



THE UNIVERSITY *of* EDINBURGH

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30 July 2021

File ref: FOI2021/00066

M Livingstone

Sent by email: request-725107-
5965ab9b@whatdotheyknow.com

Dear M Livingstone

Freedom of Information request

Thank you for your email of 7 February 2021 requesting information about the University's membership with Stonewall. Please accept our apologies for the delay to our response to your request. The University's working practices are currently affected by the Covid-19 pandemic.

The University of Edinburgh is a global university, rooted in Scotland. We are globally recognised for our research, development and innovation and we have provided world-class teaching to our students for more than 430 years. We are the largest university in Scotland and in 2019/20 our annual revenue was £1.12 billion, of which £296 million was research income. We have over 44,000 students and over 15,000 staff. We are a founding member of the UK's Russell Group of leading research universities and a member of the League of European Research Universities.

Equality and diversity

The University is committed to embedding equality and diversity across all our work and to developing a positive culture where all staff and students are able to develop to their full potential. Our continuing commitment to equality and diversity plays a vital role to ensure the University's success as a great civic institution for both students and staff. The University has a single equality strategy to ensure that equality and diversity are guiding principles in our pursuit of academic excellence.

The University is also committed to the promotion of a positive culture for working and studying, in which all members of the University community treat each other with dignity and respect, and feel safe and fulfilled within our community. All members of the University community expect to be able to excel, and to be respected and valued. The University strives for an environment where bullying, harassment and discrimination in all their forms are known to be unacceptable. We regard any incident as a serious matter and respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action. The [Dignity and Respect Policy](#) sets out the responsibilities and expectations of each member of the University community.

Our memberships of organisations promoting equality, diversity and inclusion, and our participation in any associated scheme, are reviewed on a regular basis. We draw on many resources, including the expertise of our own staff and students and examples of best practice from across the higher education sector, to support equality, diversity and inclusion and to meet our obligations under the Equality Act. We have recently published our [Equality Outcomes 2021-25 and our Progress Report](#), in line with Scottish Specific Duties of the overall Public Sector Equality Duty under the Equality Act 2010.

Stonewall membership

You asked for any application made in 2019 or 2020 to be a Stonewall Diversity Champion, or to be included on Stonewall's Workplace Equality Index. You asked to include any attachments or appendices to those applications.

I have enclosed documentation relating to the 2019 submission to the Workplace Equality Index 2020, along with a staff engagement survey. Please note that I have redacted the names of individual members of staff. This is because disclosing this information would enable individuals to be identified. This would breach the data protection principles set out in data protection legislation. The Freedom of Information (Scotland) Act 2002 does not require us to provide this sort of information as it is exempt under section 38(1)(b).

No application was made in 2020, as there was no Workplace Equality Index due to the Covid-19 pandemic.

You also asked for any feedback received in 2019 or 2020 from Stonewall in relation to either application or programme. I have enclosed the feedback report from Stonewall relating to the 2019 submission to the Workplace Equality Index 2020.

You also asked for any other communication received from Stonewall in 2019 or 2020. Any other communications, where retained, would have been held in the email account of the University's main contact for Stonewall during this timeframe. However, the member of staff in this post during the relevant period is no longer employed at the University and, in line with normal procedures when staff leave, their email account has been deleted. Therefore, no other communications are held. During 2021, the current contact has received correspondence comprising awareness material on campaigns and training offerings. If you are interested in this material, please submit a further request with an adjusted timeframe.

You also asked for full details of any equality impact assessment carried out in connection with any of these applications. Stonewall does not require an Equality Impact Assessment for the submission itself. However, the University conducts Equality Impact Assessments where required for policies and practices referenced in the document. The University [publishes Equality Impact Assessments](#), where they have been previously required.

You also asked for details of the total amount of money paid to Stonewall in 2019 and in 2020, whether or not as payment for goods or services. Information is provided in table 1 below. Please note that information is up to and including 6 July 2021, the date when this information was collated. The University's financial year runs from 1 August to 31 July.

Table 1: Payments to Stonewall in 2019/20 and 2020/21

Financial Year	Description	Type	Gross	Total
2019/20	Membership Fee	Memberships	£3000	£3,240
	Stonewall Scotland Empowerment Week 2019	Subscriptions	£120	
	Stonewall Scotland Empowerment Week 2019	Travel / Subsistence - Within UK	£120	
2020/21	Membership Fee	Memberships	£3000	£3,696
	Empowerment Sessions	Conference & Course Fees	£384	
	Stonewall Masterclass	Training	£312	

Finally, you asked whether membership of any Stonewall scheme is intended in the future, and if so which. As above, membership of any organisations promoting equality, diversity and inclusion, and the University's participation in any associated schemes, is kept under regular review. At the present time, we continue to be members of Stonewall under its Diversity Champions scheme.

Technical exemption

Please note that as information about Equality Impact Assessments is available to you through the University website, it is technically exempt from the University's obligation to answer requests for information under the Freedom of Information (Scotland) Act 2002. The information is exempt under section 25(1) of this Act, because it is available to you by another route. This exemption is a technical matter only and does not affect your ability to obtain the information on-line.

If you do not have access to the Internet or would prefer to receive information in hard copy please let me know and I will arrange for printouts from the appropriate web pages to be sent to you.

Right to review

If you are dissatisfied with this response, you may ask the University to conduct a review of this decision by contacting the University's Records Management Section in writing (e.g. by letter or email) or in some other recorded form (e.g. audio or video tape). You should describe the original request, explain your grounds for dissatisfaction, and include an address for correspondence. You have 40 working days from receipt of this letter to submit a review request. The contact details for the Records Management Section are at the top of this letter. When the review process has been completed, if you are still dissatisfied, you may use the [Scottish Information Commissioner's guidance on making an appeal](#) to make an appeal to the Commissioner. If you do not have access to the Internet, please let me know and I will provide a copy of the relevant web pages.

Privacy notice for information request applicants

[The University of Edinburgh's request privacy notice](#), which describes how we use the information you have supplied about yourself and your request, is published on the University website.

Yours sincerely

Tessa Ewart
Records Management Section

Enclosures:

- Submission to the Workplace Equality Index 2020
- Staff Engagement Survey 2018
- University of Edinburgh: Workplace Equality Index 2020 Feedback Report

If you require this letter in an alternative format, such as large print or a coloured background, please contact the Records Management Section on 0131 651 4099 or email recordsmanagement@ed.ac.uk

Stonewall Workplace Equality Index 2020

This document shows you all the questions asked and answers/evidence required on the Stonewall Submit portal for the 2020 Workplace Equality Index submission.

For any queries about the Workplace Equality Index, contact memberships@stonewall.org.uk

Section 1: Policies and Benefits

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

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

Yes

State when the process last happened (Max 30 words).

[During November 2018-June 2019.](#)

Describe the audit process (Max 500 words).

[When developing and reviewing policies, the University's central HR team sets up policy working groups with HR colleagues in the Colleges/Professional Services Group, managers, and representatives from the trade unions, ensuring a wide range of staff are represented, including those of protected characteristic groups. During the policy development process, the HR team responsible for reviewing policies also refers to feedback gathered since the last policy review from a range of staff groups who have used the policies.](#)

[Assessing the equality impact of new and revised policies is an integral part of our policy development and consultation road-map. In the past year, policy authors received refresher training on University Equality Impact Assessment \(EqIA\) guidance, including use of checklists and template forms, and worked examples. Policy authors also ensured that EqIAs were carried out prior to writing policy drafts, and actions taken to mitigate any negative impact with arrangements in place for post-implementation review.](#)

[Following the policy working groups, policy drafts are discussed and approved by various governance bodies including the regular meetings with trade unions. Once approved, policy changes are communicated to all staff via Staff News, and manager cascade briefing notes. All employment policies are publicly available on our website.](#)

Describe any previous outcomes of the audit process (Max 500 words).

[The University has recently reviewed its policy style for employment policies, adopting the use of 'you' and gender neutral language, and using a plain English accessible writing style. We have changed the title of the 'Paternity Leave policy' to 'Partner Leave policy' to ensure our language is more inclusive of all the staff who use our policies. Feedback from staff representatives confirmed that explicit reference to same-sex couples serves to 'other' non-heterosexual relationships, and that we should be more progressive and inclusive in our policy approach. This feedback has been taken on board for the ten leave and family-friendly policies reviewed in the past year.](#)

1.2 Does the organisation have a policy (or policies) which includes the following? Tick all that apply.

- A. Explicit ban on discrimination based on sexual orientation✓
- B. Explicit ban on discrimination based on gender identity and gender expression✓
- C. Explicit ban on bullying & harassment based on sexual orientation✓
- D. Explicit ban on bullying & harassment based gender identity and gender expression✓
- E. None of the above

Name the policy and paste the relevant policy excerpt (Max 500 words per excerpt).

A. Dignity and Respect Policy.

The University Dignity & Respect Policy sets out the University's commitment to eliminating bullying, harassment and discrimination. It states:

The University has a strong and long-standing commitment to equality, diversity and inclusion and to promoting a positive culture which celebrates difference, challenges prejudice and ensures fairness. Our staff and students are our greatest assets and all members of the University community should expect to be able to excel, and to be respected and valued for their unique perspectives and contributions. The University regards any incident of bullying, harassment or discrimination as a serious matter and will respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action.

- The purpose of the policy is to foster a positive culture for working and studying which supports freedom of thought and expression within the law, and within a framework of respect for the rights of other people.
- Promote an enabling and inclusive environment where all individuals are treated with dignity and respect, free from bullying, harassment and discrimination.
- Ensure that occurrences of bullying, harassment and discrimination are taken seriously, and dealt with promptly and with due sensitivity.
- Set out the framework for raising, addressing and resolving concerns about individual and/or organisational behaviour

Discrimination means treating an individual unfairly because the individual has, or is perceived to have a protected characteristic, or because of their association with someone who has a protected characteristic. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership

Staff may wish to seek advice and support from a manager, HR advisor or Trade Union representative. Additionally, the University has a network of trained Dignity and Respect Advisors (DRAs) who can provide advice and appropriate support to staff when they believe they have identified, or been accused of behaviour contrary to this policy.

Our Don't Cross the Line campaign mentioned later in this submission also clearly state the University's zero tolerance stance to any form of bullying/harassment/discrimination/victimisation. This statement carries throughout A-D of this Section.

B. Dignity and Respect and Trans Policy

As noted at A, the Dignity & Respect Policy states the University's commitment to providing an environment in which all members of the University community treat each other with dignity and respect, and where bullying, harassment and

discrimination are known to be unacceptable. The University regards any incident of bullying, harassment or discrimination as a serious matter and will respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action.

The Dignity & Respect Policy supports/is supported by the Trans Equality Policy which states that “ensure that no individual is subject to discrimination or victimisation as a result of the gender in which they present themselves. Transphobic abuse, bullying or harassment will be treated very seriously and dealt with under the appropriate procedures”. The Policy also includes the section ‘Trans Respect Guidelines’:

- Use the name and pronoun that the person asks you to. If you are not sure what the right pronoun is, then simply ask. If you make a mistake with pronouns, correct yourself and move on. Do not make a big deal out of it.
- Respect people’s privacy. Do not ask what their ‘real’ or ‘birth’ name is. Trans people may be sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present. Do not tell others about a person’s trans status. If documents have to be kept that have the person’s previous name and gender on them, keep them confidential.
- Respect people’s boundaries. If you feel it is appropriate to ask a personal question, first ask if it is ok to do so.
- Listen to the person, and ask them how they want to be regarded and referred to.

C. Dignity & Respect Policy

Our Dignity and Respect Policy covers bullying, harassment and discrimination.

It defines Harassment as set out by the Equality Act 2010:

“Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.”

The relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

Victimisation is a type of harassment. This occurs when an individual is treated less favourably because he/she has, in good faith, made an allegation of harassment, or has assisted another person in bringing forward such an allegation, or participated in an investigation of a complaint or disciplinary hearing.

Staff and students need not possess the relevant characteristic themselves but may be subjected to unacceptable behaviour because they are wrongly perceived to have a protected characteristic, or because of their association with a person who has a protected characteristic. In addition staff and students have the right to complain of behaviour that they find offensive even if it is not directed at them.

The Dignity & Respect Policy defines bullying as:

“Offensive, intimidating, malicious or insulting behaviour which intentionally or unintentionally undermines, humiliates, denigrates or injures the recipient.”

Bullying is normally characterised by a pattern of behaviour but a single incident could be considered as bullying behaviour.

Bullying is to be distinguished from the legitimate exercise of managerial responsibilities where these responsibilities are carried out in a respectful, reasonable and appropriate manner.

D. As described previously the Dignity & Respect Policy covers bullying, harassment and discrimination. It supports/is supported by the Trans Equality Policy: We are committed to protecting the rights of transgender people and to ensuring that no individual is subject to discrimination or victimisation as a result of the gender in which they present themselves. Transphobic abuse, bullying or harassment will be treated very seriously and dealt with under the appropriate procedures. Appropriate procedures and guidance, such as Supporting Trans Staff in the Workplace, are signposted within the Trans Policy, as are external bodies of support.

This statement should be read as part of the wider set of policies including Dignity and Respect.

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

- A. Adoption policy ✓
- B. Special or Compassionate Leave Policy ✓
- C. Maternity policy ✓
- D. Paternity policy ✓
- E. Shared Parental leave policy ✓
- F. None of the above

Upload the selected policies.

https://www.ed.ac.uk/files/atoms/files/adoption_surrogacy_leave_and_pay_policy.pdf
https://www.ed.ac.uk/files/atoms/files/special_leave_policy.pdf
https://www.ed.ac.uk/files/atoms/files/maternity_policy_-_golden_copy_aug_2017_0.pdf
https://www.ed.ac.uk/files/atoms/files/partner_leave_policy.pdf
https://www.ed.ac.uk/files/atoms/files/spl_policy_gc.pdf

Provide a brief description of the policy/policies you have uploaded (Max 200 words).

- A. Adoption and Surrogacy Leave Policy applies to all employees; uses gender neutral language, 'you' in the primary instance; and references 'couples' and 'partners'.
- B. Special Leave Policy covers occasions when staff need time off for reasons that not covered by other leave policies. This policy applies to all employees; uses gender neutral language, 'you' in the primary instance; and references 'family'.
- C. Maternity policy applies to all employees; uses gender neutral language, 'you' in the primary instance; and references 'partners'.
- D. Partner Leave policy (formerly Paternity policy) explains what leave is available to staff when they become a new parent and wish to support their partner immediately following the birth or adoption of their child. We have responded to feedback from staff representatives in renaming this policy. This policy applies to all employees; uses gender neutral language, 'you' in the primary instance; and references 'spouses' and 'partners'.
- E. Shared Parental leave policy provides choice and flexibility in the way that an employee and their partner can take leave to care for their child in the first year following their birth/placement. This policy applies to all employees; uses gender neutral language, 'you' in the primary instance; and references 'partners'.

