

UCL and Stonewall

Summary of Paper

This paper provides contextual background to assist members of Academic Board in offering advice to University Management Committee about whether UCL should have a formal relationship with Stonewall. It seeks to present the case for and against UCL working with Stonewall in a way that represents positions that have been articulated within UCL and in wider public debates.

In March 2020, in the context of pandemic cost-savings, UCL did not renew our membership of the Stonewall Diversity Champions Programme and Global Diversity Champions Programme, and in summer 2021 it was decided that we did not then have sufficient capacity in the EDI Team to submit to the 2022 Workplace Equality Index. Since then, the question of whether UCL should have a formal institutional relationship with Stonewall has been raised by members of the UCL community, with opinions expressed for and against.

Those in favour of UCL's participation in the above schemes point to the benefit of a clear external framework in shaping UCL's work on LGBTQ+ inclusion and to how it signals UCL's support for the LGBTQ+ community. Those against have noted that there are significant contemporary academic debates about the meaning and salience of sex and gender, and their respective relationship to biology, culture, and law, and that institutional alignment with Stonewall, and implied endorsement of Stonewall's positions within these debates, may have the effect of inhibiting academic debate within UCL on these matters.

Prior consideration

UCL Equality, Diversity, and Inclusion Committee

Action required of Academic Board

Academic Board is asked to consider the issues raised in the paper in order to advise UMC as to whether UCL should:

- Re-join the Stonewall Diversity Champions Programme and the Stonewall Global Diversity Champions Programme
- Submit to the 2023 Stonewall Workplace Equality Index (in 2022).

Specifically, Academic Board is asked to consider the following questions:

- Should UCL re-join the Stonewall Diversity Champions and Global Diversity Champions Programmes and submit to Workplace Equality Index because of the signalling value of these actions in relation to our institutional commitment to equality, diversity, and inclusion, and to supporting LGBTQ+, and particularly trans and gender non-conforming, members of our community?

- Should UCL re-join the Stonewall Diversity Champions and Global Diversity Champions Programmes and submit to Workplace Equality Index because of the practical support that Stonewall provides for our work on LGBTQ+ equality and inclusion?
- Does UCL need an external framework ('charter mark') to shape our work on LGBTQ+ equality?
- Does the fact that the UCL community takes different positions on self-identification and in relation to the sex / gender distinction and debate – positions often grounded in their academic disciplinary expertise – prevent UCL aligning itself with or working with an organisation that promotes a particular approach to these questions?
- Does being part of the Stonewall Diversity Champions Programme or submitting to the Workplace Equality Index impact upon UCL's ability to uphold academic freedom or freedom of expression?
- Should UCL subscribe to programmes and submit to an evaluation scheme that are politically and ideologically contested?

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Status

Open

UCL and Stonewall

Sasha Roseneil

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1. Introduction

The University Management Committee (UMC) has been asked to consider whether UCL should:

- Re-join the Stonewall Diversity Champions Programme and the Stonewall Global Diversity Champions Programme
- Submit to the 2023 Stonewall Workplace Equality Index (in 2022).

The question of whether UCL should have a formal institutional relationship with Stonewall has been raised by members of the UCL community, with opinions expressed for and against. Those in favour of our participation in the above schemes point to the benefit of a clear external framework in shaping UCL's work on LGBTQ+ inclusion and to how it signals UCL's support for the LGBTQ+ community. Those against have noted that there are significant contemporary academic debates about the meaning and salience of sex and gender, and their respective relationship to biology, culture, and law, and that institutional alignment with Stonewall, and implied endorsement of Stonewall's positions within these debates, may have the effect of inhibiting academic debate within UCL on these matters.

The issue of UCL's relationship with Stonewall therefore raises a fundamental question of academic principle: should our commitment to academic freedom prevent us from joining a programme run by a lobbying and standards-setting organisation with which some of our community disagree, and where those standards are not required by law?

UMC will need to take a decision about the future relationship UCL should have with Stonewall. To inform this decision, a recommendation is being sought from the Equality, Diversity, and Inclusion (EDI) Committee, alongside advice from Academic Board.

EDI Committee and Academic Board are asked to consider the following questions:

- Should UCL re-join the Stonewall Diversity Champions and Global Diversity Champions Programmes and submit to Workplace Equality Index because of the signalling value of these actions in relation to our institutional commitment to equality, diversity, and inclusion, and to supporting LGBTQ+, and particularly trans and gender non-conforming, members of our community?
- Should UCL re-join the Stonewall Diversity Champions and Global Diversity Champions Programmes and submit to Workplace Equality

Index because of the practical support that Stonewall provides for our work on LGBTQ+ equality and inclusion?

- Does UCL need an external framework ('charter mark') to shape our work on LGBTQ+ equality?
- Does the fact that the UCL community takes different positions on self-identification and in relation to the sex / gender distinction and debate – positions often grounded in their academic disciplinary expertise – prevent UCL aligning itself with or working with an organisation that promotes a particular approach to these questions?
- Does being part of the Stonewall Diversity Champions Programme or submitting to the Workplace Equality Index impact upon UCL's ability to uphold academic freedom or freedom of expression?
- Should UCL subscribe to programmes and submit to an evaluation scheme that are politically and ideologically contested?

This paper seeks to provide factual and contextual background to assist members of the EDI Committee and Academic Board in considering these questions. It sets out UCL's history of working with Stonewall, outlines our work advancing LGBTQ+ equality and inclusion, and explains why UCL did not renew our membership of the Diversity Champions Programme in 2020 and why we are not submitting to the 2022 Workplace Equality Index. It identifies the potential benefits of being both a member of the Stonewall Diversity Champions Programme and submitting to the Workplace Equality Index, and concerns that have been raised about working with Stonewall. It attempts to present the case for and against UCL working with Stonewall in a way that, as fairly as possible, represents positions that have been articulated within UCL and in wider public debates. Any failure to represent either position fairly sits with the author, and not with the EDI Team, whose own opinions are presented in the paper.

2. Background

Stonewall has been a major player in the transformation of UK law and policy in relation to same-sex sexuality that has taken place over recent decades. Established in 1989 as a charity and limited company campaigning and lobbying for lesbian, gay and bisexual rights, its immediate context was responding to Section 28 of the Local Government Act 1988, which prohibited the 'promotion of homosexuality' by local authorities. As part of the wider lesbian and gay movement, it was particularly influential in lobbying for the equalisation of the age of consent for male homosexuality, challenging the ban on homosexuality in the armed forces, securing adoption rights for lesbian and gay couples ([Adoption and Children Act 2002](#)), and arguing for the repeal of [Section 28](#). Stonewall also campaigned for anti-gay hate crimes to be recognised in the Criminal Justice Act 2003, and for the introduction of the civil partnership ([Civil Partnership Act 2004](#)), and [same-sex marriage \(Marriage \(Same Sex Couples\) Act 2013\)](#).

Stonewall is a charity whose direction is set by its Trustees. In 2015, after [a consultation with 700 trans people](#), and the establishment of a [Trans Advisory Group](#), Stonewall extended its remit to work on trans rights. Recent campaigns include seeking the banning of conversion therapy, supporting LGBT refugees, LGBT inclusive education in schools, and explicit support for amendments to be made to the [Gender Recognition Act 2004](#).¹

The Stonewall Diversity Champions Programme was established in 2001 as a 'community of employers' that pay an annual subscription to Stonewall to receive advice and support from Stonewall in advancing LGBT equality in the workplace. Stonewall states: *'The programme gives advice, support and resources to organisations on meeting their statutory requirements under the Equality Act 2010. It also provides support and tools for organisations to improve their practice beyond the legal minimum, to ensure that they are creating a culture where all of their LGBTQ+ colleagues can thrive.'* There is a UK specific programme and a global programme. Across the two, Stonewall works with 900 organisations.

The Stonewall Workplace Equality Index (WEI) is a benchmarking exercise (run separately for the UK and globally) that reviews an employer's practices in relation to the needs and rights of LGBT people at work across the following areas: policies and benefits; the employee lifecycle; staff network groups; allies and role models; senior leadership; monitoring; procurement; customers, service users and clients. Organisations that submit to the WEI complete a submission addressing each of these areas and promote Stonewall's anonymous survey to their employees, the results of which are reported back to the organisation. Stonewall says *'entering the index is a fantastic way to show your commitment to LGBT equality. It demonstrates that making your workplace, services and products LGBT inclusive is a priority'*. Each year Stonewall publishes a list of the 100 'Top Employers'. It is possible to enter the Workplace Equality Index without being a Diversity Champion organisation, although most organisations that submit to the Index, especially those ranked in the top 100, are members.

3. UCL, LGBT equality, and Stonewall

UCL has been a member of the Stonewall UK Diversity Champions programme since 2006 and was listed in the Stonewall Workplace Equality Index (WEI) Top 100 LGBT friendly employers in 2012, 2013 and [2018](#). In [2014 UCL became the first university to join Stonewall's Global Diversity Champions Programme as an 'international employer'](#).

UCL is subject to the public sector equality duty set out in s149 of the Equality Act 2010 which requires that we have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

¹ https://www.stonewall.org.uk/system/files/stonewall_gra_response_-_final.pdf

- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

UCL has advanced LGBTQ+ equality for its staff and students considerably in the decade since the Equality Act 2010 was introduced. There have been partnerships with local charities, events and socials, educational campaigns, the development of policy and guidance,² and increased declaration of both sexual orientation and gender identity (the collection of data about which the Higher Education Statistics Agency has made mandatory for staff from 2022/23). There is an active staff network (Out@UCL) and an LGBTQ+ Equality Steering Group, strong leadership from senior management and Council, a well-developed ‘allies programme’ (Friends of Out@UCL), as well as initiatives that support LGBTQ+ students and staff studying and working in countries where there are fewer or no protections. Many of these advances have been in line with practices promoted by Stonewall via the Diversity Champions Programme and their ‘Gay by Degree’ guide. However, it should be noted that UCL’s guidance for trans students and for trans staff was first created in 2010, which is before Stonewall worked on trans equality. Our work on students and staff in countries with fewer protections for LGBT people was also considered sector-leading.

The ‘Gay by Degree’ guide, which is no longer produced, was aimed at students and rated universities on whether they have a policy against LGB bullying, compulsory staff training on LGB issues, an LGB society, whether they provide information on LGB issues and consult with LGB students, are a Stonewall Diversity Champion, and have an LGB staff network. [UCL did very well in this guide, frequently gaining top grades.](#)

UCL submissions to the Stonewall Workplace Equality Index

Year of submission (award year)	Member of Diversity Champion Programme	Score	Ranking
2019 (2020)	Y	94/200	170/503
2018 (2019)	Y	no submission	
2017 (2018)	Y	113/183	98/434
2016 (2017)	Y	no record of score	no record of ranking
2015 (2016)	Y	no record of score	no record of ranking
2014 (2015)	Y	no record of score	no record of ranking
2013 (2014)	Y	no evidence of submission	
2012 (2013)	Y	154/200	53/376
2011 (2012)	Y	no record of score	83/363
2010 (2011)	Y	no record of score	132
2009 (2010)	Y	no record of score	140

² For instance, [‘Supporting Trans Staff in the Workplace’](#), [Policy and Guidance for Students Transitioning Gender](#)

As the table above shows, UCL has made regular submissions to the Workplace Equality Index since 2009, securing a place in the Top 100 three times. Over time, the number of employers submitting, and hence the competition, has increased significantly. The years when UCL did not submit have tended to be years in which significant EDI staff resource has had to be devoted to other equality 'charter marks' (Athena Swan and/ or the Race Equality Charter). UCL ranked 98th out of the 434 employers in the 2018 Workplace Equality Index, across the public, private and third sectors. That year all the Top 100 entries (including UCL) were members of the Stonewall Diversity Champions programme.

Stonewall does not make ranks and scores outside of the Top 100 public, so it is not widely known that UCL's latest submission, for the 2020 index, (submitted in September 2019) ranked 170/503 with a total score of 94/200. The submission for the more highly ranked 2018 award had a higher level of resource, and a full year of input, from the EDI Team, in comparison to the 2020 award submission, which had less resource devoted to it due to other commitments.

4. UCL, Stonewall, and the pandemic

The COVID-19 pandemic had a direct impact on UCL's long-standing relationship with Stonewall. In March 2020 a decision was made by the EDI Team, in consultation with the LGBTQ+ Equality Steering Group, not to renew the annual subscription to the Diversity Champions and Global Diversity Champions Programmes in the context of the UCL-wide requirement to reduce expenditure. The 2021 Workplace Equality Index was not run by Stonewall during 2020 due to the pandemic, but when the 2022 Workplace Equality Index call was announced, the EDI Team decided not to submit due to lack of staff capacity between June and October 2021 to carry out the considerable amount of work required to evidence progress with LGBTQ+ advancement during the pandemic.

5. Resourcing

The cost of the Stonewall Diversity Champion Programme per year is £5000 + VAT (Global Programme), and £2500 + VAT (UK only). There is provision for the UK programme in the EDI Office 2021/22 budget. No payment is required to enter the Stonewall Workplace Equality Index.

Advancing LGBTQ+ equality, and documenting and evidencing the work in order to enter the WEI is labour intensive. For the 2018 submission, a G8 EDI manager and the LGBTQ+ Equality Steering Group were committed to undertaking the work required/ prompted by the Index over the course of the academic year, giving multiple days per month and a several dedicated weeks before the submission date to finalise the submission. It is estimated that one day a week of a G8 EDI manager's time is needed over the course of a year

to prepare a submission, along with commitment from the LGBTQ+ Equality Steering Group. The EDI Team is now adequately resourced to do the LGBTQ+ equality work required for a submission in 2022, and the pressure on the EDI Team (which led to the decision to not submit to the previous WEI) has lifted with the achievement of the institutional Silver Athena Swan award. Whether or not a submission is made to the WEI, this resource will be dedicated to LGBTQ+ equality work.

Submissions to the WEI are made via an online portal providing the opportunity to upload evidence and narrative. The free text section averages 20K words per submission, a third of which involves cutting and pasting from UCL policy/resource documents. A Word version of the submission document is 40 pages, with up to half being multiple choice selection. Historic submissions can be amended/updated which significantly reduces writing requirement. See Appendix for UCL's 2020 WEI submission.

6. UCL's LGBTQ+ equality and inclusion work

There are number of ongoing actions and streams of work to promote LGBTQ+ equality and inclusion at UCL. These include:

- LGBTQ+ Staff network – socials, events, campaigns
- LGBTQ+ Equality Steering Group³ - policy consultation, training, guidance, marking key events such as Bi Visibility Day, Lesbian Visibility Week, Asexual Awareness Week, Trans Awareness and Trans Day of Remembrance
- Commissioned research into LGBTQ+ staff experiences at UCL
- qUCL LGBTQ+ research network
- LGBTQ+ STEM Network
- LGBTQ+ Students' networks and officers
- Allies Network and training
- Support for students and staff who are transitioning
- Lectures and workshops held by departments on LGBTQ+ equality issues

Our commitment to such actions and workstreams, and the allocation of EDI Team resource, will remain, whatever the decision regarding submission to the WEI and membership of the DCP.

³ This is one of five equality steering groups that are part of the EDI governance structure at UCL, the others being: Gender, Race, Disability, and Religion and Belief (to be formed).

7. The Stonewall Diversity Champions Programme offer

Stonewall offers the following to members of the Diversity Champions Programme:⁴

- Support to enter the Workplace Equality Index and Global Workplace Equality Index
- Provision of tailored email and phone support and advice
- Diversity Champion logo to use on promotional materials, signalling inclusive practice to potential job applicants and students
- Listing on the [Proud Employers](#) careers site, Stonewall's LGBTQ-inclusive jobs board, enabling members to attract diverse talent; includes five free adverts when joining the programme
- Access to an annual series of seminars and webinars; topics range from [Workplace Equality Index](#) best practice to global mobility
- Facilitated introductions to other organisations
- Access to resources, including step-by-step guidance on different areas LGBTQ+ inclusion, from inclusive policy to senior leadership
- Reviews of the members' policies for LGBTQ+ inclusiveness by Stonewall's experts
- Discounted rates for Stonewall's workplace training and conferences.

Section 9, below, sets out some of the benefits that have been derived by UCL from these services.

8. The Stonewall Global Diversity Champions Programme

The Global Diversity Champions Programme offers members a strategic and structured approach to working on LGBTQ+ equality issues globally. It provides a 'best practice forum' for multinational employers committed to LGBTQ+ equality, along with access to expertise and resources, visibility and branding, benchmarking and assessment, networking, and events.

9. Arguments in favour of working with Stonewall

Many members of the UCL community are keen to see UCL re-join the Stonewall Diversity Champions Programme and to submit to the Workplace Equality Index again. This section of the paper sets out the case for working with Stonewall.

⁴ <https://www.stonewall.org.uk/diversity-champions-programme>

Signalling support for LGBTQ+ members of the UCL community

Stonewall is widely considered to be the leading authority on LGBT equality in the UK, and has long been well respected across public, private, and voluntary sectors. For many years radical LGBT campaigners considered Stonewall to be (too) moderate in its demands, but in the context of the widespread media coverage of criticisms of Stonewall, and the decision of a number of high profile bodies to withdraw from the Diversity Champions Programme, which is regarded by some as evidence of transphobia, there has been an upswell of support for Stonewall from amongst a previously critical community of queer theorists and LGBTQ+ scholars. For many, allegiance to Stonewall is now, more than ever, an indication of an organisation's commitment to its LGBTQ+ staff, and especially to its trans staff. Opposition to Stonewall is regarded by some as transphobic and aligned with the right wing, 'anti-gender' movement that is gaining ground in parts of Europe.⁵

The UCL LGBTQ+ Equality Steering Group (LESG) has indicated that it believes that the WEI framework provides a meaningful tool for UCL to progress LGBTQ+ equality and inclusion. Whilst the goal is not necessarily to achieve a high ranking in and of itself, it is also not simply a box ticking exercise, and it can be used as a means to propel UCL forwards in terms of LGBTQ+ equality. LESG believes that a relationship with Stonewall visibly acknowledges UCL's ongoing commitment to advancing LGBTQ+ equality. The EDI Team supports this position and considers that it aligns with the approach taken to other EDI charter marks (Athena Swan and the Race Equality Charter).

There is a risk that a decision not to work with Stonewall will be regarded by members of the LGBTQ+ community at UCL as reneging on commitments to LGBTQ+ equality and inclusion, and particularly as an attack on trans staff and students.

The question here is whether UCL should re-join the Stonewall Diversity Champions Programme and Global Diversity Champions Programme and submit to the WEI to signal clearly our institutional commitment to equality, diversity, and inclusion, and to supporting LGBTQ+ staff and students, and particularly trans and gender non-conforming members of our community?

Benefits of the Diversity Champions Programme

Through the Diversity Champions Programme, Stonewall offers a unique range of support services, training and guidance for our work on LGBTQ+ equality that would be hard to replace. Membership provides a dedicated, sector specific Client Manager at Stonewall who can offer advice and enable connections between universities. Whilst UCL does not unquestioningly follow

⁵ <https://www.theguardian.com/us-news/commentisfree/2021/oct/23/judith-butler-gender-ideology-backlash>

Stonewall's advice, the EDI Team has found that the Diversity Champions Programme provides access to expert advice, cross organisational networking, discounted training, and resources that reduce the need to replicate materials on a local level.

Examples of impact of membership at UCL include:

- Attendance at Stonewall allies training by a LESG member provided the framework for the creation of Out@UCL's own Friends of Out@UCL initiative and training.
- Feedback from students on seeing the Out@UCL and Friends of Out@UCL logo on doors of members of staff has been extremely positive.
- Stonewall's guidance on LGB data collection influenced changes in UCL's equalities monitoring questions e.g. the addition of the option 'Queer'.⁶

More broadly, the EDI Team believes that membership of the Diversity Champions Programme would contribute to making UCL an increasingly inclusive community, in which everyone can be themselves and experience belonging. While universities are often open and inclusive places to work and study, many people still do not feel comfortable being out while working or studying at UCL. The Team is of the opinion that the DCP can support UCL in continuing to work towards the full inclusion of LGBTQ+ staff and students, which is particularly important as we emerge from the pandemic, when 'many LGBT+ students plan to be more open about their sexual orientation or gender and are looking forward to a positive experience' at university.⁷

Moreover, membership of the DCP means that UCL is supporting Stonewall's work in schools, and hence the next generation of university students. Membership of the DCP aids application to the WEI. A dedicated Client Manager from Stonewall goes through each member's previous submission with a member of the EDI Team to help identify gaps in the submission, and then supports the organisation to prepare an action plan to improve in those areas. Coaching is offered in how to address these issues, and introductions are facilitated with other programme members who are doing well in that part of the index. An example of where improvement is needed at UCL that can be assisted by Stonewall is in relation to procurement.

Membership of the Global Programme provides access to Stonewall's Global Team, advice for those who travel to countries where being LGBTQ+ is not as accepted as in the UK, and links to local country charities, NGOs, and grass roots movements.

⁶ More recently, UCL's HR data categories are being aligned with HESA's new 2022/23 staff record data categories.

⁷ [2021 UCAS survey, 'Next Steps'](#).

The question then is whether UCL should UCL re-join the Stonewall Diversity Champions and Global Diversity Champions Programmes because of the practical support that Stonewall provides for our work on LGBTQ+ equality through these programmes?

Benefits of the Workplace Equality Index

Like other equality charter marks (Athena Swan and the Race Equality Charter), the WEI provides a comprehensive framework which can be used both to guide our LGBTQ+ equality and inclusion work, and to enable us to assess progress year on year. The WEI submission requires demonstration of how the needs of lesbians, gay men, bisexual, and trans people are being met in the organisation. The requirement to separately identify practice relating to bisexual and trans staff, as marginalised communities within the overall LGBTQ+ community, is important. Moreover, the WEI takes an intersectional approach that addresses the multiple disadvantages experienced by some members of the LGBTQ+ community on the basis of other protected characteristics. This intersectional approach complements the approach now taken by Athena Swan.

The EDI Team considers that most questions posed in the WEI address standard areas of good practice and are not controversial in their implementation. For example:

- In the past 18 months, has the organisation profiled visible role models from the following communities?
 - 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. BAME LGBT people
 - g. LGBT parents
- How does the organisation support board level employees to understand the issues that affect LGBT people?
- Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants?

The WEI framework directs attention to a comprehensive range of issues that affect LGBTQ+ staff and emphasises the need for a whole-institution approach to LGBTQ+ equality (see section 2 above for a list of policy areas covered by the WEI).

The Stonewall survey of employees, which is a central element in the WEI, gathers views about LGBTQ+ inclusion at UCL. Responses are received and analysed by Stonewall and fed back to UCL. The survey provides insights into the experiences and views of lesbian and gay men, of bisexuals, and of trans staff, as well as of heterosexual staff respondents. Currently this information is not available from any other source. The last set of results have been used as a benchmark in a piece of ongoing work commissioned by the LGBTQ+

Equality Steering Group through qUCL and funded by the Faculties. The qualitative interviews undertaken by qUCL researchers will complement the quantitative data the Stonewall survey provides.

On this basis, the EDI Team is of the opinion that submitting to the WEI is beneficial, and in alignment with our participation in other equality charters.⁸

The question then is whether UCL should seek to access these potential benefits of submission to the Workplace Equality Index in order to support our LGBTQ+ equality work? Does UCL need an external framework ('charter mark') to shape our work on LGBTQ+ equality?

Trade Union support for UCL's relationship with Stonewall

In addition to the support of the LGBTQ+ Equality Steering Group and the EDI Team, re-joining the Stonewall Diversity Champions Programme and submitting to the 2022 Workplace Equality Index has the support of the UCL branches of UCU and Unison.

The President of UCL UCU has written to the Provost to call on UCL to re-join the Diversity Champions Programme, to submit to the 2022 Workplace Equality Index, and to 'continue to improve staff training and awareness on LGBTQ+ and intersex equalities' (5 October 2021).

The joint branch secretaries of UCL UNISON have said: 'While no scheme is without its limits, we believe that, on balance, subscription to the programme represents force for good within the university. Beyond material benefits, UCL's participation has a clear symbolic benefit: the subscription signals an employer and university which takes the inclusion of LGBT+ workers (and students) seriously. Such work and messaging are critical given a national picture in which LGBT+ people continue to face discrimination, harassment and victimisation in the workplace and other arenas of life, and we note that this is particularly acute for members from the trans and non-binary communities, who face shockingly high levels of violence and discrimination' (16 September 2021).

10. Arguments against working with Stonewall

In recent months concerns have been raised about the affiliation of universities, other public organisations, and government departments with Stonewall, and the influence that Stonewall has exerted on these

⁸ Key dates for the WEI in 2022: June 2022 – submissions and the Staff Feedback Questionnaire open; October 2022 – submissions close; November 2022 – Staff Feedback Questionnaire closes; February 2023 – Top 100 and Gold, Silver and Bronze Employer Awards are announced; Global Index opens in November and closes in February.

organisations through its Diversity Champions Programme and the Workplace Equality Index.⁹ Prior to the current intense public debate, there had been a developing critique of Stonewall from within some sections of the lesbian, gay and bisexual community (e.g. the LGB Alliance), from groups of feminists (e.g. [Sex Matters](#), [Fair Play for Women](#), [Woman's Place UK](#)), and including some trans people. The crux of the critique rests on the positions that Stonewall has been taking in relation to sex and gender through its policies in relation to trans rights, and on the way that the DCP promotes these positions through its advice and the WEI requires adherence to the ideas that underpin Stonewall's preferred policies, in order to score highly in the index.

Understandings of sex and gender have long been the subject of disagreement within academic and activist feminism and within the field of gender studies,¹⁰ but have more recently become major sites of contestation across disciplines, within university communities, in and between social movements, in the media, and in the courts. It is beyond the scope of this paper to set out the history and detailed contours of these discussions. However, it is vital to acknowledge that complex debates about the meaning and salience of sex and gender, and their respective relationship to biology, culture, and law, about the meaning of the categories of 'woman' and 'man', about gender identity, and about the data that should be collected by the state and by organisations about sex and gender identity are far from settled. It might also be recognised that there is considerable confusion about the notions of 'sex' and 'gender', with many lay people and organisations treating the words as interchangeable, whilst social scientists, gender studies scholars, and many feminists, lesbians, gay men, bisexual and trans people regard the conceptual distinction to be of vital importance in understanding the world and making sense of personal experience. Moreover, the substance and nature of 'gender' and 'gender identity' are the subject of deep disagreement in the contemporary moment, with a particular fault line between those who believe that 'gender identity' is an innate feeling, and 'gender' an authentic truth about the self to be celebrated and protected, and those who regard 'gender identity' as historically contingent and socially constructed, and 'gender' as a system of oppression, which is to be resisted and challenged.

