

Organisation name

Please note: this is the name that will be used in the Top 100 Employers report and associated publications if your organisation receives an award.

Imperial College London

Which of the following best describes your sector type?

Public

Which sector best fits your organisation?

Education

Which part of the UK is your organisation headquartered in?

England: London

What is the postcode of your organisation's UK headquarters?

SW7 2AZ

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

Responses Selected:

England: London

How many employees does your organisation have in the UK?

8500

Does your organisation have apprenticeships in the UK?

Yes

How many apprentices does your organisation have in the UK?

8

Does your organisation have volunteers in the UK?

No

Section 1: Policies and benefits

In Progress Last edited: 15 Sep 2021

Form for "Section 1: Policies and benefits"

This is my form.

Section 1: Policies and benefits

This section examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise the policy feedback process, policy content and provision of specific support.

1.1 Does the organisation have a process to ensure all employees can feedback on the inclusiveness of relevant policies (for example, HR policies)?

Guidance:

- This should be open to all employees and across all relevant policies.
- Relevant policies include HR policies, for example leave policies.
- If feedback does not trigger immediate reviews, there must be regular, periodic policy reviews that consider the feedback.

Yes

Describe the process, how it is communicated, and what action the feedback triggers (max. 500 words).

At any time, any member of staff may contact HR, the staff networks, or the Equality, Diversity and Inclusion Centre if they wish to comment on, or seek advice on the application of a policy or have any other queries related to the policy. Where there are comments concerning the message conveyed by the policy, these will be escalated to the Head of HR Engagement, Reward and Policy for review.

The trans staff policy draft was sent out through the LGBT staff network mailing list for all network members to feedback. Feedback was emailed to the staff member responsible for drafting the policy, and in one case, the staff member also met with an individual to discuss the feedback in more detail. The feedback was taken on board. Once the new version of the policy was finalised, it was communicated through the Staff Briefing, the all-staff newsletter.

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

The Equality, Diversity and Inclusion Centre used the valuable feedback received from staff members on the trans staff policy draft to amend the policy and create a set of guidance documents. Staff feedback was also used to gauge further changes needed to the HR records system. The plan now is to develop a set of resources in the form of case studies, either real or fictional, of people's experiences and good practice at the College of supporting transition.

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

Guidance:

- The policy (or policies) should clearly state that the organisation will not tolerate discrimination, bullying or harassment against employees on the grounds of sexual orientation or gender identity and/or trans identity.
- These may be listed along with other protected characteristics.

Responses Selected:

A. Explicit ban on discrimination, bullying and harassment based on sexual orientation (bronze award requirement)

B. Explicit ban on discrimination, bullying and harassment based on gender identity and gender expression (bronze award requirement)

F. Clear information about how to report an incident and how complaints are handled

Upload the selected policies with the relevant sections highlighted.

[Harassment Bullying and Victimisation Policy.pdf](#)

Filename: Harassment Bullying and Victimisation Policy.pdf **Size:** 208.1 kB

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

The harassment and bullying policy defines the ways in which harassment, bullying and/or victimisation can occur. The policy provides guidance to resolve any problems should they occur, and avoid recurrence, with its main aim being the prevention of harassment, bullying and/or victimisation.

Much work has gone into reviewing this policy over the past couple of years, alongside the introduction of Report and Support, our new online tool for disclosing any incidents of harassment and bullying. The review of the policy is ongoing and the new version is due to launch in November 2021.

1.3 Where the organisation has the following family and leave policies, do they use gender-neutral language and explicitly state that they are applicable regardless of gender? Tick all that apply.

Guidance:

- The policies should explicitly state that they apply regardless of the employee or the employee's partner's gender.
- The policies should avoid gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife'.

Responses Selected:

A. Adoption Policy
B. Special or Compassionate Leave Policy
C. Maternity Policy
D. Paternity Policy
E. Shared Parental Leave Policy

Upload the selected policies.

[Adoption_Surrogacy-Policy.pdf](#)

Filename: Adoption_Surrogacy-Policy.pdf **Size:** 220.4 kB

[Special-Leave.pdf](#)

Filename: Special-Leave.pdf **Size:** 320.0 kB

[Maternity_Policy-COVID-19-Temporary-Update.pdf](#)

Filename: Maternity_Policy-COVID-19-Temporary-Update.pdf **Size:** 254.4 kB

[Paternity-Maternity-Support-Leave.pdf](#)

Filename: Paternity-Maternity-Support-Leave.pdf **Size:** 130.2 kB

[Shared-Parental-Leave-Policy.pdf](#)

Filename: Shared-Parental-Leave-Policy.pdf **Size:** 281.5 kB

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

- A. The Adoption and Surrogacy policy grants leave to all staff intending to adopt a child, or become a parent through legal surrogacy arrangements.
- B. The Special Leave policy outlines special leave provisions available to employees of the College.
- C. The Maternity policy grants leave to all staff who are pregnant.
- D. The Paternity/Maternity Support Leave policy outlines the provision of paternity/maternity support leave which is available to enable all members of staff whose partners are having a baby or are adopting a child to take time off to support their partner. Paternity/Maternity Support Leave is also available where a couple are jointly adopting, and the other member of the couple is taking Adoption/Surrogacy leave.
- E. The Shared Parental leave policy grants leave to eligible parents so that they have the opportunity to choose to share between them the care of their child during the first year following the child's birth or adoption.

1.4 Does the organisation have a trans inclusion policy that covers the following?

Guidance:

- This policy should contain information about the inclusion of all trans employees, regardless of whether they are currently transitioning.
- C - guidance must make clear that all trans employees can use the facilities (e.g. toilets, changing rooms) they feel most comfortable using and should explain your commitment to introducing gender-neutral facilities, if not already widely available.
- D - guidance on dress code should be offered regardless of whether you have a uniform or dress code policy. This should make clear that all employees, including trans and non-binary employees, are encouraged to wear the uniform or dress that they feel most comfortable in. If you provide a uniform, this should include provision for gender fluid employees to have multiple uniforms.

Responses Selected:

- A. A clear commitment to supporting all trans people, including those with non-binary identities
- B. Information on language, terminology and trans identities, including non-binary identities
- C. Guidance on facilities for trans employees, including non-binary employees
- D. Guidance on dress code for trans employees, including non-binary employees
- E. A clear commitment to confidentiality and data protection for trans staff

Upload the selected policies.

[Trans-Staff-Policy-\(final-Nov-2020\).pdf](#)

Filename: Trans-Staff-Policy-(final-Nov-2020).pdf **Size:** 189.6 kB

[Guidance-for-an-employee-who-is-transitioning.pdf](#)

Filename: Guidance-for-an-employee-who-is-transitioning.pdf **Size:** 188.0 kB

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

The trans staff policy states that the "the College is fully committed to creating, consistently improving, and maintaining a safe, welcome and inclusive environment for all our trans and non-binary staff, enabling them to work to their full potential and supporting them to have equal access to the services and facilities they need." The policy exists to help put this into practice.

Section 3 of the trans staff policy, "Definitions", gives information on language and terminology, and Section 5, "Our Responsibilities", includes a statement on Imperial's commitment to confidentiality for trans staff.

The guidance for an employee who is transitioning includes guidance on facilities and dress code under Section 6, "Once transition at work begins".

1.5 Does the organisation have a policy (or policies) to support employees who are transitioning that covers the following? Tick all that apply.

Guidance:

- This could be contained within a trans inclusion policy, could be supportive guidance to a trans inclusion policy, or could be in a stand-alone transitioning at work policy.
- This should be explicitly non-binary inclusive.
- A and C - these should include a commitment that the employee will be allowed the time off that they need for transition-related treatments or appointments and that any leave will be recorded separately to sick leave.

Responses Selected:

A. Work related guidance for an employee who is transitioning (bronze award requirement)

B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

C. Work related guidance around data protection and confidentiality

D. Work related guidance for managers on how to support an employee who is transitioning (bronze award requirement)

E. Work-related guidance for employees on how to support a colleague who is transitioning

Upload the selected policies.

[Guidance-for-an-employee-who-is-transitioning.pdf](#)

Filename: Guidance-for-an-employee-who-is-transitioning.pdf **Size:** 188.0 kB

[Guidance-for-managers-to-support-employees-who-are-transitioning.pdf](#)

Filename: Guidance-for-managers-to-support-employees-who-are-transitioning.pdf **Size:** 191.9 kB

[Guidance-for-supportive-colleagues.pdf](#)

Filename: Guidance-for-supportive-colleagues.pdf **Size:** 138.0 kB

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

The guidance for an employee who is transitioning helps staff members with the process of transitioning, while recognising that the process is highly individualised and should always be led by the employee who is transitioning. Section 3 provides information on changing your name and gender marker on workplace systems.