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

Yes

Does the policy (or policies) in place to support employees who are transitioning cover the following? Tick all that apply.

- A. Work related guidance for an employee who is transitioning ✓
- B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems ✓
- C. Work related guidance for HR staff on how to support an employee who is transitioning ✓
- D. Work related guidance for managers on how to support an employee who is transitioning ✓
- E. Work related guidance for employees on how to support a colleague who is transitioning ✓
- F. None of the above

Upload the selected policies.

https://www.ed.ac.uk/files/atoms/files/trans_equality_policy.pdf

Provide a brief description of the policy/policies you have uploaded (Max 200 words).

- A. Our Trans Equality Policy includes guidance and signposting of support to people who are transitioning, including a checklist and action plan for staff and their managers. The language of the policy and guidance is gender neutral.
- B. The Policy includes guidance on the process for staff to change their name and gender marker on their staff record.
- C. We have developed internal guidance for HR staff on how to support a member of staff who is transitioning.
- D. The Policy includes guidance and signposting of support to managers of staff who are transitioning, including a checklist and action plan for use as necessary.
- E. The Policy includes Section 7 'Trans Respect Guidelines', aimed at staff supporting colleagues who are transitioning.

This Policy is due for further review in 2020 to be more inclusive of all gender identities and expression.

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

Yes

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

- A. A clear commitment to supporting all trans people, including those with non-binary identities ✓
- B. Information on language, terminology and different trans identities ✓
- C. Guidance on facilities and dress code for people ✓
- D. None of the above

Upload the selected policies.

https://www.ed.ac.uk/files/atoms/files/trans_equality_policy.pdf

Provide a brief description of the policy/policies you have uploaded (Max 150 words).

- A. Our Trans Equality Policy sets out the University's commitment to providing an environment free from bullying, harassment and discrimination on the basis of an individual's gender identity and/or expression, including non-binary, and to signpost the support available.
- B. Section 7 discusses pronouns, and Sections 5 & 6 provide guidance on language and different trans identities and provides links to fuller terminology.
- C. The Policy includes information on the use of facilities and we have recently developed an online map of gender neutral toilets (<https://www.ed.ac.uk/estates/buildings-information/gender-neutral-toilets>). We have no gendered dress codes in operation but we will review the need for dress code guidance, in consultation with trans and non-binary staff, when we review the Policy next year.

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

No

Staff receive information about new and updated policies via a cascade from their manager. Following feedback from staff representatives we do not 'other' LGBT+ identities in the policies nor in their communication.

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

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

No

Section 2: The Employee Lifecycle

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.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent? Tick all that apply.

- A. Advertise or recruit from LGBT/diversity websites/diversity recruitment fairs and events✓
- B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages✓
- C. Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities✓
- D. Other
- E. None of the above

A. The University had a stall at the LGBT Wellbeing Fair (Oct18), to promote working at UoE. All jobs are posted on our website and applicants can receive notifications of jobs via email. In 2018 the proportion of staff identifying as Gay

(2.3%), Lesbian (1.5%), Bisexual (1.8%) is significantly higher than the ONS 2017 Sexual Orientation UK data (Gay/Lesbian =1.3%; Bisexual= 0.7%) and the UK HEI 2018 data (Gay=1.2%; Bisexual=0.7%; Lesbian=0.6%). The proportion of trans staff (0.6%) is higher the UK HEI 2018 data (0.3%). There doesn't appear to be a pressing need for LGBT-targeted recruitment at the present time.

B. All job vacancies/adverts state "We are Stonewall Scotland Diversity Champions, and actively promote LGBT equality". Our Jobs website provides a wealth of information to potential applicants on our commitment to equality and diversity, includes a statement valuing diversity and links to University's Equality Strategy and Outcomes, which are inclusive of sexual orientation and gender identity. There is a video link available on the frontpage, 'Celebrating our Diversity', which aims to attract diversity of applicants.

C. The job website and all advertised vacancies include information and direct links to our Equality Networks including our Staff Pride Network for LGBT+ Colleagues and Allies (SPN).

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.

A. 76 – 100 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates (Max 500 words).

A new recruitment system will be launched in 2020, improving how we recruit, monitor and provide more robust information to recruiters and for those applying for jobs. Under our devolved structure, each College/School/Department has recruitment responsibilities at local level, and have online training available on diversity and reducing bias in recruitment. The HR Resourcing team is responsible for online Guidance for Recruiters, which includes a separate equality section highlighting the importance of inclusion throughout the recruitment cycle. This section includes information on 'what diversity means' and links to our main Equality and Diversity webpage and training. Unconscious bias training is mandatory for all recruiters.

Describe the format of the training and the content (Max 500 words).

We have three e-learning training modules to support staff on reducing bias and discrimination whether conscious or unconscious, 'Overcoming Unconscious Bias', 'eDiversity in the Workplace' and 'Recruitment & Selection Essentials'. The Overcoming Unconscious Bias course is mandatory, and both the eDiversity and Recruitment & Selection courses are expected for anyone who is involved in recruitment. New starts are encouraged to complete these training modules as part of their induction and we encourage existing staff to take the course at any time to refresh their learning. In addition, the successful completion of Unconscious Bias is required for those involved in selecting staff submissions to the Research Excellence Framework (REF2021).

The Overcoming Unconscious Bias course presents case studies to help staff understand what bias is and how to overcome it. There is an assessment at the end of the module to demonstrate learning. Staff are required to pass the test for completion to be recorded.

We provide further resources to staff via our Online Development Toolkit, which includes a module on 'Understanding Beliefs and Bias in Decision-Making'. We have recently developed dedicated 'Recruitment' and 'Overcoming Unconscious Bias' Toolkits to support all staff to recognise and take steps to mitigate bias in their decision-making.

The EDI team has a rolling programme delivering face-to-face UB training for managers, including recruiters. Four workshops were held by an external facilitator in the last year, and all were fully subscribed with >80 staff attending. Dates: 2 October 2018, two sessions; 23 May 2019, two sessions. This training underpins our Overcoming Unconscious Bias online learning module. Our SPN Trans and Non-Binary rep was a delegate at on these workshops and rated this face-to-face training as 'truly excellent'.

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.

- 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 ✓
- D. None of the above

Briefly describe the induction process and at what point the new starter receives the above information (Max 500 words).

- A. All new staff are sent a personal invitation to attend our Welcome Day for New Staff. The Vice Principal People & Culture or the Senior HR Partner – EDI presents on 'Working in a diverse community' which sets out the work we are doing to promote equality for each of the protected characteristics, including LGBT+ equality, and how staff can support this work.
- B. The Equality, Diversity & Inclusion team and the Staff Pride Network are invited to the Welcome Day for New Staff to meet with new starts and provide them with information and describe support available.
- C. All new staff are provided with the link to the new induction pages which includes links to all of our policies and where to find them. This includes our equality and family leave policies, e.g. Dignity and Respect, Trans, Parental Leave, and the Equality web. It now notes that our HR/Equality Policies apply to all staff, so are therefore inclusive to all of the equality protected characteristics. The pages also include manager guidance on the induction process. One video includes a welcome to all staff by our Principal. These induction web pages include a link to our Equality web.

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

Yes

Describe how non-binary identities are recognised on workplace systems (Max 500 words).

Staff have the option to choose a gender marker other than male or female in their staff record for the purposes of reporting to the Higher Education Statistics Authority. We also recognise the importance for some staff, particularly for some trans and non-binary staff, to have the option to use different names for different work-related purposes. Our systems allow staff to record a chosen or preferred name in addition to their legal name for use in specific contexts.

We have completed work to ensure that staff can record the title Mx on our new personnel database for introduction in July 2020.

Our Equal Opportunities Monitoring Form has been amended from 'Does your legal sex match your sex as registered at birth' to 'Does your gender identity match your sex as registered at birth', to be inclusive of all binary and non-binary gender identities.

It is encouraged, and is indeed now commonplace, for staff to include their pronouns in email footers.

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.

	76–100%	51–75%	26–50%	1–25%	None
A. Organisational policy and legislation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Language, stereotypes and assumptions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Challenging inappropriate behaviour	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Routes to reporting bullying and harassment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe how you estimate completion rates (Max 500 words).

The University offers a wealth of EDI-related training, from online training modules in EDI, Unconscious Bias, and Equality Impact Assessment, through online learning toolkits, to face-to-face training such as 'Where do You Draw the Line' bullying and harassment workshop and EDI Essentials for staff who do not have online access in the course of their work, as well as locally-arranged training with external facilitators. All training covers the fundamental principles set out in the question options above so we consider it likely that the majority of staff will have completed one form of training or another. Nonetheless we have chosen to risk underestimating completion rates rather than overestimating them. Face to face training is well attended and always fully subscribed. Not all online training is mandatory, but reports do show that numbers undertaking the training increase year on year. We estimate completions rates on recorded outcomes, feedback and evaluations, or by electronic downloads from online reporting from core University systems, where possible.

Describe the format of the training and the content (Max 500 words).

Our eDiversity in the Workplace and Unconscious Bias training modules covers LGBT issues, addressing issues of equality for the characteristics of sexual orientation and gender reassignment. Our face-to-face Developing and Understanding of EDI training includes a recruitment case study of an openly gay candidate.

Our training is one of the ways in which we are supporting staff to meet the strategic plan vision and aims to ensure that participants are aware of

- equality legislation and University policy.
- University strategy on internationalisation and equality.
- the advantages that diversity brings to the university.

and are able to contribute to developing an inclusive environment by recognising and challenging discrimination and harassment.

Further training is available for Managers under our HR for Leaders and our Leadership & Strategy online management toolkit programme e.g. Gender Reassignment Legislation, The Equality Act (Leaders & Managers), All you Need to Know about Workplace Bullying, Leading Diversity and more.

Online modules are freely available on the University's LEARN platform. Some training is delivered by external facilitators as per the face-to-face Unconscious Bias workshops; and for Stonewall Allies and Role model programmes workshops. We have a dedicated Learning and Development team who deliver in-house courses, including the Developing an Understanding of Equality, Diversity and Internationalisation workshops.

As from January 2019 the EDI team have rolled out a programme of face-to-face training 'Where do you Draw the Line' anti-bullying/harassment active bystander training.

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

- A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHoBiT ✓
- B. Information about Bi-visibility Day and/or other bi specific events (e.g. Bi Pride events or Bicon) ✓
- C. Information about Transgender Day of Visibility, Transgender Day of Remembrance and/or Trans Pride ✓
- D. Information about the LGBT Employee Network Group and allies activity ✓
- E. None of the above

Upload evidence for selected options.

Attachments cannot be retrieved from the online submission portal post-submission and copies are not retained.

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.

- A. General leadership and development programmes ✓
- B. LGBT specific leadership/professional development programmes ✓
- C. LGBT specific seminars and conferences ✓

Describe the programmes and how these programmes are promoted to LGBT employees (Max 100 words per options).

- A. Learning and development opportunities are communicated to all staff throughout the year. The University offers three core Leadership development opportunities. Aurora is a women-only leadership programme, and we have been delighted to support and fund a transwoman through this year's programme. We also offer an Introduction to Leadership and a Senior Leadership programme. These development opportunities were communicated in February and April this year and included the Stonewall Diversity Champions logo to reinforce our commitment to LGBT+ leadership development. All staff can access online learning in leadership, which includes modules on LGBT+ equality and supporting trans staff.
- B. The Stonewall Leadership Programme was advertised to LGBT+ employees September 18 and May 19, via Staff Pride Network (SPN) and the University's network of Equality Champions. Similarly, the training available in Stonewall Empowerment Week was communicated Aug 19.

A communication to SPN (May 2019) advised Mentoring information sessions were being held to help staff set up an account on Platform One profile which provides advice on finding a mentor and which now includes an LGBT+ marker specifically for LGBT staff to match LGBT+ mentors/mentees. So far six LGBT+ staff have signed up as mentors/mentees, and three PhD students.

- C. The University funded LGBT+ staff to attend the LGBT+ Network of Networks in Higher Education (NoNHE) meeting in March 2019, and the joint NoNHE/National Association of Disabled Staff Networks conference on intersectionality in June 2019. As standard practice the University also funds LGBT+ Staff to attend at the annual Stonewall Conference. Four staff participated in the 2018 conference and a further two are registered for the 2019 conference. These opportunities were communicated to LGBT+ staff via the SPN mailing list, newsletters and social media between February and June 19.

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

Yes

Describe how contributions are recognized (Max 300 words).

Some examples of systematic annual recognition processes in place:

Many Staff Pride Network members and volunteers have had their Staff Pride Network contributions acknowledged in their annual appraisal and annual measurable objectives have included continued Network success and climbing the Stonewall Equality Index.

Academic SPN staff committee members have their time and contribution to citizenship activities, such as the Staff Pride Network recognised not only in the annual review, but also incorporated into their annual workload allocation model. This acknowledges time they provide on LGBT+ inclusion matters, and contributes to their career development.

EDI also provides managers, at their request, with statements of support to be put forward under the annual salary contribution point or lump sum payment process, to recognise their contribution to the on-going success of the Network. EDI are aware that submission for awards were successfully implemented.

Nominations for the award of a Principal's Medal (Contribution to the Community) were submitted by the VP People and Culture and EDI team to recognise the SPN Organising Committee as a whole, and a member of the Committee was nominated for an individual award. The Contribution to the Community Award honours staff members or students, as individuals or groups, who have played a key role in a project to the community they've worked, lived in or contributed to.

Our Voucher Reward Scheme allows managers to recognise and reward acts of excellence or exceptional effort by nominating a member or members of their team for a retail voucher to the value of £50 or £100 and this scheme has also been used to recognise SPN Committee contribution.

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

Yes

Describe the exit interview/survey process and how LGBT issues would be identified or raised (Max 200 words).

Staff who have indicated they are leaving the University are requested via email to complete an Online Exit Interview/Survey, via the link provided. A reminder is issued before they leave. We use the Bristol Online Surveys tool to do this. The information from these Exit Surveys is analysed by the EDI team, and outcomes disseminated to Colleges/Support Groups. We do ask for disclosure from leavers on their protected characteristics, including sexual orientation, and reason/s for leaving. Staff are also asked if they would recommend the University as an employer; how they rate aspects of their employment in the institution, including equality of opportunity, career development, and training opportunities. LGBT Staff have not reported any LGBT issues related to their time with the University or as a reason for leaving.

Describe how any issues raised would be acted upon by the organisation (Max 200 words).

If any issues are raised, the EDI team would highlight them to the local HR team in the first instance, to consider appropriate avenues for action. Local HR would raise any issue with the Head of School/Department where the member of staff was employed. Local HR would also have knowledge if there were any known/previous equality issues raised. A serious allegation could entail the University contacting the ex-member of staff to discuss the matter further, including asking for further information if they were willing to do so. There is an option to raise an action through our Grievance Policy, even if they are ex-staff. Action would be relevant to the response received. However, as noted year on year, and again this year, there have been no issues raised according to the information provided in the Exit Surveys.

Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation.

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

- A. Yes, with a defined role and terms of reference✓
- B. No, but we have a formal agreement with an external network in our sector/region
- C. We do not have an LGBT employee network group or a formal agreement with an external network in our sector/region

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

<https://www.ed.ac.uk/equality-diversity/edi-groups/staff-pride-network/intro>

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

Yes

List examples of some of your most recent objectives and progress towards achieving them (Max 500 words).

The main objective is to continue to increase the Staff Pride Network membership and presence, raising awareness of LGBT+ inclusion matters and the support available. The collaborative work of the SPN and EDI team has certainly done this. Promotional materials, including rainbow lanyards, pens, SPN t-shirts, has contributed to raising the profile of the Network. SPN membership has increased by 32% in the last year (548 in 2019, up from 414 in 2018). The number of events, including monthly and social opportunities certainly contribute to the success of the network, thereby increasing membership and visibility. SPN will continue to hold both regular and commemorative events; produce regular newsletters; continue to have a strong presence at Pride; participate in organisational consultation and the development of equality priorities/targets. Statistics in 2019 to date include: 37 daytime coffee & cake events, 12 evening social events, Bi Visibility Day, Trans Remembrance, World AIDS Day lights at McEwan Hall, LGBT+ History

Month, Trans Day of Visibility, Pride In STEM Day, attendance at Pride Edinburgh and Trans Pride Scotland, marching with students, 2 newsletter issues, Facebook updates and around 1000 tweets! The SPN Poster campaign promoting LGBT+ visibility includes posters across all campuses.

This was possible because all of the continued hard work of the Network, allies, role models, EDI team and other departments who have contributed their time and funds to enable the SPN to purchase merchandise, attend and organize events and training etc.

Network visibility has also increased externally and UoE is held up as a beacon of good practice for LGBT+ inclusion, for instance there has been an increase from 561 to 945 Twitter followers. The network continue to have close ties and work in collaboration on events and initiatives with Edinburgh Napier University, who are also invited to attend Network meetings/events. More evidence on externality/collaboration throughout this submission.

The SPN continue to be involved in in consultation of University policy/practice. They were consulted on campaign materials for the 'Don't Cross the Line' anti-bullying and harassment campaign launched in January 2019, and have been key to the development of internal guidance for HR staff on trans equality.

Many staff and students are using the Stonewall Scotland Diversity Champions and/or SPN logo on their email footers, and many more are including their preferred pronouns to their email signatures. Again this raises visibility of the SPN and the University's commitment to LGBT+ equality and inclusion.

3.3 Which of the following support activities does the LGBT employee network group facilitate? Tick all that apply.

- A. Provide confidential support to all employees on LGBT issues ✓
- B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment ✓
- C. Have been consulted on improving internal policies and practices ✓
- D. Have been consulted on business development, organisational priorities and/or the organisation broader work ✓
- E. None of the above

Describe the options selected (Max 200 words per option).

- A. The SPN provides confidential support to its membership and to any employee with concerns about LGBT+ issues. This support is promoted in SPN and EDI communications and on the University staff webpages. In the last year, the SPN Support and Mentoring rep and the Trans/Non-binary rep have both provided confidential support to a number of staff via one-to-one meetings, phone calls and electronic communication. The network offers a safe space for employees and advertises this on its University 'About' web page:
"We welcome all those who self-identify as part of LGBT+ communities and allies, regardless of identity or background, and provide a safe space where all can feel safe and included. We do not support or tolerate anti-LGBT+ violence, harassment or speech, and encourage inclusive and respectful language. As a positive space for listening, we promote the dignity and wellbeing of all network members."
- B. The SPN was consulted on the 'Don't Cross the Line' anti bullying and harassment campaign and the development of the associated 'Respect at Edinburgh' web hub which provides staff with the information they need to feel confident in reporting. All SPN Committee staff know how to signpost staff to the internal and external support they made need in making a report. This includes our EDI team, counselling service, Dignity and Respect Advisors Stonewall, Scottish Trans Alliance etc. In addition, the SPN Trans/Non-binary rep is a trained Dignity & Respect Advisor for the University, equipped with the skills and knowledge of University policies and processes to support staff experiencing bullying, harassment or discrimination.

- C. In the last year the SPN has been consulted on 'Don't Cross the Line' Campaign Posters, the Trans and Sexual Orientation Toolkits, and the process by which the University reaches a decision on approving on-campus events. Consultation has involved face-to-face meetings, telephone calls and emails between SPN Co-Chairs, the EDI team and Executive staff.
- D. The SPN was consulted in the development of the University's Equality Outcomes 2017-2019 and in the University's Silver Athena SWAN action plan 2018-2022 which includes actions to support trans equality. The SPN has also been consulted in a recent review of EDI training provision.

3.4 In the past year, which of the following activities has the LGBT employee network group undertaken? Tick all that apply.

- A. Social networking event for members ✓
- B. Lesbian, gay and bi equality awareness raising event ✓
- C. Trans equality awareness raising event ✓
- D. Collaborated with other LGBT network groups ✓
- E. Collaborated with other internal network groups ✓
- F. Mentoring or coaching programme ✓
- G. Reverse mentoring programme
- H. Fundraised for an LGBT charity, community group or event ✓
- I. None of the above

Describe the activities selected and when they occurred (Max 200 words per option). Please provide specific dates or time periods within the last two years.

- A. The SPN holds monthly coffee & cake lunchtime events on 2nd, 3rd & 4th Wednesday of every month on all University campuses. There is also a monthly Evening Social event held at a central venue on the first Friday after payday. A monthly Book Group takes place on the third Thursday of each month. All lunchtime and evening social events have been held since October 2017 and all are held in accessible venues. The Disabled Staff Network and the Race Diversity Network are invited to attend these events. The LGBT+ SPN Site rep for the College of Medicine and Veterinary Medicine (CMVM) Easter Bush campus organised and ran their Rainbow Cake Social on 4 July 19. This will now become a regular event. SPN Site rep for the Little France Campus, hosted the first SPN appearance in this area as part of the CMVM Inspiring People Day on 18 September 2018.
- B. Awareness-raising talks were provided to staff, students and their families on Lesbian Visibility Day 2019 by Allies as part of the annual jamboree event held at the School of Informatics. An event to mark Bi Visibility Day was held at ECA campus on 24 Sept 2018 and included a panel discussion, video screening and Q&A Session. SPN has been heavily involved in the organisation, throughout 2019, of the University's '50 years after Stonewall' Conference being held on 12/13 Sept 2019, preceded by a Parliamentary reception. The SPN collaborated with a senior academic to launch in March 2019 a confidence building practice group for women in academia, inclusive of all those who identify as women.
- C. SPN collaborated with the EUSA Trans Liberation Officer and student PrideSoc Trans Rep to deliver an event to mark Transgender Day of Remembrance 2018, held in Teviot House. The Chair of the NHS Lothian LGBT staff network also attended. SPN attended and supported TransPride Scotland in Dundee 30 May 2019. The EDI team arranged for the Trans Flag to be raised at half-mast at Old College to mark Transgender Day of Remembrance 2018 and again, at full-mast, to mark International Transgender Day of Visibility on 30 March 2019. Transgender Day of Visibility 2019 was marked by an event sharing student and staff experiences, stories and research, and a further event where the SPN Trans/Non-Binary rep spoke on "Leadership & Visibility in the LGBT+ and Trans

Communities”, co-hosted by SPN and PrideSoc. Regular monthly lunch meetings have been held with PrideSoc, the University’s Student LGBT+ Network since early 2018. SPN and PrideSoc also collaborated on LGBTHM and various Pride Edinburgh events in February and June 2019.

- D. SPN has collaborated with Waverley Care to deliver the ‘Business’ Breakfast’ for LGBT+ staff networks and groups across Edinburgh in April 2019. SPN and the STEM network at Easter Bush Campus commissioned a LGBTSTEM banner for the Pride in STEM #LGBTSTEM day on 5 July 2019. The Chair of the NHS Lothian LGBT staff network also invited and attended this SPN/STEM event. SPN has collaborated with the Scotland rep for the BT LGBT network, providing advice and support on establishing visibility and engagement for the BT Network.
- E. SPN has collaborated with our Disabled Staff Network and Race Diversity Network to provide advice and support on further establishing their networks. Staff Pride and Disabled Staff Network representatives attended the joint LGBT+ Network of Networks in Higher Education (NONHE) /National Association of Disabled Staff Networks conference on intersectionality in June 2019. SPN attend the quarterly NONHE meetings (latest in March 19). Regular lunch meetings are held with PrideSoc, the University Student LGBT+ Network.
- F. The ‘UoE LGBTQ+ mentoring’ programme was launched on 4th Sept 19, which is Peer Mentoring for students who want to share and discuss experiences of being LGBTQ+ at the University. Official Twitter account is @UoE_LGBTQ+_PM. The SPN were consulted on mentoring options for LGBT+ staff and it was agreed the University would include an LGBT+ marker to the mentoring matching portal to connect LGBT+ mentors and mentees. (As mentioned at 2.7).
- H. The SPN fundraised £150 for catering for a Waverley Care Business Breakfast attended by 20 staff network committee members from organisations across Edinburgh in April 2019. The SPN also contributed volunteers for Waverley Care fundraising events on 23/24/25th August 2019.

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

- A. Age ✓
- B. BAME ✓
- C. Disability (excluding disability related to mental health) ✓
- D. Women ✓
- E. Low income communities (for example, working class communities, people with experience of poverty or homelessness)
- F. Mental health (including disability related to mental health) ✓
- G. Religion

Describe the campaigns, initiatives, seminars or events and when they occurred (Max 200 words per option).

- A. The World AIDS Day event on 1 Dec 17 included a more mature gay man on the panel who discussed the personal challenges of Age and HIV status. At the LGBT+ History Month 2019 event, ‘HIV /AIDS Volunteers Perspectives since the 80s’ on 20 Feb 19, an older HIV+ person talked about their experiences. An LGBT+ Alumni & Former Staff Networking Event welcomed older alumni, staff and students, 21 Feb 2019.
- B. The SPN has an inclusive and intersectional approach and regularly meets with the Disabled Staff Network and the Staff Race Diversity Network. Various dates but most recently 10 Aug. 2019, where discussions involved collaboration on raising the profile of all equality networks at University Level. The University Communications and Marketing team have agreed to work with the Networks and EDI team to achieve this. Next meeting arranged 11 Sept. 2019.

- C. SPN monthly evening socials include members of the Disabled Staff Network and are held at a fully accessible venue. Members of Disabled Staff Network are invited to all SPN events, all of which are held in accessible venues. Various dates. The SPN has a Disability rep, and as described elsewhere, the SPN attended the joint NONHE/NASDN workshop on intersectionality in June 19. The Transgender International Conference in May 2019, also described elsewhere, included talks and discussion groups on intersectionality of disability and trans identity.
- D. The SPN Trans/Non-binary rep is an active member of the University's Advancing Gender Equality Steering Group which develops the Athena SWAN Institutional Silver Action Plan to progress women's (including transwomen's) equality across the University.
- F. At the Inspiring People seminar held in the University's College of Medicine & Veterinary Medicine on 20 Sep 18, SPN Trans/Non-Binary rep provided a talk entitled 'Defeating Dementors', covering their transition story and the effect of transitioning on mental health. The SPN and the School of Social & Political Science delivered the workshop 'Singing for Joy: Music, Mental Health and the LGBT+ Community' with the Edinburgh Gay Men's Chorus, demonstrating the benefits of singing for wellbeing and health. 27 Feb 2019.

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

- A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps) ✓
- B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems) ✓
- C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities ✓
- D. Other
- E. None of the above

Describe the initiatives selected (Max 200 words per option).

- A. We have bi and trans reps on the committee who organise events and contribute to consultations on bi and trans issues. The Trans rep was also the SPN Committee Co-Chair until August 2019. Various dates. For example, the SPN delivered lunchtime Trans Awareness training sessions in April 2019.
- B. The EDI and SPN webpages and Sharepoint sites state :
 "The Staff Pride Network is an inclusive network that serves as a resource for the rich diversity of LGBT+ identified employees across the institution and includes PhD students who prefer to attend staff events. Our goal is to provide a safe, supportive and welcoming environment for all people who self-identify as part of LGBT+ communities, whether or not they are 'out' in the wider world, and to make LGBT+ issues more visible within the University environment. Different organisations use different acronyms to refer to specific groups, and terminology is always evolving. We include within LGBT+ those who identify as lesbian, gay, bisexual, transgender, queer, gender fluid, intersex, non-binary, asexual, pansexual and polyamorous. We will include all those individuals and communities whose sexuality or gender identity is a matter of shared personal, political and/or social experience, as well as those who are LGBT+ allies."
- C. The Staff Pride Network undertook a survey in December 18 with the aim of improving the Network organisation and future events. 80 people responded to the survey and answered 16 questions that touched upon attendance at events, the reasons why you find this network important, communication, approachability, and representation. 19% of the respondents are allies. In response to the question "Why is the Staff Pride Network Important To You" here are a few feedback comments received:

- 'I am impressed by the many efforts the LGBT+ staff group puts into its work, and I know that this is widely appreciated.'
 - 'I want to use Staff Pride to make the university more welcoming, to challenge prejudice, and effect meaningful change.'
 - 'I really appreciate that the Network has intersectional representatives. It really gives me a sense of 'belonging'.'
 - 'I had a difficult time to come out to myself, the SPN started exactly at that point and it helped me very much to know that some LGBT+ colleagues were there, visible. I am not comfortable enough to share my sexual orientation with others, but I am so thankful that you guys are here! And maybe someday I will do it too.'
- D. The SPN visibility campaign featured 15 poster designs including representations of gender, age, race, sexual orientation, gender reassignment, academic, professional services and students. The poster campaign was launched 24 Feb 2019 and SPN members allies and role models helped disseminate posters across all campuses. There were numerous social media poster tweets. Volunteers agreed to be photographed and provided headline quotes for their poster. Poster quotes shared common message they were proud to be part of the LGBT+ community in the University, and the Staff Pride Network is very much valued in bringing together LGBT+ colleagues, allies and role models.

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

Yes

Describe the activity and impact (Max 300 words).

The University and SPN champion, are involved in, various external LGBT+ collaborations, initiatives and resources. As an example, SPN hosted and attended the launch of the Beyond the Binaries in Sport online multimedia resources dedicated to fostering LGBTIQ+ inclusion in sport activities and competitions. SPN advertised the event through social media, SharePoint etc. The event was held in the University's George Square campus 21st June 2019.