Many of these debates also impact upon biologists and academics in the life and medical sciences. In these disciplines the existence and biology of sexually dimorphic species, including humans, is the subject of scientific research, and there is deep disagreement with postmodern/ feminist/ queer contentions that sex is a social construct. Similarly, UCL colleagues work in health services where the provision of some services based on biological sex (for example, NHS cervical cancer screening) is widely accepted. For such

⁹ For instance, 'Nolan Investigates' is a series of 11 BBC podcasts in which journalist Stephen Nolan investigates Stonewall's relationship with key UK institutions, including the BBC, OfCom and government departments.

¹⁰ In 2021 two British based academic networks have been established on either side of the debate within gender studies/ academic feminism – the Gender Inclusion Network, and the Gender Critical Research Network.

services, proposals to remove 'sex' as a biological signifier in data collection and replacing it with 'gender identity' is considered problematic.

Suffice to say, there is considerable academic debate and discussion about these matters, as well as strong feeling amongst different groups of people with the protected characteristics of sex, gender reassignment, and sexual orientation.

Self-Identification, gender identity, and sex-based rights

In UK law, sex is binary, with a person's legal sex being that which is recorded on their birth certificate. Under the Gender Recognition Act 2004, a trans person can change their legal sex by obtaining a gender recognition certificate, which then entitles them to all rights of their acquired gender identity.¹¹

In 2016, the Women and Equalities Select Committee produced a report into Transgender Equality which highlighted that when the Gender Recognition Act 2004 was drafted, *'it was the first gender-recognition legislation in the world not to require individuals to have undergone surgical sterilisation prior to recognition in their acquired gender. At the time, it was thus considered to be world-leading. However, we were told by witnesses that it was now "outdated" and "in need of significant revision"'*.¹² The Committee proposed a set of changes to the Gender Recognition Act, including the ability for individuals to self-declare their gender with fewer, or no, formal or medical interventions. The possibility of what has come to be known as 'self-identification' – the removal of the requirement to obtain a gender recognition certificate from a panel of experts in order to secure recognition of a gender identity that is different from sex registered at birth – has since been the subject of much public debate. Over 100k responses were received to the government consultation on changes in the Gender Recognition Act. 64% of submissions were made via online forms hosted by lobbying organisations, of which the largest proportion (39%) were received via Stonewall, followed by 18% from Fair Play for Women, and 7% through Level Up. Stonewall lobbied strongly in favour of 'self-identification', and to remove single-sex exemptions from the Equality Act 2010.¹³ The outcome of the consultation was that there would be

¹¹ The GRA Act guidance uses 'gender' and 'sex' interchangeably; however, the Equality and Human Rights Commission has attempted to clarify this by distinguishing between sex and gender. This points to the complex and contested terrain that exists in relation to these concepts.

¹²

<https://publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/390.pdf>

¹³ Single-sex services/ spaces are legal under the Equality Act 2010 (paragraph 28, Schedule 3) if they are a proportionate means of achieving a legitimate aim. This might allow, for example, a domestic violence refuge for women to refuse entry to a trans person, provided it is considered proportionate to do so, and the purpose is legitimate. See <https://www.stonewall.org.uk/women-and-equalities-select-committee-inquiry-transgender-equality> for Stonewall's recommendations to the

no changes in the legislation, although the process for application for a gender recognition certificate has been moved online and the cost reduced.

Those who oppose 'self-identification' foreground concerns about the potential impact on single-sex spaces used by women and girls (e.g. rape crisis centres, domestic violence services, changing rooms, hospital wards, prisons etc), and on women's political autonomy to organise in women-only groups, and on the promotion of women in politics and society through, for example, women-only shortlists and training programmes. This position rests on a belief that 'woman' is a category of biological sex, which cannot be changed by self-identification, rather than a category of gender identity (and this position is considered transphobic by critics).¹⁴ Stonewall's promotion of self-identification and of the removal of the single-sex spaces exemption is seen by these women's and feminist organisations as threatening women's sex-based rights and protections. Thus, some of Stonewall's trans rights policies are regarded by critics as being in conflict with women's rights, and hence as impacting upon the Equality Act 2010 protected characteristic of sex.¹⁵

On the other hand, in a 2018 statement, then Stonewall CEO Ruth Hunt said, 'Our work for trans equality is at the heart of our mission for acceptance without exception', and she rejected the idea that there is conflict between trans rights and women's rights. 'We will always debate issues that enable us to further equality but what we will not do is debate trans people's rights to exist'.¹⁶

The questions here is whether UCL should align ourself/ work with an organisation that promotes an approach to self-identification and to the sex/ gender distinction and debate on which members of the UCL community take different positions.

Non-alignment with the terminology and conceptualisation of the Equality Act 2010

The Equality Act 2010 provides protection on the basis of nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation. In addition to concerns that Stonewall's promotion of 'self-identification' in relation to gender identity is in conflict with the protected characteristic of sex (as discussed above), concerns have been raised about

Women and Equalities Committee, 27 August 2015, which include 'A review of the Equality Act 2010 to include 'gender identity' rather than 'gender reassignment' as a protected characteristic and to remove exemptions, such as access to single-sex spaces'.

¹⁴ See for example: <https://fairplayforwomen.com/examples/>

¹⁵ Stonewall is not alone in arguing for 'self-identification'; other organisations that did so include Gendered Intelligence, Mermaids, LGBT Foundation, GIRES (Gender Identity Research and Education Society), as well as many individuals.

¹⁶ <https://www.stonewall.org.uk/node/100426>

Stonewall misrepresenting the Equality Act and encouraging organisations to exceed its requirements.¹⁷

Whereas the Equality Act protects 'gender reassignment', Stonewall's WEI evaluates participating organisations on the basis of whether they have explicit bans on discrimination and bullying and harassment based on 'gender identity and gender expression'. Neither gender identity nor gender expression are protected characteristics, and there is no legal definition of either.¹⁸

Stonewall sets out its position on gender identity as follows:

'In most contexts, gender identity is an appropriate, inclusive, and well-understood term, so – in line with the UK Government and with international standards – we talk about gender identity in our everyday communications. Similarly, when we describe the Equality Act's protected characteristic of 'gender reassignment', we refer to 'gender identity' to explain who is covered by the law and how they are protected, as the EHRC does in their Code of Practice.'

The question here is whether UCL should align itself/ work with an organisation that is expecting employers to use terminology and concepts that are not those used in the relevant legal frameworks. (It should be noted that UCL uses many concepts in our EDI work that are not legally defined but that are in current usage e.g. 'racialized minorities', 'non-binary' etc).

Academic freedom and freedom of expression

In June 2021, Stonewall, along with a number of other Trans and LGBTQ+ organisations wrote to the Equality and Human Rights Commission (EHRC) to express 'frustration and disappointment' at the EHRC's 'recent record on LGBTQ+ people's rights and trans people's rights specifically', mentioning in particular the EHRC's position that 'gender critical beliefs' are a protected

¹⁷ See the Reindorf Report for the University of Essex

<https://www.essex.ac.uk/blog/posts/2021/05/17/review-of-two-events-with-external-speakers>

¹⁸ Given that gender identity is not explicitly included in the Equality Act 2010, there is often uncertainty about how some trans and non-binary people who have not have or do not intend to go through gender recognition are protected. One understanding is that 'gender reassignment' covers people who are, intend to or are perceived as transitioning from one binary sex to another, given this is what the Gender Recognition Act focuses on. Another interpretation is provided in the [Taylor v Jaguar Land Rover employment tribunal](#) judgment, which considers that the protections related to gender reassignment in the Equality Act 2010 include non-binary, gender fluid, and gender diverse people, as noted in the [judges' conclusions](#): "We thought it was very clear that Parliament intended gender reassignment to be a spectrum moving away from birth sex, and that a person could be at any point on that spectrum." (p.178)

philosophical belief under the Equality Act 2010 and under human rights law.¹⁹ That Stonewall is lobbying against the protection of beliefs that are held by some academics and other members of UCL is regarded as problematic by some members of the UCL community, and as posing a threat to academic freedom. There is evidence that Stonewall opposed the collection of data on sex by the Office for National Statistics, advocating instead for data on gender identity.²⁰ Such a move would have consequences for longitudinal social and health studies, some conducted at UCL, that investigate changes in populations over time using the category of sex as a key analytic variable.

It should be noted that UCL follows the [EHRC guidance on freedom of expression](#), and that this guidance will always take precedence over any guidance provided by Stonewall, with the following principles being paramount:

1. Everyone has the right to free speech within the law.
2. Higher education providers should always work to widen debate and challenge, never to narrow it.
3. Any decision about speakers and events should seek to promote and protect the right to freedom of expression.
4. Peaceful protest is a protected form of expression; however, protest should not be allowed to shut down debate or infringe the rights of others.
5. Freedom of expression should not be abused for the purpose of unchallenged hatred or bigotry.

¹⁹ The case which preceded this was that of Maya Forstater, who appealed to an employment tribunal after her contract at the think tank Centre for Global Development was not renewed, following complaints from colleagues who found beliefs that she had expressed on social media about the immutability of sex and the distinction between sex and gender identity to be transphobic. Forstater's 2019 claim to the employment tribunal was dismissed, on the grounds that her beliefs were considered absolutist in nature and because she would 'refer to a person by the sex she considers appropriate even if it violates their dignity and/ or creates an intimidating, hostile, degrading or offensive environment'; the tribunal declared that such belief were 'not worthy of respect in a democratic society'. However, in 2021 a High Court judge ruled that the tribunal had erred in law and said that her 'gender critical beliefs' did fall under Equality Act protection as they 'did not seek to destroy the rights of trans persons' <https://www.bbc.co.uk/news/uk-57426579>. The judgement also said that this did not mean that those with gender critical beliefs could 'misgender trans persons with impunity' or that employers would not be able to 'provide a safe environment for trans persons'. Employers continue to be liable for acts of harassment and discrimination against trans people in the course of their employment <https://www.peoplemanagement.co.uk/news/articles/gender-critical-beliefs-are-form-of-protected-speech-EAT-rules#gref>

²⁰ Sullivan, A (2021) Sex and the Office for National Statistics: a case study in policy capture, *The Political Quarterly* <https://onlinelibrary.wiley.com/doi/full/10.1111/1467-923X.13029>.

The challenge for UCL and all universities is how to determine when freedom of expression becomes 'unchallenged hatred or bigotry'. Providers of higher education should always aim to encourage open, balanced, and respectful debate. Universities are under a statutory obligation to secure freedom of speech in accordance with s43 of the Education (No. 2) Act 1986. Under that legislation, UCL is required to: "take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, students and employees of the establishment and for visiting speakers."

A new Higher Education (Freedom of Speech) Bill is currently being debated by Parliament, making this an even more live issue. Very recently the media has reported that the Free Speech Union has sent a pre-action letter to the University of Essex, claiming that the university's policies are in breach of free speech law.²¹

An example of Stonewall membership impacting upon freedom of speech and academic freedom has recently been experienced by a member of UCL's academic community, who received the following email:

Dear Professor xxx,

It has come to our attention that you were one of the signatories on the letter to the Baroness Kishwar Falkner asking for the EHRC to undertake a 'Reindorf Review' for the higher education sector.

At (University xxxx), while we support the right to academic freedom, we can't support legitimising attacks on trans people under the guise of academic freedom. The letter which you signed and was published in The Sunday Times is part of what we (and others) see as a broader project across UK HE and British culture more generally to protect institutionalised transphobia.

Our department along with (xxx learned society) are committed to issues of equality, diversity and inclusivity. (University xxxx) is a member of the Stonewall Diversity Champions award programme. This means that we have a responsibility to ensure that the (xxx) conference and (University xxxx) Department of xxxx) is an inclusive space, where people of all gender identities and presentations feel welcome and respected.

Your public presence as a signatory of this letter clashes with the aforementioned values of the Department and (xxx learned society) as an organisation. For many in the (xxx academic) community, including ourselves and colleagues who have contacted us to express their concern, the act of

²¹ <https://www.telegraph.co.uk/news/2021/11/26/toby-youngs-union-set-take-university-court-shunning-gender/>

signing the letter is an act of hostility directed at trans people but extending beyond to all intersecting identity issues.

With regret, we politely request that you withdraw from the conference plenary session.

Signed,
(Learned society xxx) organising committee at (University xxxx)

The question here is whether being part of the Stonewall Diversity Champions Programme or submitting to the WEI impact upon UCL's ability to uphold academic freedom or freedom of expression.

Debatable positions exercising undue influence over public bodies

Questions have also been asked about the appropriateness of public authorities, government departments, universities, and schools aligning themselves with an organisation that assesses adherence not just to positions and policies which are beyond the current legal framework in the UK, as discussed above, but that are also not accepted by many in the community in whose name the organisation claims to be speaking. One example of this is Stonewall's redefinition of homosexual from its traditional reference to 'same-sex' attraction to 'romantic and/ or sexual attraction towards someone of the same gender'.²² This removal of sex in favour of gender contravenes the self-understanding of many lesbians and gay men of their sexual orientation as *same-sex* attraction. In 2019 the LGB Alliance was established 'to advance to interests of lesbians, gay men and bisexuals' and to 'stand up for our right to live as same-sex attracted people without discrimination or disadvantage'. Some trans rights advocates regard the LGB Alliance as transphobic,²³ whilst some LGB advocates regard Stonewall as antagonistic to those who believe and feel sex to be fundamental to their sexuality.

In his series of BBC podcasts about Stonewall, journalist Stephen Nolan explores the appropriateness of public institutions such as the BBC, Ofcom, government departments, and local authorities being Stonewall Diversity Champions and taking part in the Workplace Equality Index.²⁴ He questions whether public institutions should be aligning themselves with a lobbying organisation that is promoting a particular agenda which rests on a contested set of understandings of sex and gender identity and asks whether there is a fundamental conflict of interest involved in Stonewall running and scoring the WEI whilst also having a financial model that encourages organisations to buy

²² <https://www.stonewall.org.uk/help-advice/faqs-and-glossary/list-lgbtq-terms>

²³ <https://lgballiance.org.uk/campaigns/>. Particularly contested is the LGB Alliance's position that 'affirming a child as "trans" when they might otherwise grow up as lesbian, gay or bisexual, is a form of conversion therapy'.

²⁴ <https://www.bbc.co.uk/sounds/brand/p09yjmp>

training and resources from them that will likely lead to them improving their index score.²⁵

Recent months have seen several public bodies withdraw from the Diversity Champions Programme, including the BBC, Channel Four, OfCom, the Equality and Human Rights Commission, the House of Commons, the Department of Health, DVLA, ACAS, and Ministry of Justice.²⁶ The reasons given by these organisations for their decisions vary, but are generally accompanied by statements of commitment to, and support for, their LGBTQ+ staff.²⁷

The question here is, then, is whether UCL should subscribe to a programme and submit to an evaluation scheme that are politically and ideologically contested?

²⁵ There are, of course, similarities with Advance HE, which runs Athena SWAN and the Race Equality Charter, to which UCL submits, and which provides training and resources that will enable universities to improve their outcomes, although Advance HE differs from Stonewall in being sector specific and sector-owned. Advance HE describes itself as ‘a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society’ <https://www.advance-he.ac.uk/about-us>

²⁶ The explanations given by these organisations for leaving Stonewall vary.

²⁷ The BBC’s Director General, Tim Davie, for instance, said that ‘While I do not think that our journalism has been influenced by our involvement in the Diversity Champions Programme, not renewing our involvement is the correct move at this time to minimise the risk of perceived bias and avoid any perception that engagement with the programme is influencing our own decision-making’ (10 November 2021). <https://www.theguardian.com/media/2021/nov/10/bbc-quits-stonewall-diversity-scheme-impartiality-concerns-transgender-issues>. See also <https://www.bbc.co.uk/mediacentre/statements/stonewall-diversity-champions-programme>. The Equality and Human Rights Commission also left the DCP in 2021. Baroness Kishwer Falkner, Chair of the Commission, rejected against suggestions that membership had impacted on its impartiality, but said ‘as a publicly funded organisation we have to ensure that we are making the best choices when it comes to our budget and have recently been reviewing all of our memberships’, concluding, ‘we remain committed to creating an inclusive workplace that will attract people from all backgrounds, where all of our colleagues will thrive and where all LGBT employees as well as people with other protected characteristics are accepted without exception’ (28 May 2021). <https://www.theguardian.com/media/2021/nov/10/bbc-quits-stonewall-diversity-scheme-impartiality-concerns-transgender-issues>.

11. Decisions to be made

Having due regard to the case for UCL re-establishing a formal relationship with Stonewall, through membership of the Diversity Champions Programme, and/ or the Global Diversity Champions Programme, and for submitting to the 2023 Stonewall Workplace Equality Index, and the arguments against such forms of engagement, there are two decisions to be made:²⁸

- Should UCL re-join the Stonewall Diversity Champions Programme and the Global Diversity Champions Programme (or just the former)?
- Should UCL submit to the 2023 Stonewall Workplace Equality Index (in 2022)?

Whatever decision is made, UCL will remain committed to pursuing a strong programme of work to advance the equality and inclusion of LGBTQ+ staff and students, including supporting trans, non-binary and gender non-conforming members of our community. UCL will also work to advance equality and inclusion on the grounds of sex, as required by the Equality Act 2010, and to eliminate unlawful discrimination, harassment, and victimisation, to advance equality of opportunity between groups with protected characteristics, and to foster good relations between groups, as per the public sector equality duty of the Equality Act 2010.

Sasha Roseneil
29 November 2021

Appendix:

UCL's 2020 Stonewall Workplace Equality Index submission

²⁸ These are independent decisions, although membership of the DCP assists with submitting to the WEI, and top performing organisations in the WEI are also members of the DCP.

Last updated: 13/08/2019

DC or School

Which best describes your organisation?

Stonewall Global Diversity Champion

About your org: Non-DC

Name of organisation:

University College London

Please note, this will be used when compiling Stonewall's Top 100 Employer guide and in any associated publications.

Please select a sector from the below list which most fits with your organisation:

Please note, this will be the sector that your organisation will be benchmarked against. If your organisation features in the Top 100 Employer guide, this is the sector that the organisation will be listed under.

Education

Which of the following parts of the UK does your organisation have offices, premises or branches in?

London

Please tick all that apply.

Which part of the UK is your organisation headquartered in?

London

Number of employees:

13000

Please enter the number of employees the organisation has, including all full time, part time and dispersed staff across the UK.

Form Complete

Thank you for filling in your details, please proceed to the next page to and click 'view submissions' to create your application.

Before starting a submission to one of Stonewall's indices or awards, please read the following very carefully.

It sets out how Stonewall will use the information you submit.

This privacy statement sets out how Stonewall uses and protects any information that you give Stonewall when you use this website.

Stonewall is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, then you can be assured that it will only be used in accordance with this privacy statement.

Stonewall may change this statement from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This statement is effective from 25/02/2019.

Stonewall agree to comply with any applicable legislation relating to data protection or privacy of individuals, the "Regulation" (which means Regulation (EU) 2016/679 of the European Parliament and the Council ("General Data Protection Regulation")) and its national implementing laws, as well as any applicable laws or regulations on cyber security ("Data Protection Laws").

What we ask you to submit

Whilst registering and completing a submission, we may ask you to submit the following information:

- Names and job titles**
- Contact information including email address**
- Demographic information such as postcodes**
- Information and files as supporting evidence for submissions such as:**
 - Policies**
 - Communications**

- Screenshots of intranet posts
- Descriptions of processes and ways of working
- Examples of training
- Case studies
- *Schools only*: photographs (see additional information below)
- *Schools only*: screenshots of school procedures/systems, e.g. SIMS
- *Schools only*: minutes/agendas from Governing Body meetings

Please note that whilst completing your submission you may be asked to provide pieces of evidence which include personal details, such as profiles of individuals. It is your responsibility to ensure you have the permission of the individual to share this information with Stonewall. Schools should not submit details that can identify individual children.

Schools - Photograph Permissions

- It is the responsibility of the school to ensure that they have parental permission before submitting a photograph of children as part of their supporting evidence.
- Any photographs submitted will not be used by Stonewall for any purpose other than scoring the School Champion Award application, without express written permission from the school.

What we do with the information you submit

Stonewall may use the information you submit for the following purposes related to the Workplace Equality Index and to further LGBT equality and inclusion in the workplace:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants.
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any ranks outside of the Top 100 will remain confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Aggregated scores, information and data may be used to identify national, regional and sector trends and patterns of work. This information may be published in

Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought.

- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question.

- Demographic data about your organisation, for example number of employees, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the School Champion Awards and to further LGBT equality and inclusion in schools:

- Stonewall will use the information you submit to review your school against the criteria for the Schools Award for which you are applying.

-The information supplied is confidential between Stonewall and the school.

- Any scoring or comments made on the submission are confidential between Stonewall and the school, except for purposes outlined below:

- If your school is successful in obtaining a Stonewall School Award, the name of your school and the level of award achieved will be published on our website.

- Individual practice, where deemed good practice by Stonewall, may be shared with other schools either directly by the Stonewall Education Team, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the school in question.

- Demographic data about your school, for example whether you are a primary or secondary school, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the CYPs Award and to further LGBT equality and inclusion:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants

- The information supplied is confidential between Stonewall and the applicant/organisation.

- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.

- Information and data may be used to identify national and regional patterns of work. This information may be published in Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question
- Demographic data about your organisation will be used for internal record keeping and to improve our offers and services

We are committed to ensuring that your information is secure. In order to prevent unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

Links to other websites

Our website may contain links to other websites of interest. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling your personal and organisational information

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

You may request details of personal information which we hold about you under the Data Protection Laws. Please visit our wider [Privacy Policy](#) under 'Your Rights' to see how to do this.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address or:

- memberships@stonewall.org.uk for queries related to the Workplace Equality Index or Global Workplace Equality Index

- education@stonewall.org.uk for queries related to School Champion Award
- cyps@stonewall.org.uk for queries related to CYPs Champion Award

We will promptly correct any information found to be incorrect.

FluidReview data protection and privacy

This site has been built and is managed using FluidReview, an online application system.

You can find the FluidReview privacy statement [here](#).

You can find the FluidReview security information [here](#).

Please tick here to show us **I've read and understood the data protection and privacy**
you've read and understood the **policy**
Stonewall data protection and
privacy policy.

Policies and Benefits: Part 1

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 policy audit process, policy content and communication. This section is worth 7.5% of your total score.

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

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?

GUIDANCE: The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

Please describe the audit process:

State when the process last happened:	It is a rolling programme picking up a number of policies each year depending on emerging issues/changes in law/practice.
Describe the audit process:	As a large organisation with over 100 employment policies UCL has an ongoing rolling programme of policy review and audit. At each review an equality impact assessment (EIA) takes place. This provides an opportunity to consider any negative impacts of the policy on those with the protected characteristic of sexual orientation or gender identity (in this context we do not limit the EIA to only those trans staff with protection from the Equality Act). It also provides an opportunity to ensure our policies are as inclusive as they can be. When reviews are taking place our usual practice is to open up the process to wide consultation. We do this by creating a feedback portal on our HR website and encouraging stakeholders to feedback their views. This includes the LGBTQ+ Equality Advisory Group (co chaired by our LGBTQ+ network chairs) and Out@UCL, the LGBT staff network. In the case of policies with a significant impact from an equality, diversity and inclusion perspective we would go further and encourage the co chairs to invite individual LGBTQ+ staff network members to also feedback. For example this happened in 2017 during a review of UCL's Academic Promotions Policy. On average three major policies are audited and reviewed each year and other may have minor updates. UCL has a very democratic policy review process. Policies are open for wide consultation, with a dedicated page within the HR website where staff can access and comment on policies under review. For each policy under review this sets out the proposed changes and the timetable for the review and access to a survey for managers and staff to use to provide feedback. Communications go out via UCL's 'The Week' newsletter to alert staff that policies are available for consultation.
Describe any previous outcomes of the audit process:	The outcomes of the audit process in the last 12 months has included the review and updating of 57 policies so far from "Agency Workers" to "Workload Allocation Framework for Academic Staff" to ensure gender neutral language is used throughout. The Academic Promotions Process review continues to positively impact appraisals and promotion processes to activities, which support UCL's equality, diversity and inclusion agenda. This has been of significant benefit for those involved in Out@UCL (LGBT staff network); the LGBTQ+ Equality Advisory Group (LEAG) and Friends of Out@UCL where staff give their time above and beyond their day job to contribute to the LGBTQ+ equality agenda at UCL.

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

Tick all that apply

GUIDANCE: The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

- 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

Name the policy and paste the relevant policy excerpt:

	Policy	Excerpt
<p>A. Explicit ban on discrimination based on sexual orientation</p>	<p>Dignity at work statement; Disciplinary Policy; Equal Opportunity Statement</p>	<p>Dignity at Work statement: Discriminatory behaviour can occur on the basis of perceived group membership, affiliation or association. The Equality Act 2010 legally prevents those who share 'protected characteristics' from discrimination on the basis of their shared characteristic. These are; Sexual Orientation.</p> <p>Disciplinary Procedure: Appendix A list of Gross misconduct: intentional serious breach of UCL policy or regulations or improper conduct in relation to job responsibilities; serious breach of UCL Dignity at Work statement; Equal Opportunity Statement: UCL commits to promoting equality, diversity, and inclusion: To do this, we commit to provide a learning, working, and social environment in which the rights and dignity of all are respected, and which is free from unlawful discrimination, prejudice, intimidation, and all forms of harassment including bullying. No student, employee, worker, or visitor will be discriminated against on the basis of: ... Sexual orientation.</p>

<p>B. Explicit ban on discrimination based on gender identity and gender expression</p>	<p>Dignity at work statement; Disciplinary Policy; Equal Opportunity Statement</p>	<p>Dignity at Work statement: Discriminatory behaviour can occur on the basis of perceived group membership, affiliation or association. The Equality Act 2010 legally prevents those who share 'protected characteristics' from discrimination on the basis of their shared characteristic. These are; Gender Reassignment..... Transgender staff includes staff who have undergone, are undergoing or intend to undergo gender reassignment. Disciplinary Procedure: Appendix A list of Gross misconduct: intentional serious breach of UCL policy or regulations or improper conduct in relation to job responsibilities; serious breach of UCL Dignity at Work statement; Equal Opportunity Statement: UCL commits to promoting equality, diversity, and inclusion: To do this, we commit to provide a learning, working, and social environment in which the rights and dignity of all are respected, and which is free from unlawful discrimination, prejudice, intimidation, and all forms of harassment including bullying. No student, employee, worker, or visitor will be discriminated against on the basis of: Age; Disability; Gender identity; Marriage or civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation.</p>
		<p>Equal Opportunity Statement: UCL commits to promoting equality, diversity, and inclusion: To do this, we commit to provide a learning, working, and social environment in which the rights and dignity of all are respected, and which is free from unlawful discrimination, prejudice, intimidation, and all forms of harassment including bullying. No student, employee, worker, or visitor will be discriminated against on the basis of: Age; Disability; Gender identity; Marriage or civil partnership;</p>

C. Explicit ban on bullying & harassment based on sexual orientation

Equality Statement; managers guidance for: supporting lesbian, gay, bisexual staff.

Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation

Guidance for managers: supporting lesbian, gay, bisexual staff at work: LGB people, and those perceived to be LGB, sometimes experience homophobia, hostility, harassment or prejudice at work which can go unrecognised and unchallenged.

One of the most common manifestation of this is 'jokes' and banter in the workplace, which managers need to 'nip in the bud' where it promotes negative stereotypes of LGB people or uses offensive language e.g. the word 'gay' in a pejorative sense.

Banter can be fun, team building, reduce stress and raise morale.

However, managers or colleagues should intervene if they think someone is feeling uncomfortable and stop any offensive comments. If in doubt seek the views of lesbian, gay and bisexual staff or advice from the Equality, Diversity and Inclusion Team. Managers who do not take firm action to curtail inappropriate banter and jokes could be viewed as complicit in the harassment and risk low team morale, reduced productivity and complaints from staff.

Other examples of harassment:

Using religious belief to justify discriminatory treatment of LGB people;
Asking LGB people intrusive questions about their private life;

Ignoring or excluding a person from activities because they are LGB;

- Threatening to 'out' a person who is LGB;

- False allegations of sexual misconduct.

In addition people who identify as bisexual could also face:

- Ignoring or exclusion from lesbian and gay events, because they are bisexual;

- Being pressured to identify as either straight or gay.

- Assumptions that they are attracted to everyone;

- Assumption that they are lesbian or gay but in denial;

- Assumptions about promiscuity and

		<p>judgements about their ability to live monogamously;</p> <ul style="list-style-type: none"> • Assumptions that everyone is either straight or lesbian/gay therefore no acknowledgement of their identity. <p>Top tips for supportive managers.....Take prompt action against homophobic/biphobic/transphobic comments or jokes, even if you are not aware that you have any LGBT staff</p>
<p>D. Explicit ban on bullying & harassment based gender identity and gender expression</p>	<p>Equal Opportunity Statement; Supporting Trans Staff in the Workplace</p>	<p>Equal Opportunity Statement: UCL commits to promoting equality, diversity, and inclusion: To do this, we commit to provide a learning, working, and social environment in which the rights and dignity of all are respected, and which is free from unlawful discrimination, prejudice, intimidation, and all forms of harassment including bullying. No student, employee, worker, or visitor will be discriminated against on the basis of: Age; Disability; Gender identity; Marriage or civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation</p> <p>Supporting trans staff in the workplace Who do we include in the term 'trans? A transgender person is someone whose identity differs from what is typically associated with the sex they were assigned at birth. 'Trans' is the preferred inclusive term for all transgender people.</p> <p>'Non binary' people may also identify as trans. Non binary refers to gender identities that are not exclusively male or female. Many non binary people wish to appear androgynous and adopt unisex names, gender neutral titles such as Mx. and/or gender neutral pronouns, but others prefer to express themselves in ways which are traditionally seen as masculine or feminine, or to mix aspects of the two. UCL has a legal duty to protect all staff including trans staff from harassment. All voyeuristic, intrusive and personal questions or discussions are unacceptable and probably unlawful.</p>

Take the lead and make this clear to staff and students, and ensure they know that they may face a discrimination complaint against them if they ignore this direction. Also make clear no harassment, bullying, or victimisation of any kind will be tolerated, that such behaviour is unlawful under the Equality Act 2010 and would also be contrary to UCL's Dignity at Work statement

http://www.ucl.ac.uk/hr/docs/dignity_at_work.php

Make clear all UCL staff and students have a responsibility for challenging discrimination, promoting equality and ensuring no discrimination or harassment towards trans staff. Emphasise that action will be taken swiftly against anyone harassing or bullying the trans member of staff, or anyone making inappropriate comments to, or about the person. Teams will take their cues from managers in determining how to respond to a trans colleague. Managers should endeavour to establish a culture of respect where adherence to UCL's Equal Opportunities and Dignity at Work Policies are evident. Check periodically with the trans member of staff to ensure they are not receiving any negative reactions.

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

GUIDANCE: Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife' (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

A. Adoption policy

B. Special or Compassionate Leave Policy

C. Maternity policy

D. Paternity policy

E. Shared Parental leave policy

Provide a brief description of the policy/policies you have uploaded:

UCL's Parental Leave and Pay Policy encompasses provision for adoption, maternity, paternity (referred to as paternity/partners leave) and shared parental leave all in one policy. A specific gender is only used within the context of maternity entitlement. All other policies use gender neutral language. The term partner is used in preference to husband or wife. To supplement the policy a guidance booklet entitled 'Pregnancy, Maternity & Paternity: your rights and benefits at work' is provided to all relevant staff. This states explicitly that partners include same sex couples. Various FQA documents exist to accompany the policy such as for (1) Shared Parental Leave and for (2) maternity, paternity, adoption parental leave which include explicit questions about partners e.g. (a) Q Can same sex couples take shared parental leave? A Yes. You can take shared parental leave with your spouse, civil partner or partner. Partner is defined as someone (whether different sex or same sex) who lives with you in an enduring family relationship (but who is not your child, parent, grandchild, grandparent, sibling, etc.). (b) Q Who is included within the definition of partner in the policy? A Partner includes both same sex and opposite sex couples.

A. Upload the adoption policy

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/OkBK41Lrgo/>

B. Upload the special or compassionate leave policy

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/tkitMIXhdn/>

C. Upload the maternity policy

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/0sGU2ihCky/>

D. Upload the paternity policy

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/T3ERPqTNsQ/>

E. Upload the shared parental leave policy

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/J0xLA4boR4/>

Policies and Benefits: Part 2

Next Steps

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

Does the policy (or policies) in place to support employees who are transitioning cover the following?

Tick all that apply

GUIDANCE: Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall's resource [here](#).

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

Provide a brief description of the policy/policies you have uploaded:

‘Supporting trans staff in the workplace’ is a guidance document that aims to support managers and colleagues of trans staff. It explicitly states that trans staff should also use it as an outline of UCL’s responsibilities to them. The guide sets out UCL’s commitment trans staff are welcome and should be treated with respect and dignity. The guide covers: who we include within the umbrella term of trans; transition at work; what good support looks like; who should be told what and when; time off entitlements; what is needed to change a name and gender marker on the system; practical arrangements regarding use of toilet facilities and dress code; responsibilities and obligations during the recruitment process and reference giving; use of pronouns; how to avoid harassment; a comprehensive glossary of terms and support contacts. A similar document exist in relation to students as their touch points with support departments and teaching staff will be different than for employees.

A. Upload guidance for members of staff

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/gA5onlolfq/>

B. Upload guidance for making changes on systems

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/4Gui2ytD5P/>

C. Upload guidance for HR staff

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/7UOn01Nb1x/>

D. Upload guidance for managers

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/ov2czmqo8C/>

E. Upload guidance for colleagues

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/qlxgxfMaCH/>

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

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

GUIDANCE: Policies submitted should include clear information around how the organisation supports all trans employees, including non binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

- 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 non binary people

Provide a brief description of the policy/policies you have uploaded:

‘Supporting trans staff in the workplace’ document clearly sets out information on non binary identities, explaining that they are included within the overall definition of ‘trans : “Non binary’ people may also identify as trans. Non binary refers to gender identities that are not exclusively male or female. Many non binary people wish to appear androgynous and adopt unisex names, gender neutral titles such as Mx. and/or gender neutral pronouns, but others prefer to express themselves in ways which are traditionally seen as masculine or feminine, or to mix aspects of the two.’ It also contains a glossary of terms setting out different trans identities, and the appropriate use of pronouns. There is guidance on use of facilities and encouragement to ensure non binary staff are made aware of gender neutral facilities. Advice is given on flexibility of dress codes to accommodate those in the process of transition but also non binary staff.

Upload the policy and highlight content relevant to option A

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/GFKDD3TTgb/>

Upload the policy and highlight content relevant to option B

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/amtnaiEWc1/>

Upload the policy and highlight content relevant to option C

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

<https://stonewallsubmit.fluidreview.com/resp/111296331/zrQToS4t2r/>

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

GUIDANCE: The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

No

Provide the date that the communication was shared. (No response)

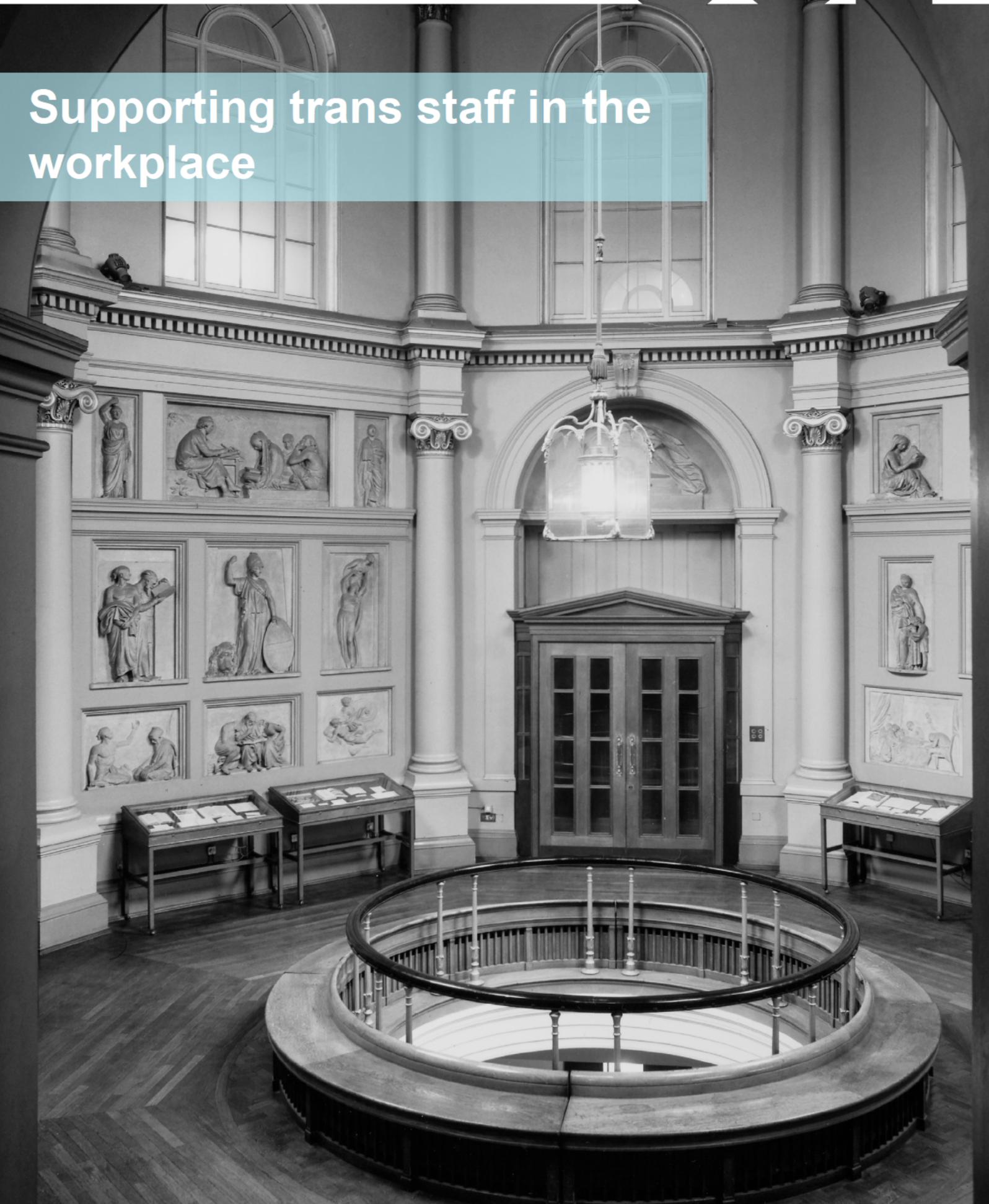
The following question is for information gathering purposes only and is not scored.

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

No



Supporting trans staff in the workplace



Trans staff are welcome within the UCL community and should be treated with dignity and respect. We value their contribution to the life of the university. This guidance aims to support managers and colleagues of trans staff. Trans staff should also use it as an outline of UCL's responsibilities to them.

Who do we include in the term 'trans'?

A transgender person is someone whose identity differs from what is typically associated with the sex they were assigned at birth. 'Trans' is the preferred inclusive term for all transgender people.

'Non-binary' people may also identify as trans. Non-binary refers to gender identities that are not exclusively male or female. Many non-binary people wish to appear androgynous and adopt unisex names, gender-neutral titles such as Mx. and/or gender-neutral pronouns, but others prefer to express themselves in ways which are traditionally seen as masculine or feminine, or to mix aspects of the two.

Transition at work

Many, but not all, trans people decide to undergo gender affirmation i.e. to transition from the gender they were assigned at birth, to become the gender they identify with. This may refer to social transition (changing name, clothes etc.), medical transition (hormones and/or surgery) or both. The Equality Act protects all people in transition from discrimination, whether they have undergone, are undergoing, or intend to undergo gender affirmation. Protection extends to those who live as another gender without undergoing medical procedures.

One of the most important factors in successfully supporting an employee's transition is planning and agreeing with them how to manage the process. Lack of support at this stage could be a significant deterrent for an employee who may have taken years to decide to take this step. It can compromise their ability to satisfy NHS protocols prior to surgical/medical intervention. It can, of course, also lead to discrimination complaints.

What does good support at work look like?

Managers of staff planning to transition should consider the following:

- * Listen and show support. The process should be led by the employee as much as possible.
- * Take advice from your HR Business Partner and the Equality, Diversity and Inclusion (EDI) Team or one of the organisations listed later in this guide.
- * A member of HR and/or a trade union representative can be present at any meeting if required.
- * Agree the date the employee will present in their affirmed gender;
- * Arrange for staff working closely with the individual to have trans awareness training before this date, if the member of staff would like this;
- * Discuss whether there are duties within the role that should be avoided at specific times during the process e.g. lifting heavy items, strenuous physical work (for those who are undergoing surgery/medical intervention).
- * Assess the expected timescale of medical and surgical procedures and what time off is likely to be required (where relevant);
- * Be supportive of the employee if their style of dress changes during the process (where relevant).
- * Offering gender neutral toilets and changing facilities removes a real barrier for trans colleagues – so should be encouraged. Where these are not yet available – be aware of the right for the employee to select the facilities they feel are most appropriate.
- * Discuss whether they may benefit from some internal or external support such as the LGBTQ+ Equality Advisory Group (LEAG) or an external support group;
- * How to handle any harassment, hostile reactions or unwanted media interest.

Take a note of the discussions and draw up an action plan with the employee. Any plan should be updated, developed and not fixed.

Agree where the action plans and any meeting notes are kept and who has access. Read 'Rachel's story' [ecu.ac.uk/casestudies/trans-staff-rachels-story/](https://www.ecu.ac.uk/casestudies/trans-staff-rachels-story/) to get more insight into the kind of support that is valued by trans staff at UCL.

Disclosure – who should be told what and when?

It would only be necessary (and appropriate) to inform colleagues or students about a person's trans status or history where the relationship existed previously and will continue in the future.

Where this is the case always confirm with the trans person how they would like this done. You could offer to be with them or inform others on their behalf.

Always seek the trans person's explicit permission to disclose any information to others. This must be on a confidential, strictly 'need to know' only basis. If a person has applied for their gender to be legally recognised under the Gender Recognition Act, they have additional legal protection. It is a criminal offence to reveal a person's trans history or identity without their express permission.

Time-off

The employee may wish take a period of leave at the time of the transition, and return to work in their affirmed gender.

Trans people may undergo treatment, which can include hormone therapy and surgery. This will probably necessitate taking time off work and may have an impact on workload and colleagues. Such procedures could take up to two years to be completed. Managers need to be accommodating during this time and may need to make temporary adjustments to job requirements.

It may be that during transition that an employee cannot carry out the full scope of their role, for example following surgical treatment. Their performance may also be affected by mood swings due to hormone therapy. Managers should be accommodating during this period.

Time off to attend hospital or doctor's appointments which last for part of a working day should not be counted as sick leave. Time taken during working hours for the above appointments must be paid and the dates and times of the appointments should be recorded but not classified as sick leave. Time away from work for surgery and to recover from surgery will be recorded as sickness absence, but should not trigger the formal Sickness Absence Procedure.

Managers should endeavour to be flexible and supportive to trans staff. It may constitute unlawful discrimination if an individual absent while undergoing the gender reassignment process is treated less favourably than those absent because of illness or other medical treatment. Discuss workload allocation with the trans employee before the absence from work and on return. Discuss any adjustments that might need to be made to facilitate the return to work.

Name change, records and confidentiality

Trans staff who have undergone transition may be anxious to protect their privacy surrounding their trans history. The right to confidentiality must be maintained. Current human resources, or any other records/ letters/ documents for trans staff should not refer to a previous name.

In a small number of cases, it may be necessary for some records (e.g. with regard to pensions; insurance and asylum and immigration documentation) to retain a reference to sex assigned to the employee at birth. Access to such records should be restricted to staff who require such details to perform their specific duties.

A trans person will be able to change their name at UCL on production of a formal change of name. They do not need a Gender Recognition Certificate¹ to do this.

Practical arrangements

It's really important that good intentions are matched with practical action. Access to toilet facilities should be in line with the persons affirmed gender. Consider what arrangements need to be made in the interim regarding toilets, changing rooms etc. Managers should reach agreement with the individual regarding the point at which they move to using the facilities of their affirmed gender. Trans (and particularly non-binary) staff may prefer to use gender neutral facilities – ensure they are aware of the closest facilities. Use of disability accessible toilets as an alternative is not acceptable.

Some areas of UCL may need to show some flexibility in dress codes, where they exist, to accommodate the process of transition and non-binary staff.

Recruitment

There is no obligation for an applicant to disclose their trans status or history in the recruitment process. This issue is not relevant and this question should never be asked at interview. Many applicants/interviewees will consider it a very private matter; or may be fearful as they have experienced prejudice and harassment previously. If the applicant does choose to disclose, this cannot be a reason for not offering employment.

If giving a reference for someone moving to a new job, the referee must use the employee's current name and do not refer to a former name or gender identity.

¹ To acquire a Gender Recognition Certificate, the person has to present evidence to a Gender Recognition Panel that they have lived permanently in their new gender role, at all times, for two years prior to the application. A Gender Recognition Certificate enables the person to have a new birth certificate, if their birth was registered in the UK, and to be legally recognised for all purposes in their new gender role, including marriage and civil partnership.

Use of pronouns

Where the employee has transitioned while in our employ, make every effort to refer to them by their new name and to use the pronouns appropriate to their affirmed gender.

Take your lead from the employee. Those identifying as non-binary may not wish to be confined by male or female pronouns and be referred to as 'they' rather than 'he' or 'she'. Others may prefer pronouns that may seem counter to their visible identity.

Harassment

Did you know that 42% of trans people are not living permanently in their affirmed gender because of fear of discrimination in employment?²

UCL has a legal duty to protect all staff including trans staff from harassment. All voyeuristic, intrusive and personal questions or discussions are unacceptable and probably unlawful. Take the lead and make this clear to staff and students, and ensure they know that they may face a discrimination complaint against them if they ignore this direction. Also make clear no harassment, bullying, or victimisation of any kind will be tolerated, that such behaviour is unlawful under the Equality Act 2010 and would also be contrary to UCL's Dignity at Work statement ucl.ac.uk/hr/docs/dignity-at-work.php

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Teams will take their cues from managers in determining how to respond to a trans colleague. Managers should endeavour to establish a culture of respect where adherence to UCL's Equal Opportunities and Dignity at Work Policies are evident.

Check periodically with the trans member of staff to ensure they are not receiving any negative reactions.

² Engendered Penalties: Transgender and Transsexual People's Experiences of Inequality and Discrimination 2007; Stephen Whittle, Lewis Turner and Maryam Al-Alami

Glossary of terms

Acquired gender: a legal term used to refer to the gender in which a trans person lives and presents to the world. Not the gender they were assigned at birth but the gender in which they should be treated. Affirmed gender is a term preferred by the trans community.

Affirmed gender: the process of bringing the gender role and appearance into alignment with the gender identity, 'affirms' that identity. The term 'affirmed' gender, is now becoming more common in describing the post-transition gender status. 'Affirmed' should be used in preference to 'acquired'; the latter is the language of the Gender Recognition Act, and is more appropriately used to describe the acquisition of a Gender Recognition Certificate and new Birth Certificate

Gender identity: a person's sense of self as a man or woman, non-binary person or other sense of gender. A person's gender identity is typically expected to follow directly from the sex they were assigned at birth (based on physical attributes), but this is not always the case.

Gender dysphoria: describes a medical diagnosis used in the context of people seeking medical intervention. It describes the sense of a strong, persistent discomfort or distress caused by the contradiction between a person's self – identified gender and the gender they were assigned at birth.

Non-binary: refers to gender identities that are not exclusively male or female, may identify as both genders, neither gender, or something else entirely.

Transgender (or trans) person: a broad inclusive term referring to anyone whose personal experience of gender extends beyond the typical experience of those of their assigned sex.

Transition: Taking the journey from your assigned gender to the one you know yourself to be. This may refer to social transition (changing name, clothes etc.), medical transition (hormones and/or surgery) or both.

Transsexual person: A person who was assigned one gender at birth and has transitioned or is transitioning to live as another gender. A person is not required to undergo a medical procedure to be recognised as a transsexual person, under the law. Some people now regard this term as slightly pejorative.

Trans(gender) woman: is a male-to-female trans person who was assigned male at birth but has a female gender identity.

Trans(gender) man: is a female-to-male trans person who was assigned female at birth but has a male gender identity.

Real life experience (RLE) – is relevant in the context of a person planning medical intervention through hormone replacement therapy or surgery. It can be a requirement of some doctors prior to undertaking these interventions. It is the period of time in which a trans person lives full-time in the gender role in which they identify.

Further information

For further advice contact the Equality, Diversity and Inclusion Team
equalities@ucl.ac.uk

Useful information:

Press for Change
pfc.org.uk/

The Gender Trust
gendertrust.org.uk

Trans staff and students in higher education - Equality challenge Unit 2010
ecu.ac.uk/publications/trans-staff-and-students-in-he-revised

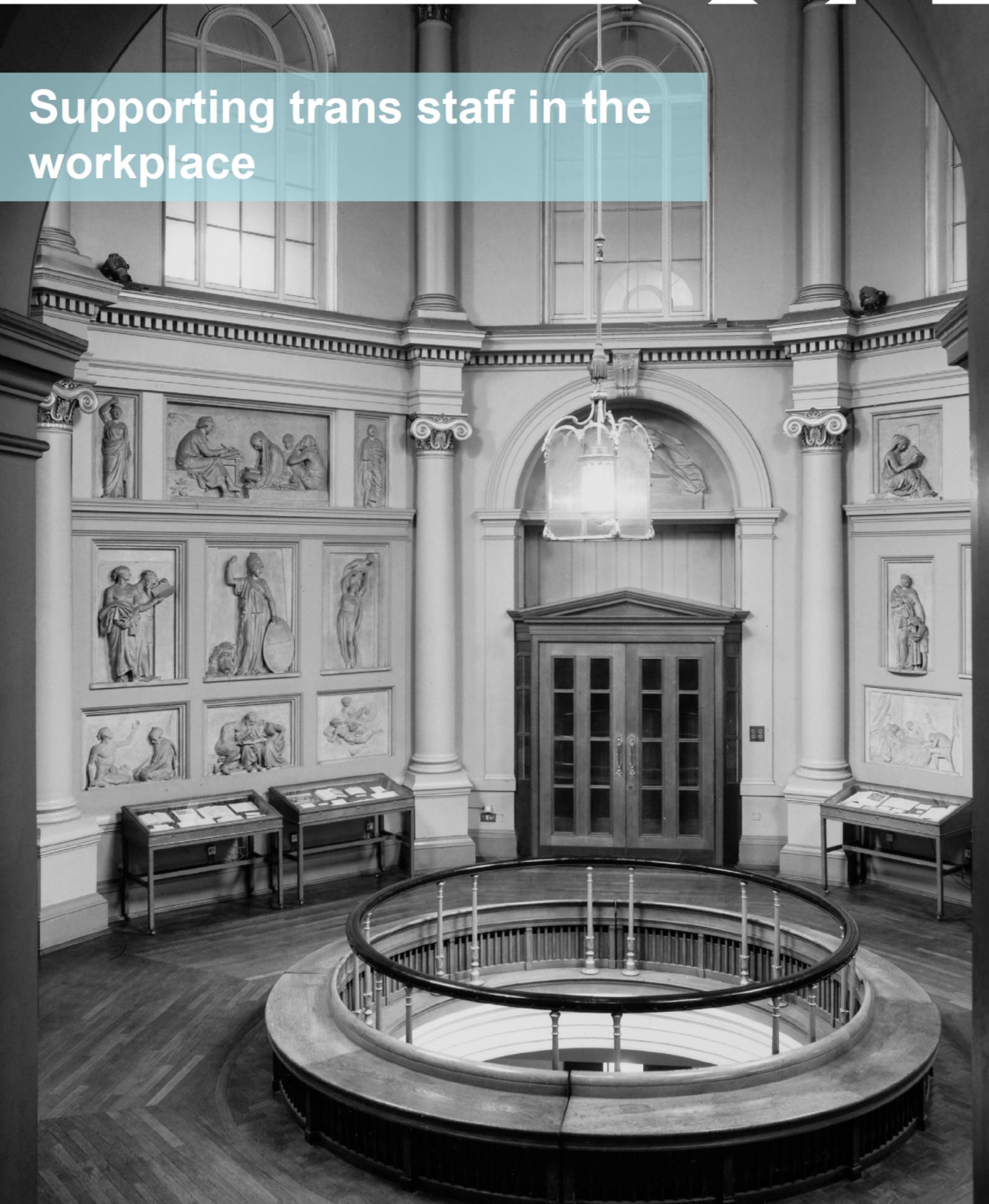
The Female to Male Network
ftm.org.uk

Equality, Diversity & Inclusion
University College London
Gower Street
London
WC1E 6BT

www.ucl.ac.uk/hr/equalities



Supporting trans staff in the workplace



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One of the most important factors in successfully supporting an employee's transition is planning and agreeing with them how to manage the process. Lack of support at this stage could be a significant deterrent for an employee who may have taken years to decide to take this step. It can compromise their ability to satisfy NHS protocols prior to surgical/medical intervention. It can, of course, also lead to discrimination complaints.