The guidance for managers who are supporting employees who are transitioning helps line managers be fully supportive of any staff they manage who may wish to transition. It is accompanied by a managers' toolkit that provides a practical template to guide discussion and acts as a checklist of different things to consider when a staff member transitions at work.

The guidance for supportive colleagues includes definitions of key terms, information on names and pronouns, tips on allyship, and a list of frequently asked questions.

Not included in the attachments (as there was only a maximum of three attachments allowed) is the guidance for HR (available here: <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/equality/public/trans/Guidance-for-HR-to-support-employees-who-are-transitioning.pdf>), which has guidance around confidentiality: "Material that needs to be kept relating to a person's trans status must be placed in a sealed envelope and attached to a new file with instructions such as 'Confidential: HR Manager only' or 'Confidential: Head of Department/Division only'."

1.6 Does the organisation have a formal commitment to introduce gender-neutral facilities in all its buildings?

Guidance:

- If gender-neutral facilities are not already available in all buildings, this should be a formal commitment to introduce gender-neutral facilities in any new builds or to gender-neutral facilities being a requirement of any new leases.
- This should be a commitment that's signed off by senior leaders and published internally.
- Provision of gender-neutral facilities should be in addition to accessible facilities.

Yes

Provide a brief description of the organisation's current provision, its commitment to introducing gender-neutral facilities and how this has been formalised (max. 500 words).

In recognition of the diversity of its community of staff, students and visitors, Imperial commits to ensuring diversity of provision of toilet facilities.

At present this provision includes men-only and women-only facilities, gender-neutral facilities, and accessible toilets. As part of our duty of care to the College community, we want every person to have access to the facilities they feel most comfortable using. We also recognise the changing demographics of our staff and students and the dynamics of societal attitudes to gender identity.

As part of our commitment to equality, diversity and inclusion, we have developed a policy for provision of toilet facilities that aims to be proactive and forward-looking. It will inform the design of new buildings and plans for refurbishment works in existing buildings. It has been developed following consultation and has been approved by the College's Equality, Diversity and Inclusion Strategy Group, chaired by the Provost.

The policy is available here: <https://www.imperial.ac.uk/equality/governance/policies/toilet/>

This policy includes the commitment to increasing the provision of gender-neutral toilets in each existing building on campus, unless practical and/or fiscal constraints make this impossible. If a building currently has no gender-neutral toilet, opportunity will be sought through refurbishment works to create new facilities. The policy also includes the commitment to the provision of gender-neutral toilets in each new building on campus.

Out of 1055 toilets on the South Kensington campus (our main and biggest campus), 125 are gender-neutral (compared with 113 accessible toilets, 394 toilets for men, and 423 toilets for women.)

Out of 2080 toilets across all our sites, 357 are gender-neutral (compared with 224 accessible toilets, 688 toilets for men, and 811 toilets for women.)

1.7 Does your organisation provide healthcare insurance to your UK employees?

Your answer will direct you to the correct question for 1.7.

No

1.7 In the last three years, has the organisation scrutinised and developed the LGBT inclusivity of its mental health support provision?

Guidance:

- Provision could include your employee assistance programme, affiliated counselling services or internal mental health first aiders.
- Scrutiny should be specific, such as asking about a provider's LGBT-specific training for frontline employees.
- This should include at least one action you've taken in the last three years.

Yes

Describe how you scrutinised the provision and what the actions were. Please provide specific dates or time periods within the last three years (max. 300 words).

We have been scrutinising the inclusivity of our mental health support provision in general, not just in relation to the LGBT community. We have an Equality, Diversity and Inclusion Seed Fund, and through this a project was funded to put on mental health training specifically looking at the BAME community, aimed particularly at Mental Health First Aiders at the College. Going forward, we will be offering similar training but looking at LGBT mental health. At Imperial we mark and celebrate Mental Health Awareness Week every year in May with a range of activities open to all staff. We were aware that in the past, we have not offered LGBT-specific activities as part of this week, and we also wanted to trial LGBT mental health training, so we put on a session called "Mental health and the trans community" organised with the LGBT mental health charity MindOut on 14 May 2021. This was attended by 40 people and the feedback was excellent, so the plan for 2021-22 is to arrange more LGBT mental health training sessions with MindOut for staff at the College, particularly marketed towards Mental Health First Aiders.

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

1.8 Has the organisation reviewed other policies to ensure they are LGBT inclusive?

Guidance:

- This might include menopause or andropause policies.
- This might also include domestic abuse policies.

No

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

1.9 Are the organisation's compassionate and/or special leave policies inclusive of loved ones/chosen families/close support networks and supporting someone through transition?

Guidance:

- Chosen families are people who an employee considers to be family, but who have no legal or biological connection to them.
- Chosen families, loved ones and close support networks can be particularly significant to those who are estranged from their families, an issue that disproportionately affects LGBT people.
- Policies should be clear that employees are entitled to the same leave when it relates to their loved ones/chosen family/close support networks as when it relates to their biological or legal family members.
- Special leave policies should explicitly include provision to support someone through transition, for example accompanying them to medical appointments.

No

Section 2: The employee lifecycle

In Progress Last edited: 15 Sep 2021

Form for "Section 2: The employee lifecycle"

This is my form.

Section 2: The employee lifecycle

This section examines the employee lifecycle within the organisation, starting with recruitment practices and finishing with exit processes. The questions scrutinise how the organisation engages and supports employees throughout their journey in the workplace.

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

Guidance:

- These actions should not be limited to HR or Diversity & Inclusion related roles.
- A - this can include taking recruitment materials to Pride events and should have taken place in the last year.
- B - evidence should include screenshots of a job pack or job page from the last year.
- C - this can be a link to a webpage.

Responses Selected:

A. Advertising on or recruiting from LGBT or diversity websites, fairs and events

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages (bronze award requirement)

C. Include information about your LGBT employee network group or LGBT inclusion activities in all job packs and pages

Upload evidence for the selected options.

[Fynes Times advert.docx](#)

Filename: Fynes Times advert.docx **Size:** 1.7 MB

[Alice Gast statement on Imperial Jobs.png](#)

Filename: Alice Gast statement on Imperial Jobs.png **Size:** 470.1 kB

Describe the evidence uploaded (max. 200 words).

In June 2021, the College paid for an advert in Fyne Times, a LGBT magazine, with a link to our employment opportunities.

The main Jobs webpage (<https://www.imperial.ac.uk/jobs/>) has a statement from the President, Alice Gast, on Imperial's commitment to equality, diversity and inclusion. This statement is replicated on all jobs pages and packs. All job adverts also mention that Imperial is a Stonewall Diversity Champion.

At the top of the Jobs webpage, there is a link titled "Equality and diversity" which takes potential applicants to the Equality, Diversity and Inclusion webpages, where they can find links to the LGBT employee network group and LGBT inclusion activities. Also prominently featured on the Equality website are our resources for LGBTQ+ allies.

There is also a link on the Jobs webpage to the Diversity Policy statement (<http://www.imperial.ac.uk/jobs/policies/>). It states: "All members of staff and job applicants will receive equal treatment regardless of age, colour, disability, ethnic origin, gender reassignment, marriage and civil partnership, nationality, parental status, pregnancy and maternity, political belief, race, religion or belief (including lack of belief), sex, sexual orientation, socio-economic background, or trade union membership."

2.2 Does the organisation provide guidance or training for all employees with recruitment responsibilities on how to carry out inclusive recruitment?

Guidance:

- This should be specific to recruitment and include LGBT content.
- This should be provided to all employees involved in recruitment, not just HR teams.
- Best practice would be a checklist of inclusive practices that recruiters complete when they carry out a recruitment round. This might include, for example, sharing their pronouns at the start of an interview, if they feel comfortable doing so.

Yes

Upload evidence of guidance or training.

[Recruitment and selection course excerpts.docx](#)

Filename: Recruitment and selection course excerpts.docx **Size:** 638.8 kB

Describe the format of the guidance and the content you have uploaded (max. 500 words).

It is a College requirement that all staff involved in staff recruitment and selection receive appropriate training and that all College staff attend appropriate Equality & Diversity training. This includes the online Equality and Diversity course which covers awareness of LGBTQ+ staff issues, language and inappropriate language and was revamped in October 2020. In addition, the face-to-face and online recruitment courses include information on the Equality Act 2010 and the responsibilities of recruiters with regards to legislation. Training in recruitment is supported by Unconscious Bias training which takes place both on the central training programme and across the College.