A trustee of Pride in STEM was invited to the University Easter Bush (EBC) Campus to give a talk on the importance of LGBTQ+ diversity in STEM on 4th September 2019. EBC celebrated LGBTSTEMDay this year with our first ever Rainbow Cake social and photo shoot of our LGBTQ+/ally scientists. The event was recorded but not published in time for this submission.

Following the Personal Tutor training developed in conjunction with SPN and delivered in June 2018, this has been developed into a toolkit to be delivered in other Schools.

The following question is not scored.

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

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

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.

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 ✓
- B. Yes, a separate allies network group
- C. Yes, through another initiative
- D. No

Describe the allies programme or initiative (Max 500 words).

Our Staff Pride Network for LGBT+ colleagues and allies (SPN) is clearly badged and communicated as such. We have 30 formally Stonewall-trained Allies, and other Allies who attend meetings and are involved in SPN activities. There is also a dedicated Allies page on the University's Equality website alongside the SPN Network pages. Staff requiring support from an Ally can, and do, make contact via the Staff Pride Network, in confidence.

There are statements from our Allies on the web page stating the importance of being an Ally, and in some cases how their training skills have been put into practice to help others.

Our SPN Committee Allies formally invite all Allies to SPN events/initiatives. The EDI regularly correspond with Allies on cross-campus LGBT+ equality matters, awareness raising of equality events and initiatives.

We have also set up a dedicated Allies SharePoint mailing list and communicate events, at local and at Uni level. We also use this list for best practice ideas & information sharing. Since training LGBT+ Allies they have contributed to the LGBT+ inclusivity agenda in so many ways and the following sections provide evidence to at least some of their contribution.

An example is communication of Stonewall Empowerment Week. These communications (and others) are sent systematically to our Allies and others who may wish to become an Ally. At least one member of staff has signed up to attend this event. Our Allies have also disseminated this communication onwards in their areas. August 2019.

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.

- A. The importance of allies ✓
- B. Discrimination towards LGBT people ✓
- C. Personal stories from LGBT people ✓
- D. Actions they can take to be effective allies ✓
- E. None of the above

Upload content covering the selected options.

Provide a brief description of the content you have uploaded (Max 200 words).

- A. Since our Allies received the Stonewall Ally training, they have worked with the EDI team and the Staff Pride Network to put into practice what they learned to support LGBT+ colleagues. There are statements on the Allies web page demonstrating the importance of being an Ally. Our Allies wear Stonewall Pins and wear the University Rainbow LGBT+ Ally lanyards to signal their support for LGBT+ equality and inclusion. Many use preferred pronouns to their email footer, along with Stonewall Logos. Trained Allies also have email footers stating that they are a Stonewall Trained Ally for the University of Edinburgh.
- B. Examples of Don't Cross the Line anti bullying/harassment campaign posters and some the SPN poster campaign are attached. Allies have been instrumental in ensuring posters are seen across the organisation and communicated in social media to raise awareness of related issues.
- C. Some quotes from Allies in support of LGBT+ – various dates
- D. SPN Committee members delivered LGBT+ Awareness training – slides attached. 22 Nov. 18.

Attachment provided for 4.2D.

Attachments not provided for 4.2A-C for FOI – personal data. 'Don't Cross the Line' campaign posters can be viewed at www.ed.ac.uk/respect

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

Yes

Describe how allies can visibly signal their commitment to LGBT equality (Max 200 words).

Rainbow lanyards, including versions that signal ally status, are freely available across the University. Allies can download logos such as the 'Stonewall Scotland Diversity Champions' for use in email signatures. It is commonplace for allies to include their pronouns in their email signature. They attend SPN events and provide articles for SPN Newsletters. They actively disseminate rainbow lanyards within their own departments and put up posters related to LGBT+ events/campaigns.

They are members of the Network; raising awareness of the Network and its work. EDI team have expanded and maintain the Allies web page with details of the new Allies, and with input from the Network, publish information here to keep them abreast of updates/publications/events. EDI team meet/communicate with allies to review their role, and to encourage best practice sharing.

Allies help organise SPN events, and further promote the Network from their various campus areas/departmental equality meetings. They display/promote relevant posters leaflets, circulate event information, promote SPN merchandise e.g. Pens, t-shirts. There is not enough space to mention the work of each Ally in relation to promoting and disseminating our Rainbow Laces/Lanyards.

Making time from busy schedules, and managers allowing them time to be an Ally contributes hugely. Throughout 2018-19

4.4 In the past year, which of the following activities have allies engaged in? Tick all that apply.

- A. Participated in LGBT network group activities✓
- B. Helped organise a lesbian, gay and bi equality awareness raising event✓
- C. Helped organise a trans equality awareness raising event✓
- D. Recruited other allies✓
- E. Coached or mentored other allies✓
- F. Other✓

G. None of the above

Describe the activities selected (Max 200 words per option). Please include specific dates or time periods.

- A. Allies attend all committee meetings, and contribute to discussions on budgets, events, awareness, and SPN messaging, social media, merchandising, posters, social media, publicity etc.
They are involved in the organisation of the lunchtime coffee and cake and other meetings with other trained allies.
An Ally once arranged a "jamboree" in April 19 in her department which included a Staff pride Stall. Allies draft communications and provide information for the SPN website and SharePoint sites. They also contribute and provide administrative to the content of the SPN Newsletters.
- B. Arranged for the Trans Flag to fly at various University buildings for Transgender Day of Remembrance. 20 November 2018; put arrangements in place, to raise the Bi-flag for the first time, 23 September 2018; attended a lunchtime LGBT+ induction event. 30 students in attendance were provided with rainbow lanyards and pens as welcome gifts. They were also given information on staff and student equality networks, 13 June 2019. EDI team purchased lanyards and distributed to all formal University Equality Committees.
An ally met with some new students looking for information on Equality Networks. One of the University (Resident Assistant) from Buccleuch Place (Uni owned students accommodation) hosted a LGBT+ induction event for students in their accommodation site. An ally was involved in the organisation of the LGBT+ STEM day held at the Roslin Institute, Easter Bush Campus.
SPN Ally rep recruited other Allies at the Jamboree stall and they are now SPN members. 11 April 2019. Allies also helped disseminate across the Don't Cross the Line Homophobia anti bullying/harassments posters. Throughout 2019
- C. Allies continue to circulate rainbow ally lanyards across campus a seemingly endless, but fantastic, task. They held an Allies cake & coffee morning for all welcome to find out what being an Ally is. The "jamboree" with a Staff pride and ally stall also started discussion about how others who were interested could become an Ally, initially by joining the SPN. Throughout 2018-19
- D. The SPN co-chair informally mentors (since 2018) the SPN Ally rep on topics such as how to tackle discrimination in the workplace towards LGBT+ staff.
- E. The HR EDI Partner, already a Stonewall trained Ally, has used her training to put support and initiatives in place, and helped supporting trans staff coming to the Equality Diversity & Inclusion team for confidential support and personal advice. HR process and systems advice has been provided to ensure better and more inclusive core systems, and other support mechanisms highlighted that they can approach for support, e.g. the Staff Pride Network, Stonewall, Trans Alliance, Staff Counselling, if required. Two staff have come forward in the past year. Nov. 2018 and Feb 2019.
An Ally and Senior Manager agreed to be interviewed by two MSc International Human Resource Management students are conducting rainbow lanyard impact research from different aspects, as part of their degree coursework and for the benefit of the Staff Pride Network, all staff and students. This entailed a 30 minute interview, containing 6-8 questions on the "Impact of Rainbow Lanyard initiative and the Role of Leadership" to try to understand the motivation of heterosexual and cisgender leaders who actively express support for the initiative. 8 April 2019.

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?

Yes

Describe the training, programmes and/or resources (Max 500 words).

A couple of our Allies continue to present training on what they had learned from their training, covering topics such as the gender-bread person. They also promote rainbow laces and rainbow lanyards at the training. They reach out to SPN and with their help with their 'lunch-and-learn' sessions on LGBT+ issues, specifically focusing on trans issues.

Any Stonewall resources/emails/programmes are shared with Allies. The EDI fund many training events and expenses where possible. The EDI team have booked and funded 4 places at the last November Stonewall Scotland Conference in Edinburgh in November 2018. Two LGBT+ Committee, 1 x Allies and one student attended. Also advertise & fund allies to attend any other relevant Stonewall events. Two places have been purchased for the forthcoming Stonewall Scotland Conference.

Thousands of our staff and students have opted to wear free allies rainbow lanyard which is a step to becoming an active LGBT+ ally. >7K lanyards.

The EDI team also once again funded Scottish Trans Alliance to come to the Uni to provide a training and awareness session (organised and co-presented by SPN) July 18. Invitation was circulated and available to all staff via our Staff News, and via our University level Events Calendar.

The University Edinburgh Global/International Office have a dedicated International Staff Adviser provides immigration advice to staff and visitors at the University of Edinburgh. They offered their services to by offering visa support to any LGBT+ participants who need to apply for UK visas to attend e.g. a conference, they provide delegates with a draft letter of invitation and visa guidance. Depending on their nationality, this can be a complicated process. As an example they are providing this service for delegates attending the 50 years after stonewall Conference. July to Sept. 2019

We are consulting on a Trans and Non-Binary Gender Identity Online Toolkit to give guidance to all staff on being an ally to trans and non-binary colleagues. The policy will be supported by the Trans and Non-binary Gender Identity Toolkit to give guidance to all staff on terminology and how to be an ally to trans and non-binary colleagues.

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?

Yes

Our LGBT employees are Stonewall trained models since (2017) and utilise the skills and practices learned from this training. By being members or committee members of the SPN enables the trained role models to utilise their learned skills, and pass them on to others via this media.

SPN trained role models have used their Stonewall Role Model training skills to train or raise awareness to others interdepartmentally, e.g. make colleagues aware of the SPN, events etc., contributed by organising and communication to SPN events.

The two day Transgender: Intersectional/International is a conference that aims to explore the diversity of transgender experience throughout the world. It was Co-organised by researchers of transgender identity and experience in Scottish universities - including University of Edinburgh Stonewall trained role models and SPN members.

The two-day multidisciplinary conference on the transgender and non-binary experience in social policy, health and wellbeing, law, the arts, digital humanities, and media was widely communicated across the University and on various websites and social media. The University provided resource, venue and funds for this events. 28/29 May 2019.

The SPN trans and non-binary rep, a fantastic role model for the trans community, was also a speaker at the event.

Describe the training, programmes and/or resources (Max 500 words).

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

No

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.

- A. Lesbian
- B. Gay
- C. Bi
- D. Trans
- E. None of the above ✓

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

- A. Gay people or lesbians ✓
- B. Bi people ✓
- C. Binary trans people (e.g. trans men and trans women) ✓
- D. Non-binary people (e.g. genderfluid and genderqueer people) ✓
- E. Older LGBT people (aged 50 or over) ✓
- F. Young LGBT people (aged 25 or under) ✓
- G. Disabled LGBT people (excluding disability related to mental health)
- H. BAME LGBT people
- I. LGBT people of faith
- J. LGBT people being open about their mental health (including disability related to mental health) or wellbeing challenges
- K. LGBT parents
- L. None of the above

Submit evidence where you have profiled the person/s in the last 18 months (For each option selected).

Attachment evidence not supplied for FOI – personal data

The following questions are 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?

Yes

Describe the training, programmes and/or resources (Max 500 words).

Through the same processes as indicated for all other Allies

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

- A. Bi equality ✓
- B. Trans equality ✓

Through the same processes as indicated for all other Allies

Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take.

Board level staff

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

- A. Reverse mentoring opportunities for board level employees
- B. Promote LGBT specific conferences or seminars to the board level employees ✓
- C. Other ✓
- D. None of the above

Describe each option selected (Max 200 words per option)

- B. The EDI team provide regular briefings to executive (board) level colleagues on equality matters, including LGBT+ equality, and circulate information on events e.g. Stonewall Scotland's Workplace Conference and Leadership Programmes. The Principal, Executive and Senior Managers from Schools and Departments across the University were consulted in the organisation of, and invited to the University's '50 years after Stonewall' Conference being held Sept 2019. The Principal, and other executive/senior managers fully funded the conference to ensure that it is free for all attendees. The Executive team was involved in the development and approval of the material for the 'Don't Cross the Line' anti-harassment/bullying/discrimination campaign launched in January 19.
- C. The Principal's Office approves the raising of the Rainbow Flag at Old College for LBGTBM and Pride Edinburgh. Executive staff participate in face-to-face Unconscious Bias Training and Equality Impact Assessment training. Heads of School Induction includes an Equality briefing by the VP People and Culture, and completion of eDiversity and Unconscious Bias training modules. Many have made this training mandatory for staff in their area. Heads of School/Professional Services are provided with annual equality monitoring reports for their area and report to the Vice Principal People & Culture on their identified priorities for further action, to support and contribute to the University's ambitions for ED&I, including LGBT inclusion.

The EDI team provide regular briefings to executive staff on equality matters. The Executive team is consulted on, and approves the University's Equality Outcomes and Mainstreaming Reports, and Equality Strategy. All include LGBT equality. Each Equality Outcome covers all 'protected characteristics', and is underpinned by targeted actions to achieve outcomes, and is approved by University Court. An action for Court was to implement a succession plan to improve the diversity of University Court membership – so far resulting in a non-binary person being appointed to Court.

5.2 In the past year, which of the following activities have members of the board engaged in? Tick all that apply.

- A. Communicated a strong message on sexual orientation equality✓
- B. Communicated a strong message on trans equality✓
- C. Met regularly with the LGBT employee network group✓
- D. Reviewed top line LGBT monitoring reports and actions✓
- E. Spoken at an internal LGBT event✓
- F. Spoken at an external LGBT event
- G. Engaged with senior management to discuss LGBT equality✓
- H. Reviewed and/or approved an LGBT inclusion strategy✓
- I. Attended an external LGBT event, for example Pride
- J. Other✓
- K. None of the above

Describe each option selected (Max 200 words per option). Please include specific dates or time periods. Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

- A. Our newly appointed Executive Level, University-wide EDI lead has immediately engaged with the SPN and made clear her commitment to LGBT+ inclusion in the following statement on the Equality website:
"The Staff Pride Network makes an outstanding contribution to LGBT+ inclusion across the University of Edinburgh, not only through directly supporting staff but also through raising awareness and visibility and engaging allies. Through taking an intersectional approach, their impact on equality, diversity and inclusion is amplified and this benefits everybody. This year is the 50th anniversary of the Stonewall uprising and, while there has been much positive change, we have not seen an end to discrimination, locally or globally. The University of Edinburgh and the Staff Pride Network are hosting a two-day conference on LGBT+ rights this September, an excellent way to celebrate how far we have come and meet the challenges ahead."
 The appointment announcement in the all-staff bulletin reaffirmed a wider commitment to work with the whole University community to proactively promote EDI.
- B. The response above is also inclusive of trans staff. The University-wide EDI lead presented at the SPN AGM on 3rd Sept 19 to speak directly to LGBT+ staff and make explicit both the University's, and her personal commitment to championing trans equality and inclusion.
- C. Vice-Principal People and Culture attends at least one of the Staff Pride Network scheduled meetings each year, making visible their support for the SPN. The VP has met with Staff Pride Network co-chairs throughout the year at a range of events, providing the VP with opportunity to talk with the network committee, trained allies and role models in attendance, personally welcoming new members. The VP is very aware of all of the awareness-raising merchandising in support of LGBT+ e.g. lanyards, t-shirts, pens, flag, rainbow banner etc. The new EDI lead (from Jul 2019) has already met with the SPN co-chairs and committee and has follow-up meetings scheduled. They are working together to rebuild trust after the high profile resignation of the committee so that

SPN and the University more widely can continue its excellent work in promoting LGBT+ inclusion generally and for trans and non-binary staff, those most affected by recent events and activities. July/Aug/Sept. 2019.