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- * A member of HR and/or a trade union representative can be present at any meeting if required.
- * Agree the date the employee will present in their affirmed gender;
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- * Discuss whether there are duties within the role that should be avoided at specific times during the process e.g. lifting heavy items, strenuous physical work (for those who are undergoing surgery/medical intervention).
- * Assess the expected timescale of medical and surgical procedures and what time off is likely to be required (where relevant);
- * Be supportive of the employee if their style of dress changes during the process (where relevant).
- * Offering gender neutral toilets and changing facilities removes a real barrier for trans colleagues – so should be encouraged. Where these are not yet available – be aware of the right for the employee to select the facilities they feel are most appropriate.
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Where this is the case always confirm with the trans person how they would like this done. You could offer to be with them or inform others on their behalf.

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The employee may wish take a period of leave at the time of the transition, and return to work in their affirmed gender.

Trans people may undergo treatment, which can include hormone therapy and surgery. This will probably necessitate taking time off work and may have an impact on workload and colleagues. Such procedures could take up to two years to be completed. Managers need to be accommodating during this time and may need to make temporary adjustments to job requirements.

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In a small number of cases, it may be necessary for some records (e.g. with regard to pensions; insurance and asylum and immigration documentation) to retain a reference to sex assigned to the employee at birth. Access to such records should be restricted to staff who require such details to perform their specific duties.

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It's really important that good intentions are matched with practical action. Access to toilet facilities should be in line with the persons affirmed gender. Consider what arrangements need to be made in the interim regarding toilets, changing rooms etc. Managers should reach agreement with the individual regarding the point at which they move to using the facilities of their affirmed gender. Trans (and particularly non-binary) staff may prefer to use gender neutral facilities – ensure they are aware of the closest facilities. Use of disability accessible toilets as an alternative is not acceptable.

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Take your lead from the employee. Those identifying as non-binary may not wish to be confined by male or female pronouns and be referred to as 'they' rather than 'he' or 'she'. Others may prefer pronouns that may seem counter to their visible identity.

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Employee Benefits

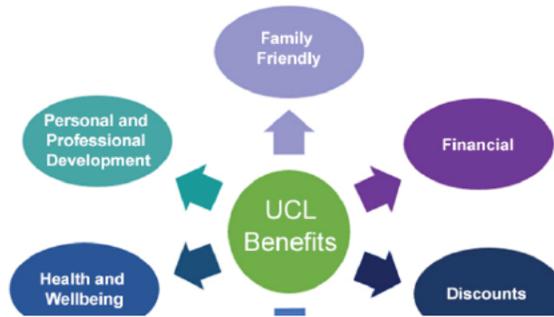
UCL is a dynamic, global university based in one of the most exciting capital cities in the world. Not only does working at UCL offer the opportunity to work with some of the greatest intellects in the world, it also offers competitive terms, conditions and benefits to its staff. In the 2013 UCL **staff survey**, 83% of staff would recommend UCL as a good place to work and 86% are proud to work for UCL.

As part of the UCL community you can access free **lunch hour lectures, exhibitions and museums and collections**. The NUS Extra Card is available to UCL staff as well as students and can provide fantastic savings across a multitude of online and street stores. See [here](#) for more information.

On campus UCL has the **Bloomsbury theatre** hosting a range of performances and a series of **bars, cafes and other facilities** which UCL staff can use.

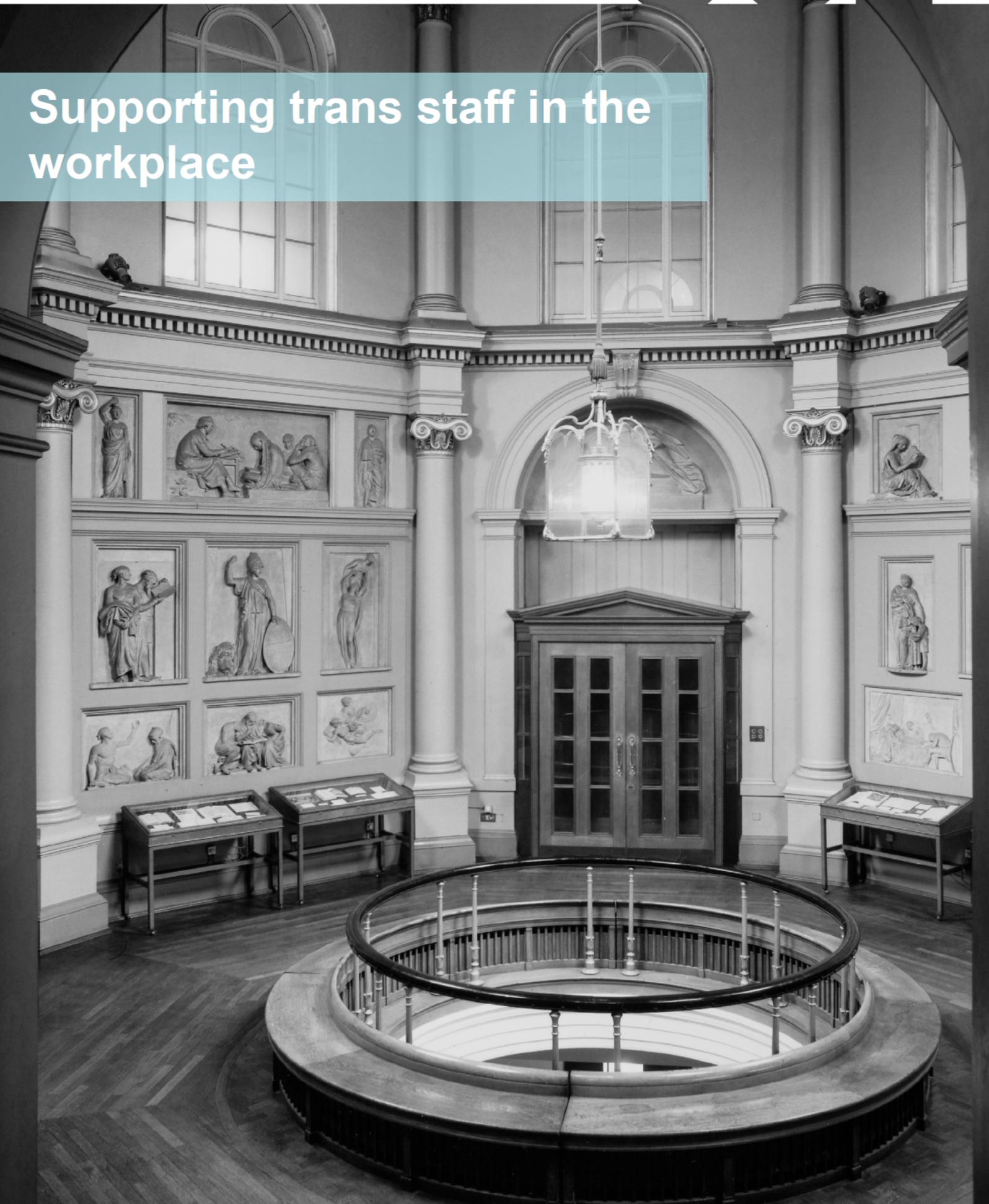
In addition to 41 days **annual leave** (inclusive of public holidays and closure days) and generous pension schemes, UCL provides a number of other staff benefits outlined below.

UCL benefits and policies apply equally, whatever the sexual orientation and/or gender identity of employees. Benefits and policies relating to employees partners, includes both different sex and same sex partners.





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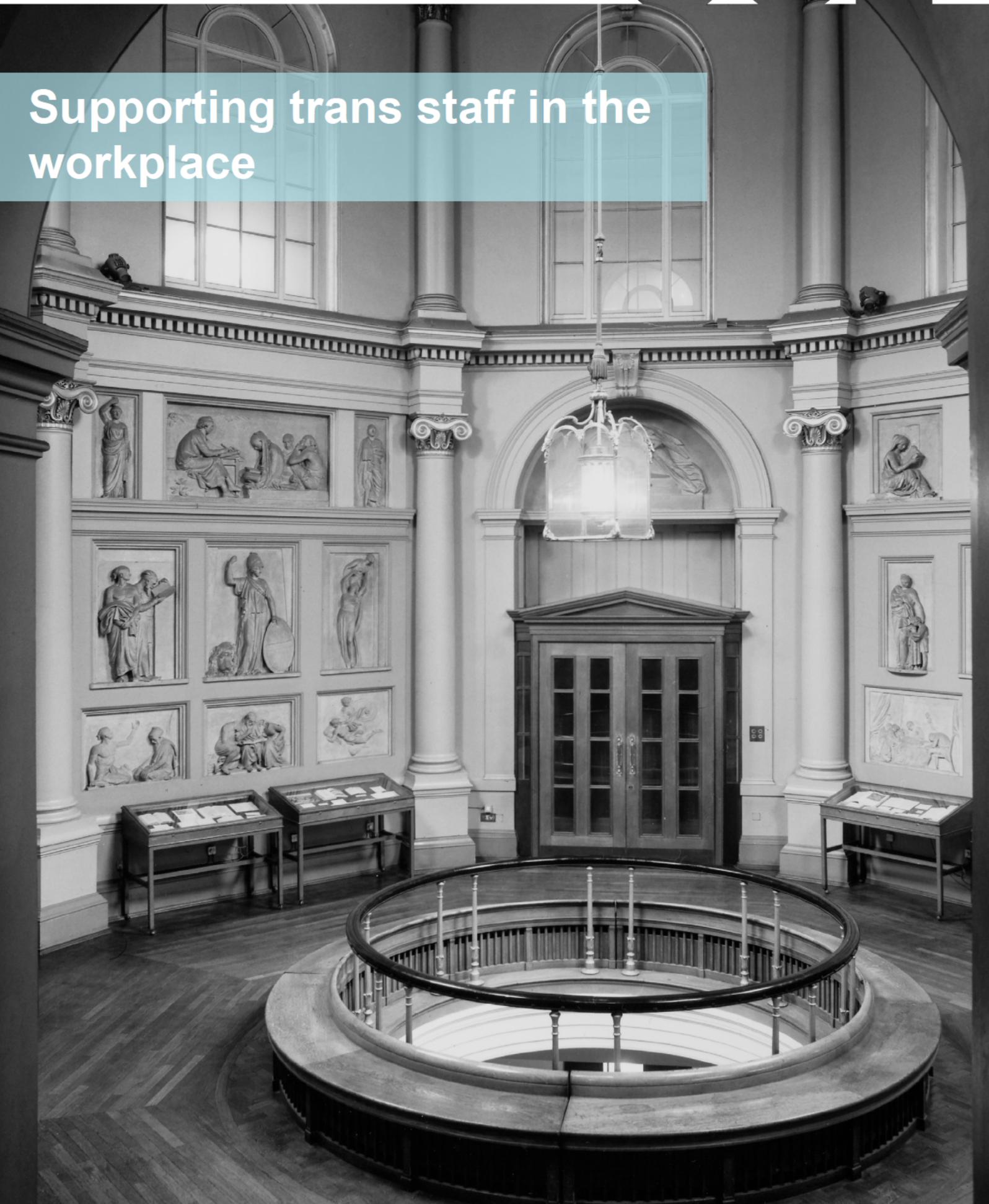
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The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

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

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

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

Tick all that apply

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

- 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

Describe the evidence uploaded:

UCL features in Stonewall 'Starting out' guide as Diversity Champion. UCL's job site displays the Stonewall Diversity Champion logo (and has shown the WEI Top 100 logo when we have had this status) so all job seekers see straight away that UCL has a commitment to LGBTQ+ equality. All individual job details set out a summary of the highlights of UCL's work on equality, diversity and inclusion. This includes details on UCL's Equality and Diversity Strategy 2015 2020 and a list of UCL's diversity staff networks with a link through to further details on Out@UCL as well as other networks. This link sets out what the network does; how to become a member; news and events from the network. It also provides details on UCL's LGBTQ+ Equality Advisory Group. So potential applicants can see that there is a clear governance structure in place to progress LGBTQ+ equality within UCL.

Upload evidence for option A

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

The screenshot shows the 'Starting Out 2016/17' website for University College London. The page is designed with a purple and white color scheme. At the top, there's a navigation bar with links for 'HOME', 'ABOUT', 'DIVERSITY CHAMPIONS', and 'CONTACT US'. Below this, a purple banner displays 'UNIVERSITY COLLEGE LONDON' and 'Education'. The main content area is divided into sections: 'QUICK FACTS' with a 'WHERE WE ARE' section (Gower Street, central London WC1), 'WHO WE ARE' (University College London (UCL) is London's global university with an international reputation...), 'MORE ABOUT US' (Our excellence extends across all academic disciplines...), and 'WHO WE ARE LOOKING FOR' (Recruiting and selecting the right people is of paramount importance...). A Stonewall logo is present at the bottom left, and a 'BEING LGBT, WORKING HERE' banner is on the right side.

Upload evidence for option B

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/GEtvDDqsds/>

Upload evidence for option C

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/dLxq5a119S/>

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

Select the completion rate for the training

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

B. 51 75 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates:

Recruitment is devolved at UCL with local line managers making recruitment decisions, acting within the policy and good practice guidelines set down by UCL HR. To support this devolvement of responsibility, our policy states no manager has authority to recruit without first undertaken a three hour recruitment and selection workshop. The content of the recruitment training material includes quiz questions to challenge participants understanding of the issues presented and reference to case law. For example, a question on direct discrimination uses the scenario of a line manager not giving a promotion to a lesbian for fear of the homophobia she may experience from the team she will manage. This provides an opportunity to discuss homophobia and misplaced intentions where participants may think that a positive intention outweighs the impact on the employee who is a lesbian. As part of the discussion on types of discrimination a case of homophobia is discussed as part of the definition of 'perceptive discrimination'. Refusal to allow a trans employee to use the toilet facilities in line with their affirmed gender is also discussed when giving context to the protected characteristic of transgender in the recruitment training. It is just as important for participants to get a fully rounded understanding of the protected characteristics as it is the recruitment process. During delivery in July 2017 this led to a question from a participant about how to 'prove' someone had the 'right gender' to use the facilities in question which led to a very helpful broader discussion. Attendance rates for the Recruitment and Selection Training are recorded within a training database. In addition, all staff whether managers or not are required to undergo online Equality, Diversity and Inclusion training, to be confirmed in post. Longer standing members of staff who may not have undergone this training are being encouraged to do so. For such a large institutions (and continually growing) ensuring all relevant staff undergo this training remains a challenge but also a priority.

Describe the format of the training and

Recruitment training is delivered face to face in three hour

the content you have uploaded:

classroom sessions using a PowerPoint presentation. An interactive quiz is dispersed throughout the session requiring participants to use voting buttons to select correct answers. This is to encourage engagement and ensure understanding of the information discussed. There is also a case study with a scenario of a manager deciding not to promote someone who is a lesbian as he is aware that the team she will manage is homophobic and his intention is to 'protect' her from this. So LGBTQ+ equality is explicitly included in the material and this scenario leads to an interesting discussion with participants about whether the managers motivation is relevant or not. A bespoke film clip is shown to participants that explores all the issues discussed during the session, displaying various examples of bad practice to bring the learning alive for the participants. This is very impactful and participants understand the importance of adhering to an objective process and documenting their decisions and not veering off track based on personal perceptions; stereotyping etc. See in particular following slides/notes: 10

Gender reassignment a full explanation from the Equality Act is included (proposing to undergo/is undergoing/have undergone etc) and adding in reference to non binary identities. 11 reference to discrimination by perception. 13 Direct discrimination and motive. Participants are encouraged to undertake on line unconscious bias training to develop their knowledge further. This presents scenarios for participants to consider including a man asking for flexible working arrangements. It is highlighted that a negative view of this request could be ignoring the possibility that the man is a parent in a same sex relationship.

Upload training content

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/h1tvMiQ5M4/>

Upload training content

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/wuN2g8ufXd/>

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

Tick all that apply

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

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

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

- C. Information on LGBT inclusive policies

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

B+C Once in post new starters are directed to induction pages on the website. These pages include: (1) staff benefits page which explicitly states that the policies apply equally, whatever the sexual orientation and/or gender identity of employees and that the term partner includes same sex partners. (2) link to all HR policies (including those referenced in Q1.3) which use inclusive language and explain who is included in the term 'partner' in accompanying FAQs. (3) a link the UCL's equality, diversity and inclusion (EDI) website containing information and contact points about staff networks, Allies network and how to join; and news, information and guidance on a whole range of EDI matters. The webpages on the allies programme include statements and photos from 22 senior management team members (including Provost and Chair of Council) so new staff will see that the senior manager from their part of UCL has made a commitment to be an ally which is a very positive and powerful message. Additionally there is specific mention of guidance for LGBT staff and the Out@UCL network embedded in the mandatory EDI online course. All new staff must access this to pass their probationary period.

Upload evidence for option A

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/BZkElr3JF/>

Upload evidence for option B

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/DzvviFnvsE/>

Upload evidence for option C

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/qEiCCwqzWl/>

The Employee Lifecycle: Part 2

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

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

Yes

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

Non binary employees are able to request a preferred name on the email system to allow use of the employee's preferred rather than legal name. A proposal to add the title 'Mx' to the list of available titles within the HR database has been agreed. This system has been live since January 2018.

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

Tick the completion rate for the training

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

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

Describe how you estimate completion rates:	The mandatory equality, diversity and inclusion training is delivered as an online module, so we are able to track completion rates. Completion is only recorded once a participant has achieved a score of 80%+. Other training is delivered face to face and completion rates are tracked by reporting on individual employees training records.
Describe the format of the training and the content you have uploaded:	The training is delivered as an online module. It is compulsory for all new starters to complete the training or they are prevented from passing their probation period. The package has been made mandatory. The training is interactive requiring participants to confirm their understanding of material at each stage prior to progressing to the next. The content covers stereotypes and assumptions. The resources attached to the training module direct participants to UCL's anti harassment website where routes to reporting bullying & harassment are available. The section of the course covering sexual orientation links directly with UCLs guidance for LGBT staff (setting out more detail on language within an LGBT context) and contacts for the Out@UCL network. Participants are required to undertake a quiz at the end of the online session and must achieve a pass rate of 80% before the training can be logged as 'complete'. In addition to this, face to face training takes place on 1) unconscious bias 2) Anti bullying and harassment 'Where do you draw the line?' Unconscious bias is delivered as required to individual departments by members of staff from UCL's Equality, Diversity and Inclusion (EDI) Team. The session consists of a PowerPoint presentation and group and individual exercises. The anti bullying and harassment training was introduced in 2017 is being rolled out systematically across UCL. last year 2,000 staff underwent this training and the target for the coming year is an additional 4,000 staff to attend the workshop. It is bespoke to each department through the use of a pre training questionnaire to participants which helps inform the discussion. The focus is on exploring at a team level what is acceptable and not acceptable and reflecting on existing team cultures, such as homophobic banter and 'jokes'. For impact and ownership each head of department is required to deliver part of the session along with a member of UCL's EDI Team.

Upload evidence for option A

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

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Upload evidence for option B

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/VuM0obzgeR/>

Upload evidence for option C

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/PBF6Ll67zg/>

Upload evidence for option D

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/oMk00TpL30/>

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

Tick all that apply

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

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

Upload evidence for option C

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/GXT4lhmpr5/>

Upload evidence for option D

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

<https://stonewallsubmit.fluidreview.com/resp/111296334/8EdDnq45bu/>

Provide date for option A (No response)

Provide date for option B (No response)

Provide date for option C 15/11/2018

The Employee Lifecycle: Part 3

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

Tick all that apply

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

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

A. Describe the programmes and how these programmes are promoted to LGBT employees:	All leadership programmes are communicated to the Deans, Faculty Managers and Divisional Directors. They cascade the information locally and decide who to put forward. There is also usually coverage in the UCL's weekly email bulletin 'Week at UCL'
B. Describe the programmes and how these programmes are promoted to LGBT employees:	Two funded places are available for LGBT staff to apply for the Stonewall Leadership Programme. This is communicated to members of the LGBTQ+ Equality Advisory Group (LEAG) in the first instance and the wider network if no LEAG members are interested.
C. Describe the programmes and how these programmes are promoted to LGBT employees:	A vast number of events take place across UCL each year. These are advertised on UCL's events pages. Events that are part of a wider festival etc., are additionally communicated through staff bulletins and many of these are additionally forwarded via the Out@UCL email list to network members. Members of the LGBTQ+ Equality Advisory Group are also on external mailing lists (e.g. Info sharing about work with LGBT communities via LGBT@JISCMail.ac.uk) for events and updates and share appropriate information with the wider network

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

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

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

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

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

Yes

Describe how contributions are recognised:

UCL's Appraisal, Review and Development Scheme explicitly states 'Staff review should also reinforce awareness of UCL's equality, diversity and inclusion (EDI) policies and staff responsibilities in relation to these. Consideration of how EDI issues can be central to the planning, development, implementation, monitoring and review of both the work of the Department and the individual member of staff should be built into the process. It should acknowledge the contribution staff have made through service on UCL's EDI networks and advisory groups as a key enabling activity to encourage personal development outside the parameters of their job role.' The UCL Academic Careers Framework was reviewed and updated in 2017 being used to build a case for promotion; carry out appraisals; identifying development opportunities. 'Institutional Citizenship' is one of criteria identified within the framework, which includes advancing equality, diversity and inclusivity for staff and students. For each grade (7 to 10) the framework sets out the scope of activity expected; the sphere of influence and the evidence of impact. These all clearly reference UCL's Equality, Diversity and Inclusion groups (staff networks) with impact activity ranging from 'contribution to...' through to 'sustained contribution to...' and 'Leadership of...' So recognition for this activity is not confined to those who act as network leads.

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

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

Yes

<p>Describe the exit interview/survey process and how LGBT issues would be identified or raised:</p>	<p>Staff who resign from UCL are sent an exit questionnaire (with reminders) during the exit process. This collects organisation wide data for comparison. Staff are also offered to speak to a HR contact direct if they prefer. The questionnaire covers topics such as: job role; communication; working relationships; pay and benefits; training and development; work/life balance; facilities/services; employment experience; and reason for leaving. 'Employment experience' specifically asks whether the employee worked on an environment free from bullying and harassment. If a negative response is given the individual is invited to provide further details. Dependent on the content of this it will be followed up by HR staff. In addition departments are encouraged to implement their own local exit interview process, and are advised that an alternative contact person to the line manager should always be available.</p>
<p>Describe how any issues raised would be acted upon by the organisation:</p>	<p>Above process describes opportunities available to employees to provide feedback face to face. So an opportunity to raise concerns about their experience in relation to bullying and harassment is made available. Where the employee elects to provide feedback via the questionnaire only but indicates that they have experienced bullying and harassment they will be contacted by HR staff for follow up. This will provide the opportunity to explore the issues raised. A follow up discussion would take place with the relevant people in the department. This could lead to one to one coaching and advice (with HR Advisors or a member of the Equality, Diversity and Inclusion Team) or wider interventions to tackle inappropriate team cultures such as delivery of UCL's anti bullying and harassment training 'Where Do You Draw The Line' which is delivered in a bespoke way and facilitates an exploration within teams of what is acceptable/unacceptable within the team culture. In 2019, we launched an online "Report & Support" tool, allowing anonymous (or recorded) testimony for bullying, harassment and sexual misconduct. If reporting includes a name, the issue is actioned through HR: advice / support are provided. If anonymous, data is collected / analysed to highlight problem areas.</p>

Feb
01
2017

February is LGBT History Month, and an opportunity to reflect. 2017 also marks fifty years since the Sexual Offences Act, decriminalising 'homosexual acts' in private between consenting men over the age of 21 in England and Wales. It wasn't easy growing up gay in the North of England in the 1960s, but nor was it hard by historical standards. I couldn't be hanged (1835) or tried for gross indecency (like Oscar Wilde, 1895). But there was lots that made me feel society didn't quite value me so much. I was 21 when the age of consent was lowered from 21 to 16 in 1964 (the irony!), and it wasn't until 2001 that the age of consent was equalised. And at the time when all my (straight) friends were getting married, I was envious and if I'm honest a little melancholic that I thought I would never have the opportunity to stand up in front of my family and friends and say 'This is the man I love'. This is the man I want to spend the rest of my life with. That changed in 2005 when the Civil Partnership Act came into effect, and in 2012 my partner and I did have a civil ceremony. We're lucky to have the love of our families, and the support of our friends. But this is no time for complacency. Onwards. Coming Out was still the hardest thing I've ever done. There remains much prejudice and injustice for those identifying as LGBT – in the UK and globally. And that's why I'm proud to be the LGBTQ+ champion on Council – the governing body of UCL – to ensure that the LGBT voice is always heard and considered here at UCL. I'm grateful to all those from previous generations who stood up and were counted and made possible the changes to society that I have valued. I hope future generations will have



UCL

University College London
Human Resources Division

RECRUITMENT AND SELECTION HR POLICY BRIEFING



HR EXCELLENCE IN RESEARCH



Recruitment and Selection HR Policy Briefing

An introduction to UCLs Recruitment and Selection Policy

Recruitment and Selection HR Policy Briefing

What this session covers -

- Fair recruitment, discrimination and bias
- Recruitment tools and redeployment
- Right to work, Visas and sponsorship

Principles of fair recruitment

- Recruitment on basis of merit
- Justifiable decision-making process
- Non-discriminatory practice
- Fair and consistent application of the Policy

Responsibilities – departments or HR?

- Recruiting staff are responsible for decisions
- HR staff are available for advice e.g. reasonable adjustments, selection tests, appropriate criteria, right to work, Disclosure and Barring Service check
- Seek advice at any stage of the process from HR Advisory Services
<http://www.ucl.ac.uk/hr/consultancy/index.php>

First... a short quiz

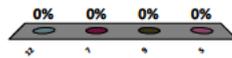
1. If you apply a selection criterion equally to men and women, you cannot be considered guilty of unlawful sex discrimination.

1. True
2. False



2. The Equality Act 2010 provides protection against discrimination to people with certain protected characteristics. How many protected characteristics are there?

- A. 12
- B. 7
- C. 9
- D. 5



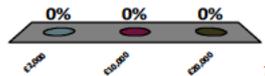
A request to change working hours once a job offer has been made could be considered a Reasonable Adjustment for a Disabled Person.

- 1. True
- 2. False



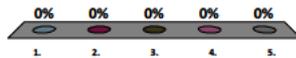
What is the maximum penalty for unknowingly employing someone who does not have the right to work in the UK?