The online recruitment information provided by HR and the online course includes information on legal responsibilities including the Equality Act 2010, and Imperial College policy:

<https://www.imperial.ac.uk/human-resources/procedures/recruiting-staff/recruitment-and-selection-procedure/>. The face to face training recruitment builds on this material and consists of an actual job description that delegates go through and all the different criteria and scoring systems that delegates need to use.

The online course was updated in early 2021 to include a case study based on trans inclusion/gender identity. This case study has been uploaded. Through the multiple EDI case studies on the course, staff are led to think carefully about biases and assumptions, what constitutes discrimination, and how to reduce and avoid bias and discrimination against diverse applicants during the recruitment process.

2.3 What information does the organisation supply to all new employees (external appointments) when being inducted into the organisation? Tick all that apply.

Guidance:

- Content for all options can be supplied in person, online (through a video or post), or on paper.
- A - the message should explicitly refer to LGBT inclusion, including bi, non-binary and trans inclusion.
- C - relevant policies are those covered in Section 1.

Responses Selected:

A. Explicit message on the organisation's commitment to LGBT inclusion (bronze award requirement)

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

C. Information on relevant policies and the organisation's commitment to ensuring they are LGBT inclusive

Upload evidence for the selected options.

[Induction evidence.docx](#)

Filename: Induction evidence.docx **Size:** 2.5 MB

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

All new starters receive a copy of the College's core terms and conditions along with their contract, which they are expected to read before they sign the contract. There is a section in the terms and conditions on equal opportunities which states that the College will "promote a working environment where factors such as age, race, colour of skin, ethnic or national origins, marital status, gender, disability, religion or belief, socio-economic background, parental status, trade union membership, sexual orientation, those who identify as trans, those who identify as gender neutral, do not affect treatment or progression."

New starters are also linked to key policies and procedures on this webpage:

<https://www.imperial.ac.uk/staff/new-staff/before-you-start/key-policies-and-procedures/> It is noted in staff contracts that all staff are required to "familiarise yourself and act in accordance with the following key policies and procedures which form part of the College's core terms and conditions of service." When clicking on the family leave policies, for example, staff members will see that the family leave page states that "All family leave policies apply to staff irrespective of gender identity, sexual orientation, gender expression, biological sex or if you are transitioning."

The College has an Imperial Essentials programme for all new staff (<https://www.imperial.ac.uk/staff/new-staff/essentials/>). As part of this, all staff must complete the Equality, Diversity and Inclusion at Imperial online course, which flags that the College has a dedicated LGBTQ+ staff network and highlights information and support relating to gender identity and sexual orientation equality. This process is embedded within the probation process, and line managers must sign-off completion of the Imperial Essentials activity. For Professional, Technical & Operational staff this is at 6 months and for academic staff they are expected to complete Imperial Essentials within the first 6 months, even though their probation period is longer.

In addition, new starters are linked to the Imperial Expectations framework which guides the behaviours of all our staff: <http://www.imperial.ac.uk/human-resources/working-at-imperial/imperial-expectations/>. This includes the Expectation to encourage inclusive participation and eliminate discrimination. Imperial Expectations are embedded within all staff policies, recruitment and promotion processes as well as staff training.

The commitment to equality, diversity and inclusion is highlighted within Imperial Insights, the College welcome event which happens termly and to which all new staff are individually invited: <https://www.imperial.ac.uk/staff-development/learning-and-development-centre/courses/ipd/courses/imperial-insights/>. This event is delivered by members of the senior leadership team including President Alice Gast, and the College commitment to equality, diversity and inclusion is embedded within the programme. Professor Stephen Curry, the Assistant Provost for Equality, Diversity and Inclusion, regularly presents at this event and highlights EDI issues. All attendees of Imperial Insights are encouraged to join the LGBTQ+ staff network, which is one of the exhibitors at the Insights event, so attendees can also meet network representatives in person at this event. Slides from the Insights programme are included in the uploaded evidence.

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

Guidance:

- Examples include the option to choose a gender marker other than male or female and being able to use gender-neutral titles, such as Mx.
- Alternatively, you could consider removing gender markers and titles from your systems altogether.
- You will receive more marks if at least one example is specific to gender fluid people, for example the ability to have multiple passcards with different forms of gender expression.

Yes

Describe how non-binary identities are recognised on workplace systems, including at least two examples (max. 500 words).

Staff are able to use the gender-neutral title Mx on the staff records system.

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

Question

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

Answer options include:

No

Prefer not to say/ Information refused

Yes

Question

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

Answer options include

Female

Male

Non-binary or neutral

Other

Pan or polygender

Prefer not to say

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

Staff are able to log into this system by themselves at any time and change their title and their answers to the above questions whenever they would like.

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

2.5 Does the organisation provide all-employee training on compliance with its discrimination, bullying and harassment policies, including the following:

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.
- Training can be provided in-person or digitally.

A. Organisational policy and legislation (bronze award requirement)	26-50%
B. Examples of biphobic, homophobic and transphobic discrimination, bullying and harassment	26-50%
C. Examples of discrimination, bullying and harassment on the basis of multiple identities	26-50%
D. How to challenge biphobic, homophobic and transphobic discrimination, bullying and harassment	26-50%
E. How to report biphobic, homophobic and transphobic discrimination, bullying and harassment	26-50%
F. A clear route for feeding back on the inclusion or representation of employees' identities in the training	26-50%

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

For the Equality, Diversity and Inclusion online course, all staff take a test at the end of the course and those who pass with a score of over 60% are recorded on the online learning management system as having successfully attended the course.

For in-person courses, attendees enrol onto the course online. The enrolment is used to generate a participant list for the day the courses are run. The participants list is then checked on the day of the training to make a record of who actually attended the course. This attendee list is used to change a person's enrolment status on the online learning management system to show that they have successfully attended a course.

Attendance reports for a course over a period of time, e.g. a year or 6 months or over 18 months, can then be generated by the system.

The course has been completed by around 30% of staff (over 2,500 people).

Describe the format of the training and the content you have uploaded (max. 500 words).

Screenshots from the online Equality, Diversity and Inclusion (EDI) at Imperial course (<http://www.imperial.ac.uk/equality/support-for-staff/training/>) have been uploaded. This course is compulsory for new starters and recommended for all employees. It is an online e-learning course that learners can take at their own pace, with a test at the end. It usually takes staff about 2 hours to complete. It has a section on "EDI and the law" and "The implications of discrimination", as well as a section on "Bullying, harassment, and sexual violence". There is a section on "Being an ally" which encourages staff to speak out against any bigoted behaviour, with a link to further resources that include LGBTQ+ ally webpages.

The section "What are the challenges facing LGBTQ+ staff and students?" contains information on homophobic, biphobic and transphobic discrimination, bullying and harassment and the impact this has on individuals. This section also includes information about bullying and harassment experienced by BAME LGBTQ+ people. The section "Trans staff at Imperial" includes a case study about a non-binary member of staff who experiences transphobic harassment, with questions to help learners understand how to identify transphobic harassment, how to challenge it, and how to report it. There is also a video scenario on sexual orientation where somebody challenges homophobic comments during a conversation.

At the end of the course, after participants have completed the test, they are sent an email with a link to the course evaluation form, which asks them for feedback. They can use this avenue to raise any comments about the inclusion or representation of identities in the training.

Upload evidence for selected options.

[Training on compliance with discrimination.docx](#)

Filename: Training on compliance with discrimination.docx **Size:** 3.6 MB

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). In your uploaded evidence, make clear who/how many employees the communication reached.
- Evidence could include emails and screenshots of intranet posts.
- A - communications can focus on specific awareness days/events, such as LGBT History Month, Pride and/or IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia).
- B - communications can focus on specific awareness days/events, such as Bi Visibility Day and/or Pan Visibility Day.
- C - communications can focus on specific awareness days/events, such as Trans Day of Visibility, Trans Day of Remembrance and/or Trans Pride.
- D - communications can focus on specific awareness days/events, such as Non-Binary People's Day.
- A, B, C and D - you are required to meet at least one of these criteria to receive a bronze award.

Responses Selected:

A. Information about LGBT identities and experiences (bronze award requirement)

C. Information about trans identities and experiences (bronze award requirement)

E. Information about the LGBT Employee Network Group and/or allies activity

F. Information about LGBT-inclusive policies

G. Information about the importance of pronouns and pronoun introductions

Upload evidence for selected options.