- D. Vice-Principal People and Culture is Chair of the University's Equality & Diversity Monitoring and Research Committee and approves the staff and student reports to submission to the University Court. These reports include statistics on LGBT+ Staff which are discussed in Committee meetings. The VP also contributes to various equality action plans and equality briefings with EDI team, overseeing the self-assessment, consultation and development of key priorities for action. For example, improving staff disclosure of protected characteristics remains a key priority. We are delighted that, as noted elsewhere, disclosure of LGBT+ characteristics has increased. Work to further increase disclosure is underway and includes consultation with the Staff Pride Network. The VP led on the University's Athena SWAN Silver application and action Plan, which includes actions to promote Trans equality and inclusion. The New EDI Lead will move into the role of EDMARC Chair from Aug 2019.
- E. VP People and Culture spoke at the 2nd Waverley Care/SPN Business Breakfast in April 2019, and welcomed the members from the public and private sector staff networks. The EDI lead attended and spoke at the 2019 SPN AGM on 3rd September as described previously.
- G. The Vice Principal People & Culture and the new University SMT lead for EDI have met regularly with SPN Committee to discuss LGBT+ equality issues and identify institutional priorities for action. Outcomes and actions are reported to the University Secretary and the Director of HR (most recent meetings in Aug 19), enabling discussion and awareness-raising with senior managers. For example, the Director of HR has agreed to fund Trans Awareness training, now procured and workshop dates set.
- H. The Executive team, review and approve the University's 4-year Equality Outcomes which include actions to improve LGBT+ equality and inclusion. Progress on meeting the Equality Outcomes 2017-2021 was reviewed by the Executive team and University Court in March 2019. Heads of College/School/Support Groups are responsible for ensuring actions are progressed in their areas.
[The lead sponsor for the Inclusive Curriculum Design Project, which looked at encompassing all aspects of diversity learning in courses and programmes in 2018/19. As part of this project design, a web section was designed providing a range of resources to promote curriculum inclusion. Resources toward a more inclusive curriculum include: LGBT+ Inclusivity in Higher Education, Embedding E&D in the curriculum, Approaches to E&D (including LGBT+) in HE. The project reported into the University Senior Management Learning and Teaching Committee, and Project and Outputs were published July 2019.
- J. The University Secretary and the University level EDI lead both have had several meetings with SPN Members to understand the experience of being LGBT+ at the University. June-Aug 2019. The University Principal attended the raising of the Trans Flag at Old College on 20 Nov 18, signaling his support for the Trans community. The Principal proudly wears his Rainbow Lanyard. Our Deputy University Secretary Student Experience was involved in the consultation of the Don't Cross the Line campaign and approved the anti-bullying/harassment/discrimination homophobia poster, and others as consulted upon with EDI and the SPN. They approved the implementation of more equality training resources for students, including LGBT+ equality, and guidance and training on supporting students who report sexual harassment or assault.

Senior Management level staff

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

- A. Reverse mentoring opportunities for senior management level employees
- B. Promote LGBT specific conferences or seminars to senior management level employees✓
- C. Other✓
- D. None of the above

Describe each option selected (Max 200 words).

- B. As per the Board the same applies to senior management. The EDI team regularly circulate information to senior colleagues on equality matters and events, including LGBT+ events such as Stonewall Scotland's Workplace Conference and Leadership Programmes. They are also made aware of events through our Social Media avenues, web information e.g. Staff News and Latest News articles. Senior Managers from Schools and Departments across the University were consulted in the organisation of, and invited to the University's '50 years after Stonewall' Conference being held Sept 2019.
The EDI team circulate a newsletter to keep senior staff abreast of what is happening in relation to equality, and bring equality matters and events to the attention of E&D Coordinators in Schools/Depts to add to their local equality committee agenda. (It should be noted that many E&D Coordinators are themselves senior managers).
- C. Heads of School Induction includes an Equality briefing by the VP People and Culture, and completion of eDiversity and Unconscious Bias training modules. Many have made this training mandatory for staff in their area. Heads of School/Professional Services are provided with annual equality monitoring reports for their area and report to the Vice Principal People & Culture on their identified priorities for further action, to support and contribute to the University's ambitions for ED&I, including LGBT inclusion. Senior managers were either involved or consulted in the development of the Don't Cross the Line anti-bullying/harassment campaign mentioned elsewhere in this submission.
Our Advancing Gender Equality Steering Group comprises mainly senior managers and is remitted to review the University's performance and progress in promoting gender equality and identifying priorities for action. A Trans member of staff is included on the group.
There is a cohort of senior managers who are Stonewall-trained active Allies or Role Models. They are members of SPN and participate in SPN events.

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

- A. Communicated a strong message on sexual orientation equality✓
- B. Communicated a strong message on trans equality✓
- C. Met regularly with the LGBT employee network group✓
- D. Reviewed top line LGBT monitoring reports and actions✓
- E. Spoken at an internal LGBT event
- F. Spoken at an external LGBT event
- G. Engaged with the board to discuss LGBT equality✓
- H. Reviewed and/or approved an LGBT inclusion strategy✓
- I. Attended an external LGBT event, for example Pride✓
- J. Mentored or coached other senior leaders✓
- K. Other
- L. None of the above

Describe each option selected (Max 200 words per option). Please include specific dates or time periods. Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

- A. [REDACTED] (a Stonewall trained ally and actively involved in SPN activities) is an ardent supporter and promoter of the rainbow lanyard scheme. She has described helping implement the rainbow lanyards as "one of the

most meaningful things I have done for the entire University community. To many of us allies, wearing a rainbow seems like a very small thing, but many, many people have commented on this making a big difference to them.” There is visible support for Pride and other LGBT+ events through raising the rainbow, bi and trans flags at relevant dates and campus locations, supported by senior management such as [REDACTED]

- B. The Senior HR Partner - EDI has continued to communicate the University’s commitment to trans equality and inclusion during a recent period when the University’s legal obligations towards free speech has resulted in distress for trans staff (May-July 2019).
- C. As described earlier, the VP People and Culture, the new EDI lead and the Senior Partner EDI meet regularly with the SPN to discuss priorities, concerns, budgets etc. The SPN Co-chairs have been invited to present at College and Support groups Equality Committees to inform equality actions plans (for example, presented at Support Groups E&D Committee in Dec 18).
- D. Senior managers are provided each year with annual equality monitoring reports for their area and report to the Vice Principal People & Culture on their identified priorities for further action, to support and contribute to the University’s ambitions for ED&I, including LGBT inclusion. LGBT monitoring reports and actions are reviewed by EDMARC and the People Committee, which all include senior management members.
- E. [REDACTED], spoke at the internal Rally for Trans Equality on 5th June 19.
- G. The Senior Partner EDI provides regular equality briefings for the Executive team, including on LGBT equality (most recent briefing June 19).
- H. Senior management are consulted on the development of the University’s 4-year Equality Outcomes which include actions to improve LGBT+ equality and inclusion, and the Athena SWAN action plan which includes actions to promote trans equality and inclusion. Heads of College/School/Support Groups are responsible for ensuring actions are progressed in their areas. Progress on meeting the Equality Outcomes and Athena SWAN action plan is reviewed by the Executive team and University Court (most recently in March 2019).
- I. [REDACTED], attended Pride Edinburgh to demonstrate the University’s commitment to LGBT+ equality and inclusion. Senior managers participated in a publicity and photo shoot event to raise awareness of Pride Edinburgh and encourage others to attend.
- J. Senior managers participate in our mentoring connections programme and can now add a tag to indicate their suitability/availability to mentor LGBT+ staff. In the last year the University Secretary has provided mentorship to a transwoman senior staff member.
- K. The VP People and Culture liaised with Director of Estates on posting of transphobic stickers/graffiti across campuses. The Director of Estates now has processes in place to ensure they are removed immediately. Estates informed the SPN of the action being taken and asked them to make Estates aware of any related matters they can assist with.

Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes.

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

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

Yes

Copy and paste the question/s you ask and options staff can select (Max 500 words).

Data is collected and monitored via the HR database, and reported on annually. The data includes monitoring information from job applicants via our eRecruitment portal through to appointment to the role when contractual and personal information is added to staff records. Staff are invited and encourage to update their personal records on a regular basis. We are making needed improvements to the equality fields and categories in the new HR Core system. Our Equal Opportunities recruitment form feeds information to our HR database - "What is your Sexual Orientation", with the options of heterosexual | bisexual | gay or lesbian | Prefer not to say This data is used in our annual monitoring reports and forms part of our required annual Higher Education Statistical Agency (HESA) returns. This comprises 80% of our diversity monitoring.

The remaining 20% of our diversity monitoring, such as in our Staff Engagement Survey, asks: "Which of the following best describes your sexual orientation with the options of: heterosexual | bisexual | gay or lesbian | something else | Prefer not to say. We will use these options our new core system when launched in 2020. The new system also includes a self-service facility for staff to update their own records.

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

Yes

Copy and paste the question/s you ask and options staff can select (Max 500 words).

Data is collected and monitored via the HR database, and reported on annually. The data includes monitoring information from job applicants via our eRecruitment portal through to appointment to the role when contractual and personal information is added to staff records. Staff are invited and encourage to update their personal records on a regular basis. We are making needed improvements to the equality fields and categories in the new HR Core system, which will also include a self-service facility for staff to update their own records.

Our Equal Opportunities recruitment form feeds information to our HR database is currently populated with the following questions related to trans and/or non-binary identity: "Does your gender identity match your sex as registered at birth?: Yes/No/Prefer Not To Say". This comprises 80% of our diversity monitoring.

The remaining 20% of diversity monitoring, such as in our Staff Engagement Survey, asks: "Do you consider yourself to have a trans identity: Yes/No/Prefer Not To Say".

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

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

No

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

Describe who the analysis is seen by and action taken (Max 500 words).

Rates of applicant disclosure of LGBT identities does not allow for meaningful analysis from application to appointment. However, we are delighted that the proportion of appointed staff identifying themselves as Gay (2.1%), Lesbian (1.4%) or Bisexual (2.3%) in 2019 is significantly higher than the ONS 2017 Sexual Orientation UK data (Gay/Lesbian =1.3%; Bisexual= 0.7%) and the UK Higher Education Institution 2018 data (Gay Man =1.2%; Bisexual=0.7%; Lesbian/Gay Woman =0.6%).

We are also delighted that the proportion of staff disclosing a trans identity (0.6%) in 2019 is higher the UK Higher Education Institution data of 0.3% (ECU statistical report 2018). This may reflect our significant efforts to provide an inclusive culture in which staff feel safe to disclose their protected characteristics.

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

Yes

Describe who the analysis is seen by and action taken (Max 500 words).

We analyse the proportion of LGBT staff at each of our pay grades. The analysis is presented to People Committee and is used to inform institutional action planning via the statutory legislative Equality Outcomes and via our learning and development, recruitment and reward strategies.

The distribution of LGBT staff across the grades mirrors the distribution of all staff across grades. There is a notable underrepresentation of trans staff at Grades 9 and 10, which we are addressing through career development initiatives and a future campaign to improve disclosure.

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

Yes

Upload the most recent staff satisfaction data.

[REDACTED]

Describe who the analysis is seen by and action taken (Max 500 words).

We capture demographic information in our Staff Engagement Survey which allows us to analyse differences in the satisfaction and engagement of staff with LGBT identities. All staff can analyse this data both for the whole institution and for their particular department. This data is used to inform local school/department equality action plans, and institutional action planning through the statutory legislative Equality Outcomes and in prioritising our work with the Staff Pride Network.

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

90-100%

80-89%

29

70-79%
60-69%
50-59%.✓
Under 50%
We do not monitor

Upload reports or data demonstrating the declaration rate.

<https://www.ed.ac.uk/equality-diversity/about/reports/edmarc>

Provide a brief description of the report you have uploaded (Max 200 words).

Equality and Diversity Monitoring and Research Committee Report 2019.
In 2018/19, 50.4% of staff (up from 48.1% in 2017/18) disclosed their sexual orientation.

The proportion of our staff identifying themselves as Gay (2.1%), Lesbian (1.4%) or Bisexual (2.3%) is significantly higher than the ONS 2017 Sexual Orientation UK data (Gay/Lesbian =1.3%; Bisexual= 0.7%) and the UK Higher Education Institution 2018 data (Gay Man =1.2%; Bisexual=0.7%; Lesbian/Gay Woman =0.6%).

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

90-100%
80-89%
70-79%
60-69%
50-59%
Under 50%✓
We do not monitor

Upload reports or data demonstrating the declaration rate.

<https://www.ed.ac.uk/equality-diversity/about/reports/edmarc>

Provide a brief description of the report you have uploaded (Max 200 words).

Equality and Diversity Monitoring and Research Committee Report 2019. In 2018/19, 47.4% of staff (up from 44.6% in 2017/18), disclosed their gender identity. The proportion of staff disclosing a trans identity (0.6%) is higher the UK Higher Education Institution data of 0.3% (ECU statistical report 2018).

The following question is not scored.

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

Yes

Describe who the analysis is seen by and what action is taken (Max 500 words).

We capture demographic information in our Staff Engagement Survey which allows us to analyse differences in staff satisfaction and engagement between different LGBT identities. All staff can analyse this data both for the whole

institution and for their particular department. This data is used to inform local school/department equality action plans, and institutional action planning through the statutory legislative Equality Outcomes and in prioritizing our work with the Staff pride Network.

Section 7: Procurement

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

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

Yes

Describe the role or team responsible for procurement (Max 200 words).

The Procurement department is responsible for equality and diversity in procurement, inclusive of LGBT equality. The team provides help and advice on all aspects of buying goods or services for the University, including:

- developing a procurement strategy to help the University meet its objectives, including equality;
- giving support and training including equality aspects in relation to procurement for employees involved in procurement / purchasing;
- providing information on existing agreements and guidance on procurement procedures (including legislation for protected characteristics under the Equality Act).
- developing efficient processes for monitoring performance, including equality compliance.