- 1. £2,000
- 2. £10,000
- 3. £20,000



For how long must recruitment records be kept at UCL?

- 1. 6 months
- 2. 12 months
- 3. 2 years
- 4. 5 years
- 5. 7 years



Equality Act 2010



- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

'Direct discrimination'

- *Direct Discrimination*
When someone is treated less favourably than another person because of a protected characteristic
- *General occupational requirements* - limited use
- *Discrimination by Association*
Direct discrimination against someone because they associate with another person who possesses a protected characteristic
- *Discrimination by Perception*
Direct discrimination against an individual because others believe they possess a particular protected characteristic.

'Indirect discrimination'

A 'provision, criterion or practice' e.g. a rule

- Which is applied to everyone
- But puts or would put a particular group at a disadvantage
- And cannot be shown to be a 'proportionate means of achieving a legitimate aim'.

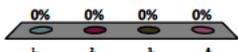
Examples:

- 8 years experience
- Degree requirement for administrative positions G1-6
- Vague requirement for 'good communication skills'

Which type?

Paul, a senior manager, turns down Angela's application for a post. Angela, who already works for the organisation and is a lesbian, learns that Paul did this because he believes the team that she applied to manage are homophobic. Paul thought that Angela's sexual orientation would prevent her from gaining the team's respect and managing them effectively.

1. Direct
2. Associative
3. Perceptive
4. Indirect



Which type?

Jim has applied for a job. He is 45 but looks much younger. Many people assume that he is in his early 30s. The recruitment panel feel that he may be too young and inexperienced to undertake the role which will require regular representation at senior board meetings.

1. Direct
2. Associative
3. Perceptive
4. Indirect



Positive Action

- Positive discrimination is unlawful
- Positive action allows the selection of a candidate from an underrepresented group when they are considered 'equally as qualified' as the other best candidate(s)
- UCL Council has approved use of it for:
 - Women in Grades 9 and 10 roles
 - BME candidates

Using Positive Action in Recruitment – Guidance for Recruiting Panels

Summary

Positive action in recruitment has been legal since the enactment of the Equality Act 2010. The positive action provision allows the selection of a candidate from an underrepresented protected group in a tie-break situation where s/he is of equal merit to the other highest rated candidate/s.

Background

UCL has two corporate employment targets; to increase the proportion of women in senior roles to 50% and to increase representation of Black and Minority Ethnic (BME) staff in support roles to 31%. The University is making glacial progress towards meeting its targets.

At the current rate of progress it will take UCL nearly a century to reach the gender target and over three centuries to meet the ethnicity target. For example in the past 3 years the proportion of female professors at UCL has increased by only 0.2%.

What is positive action?

Although the two concepts are widely confused with each other, positive action is distinct from positive discrimination which remains unlawful in the UK. Positive discrimination favours people with a protected characteristic *solely* because of that characteristic. Positive action, however, still maintains the overriding principle to recruit on merit although allows the selection of a candidate from an underrepresented group where they 'tie-break' with another equally qualified candidate.

The use of positive action by recruitment panels is entirely voluntarily, however UCL Council has approved the use of these provisions at the University.

Benefits

The main advantages of using positive action in recruitment at UCL are:

- Pioneering a new legal mechanism ahead of other institutions in the HE sector
- Achieving a faster rate of progress towards UCL's equality targets on gender and ethnicity

Principles

To lawfully exercise this provision, employers must meet the following conditions:

- The candidate must be selected on merit – s/he must be as equally qualified as the other strongest candidate/s
- The employer must not have a policy or practice of always treating people with a shared protected characteristic more favourably
- The action must be a proportionate means of achieving the aim of addressing underrepresentation in the workforce

For further information on the practical application of these principles contact [REDACTED], Head of Equality and Diversity, on [REDACTED]

Recruitment Tools

- Job Description
- Person Specification
- Advert
- Panel

The Job Description

- Clearly and accurately set out the key responsibilities of the role (staff, finance, resources)
- Avoid jargon, unexplained acronyms and abbreviations
- Evaluated/graded prior to advertisement
- Standard template available

The Person Specification

- Cover the knowledge, skills and behaviours needed for the role;
- Relevant to the responsibilities in the job description;
- Not be discriminatory;
- Be measurable / demonstrable;
- Be specific.

Tip: Include 'good attention to detail' for roles that require this

	Essential	Desirable
Qualifications		
Experience and Knowledge		
Skills		
Personal Attributes		

HUMAN RESOURCES DIVISION UCL

Case study and Break



- Work in pairs to consider the implications of this case study

- Then look at the questions displayed at the end

- We will discuss as a whole group following the break.

27

Case study - Academic recruitment

Please read the case study below and consider the six questions in the following slides:

The Department of Social Engineering is about to advertise for a Senior Lecturer in Social Policy. They are currently working on their Athena SWAN application and recruiting a woman at that grade would boost the statistics.

After gaining financial approval, the job is advertised for two weeks on the UCL website, one specialist journal and via word-of-mouth. It is decided that the selection process will be a 30 minute presentation and structured interview.

Over 200 applications are received. 7 panel members consider the applications independently and then convene a meeting to discuss the longlist. At the end of the meeting the panel are undecided about 2 of the applicants so the Chair of the panel gives their referees a call and subsequently 1 is added to the shortlist.

Two of the panel members are called as witnesses for a disciplinary hearing, scheduled for the same date as the interviews; this means that they will miss the first 2 presentations.

On the day, the candidates are provided with lunch between the presentations and interviews and some of the panel members attend too.

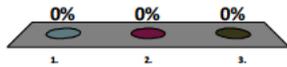
At the end of the day there is one hour for discussion and decision making; some panel members comment that part of their reason for preferring one of the candidates was that they had a very stimulating discussion during lunch and thought they would be a good fit for the department, whereas another of the candidates was very quiet and didn't make much eye contact with people.

The panel decides the best candidate is an American woman; she receives an offer letter the following morning and resigns from her current post immediately.

A couple of days later, unsuccessful candidate Jim asks for feedback and to see the notes taken during his presentation and interview.

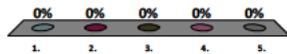
For how long should they have advertised this vacancy?

- 1. 1 week internally, 1 week externally
- 2. However long the manager wanted
- 3. 5 working days to redeployees, then 4 weeks as applicants requiring visa sponsorship were likely to apply



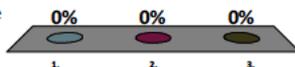
How should panel members have shortlisted?

- 1. First agreed a scoring system
- 2. Compared results of a sample of candidates, to ensure consistency of approach to shortlisting
- 3. Telephoned any referees if undecided
- 4. All of the above
- 5. 1 and 2 only



As 2 of the panel members were not available for all of the presentations, what should have happened?

- 1. Panel members get there as soon as they can and give feedback on the presentations they have seen
- 2. The late panel members participate in the interviews only
- 3. They are excused from the process immediately and are replaced if required



Selection Processes

- Use minimum panel of 3 – No all female / male panels
- Use standard questions for all candidates
- Consider using practical tests
- Make reasonable adjustments for disabled candidates
- Provide feedback related to the person specification if requested – applicant can request notes under Data Protection



Preparing to interview

Checklist:

- ✓ Ensure that everyone involved is clear about their responsibilities
- ✓ Create a good first impression of UCL
- ✓ Questions (open and probing)
- ✓ Test (equipment)
- ✓ Refreshments
- ✓ Recording/scoring and collating the records
- ✓ Communicating the outcome



Interview Questions Template

Job title - Interview Questions *Appendix 1*

Date: _____
 Candidate Name: _____

Introduction prompts

- Welcome and introductions
- Brief comments about the role

No.	Question	Name
1	Medical history	
1		
2	Medical history	
2		
3	Medical history	
3		



Interview Panel Film – script

Bob and Perry work as academics in Computer Science, Anne is the departmental administrator

Bob) I'm pleased with the way the interviews went. For me there were 3 appointable candidates, one who's a really clear winner, which is a relief. I did worry that Ian was irreplaceable.

Anne) Yes it's such a shame Ian is leaving and going to Imperial. He's so well liked in the department. I agree that there were 3 appointable candidates. I think we can automatically rule out Clare, Azka, Cecil and William. I'd say the 3 appointable ones were Alex, Hitesh and Candice.

Bob) Agreed. I really liked Alex. He gave a brilliant presentation. He's the stand-out winner.

Perry) Yeah and I Googled him before the interviews. Have you seen his personal web page? It's very impressive.

Anne) I haven't seen it. Do the others have web pages?

Perry) I'm not sure.

Bob) I think in terms of their PhDs, they are all equally relevant to the post, though in different ways.

Perry) But...

Bob) What?

Perry) Well, Alex studied at UCL, Candice went to Nottingham, and Hitesh went to the Ecole Polytechnique – what do we know about this place? Hmm?

Bob) It actually has an excellent computer science department. World class.

Perry) Interesting. I'd never even heard of the PI he mentioned.

Bob) Oh. We need to get on. I've got another meeting in half an hour... So, Candice and Alex each have about 3 years relevant experience.

Anne) That's good.

Perry) And Hitesh has about 8 years' experience, the last 3 years at York, so it's quite a while since he did his PhD. Plus he also had a few years off between his PhD and his first job. I wonder why that was?

Bob) It was clear from his presentation that he has a very confident and engaging style of teaching. I'd have no worries that he'd be excellent with students, even though his accent was hard to understand at times. Our department is very fast paced and dynamic though. I'm not sure he'd be able to keep pace with the range of subjects we'd be expecting him to teach.

Anne) Candice has taught a good array of our core subjects.

Perry) I suppose, but Alex was particularly strong on programming. Like Ian, whom he'll be replacing.

Bob) They all gave pretty similar answers to the question about operating systems.

Anne) Yes and they all seemed to have limited experience of teaching computer architecture.

Perry) But you need to think about who would be most likely to pick it up.

Bob) <checking Blackberry> ...Hmmm... What do you mean by that?

Perry) Well, Alex comes with an excellent reference from Professor Philip Sutton at UCL. We were in the Housman room the other day and Phil was telling me that he was an excellent student, really interested in his research. He would fit in perfectly.

Anne) Wait a minute, Candice said that she has created her own knowledge sharing website. That's quite similar.

Bob) That's positive. Anyway, it's only a desirable criterion so we could provide training. They don't need to hit the ground running. What about their oral and written communication skills?

Perry) Well, Candice struck me as a bit sullen actually.

Bob) I noticed that too.

Perry) She definitely didn't seem as enthusiastic as Alex and Hitesh. In fact Hitesh was maybe just a bit too enthusiastic... I struggled with his accent the more animated he got.

Bob) Maybe Candice realised that this isn't really the teaching role or department for her? We need someone who's going to get on with Peter and Jo and the other teaching fellows. You know what a handful they can be!

Anne) I was impressed with all of the outreach work she had done. She wrote about that in her personal statement.

Bob) Ah yes. If we return to their personal statements, Candice had one typo but it was generally well written. I found two typos on Hitesh's statement. He'd obviously spoken at some really interesting sounding conferences though.

Perry) Well I don't think we should penalise Alex for the fact that he hasn't done lots of outreach or speaking at conferences. I liked the fact that he's kept his head down and remained focused. He has certainly made a good impression with Philip Sutton.

Bob) I think Candice has a promising future. So much so that she might get bored and want to move on in a year or two when actually we are looking for someone to stay for a good few years.

Perry) I don't know. She mentioned that she's moved to London with her partner, so she might have other priorities.

Bob) Hmmm... Yes, she's just not at the right career stage.

Perry) Well, it's pretty clear from our discussion that we are all leaning towards Alex.

Pause. Review

Questions for discussion:

- Who was the best candidate for the job?
- Why do you think the panel appointed Alex?
- Was there any evidence of poor recruitment practice?
- Was there any evidence of discrimination against any of the candidates?

Checking right to work – acceptable documentation

- Passport or national identity card of UK, EU, EEA or Swiss national
- Current passport – with a valid visa stamp or BRP showing permission to undertake the work they are employed to do
- Current passport with a current indefinite leave to remain visa stamp
- Current BRP showing indefinite leave to remain
- Current passport and EEA family permit/permanent residence card

What to look out for

- The original document must be checked for evidence that it is genuine and has not been tampered with
- The document should be checked to verify that it belongs to the holder
- The original documentation must be seen, a copy taken which must be signed and dated

Immigration Act 2016

The immigration act was updated in July 2016 which introduced new sanctions on illegal working and measures to enforce immigration laws.

- **Fine of up to £20,000** for each illegal worker, if you employ someone who doesn't have the right to work.
- **Unlimited fine and imprisonment for up to 5 years** if knowingly or had 'reasonable cause to believe' an individual didn't have the right to work.
- If someone gives you a false document or a genuine document that does not belong to them, must report immediately to the Employment Contract Administration team

Key learning points

- ✓ Consider if recruitment practice could be biased
- ✓ Design person specification based on job requirements and assess only against this
- ✓ Keep records of shortlisting and interviews
- ✓ Use diverse panels
- ✓ Consider reasonable adjustments at interview and during employment
- ✓ Do all appropriate checks before confirming a job offer
- ✓ Ensure Right to Work checks completed and correct documentation kept on file and copied to HR

Further Guidance

- UCL Recruitment and Selection Policy
www.ucl.ac.uk/hr/docs/recruitment.php
- Disability guidance
www.ucl.ac.uk/hr/equalities/disability/disability_guidance_for_managers.pdf
- Right to work guidance
www.ucl.ac.uk/hr/docs/immigration/immigration-2016-managers-guide-to-right-to-work-documents.pdf
- DBS (criminal record check) and criminal convictions policy
www.ucl.ac.uk/hr/docs/criminal_record.php
- References policy
www.ucl.ac.uk/hr/docs/references.php



Thank you for your attendance and participation



- Additional administrative staff consist of five members of UG administration team, three members of technical staff, one research centre administrator and assistant to the finance administrator.

Human Resource Management

- Reporting and managing HR related tasks including leave, holiday, sickness, requests, monitoring of probationary periods, training requirements, annual appraisal completion, adhering to UCL policies and procedures and ensuring the department is compliant with UK labour and employment laws;
- Complete management of the recruitment and selection process for all departmental staff - academic, administrative, technical, teaching, research - which includes drafting and posting adverts, collecting references and additional supporting documentation, organizing interviews, requesting contracts, preparing sponsorship applications to the UKBA, inducting new hires into the department, etc;
- Maintaining confidential and up-to-date personnel records for all departmental staff.
- Managing appointments and nominations for visiting and honorary staff, which includes setting up computing accounts and organizing building access;
- Annual collation and submission of promotional materials for academic staff.

Departmental Administration & Senior Management Support

- Providing high-level administrative support and advice to the Head of Department, including drafting reports, attending meetings on his behalf, assisting in budgeting and resource allocation, etc;
- Management of appointment and allocation of Post Graduate Teaching Assistants to tutorial classes, organization of relevant training, provision of pastoral care, etc.
- Named departmental contact for a range of UCL central services.
- Annual analysis and collation of statistical information relevant to the work of the department, i.e., student numbers and performance, teaching statistics, staffing reports, expenditure, research engagement, etc.
- Reporting on above to relevant faculty and college committees
- Coordinating departmental submissions for the REF
- Ad hoc conference, seminar and event management and organization
- Termly updates on administrative matters to all-staff at Departmental Meetings
- Membership on the following departmental committees: Undergraduate Departmental Teaching Committee, Graduate Teaching Committee, IT Committee.

Financial Administration

- Authorized signatory for purchases and expenses
- Responsibility for procurement and purchasing a range of products and services on behalf of the department
- Resource planning and management of departmental replacement teaching budget, roughly three-quarters of a million pounds

Person Specification

- Educated to first degree level or a relevant qualification in HE administration and management
- At least 5 years relevant experience in the same/similar role
- A specialist degree in HE administration and management
- Relevant experience obtained in HE or Research Council administration
- Significant experience of managing teams and individuals
- Advanced level of numeracy and computing skills
- Excellent command of English, both written and spoken
- Demonstrable experience of excellent organisational ability
- A keen attention to detail
- Outstanding communication skills and the ability to present information appropriately to target audience
- Ability to work independently, using own initiative
- Ability to manage and prioritise competing workloads in light of constant interruptions

- A confident and courteous manner when representing the department in an official capacity both internally to UCL and with external organizations
- Ability to provide input at senior management level meetings, while maintaining a 'support staff' role
- Experience in line-management, leading a team and setting objectives
- Experience with resource allocation (personnel, financial or otherwise).
- Experience using web-based database systems for finance, personnel and/or student records.
- Experience in HR administration and managing recruitment/selection processes
- A high level of organisational and planning ability
- A flexible and positive attitude towards finding and implementing solutions to problems
- Approachable, enthusiastic, helpful, flexible, and professional attitude toward work
- Ability to delegate with clear instructions and expectations
- A willingness to accept new and varied challenges
- A keen attitude to continuous learning
- Conscientious team member with the ability to communicate with staff of all levels, backgrounds and with varying levels of experience
- An understanding of the UK Higher Education system
- Ability to deal with distressed staff and students on an occasional basis

University College London JOB DESCRIPTION

Job Title: Departmental Administrator

Department / Unit: Department of Technological Studies

Faculty / Division: Faculty of Gadgets and Tech

Location: Techno House, UCL Bloomsbury Campus

Reports to: Head of Department

Responsible for: The Department's administrative team (currently 19 staff including the Deputy DA, Administrators, Assistants and Technical staff)

Grade: ■

Context: This modern department has an outstanding international reputation in the areas of current Technological research and teaching. The Department currently has 500 undergraduate students, 95 MSc and 72 MRes/MPhil/PhD students. The Department consists of 51 academic, research and teaching staff, 20 administrative/technical staff and at least 30 Post-graduate Teaching Assistants. This is in addition to several honorary and emeritus staff and regular distinguished academic visitors.

Main purpose of the job:

The post holder will support the academic and research agendas of the department through day-to-day management of the administrative process. The Departmental Administrator will be responsible for the delivery of an efficient and effective administrative service to the entire Department, leadership of staff in the administrative team and supervision of their work. The DA will also provide high-level administrative support to the Head of Department, including providing management reports and assisting in academic planning and managing the Department's HR procedures.

Key Areas of Responsibility

- Complete management of the recruitment and selection process for the Department, in line with UCL policy and procedures; including the placement of advertisements, arranging interviews, ensuring all pre-employment checks are complete (including visa sponsorship applications) and requesting contracts.
- Managing HR related tasks for the Department including local inductions, annual leave requests, sickness absence, family-friendly leave, monitoring of probation periods, annual appraisals and reporting on these areas as required.
- Responsibility for maintaining confidential and up-to-date personnel records for all departmental staff and providing all necessary information to the central Finance HR Divisions in a timely fashion through the use of partnership applications including Service in Partnership (SiP).
- Providing high-level administrative support to the Head of Department including managing communications, drafting reports, attending meetings in a representative capacity, assisting with budgeting and resource allocation etc.

- Responsibility for coordinating the Departmental submission for the forthcoming REF and 20XX Athena SWAN application.
- Annual collation and analysis of statistical information, relevant to the work of the Department (e.g. student numbers and performance) and reporting on this to relevant faculty and college committees.
- Responsibility for procurement and purchasing of a range of products and services for the Department; authorised signatory for purchases and expenses and management of the departmental replacement budget of roughly half a million pounds.
- Membership on the following departmental committees: Undergraduate Departmental Teaching Committee, Graduate Teaching Committee, IT Committee.
- Named departmental contact for a range of UCL central services.
- Ad hoc conference, seminar and event management and organisation for the Department.

This job description reflects the present requirements of the post, and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.

The post holder will carry out any other duties as are within the scope, spirit and purpose of the job as requested by the line manager or Head of Department/Division.

The post holder will actively follow UCL policies including Equal Opportunities policies and be expected to give consideration within their role as to how they can actively advance equality of opportunity and good relations between people who share a relevant protected characteristic and people who do not share it.

The post holder will maintain an awareness and observation of Fire and Health & Safety Regulations.

**University College London
PERSON SPECIFICATION**

Job Title: Departmental Administrator

	Essential	Desirable
<p>Knowledge, Education, Qualifications and Training</p> <ul style="list-style-type: none"> • First degree or equivalent level qualification in Administration/Management, or demonstrable equivalent experience • Knowledge of the key challenges that face the university sector at the current time • Microsoft Office IT qualification e.g. European Computer Driving License 	<p>X</p> <p>X</p>	<p>X</p>
<p>Skills and/or Abilities</p> <ul style="list-style-type: none"> • Proven ability to work with, gain the confidence of and influence and negotiate with people at all levels • Ability to analyse problems and identify solutions • Organisational and planning skills, including excellent time management and the ability to delegate effectively • Ability to communicate appropriately and effectively, both verbally (face to face and on the telephone) and in writing (using email, letters, reports etc.) to convey sometimes important and complex information to a range of audiences • Ability to work independently, using own initiative and also as part of an effective team. • A keen attention to detail • Ability to use Word, Excel, PowerPoint, Outlook and the internet to a good standard, including for producing reports and presentations 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p>Experience</p> <ul style="list-style-type: none"> • Experience of successfully leading and managing a team, including all line manager responsibilities (appraisals, setting targets, managing poor performance etc.) • Experience of resource allocation (human, financial or otherwise) • Experience of using web-based database systems, preferably for finance, personnel and/or student records. • Experience working in the Higher Education Sector 	<p>X</p> <p>X</p> <p>X</p>	<p>X</p>

Other requirements <ul style="list-style-type: none">• An interest in own personal and professional development and willingness to engage with continuous learning opportunities• The ability to work flexibly on occasion, as required, to meet urgent deadlines	X	X
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UNIVERSITY COLLEGE LONDON

Education

QUICK FACTS

[WHERE WE ARE](#) [OPPORTUNITIES](#) [MONEY](#) [SIZE](#) [BENEFITS](#)

Gower Street, central London WC1.



BEING LGBT,
WORKING HERE

WHO WE ARE

University College London (UCL) is London's global university with an international reputation. A research and teaching powerhouse in one of the most dynamic cities in the world.

MORE ABOUT US

Our excellence extends across all academic disciplines; from one of Europe's largest and most productive centres for biomedical science interacting with 11 leading London hospitals, to world-renowned centres for architecture and fine art. We are consistently placed in the global top 20 in a wide range of world rankings. Currently, we are fourth in the QS World University Rankings and third in Europe in the Shanghai Jiao Tong Academic World Rankings. We are a worldleader in research, with outstanding results in the latest Research Assessment Exercise.



WHO WE ARE LOOKING FOR

Recruiting and selecting the right people is of paramount importance to the continued success of UCL. Our recruitment and selection policy sets out how to ensure, as far as possible, that the best people are recruited on merit and that the recruitment process is free from bias and discrimination.



ENG: Part 1

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. This section is worth 11% of your total score.

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

3.1 Does the organisation have an LGBT employee network group for LGBT employees? A. Yes, with a defined role and terms of reference

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

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

<https://stonewallsubmit.fluidreview.com/resp/111296337/XfJa2nsHqS/>

ENG: Part 2

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

GUIDANCE: Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes

List examples of some of your most recent objectives and progress towards achieving them:

UCL's LGBT employee network (Out@UCL) led by UCL's LGBTQ+ Equality Advisory Group (LEAG). LEAG developed SMART objectives, drawing data from UCL's bi annual Staff Survey in 2017 and set out in

Objectives for 2018: Deliver LEAG2020 Vision:

The following derive from previous success in raising numbers of staff declaring sexuality / gender identity, including discussion at 3 LEAG meetings. Below: Approved subject to minor amendments by LEAG on 01/05/2018.

- Continue to lead the sector in terms of the reach and operations of its LGBTQ+ staff network (with higher than sector average achieved for a wider number of Stonewall WEI areas e.g. policy, SMT engagement)
- Collaborate with and support further the activity of the UCL SU LGBT+ Network, with institute wide campaigns/events around IDAHOBIT / LGBTQ+ mental health.
- Drive improvements to LGBTQ+ staff satisfaction regarding staff confidence declaring sexual and gender identity (80% of staff surveyed in 2020 will be confident to declare).
- Increase number of UCL staff who have undertaken Friends of Out@UCL training by 10%, with a focus on teaching / other student facing staff.
- Drive reduction in LGBTQ+ staff bullying and harassment (quantify with staff survey feedback)
- Increase collaboration within local community: focus on increasing volunteering/public engagement opportunities for Out@UCL staff.
- Have an annual high profile celebratory event (commence 2019 anniversary year) recognising contributions of LGBTQ+ staff and beyond (alumni). Continue to hold series of LGBTQ+ consciousness raising events.

Propose the following KPIs are owned by UCL:

- By Apr 2020, a 10 % increase (from 56% in 2018) in the number of staff open about sexual orientation.
- By Apr 2020, a 10% increase (from 54% in 2018) in the number of trans staff able to discuss their gender identity.

A number of general objectives accomplished:

Co ordinate events through the year: LGBTQ History Month and International Day Against Homophobia, Biphobia and Transphobia (IDAHoBiT): Achieved. Over 10 events supported and / or organised by LEAG in the last year which have been attended by at least 50 people each time.

Engage and support local LGBTQ community groups. Achieved. LUKI.

Liaise with UCL LGBTQ Student Network: Achieved. Trans Pride Brighton with Trans Sab Officer / further collaboration.

Maintain link with LGBTQ Research Network. Achieved. Former Director of the qUCL, a member of LEAG

and qUCL's supported Feb 2019 Queer Tapestry.

Overall Coordination of Out@UCL. Achieved. Membership at 400 Out@UCL and 159 Friends of Out.

Develop, coordinate and administer LGBTQ projects. Achieved. Continuation of London university's social forum (LSE/UCL/Kings/Imperial = LUKI), networking events held Summer 2019; The Friends of Out@UCL project (continues to deliver training / published support statements from senior leaders). "That's what Friends are for" Allies event Nov 2018. Queer Tapestry History month event, Feb 2019 etc.

Out@UCL attracts new members: Increase diversity of range of activity. Membership at 400 Out@UCL and 159 Friends of Out.