[Staff briefing - LGBT History Month.png](#)

Filename: Staff briefing - LGBT History Month.png **Size:** 348.5 kB

[Staff briefing - trans staff policy.png](#)

Filename: Staff briefing - trans staff policy.png **Size:** 306.6 kB

[Staff briefing - LGBT info and pronouns.png](#)

Filename: Staff briefing - LGBT info and pronouns.png **Size:** 622.4 kB

[Staff briefing - Pride Month.png](#)

Filename: Staff briefing - Pride Month.png **Size:** 378.9 kB

Provide date for option A:

26 Feb 2021

Provide date for option C:

16 Dec 2020

Provide date for option E:

29 Jan 2021

Provide date for option F:

16 Dec 2020

Provide date for option G:

26 Feb 2021

2.7 Does the organisation proactively recognise contributions to LGBT inclusion activity during employee performance appraisals?

Guidance:

- The onus should be on the employer/manager to make clear that contributions to LGBT inclusion (such as network group activity) align with organisational values and count towards diversity and inclusion objectives.
- This should be systematic and applied to all performance appraisals, not just those of the network leads.
- Recognition doesn't have to be financial.

Yes

Describe how contributions are recognised (max. 300 words).

Imperial College London has a commitment to good quality appraisals. Our Personal Review and Development Plan (PRDP) process is led by senior leaders throughout the organisation. The Human Resources team report on the completion of the PRDPs to the Provost via the Provost Board (like a Management Board) on an annual basis. Commitment to equality, diversity and inclusion issues are embedded within the PRDP forms and guidance notes. In each PRDP form, there is a section on "Contribution to Imperial community including promotion of Imperial Expectations and support for equality, diversity and inclusion," which all staff are expected to fill out to show how they have supported EDI at Imperial.

It is also embedded within the PRDP that all staff are asked if they have been supported in any voluntary roles, such as staff networks: "How have you been supported with any additional work responsibilities (First Aider, Safety Officer, coach, staff networks, Trade Union, etc.)?"

The College provides one day per month of protected time for staff network co-chairs. This was initiated by the Assistant Provost (EDI), [REDACTED], and put in place by the Deputy Director of HR.

Staff are also recognised through other means. For example, [REDACTED], who was co-chair of the LGBT staff network until February 2021, won the President's Medal for Excellence in Culture and Community in June 2020 for her work as co-chair, signalling the importance of LGBTQ+ staff activities.

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

Guidance:

- This can be part of a wider question about diversity and inclusion at the organisation.
- Answers should detail how all employees are given opportunities to raise any issues relating to discrimination (homophobia, biphobia and/or transphobia) they may have experienced or become aware of in the organisation.
- There should be a clear process by which issues are referred and acted on by the organisation.

Yes

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

The College currently has a leaver's process which applies to all staff (<http://www.imperial.ac.uk/human-resources/procedures/leaving-employment/>). This process includes an anonymous exit survey that is sent to all staff, and the option to have an exit interview.

The exit survey is currently under review. A member of the Equality, Diversity and Inclusion Centre team who identifies as part of the LGBTQ+ community is on the project group reviewing the exit survey. The group are working to ensure that clear questions will be asked about discrimination and bullying and harassment, and that a robust process for following up on any information gathered will be implemented in order to prompt a greater understanding of the experience of all staff, including staff identifying as LGBTQ+, within the organisation.

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

Information gathered through this process will be shared between line managers and Senior HR Managers in order to raise awareness of any themes and to ensure ownership of concerns that are raised. EDIC and the Assistant Provost for Equality, Diversity and Inclusion would also be included in this process if there was information that the organisation needed to be aware of and act upon.

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

2.9 Does the organisation have a mental health or wellbeing strategy that explicitly addresses the needs of LGBT people?

Guidance:

- This should address the specific needs of lesbian, gay, bi and trans people.

No

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

2.10 When advertising for its apprenticeships, does the organisation run initiatives to specifically attract LGBT job seekers?

Guidance:

- Please only answer this question if the organisation has apprenticeships in the UK
- This might include LGBT-specific content in recruitment materials or advertising at LGBT-specific events.

No

Section 3: LGBT employee network group

In Progress Last edited: 15 Sep 2021

Form for "Section 3: LGBT employee network group"

This is my form.

Section 3: LGBT employee network group

This section examines the work of your LGBT employee network group. The questions scrutinise the support the group is given by the organisation, its commitment to inclusivity, and the activities it carries out.

3.1 Does the organisation have an LGBT employee network group for LGBT employees? Select one option.

Guidance:

- A - this option scores maximum marks for this question.
- B and C - these options score lower marks for this question.
- A, B and C - you are required to meet one of these criteria to receive a bronze award.

A. Yes, with a defined role and terms of reference (bronze award requirement)

Upload the group's terms of reference.

[Imperial-600-Steering-group-terms-of-reference-and-membership-2020-21.pdf](#)

Filename: Imperial-600-Steering-group-terms-of-reference-and-membership-2020-21.pdf **Size:** 130.6 kB

3.2 In the past year, has the organisation supported the work of the LGBT employee network group in the following ways? Tick all that apply.

Guidance:

- C - time should be formally agreed.
- D - this should develop practical skills relevant to the role of the network group, for example peer support, mentoring or conflict resolution.
- E - these can be general or LGBT-specific programmes and should be communicated to members through the employee network group.

Responses Selected:

A. Provided a network group budget

B. Provided a formal senior champion

C. Allowed time for committee members to carry out network group activity

D. Facilitated network members' participation in skills training

E. Facilitated network members' participation in leadership or professional development programmes

F. Facilitated network members' participation in external LGBT-specific seminars and conferences

Describe the support provided and how it is communicated to the network (max. 200 words per option).

A. Imperial 600 is provided with a £2500 budget and the amount of the budget is communicated to the co-chairs at the start of the financial year. Sometimes money is provided over the budget as well, for example the Assistant Provost (Equality, Diversity, and Inclusion) may also be able to help fund initiatives.

B. The network is provided with an Executive Sponsor who is a senior leader. The current Executive Sponsor is Imperial's Vice-Provost (Research and Enterprise).

C. Committee members are allowed one day a month to carry out network group activity. Line management actively supports staff volunteerism to support the workings of the Imperial 600 network.

D. The EDI Centre had an external facilitator deliver sessions for the staff network co-chairs to help them develop as co-chairs and guide their work for the future. Skills training courses are regularly promoted to members through the network newsletter and Microsoft Teams channel.

E. Network members were given priority along with other diversity staff networks in the Reverse Mentoring scheme to train and become Reverse Mentors. Leadership and professional development programmes are regularly promoted to members through the network newsletter and Microsoft Teams channel. Network co-chairs are offered places on relevant leadership conferences, including the Dods Fostering Staff Networks & ERGs: Engaging Staff & Driving Business Goals Conference on 23 June 2021.

F. Imperial has in the past offered to pay for Stonewall Conference places for the network and will continue to do so in the future.

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

Guidance:

- C - this should reference specific marginalised or underrepresented groups (for example, trans people or LGBT people of colour).
- D - this could be a physical or digital space, for example a meet-up for LGBT people of faith or a closed bi digital group on your intranet.

Responses Selected:

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

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

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

Describe the activities you have undertaken (max. 200 words per option).

A. The EDI Centre created a new webpage on "How to be a bi ally" in October 2020, which has been shared by the network to all its members via the newsletter and network-specific social media channels. The network also actively promoted Bi Visibility Day.

B. A trans inclusion open meeting was held in July 2020 to consult with network members on trans issues. The EDI Centre created a new webpage on "How to be a trans and non-binary ally" in October 2020, which has been shared by the network to all its members via the newsletter and network-specific social media channels.

C. The network actively promotes itself as such as part of all events and digital communications, leveraging content from EDIC and Stonewall whenever possible, and holding intersectional events, for example jointly with the BAME staff network. In the new network strategy, one of the five key aims is supporting intersectionality and coordination, and there is a statement on why a commitment to intersectionality is important.

An excerpt from the statement: "Minority groups within the LGBTQ+ community are disproportionately affected by discrimination and harassment. We are allies for minority groups within our community and ensure their voices are heard, and work with College leadership to advocate publicly and with government when required. The impact of discrimination and harassment can be felt most keenly by LGBTQ+ people who are also members of other minorities or who have other protected characteristics. We explore and identify intersectional issues, and we champion the rights of other minority groups as allies ourselves."

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

Guidance:

- Your strategy should focus on the inclusion of at least three specific marginalised or underrepresented LGBT groups. This might include (but is not limited to):
 - BAME LGBT people / LGBT People of Colour
 - Bi people
 - LGBT carers
 - LGBT people of faith

- LGBT parents
- LGBT people with accessibility needs
- Non-binary people
- Older LGBT people
- Trans people

• Your description should include how you identified which marginalised or underrepresented groups to focus your strategy on. This might include insights from:

- LGBT network group membership and event attendance
- LGBT network group satisfaction surveys
- Employee satisfaction surveys
- WEI Staff Feedback Questionnaire report
- Sectoral, regional or national research

• Your description should include actions the network group has taken so far and has committed to take in the future. These might include (but are not limited to):

- Introducing an inclusion rep
- Holding events within working hours
- Holding regular alcohol-free social events
- Holding events at accessible venues
- Avoiding holding events at the same time as religious festivals/holy days

• Actions can include, but must go beyond, those referenced in 3.3

Yes

Upload your strategy document.