UoE is governed/has adopted/follows the:

- EU Procurement Regs, EU Directive 2014/24
- Government Public Contracts Scotland
- Signatory to the Suppliers Charter governed by the Government Buying Standards.
- Scottish Procurement Policy Handbook
- Advanced Procurement for Universities and Colleges (APUC) Supply Chain Code of Conduct.

The Director of Procurement sits on our Equality and Diversity Committee.

Describe the diversity and inclusion training or guidance they receive (Max 500 words).

As we all as being aware of all of equality legislation and relevant University policies, all staff in Procurement have a 100% uptake rate for eDiversity in the Workplace and Unconscious Bias training, all are aware of the University's Dignity and Respect Policy and it is published on their web pages.

Inter-departmental procurement training covers understanding of all of the documents and processes from sourcing suppliers/goods, tender process, awarding contracts and monitoring suppliers, which includes an awareness section on the Equality Act, and compliance requirements relating to the Equality Act, including all protected characteristics.

Some staff from the University Procurement Office and other departments, participated in intensive training and discussions on ways to promote equality through public procurement for those who share protected characteristics. UK public bodies like the University of Edinburgh collectively spend billions of pounds annually through purchasing with third party suppliers, thus have a lot of potential influence with industry to promote equality and better working

conditions. Half-day sessions led by EHRC were aimed at partners of Scotland's City Region Deals, a set of agreements between Scottish Government, the UK Government etc. to strategically improve regional economies. The University is a key partner of the Edinburgh and South East Scotland City Region Deal. Through this the region's councils and HEIs have committed to deliver inclusive growth, combining economic growth with greater equality and opportunities for all, through a series of major investments. Training was wide-ranging, but EHRC highlighted the often overlooked duties in the Equality Act to take positive action to promote equality in organisational activity. Allowable ways to take positive actions to promote equality was discussed, i.e., gender parity in industries like construction or health and social care. The University has worked over the years with partners, including our SPN, to incorporate equality in its procurement, i.e. highlighting equality duties in supplier documentation and requiring information and positive action from suppliers. Procurement look forward to working more closely with regional partners and organisations like EHRC, aiming to increase the impact of measures like these. As a first step after the training, our Procurement Office supplemented the Scottish Government Equality in Procurement measures referred to in their sustainable procurement process with EHRC's guidance on Responsible Procurement of Cleaning Services for this high risk area.

**7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?
Tick all that apply.**

- A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity✓
- B. Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity
- C. None of the above

Describe the options selected below (Max 500 words per option).

- A. Procurement documents and Terms and Conditions include stipulations on compliance with the Equality Act and make suppliers aware of our values, goals and policies, to enable Procurement to scrutinise new suppliers and review current suppliers. Potential suppliers are provided with the University's Dignity and Respect Policy, which applies to visitors and contractors, as part of the pre and actual tender process.
The tender process includes a template for an internal panel to score tenders, and includes a section on Equal Opportunities which states that:
"The Seller/Supplier will comply with legislation for the prevention of discrimination on the grounds of disability, race, sex, sexual orientation, age, religion and belief and the promotion of race equality (or as otherwise specified in the Equality Act 2010). All Personnel employed by the Seller/Provider for the purpose of performing the Contract must be fully trained, suitably qualified and experienced, and shall fulfil their duties in a professional, ethical manner, consistent with the University's commitment to equal opportunities and the highest standards of behaviour. The Seller/Provider shall provide such information as the University requires about its policies and practices concerning the prevention of unlawful discrimination and the promotion of equal opportunities and race equality both in terms of employment and customer service.
By not providing the required equality information providers/sellers will not be awarded a contract, as they do not meet the required criteria."

**7.3 Once a contract is awarded, how does the organisation hold the supplier to account?
Tick all that apply**

- A. Include a broad diversity and inclusion slot in contract monitoring meetings inclusive of LGBT issues✓
- B. Monitor and analyse LGBT related feedback on supplier✓

C. None of the above

Describe the options selected below (Max 500 words per option).

- A. Service level agreements are agreed as part of, and following the tender process. They include a timeline of review of services throughout a contract. The review of all aspects of contracts, including equal opportunities commitments, is a standard part of the renewal process. Contracts will be terminated where suppliers fail to enact equality principles, breach the Dignity & Respect Policy, or otherwise engage in or permit conduct contrary to the University's equality, diversity and inclusion commitments.
- B. The University's Procurement department consult with the Staff Pride Network (SPN), amongst others, on relevant issues, including feedback on individual suppliers. Feedback is used in contract reviews.

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

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

- A. Joint LGBT diversity and inclusion training✓
- B. Invite suppliers' employees to take part in LGBT employee network group events✓
- C. Joint community outreach projects targeting LGBT people
- D. Share best practice and policy around LGBT inclusion✓
- E. None of the above

Describe the options selected below (Max 500 words per option). Please include specific dates or time periods.

- A. Due to the size of our organisation and the volume of suppliers, the human resource for face-to-face training, and cost of licenses to provide the diversity online training is prohibitive. However all Contracts include a section on Compliance with the Law which states:
The Seller/Provider shall ensure that persons associated with it or other persons who are involved in any way with this Contract comply with anti-discrimination legislation as specifically outlined in the Equality Act 2010; All Personnel employed by the Seller for the purpose of performing the Contract must be fully trained, suitably qualified and experienced, and shall fulfil their duties in a professional, ethical manner, consistent with the University's commitment to equal opportunities.
- B. Through recent consultation between the EDI team, SPN and Procurement, suppliers are provided with information on our equality networks when contracts are issued. A 'LGBT+ community benefits' section has been added to contracts to inform on-site suppliers/contractors that they can attend Staff Pride Network events as an LGBT+ person or ally, and join the mailing list to receive updates.
- D. Sexuality and gender reassignment are specified as diversity strands in procurement contracts. Our Dignity and Respect Policy, which prohibits bullying harassment and discrimination, applies to visitors and contractors as well as staff and students. The University of Edinburgh is also committed to fair trade procurement and to raising awareness of fairness in trade. It has been a Fairtrade University since 2004, making commitments to fair trade procurement, awareness-raising, and research.

Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has.

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

Yes

Describe the activity (Max 500 words).

Upload two screenshots of social media activity.

Provide the date of the activity for both screenshots.

[See attachment Q8.1](#)

The University of Edinburgh's main corporate social media channels have the highest reach. Throughout the year, these corporate channels have included LGBT+ focused posts which reinforce the University's policies around equality, diversity and inclusion, and which mark specific celebratory events. These are coordinated in conjunction with additional posts across our separate Staff and Student, EDI, and Staff Pride Network social media channels. There are multiple other social media channels run by different departments, colleges, schools and groups throughout the University which repost corporate posts or create their own content. Through these social media avenues there has been a continuous promotion of LGBT+ equality and events, demonstrating a University-wide commitment to LGBT+ equality.

One of our most viewed social media communications across Instagram, Twitter and Facebook celebrated the installation of a 'rainbow floor' in Bristo Square to mark Edinburgh Pride 2019 and signal the University's commitment to LGBT+ equality to the City of Edinburgh community. Instagram screenshot attached (June '19).

Another popular communication across all our social media and our website related to our work to diversify our biographies of notable alumni. Our biographies now feature more prominently the LGBT+ status of our alumni role models. Example communication attached.

There are many more social media examples, including raising of the rainbow flag at Old College, with senior managers, staff and students celebrating Pride. Numerous individual staff posted on social media wearing their rainbow lanyards and affirming support for LGBT+ colleagues, and many departments sponsored and paid for lanyards for their own staff.

All of these examples highlight and raise awareness of the University's commitment to LGBT+ inclusivity and the willingness of staff and students to raise the LGBT+ profile. Various examples attached.

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

- A. Sponsored or supported LGB community group/s✓
- B. Sponsored or supported trans community group/s✓
- C. Sponsored or supported LGB community event/s✓
- D. Sponsored or supported trans community events✓

- E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying✓
F. None of the above

Describe each option selected (Max 250 words per option). Please include specific dates or time periods.

- A. We raised funds for, and promoted the work of LGBT Youth Scotland through a range of events across the University on LGBT STEM day in July 19. The Staff Pride Network Co-conveners were invited to, and attended the Fife Schools LGBT+ Network to support and provide an educational talk to LGBT+ children on 24 Feb 2019.
- B. As above. LGBT Youth Scotland supports both the trans and LGB communities. The University provided a venue and catering for the Stonewall Scotland Train the Trainer module: "Tackling homophobic, biphobic and transphobic bullying and language for secondary ages" in September 2018.
- C. We hosted a joint event with the Edinburgh Gay Men's Chorus in February 2019 to promote the work of the EGMC and the benefits it brings to the LGBT community in Edinburgh. We worked with our Students Association and the healthcare charity Waverley Care to deliver on-campus HIV testing in February 19, encouraging regular sexual health screens while normalising HIV testing.
- D. The University funded and hosted the Transgender Intersectional International Conference in May 2019, which explored the narratives of diverse transgender people from across the globe, as they experience multiple intersecting inequalities. The University also hosted events to celebrate Transgender Day of Visibility and promoted the Strathclyde Trans.edu project supporting trans, non-binary & gender diverse applicants, students and staff in Further and Higher Education.
- E. The University continues to promote the #ComeOutForLGBT campaign through social media and through the display and dissemination of campaign materials, most recently at our annual School of Informatics Jamboree (April 19) for staff, students, their families and friends.

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

Yes

Please include specific dates or time periods.

Name the organisation/s you collaborated with (Max 200 words).

Describe the collaboration or initiative (Max 500 words).

Describe the impact of the collaboration or initiative (Max 500 words).

From February 2019 and ongoing

Name the organisation/s you collaborated with (Max 200 words).

Somewhere EDI, a social enterprise whose mission is to increase the visibility and representation of the LGBT+ community in business.

Edinburgh University Students' Association (EUSA).

Advance HE (formerly Equality Challenge Unit).

Describe the collaboration or initiative (Max 500 words).

The University's Business School partnered with Somewhere EDI to create three pioneering LGBT+ Masters scholarships for academic year 2019/20. Each scholarship has a value of £10,000, and include a mentoring programme. The scholarships are awarded to candidates who: can demonstrate their commitment to the LGBT+ community through previous action and support either within the business setting specifically, or in a wider sense through LGBT+ action; and continue to aspire to make a difference for the LGBT+ community through their future personal and career goals.

The University partnered with EUSA to deliver a calendar of events throughout LGBT+ History Month and celebratory LGBT+ events throughout the year.

The University hosts and participates in Advance HE events throughout the year, including the Scottish HEI Liaison Group comprising equality practitioners from all Scottish HEIs. In May 19, we hosted the Scottish Athena SWAN Network at which the University of Edinburgh led a discussion on how HEIs could better encompass and address trans and non-binary equality in gender equality work, which has historically focused on cis women.

Describe the impact of the collaboration or initiative (Max 500 words).

Launched by The Princess Royal, Chancellor of the University of Edinburgh, in February 2019, this LGBT+ Masters scholarships programme is the first home-grown initiative of its kind, supporting all UK, EU and international students identifying as LGBT+ or as LGBT+ community allies. The MBA and MSc initiatives are also a first for Scotland (and second only in the UK to the MBA at Cambridge University). These Scholarships were created to address the challenges and experiences of reconciling a mainstream business world with an authentic LGBT+ identity, and the particular isolation and risks involved with being an LGBT+ business owner. Scholarship-holders also benefit from academic, business development and mentorship opportunities, providing awardees with LGBT+ entrepreneurial role models, and community-specific enterprise support. By requiring successful awardees to demonstrate previous and ongoing commitment to LGBT+ action, we anticipate that scholarship-holders will be prepared and enabled to 'throw down the ladder' to LGBT+ colleagues and the wider community to promote LGBT+ equality and success in business.

Our work in partnership with EUSA to deliver celebratory and thought-provoking LGBT+ events continues to improve awareness and inclusivity of the LGBT+ community both within the University and in Edinburgh more widely. Together we have delivered events with local organisations such as the Edinburgh Gay Men's Chorus, Non-Binary Edinburgh, and the Positive Change Arts project, connecting staff and students with wider community organisations and vice versa.

Our work with Advance HE has provided HEI equality practitioners with a place for shared learning and discussion of ideas and best practice in LGBT+ inclusion. We share ideas, policy and processes through the meetings and through mailing lists. We share articles and research, and work collaboratively on similar initiatives where possible.

Our partnership working has contributed to a culture of trust and inclusivity in our institution and signals our commitment to equality, diversity and inclusions to our current and incoming LGBT+ Staff and students.

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

Yes

Describe the activity and impact (Max 500 words). Please include specific dates or time periods.

In July 2019, the University's Mackenzie Medical Centre was awarded gold accreditation by the LGBT Foundation's Pride in Practice. Pride in Practice, a quality assurance support service, is endorsed by the Royal College of GPs and aims to strengthen and develop the Primary Care Services relationship with LGBT patients. The Mackenzie Medical Centre has been working with Pride in Practice to implement changes to current processes and deliver staff training around how to effectively and confidently meet the needs of LGBT patients. This included work to implement gender identity, trans status and sexual orientation monitoring systems. After completing a focused self-assessment, the centre successfully achieved the gold award, which demonstrates the practice's commitment to ensuring a fully-inclusive patient centred service for the LGBT community.

The University's Wikimedian-in-Residence holds monthly editathons to improve the diversity of biographies on Wikipedia. Edinburgh staff and students have created 476 new articles, including biographies of LGBT+ people and LGBT+ equality-related topics, and have significantly improved or translated 1950 more. These articles have been consumed by millions of readers.

The University has provided funds and resources for the '50 Years After Stonewall' international conference which will be held on 12-13 September 19, and preceded by a Parliamentary reception hosted by First Minister Nicola Sturgeon. The conference will discuss the development of LGBT+ rights and the LGBT+ community in the last 50 years, from the perspectives inter alia of law, politics, medicine, education and religion.

Our Assistant Vice-Principal Industry Engagement and lead on the City Deal Project provided the City of Edinburgh Council representatives of the City Region Deal Programme Management Office, working with us on the Deal, with Rainbow Lanyards. They wear them proudly to show their commitment to our LGBT+ inclusivity, and note that they generate much positive discussion.

The following question is not scored.

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

- A. Bi equality
- B. Trans equality

Upload screenshots of social media activity.

[See attachments Q8.5A and B.](#)

Section 9: Clients, Customers and Service Users

This section comprises of between 3-5 questions and examines how the organisation engages with clients, customers, services users or partners. In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation:

- A. Public or third sector with service users✓
- B. Public or third sector non-service provision
- C. Private sector with customers
- D. Private sector with clients

Public or third sector with service users

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

Yes

Describe the process by which you examined the service user journey (Max 500 words). Please include specific dates or time periods.

