

University of Reading submission feedback

Option 2: Bi inclusion

1.2 Does the organisation have a policy (or policies) that includes the following?

Responses Selected:

C. An example of biphobic bullying or harassment

Feedback:

- Strong and clear examples through this policy, covering multiple identities from the LGBT community – really effective and a great example of how examples can cover multiple identities without making the policy too bulky – would not need more examples for the index
- Making clear mention of different identities within the LGBT community can really support in the understanding of who can experience BDH based on their identity, in the same way mentioning different faiths or religions, races, disabilities etc. can support in this so its great to see

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

Responses Selected:

B. Information about bi identities and experiences (bronze award requirement)

Feedback:

- Great post for Bi Visibility Day – how was this post promoted to the organisation? If possible when submitting for the WEI it is helpful to include information on where the post was shared, and how it was communicated, in order for the marker to understand how accessible and visible the information is and how you are ensuring that its existence is known

3.3 In the past year, which of the following activities has the LGBT employee network group undertaken to improve its inclusivity? Tick all that apply.

Responses Selected:

A. Implemented a formal mechanism to ensure bi issues are engaged with (for example, bi reps)

C. Promoted itself as being open to all and inclusive of marginalised and underrepresented LGBT groups

D. Introduced specific spaces for marginalised and underrepresented LGBT groups

Feedback:

- Great to see the appointment of a bi rep – would be good to get a little more details on any commitments that might come with the role, or any work the bi rep has already done towards engaging colleagues in bi inclusion and with bi issues – is having identity reps part of

the network ToR and structure? Is this a formal mechanism that would continue even if all staff currently involved left and were replaced?

- Great inclusive statement, really brilliant to see explicit inclusion of intersex identities too! Would encourage you to strengthen it further by adding that this includes LGBT+ people 'regardless of race, ethnicity, faith or religion, disability, socio-economic background or age'
- Is the D&I webpage ever promoted or communicated to all staff in order promote this message? If so, it would be helpful to describe how and when this is communicated
- Great to see that you are considering creating safe spaces for under-represented groups within the LGBT community that are more marginalised by society than others – collaborative support through the different networks is a brilliant way to do this – perhaps electing reps from different networks for specific identities (eg. A trans rep within the LGBT network group who can focus on hosting/creating/supporting space for other trans employees, a BAME rep from the LGBT network group who can focus on hosting/creating/supporting space for other BAME LGBT employees, in addition to the LGBT network group meetings

3.4 Does the LGBT employee network group have a formal strategy to ensure it is inclusive of and accessible to marginalised or underrepresented LGBT groups?

Responses Selected:

No

Feedback:

- We're hoping to see a formal strategy here that references at least three of the groups we mention in the criteria – best practice would cover every identity
- If starting with a few groups first we would expect to see reasons as to why the focus is initially on those groups
- Ideally we would like to see the network groups consulted as part of the formal strategy
- Any outcomes or actions from the strategy are great to include in the WEI submission to reflect to use how the strategy has impacted the inclusivity of your LGBT work
- Does the strategy have targets and goals for the future? If so, how will the success and work on these be monitoring and analysed?

3.6 In the past year, which of the following activities has the LGBT employee network group undertaken?

Responses Selected:

None selected however descriptions provide

Feedback:

- Great to see collaboration between the LGBT Network and Parents Network – this could be listed as B. LGBT equality awareness-raising event/programme if it covers the experiences of LGBT parents
- Brilliant that there was work done for Trans Day of Remembrance, as well as Trans Awareness Training – if the event and/or training were explicitly non-binary inclusive be sure to mention this in your WEI submission for the purpose of scoring – if it does include non-

binary identities this could be used for D. Non-binary equality awareness-raising event as well as E. Trans equality awareness-raising event

- The blog for bi visibility is great, however to be included for this question we would need more detail on how it was actively communicated to all staff, and it would ideally be promoted in conjunction with an event whether formal or social
- When covering specific identities be sure to be explicit on these identities in the events/activities
- Mentoring/coaching programmes are a great way for people to learn and understand through others' lived experiences, as well as a great opportunity for staff to be exposed to other roles and skills etc. – could be implemented as traditional mentoring, reverse mentoring, or mutual mentoring – if implemented we would want to see that this is a systematic process offering opportunities to staff, and could be organisation-wide programme or network specific

4.2 In the past year, has the organisation shared the workplace experiences of LGBT people with the following identities?