[Imperial 600-Strategy Document 2021-2024-Final 24052021.pdf](#)

Filename: Imperial 600-Strategy Document 2021-2024-Final 24052021.pdf **Size:** 709.4 kB

Describe how the strategy was formulated, actions the network has taken so far and outcomes so far (max. 500 words).

The strategy was created by the network co-chairs. A senior group of network members, as well as the

Equality, Diversity and Inclusion Centre and the Assistant Provost (Equality, Diversity and Inclusion), were consulted in the drafting of the strategy. Finally, a network meeting was held to present the strategy outline to members and all network members were invited to feedback on the strategy draft before it was finalised.

Marginalised groups of special focus: BAME LGBT people, bi people, LGBT people with accessibility needs, non-binary people, LGBT parents, LGBT carers, and LGBT people with religious beliefs that do not permit the consumption of alcohol.

Network group membership and event attendance made it clear that these was both an interest in, and need for, better focus on intersectional programming and outreach. The network have been actively engaging in the promotion of and participation in awareness events that give underrepresented groups a platform. Finally, they have worked with Human Resources to make sure LGBT parents were well informed of college resources available to them.

Examples of actions taken, and underway:

1. Joint events with Imperial As One, the BAME staff network, to create a dialogue around the intersection of LGBTQ+ and BAME identities.
2. The network has worked with the College's Equality, Diversity and Inclusion Centre to create content around how to be an effective ally to different and underrepresented groups like trans and bi staff, and actively promoted the content to the Imperial 600 network and on social and web media channels as well.
3. The network has participated in student union-led events that aimed to showcase a diverse set of profiles, and particularly that of bi and BAME professionals.
4. Only one of the network's digital events included alcoholic beverages, and this was an online social quiz event held during what would have been Pride 2020. All digital events since then have not included any socialising that included the consumption of alcohol. There have always been in-person socialising events in the past that did not include alcohol, and there will be again once in-person gatherings are being held more regularly post-lockdown.
5. Events in the past year have taken place during the day, which ensured those with children and carer responsibilities did not have to miss out.
6. None of the network's events were held during major holidays.
7. All face-to-face events that happened before the first 2020 lockdown were offered in mobility-impaired friendly spaces.
8. Inclusion reps are being introduced, including a bi rep, a trans and/or non-binary rep, a BAME LGBTQ+ rep, and a disability LGBTQ+ rep.

One of I600's long-term goals in the strategy is to organise sub-committees or 'networks within the network' to provide targeted engagement and support for underrepresented groups such as LGBTQ+ BAME staff and postgraduate students, bisexual staff and postgraduate students, and trans and non-binary staff and postgraduate students, so they have a dedicated safe space in which to participate in the broader Imperial 600 programming and activity line-up.

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

Guidance:

- A and B – support for individuals should be available and advertised to all staff.
- A – this could be on an individual basis and/or through a closed digital group for LGBT employees.
- C – this should relate to policies that impact upon employee welfare (for example, reviewing an updated adoption policy).

Responses Selected:

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. Consultation on improving internal policies and practices

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

A. It is explicitly stated on the Imperial 600 website (<https://www.imperial.ac.uk/equality/staff-networks/imperial-600/about-us/>) that the network provides a confidential point of contact for staff to raise issues or to discuss any concerns they may have in relation to LGBTQ+ issues.

B. The network links to College support services for bullying and harassment on its website. The network has a dedicated email inbox for all Imperial 600 members, as well as multiple social media channels through which members can seek support and guidance beyond that provided by central Human Resources, to address reports of homophobic, biphobic and transphobic bullying and harassment. The co-chairs are also accessible to all members of the network to discuss these issues confidentially as well.

C. The network is frequently consulted on relevant College policies. The network co-chairs are members of the Equality, Diversity and Inclusion Forum. They have been active participants and advocates for the creation of a gender-neutral bathroom policy. No new policy issues have been raised this year, but the network Co-Chair Joël McConnell did present a book review on the book "Cynical Theories" and tabled the topic of the "new intolerance" – and specifically intolerance of EDI on university campuses. Vigilance is key, and the Imperial 600 is encouraging vigilance on the broader EDI front.

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

Guidance:

- If not carried out by the LGBT employee network group, these activities can be carried out by other parts of the organisation (for example, the diversity and inclusion team). However, this must at least be in consultation with the network group.
- 'Awareness raising events' refers to activities that serve to educate or inform the wider organisation, for example panel discussions, lunch and learns, or stalls during diversity events.
- Events can be physical or digital.
- G - this could either be a specific programme run by the network or alternatively an organisation-wide programme that proactively incorporates LGBT mentoring.

Responses Selected:

- A. Social networking event for members
- B. LGBT equality awareness-raising event
- E. Trans equality awareness-raising event
- F. Collaborated with other LGBT network groups
- G. Mentoring or coaching programme

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

A. On 29 July 2021, Imperial 600 hosted an in-person social event at Ku Lounge in Soho with free refreshments and food.

B. On 28 July 2020, the network organised the event "LGBT+Tech Startup Ecosystems: Entrepreneurs in Tel Aviv vs. London" to support LGBTQ+ entrepreneurs.

On 18 November 2020, the network held an LGBTQ+ STEM Day Celebration with a diverse panel of LGBTQ+ scientists, including a trans member of staff at Imperial, discussing their experiences of being LGBTQ+ in the STEM field.

On 2 February 2021, Imperial 600 hosted an event with [REDACTED] from the Log Books podcast, exploring the highs and lows of the Switchboard's Eighties log books. Themes included HIV/AIDS,

mentorship, migration, Section 28 (anti-gay legislation), violence, intolerance, biphobia, community, laughter, and solidarity.

On 11 February 2021, Imperial 600 hosted an event called "The Other Big Issue in the Room: Climate Change and Rose Gardens", at which [REDACTED], who identifies as a gay man, spoke about his book "I Never Promised You a Rose Garden" and his personal journey with his sexual orientation and his mental health.

On 15 February 2021, Imperial 600 invited [REDACTED] to give a talk called "Spotlight: LGBT Service Sector Professionals and London's Night Czar", which touched on the impact of COVID-19 on the LGBT community and the importance of preserving cultural institutions particularly relevant to the LGBT community.

On 17 June 2021, Imperial 600 hosted a panel discussion on the global fight against HIV/AIDS.

On 30 June 2021, Imperial 600 invited [REDACTED], co-founder of LGSM, to speak on miners, LGBTQ+ solidarity, and championing worthy causes.

E. On 14 May 2021, the EDI Centre put on a "Mental Health and the Trans Community" talk with Mind Out, a LGBT mental health charity. This event was supported by Imperial 600.

On 26 February 2021, Imperial 600 hosted a LGBT History Month edit-a-thon so attendees could learn how to become a Wikipedia author and editor in order to chronicle the achievements of LGBTQ+ people. [REDACTED] introduced the event and spoke about her experiences as a trans scientist.

Trans speakers have been part of other events as part of a broader panel, e.g. the LGBTQ+ STEM Day Celebration and the fight against HIV/AIDS panel mentioned above. There was also the trans inclusion meeting held by the network in July 2020, specifically discussing the leaked reports about the GRA and also what Imperial can do better.

F. On 21 October 2020, the network hosted an event jointly with the LSE Spectrum LGBTQ+ staff network (as well as Imperial As One and the LSE EmbRace, the BAME staff networks of the two institutions), called "From Stonewall to Black Lives Matter: Examining the Impact of Protests".

G. The network was fundamental in the university setting up a pilot reverse mentoring scheme which began in January 2020. Recruitment for the new round of the reverse mentoring scheme took place in

mid-2021. Network members are actively encouraged to participate in the programme.

3.7 In the past year, has the LGBT network group held campaigns, initiatives, seminars or events engaging with the intersection of LGBT and other diversity strands? Select one option.