Describe the outcome and impact (Max 500 words). Please include specific dates or time periods.

The University appointed a Director of Student Wellbeing in Sept 2017 to examine the student journey and develop support and interventions to promote equality in the student experience and outcomes.

The University works closely with the Student's Association, the student Pride Society, and the LGBT+ Liberation Officer to identify inequalities and barriers in the LGBT student experience and journey. Our Governance and Strategic Planning department analyses differences in student outcomes by protected characteristics, at a number of key transition points in the student journey. We also gather feedback from users, including LGBT+ users, on individual services.

To avoid repetition in this section, the outcome and impact of this work is detailed under the relevant questions.

University participated in the Westminster Non-Binary Genders in Higher Education survey on how non-binary people (students, former students and staff) experience higher education (HE) in the UK. The email and link to the survey was circulated by both the EDI and the SPN team to University staff and student equality mailing lists, ad SPN members, allies and volunteers, 1st April to 13 May 2019.

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

- A. Assess whether LGBT people are accessing your services✓
- B. Assess the satisfaction of your LGBT service users in comparison to other groups✓
- C. None of the above

Describe the options selected (Max 500 words per option).

- A. Protected characteristic data, including LGBT+ data, is collected from students at the point of application to study at the University. This data is used to inform student recruitment and admissions policies and practices,

and to allow ongoing review of service provision. These records can be updated by students throughout their time at the University.

The student data is used by individual University services to assess whether LGBT students are accessing these services. Data is analysed by each individual service therefore a single analysis report is not available. As an example, the Counselling Service's BACP Service Accreditation was renewed in 2017 which requires the service to evidence how it meets the criteria for Equal Opportunities and Accessibility for users, including LGBT users. The Service is currently updating its Accessibility Policy (status as at August 19).

- B. Services assess the satisfaction of service users, including LGBT service users, in many ways such as via online surveys, feedback forms, focus groups with service users, and consultation with EUSA representatives for LGBT students. Consultation responses are analysed by each individual service therefore a single analysis report is not available.

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

Yes

Describe the consultation process (Max 500 words). Please include specific dates or time periods.
Describe the outcome and how services were tailored to the needs of LGBT people (Max 500 words). Please include specific dates or time periods.

Services evaluate routinely receive feedback from LGBT users as part of service evaluation through, for example, online surveys, feedback forms, focus groups with service users, and consultation with EUSA representatives for LGBT students.

In October 2018, the Director of Student Systems and Administration consulted with EUSA representatives to identify ways to make the student record more inclusive. This initial work identified the need for additional title, gender identity and pronoun options in the student record, to be built into the student system in the coming year.

Following consultation with LGBT staff and students, the University Chaplaincy appointed an LGBT+ Chaplain in 2018 and holds regular LGBT+ faith conversations for the University and wider community, such as the Scotland-wide event on Identity and Belonging with Stonewall in 2017.

We consulted with LGBT+ students and Stonewall Scotland in developing the Personal Tutor training detailed in Section 3.7.

9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users? Select the completion rate for the training.

- A. 76 - 100 per cent ✓
- B. 51 - 75 per cent
- C. 26 - 50 per cent
- D. 1 - 25 per cent
- E. No training completed

Describe how you estimate completion rates (Max 500 words).
Describe the format of the training and the content (Max 500 words).

We estimate completion rates via reporting from core University systems, where possible, and from Service self-reporting.

- A. All Service staff are required to undertake online diversity training as described and evidenced in Section 2.5.

All Counselling Service staff, as part of their core professional training, have been trained in working with LGBT clients, and as a BACP Accredited Service, counsellors practice within the Competency Framework for Counsellors in HE, which includes the ability for counsellors to work in a 'culturally competent' manner (including gender identity and sexual orientation) with specific knowledge and awareness of problematic, stigmatising and discriminatory attitudes and behaviours.

All Staff in Student Systems and Administration, and the Student Disability Service have attended LGBT awareness and Trans 101 training with workshops held regularly for new starts.

The University is participating in an initiative to help students experiencing gender-based violence and mental health issues. During Phase 1 (Nov 18), the University circulated wallet-sized support cards to staff. These provided support service and helpline numbers in the event staff received a disclosure of sexual violence or gender-based violence from a student or another staff member. Since May 19 stickers to signpost support service/frontline help for people experiencing gender-based violence and mental health issues have been displayed in toilet facilities, study zones and student accommodation. They also provide specific support for LGBT+ and BAME students.

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

Yes

Describe the reach of the communication (Max 500 words). Please include specific dates or time periods.
Upload an example communication.

From October 18, services have introduced the rainbow lanyards for all staff, which has been met with very positive feedback from LGBT service users.

The Counselling Service is currently conducting a self-assessment as part of its application for the LGBT Youth Scotland Charter Award. <https://www.lgbtyouth.org.uk/lgbt-charter/lgbt-charter/>. This award will both signal and advance the Service's commitment to LGBT+ equality.

The Chaplaincy has developed a publicity banner (awaiting final sign-off) for public display on the outside of the building to signal the Chaplaincy's commitment to inclusivity for all.

Section 10: Additional work

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year.

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

Yes

Describe the activity and impact (Max 500 words). Please include specific dates or time periods.

The EDI Team participated in the recent Stonewall Gender Recognition Act webinar. The slides from the webinar were shared with the SPN. EDI and SPN will meet to discuss GRA consultation. 18 July 2019

The EDI team has begun research into what makes a Stonewall Top 100 organisation, and what the University can do to improve the working environment for LGBT+ staff. Research began July 2019, beginning with a look at other HEIs already successfully in the Top 100. Having an insight into how other HEIs have succeeded will hopefully give us ideas to help us to improve future rankings.

In May 2019, the University communicated an all staff news article informing staff and students that it is participating in the launch of sticker campaign to signpost support service helplines gender based violence. It is hoped that the visibility of the stickers around campuses will raise awareness of gender-based violence and mental health issues, and will encourage those who need help to seek it. The stickers include confidential and national support services available to anyone experiencing gender-based violence and mental health issues of any kind. They also provide specific support for female students, male students, LGBT+ and BAME students. More than 50,000 stickers have been distributed to every university and college in Scotland. The stickers are the second phase of an initiative launched in autumn 2018 by Universities Scotland and the Scottish Government. As part of the first phase of the initiative, the University circulated wallet-sized support cards to staff. These provided helpline numbers in the event staff received a disclosure of sexual violence or gender-based violence from a student or another staff member.

The University gave permission for George Square Gardens to be used during Pride Edinburgh. This provided a relaxing space for hundreds of LGBT+ people. This raises awareness that we are and inclusive and welcoming institution. 22 June 2019.

The University provided feedback to Stonewall Stonewall's Workplace Indices Focus Group via email. Feedback provided our preferences and suggestions on how future indexes should be scored and formulated for Higher Education Institutions. 28 August 2019.

The University Centre of African studies ESRC/NRF with the Centre of African studies held a workshop "Transgender Refugees and Asylum Seekers: Predicaments and Possibilities." 7 May 2019.

Circulated Stonewall Survey 6 Sept. 2019. Outputs and uptake will be analysed by Stonewall. The results of which will be shared with the University on any areas for future improvement, but also areas where we are doing well. Actions from

results will be considered by the relevant management areas in the University and looked at against our own staff engagement survey.

SPN promoted a PhD student LGBT+ Research across University staff and students in the SPN blog February 2019: <https://blogs.ed.ac.uk/staffpridenetwork/2017/08/02/lgbt-research-promoted-in-the-university/>

January- March 2019, the University provided free access to a LGBT Magazine Archive, major periodicals devoted to LGBT+ interests, dating from the 1950s through to recent years.

As part of this work, all students and staff have access to the members area of their website. The members area has resources to help people understand consent, learn about sexual harassment and gender-based violence, find out how to support people who have experienced sexual violence, learn how to support themselves if they've experienced sexual or domestic abuse, and learn how to be an active bystander in their community.

Staff and students were invited to a series of events designed to create discussion around sex, relationships, consent, gender and sexual harassment. Workshops, online content and interactive events took place from 2 to 4 October 2018 across the University. The programme was delivered by the Consent Collective in partnership with the Students' Association. These workshops will be repeated in October 2019.



**Staff Pride
Network**
for LGBT+
colleagues
& allies

What is LGBT+ and why does it matter in the workplace?

Why are we here?

- Equality, diversity, inclusion
- Staff Pride Network, for LGBT+ colleagues and allies
- Share experiences – not experts!

Why are you here?

- In groups
- Post-its
- Discuss

What is LGBT+?

- The acronym: those who identify as lesbian, gay, bisexual, transgender, queer, gender fluid, intersex, non-binary, asexual, pansexual, polyamorous and...
- Individuals and communities whose sexuality or gender identity is a matter of shared personal, political and / or social experience.

Why does it matter in the workplace?



1. Formal and informal events, feel part of a welcoming LGBT+ community at work.
2. A safe space for the safe discussion of LGBT+ issues.
3. Confidential support and advice.
4. For the University to consult on project and LGBT+ staff policies.
5. Raise the profile of LGBT+ staff within and beyond the University.
6. Share best practice, knowledge and ideas on operational, research and academic work in relation to LGBT+ issues.

Only some of our work so far

- Web pages
- Mailing list 504
- Twitter 639 followers
- Committee of 12, 2 sub-committees, Site Reps, total of 25 volunteers
- Logo, merchandise
- Funding
- Regular events
- Newsletters
- Other events: LGBT+ History Month, Bi Visibility Day, Trans Remembrance & Visibility Day, Academic Seminars
- Student collaboration, joint lunch
- Stonewall Workplace Equality Index: 328 - 196
- UoE Transgender Policy Update
- Rainbow lanyards

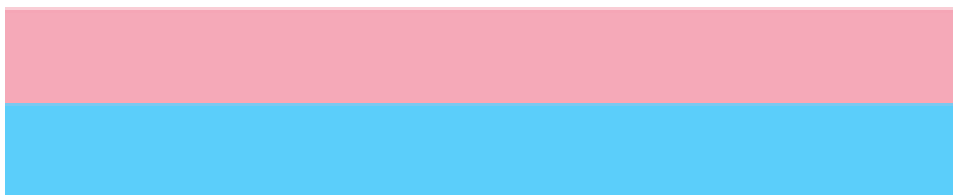


Stonewall Scotland Network Group of the Year!



International Transgender Day of Remembrance

[Flag flying over Old College](#)



Useful Links

Trans.Edu

- <https://www.trans.ac.uk/>

Counselling

- <http://www.lgbthealth.org.uk/event/t-time-edinburgh-14/>
- <http://www.edinburghtranswomen.org.uk/>
- <http://your-gp.com/services/sexual-health-gender-clinic/gender-dysphoria/>

Voice therapy

- <http://gendercare.co.uk/christella-antoni.html>

Useful Links

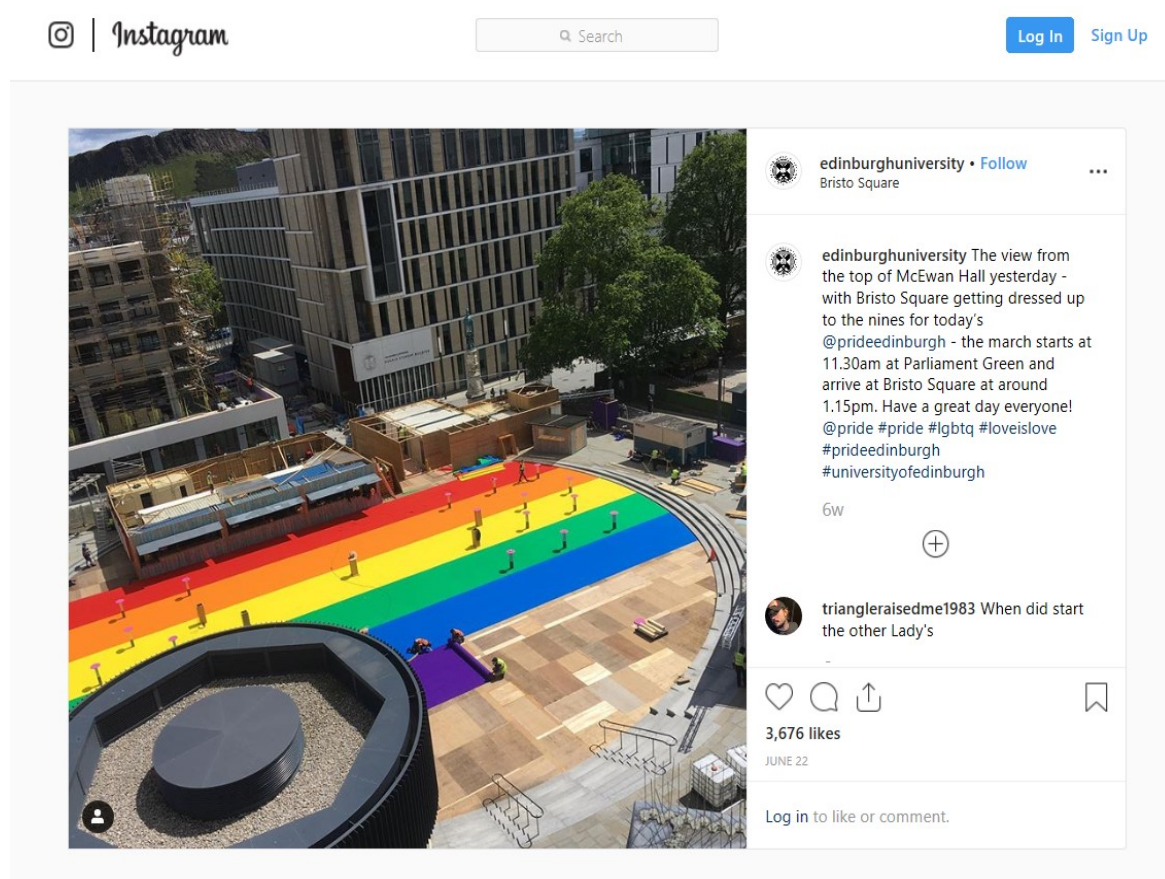
Local Edinburgh/Scotland Organisations

- www.equality-network.org
- www.stonewallscotland.org.uk
- www.waverleycare.org
- www.hivscotland.com
- www.lgbthealth.org.uk/
- www.lgbtyouth.org.uk
- www.scottishtrans.org
- www.ed.ac.uk/equality-diversity/governance-committees/staff-pride-network