Responses Selected:

D. Bi people

Feedback:

- Great post for Bi Visibility Day – how was this post promoted to the organisation? If possible when submitting for the WEI it is helpful to include information on where the post was shared, and how it was communicated, in order for the marker to understand how accessible and visible the information is and how you are ensuring that its existence is known
- Brilliant to see profiling of different people's experiences where they speak explicitly about their identities as bi individuals
- These profiles/written pieces can be older than 12 months if they have been promoted and communicated within the last year

5.1 How does the organisation support board and senior management employees to understand the issues that affect LGBT people?

Responses Selected:

D. Bi-specific conferences and seminars

Feedback:

- Brilliant to see that you are creating your own internal Bi Inclusion Training, and once this is in place it will definitely be worth describing the process, regularity and accessibility of training in your index submission
- We would also like to see how the organisation is regularly promoting bi-specific conferences, seminars, events, initiatives to board and senior management staff - For this question we are looking to see how the organisation is systematically promoting LGBT specific conferences and seminars to your senior leaders, and how the organisation is encouraging attendance to these - the onus is on the organisation to systematically offer opportunities to board and SMT/SLT level staff in supporting them to understand the issues that affect LGBT people

- This can be done by promoting Stonewall conferences and seminars, however we of course encourage you to look at other organisations and what they are doing and if these are something you can promote to senior leadership, as well as looking internally to see if there are any staff with specific knowledge/backgrounds/skillsets that might be interested in putting together some of their own LGBT related sessions/seminars for internal attendance
- Whilst it would of course be great if everyone took the opportunities offered to them we know that you cannot force SLT/SMT to attend any conferences/seminars/sessions

5.2 In the past year, which of the following activities have members of the board and/or senior management engaged in?

Responses Selected:

B. Communicated a strong message on bi equality

Feedback:

- Really brilliant piece on IDAHoBIT – great video and lovely to see involvement from so many people
- If you have continued to promote this video to raise awareness on bi equality then it would be great to include that in your description in the WEI next year. If you have not yet re-promoted it since its release I think it would be great to do so. Another idea could be to have it easily accessible on the diversity and inclusion webspace

6.7 Which of the following activities has the organisation carried out in the last year to improve confidence in LGBT monitoring and boost declaration rates?

Responses Selected:

No response selected

Feedback:

- Sharing written content or resources with all staff based off of the information collected through monitoring can be a great way to reflect to staff what the information can empower the organisation to do to improve inclusion
- Explain why you support LGBT employees and how monitoring helps that
- Explain the benefits of monitoring for LGBT people
- Explain the benefits of LGBT monitoring for all employees
- Promote the uptake rate to encourage staff to take part (e.g., “79% of staff have already filled in the monitoring form!”)
- Other communications that creates a positive impression of LGBT monitoring, or participation in LGBT monitoring
- D definition of ‘bi’ that is explicitly inclusive of pan and queer identities – provide a definition/ links to a glossary with an explicitly inclusive definition of ‘bi’ A statement linked to the monitoring form, or the distribution system (typically, email) that includes that definition.

8.1 In the past year, has the organisation supported LGBT community groups in the following ways? Tick all that apply.

Responses Selected:

None

Feedback:

- Depending on the different identities must be explicitly inclusive of relevant identities to score for each option
- Grade one options must be within the past year, and can be financial support, or in-kind support such as providing space, expertise/knowledge/experience, time, resources etc. to identity specific or LGBT specific groups or organisations, events or initiatives
- Grade two options must be support for one year or support of one kind for more than one year, ie. Repeat support on something over more than a year, and can also be financial or in-kind as above
- Grade three options should be a partnership of a year or more with multiple forms of support – working to support a group’s long-term sustainability, again through financial means or in-kind support
- Best practice in all support would include widening the scope of who is reached by the support (eg. LGBT POC, trans people, LGBT people with disabilities, etc)

8.2 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate support of the following?