Guidance:

- You will be awarded for up to three examples from the last year. These should each look at the experiences of specific marginalised or underrepresented groups, which could include (but is not limited to):
 - BAME LGBT people / LGBT People of Colour
 - LGBT parents or families
 - LGBT people with accessibility needs, for example including LGBT disabled people and LGBT neurodivergent people
 - LGBT people with experience of mental ill health
 - LGBT people with experience of poverty or homelessness
 - LGBT people of faith
 - LGBT women
 - Older LGBT people
- You should explain why you chose to focus on the experiences of these groups. For example, this might be because of a gap in your previous work.
- (From the 2023 Workplace Equality Index) At least two of the groups should be different to your organisation's previous submission.
- These activities can be carried out in collaboration with other employee network groups.
- If not carried out by the LGBT employee network group, these activities can be led by other parts of the organisation (for example, the faith employee network group might run an event on being an LGBT person of faith).
- Seminars and events can be physical or digital.
- 'Initiatives' and 'campaigns' here refer to specific programmes or projects, for example a series of events, videos or blogs.

Yes, three examples

Describe the campaigns, initiatives, seminars or events and when they occurred (max. 500 words). Please provide specific dates or time periods within the last year.

BAME LGBT people:

Last year, the events surrounding the murder of George Floyd and the momentum of the Black Lives Matter movement showed that it is more important than ever to engage with the intersection of LGBTQ+ and race. Imperial 600 was part of the "Building Alliances in the Face of Atrocity" event that was hosted by the College in June 2020 in response to the BLM movement, where people from across Imperial came together to emphasise the importance of allyship and intersectionality, and so race has been and will continue to be a focus.

On 14 October 2020, the EDI Centre hosted an talk by [REDACTED] on queer women of colour in comics and graphic novels. This talk was heavily promoted by Imperial 600 to its members.

On 21 October 2020, Imperial 600 hosted an event jointly with Imperial As One (the BAME staff network) and LSE EmbRace and Spectrum, the BAME and LGBTQ+ staff networks at LSE, called "From Stonewall to Black Lives Matter: Examining the Impact of Protests". The majority of speakers at this event were both BAME and LGBTQ+.

On 2 June 2021, a fireside chat with [REDACTED], the recently departed Director of Communications at Pride in London, was jointly hosted by Imperial 600, Imperial As One, and the EDI Centre [REDACTED] spoke about his own identity, the richness and diversity of BAME and LGBTQ+ communities, and the importance of events like UK Black Pride.

Imperial As One hosts Belonging, a weekly series of interviews exploring the BAME experience. As part of this, they have interviewed several BAME LGBTQ+ individuals, including an individual who identifies a trans and another who identifies as non-binary. All Belonging interviews are available on Youtube (<https://www.youtube.com/playlist?list=PL5VwXQiaY1lLdJG8sVOqYRPa7TuSV69y3>).

LGBT women:

In support of the broader International Women's Day (IWD) programming happening across Imperial in March 2021, Imperial 600 hosted [REDACTED], a senior leader at MyGWork a global networking hub and job board for LGBT+ professionals and graduates. The focus of the event was sharing thoughts on how LGBTQ+ women can advance their careers. As STEM and business are traditionally male-dominated fields, this is an important area of focus for Imperial, which specialises in STEM and business as a university.

LGBT people with experience of mental ill health:

As the conversation on mental health continues to grow, especially under the pandemic, we recognise the importance of making sure we are looking at the experiences of LGBT people in particular. The EDI Centre organised a "Mental Health and the Trans Community" talk on 14 May 2021 with Mind Out, a LGBT mental health charity. This event was heavily promoted by Imperial 600 to its members. The speaker Rory Finn spoke about factors that specifically impact on trans people's mental health, and what we can do to make the conversation on mental health more inclusive.

3.8 Does the LGBT employee network group have measures in place to ensure that activity reaches employees in all locations?

Guidance:

- This should be formalised, consistent work to ensure activity can reach all employees. This might include a commitment in your terms of reference to hold a percentage of your events online or run activities in different regions.
- You should consider dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, and employees across all UK nations that you operate in.
- If you only have one location or building, you should consider the needs of employees who work remotely or away from desks.
- You should provide at least two examples of measures you have in place.

Yes

Describe at least two measures in place and how they are formalized (max. 500 words).

Since the beginning of the pandemic, all network events have moved online, but even prior to that, some activities and events were already held online. Going forward, the network will continue to commit to holding a portion of events online, even when the majority of staff are no longer working from home.

The network has used the webinar format for the past year (even pre-Covid) as a way to provide quarterly updates, giving a round-up of network activities that everyone can tune into no matter where they are. The network also sends out regular newsletters to the membership, sharing news from across the network, the university, and promoting relevant off-campus programming too. The co-chairs also engage with the network on social media using a Twitter account and a dedicated LinkedIn group, and recently started a dedicated group in Microsoft Teams.

In pre-pandemic times, the network regularly visited each campus physically to distribute rainbow lanyards to members, setting up a stall at each campus when visiting to promote the visibility of the network. This will continue to happen once the majority of people begin working on campus again.

The network has been providing pre-recorded content to all members digitally, for example two external sessions with speakers from the private sector and another higher education institution in the US (again recorded pre-Covid). The idea was to offer high-quality and insights content that could be made available on demand. The two sessions and speakers were: "Intersectional Diversity and Tips On Community Engagement from Duke University's Fuqua School of Business" featuring Stephanie Robertson, Director of Community Engagement and Inclusion at Duke University (<https://vimeo.com/391001669>), and "Community Engagement and EDI-Focused Networking: The PRIDE Network at JP Morgan" featuring Loïc Choquet, Executive Director at JP Morgan (<https://vimeo.com/391949395>).

Digital interviews with LGBTQ+ staff network members have also been pre-recorded and uploaded as part of the "Out at Imperial" series (for example: <https://www.youtube.com/watch?v=72AQfE7cLGQ>). This series is expected to continue to grow in the future in this digital format.

Where possible, with the speakers' permission, live events are recorded and distributed online. Even in the past, when events were held on the main South Kensington Campus, the network tried wherever possible to livestream and/or record events so that they could be enjoyed by staff on other campuses or working in other locations.

Section 4: Empowering individuals

Form for "Section 4: Empowering individuals"

This is my form.

Section 4: Empowering individuals

This section examines the process of engaging individuals to create an LGBT inclusive culture at the organisation. The questions scrutinise how the organisation empowers LGBT and non-LGBT employees to step up as change makers and allies.

4.1 Does the organisation support LGBT employees at all levels to become change makers through training, programmes and/or resources?

Guidance:

- Examples of support can include resources, programmes or training.
- The support must focus specifically on steps LGBT people can take to become active role models or change makers in your organisation.

Yes

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

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

The Reverse Mentoring scheme also supports staff from marginalised groups, including LGBTQ+ staff, to become Reverse Mentors and help to change the culture of the organisation by sharing their perspectives and experiences with senior leaders at Imperial.

The College Communications team are actively supporting the creation of profiles for LGBTQ+ staff as part of their commitment to promoting a diverse community and raising awareness of LGBTQ+ issues. These profiles are publicised through Staff Briefing, the all-staff newsletter, and through various social media channels such as Twitter.

4.2 In the past year, has the organisation shared the workplace experiences of LGBT people with the following identities? Tick all that apply.

Guidance:

- This should be an internal communication, such as an all-employee email or blog post.
- Within the content, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.
- Stonewall uses umbrella terms and we recognise that language and identities are personal. If an employee doesn't identify with a term listed below, you should be led by them on which option they feel comfortable being included within.
- Best practice is to share the experiences of internal employees. However, you should take care to ensure that no pressure is put on LGBT employees to be visible in this way. If employees do not want to share their experiences, you can share the workplace experiences of employees outside your organisation, for example from the wider sector.
- Marks will not be awarded in this question where the experiences of celebrities are shared.

Responses Selected:

A. BAME LGBT people / LGBT People of Colour
B. Bi people
C. Binary trans people (e.g. trans men and trans women)
D. Gay or lesbian people
F. LGBT people aged 50 or older.
K. LGBT people who are parents
L. LGBT people with accessibility needs (excluding accessibility needs relating to mental health)
M. Non-binary people (e.g. genderfluid or genderqueer people)

A: Submit evidence of sharing these experiences in the last year.

[Imperial Staff Briefing - BAME LGBT profile.png](#)

Filename: Imperial Staff Briefing - BAME LGBT profile.png **Size:** 1.3 MB

B: Submit evidence of sharing these experiences in the last year.

[Belonging - Valiant \[REDACTED\].png](#)

Filename: Belonging - Valiant [REDACTED].png **Size:** 428.0 kB

C: Submit evidence of sharing these experiences in the last year.

[Belonging - Valiant \[REDACTED\].png](#)

Filename: Belonging - Valiant [REDACTED].png **Size:** 428.0 kB

D: Submit evidence of sharing these experiences in the last year.