Social Media Activity

Rainbow Floor – Edinburgh Pride – 22 June 2019

<https://twitter.com/EdinburghUni/status/1101181509451567105?s=20>



Diverse Biographies of Notable Alumni – LGBT+ Role Model February 2019



More Social Media reach








Tweet activity



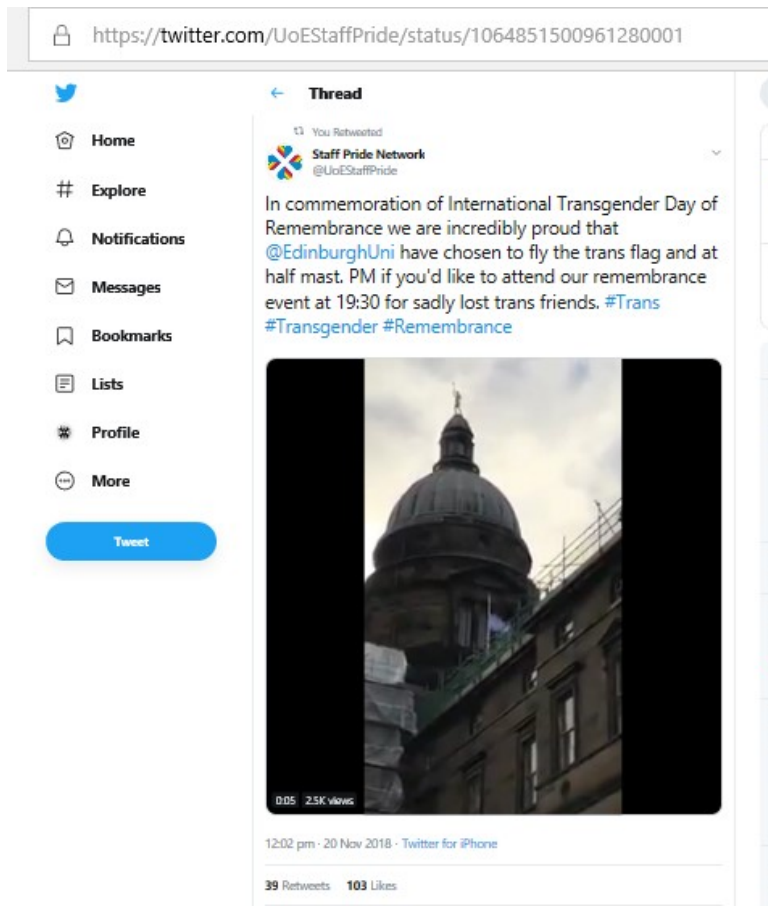
Staff News | University of Edinburgh
@EdinUniStaff
A panel discussion, video screening and Q&A session are being held at an event in support of **#BiVisibilityDay** - Monday 24 September, 6-8pm at Evolution House, Edinburgh College of Art <https://edin.ac/2pgK7Z2>
pic.twitter.com/ivnYYTdstK



Reach a bigger audience
Get more engagements by promoting this Tweet!

[Get started](#)

Impressions	2,765
Total engagements	29
Detail expands	9
Link clicks	8
Retweets	3
Likes	3
Profile clicks	3
Hashtag clicks	2
Replies	1



Retweet from the Equality, Diversity & Inclusion Twitter account

University of Edinburgh freedom of information request response: Staff Engagement Survey 2018

Staff Engagement Survey 2018	% Positive				
My Role:	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
My work gives me a feeling of personal accomplishment	79%	77%	74%	79%	78%
My role makes good use of my skills and abilities	76%	76%	72%	82%	75%
As long as I get the work done, I have the freedom to work in a way that suits me	78%	81%	74%	93%	77%
Informed and equipped	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
I have the information I need to do my job well	67%	68%	70%	82%	66%
I am kept informed about matters affecting me	53%	51%	48%	48%	52%
I think it is safe to speak up and challenge the way things are done in the University	44%	50%	41%	30%	43%
I have the resources I need to complete my job effectively	58%	57%	56%	70%	57%
Performance and Development	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
I receive regular and constructive feedback on my performance	47%	47%	44%	57%	46%
Good performance is recognised and appreciated at the University	38%	45%	35%	39%	37%
I am satisfied about my opportunities for career development	41%	44%	39%	39%	40%
Reward and Recognition	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
I feel that my contributions to the University are valued	50%	52%	40%	41%	48%
Considering my duties and responsibilities, I feel my pay is fair	50%	57%	47%	48%	49%
My manager recognises and acknowledges when I do my job well	67%	69%	66%	75%	66%
Environment and Wellbeing	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
I have good relationships with the colleagues I work with	92%	92%	89%	86%	92%
As an employer the University treats me with respect	68%	67%	63%	67%	71%
I am treated with fairness and respect by: Manager	83%	83%	81%	89%	82%
I am treated with fairness and respect by: Colleagues	90%	91%	88%	89%	89%
I am treated with fairness and respect by: Students	74%	79%	79%	63%	58%
In the last year, whilst working for the University, I have personally experienced bullying/harassment	10%	11%	13%	13%	11%
In the last year, whilst working for the University, I have personally experienced discrimination	7%	8%	15%	14%	7%
Inappropriate behaviour is dealt with effectively where I work	41%	39%	35%	36%	40%
I feel able to be myself at work	84%	83%	71%	64%	82%
I am able to strike the right balance between my work and home life	58%	57%	53%	75%	57%
I am satisfied with the support in place to help me manage my health and wellbeing at work	55%	51%	51%	50%	53%
My Manager	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
My manager is supportive	78%	78%	74%	89%	77%
My manager encourages me to come up with new or better ways of doing things	68%	68%	65%	64%	67%
I am encouraged to take up training and development opportunities	68%	67%	66%	75%	67%
My manager communicates effectively	65%	62%	60%	68%	64%
I am supported to progress in my career	54%	59%	48%	54%	53%
Leadership and Change	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
Senior leaders are sufficiently visible	44%	42%	45%	25%	44%
I believe the Senior leaders has a clear vision for the future of the University	36%	34%	31%	30%	35%
I have confidence in the leadership within the University	38%	36%	32%	31%	37%
When changes are made, they are usually for the better	27%	25%	29%	25%	26%
The reasons behind decisions are usually explained to me	31%	31%	30%	25%	30%
Perceptions of the University	Heterosexual	Gay or lesbian	Bisexual	Trans identity	Cis identity
I am proud to work for the University	84%	82%	76%	79%	82%
I would recommend the University as a great place to work	68%	70%	67%	68%	67%
I feel a strong sense of belonging to the University	59%	59%	55%	57%	57%

University of Edinburgh: Workplace Equality Index 2020

Feedback

Congratulations on taking part in Stonewall's 2020 Workplace Equality Index. As an employer that has taken the time to participate, 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:-
 - All entrants
 - Entrants in the education sector
 - Top 100
 - 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

- Total score: 107
- Rank: 121st
- Education sector rank: 18th
- Education sector entrants: 54
- Bi inclusion score: 24%
- Trans inclusion score: 70%

Quick facts

- 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	6.5	15	15	8.5	8.5		6.5	7.5	10.5	10.5
2 The employee lifecycle	19.5	27	24.5	5	7.5		10	13	17.5	15
3 LGBT employee network group	15.5	22	20.5	5	6.5		9.5	10	17	14.5
4 Allies and role models	10	22	14	4	12		7.5	8.5	14.5	13
5 Senior leadership	10.5	17	13.5	3	6.5		6	7	12.5	11
6 Monitoring	12	21	15	3	9		6	9	10.5	8.5
7 Procurement	3	17	13	10	14		4	5	10.5	8.5
8 Community engagement	16	20	20	4	4		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	1	20	n/a		19		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	All entrants	Education sector	Top 100	Top 100 Threshold
1 Policies and benefits	6.5	15	15	8.5	8.5		6.5	7.5	10.5	10.5

Feedback from your marker

The University of Edinburgh has some comprehensive guidance for those who are transitioning in the workplace, however to go further we would recommend that this builds in more guidance for non-binary staff members. It may also be useful to tighten up some of the language to make it fully inclusive. We would recommend having a separate 'how to support trans staff and students' policy that is explicitly tailored to colleagues and allies – however it is great that there is a site online covering some of these points. Good to see action plan appendices for managers to support trans staff and student. We would continue to recommend that your family policies (and your audit procedures) include specific reference to same sex relationships so that LGB people are explicitly covered. Can the University be absolutely positive that all managers who use this guidance will accept same sex relationships? This is about the organisation explicitly including people in areas in which LGB people have been discriminated against in the past (and present). How can LGBT staff be absolutely confident that their individual identities are protected by these policies and that their specific circumstances must be taking into consideration? How does your audit procedure look at instances where same sex couples could be excluded?

Your notes

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 Edinburgh 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	19.5	27	24.5	5	7.5		10	13	17.5	15

Feedback from your marker

The Employee Lifecycle is a strong section for the University. You have demonstrated some excellent practice in how you promote your organisation as LGBT inclusive on job packs and website as well as your communications to staff about LGBT visibility days. A development point in this section could be the training that you provide to those with management responsibilities to include specific LGBT examples. It would be useful to see the content of the face to face training you mention here. With your all staff E&D training, we would recommend updating some of the language so that it reflects current terminology. It is great to see that staff are able to use network activity in the appraisal systems, and this is a fantastic example of best practice in this question. We have also scored for the ability for staff to raise homophobic, biphobic and transphobic related concerns when exiting the organisation.

Your notes

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 Edinburgh.

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	15.5	22	20.5	5	6.5		9.5	10	17	14.5

Feedback from your marker

The University of Edinburgh's Staff Pride Network is a fantastic example of a really active, intersectional, and impactful employee network. We have marked the activity evidenced here as best practice in the networks section. The network has organised and ran an incredible amount of activities this year, including social activities, academic conferences and awareness campaigns across the year, and has engaged with the student network group and other internal network groups to ensure that all voices are accepted, supported and heard at the university. It is fantastic that the network has enabled the university to match people with LGBT+ mentors and that the network has developed a mentor scheme for students. Your intersectional poster campaign sounds like a really great initiative.

Your notes

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 Edinburgh.

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	10	22	14	4	12		7.5	8.5	14.5	13

Feedback from your marker

The University of Edinburgh has a really fantastic Staff Pride Network which has really active allies that have been involved with and organised a range of different activities over the past year. Allies have organised and attended a variety of events and initiatives to understand LGBT identities and experiences, to raise LGBT awareness and to recruit other allies at the university, including trans allies. It is great to see the university providing space and funding for LGBT events and role model opportunities, such as the Transgender: International/Inter-sectional conference. The SPN poster campaign is fantastic too, and it is great to see an impactful way to spread awareness of the network. We would look to see further profiles that go into more detail about individual identities and experiences at the university - the SPN has LGBT people and Allies as members, so profiles should be explicit so the reader/viewer doesn't assume identity. Rosie's blog is a fantastic read, and really great to see.

Your notes

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 Edinburgh.

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 Edinburgh. 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	10.5	17	13.5	3	6.5		6	7	12.5	11

Feedback from your marker

The University of Edinburgh has robust processes in place to ensure that senior leader and court are aware of LGBT identities and their obligations. It is fantastic to see that the University has an EDI Lead at Court and that she has met regularly with the staff network. Court and Senior Leaders have undertaken a lot of activity over the past year. To improve in this section, we would like to see more specific evidence of the strong messages that are communicated specifically around LGB and Trans equality. Fantastic to see the Principle involved in raising the trans flag and the range of involvement from other members of the senior teams. Support from Senior Leaders is key to advancing equality and inclusion for all lesbian, gay, bi and trans people in the university and the wider community.

Your notes

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 Edinburgh.

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	12	21	15	3	9		6	9	10.5	8.5

Feedback from your marker

Great to see that the University is able to analyse the experiences of lesbian, gay, bi and trans people in your Staff Engagement Survey. This gives the university a lot of information about the experiences of your LGBT staff, and it is great to see that you have identified trends and that priority has been given to the points raised on the document. We were unable to award for the evidence given for if you are able to monitor and analyse from application to appointment the success rate of LGBT staff. Even if you don't have enough applicant data to say their analysis is statistically significant, it would be great to see evidence that you this information is collected and looked at. When looking at spread of LGBT identities at pay grade, we would recommend that LGB isn't conflated with T as these are separate considerations.

Your notes

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	3	17	13	10	14		4	5	10.5	8.5

Feedback from your marker

The university has done some great work with the Procurement team and it is great to see the collaboration between EDI and SPN on this. The process is robust and it is clear that the university's procurement process is explicit about equal opportunities and equality for LGBT people. It would be good to see more about how the University ensures its suppliers/contractors have LGBT inclusive policies and equality and diversity training - currently your statement doesn't include gender reassignment as a protected characteristics and we would look for this to be explicit. What does the scrutiny look like in practice, particularly in relation to suppliers training? Understand that there may be difficulties offering your E&D training to all suppliers, however could this be offered to organisations that ask for it/staff and student facing/score below standard at tender? Great to see that SPN is advertised to your partners. Are there additional ways to tie this work in with sharing best practice?

Your notes

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	16	20	20	4	4		9	11	15.5	13.5

Feedback from your marker

The University has demonstrated some really excellent, wide ranging external facing initiatives that will have been really impactful. It is great to see the University use its main social media sites to promote LGBT inclusion, and you have done some great work supporting LGBT groups and events. Your collaboration with Somewhere EDI is a really fantastic initiative and it is great to see the university be pioneering in this line of work in Scotland and the wider UK. you have also evidenced some great work with other partners such as Non-Binary Edinburgh and Postive Change Arts. Congratulations to the McKenzie medical center - this achievement with pride in Practice demonstrates the commitment and understanding of LGBT health concerns. The wiki editathons sounds like a really great project, and it is fantastic to see the wide reach of this. The support of the 50 years of Stonewall event and the Transgender: International/Intersectional conferences is also fantastic. This is a strong section for the University.

Your notes

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	34	23	6		6	8	12.5	9.5

Feedback from your marker

The University has put in place some great additional training and guidance for student facing staff to ensure that they understand the needs of lesbian, gay, bi and trans students. This backs up the all staff equality and diversity training as evidenced in section 2. It is great to see that the university consults with its LGBT students and have outlined some key, impactful outcomes of these consultation discussions. to move forward, it would be great to see how the University can promote its services as LGBT inclusive. It is great that rainbow lanyards have been adopted, but has this been supported by some key messaging about what this means for lesbian, gay, bi and trans people (for staff and students). Great that the Counselling service is working towards the LGBT Youth Scotland charter and that the chaplaincy is producing a banner - this will be a great way to promote these services as LGBT inclusive once they have been achieved/produced.

Your notes

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

Scored

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	1	20	19		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?
<i>E.g., improve the working environment for bi employees</i>	<i>E.g., increase by 50% the number of bi employees who are comfortable to disclose to colleagues</i>	<i>E.g., three intranet campaigns raising awareness of bi issues with clear opposition to biphobic discrimination</i>	<i>E.g., agreement from internal communications and agreement from the Head of D&I</i>	<i>Organise meetings with the Heads of Internal Communications & D&I Write copy for the first intranet post</i>
Priority one:				
Priority two:				
Priority three:				