Responses Selected:

B. Bi equality

Feedback:

- When evidencing social media posts it is helpful for the marker if you include the number of followers on the account being used, and whether this is the main organisation account or not – you want to be reaching the widest possible audience
- Messages should always be explicitly inclusive of the identities chosen – great tweet promoting bi inclusive work

Option 11: Monitoring

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

Responses Selected:

Yes

Feedback:

- Description provided evidence on internal system that staff can add their info on, including sexual orientation and gender identity which is a great option and function to have – language options could be improved with terminology for sexual orientation and gender identity/trans identity
- Evidence uploaded shows breakdown of stats collected from internal system – great way to capture the data, just need to improve the language used all around to collect more accurate data as well as most likely encourage more information declared
- Is this the only way that you’re capturing this information? Do you run staff surveys/satisfaction surveys where monitoring questions can be included?

- If the only place you are capturing this data is on the internal system then it would be good to know how the uni is making staff aware that they have the option to update and that the options are inclusive (once the language has been improved)
- It would be best to ensure that all relevant systems have inclusive options for self-identification data
- When answering this for the index next year be sure to 'copy paste' the questions and options provided in order for the marker to assess them

6.2 Does the organisation gather data on employee gender, inclusive of non-binary identities, through diversity monitoring forms and/or systems?

Responses Selected:

Yes

Feedback:

- The system used to capture this data does not currently use language that is inclusive of non-binary identities – there is an 'other' option, however that is not best practice, and referring to gender as 'sex identifier' can be exclusionary and potentially harmful to the understanding of gender
- For HESA currently binary gender information is the only way that you can report data and therefore do have to collect data in this way, however I really encourage you to add your own system of collecting monitoring data in order to best understand your staff base – whether this is through staff survey, online interface that staff use regularly, additional monitoring data collection etc. The best would be to see all systems that staff regularly interact with which require gender identity and sexual orientation information with the correct, updated language options, and have the HESA appropriate data capturing/reporting in a space that staff don't have to interact with regularly
- Best practice monitoring should include specific question on trans identity, as well as non-binary inclusive gender options – see Stonewall Monitoring Toolkit on Membership Hub
- See same toolkit for language on sexual orientation

6.3 Does the organisation gather data on employee trans status through diversity monitoring forms and/or systems?

Responses Selected:

Yes

Feedback:

- Using Equality Act language of 'gender reassignment' for monitoring question on trans identity can potentially negatively impact the accuracy of your results as there are trans people who might not identify with the term gender reassignment as it is most commonly understood. If this is the language that must be used then I recommend adding an explanation for the term somewhere on the page in order for staff to understand how they can respond for this option. If possible it would be best practice to change this to different language – something like 'trans identity' or if it can be framed as a question then preferably 'do you identify as trans?'. Still helpful to provide a clear and inclusive definition for trans.
- If the above cannot be done on the existing system then really imperative that you are collecting data separate from this system to gather the most accurate data

6.4 Does the organisation monitor and analyse success rates from application to appointment across the following characteristics? Tick all that apply.

Responses Selected:

B. Gender

Feedback:

- Great to see there is analysis being done on this in one staffing area
- When assessing the response to this question we are looking to see who is involved in the analysis, and what actions resulted based on the analysis – if the language used in collecting this info (assessed in 6.1, 6.2, 6.3) is not inclusive and framed in a way that will get you the most accurate data then you won't score for this, unless this data is collected using different language to the aforementioned questions in which case that will need to be detailed in the description.
- Want to see this is done for sexual orientation, gender identity (inclusive of non-binary identities) and trans identity
- If there is too little data to analyse on certain identities then make this clear in the description so that the marker can be aware that you are still collecting the information but cannot share any reporting on it

6.5 Does the organisation monitor and analyse the number of employees at different pay grades across the following characteristics? Tick all that apply.

Responses Selected:

B. Gender

Feedback:

- Gender pay gap reporting done – good description of who reviewed the analysis and how it was shared after being published
- Detailed document showing breakdown of pay levels by gender etc. – great info included, just need to expand to further gender analysis where the data allows it
- Only analysing and reporting on binary genders of male and female – no inclusion of non-binary identities or of trans staff being included within the male or female reporting either – if that info is being collected too without enough responses to publish the info do be sure to describe that in the index submission for this question
- Best practice would be to analyse this data on all different characteristics and identities, eg.
 - The organisation has separately analysed and taken action specifically on the basis of monitoring:
 - bi identities
 - non-binary identities
 - multiple marginalised LGBT identities, e.g., LGBT people of colour
 - The organisation has taken a particularly difficult or strong action, that extends to departments beyond HR, D&I or E&D

6.6 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of employees by the following characteristics? Tick all that apply.