3.3 Which of the following support activities does the LGBT employee network group facilitate?

Tick all that apply

GUIDANCE: The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

- 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

Describe the options selected:

<p>A. Describe the confidential support the group offers and how this is communicated to all staff:</p>	<p>UCL employees are advised on the UCL HR website that they are welcome to contact any member of UCL LEAG for informal support and advice. This may be in the form of informal meetings or signposting to other support channels for urgent or very serious requests. In summer 2019, an attendee of the UCL Friends Training requested support with meeting other staff in small groups. A member of LEAG was connected with this person to meet 1:2:1 and offer support to meeting people in small groups rather than larger gatherings i.e. OUT@UCL lunches.</p> <p>Support facilitated through the UCL HR website: (https://www.ucl.ac.uk/equality_diversity_inclusion/equality_areas_and_support/lgbtq_equality/issues_work_and_key_contacts_lgbtq_staff)</p>
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B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:

UCL employees are advised on the UCL HR website that they can report and discuss any bullying or harassment to any of UCL's Dignity at Work advisors. Three of UCL's Dignity at Work Advisors are visible LGBTQ+ role models, their identity is indicated on the website: <https://www.ucl.ac.uk> [redacted]

There is a dedicated webpage for LGBT related support. This sets out the people available who staff can contact if they are having issues relating to their sexual orientation and gender identity at work, which may include homophobic, biphobic or transphobic bullying and harassment: https://www.ucl.ac.uk/equality_diversity_inclusion/equality_areas_and_support/lgbtq_equality [redacted]

C. Describe the consultation process and outcome:

UCL SMT's LGBTQ+ Equality Champion [redacted] a member of LEAG and ensures policies/practices relevant to LGBTQ+ community are raised with SMT. Discussions on LGBTQ+ issues are not confined to LGBT staff network meetings/events but considered at the highest levels of UCL. LEAG also a member of UCL's Inclusion Forum uncovering bad/best practice in EDI issues and chaired by a visible LGBT role model [redacted]

July 2019, LEAG member [redacted] gave a LEAG report to Council focussing upon TransLives, May 2019 academic conference at UCL (supported by LEAG). The report offered SMT update to Council on LGBTQ awareness, including Trans awareness; UCL "Friends Training", now a 3 hours termly session delivered by LEAG (openly available for all staff) on our staff training & development portfolio (Organisational Development).

Past 12 months LEAG have continued to be consulted / used as critical readers in reviewing the 'Supporting Trans Staff in the Workplace Guidance': comments / suggestions fed back. LEAG also invited to feedback during review of UCL's Academic Careers Framework. Significant changes leading to greater formal recognition of contributions to UCL's EDI agenda: Appropriate for LEAG to help shape this.

D. Describe the consultation process and outcome:

LEAG works with UCL's EDI Office who have an understanding of UCL's organizational priorities. Member(s) of EDI attend every LEAG steering group to ensure updates are available with the opportunity to feedback on policy. EDI colleagues consult LEAG on UCL policy documents, including the updated "Supporting Trans Staff" policy (July 2019),

Bullying & Harassment policy (July 2019), and ongoing consultation (summer / autumn 2019) for recognizing time spent on enabling activity, e.g. volunteering (equality work), e.g. LEAG.

LEAG members have defined roles / areas of responsibility, allowing focused input (consultations) i.e. intersection lead, SMT champions, training lead... (see LEAG2020).

The permanent rainbow UCL logo in the new Student Centre compliments our "Out@UCL" and "Friend of Out@UCL" stickers, found around campus more generally.

<https://twitter.com/EdiUcl/status/1159498072222777347>



co chair of LEAG, also now sits on UCL's Race Equality Steering Group a high profile and influential committee co chaired by the Provost's Envoy for Race Equality. The purpose of the committee is to raise awareness of race equality issues and intersectionality; analyse/publish data; develop practical solutions to progress race equality.

ENG: Part 3

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

Tick all that apply

GUIDANCE: ‘Awareness raising events’ here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. ‘Mentoring or coaching programme’ here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. ‘Reverse mentoring’ here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

- 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

Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.

<p>A. Social networking event for members</p>	<p>LEAG host three networking lunches per year allowing the wider membership of Out@UCL to come together. Lunches are funded by SMT LGBTQ+ Senior Champion. Members have the opportunity to network with each other and also the opportunity to hear updates from LEAG and ask questions/make suggestions to LEAG including the UCL LGBTQ+ Equality Champion (Vice Provost Education).</p> <p>There are also ad hoc social networking events These have normally been held during the evening at the New Bloomsbury Set a local LGBT friendly venue socials generally attract around 15 20 members. Additionally, members are invited along to large scale Out@UCL affiliated events, e.g. OUTburst! And LUKI drinks summer social (June 2019); OUT@UCL Pre Pride Lunch, Black Pride (London) and Trans Pride (Jul 2019) with great networking opportunities. Events have had between 60 150 attendees. Since the creation of the Friends of Out@UCL network in 2016, allies have been invited to many Out@UCL events.</p>
<p>B. Lesbian, gay and bi equality awareness raising event</p>	<p>"That's What Friends Are For" marking National Coming Out Day (Oct 2018): Sharing stories LGBTQ staff and a Dean's</p>

family history (a committed ally).

Ally training continues to raise awareness of issues facing LGBTQ+ people: to better understand the role of being an ally; gain confidence in identifying / challenging offensive behaviour / language (for staff and students); raise awareness / champion equality. Sessions available to all staff, (within OD portfolio) 15 20 attendees: 3 sessions since Sept 2018, receiving positive feedback leading to Faculty of Engineering and Office of VP (Development), requesting in house training. One hour, bite size session piloted by LEAG, for staff development week, in UCL Centre for Languages (June 2019): Further development within Student Services staff (October 2019).

Festival of Culture (July 2019): Celebration of LGBTQ staff supported by LEAG showcasing voices of Trans, Lesbians / butch lesbians, gay BME, non binary and Bi staff / straight allies. Over 100 people registered to attend. The event is primarily a public engagement objective which was advertised nationally and across London.

C. Trans equality awareness raising event

Trans Remembrance Event:

https://www.ucl.ac.uk/news/2018/nov/transgender_pride_flag_flies_ucl

Trans flag flown above UCL's main building (November 2018) (Transgender Day of Remembrance). LEAG invited staff to gather to remember those killed / experienced violence from transphobia and demonstrate support.

The Friends of Out@UCL allies continue to visibly demonstrate support for LGBTQ+ community via the 'Friend of Out@UCL' sticker on doors, laptops, walls.

Friends of Out@UCL ally training to empower staff and raise awareness of transgender and non binary identities. LEAG member delivers "a crash course in pronouns"

Collaborating with LEAG, the EDI team developed a policy for supporting trans staff in the workplace. UCL also has comprehensive policy and guidance for trans students.

LEAG continues to work with LGBTQ+ Research Network, (qUCL): Engaging staff, students and wider community with issues surrounding sexuality and gender.

Trans Lives Conference (May 2019), co funded UCL Grand Challenges and UCL EDI, co delivered and supported by LEAG.

Trans Pride Brighton (July 2019) highlighted in external and internal Comms, showcasing LEAG lesbian Co Chair. UCL's

	<p>COO funded c.15 staff and research students to attend.</p> <p>Throughout 2019, LEAG have been working to publish a statement on the importance of support for trans staff and students against ongoing media attention and academic publications following the GRA consultation.</p>
<p>D. Collaborated with other LGBT network groups</p>	<p>██████████ Co Chair LEAG) a NoN Advance HE committee member.</p> <p>UCL School of Management hosted the inaugural meeting of the Network of Networks (July 2018) and involvement with NoN has allowed consultation with networks nationally and attendance at the NoN Intersectionality conference (NASDN collaboration) by LEAG co chair with UCL EDI (June 2019), with an UCL EDI Manager on organising committee.</p> <p>UCL Queer Tapestry: LEAG members and Out@UCL collaborated with UCL's LGBT+ Student Network, qUCL, UCL Culture and Alumni / Advancement on the creation of an exhibition, displayed in a central UCL position for the whole of Feb 2019, for LGBT History Month: https://twitter.com/i/status/1096408721691951106</p> <p>Collaborated with LUKI members to hold a summer social (June 2019). London Universities @ London Pride: UCL marched alongside and participated in a UoL social event at Pride (July 2019): https://www.ucl.ac.uk/news/2019/jul/outucl_pride_london_and_black_pride_july_2019 https://www.eventbrite.co.uk/e/luke-summer-social-tickets-61934158736 Your LUKI Night: XMAS Social (Dec 2018)</p>
<p>E. Collaborated with other internal network groups</p>	<p>Out@UCL and UCL Enable (Staff Disability Forum) Christmas Networking Lunch (Dec 2018): funded by EDI Team.</p> <p>UCL Laws and LEAG event, "How Turing came to be pardoned" (Nov 2018): https://www.ucl.ac.uk/laws/events/2018/nov/how_turing_came_be_pardoned_and_how_pardon_was_extended_others ██████████ current member of UCL Council and their LGBTQ+ Champion and a staunch ally and member of LEAG), discussed personal reasons behind his fight for the 'Alan Turing Law'.</p>
<p>F. Mentoring or coaching programme</p>	<p>There is no formal LGBTQ+ mentoring or coaching programme currently in existence however, members of LEAG and the wider Out@UCL network understand that as members they are making themselves available in a variety of ways to other LGBTQ+ colleagues and students.</p> <p>Training offered to UCL Council and Senior Management</p>

	<p>Team at UCL Council meeting (July 2019) by way of a LEAG report on the 'UCL Trans Lives' conference (July 2019).</p> <p>Albert Kennedy Trust & Out@UCL Mentoring Scheme: https://www.ucl.ac.uk/equality_diversity_inclusion/equality_areas_and_support/lgbtq_equality/albert_kennedy_trust_outucl_mentoring_scheme</p>
G. Reverse mentoring programme	<p>July 2019, LEAG member L [REDACTED] gave a LEAG report to Council focusing upon TransLives, May 2019 academic conference at UCL (supported by LEAG). The report offered SMT update to Council on LGBTQ awareness, including Trans awareness: Council will take this forward via [REDACTED] Autumn 2019.</p>

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

GUIDANCE: 'Initiatives' and 'campaigns' here refer to specific programmes or projects online or offline undertaken to achieve LGBT specific aims in the near term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women's Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

Please provide specific dates or time periods within the last two years.

A. Age

B. BAME

C. Disability (excluding disability related to mental health)

D. Women

Describe the campaigns, initiatives, seminars or events and when they occurred:

A. Age	<p>The Feb 2019 UCL Queer Tapestry exhibited testimony from former staff, students and alumni from the 1950's: https://twitter.com/UCLAlumni/status/1103713745119916033</p>
B. BAME	<p>October 2018 ██████████ OUT@UCL member gave an evening of poetry and prose readings from her writings on her identity as BAME lesbian along with ██████████ exploring the intersect of multiple identities through writing, using art to analyse and dissect their environments and experiences. Issues they explored included family dynamics, female consciousness, gender and sexuality, race and violence, called: "DISRUPTION" ██████████ was shortlisted for the Nick Darke Award 2018. The event was followed by a drinks reception for networking.</p>
C. Disability	<p>Out@UCL and UCL Enable (Staff Disability Forum) Christmas Networking Lunch (Dec 2018): funded by EDI Team.</p> <p>July 2018 NASDN National Conference hosted and funded by UCL with a specific session on gender and identities, including LGBTQ. Staff were invited from all UCL staff Networks.</p>
D. Gender	<p>July 2019 ██████████ staff profile: gender and sexuality, in all staff news: https://www.ucl.ac.uk/news/2019/jun/spotlight-██████████</p> <p>February 2019, a member of Out@UCL (Lecturer in Gender History) gave a talk at Nottingham University for LGBT History Month entitled: Lesbian Mothers and Practices of Conception in Post War Britain"</p>

ENG: Part 4

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

GUIDANCE: Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

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

Describe the initiatives selected and when they took place or were implemented. Please include specific dates or time periods.

<p>A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)</p>	<p>In May 2017, a trans member of Out@UCL became a member of LEAG, sitting on the steering committee as a trans rep. In the last year, they have been joined by another trans person and a non binary person. They have collectively continued to raise the profile of trans issues including advising (along with LEAG) on our “Supporting Trans Staff in the Workplace” policy discussions and gender pronoun issues, including delivering training on pronoun usage to depts.</p>
<p>B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities</p>	<p>In UCL’s weekly newsletter, the Week@UCL, Out@UCL continues to be promoted (several times over the past year, to all employees). Images of members of the LGBTQ+ Equality Advisory Group are available on the UCL website, indicating the membership is diverse and intersectional.</p>
<p>C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities</p>	<p>In the latest iteration of the LGBTQ+ Equality Advisory Group (LEAG) the co chairs successfully sought representatives from within LEAG to specifically represent different identities that make up the LGBTQ+ community. The intention was to give specific voice to each group and ensure that voice is heard.</p> <p>Out@UCL and LEAG members with a range of identities have been profiled by the EDI team here: </p>
<p>D. Other</p>	<p>Regularly continue to promote events to the other equality groups at UCL. </p>

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?

GUIDANCE: The work detailed here should be additional to the work already covered in other questions.

Yes

Describe the activity and impact. Please include specific dates or time periods.

- • October 2018: Queer walking tour of Bloomsbury as a part of the Bloomsbury Festival “Hide & Seek: A Queer Tour of Bloomsbury” tour with guides at significant historical local areas was organised by a LEAG member and delivered by other LEAG and Out@UCL members as part of the festival.

https://www.ucl.ac.uk/culture/whats_on/bloomsbury_festival_2018

- March 2019: UCL Careers and UCL Alumni event ‘Being yourself in the workplace’ LEAG Co chair spoke on a panel at a careers event for UCL alumni in the workplace.

<https://twitter.com/UCLout/status/1108079761606262784>

- Out@UCL is on LinkedIn! We encourage all Out@UCL members to join the new LinkedIn group, connect with other members and start conversations related to LGBTQ+ issues at UCL...think of it as a virtual extension of our networking lunches!

- June 2019: UCL Career staff have received training from LEAG materials on ‘LGBTQ+ issues facing students’ for employment.

- June 2019: OUTBurst! a celebration of 10 years of OUT@UCL (UCL's Lesbian, Gay, Bisexual, Trans, Queer and inclusive (LGBTQ+) staff and researcher network) https://www.ucl.ac.uk/festival_of_culture/events/2019/jun/outburst

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

Allies and Role Models: Part 1

Section 4: Allies and Role Models

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

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

Allies

4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies? B. Yes, a separate allies network group

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

Describe the allies programme or initiative:

UCL's Friends of Out@UCL was established to acknowledge that many LGBTQ+ (Lesbian, gay, bisexual, trans, queer, plus other marginalised sexual orientations and/or gender identities) staff and students don't always feel supported or understood by their peers/colleagues. UCL's LGBTQ+ Equality Advisory Group (LEAG) and staff network Out@UCL wished to create an inclusive environment where LGBTQ+ staff, students and visitors can be themselves, which includes feeling comfortable to be out. So UCL staff were asked to become a Friend of Out@UCL. Two straight people attended Stonewall's Straight Allies training day and used this experience as a basis for developing an internal campaign and training programme. Those who sign up to be a friend are offered training to equip them with the skills to become proactive LGBTQ+ allies; to gain confidence in identifying and challenging behaviour and language that is offensive to LGBTQ+ staff and students; to raise awareness and champion LGBTQ+ equality. The training runs for 3 hours and is co delivered by two staff one who identifies as LGBTQ+ and one ally. The training feedback has been very positive so far and individual departments and faculties are now requesting the training for whole teams.

Allies are required to be visible and are sent badges and stickers to wear or place around their work location, so all staff LGBTQ+ or not can see evidence of the scheme. From 2017 to present, these stickers and physical representations can be seen all across campus and a large number of people have remarked at what a positive and encouraging campaign it has been. The Race Equality staff group is looking at developing a similar campaign regarding allies, in addition to race ally training for 2020. Finally, allies are added to the Friends email list and receive relevant information and updates, such as being invited along to the Out@UCL lunches, or join the group representing UCL at London Pride.

The network has support from the most senior levels within UCL. Allies statements have been supplied (posted on the website and tweeted) by 3 members of UCL Council (including the Chair) and 19 members of the senior leadership team. Faculties and Departments have been encouraged to display the Friends of Out@UCL logo and/or the senior management allies statement on local intranet pages to ensure the widest impact possible.

We are delighted to report that some of our allies, including a member of the senior management team, marched alongside their LGBTQ+ colleagues at Pride in London 2019. We will formally track the impact of the network through our staff survey but didn't have one in 2019 hoping that we will see an increase in staff who state that they are out at work in 2020. So far 500 badges and 3,000 stickers have been distributed.

Upload a communication advertising the allies programme or initiative:

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

<https://stonewallsubmit.fluidreview.com/resp/111296340/kkN9QSKHNa/>

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

Tick all that apply

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

- 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

Provide a brief description of the content you have uploaded:

The session attached takes participants on a journey of exploration about the role of allies and aims to give them the confidence to identify and challenge behaviour and language that is unacceptable to LGBTQ+ staff and students. The resources attached set out why allies matter inviting attendee's to consider the important characteristics of an ally. Vignettes of famous allies are shared with the group (Barack Obama; Joey Barton; Nigella Lawson; Pink) to help set the context of what makes a good ally. This is followed by reflective group work where participants consider their hopes and fears about being an ally. Information and exercises set out the benefits of being yourself at work (which LGBTQ+ colleagues may be denied). Impactful sector relevant data is shared demonstrating the impact of LGBTQ+ discrimination and setting the training within the context of the law. The facilitators (one LGBTQ+; one straight) share personal stories about themselves/friends to add impact to the session as they go. Finally, there are a series of action for allies to take away: i) the 'action continuum' setting out when/how to act; using the right language and why; recognising own biases; bystander interventions; an action plan.

Upload content covering option A:

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

<https://stonewallsubmit.fluidreview.com/resp/111296340/idH7rHFTkw/>

Upload content covering option B:

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

<https://stonewallsubmit.fluidreview.com/resp/111296340/CuRhaaxGJs/>

Upload content covering option C:

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

<https://stonewallsubmit.fluidreview.com/resp/111296340/2pyVM7tHD7/>

Upload content covering option D:

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

<https://stonewallsubmit.fluidreview.com/resp/111296340/EldupEXszl/>

Provide a date for Option A: (No response)

Provide a date for Option B: (No response)

Provide a date for Option C: (No response)

Provide a date for Option D: (No response)

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

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

Yes

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

It's a key objective of the Friends network they are visible across UCL to ensure LGBTQ+ colleagues/students are aware of their existence and support, particularly vital for those who may not yet be out and are considering how safe UCL will be for them to take this step. Badges and stickers allies are encouraged to wear/display also act as an allies recruitment tool (they create interest across UCL). The positive impact of the allies initiative goes beyond LGBTQ+ staff, as the tone of an inclusive environment is set across the UCL population. Visible tools i) pin badges staff wear on ID lanyards ii) stickers on laptops: Very effective as many staff are agile workers and/or take laptops to meetings making the sticker visible beyond local work environments. Stickers have also been placed on office doors and in reception areas. iii) "Friends of Out@UCL" logos are used in email signatures, sent internally and externally. Finally, Departmental Equality Liaison Officers (many are 'Friends') have been encouraged to place the logo on local intranet pages along with the allies statement made by their relevant senior manager. This helps to widen coverage in a large organisation with multiple intranet sites.

Allies and Role Models: Part 2

Allies

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

Tick all that apply

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

- A. Participated in LGBT network group activities
- B. Helped organise a lesbian, gay and bi equality awareness raising event
- C. Helped organise a trans equality awareness raising event
- F. Other

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

<p>A. Participated in LGBT network group activities</p>	<p>Our allies are invited along to the termly Out@Lunch events along with the LGBTQ+ staff network members. A good number attend each time. They are also invited along to all the awareness raising events that Out@UCL attend (see section 3). A good number attend each time as they are fantastic opportunities to extend their understanding and awareness. UCL’s walking group at London Pride consisted of some of our allies network members, this included an ally who is a member of UCL’s Senior Management team. Along with their LGBTQ+ colleagues they who specially commissioned branded t shirts on the day; carried the banner and made some noise with their cheer sticks. One of our academics, for example, sat and actively participated on LEAG, as a staunch ally during the 2018 2019 academic year.</p>
<p>B. Helped organise a lesbian, gay and bi equality awareness raising event</p>	<p>One of our allies played a key role in organising UCL’s attendance at London Pride by maintaining the list of volunteers; ordering the t shirts and cheer sticks and providing funding.</p>
<p>C. Helped organise a trans equality awareness raising event</p>	<p>One of our academics played a key role in organising a Trans Symposium (May 2019). It is hoped this will become an annual or bi annual event.</p>
<p>F. Other</p>	<p>Other activities that our allies have been involved in include: Sharing relevant news articles with the network by email; recommending and encouraging other allies to attend events.</p>

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

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

Yes

Describe the training, programmes and/or resources:

The Friends of Out@UCL network is open to all and attendees have been both LGBTQ+ and straight. Although the training course relates to the whole LGBTQ+ community it does contain some trans specific material such as data that shows the experience of trans people is not the same as LGB people such as: Statistics (research by the NUS with LGBT students in 2014) showing that 1 in 3 trans students (compared with 1 in 5 LGB) experienced at least one form of bullying and harassment on campus. Trans students were twice as likely as LGB students to have experienced harassment, threats, intimidation or physical assault.

A glossary of terms is shared during the training which includes trans specific terms such as the following definitions:

Transgender: This term has many definitions. It is frequently used as an umbrella term to refer to all people who do not identify with their assigned gender at birth or the binary gender system. This includes transsexuals, cross dressers, genderqueer, drag kings, drag queens, two spirit people, and others. Some transgender people feel they exist not within one of the two standard gender categories, but rather somewhere between, beyond, or outside of those two genders.

Transphobia: The fear or hatred of transgender people or gender non conforming behaviour. Like biphobia, transphobia can also exist among lesbian, gay, and bisexual people as well as among heterosexual people.

Transsexual: A person whose gender identity is different from their biological sex, who may undergo medical treatments to change their biological sex, often times to align it with their gender identity, or they may live their lives as another sex.

Also deadnaming; gender identity; gender expression; gender reassignment; gender recognition certificate; gillick competence; non binary; transgender man; trans gender woman; transitioning; transphobia. These are talked through with participants.

A video resource is shown to participants. This was produced by UCL students union as part of their They For Them campaign on gender pronouns. It aims to raise awareness of trans and non binary identity at UCL and beyond. The video features trans students discussing the importance of using the appropriate pronouns when interacting with or referring to a trans person. The facilitators allow for discussion and questions following the video.

Participants are asked to name three historical figures who were lesbian, gay, bisexual or transgender. Participants undertake an exercise to understand their own beliefs/biases as it is important to have this self knowledge when signing up as an ally. This involves discussing scenarios in groups. Trans specific content from this exercise include i) 'A student named Steven asks you if you and the rest of the class/staff will refer to her as Stephanie from now on.' li) 'A female co worker tells you that there's a new person at work who "dresses like a girl, and has a female name, but everyone thinks he's really a guy."' Your co worker says "I'm ok working with him, but if he comes in the women's bathroom, I'm talking to my supervisor.'"

Allies and Role Models: Part 3

LGBT Role Models

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

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

Yes

Describe the training, programmes and/or resources:

LGBTQ+ staff are directed to the various role model courses available through Stonewall. Staff have previously attended LGBT Role Models Programme.

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

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

No

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

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

Tick all that apply

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

A. Lesbian

B. Gay

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

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



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

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



A. Provide the date on which this 01/08/2019
profile was shared:

B. Provide the date on which this 04/03/2019
profile was shared:

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

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

Allies and Role Models: Part 4

LGBT Role Models

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

Tick all that apply

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

A. Gay people or lesbians

B. Bi people

C. Binary trans people (e.g. trans men and trans women)

D. Non binary people (e.g. genderfluid and genderqueer people)

E. Older LGBT people (aged 50 or over)

H. BAME LGBT people

K. LGBT parents

Evidence:

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

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



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

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



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

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



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

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



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

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



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

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

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

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

Dates:

A. Provide the date on which this 08/04/2019
profile was shared:

B. Provide the date on which this 08/04/2019
profile was shared:

C. Provide the date on which this 08/04/2019
profile was shared:

D. Provide the date on which this 08/04/2019
profile was shared:

E. Provide the date on which this 08/04/2019
profile was shared:

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

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

H. Provide the date on which this 08/04/2019
profile was shared:

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

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

K. Provide the date on which this 08/04/2019
profile was shared:

Allies and Role Models: Part 5

The following question is not scored.

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

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

No

Describe the training, programmes and/or resources:

Type here...

The following question is not scored.

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

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

No Responses Selected

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[Staff news](#)

[The Week@UCL archive 2017](#)

[The Week@UCL archive 2016](#)

[The Week@UCL archive 2015](#)

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Spotlight on [REDACTED]

21 September 2016

This week the spotlight is [REDACTED]

What is your role and what does it involve?

[REDACTED] at the [REDACTED] organise short courses for professionals (Deaf and hearing) working with Deaf and hard of hearing children and adults (interpreters, sign language teachers, speech and language therapists, teachers of the deaf etc). I also teach Bachelor's and Master's students on the MSc in Language Science and MA in Translation Studies, and work with the Centre for Language and International Education and the School of Medicine in offering British Sign Language courses to UCL undergraduates and postgraduates. I am also involved with sign language linguistics research, particularly on bilingualism in two sign languages and in a spoken language and a sign language, and with endangered languages.

How long have you been at UCL and what was your previous role?

Before I came to UCL I worked at City Lit, and then at City University, involved in both teaching and research. I've been at UCL for eight years and I was previously a Research Associate at DCAL, collaborating with researchers on a variety of projects. In this role I also organised public engagement events: a DCAL Deaf Day in March 2010, followed by a DCAL Deaf Roadshow. These were funded by the Public Engagement Unit at UCL and I received the Provost's Award for Public Engagement the following year. I am also a member of [out@UCL](#) and [enable@UCL](#).

What working achievement or initiative are you most proud of?

Aside from the Provost's Award, I am also proud of the roll-out of the Continuing Professional Development courses at DCAL, particularly the Deaf Awareness online course that [REDACTED] and I have developed with support and funding from UCL Life Learning. We are really

Folll



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UCL



Senior Leadership: Part 1

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. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels – board level and senior management. For more information about how we use these two terms, please see [here](#).

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

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

GUIDANCE: The support given should be systematic in its implementation.

A. Reverse mentoring opportunities for board level employees

Describe each option selected:

A. Reverse mentoring opportunities for board level employees	Training offered to UCL Council and Senior Management Team at UCL Council meeting (July 2019) by way of a LEAG report on the 'UCL Trans Lives' conference (July 2019). Offer under consideration for Autumn 2019
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5.2 In the past year, which of the following activities have members of the board engaged in?

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

J. Other

Describe each option selected. Please include specific dates or time periods.

J. Other	 LGBTQ+ Champion on Council attended the launch of Queer Tapestry in LGBT History Month. The event was organised by Out@UCL and the QUCL (the Queer research network of academics at UCL). A large individual scroll was created featuring a picture and story about a variety of LGBTQ+ UCL alumni through the ages: https://twitter.com/i/status/1096408721691951106
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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.