[Imperial blog - gay profile.png](#)

Filename: Imperial blog - gay profile.png **Size:** 592.7 kB

F: Submit evidence of sharing these experiences in the last year.

[Over 50 profile - \[REDACTED\].png](#)

Filename: Over 50 profile - [REDACTED].png **Size:** 305.3 kB

K: Submit evidence of sharing these experiences in the last year.

[Profile - LGBT people who are parents - evidence.png](#)

Filename: Profile - LGBT people who are parents - evidence.png **Size:** 1.8 MB

L: Submit evidence of sharing these experiences in the last year.

[Out at Imperial \[REDACTED\].png](#)

Filename: Out at Imperial [REDACTED].png **Size:** 343.1 kB

M: Submit evidence of sharing these experiences in the last year.

[Nonbinary profile - \[REDACTED\].png](#)

Filename: Nonbinary profile - [REDACTED].png **Size:** 193.9 kB

A: Provide the date on which this was shared internally.

11 Jun 2021

B: Provide the date on which this was shared internally.

20 Nov 2020

C: Provide the date on which this was shared internally.

20 Nov 2020

D: Provide the date on which this was shared internally.

17 Nov 2020

F: Provide the date on which this was shared internally.

28 Oct 2020

K: Provide the date on which this was shared internally.

15 Sep 2021

L: Provide the date on which this was shared internally.

11 Sep 2020

M: Provide the date on which this was shared internally.

19 Feb 2021

4.3 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become LGBT allies? Select one option.

Guidance

- The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.
- This can include allies receiving a visible signal of their commitment to LGBT equality, but this must be conditional on employees participating in a programme and/or receiving training.
- The programme should include internal awareness-raising sessions or training specifically for allies. This should cover the importance of allies and actions that individuals can take to be effective allies.
- To be awarded marks, this programme must be more in-depth than a one-off internal communication or event (as awarded for in sections 2 and 3).

C. Yes, through another initiative

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

Our award-winning Active Bystanders training programme

(<http://www.imperial.ac.uk/news/186529/imperial-triumphs-university-hr-awards/>) raises awareness of discriminatory behaviour (e.g. homophobic 'jokes') within the organisation and equips staff with the means to challenge and report it.

Our EDI online course, which is compulsory for all new starters, contains a section on "Being an ally", which addresses concepts such as privilege and microaggressions, and includes suggestions on how to be an active ally. One example of a microaggression listed in the course is "Saying to a gay person: You don't act/look gay". The section also encourages people to apologise, educate themselves, and confront their own prejudices and biases if they make mistakes, such as misgendering people.

At the end of this section, learners are encouraged to explore the full range of resources available on the Imperial Equality website, including the LGBTQ+ equality resources

(<https://www.imperial.ac.uk/equality/resources/lgbtq-equality/>) and webpages on how to be an LGBTQ+ ally, how to be a bi ally, and how to be a trans and non-binary people.

We also have a half-day face-to-face LGBTQ+ Awareness training course, which enables participants to effectively challenge discrimination in the workplace and develop tools on how to be an effective ally to LGBTQ+ staff and students. This course is always promoted through the LGBTQ+ staff network to its members.

Allies are welcome to join the LGBTQ+ staff network and signal their commitment to LGBT equality through wearing rainbow lanyards.

Upload a communication advertising the allies programme or initiative.

[LGBT Awareness course communication.png](#)

Filename: LGBT Awareness course communication.png **Size:** 100.5 kB

4.4 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.
- This must focus specifically on being an ally to bi people and include specific actions employees can take.
- This should be more in-depth than a one-off internal communication (as awarded for in sections 2 and 3).

Yes

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

A webpage on "How to be a bi ally" was created on the Imperial Equality website in October 2020:

<https://www.imperial.ac.uk/equality/resources/lgbtq-equality/how-to-be-a-bi-ally/>

The webpage has information about bisexuality, definitions for terms such as biphobia and bi erasure, tips on how to be an ally to bi people, videos tackling bi myths and sharing the experiences of bi people, and links to bi organisations and further reading.

The webpage is part of our resources on LGBTQ+ equality

(<https://www.imperial.ac.uk/equality/resources/lgbtq-equality/>). The sentence introducing the bi ally webpage is: "If you're not bi, learn how you can be an ally to our students and colleagues who are bi". So lesbian and gay employees are definitely encouraged to become bi allies through this webpage as well.

Upload any written content, such as training slides or resources.

[How to be a bi ally webpage screenshot.png](#)

Filename: How to be a bi ally webpage screenshot.png **Size:** 855.0 kB

4.5 Does the organisation support all cis 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.
- This must focus specifically on being an ally to trans people and include specific actions employees can take.
- This must include specific content on being an ally to non-binary people.
- This should be more in-depth than a one-off internal communication or event (as awarded for in sections 2 and 3).

Yes

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

A webpage on "How to be a trans and non-binary ally" was created on the Imperial Equality website in October 2020: <https://www.imperial.ac.uk/equality/resources/lgbtq-equality/how-to-be-a-trans-ally/>

The webpage has information about what it means to be trans and non-binary, definitions for terms such as misgendering and deadnaming, tips on how to be an ally to trans and non-binary people, videos with trans speakers sharing their thoughts on allyship, links to trans charities, podcasts, and further reading.

The webpage is part of our resources on LGBTQ+ equality

(<https://www.imperial.ac.uk/equality/resources/lgbtq-equality/>). The sentence introducing the bi ally webpage is: "If you're not trans or non-binary, learn how you can be an ally to our students and colleagues who are trans and non-binary". So lesbian, gay and bi employees who are cis are definitely encouraged to become trans and non-binary allies through this webpage as well.

There is also a "Pronouns" webpage (<https://www.imperial.ac.uk/equality/resources/lgbtq-equality/pronouns/>) which explains the importance and usage of pronouns in more detail and encourages all staff to share their pronouns in their email signatures and when introducing themselves at meetings etc. if they feel comfortable doing so.

Prior to the pandemic, in February 2020, we had just launched our Imperial pronoun badges and were distributing these at staff events and encouraging staff to wear the badges on their lanyards. Due to everyone working from home during the lockdowns, the pronoun badges are not being distributed at present, but this will resume as more people begin to return to campus.

Upload any written content, such as training slides or resources.

[How to be a trans ally webpage screenshot.png](#)

Filename: How to be a trans ally webpage screenshot.png **Size:** 1.4 MB

4.6 Does the organisation support all employees (including LGBT employees) to become allies to other marginalised LGBT communities through training, programmes and/or resources?

Guidance:

- This should focus on identities other than bi or trans identities. For example, the support could focus on becoming an ally to groups experience multiple marginalisation, such as LGBT people of faith.
- This should be more in-depth than a one-off internal communication or event (as awarded for in sections 2 and 3).
- This should include specific actions employees can take.

Yes

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

The "How to be a LGBTQ+ ally" webpage includes a video called "Black Pride: Queer people of colour on how to be an ally", and links to articles such as "The Black history of the Stonewall uprising" and "15 things LGBTQ+ people of colour want you to know".

One of the tips on the "How to be a LGBTQ+ ally" webpage is this:

"Uplift the most marginalised voices in the community:

Remember that to be an ally to LGBTQ+ people, you must be an ally to all LGBTQ+ people: this includes LGBTQ+ people of colour, trans and non-binary people, and disabled LGBTQ+ people, whose voices are not heard as often.

Consider whether you are making room for these voices when you are thinking about LGBTQ+ inclusion."

Upload any written content, such as training slides or resources.

4.7 Does the organisation have measures in place to ensure that your work to empower individuals reaches employees in all locations?

Guidance:

- This should be consistent work to ensure activity can reach all employees.
 - This might include:
 - Ensuring you share the stories of LGBT people from all the regions or UK nations you operate in.
 - Ensuring your allies programmes and resources are available in all your locations and/or digitally.
- You should consider dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, employees in urban/rural settings, and employees across all UK nations that you operate in.
- If you only have one location or building, you should consider the needs of employees who work remotely or away from desks.
 - You should provide at least two examples of measures you have in place.

Yes

Describe at least two measures in place and how they are formalised (max. 500 words).

Our LGBT+ awareness training course for allies has been held online over Microsoft Teams since the start of the pandemic, and we are considering a more blended learning model even when we go back to working on campus, especially as this enables staff from different campuses to attend training more easily. Our "how to be an ally" webpages are all available online and thus accessible to everyone across all locations. The training course and resources are all publicised through Staff Briefing, our all-employee digital newsletter, and on various digital channels such as Yammer and Microsoft Teams.

The profiles and stories we share of LGBT staff include staff from different campuses, and these profiles are again publicised digitally through Staff Briefing and Twitter, etc.