Responses Selected:

A. Sexual orientation

Feedback:

- No document evidence was uploaded to assess language used in monitoring questions on surveys – do you collect monitoring data using staff surveys in addition to collecting data on internal system for HESA?
- Good to see results from this were used to support in planning COVID management
- Good to see results are also published or staff to see
- Best practice would be to see that you are analysing satisfaction of LGB staff from the surveys, to understand the differences in satisfaction between straight staff and LGB staff, and also to understand the satisfaction levels between people with different sexual orientations
- If there is too little data to report on for specific groups then make it clear is report and description for the index next year

B. Gender

- Good to see results from this were used to support in planning COVID management
- Good to see results are also published or staff to see
- Best practice would be to see that you are analysing satisfaction of trans staff from the surveys, to understand the differences in satisfaction between cisgender staff and trans staff, and also to understand the satisfaction levels between gender identities
- If there is too little data to report on for specific groups then make it clear is report and description for the index next year

Best practice overall:

- To analyse satisfaction on all different characteristics and identities, eg.
 - The organisation has separately analysed and taken action specifically on the basis of monitoring:
 - bi identities
 - non-binary identities
 - multiple marginalised LGBT identities, e.g., LGBT people of colour
 - The organisation has taken a particularly difficult or strong action, that extends to departments beyond HR, D&I or E&D

6.7 Which of the following activities has the organisation carried out in the last year to improve confidence in LGBT monitoring and boost declaration rates? Tick all that apply.

Responses Selected:

F. None of the above

Feedback:

- Noted in submission that this work is planned for 2021, below are some suggestions on how to effectively encourage confidence in LGBT monitoring:
 - Share written content or resources with all staff - resources could include Stonewall monitoring toolkit – could be digital or non-digital but want to ensure its reaching widest staff base
 - Suggested communications:-

- Explaining why you support LGBT employees and how monitoring helps that
- Explaining the benefits of monitoring for LGBT people
- Promoting some of the positive action taken based off of monitoring information analysis
- Explaining the benefits of LGBT monitoring for all employees
- Promoting the uptake rate to encourage staff to take part (e.g., “79% of staff have already filled in the monitoring form!”)
- Reassurance around confidentiality and GDPR and how data is processed
- Other communications that creates a positive impression of LGBT monitoring, or participation in LGBT monitoring, including information and education pieces including info on language and terminology, increase in LGBT related training, promotion of network group etc.

6.8 For apprenticeships, does the organisation monitor and analyse success rates from application to appointment across the following characteristics? Tick all that apply.

Responses Selected:

D. None of the above

Feedback:

- Looking for similar collection and analysis process to the job role application and appointment analysis – have copy pasted feedback from 6.4. below
- When assessing the response to this question we are looking to see who is involved in the analysis, and what actions resulted based on the analysis – if the language used in collecting this info (assessed in 6.1, 6.2, 6.3) is not inclusive and framed in a way that will get you the most accurate data then you won’t score for this, unless this data is collected using different language to the aforementioned questions in which case that will need to be detailed in the description.
- Want to see this is done for sexual orientation, gender identity (inclusive of non-binary identities) and trans identity
- If there is too little data to analyse on certain identities then make this clear in the description so that the marker can be aware that you are still collecting the information but cannot share any reporting on it
- Once system language is updated to be accurately inclusive then this info could be captured through online systems used by apprentices and through apprentice applications
- As with previous questions in this section we want to see that if you are capturing this data that it is being analysed effectively and as diversely as possible, who analysed it what actions were taken based off of the results

Option 14: Service Delivery

8.5 In the past year, has the organisation examined service user or customer journeys to ensure there are no barriers to LGBT people accessing products or services?