	Name	Job title
Person 1		Member of Council & Council LBGTQ Champion
Person 2		
Person 3		
Person 4		Type here...
Person 5	Type here...	Type here...

Senior Leadership: Part 2

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

GUIDANCE: The support given should be systematic in its implementation.

C. Other

Describe each option selected:

C. Other

[REDACTED] who is a member of the Senior Management Team has the responsibility of LGBTQ Equality Champion. [REDACTED] also a visible LGBTQ+ role model within UCL. Part of his remit is to act as a conduit between the LGBTQ+ governance structure and the Senior Management Team. This supports senior management to understand the issues that affect LGBT people. [REDACTED] also a visible LGBTQ+ role model is also a member of the Senior Management Team. [REDACTED] chairs UCL's Inclusion Forum which brings together all of the staff networks and other EDI stakeholders.

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

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

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

E. Spoken at an internal LGBT event

F. Spoken at an external LGBT event

I. Attended an external LGBT event, for example Pride

K. Other

Describe each option selected. Please include specific dates or time periods.

A. Communicated a strong message on sexual orientation equality

The majority of SMT members have made a statement of support for LGBTQ+ equality which is featured on the staff networks web pages. Some are evident as allies and some

	<p>reference their own identity as LGBTQ+ individuals. https://www.ucl.ac.uk/equality_diversity_inclusion/committees_and_social_networks/friends_outucl/senior_management_team_allies_statement</p>
B. Communicated a strong message on trans equality	<p>██████████ opened an event to mark Trans Day of Remembrance (20 Nov 2018). The event took place in South Cloisters which is an open thoroughfare for staff, students and the public. It was an incredibly moving and tremendously powerful event led by a humanist minister. Attendee's were asked to take a national flag and read out the names of the trans citizens from each country who had been murdered over the previous 12 months for being trans. A candle was lit for each country listed. Passersby stopped to listen and some joined the event.</p>
C. Met regularly with the LGBT staff network group	<p>██████████ are members of the LGBTQ+ Equality Advisory Group (chaired by co chairs of Out@UCL staff network) and attend meetings regularly. ██████████ met the network informally to discuss her financial support for Pride events and marched in London Pride for the second time</p>
E. Spoken at an internal LGBT event	<p>An event for National Coming Out Day with introduced by ██████████. One of the speakers on the day was ██████████ who shared a personal story about a close family member who was LGBTQ+ and the impact they had on him and his family.</p>
F. Spoken at an external LGBT event	<p>Prof ██████████ introduced the Trans Symposium: 'Trans Studies, Trans Lives'. Keynote speakers included ██████████ and ██████████. Approx. 90 attendees with a mix of students, academic staff, health workers, politicians, activists, artists, and members of the public. Full write up: https://blogs.ucl.ac.uk/grand_challenges/2019/07/24/trans_studies_trans_lives_past_present_and_future/</p>
I. Attended an external LGBT event, for example Pride	<p>██████████ walked in the UCL contingent at London Pride July 2019 for the second year. ██████████ wore a branded Out@UCL t shirt for the occasion. It was a fantastic opportunity for ██████████ to spend a day with members of Out@UCL and chat along the route. It was a wonderful day for all concerned and staff and students who made up the walking group were really appreciative to have a member of UCL senior management team take the time to join them.</p>
K. Other	<p>██████████ attended a meeting facilitated by an ex UCL employee who now works at Cranfield Uni. The purpose of the meeting was for UCL to share good LGBTQ+</p>

practice with relevant staff from Cranfield. This included how [REDACTED] supports and facilitates the work of the staff network.

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.

	Name	Job title
Person 1	[REDACTED]	[REDACTED]
Person 2	[REDACTED]	[REDACTED]
Person 3	[REDACTED]	[REDACTED]
Person 4	[REDACTED]	[REDACTED]
Person 5		

Monitoring: Part 1

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. This section is worth 11% of your total score.

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

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?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

Extract from monitoring section of job application form:

CONFIDENTIAL

EQUAL OPPORTUNITIES CLASSIFICATION FORM

University College London has a commitment to ensuring that staff are appointed, and promoted on the basis of merit, regardless of ethnic origin, sex or disability, sexual orientation, race, colour, nationality (within current legislation), marital status, caring or parental responsibilities, age, or beliefs on matters such as religion and politics.

Monitoring enables us to see what is happening in practice, to assess the impact of our equal opportunities policy and its implementation, to set any targets for improvements, and measure progress.

To enable us to do this, and to make the exercise successful, we rely on the following details.

On receipt, this form will be separated from your application form/CV. The information provided will be treated in the strictest confidence and will only be used for the purposes of monitoring. Thank you for your co operation.

Under the section marked 'Sexual Orientation' the following options are available:

Bisexual

Gay man

Gay woman / Lesbian

Heterosexual / Straight

Other (Please specify)

Prefer not to say

The same fields are available on the staff registration form and HR database. Statistical data is drawn down from these fields.

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

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

The question is asked through a staff survey that takes place every two years. The question is as follows:

Is your gender identity the same as you were assigned at birth? If you were female at birth you still identify as a woman and if you were male at birth you still identify as a man.

Yes

No

Prefer not to say

Do you feel able to discuss your gender identity with colleagues at work?

Yes

No

Prefer not to say

Monitoring: Part 2

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

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

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

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

(No response)

Describe who the analysis is seen by and action taken:

The recruitment data and other relevant data is shared with the LGBTQ+ Equality Group (LEAG) on an annual basis. This is used to inform the LEAG action plan.

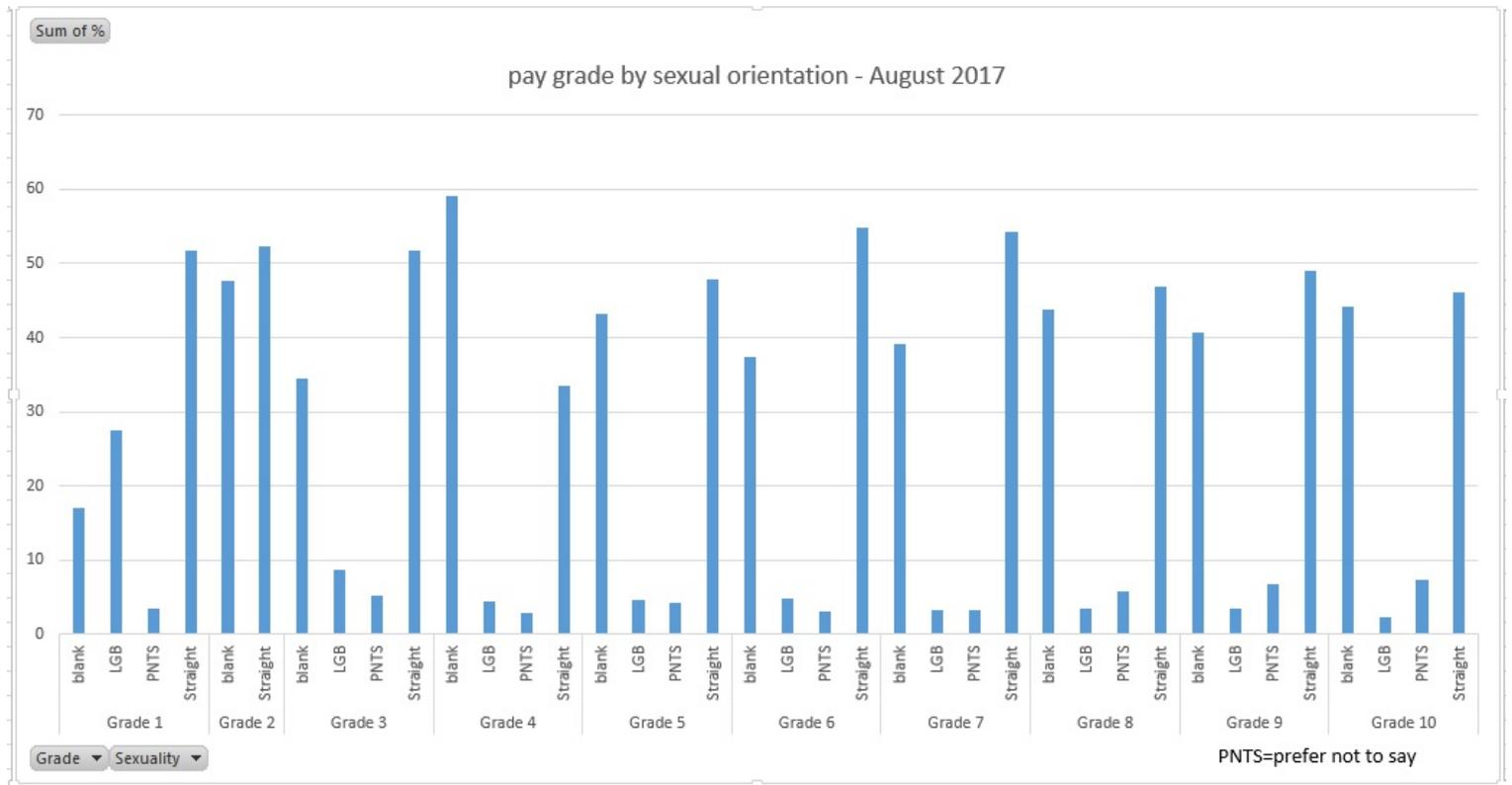
6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels?

Yes

GUIDANCE: The system of data collection cannot be through an anonymous staff satisfaction survey.

Upload the most recent data showing analysis of pay levels and grades:

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



Describe who the analysis is seen by and action taken:

The monitoring data and other relevant data is shared with the LGBTQ+ Equality Group (LEAG) on an annual basis. This data is significantly compromised by staff who have not responded or prefer not to share their sexual orientation. The biggest priority has been to reduce the number of people who have not declared their sexual orientation.

6.5 When running staff

Yes

satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?

GUIDANCE: This can be through collecting diversity data on a staff satisfaction survey.

Upload the most recent staff satisfaction data:

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

<https://stonewallsubmit.fluidreview.com/resp/111296346/rwRkmECJWL/>

Describe who the analysis is seen by and action taken:

A main issue identified was the number of staff who do not disclose their sexual orientation. Two actions to influence change were identified. 1) A campaign to go out to all staff and ask them to update their equality monitoring data with particular focus on sexual orientation. 2) The Friends of Out@UCL was identified as a way to engage both LGBT and heterosexual staff in the LGBTQ+ equality agenda. It was felt that more visible allies would encourage more LGBTQ+ staff to feel safe enough to be out at work and generally raise awareness of heterosexual staff both of whom then would be better placed to give a positive response when the data collection exercise took place.

LEAG are tracking staff survey results to assess the impact of the Friends of Out@UCL initiative but the University has not released a staff survey in 2019 (when it was due). This is beyond the scope of the EDI team and LEAG and we wait for the next all staff survey to determine the impact of the Out and Friends sticker campaign. LEAG hope to see at least a 10 % increase (from 57% in 2016) in the number of staff who say they are out at work. LEAG also hope to see an increase in the number of trans staff who feel able to discuss their gender identity at work.

Monitoring: Part 3

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

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

50 59%

Upload reports or data demonstrating the declaration rate:

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

<https://stonewallsubmit.fluidreview.com/resp/111296346/Uaa2UBukXA/>

Provide a brief description of the report you have uploaded:

(No response)

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

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

We do not monitor

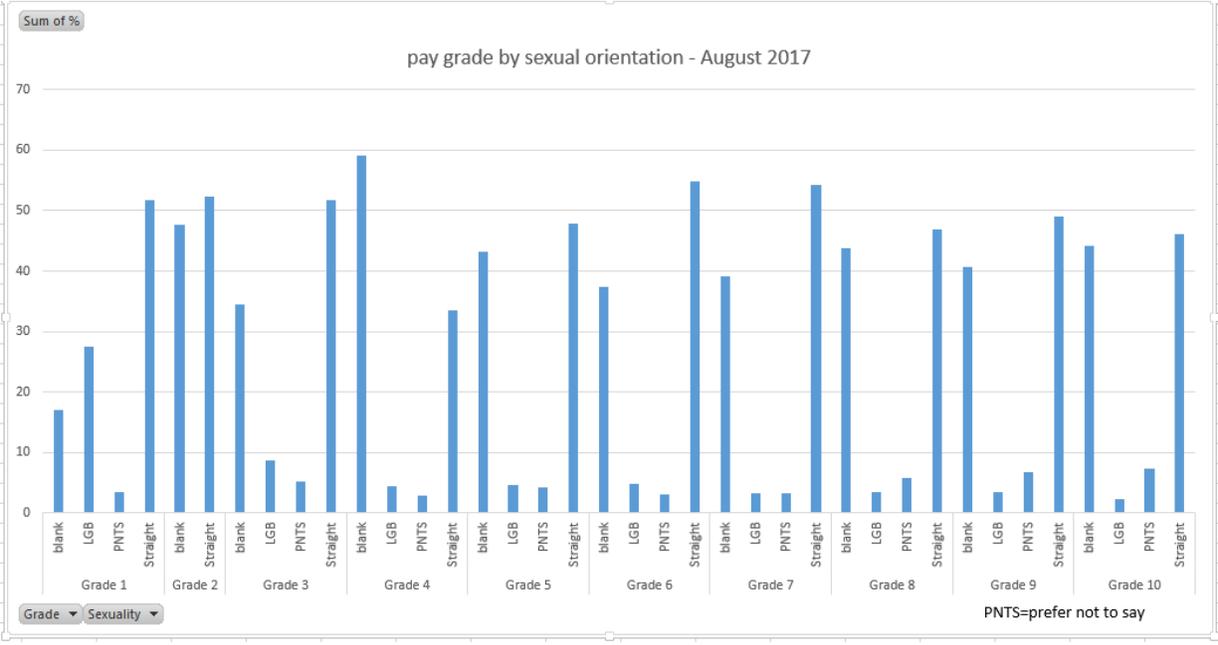
The following question is not scored.

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

(No response)

Describe who the analysis is seen by and what action is taken.

Type here...



Procurement: Part 1

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. This section is worth 9% of your total score.

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

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?

GUIDANCE: Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

<p>Describe the role or team responsible for procurement:</p>	<p>All staff are required to undertake mandatory equality, diversity and inclusion training (See S2.5)</p> <p>The Procurement Service:</p> <ul style="list-style-type: none"> • Provides professional support to departments in all procurement and related matters • Gives specific guidance in certain product and service areas • Uses the College's significant purchasing power to obtain best value for money • Takes a lead role on all College wide procurement initiatives • Provides innovative ways to develop UCL's commercial and procurement capability • Promotes and foster collaborative sustainable procurement across the HE sector • Follows all relevant UCL policies, procedures and regulations
<p>Describe the diversity and inclusion training or guidance they receive:</p>	<p>Please see S2.5 for details of the training provided to Procurement staff.</p>

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

GUIDANCE: Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

C. None of the above

Describe the options selected below:

Procurement: Part 2

7.3 Once a contract is awarded, how does the organisation hold the supplier to account?

Tick all that apply

GUIDANCE: The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

C. None of the above

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.

E. None of the above

Community Engagement: Part 1

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. This section is worth 10% of your total score.

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

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

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two separate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re posted by an account with bigger reach.

Yes

Describe the activity:

Twitter is an important tool within UCL. It of course a great tool for external communications but is also a very vital tool for internal communications. We have 12,000+ staff and 38,000+ students all served by numerous different intranets that are managed at Faculty/School level. Both the UCL Equality, Diversity and Inclusion Team (@UCLEqualities) and the staff network Out@UCL (@UCLout) post regularly to Twitter. This is to demonstrate our commitment to UCL's values; share learning with our Twitter followers; Examples include: 1) Promoting events, such as "Unearthing the Hidden Voices" conference in Manchester (June 20, 2019) and Transgender Awareness Week @LSBU (November 14, 2018) 2) Supporting awareness raising such as the TUC report into LGBT Sexual; Harassment at Work in Britain (May 17, 2019). 3) Supporting International Day Against Homophobia, Biphobia and Transphobia. 4) Demonstrating our participation in London Pride with a series of great pictures throughout the day. 5) Retweeting various news and awareness raising pieces from external sites such as the Guardian Newspaper; the BBC; Stonewall; Terence Higgins Trust. 6) Tweeting about internal awards such as the Public Engagement Award for an Out member of staff whose contribution via LGBT history challenged stereotypes and helped develop community and solidarity (May 15, 2019) and launching our LGBTQ+ role models initiative (April 08, 2019). @UCL has approximately 64K+ followers. @IOE_London has 38K+ followers. @UCL Equalities has approximately 1,675 followers. @UCLOut has 828 followers. Some of the UCL Twitter accounts that follow us and retweet our messages have a broader reach such as @UCLAlumni with 11,000+ followers and @DiscoverUCL with 3,330 followers. [REDACTED] has 1,890 followers.

Upload a screenshot of social media activity:

<https://stonewallsubmit.fluidreview.com/resp/111296352/XBqLZPfPC4/>

Upload a screenshot of social media activity:

<https://stonewallsubmit.fluidreview.com/resp/111296352/tNFqdhKCLz/>

Provide the date of the activity: 10/07/2019

Provide the date of the activity: 15/02/2019

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

GUIDANCE: Sponsored or supported can include in kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

C. Sponsored or supported LGB community event/s

D. Sponsored or supported trans community events

Describe each option selected. Please include specific dates or time periods.

C. Sponsored or supported LGB community event/s	UCL had its largest contingent yet at London Pride (60+) and also a presence at black Pride the following day. All branding (banners, t shirts flags and breakfast for the whole contingent was paid for by our [REDACTED]
D. Sponsored or supported trans community events	UCL a group of trans UCL members and allies travelled down from London in order to participate. After joining the march, which started at the Marlborough pub at 12pm and travelled down via the promenade to Brunswick Park, the UCL group met for a picnic among the festivities of the Trans Pride Festival. The atmosphere was relaxed and provided the group with a chance to network and strengthen their contacts. Travel costs were covered by UCL's [REDACTED]

Community Engagement: Part 2

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?

GUIDANCE: The initiative can be a one off or on going project.

Yes

Complete the following. Please include specific dates or time periods.

<p>Name the organisation/s you collaborated with:</p>	<p>Raze Collective, a charitable organisation that supports and develops queer performance in the UK, and Queer Spaces Network, which facilitates discussions across queer venues, and the campaigns to support them.</p>
<p>Describe the collaboration or initiative:</p>	<p>1) Raze Collective, a charitable organisation that supports and develops queer performance in the UK, and Queer Spaces Network, which facilitates discussions across queer venues, and the campaigns to support them. 2) 'Queer Spaces: London, 1980's to today' an exhibition casting a celebratory and defiant eye over the history of London's queer spaces 02/04/2019 free pone to the public at Whitechapel Gallery. 3) Queer Comics, 04/06/2019 What are queer comics? How can comics illustrate the diversity of queer lives differently than other narrative forms? How has the creation and distribution of comics changed in recent years? The history of comics has always been queer and contemporary LGBTQ+ comics artists are continuing to explore and push the potential of comics to tell the stories of queer lives. Cartoonists Eleanor Crewes (The Times I Knew I Was Gay) and Meg John Barker (Life Isn't Binary: On Being Both, Beyond, and In Between) in conversation with UCL English Lecturer [REDACTED] at Gay's the Word Bookshop for an in depth discussion into the world of comics. 4) The Varieties of Religions and Secularities: The case of equal rights: organised by The Transforming Values: Gender, Religiosities and Secularities across the Globe network funded by Riksbankens Jubileumsfond with members from different European universities held a workshop the dynamics of religiosity and secularity in struggles for women's and LGBTQ rights in different geopolitical contexts. While religious and spiritual experiences are often depicted as opposed to presumably secular democratic values and emancipatory projects of feminist and LGBTQ activism, draw a more nuanced picture the workshop aimed to explore the role religion actually plays for such feminist and LGBTQ projects and how people in these contexts unite and make sense of their religiosity and aspiration for equal rights (04/03/2019).</p>
<p>Describe the impact of the collaboration or initiative:</p>	

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

GUIDANCE: Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

Describe the activity and impact:

Free public Events: 1) Lived Gender Diversities: Collective Reflections and New Perspectives, 3rd June Where are we now in terms of trans and non binary lives in the UK and in the realm of scholarship? This interdisciplinary round table on trans studies and trans activism drawn from two UCL events held earlier this year: Gender Diversity at University event (UCL Geography) and the Trans Studies, Trans Lives: Past, Present, and Future symposium (UCL English) 2) In Dialogue with Sharmaine Lovegrove, Founder and Publisher of Dialogue Books. 5th June An evening with the award winning publisher and founder of Dialogue Books, Sharmaine Lovegrove, discussing the importance of diversity and inclusion in the arts and publishing industry. 3) Popular Feminisms: Tactics in Turbulent Times, 6th June The event brought together speakers from grass roots and third sector organisations, politics and protest to share insights on working for gender equality. The aim of this informal, celebratory, networking event was to offer academics, practitioners, students and the public alike a range of innovative ideas for putting research into practice and taking action. 4) Queering Maps round table researchers, artists, and activists who are using maps to generate and communicate knowledge about historical and contemporary spaces identified with Lesbian, Gay, Bisexual, Trans and Queer (LGBTQ+) individuals and communities 8 May 2019 5) Trans Studies, Trans Lives: Past, Present, and Future, UCL's first trans symposium sought to recognize the difficult histories and structural issues faced by trans people, but also to ensure the present and future of trans people's lives are not defined by oppression. to showcase endurance, joy, and creativity of trans community with a selection of academic, autobiographical, and creative pieces (25/05/2019). 6) To celebrate the second International #LGBTSTEMday, Out in Geography and UCL Women in Physics Group co hosted a LGBTQ+ Wikithon July 2019. 30 people from around and outside UCL attended, learned how to create and edit Wikipedia pages. With 3 guest speakers, and creation of several new wikipages for LGBTQ academics. 7) Queer Work/Queer Labour (15/03/2019), The workplace has always been a central arena for the creation and contestation of sexual minority identities and rights. This conference brought together studies of capitalism, labour, and sexuality and explored the intersections between them. The one day event examined how lesbian, gay, bisexual, transgender and queer (LGBTQ) people have encountered discrimination, fought for workplace rights and imagined liberation within and beyond the confines of capitalism.

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?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re posted by an account with bigger reach.

Trans equality

A. Upload a screenshot of social media activity:

<https://stonewallsubmit.fluidreview.com/resp/111296352/1A9ugrInIT/>

B. Upload a screenshot of social media activity:

(No response)

Provide the date of the activity: 25/07/2019

Provide the date of the activity: (No response)

Routing question Section 9

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. This section is worth 8.5% of your total score.

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

Clients, Customers and Service Users: PS SU P1

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

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.

Describe the process by which you examined the service user journey. Please include specific dates or time periods.

From 2016 onward UCL Student Registry starting collecting data on the sexual orientation of students by level of study to identify if low representation may indicate barriers to access for LGBT students. At this stage we can review access rates for LGB students.

The University College London Union (UCLU) provide a wealth of opportunities and information to help ensure LGBT students have a positive experience at UCL. This ranges from an LGBT+ student network with committee members representing each of the individual identities that make up the LGBTQ+ community. The network provides support and advocacy and social activities. The LGBT+ student network (as other student networks) have a strong voice and influence on campus and are key to ensuring inclusion. Every facet of Student Support and Registry Services are focused on inclusion. For example The Voluntary Service Unit facilitates students access to volunteering opportunities by brokering relationships with external organisations. One of the search criteria students can use when looking for opportunities is 'LGBT+' which will give them access to a list of volunteering opportunities in LGBTQ+ specific organisations.

Describe the outcome and impact. Please include specific dates or time periods.

Data indicates a reasonable representation of LGBTQ+ students at UCL (using general population estimates as benchmark), evidencing that inclusion is successful in relation to LGBTQ+ students. 12% of students did not make a declaration about their sexual orientation. So based on those that did declare LGB students were present by level of study as follows: Post Graduate Researchers 8%; Post Graduate Taught 6.6%; Undergraduates 6.5% with an overall total of 6.8%. Looking at the profile within the overall population regardless of declaration the results are: Post Graduate Researchers 6.9%; Post Graduate Taught 5.8%; Undergraduates 5.9% with an overall total of 6%. The profile of students appears reasonably representative. This should give us a good basis for tracking students' outcomes going forward.

Anecdotally, UCL is aware that a number of international students select UCL as their university of choice as London is known internationally as being LGBTQ+ friendly. Many students come from societies that have quite a different approach to LGBTQ+ identity and these students will not feel able to be themselves in their home community. This factor is taken into account in pastoral care and student support and students are encouraged to embrace their identities and flourish. There are LGB staff within the support services who are available to provide specific support as required. Staff are aware that for some students this can be a very challenging time as they try to reconcile different parts of their identity.

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

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

A. Assess whether LGBT people are accessing your services

B. Assess the satisfaction of your LGBT service users in comparison to other groups

Describe the options selected:

A. Assess whether LGBT people are accessing your services:

On application data on sexual orientation and gender identity is collected on students. The data is broken down by level of study: Post Graduate Researcher; Post Graduate Taught; Undergraduate. The data indicates a reasonable representation of LGBTQ+ students at UCL (using general population estimates as benchmark), evidencing that inclusion is successful in relation to LGBTQ+ students. 12% of students did not make a declaration about their sexual orientation. So based on those that did declare LGB students were present by level of study as follows: Post Graduate Researchers 8%; Post Graduate Taught 6.6%; Undergraduates 6.5% with an overall total of 6.8%. Looking at the profile within the overall population regardless of declaration the results are: Students enrolled as at December 2016 Post Graduate Researchers 6.9%; Post Graduate Taught 5.8%; Undergraduates 5.9% with an overall total of 6%. The profile of students appears reasonably representative of the UK LGB population. Gender identity information is also collected from students. Those who identify that their gender identity is different to the gender identity they were assigned at birth are as follows: Students enrolled as at December 2016 Post Graduate Researchers 0.3%; Post Graduate Taught 0.2%; Undergraduates 0.4% with an overall total of 0.3%. This should give us a good basis for tracking students' outcomes going forward.

B. Assess the satisfaction of your LGBT service users in comparison to other groups:

UCLU has a LGBT students' officer. Liberation officers e.g. LGBT officer, women's officer etc. meet with Provost to update on their activities and any concerns. The UCLU Representation and Campaigns Coordinator (Liberation) who supports the Liberation Officers sits on LEAG, so information from student events and feedback is discussed at LEAG meetings. The LGBT+ Student Network hosts regular forum meetings at which LGBT+ students discuss issues that they experience on or around campus. These issues are channelled through the feedback given to the UCLU (the students' union) and UCL via the elected convenor of the network, the LGBT+ Officer.

