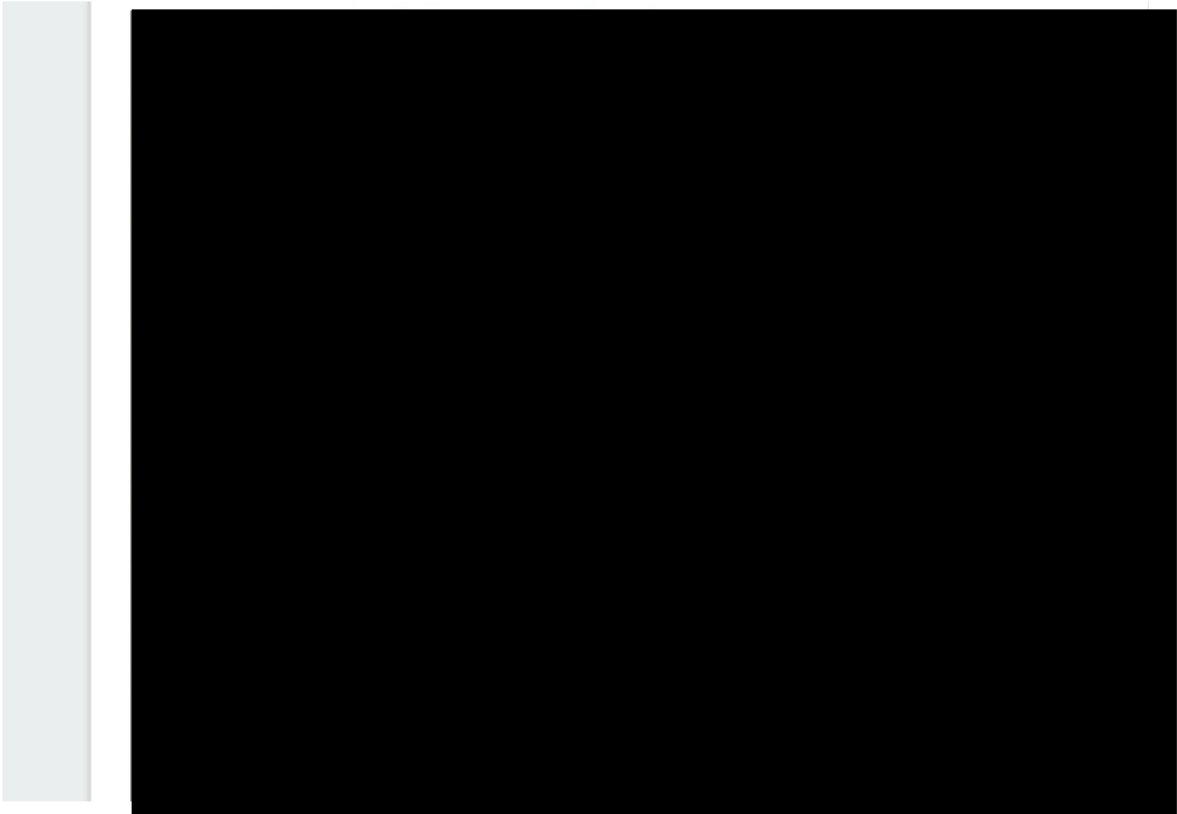
**A. Submit evidence where you have profiled the person/s in the last 18 months:**

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



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

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



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

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



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

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



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

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



**Dates:**

**A. Provide the date on which this profile was shared:** 02/07/2019

**B. Provide the date on which this profile was shared:** 01/02/2019

**C. Provide the date on which this profile was shared:** 02/07/2019

**D. Provide the date on which this profile was shared:** (No response)

**E. Provide the date on which this profile was shared:** (No response)

**F. Provide the date on which this profile was shared:** 28/02/2019

**G. Provide the date on which this** (No response)  
**profile was shared:**

**H. Provide the date on which this** 03/07/2019  
**profile was shared:**

**I. Provide the date on which this** (No response)  
**profile was shared:**

**J. Provide the date on which this** (No response)  
**profile was shared:**

**K. Provide the date on which this** (No response)  
**profile was shared:**

## Allies and Role Models: Part 5

**The following question is not scored.**

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

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

(No response)

**Describe the training, programmes and/or resources:**

Type here...

**The following question is not scored.**

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

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

No Responses Selected