Response Selected:

Yes

Feedback:

- The project 'Improving the Higher Education Experience for LGBT+ Students: Key Recommendations and Reflections on a Partnership' sounds like a brilliant project!
- Great description and detail outlining the project purpose, reason for it, process and outcomes – it was a clear formal process of examining the student experience of LGBT+ students, with very clear purpose and brilliant outcomes. So great to see how positive the partnership experience was for both staff and students
- Would be amazing to see a regular process of examining this journey come from this project, as it is also of course a brilliant opportunity for students to gain some priceless research and project experience in real-life terms, and it will be great if examining the LGBT+ student journey is something regular, perhaps every two or three years
- If this project was received well by students it could also be put into a less labour intensive process that might reach a wider audience, perhaps through anonymous surveys to all students with the option to respond or not. If this was possible it could be promoted through publishing and promoting the positive outcomes that come from the 'Improving the Higher Education Experience for LGBT+ Students: Key Recommendations and Reflections on a Partnership' project, and could even be sent out once a year.
- I would love to put this work forward as a best practice example for how other universities could learn to support their LGBT+ students too, if you are happy for me to do so

8.6 Does the organisation collect LGBT monitoring information on service users or customers for the following analysis? Tick all that apply.

Response Selected:

A. Assessing whether LGBT people are accessing your services

Feedback:

- Good to see that this is a formal process that happens at enrolment- its clear from the data that LGBT students are accessing your services and at least some feel comfortable sharing their identity in monitoring forms
 - I appreciate that the language and format of these monitoring questions and response options are designed for submitting data to HESA, but it would be great to see monitoring data being collected with inclusive language and options too, for your own awareness and information as a university – to support in the internal inclusion work you are doing. Will discuss this further in terms of language in session.
 - Great to see that the data collected is used to support staff and students and to make any changes in relation to the changing needs of the university – in the index it would be good to see a brief example of how this data has been used to change/implement/work on something
- B. Assessing the satisfaction of your LGBT service users in comparison to other groups

Feedback:

- Would be good to see a description here of what satisfaction assessments/surveys are done if any, connected to monitoring data that will enable you to understand more on how different students experience the university in connection with their different characteristics and identities. If this is part of the Student Information Systems Team's role then it would be helpful in the index to make this clear, however if this is not yet done in this or any other way we can discuss in session.

- It is helpful to be able to split service user satisfaction rates by identity (sexual orientation, gender identity, race and ethnicity, faith or religion, disability and socio-economic status) in order to understand where there might be gaps in support, or additional need for support, awareness raising, training etc. It is also really helpful to analyse service user/student satisfaction by LG, B, and T identities separately (if not enough numbers available it can still be shown in the table without data connected in order to reflect that the information is being gathered) as we know that experiences differ between different people within the LGBT+ community too
- Using inclusive language that represents the broadest range of identities possible is the best way to gather accurate satisfaction data, and to encourage responses, as well as to truly understand the different student experiences and what you can do to support them

8.7 Does the organisation systematically monitor LGBT-related complaints made by service users or customers?

Response Selected:

Yes

Feedback:

- The #NeverOK campaign sounds brilliant and sounds as though it has led to a brilliant and safe process for students to share any and gain support on any experiences of bullying, discrimination or harassment (BDH) they may have had or witnessed – really brilliant to see that there is policy that applies to students, and that it has been communicated clearly to students what BDH is and can look like
- Sounds like a systematic and accessible process for reporting BDH, and a safe and robust support system too – so great to see that there will be specific training for the Student Welfare Team to focus on different areas/specialties
- It would be brilliant to see in the index a description of how you monitor the number of LGBT related complaints/BDH reports received – this is not necessarily about analysing the number of reports from LGBT students, but of LGBT related incidents/complaints
- In order to award for this the language will need to be inclusive and cover binary and non-binary gender identities as well as inclusive sexual orientation options – can discuss this language in session

8.8 Does the organisation enable non-binary service users or customers to have their identities recognised on all systems?