Data on sexual orientation and gender identity of students was first collected in the academic year 2015/16 so student attainment rates can not yet be determined until students have completed their degrees. Going forward UCL will be able to compare student attainment (degree grading). The National Student Satisfaction Survey is a key method of achieving feedback from students but this does not currently ask for data on respondents' sexual orientation or gender identity. This a nationally recognised and often politically charged tool. It is difficult to add on local surveying of students without exhausting their patience.

Upload analysis reports for option A:

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

(No response)

Upload analysis reports for option B:

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

(No response)

Clients, Customers and Service Users: PS SU P2

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

GUIDANCE: The consultation should have involved all LGBT identities.

Complete the following. Please include specific dates or time periods.

A. Describe the consultation process:

UCLU has a LGBT+ students' officer. Liberation officers e.g. LGBT officer, women's officer etc. meet with Provost to update on their activities and any concerns. The UCLU Representation and Campaigns Officer who supports the Liberation Officers sits on UCL's LGBTQ+ Equality Advisory Group (LEAG), so information from student events and feedback can be discussed at LEAG meetings. The Co chairs of LEAG (often joined by members of the Equality, Diversity and Inclusion Team) meet with members of the LGBT+ students network to exchange ideas and updates. The LGBT+ Student Network hosts regular forum meetings at which LGBT+ students discuss issues that they experience on or around campus. These issues are channelled through the feedback given to the UCLU (the students' union) and UCL via the elected convenor of the network, the LGBT+ Officer. So consultation is not restricted to UCL management approaching the LGBT+ student network the students can raise issues and challenge the status quo. A member of the Equality, Diversity and Inclusion (EDI) Team in HR Division has a lead on LGBTQ+ equality. This has led to the establishment of a positive relationship with the student LGBTQ+ Officer and the student Women's Officer (one of

whom identifies as non binary). In addition, the EDI Team liaised with the student officers on the subject of gender neutral toilets with the student officers sharing an UCLU resolution on this matter and also comments on signage etc which has proved invaluable in the EDI Team progressing this agenda with colleagues in Estates.

B. Describe the outcome and how services were tailored to the needs of LGBT people:

The meeting between LEAG co chairs and members of the LGBT+ student network continue to collaborate during LGBT History Month; ensuring events do not clash. This leads to the production of one overarching publicity flyer.

Volunteering opportunities within UCLU reflect the need to be LGBT inclusive, with LGBT organisations invited along. Students have or are volunteering with: Stonewall; Pride in London; Spectra CIC; Just Like Us. Students are supported in wider endeavours such as a student led project. Elegies for Angels Punks and Raging Queens a dramatic and musical ensemble piece comprised of monologues, free verse poems and songs reflecting the lives of people who have lived with HIV/AIDS and died from AIDS related illness. The aim of the project was to improve awareness of HIV and AIDS. A musical charity benefit by the ensemble took place in December 2016 raising money for charities working in this area.

There is an ongoing dialogue with these two student representatives as UCL continues to formalise its approach to the provision of gender neutral toilet facilities. Students have been very helpful and shared a motion that was agreed within UCLU on gender neutral facilities and have given input on the approach UCL should take and the most appropriate signage to use. This has been taken forward by UCL Estates. They have worked to identify all facilities in high footfall/common areas of UCL that are single cubicle facilities, which can easily be made available for 'all genders' (as opposed to gender neutral as this may be perceived as separate from the norm and 'out' those who use the facilities). A proposal has been put to the Estates Management Team to amend the design guidelines as follows: 'Where UCL is designing a new building, design teams should seek to ensure that there is an appropriate balance with a higher proportion of gender neutral toilets but the availability of both gendered and accessible toilets, successfully.

Where UCL is seeking to refurbish an existing building or space, consideration should be given for the conversion of existing gendered toilets to gender neutral toilets, whilst ensuring that gendered options are still available within the space.' Individual departments, where this has been physically possible, have now re designated neutral toilet facilities.

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

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

C. 26 50 per cent

Describe how you estimate completion rates:

This is based on an average across the courses mentioned. Recruitment and Selection is the highest at 75%. The face to face training courses currently have a pick up rate of less than 50%. This is in part due to resource issues as many of the in house training is provided by the EDI Team in HR Division. A team of 5 (2018) servicing a UCL community of 13,000. The team has grown in the past year to 12 with a new post due (October 2019) who will coordinate EDI training for the EDI team. All new employees are required to complete online diversity training, which includes a section on LGBTQ identity and the law. However, due to a lack of staffing in HR in the past year, we do not have current records for all training completed, as these have not been uploaded to the system. A temp is in place to upload the backlog of completion but this data is not available at the time of this application.

Describe the format of the training and the content you have uploaded:

Academic staff are offered a number of training interventions that are relevant here. These include: Recruitment and Selection (mandatory for those with line management responsibility); online EDI training for all; on line unconscious bias training; bespoke face to face unconscious bias training; anti bullying and harassment training and recently (June 2019) we have started a "crash course" in pronoun usage. All of these cover awareness and impact of equality, diversity and inclusion matters across both staff and students. In addition an inclusive teaching practice session is available for those new to teaching. The recruitment and selection and the unconscious bias training and the online EDI training are referenced in Q2.2 and Q2.5 and attached as evidence there. Attached additionally here is the inclusive teaching practice sessions and the anti bullying and harassment session 'Where do you draw the line?'

Upload training content:

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

<https://stonewallsubmit.fluidreview.com/resp/111296355/uOUgV0USmS/>

Upload training content:

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

<https://stonewallsubmit.fluidreview.com/resp/111296355/J7|EaRR0Li/>

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

GUIDANCE: The communication can be digital or physical.

Describe the reach of the communication. Please include specific dates or time periods.

A variety of information is available for new and expectant students to demonstrate that services to students are LGBT inclusive. One the home page of the Student Well being and Support web page there is an explicit link to LGBTQ relevant information. This includes letting trans students know that they will be supported whilst at UCL with an open an encouraging message from the Student Well being and Support team encouraging these students to get in touch. Information is provided for all students on what it means to be an LGBT ally further information is provided including how to sign up to UCL's Friends of Out@UCL scheme. Students' attention is drawn to further internal resources such as the LGBTQ+ students network and role of the LGBTQ+ liberation officer. Students are also made aware of the UCLU Pride in Sport Campaign where sports groups and societies are asked to sign a pledge of LGBTQ+ inclusion. Finally students are directed to the main UCL equalities webpage to find out about the EDI governance structure and initiatives at UCL and also a list of various external resources they may find helpful.

Information about Student Psychological Services are also drawn to students' attention. This contains explicit information on support for trans students.

UCL has a page in the Starting Out Careers Guide although this is directed at potential staff it is also used by prospective students seeking evidence that UCL (and other universities) are LGBTQ+ inclusive.

Open statement from LGBT+ representatives within the University of London concerning a open letter (October 2018) from UCL academics published in the Guardian: <http://studentsunionucl.org/articles/open-statement-from-lgbt-representatives-within-university-of-london>

Upload an example communication:

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

<https://stonewallsubmit.fluidreview.com/resp/111296355/b4ZxpSRDd1/>

Section 10

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. This section is worth 1% of your total score.

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

GUIDANCE: The activity detailed here should **not** have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

Yes

Describe the activity and impact. Please include specific dates or time periods.

The draft Personal Relationships Code (approval November 2019), refers, In Section 9 (declaration of intimate or close personal relationships), to the following: "...this includes same sex relationships, where the parties may not be "out" publicly."

Within the draft Prevention of Bullying & Harassment & Sexual Misconduct Policy (approval November 2019) Appendix 1 references examples of unacceptable behaviour, including:

- Making offensive jokes or derogatory or stereotypical remarks, or mocking, mimicking or belittling a person’s protected characteristic, see para. 3.2
- Outing or threatening to out someone as gay, lesbian, bisexual or trans
- Speculating or gossiping about someone's perceived sexuality or gender identity, refusing to use someone's preferred gendered pronoun (e.g. using 'he' to refer to a trans woman) or continuing to use their former name ('deadnaming').

Launch of the "do's and don't when someone comes out to you" launched by EDI (University) and [redacted] (internal event) introduced it she spoke. at the **National Coming Out Day organised by LEAG (11/10/2018).

29/11/2018 "How Turing came to be pardoned and how the pardon was extended to others" [redacted] since joining UCL Council in 2017, [redacted] has been a proud and committed ally to UCL’s LGBTQ+ community and a staunch ally and member of LEAG). [redacted] ought for posthumous pardons for the 75,000 men (including Alan Turing) convicted under the Labouchere Amendment to the Criminal Law Amendment Act 1885 which further criminalised homosexual behaviour. For years Government opposed this, but in 2016/17 the law was finally changed. First, Turing was pardoned and then all others convicted as he was, were also pardoned. In this talk [redacted] discussed how this came about (his mentor's mentor was Turing) and his own significant part in the passing of the 'Alan Turing law'.

Staff Feedback Survey

Has your organisation circulated the Staff Feedback Survey?

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at www.stonewall.org.uk/index-survey-2020 and closes on Friday 1 November.

Your colleagues will need your organisation’s 4-digit code in order to access the survey. If you do not have this code, contact memberships@stonewall.org.uk.

Optional Awards

Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall's Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person's permission to share their details before completing and submitting the nominations.

Role Models of the Year

If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they've done over the past year.

Guidance: You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

Please note that we use the below terms as umbrella terms for many different identities (See the [Stonewall glossary](#)).

You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they're comfortable receiving the award and being profiled as Bi Role Model of the Year.

We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.

No Responses Selected

Ally of the Year

If you would like to nominate an individual for the ally award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.

(No response)

Senior Champion of the Year

If you would like to nominate an individual for the senior champion award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note the senior champion does not need to identify as LGBT.

(No response)

Employee Network Group of the Year

If you would like to nominate your organisation's network group, please tell us about the great work it's carried out over the past year.

Guidance: You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note you may reference work which has already been documented in the LGBT Employee Network Group section.

(No response)

Bi-Inclusive Workplace of the Year

If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.

Guidance: This is an opportunity to demonstrate that your organisation is leading the way as a bi inclusive workplace.

Please note you may reference work which has already been documented.

(No response)

We, the below signed, submit this letter and the attached document to the Academic Board for inclusion on the agenda of its meeting of the 10 December 2021, as provided for under Academic Board Standing Order 9(ii) (which requires 10 signatures from members of AB to place a matter on the agenda of a meeting).

The signatories to this letter are not, by signing it, taking a particular stance in debates on sex and gender-identity. Rather, they have signed to ensure the Academic Board has a clear statement of the need to uphold academic freedom at UCL and how the stance of a specific organisation (Stonewall) threatens that freedom along with free speech.

We submit the attached document as a compilation of evidence on Stonewall's stance, on how this stance has implications for academic freedom and free speech, and on how Stonewall's business model captures public-sector and educational bodies using what appears to be a well-intentioned training scheme to lobby those organisations to adopt its own position on gender-identity. As we document, Stonewall's stance is already affecting the academic freedom of UCL staff. This information is crucial to AB deliberations on re-joining the Stonewall Diversity Champions Scheme, and we submit it in that spirit.

Signed

[Redacted signatures]

[Redacted text block containing 66 lines of blacked-out text]

In addition to the above 66 signatories, we note two female professors who wished to sign but felt too intimidated to do so.

Academic Board Paper: Why UCL should not participate in the Stonewall Diversity Champions Scheme

We submit to the Academic Board that it should advise against the proposal for UCL to re-join the Stonewall Diversity Champions scheme at this time. This is because the scheme outsources our thinking on contentious and challenging issues to a lobby-group, posing risks to academic freedom and to upholding equalities law for all groups.

UCL must continue to uphold LGBTQI+ rights and act on behalf of its staff and in accordance with its legal obligations under the Equality Act 2010. Stonewall has been a historically important organisation in advancing gay rights in the UK, and we understand the symbolic attachment that some feel towards the organisation. However, since 2014, Stonewall's primary focus has been on promoting gender self-identification, including lobbying for the removal of legal provision for [single-sex spaces](#). These matters are highly contentious, and Stonewall's stance has led it into conflict with feminists and some LGB activists, including [founding members](#) of Stonewall. Stonewall has criticised lesbians who assert their boundaries as [same-sex-attracted](#) women, leading to an [employment tribunal action](#) in one case. Outsourcing our approach to equalities to an organisation that has a tendentious ideological approach to these standards implies that we outsource the standard-setting for which UCL is itself responsible. It also risks suggesting that UCL holds a corporate viewpoint regarding a complex set of issues which are the subject of current scholarly and public policy debate.

1. Stonewall endorses a politically contentious and legally incorrect understanding of equalities legislation. In response to the recent no-platforming of two women speakers, the University of Essex, commissioned an independent investigation. The [Reindorf Review](#) concluded that Stonewall had misrepresented the Equality Act 2010, and contributed to a climate promoting potentially unlawful actions by the university, including undermining the university's obligation to uphold freedom of expression, and risking indirect discrimination against female staff, as well as failing to uphold the Public Sector Equality Duty. Stonewall has consistently interpreted UK Equalities legislation as if sex-based exemptions allowing for single-sex activities and services did not exist. It has wrongly classified speech and research opposing gender-identity theory as [discriminatory or hate-speech](#). This conflicts with academic freedom, freedom of belief, and free speech rights.
2. Stonewall has fostered an environment hostile to free speech and academic freedom by advocating a "no debate" stance on matters concerning sex and gender-identity, contributing to the harassment of academics such as [Kathleen Stock](#). Stonewall's demand for unquestioning acceptance of the beliefs of the gender-identity lobby has wide-ranging implications for [academic freedom](#) across the human and social sciences and humanities. For example, Stonewall opposes [data collection](#) on biological sex. Stonewall promotes its Gender Identity perspective, which extinguishes the important role of sex-based rights, using the slogan 'No Debate', alongside a definition of 'transphobia' which disallows discussion of sex as a real and potentially important characteristic. Its [advice to universities](#) includes guidance on barring potential speakers on the grounds that their views on sex and gender may make some students feel unsafe.

A UCL professor was recently no-platformed simply for signing a [letter to EHRC](#) calling for a review of the role of Stonewall in public life (see appendix). Stonewall's CEO was [personally implicated](#) in no-platforming another UCL professor.

3. Stonewall [effectively “captures” public-sector organisations](#), becoming the dominant standard-setting and certification body for them on LGBTQI+ matters. Employers pay to submit to the *Diversity Champions Scheme*. Stonewall determines the criteria for performance, and offers courses and programmes at a significant charge to improve an organisation's rating. Employers can also submit to the *Workplace Equality Index* of 100 top employers. [Submissions are judged in terms of compliance](#) with Stonewall's values and interpretation of the law, with credit given for embedding these in policies and workplace culture, training, and organisational communications.

[Questions raised](#) about Stonewall's business model, its lobbying, and lack of impartiality, have led the BBC to review its position and [remove itself](#) from the Stonewall diversity champions scheme. To date the organisations that have left the Stonewall scheme include: *The Equality and Human Rights Commission, Ofcom, The BBC, The Crown Prosecution Service, The Driver Vehicle Licensing Authority, The House of Commons, ACAS* (the industrial relations conciliation service), *Ofsted, The Ministry of Housing Communities and Local Government*.

As Michael Spence has [recently said](#): “University ought to be a place where staff and students encounter the other and where we model what it means to live with genuine diversity. That means a world in which not everybody thinks the same thing.” Stonewall membership has created a chilling climate within organisations, making collegial and constructive disagreement more difficult.

Stonewall has not offered evidence that its scheme respects academic freedom and free speech on campus, takes measures to respect and protect it in practice, or has been misinterpreted by legally informed reviews like Reindorf. It has never condemned abuse, including violent threats, directed at academics and others simply for criticising Stonewall.

Appendices

1. Academic Freedom and Equality Act

Universities play an important social role through enabling open and rigorous debate on contentious social issues, particularly those involving conflicts between the interests of different people and social groups, and proposals seeking to address these. Academic freedom and the freedom of expression are essential elements of open debate and the defence of academic freedom is the collective responsibility of the academic community. A recent open letter from UK philosophers stresses the importance of freedom of debate and discussion at universities, particularly in relation to issues of public policy. ‘We also teach them that one way to respect and take seriously ideas and arguments is to challenge them where they may seem weak, so that if people ultimately come to agree with these positions they do so on the basis of the strongest grounding.’

(<https://openlettertosussexfromukphilosophers.wordpress.com/>)

Of course, academic freedom and freedom of speech have their limits (legally, this is set by the discrimination law of the Equality Act 2010 and anti-hate speech provisions). However, these limits do not extend to views that assert the existence of biological sex as a reality (as [determined in the Forstater case](#)). These are protected beliefs.

‘We can draw a parallel with religious belief here—one can respect the rights of members of religious groups to practice their beliefs without necessarily respecting their beliefs, in the sense of seeing these beliefs as well-founded, and certainly without sharing their beliefs. Indeed, the possibility of respecting people without sharing their beliefs is essential in a pluralist society’. ([Suissa and Sullivan](#))

Re-joining the Stonewall Diversity Champion Scheme presents a risk to academic freedom and opens a route to detrimentally affecting education and knowledge production by restricting this work to accepted definitions, categorically determined by a lobby group. Such acceptance undermines the very purpose of a university to generate open, critical, creative and challenging debate. If academic freedom is the right (within the law) to question accepted truths, then re-joining this scheme does not pay enough heed to that freedom.

It has been said that Stonewall does not dictate policy but only HR standards. However, it is clear that HR policies and training events that imply that a particular claim (‘biological sex is real, exists, and there are rights that should attach to it’) is discriminatory and harassing, and that Stonewall’s definitions of sex, sexuality and gender are the only acceptable definitions, will impact on what academics can say and research. This impact will be felt whether or not it results in staff facing formal disciplinary complaints, grievances, or threats to their reputation.

2- How Stonewall Challenges Academic Freedom

Many academics at UCL work with the category of biological sex. In the humanities there is a strong tradition of interrogating categories, which includes exploring the complex

relationship of sex and gender for understanding identity or advocating for the importance of one, or the other, in different contexts. In the social sciences, sex, along with other categories, remains for many researchers a fundamental category for analysing cultural practices, social inequality, access to resources and power relations. Researchers in engineering and the built environment need to study sex differences in relation to, for example, the design of crash-test dummies, or the layout of hospitals, or vulnerability to attack in the street at night. The importance of biological sex in medical contexts is systematic, and applies not just to individual treatment, but to all research where health (physical and/or mental) is a variable. It is noted that "Biological sex is increasingly recognized as a critical determinant of health and disease, particularly relevant to the topical COVID-19 pandemic caused by the SARS-CoV-2 coronavirus." ([Viveiros et al. 2020](#)).

The refusal to acknowledge biological categories impinges on researchers' ability to collect [data according to sex](#), which is fundamental to many academics' work.

The 'no debate' tactics promoted by Stonewall have contributed to an atmosphere where attempts at reasoned discussion on issues of sex and gender are met with attempts to shut down debate by any means. These include:

- Suppression of research
- Bullying and harassment. The harassment of Prof Kathleen Stock (formerly University of Sussex) led to her resignation. Prof Jo Phoenix, who researches violence against women, prostitution and child sexual exploitation, and is co-convenor of the Gender Critical Research Network, has been the target of a vilification campaign.
- No Platforming, Disinvitations and shutting down events (see below)

Stonewall's chief executive Nancy Kelley, in an interview with the BBC, analogized gender-critical beliefs (the belief that biological sex is real and cannot be changed in human beings) to antisemitism. In the same interview Kelley is asked whether Professor Kathleen Stock (ex-Sussex University professor and OBE) should have been fired (given her published views asserting the reality of biological sex). Kelley refuses to say she should not have been fired. [Prof. Stock resigned, rather than being fired, [after a campaign of threatening campus activities](#) and being advised by the police to increase her personal and family security].

Below is very recent example of a UCL academic being disinvited from speaking [REDACTED] conference plenary session because he had signed a letter calling for the *Equality and Human Rights Commission* to conduct a review of the role of Stonewall in public life. The *Stonewall Diversity Champions Scheme* is explicitly cited as the grounds for the department withdrawing the invitation (email reproduced with [REDACTED] permission):

From: [REDACTED]
Date: 23 November 2021 at 11:18:56 GMT
To: [REDACTED]
Subject: [REDACTED] plenary session

Dear Professor [REDACTED],

It has come to our attention that you were one of the signatories on the letter to the Baroness Kishwar Falkner asking for the EHRC to undertake a 'Reindorf Review' for the higher education sector.

At [REDACTED], while we support the right to academic freedom, we can't support legitimising attacks on trans people under the guise of academic freedom. The letter which you signed and was published in The Sunday Times is part of what we (and others) see as a broader project across UK HE and British culture more generally to protect institutionalised transphobia.

Our department along with [REDACTED] are committed to issues of equality, diversity and inclusivity. The [REDACTED] is a member of the Stonewall Diversity Champions award programme. This means that we have a responsibility to ensure that the [REDACTED] conference and [REDACTED] is an inclusive space, where people of all gender identities and presentations feel welcome and respected.

Your public presence as a signatory of this letter clashes with the aforementioned values of the Department and [REDACTED] as an organisation. For many in the [REDACTED] community, including ourselves and colleagues who have contacted us to express their concern, the act of signing the letter is an act of hostility directed at trans people but extending beyond to all intersecting identity issues.

With regret, we politely request that you withdraw from the conference plenary session.

Signed,

[REDACTED] organising committee at [REDACTED]
(xxxxxx, xxxxxx and xxxxxx)

3- The evidence for Stonewall's modus operandi: profit/business model & capture, of point public-sector organisations

A large amount of information on Stonewall's modus operandi was disclosed and collected by the BBC '[Nolan Investigates](https://www.bbc.com/news/health-56888888)' podcast (transcripts are available here: <https://fairplayforwomen.com/nolan-investigates-stonewall-1/>)

David Thompson, BBC journalist: 'It's not about the rights and wrongs of what Stonewall are doing. They're entitled to lobby. It's about the process. And is it right that in a democracy, a lobby group can have so much influence within government on government policy. And if Stonewall can have it, who else can have it?'

Thompson and Nolan point to the problem of a lobby group effectively 'marking the homework' of an institution against criteria that it has determined. Furthermore, there's a

conflict of interest in a lobby group asking for payment to improve an institution ranking in relation to those criteria.

The political approach and aim of Stonewall was in evidence in a recent interview where the Chief Executive of Stonewall, Nancy Kelley said: 'we would love to have more influence over the BBC's editorial policy'. Nancy Kelley, BBC Radio 4, [Woman's Hour, Interview](#) with Emma Barnett, 18 Nov.

4- Stonewall's ideological skew.

Stonewall advocates for full gender self-id, implying that individuals should be classified according to their identity, not their sex, for all purposes, including sports, changing-rooms, data-collection, etc. This is not currently law in England and Wales, and raises a wide range of questions in policy and practice. Founding member of Stonewall, Simon Fanshaw described the organisation's turn to 'no debate' as 'pushing a divisive dogma'.

Being associated with Stonewall is also incompatible with another of UCL's core values: the respect for the rights of all staff and students, including women's rights and respect for freedom of belief.

In practice the charge of transphobia is most commonly applied to women who have articulated and defended an account of women's rights that assumes the biological reality of the male/female distinction and, accordingly, defines women as a sex class. Many but not all of these women are also feminists, in that they believe that gender is a socially constructed system that maintains male privilege and oppresses females on the basis of their sexed bodies.

There are a number of academics (particularly women) at UCL who have already been the focus of attacks on their integrity, freedom to research and publish, have had posters about them placed around buildings, or have faced attempted no-platforming (as in the above example). In one case, a colleague was no-platformed because of her research into census statistics and sex-based reporting/data. The Stonewall approach to academic freedom and free speech can only make this worse.

LGBT+ Equalities and Stonewall

Background

Principles of equality and inclusion have been core values of UCL since its foundation. UCL must be a space in which LGBTQ+ staff and students are safe and free to work, study, and live as themselves.

A clear commitment to LGBTQ+ equality is necessary for academic freedom and respect for all employees; rejoining the Stonewall [Diversity Champions Programme \(DCP\)](#) and [Workplace Equality Index \(WEI\)](#) are important in achieving this. Enabling academic freedom involves not only the ability to publish and speak freely but the provision of the conditions that allow that. LGBTQ+ scholars can only exercise these freedoms when their dignity and identities are respected.

LGBTQ+ people need action to protect their equalities. In the latest (2019) [National LGBT survey](#), [40% of respondents](#) experienced an incident such as verbal harassment or physical violence in the preceding year, with 90% of the most serious incidents not reported because 'it happens all the time.' In a [CIPD survey](#), 55% of trans respondents reported workplace conflict in the last 12 months. A [YouGov survey](#) found LGBTQ+ people earn 16% less than their straight counterparts - almost double the UK's gender pay gap. Universities are not free from these problems, and [36% of trans students reported negative comments or behaviour from staff within the previous year](#).

The Stonewall schemes are designed to assist employers in making their workplaces inclusive of LGBTQ+ staff and Stonewall has made clear that ['the Diversity Champions programme is simply a tool to help employers embed LGBTQ+ inclusion across their organisation. The programme and \[Stonewall\] staff have no sway over any organisation's wider decision-making.'](#) Stonewall is the largest LGBTQ+ equalities organisation in Europe. It was [founded to campaign against Section 28](#) and its current foci include [disability](#), [race](#), and [LGBTQ+ refugees](#). The DCP and WEI are workplace inclusion schemes that help organisations ensure LGBTQ+ employees have the freedoms and respect to which they are entitled. [Over 900 organisations are members of the DCP](#), a number that has increased in the last year.

[UCL has previously ranked in the top 100 organisations in the WEI](#) and [was the first University to join the Stonewall WDC scheme](#). These schemes make clear UCL's commitment to the safety and wellbeing of current and potential staff and students, and apparent references to the WEI appear several times in UCL's [2021 Athena Swan submission](#). Participation in these schemes helps ensure UCL is an inclusive and supportive workplace for all LGBTQ+ employees.

Involvement with Stonewall cannot overrule either freedom of expression at UCL, as protected by the Human Rights Act 1998, or the academic freedom of staff at UCL, as protected by the [UCL code of practice on freedom of speech](#). These strong protections would not be impacted by participation in the Stonewall schemes. Our previous membership of the Stonewall scheme has not restricted academic freedom or freedom of speech at UCL, where gender critical academics have published, written letters to the press and posted widely on social media.

Action Requested of AB

We call on our fellow members of AB to support UCL Immediately re-joining Stonewall's Diversity Champions Programme and committing to making a submission to Stonewall's 2022 Workplace Equality Index.

Signatories:

[Redacted list of signatories]