Response Selected:

Yes

Feedback:

- Great to see that the gender-neutral title of Mx. is an option for students on RISIS, and really brilliant to see that work is being done on updating the gender options to include non-binary – it could also be really positive for students to have the option to share their pronouns too if this is possible on RISIS
- Great to see work being done on allowing students to change their names on RISIS without needing a formal name change – when implementing this do consider language as ‘preferred’ name – this can be problematic for a trans student for example who uses a name that differs to their birth name, as they may consider this their name, and ‘preferred’

suggests that the use of their name is optional. I understand that it needs to be clear to students that this is space for them to share their name if it differs to that on their official documents and so 'preferred' does make sense in terms of clarity and simplicity. We can discuss language in session if you wish.

8.9 Has the organisation consulted with LGBT service users or customers in the past year to tailor services or products to their needs?

Response Selected:

Yes

Feedback:

- Great to see that so much has come from the Improving the Higher Education Experience for LGBT+ Students project! Absolutely brilliant to see that regular consultation is happening to support LGBT+ students in the most relevant ways
- The LGBT+ Action Plan Group Committee sounds like a great setup for learning and action across staff and students – really great to see that trans inclusion is focused through a Trans Officer ensuring that this focus is not missed or forgotten!
- Great description of some of the outcomes from the consultations – really brilliant to see that training for the Student Welfare Team will be a priority, and with a focus on specialists in different areas including and LGBT+ Welfare Specialist
- Brilliant to see Trans Awareness training for a wider staff base as a reaction to the consultations – very clear descriptions
- The pedagogic partnership of staff and student for LGBT+ inclusion really sounds like a brilliant initiative that is mutually beneficial for staff, student and the university – the potential project, research, development and initiative opportunities are endless
- The pronoun badges are another brilliant initiative, and its brilliant to see that you have managed to translate this and a lot of your other brilliant work to digital spaces since the pandemic struck the UK

8.10 What percentage of frontline employees have been trained on the needs of LGBT service users or customers? Select the completion rate for the training.

Responses Selected:

No completion rate selected

Feedback:

- Ally training is a great platform to inform staff and empower allies, as is the bi and trans specific inclusion training mentioned – the training content is good and supportive in empowering learning and understanding as well as acceptance
- Ideally for this question we are looking to see frontline role specific training on the needs of LGBT service users/students – eg. Education staff, reception, support staff, and any other staff that work with students or interact with any other service users
- Training would ideally cover HBT and BDH towards LGBT clients, examples, guidance for staff, and any relevant processes, and where possible tailored to specific services the different roles are providing (eg. LGBT inclusive phone services training will have a different core focus to LGBT inclusive educational role training, etc.

- Content should of course cover all L, G, B and T identities explicitly, including non-binary identities, and I would encourage this training to include examples/case studies/descriptions of examples that include/cover multiple/intersecting identities
- Steps that frontline employees can take to eliminate discrimination and to ensure that LGBT students and service users needs are met can be helpful to include in this training to, to equip and empower frontline staff to work with any student or service user regardless of their identity
- Completion rates of training should be monitored in order to track where training still needs to be implemented – for the index we would want to see the completion rate and how this is monitored and managed

8.11 Does the organisation have a public-facing policy that bans biphobic, homophobic and transphobic discrimination in its services?

Response Selected:

Yes

Feedback:

- Really clear and strong message of inclusion in your BDH policy, covering sexual orientation and gender identity and expression which is great to see
- Under 1.6. Hate Crime I recommend changing 'transgender identity' to 'trans identity, gender identity and expression'.
- Great to see that this policy is public facing and has been promoted
- Good clear steps for reporting, and clear zero tolerance stance throughout
- Brilliant to see training and briefing being done for different staff relating to this policy
- Good policy all round – happy to review in more detail if you wish, although it looks as though it may have already had a Stonewall review

8.12 In the past year, has the organisation communicated or promoted its services or products as being explicitly LGBT inclusive?

Response Selected:

Yes

Feedback:

- Amazing to see the work that you are doing with suppliers and through the tendering process to ensure that any partnerships you have or service providers you use are working to improve their LGBT inclusion too – this is a great example of work we ask about in the Supply Chains section of the WEI
- For this question we are looking for at how you as an organisation are communicating o your students and service users, and potential students and service users, that LGBT inclusion runs through all the work you do
- How are you promoting and highlighting the inclusion work you are doing? How do students and service users know that you are an explicitly inclusive organisation with services that either are, or are working to be, explicitly inclusive of all LGBT people?