Section 5: Leadership

In Progress Last edited: 16 Sep 2021

Form for "Section 5: Leadership"

This is my form.

Section 5: Leadership

This section examines how the organisation engages senior leaders and line managers in their responsibility to set an LGBT-inclusive culture. The questions scrutinise how the organisation empowers senior leaders, the individual actions senior leaders take, and how all line managers are encouraged to recognise LGBT inclusion as key to their role.

5.1 In the past year, how has the organisation supported board and senior management employees to understand the issues that affect LGBT people? Tick all that apply.

Guidance:

- The support should be consistently provided, not on an ad hoc basis.
- Each option should be available to multiple senior leaders, not just one senior champion.
- A - this is a formal process whereby senior employees are mentored on LGBT issues by more junior LGBT employees.
- Conferences and seminars can be physical or digital.

Responses Selected:

A. Reverse mentoring opportunities

C. LGBT-specific conferences and seminars

Describe each option selected (max. 200 words per option)

A. President's and Provost's Boards both committed to undertake Reverse Mentoring. The pilot scheme started running in January 2020. During Autumn 2019 a cohort of 22 reverse mentors were recruited, mainly from the staff networks, including Imperial 600. Issues discussed in these sessions included sharing of experiences and perspectives; sexism and racism within the College; LGBTQ+ and disability issues; impact and reactions to Black Lives Matter; power and hierarchies; and college culture.

An evaluation of the pilot scheme was completed in late 2020. The evaluation involving mentors and mentees has been substantively positive. A comparison of confidence statements relating to awareness - noted at the point of applying to be a mentee and again at the end of the pilot - indicated a collective increase of confidence among the mentees relating to understanding of diversity, awareness of experiences and barriers faced by different groups and how that awareness impacts on their decision making.

Continuation and expansion of the scheme to include a further cohort of senior leaders was recommended. In June 2021, a new cohort of reverse mentors was recruited and they are being trained over the summer of 2021. There are 28 mentor/mentee matches in this cohort.

C. The Provost's Board and EDI Strategy Group members were invited to attend the Stonewall Workplace Conference 2020, and information about the conference was also circulated among the Heads of Department mailing list. The Assistant Provost (EDI) was planning to attend. Unfortunately the event was cancelled due to Covid-19, but in the future this conference will be promoted in a similar way to senior leadership.

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

Guidance:

- These activities should be carried out by a range of leaders.
- E – this will only be awarded if you received points for questions 6.4, 6.5 or 6.6.
- F – this should be periodic, not ad hoc.
- G and H – your description should include how the speech had specific messages of bi, non-binary and trans equality.
- G and H – events can be physical or digital.
- H – this can be a sector-facing or community-facing event.

Responses Selected:

- A. Communicated a strong message on LGBT equality
- B. Communicated a strong message on bi equality
- C. Communicated a strong message on trans equality, explicitly including non-binary equality
- D. Reviewed and/or approved an LGBT inclusion strategy
- F. Met periodically with the LGBT employee network group
- G. Spoken at an internal LGBT event

A. Describe the communication and who it was delivered to (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

In June 2020 [REDACTED] won a President's Medal for Excellence in Culture and Community for her work as (then) co-chair of our LGBTQ+ staff network, sending a strong message about LGBTQ+ inclusion from senior leadership. The Provost celebrated [REDACTED] dedication to EDI.

(<https://www.imperial.ac.uk/news/198375/imperial-celebrates-2020-winners-presidents-awards/>)

In July 2020 it was announced that the Oman fieldtrip for Petroleum Geoscience MSc students will not run in future. The Head of Department of Earth Science and Engineering said, "I am happy that we have removed a risk to LGBTQ+ students and staff by no longer running the fieldtrip to Oman for Petroleum Geoscience MSc students. This is another positive change and we will continue to strive to improve our inclusivity." (<https://www.imperial.ac.uk/news/198915/geoscience-course-stops-running-oman-fieldtrip/>)

In April 2021, a College news article was published titled "Diversity executive sponsors appointed for Imperial's staff networks". The Vice-Provost (Research and Enterprise) was featured in the article as the new Executive Sponsor of Imperial 600. He said: "I am delighted to have been appointed as the sponsor of Imperial 600 as I believe passionately that our diversity and inclusivity is central to the College's success." (<https://www.imperial.ac.uk/news/219393/diversity-executive-sponsors-appointed-imperials-staff/>)

B. Describe the communication and who it was delivered to (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

The College main Twitter account tweeted a supportive message on Bi Visibility Day on 23 September 2020, which the Assistant Provost (EDI) retweeted from his own account.

(<https://twitter.com/imperialcollege/status/1308685589231869954>)

C. Describe the communication and who it was delivered to (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

On 26 June 2020, the Assistant Provost (EDI) wrote an open letter to the Minister for Women and Equalities, Liz Truss, to express his disquiet at the reports of the leaked government plans related to the GRA. This letter was shared publicly on his Twitter and with 1600 members. He also held an open meeting with 1600 to discuss trans inclusion and hear from trans members of staff. Non-binary members of staff were present at the meeting and their voices and concerns heard.

D. Describe the senior leader's involvement in this (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

The Provost chairs the EDI Strategy Group, attended by many others in the senior leadership team. The Strategy Group has engaged on LGBT issues in the past year, including reviewing the student trans policy. In July 2021, the Strategy Group was also briefed on issues raised in the media with respect to trans rights.

F. Describe the nature of these meetings and how often they took place (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

The Assistant Provost (EDI) has developed an excellent working relationship with the co-chairs of the Imperial 600 staff network. They meet regularly through joint participation in Stonewall Action Committee meetings, which are held every two months, and in the EDI Forum, held termly.

The Vice-Provost (Research and Enterprise) became the Executive Sponsor of the Imperial 600 staff network in January 2021. He met the network membership on 20 January 2021 to answer any questions members might have, before taking on the role of Executive Sponsor.

G. Describe the event and the senior leader's message (max. 200 words). Please include job titles, as well as specific dates or time periods.

The Assistant Provost (EDI) introduced the "Mental Health and the Trans Community" talk on 14 May 2021. The event was organised with MindOut, the LGBTQ+ mental healthy charity. It covered facts and figures, factors that specifically impact on trans and non-binary people's mental health, actions everyone can take to be supportive, and sources of support available. The Assistant Provost (EDI)'s introduction promoted LGBTQ+ and trans inclusion and making the conversation on mental health more inclusive.

The Assistant Provost (EDI) also introduced the LGBTQ+ Wikipedia edit-a-thon on 26 February 2021.

The Provost and the Vice-Provost (Research and Enterprise) both spoke at [REDACTED] send-off event in February 2021. [REDACTED] was the co-chair of the Imperial 600 staff network before she stepped down, and this event was to celebrate her time as co-chair. The Provost gave an overview of the advancement of support for LGBTQ+ staff and students, and the Vice-Provost (Research and Enterprise) introduced himself as the new Executive Sponsor of the Imperial 600 network. The Head of the Equality, Diversity and Inclusion Centre also gave an overview of all that [REDACTED] and her previous and current co-chairs have achieved on promoting LGBTQ+ inclusion at the College.

Please upload screenshots of communications, if applicable

[Imperial News - new executive sponsors.png](#)

Filename: Imperial News - new executive sponsors.png **Size:** 517.8 kB

[Twitter - open letter to Liz Truss.png](#)

Filename: Twitter - open letter to Liz Truss.png **Size:** 383.3 kB

5.3 Does the organisation have measures in place to ensure that senior leader activity reaches employees in all locations?

Guidance:

- This should be consistent work to ensure activity can reach all employees.
- This might include:
 - Ensuring activities are carried out by senior leaders in all regions or UK nations that you operate in.
 - Ensuring that speeches at internal LGBT events are recorded and distributed digitally.
 - Ensuring that senior leader messages are written as well as verbal.
- You should consider dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, and employees across all UK nations that you operate in.
- If you only have one location or building, you should consider the needs of employees who work remotely or away from desks.
- You should provide at least two examples of measures you have in place.

Yes

Describe at least two measures in place and how they are formalised (max. 500 words).

Staff Briefing is our all-staff newsletter which is sent out by email every two weeks. Each Staff Briefing begins with a message from a senior leader about their area of work or a certain topic of focus. In the past, Staff Briefings have been used for senior leaders to convey messages about LGBTQ+ equality, for example during Pride Month or LGBT History Month. This ensures that all staff can receive messages from senior leaders in a written format.

We have been holding all events digitally since the start of the pandemic, but even prior to that we did hold some digital events, and will continue to commit to doing so even when the majority are no longer working from home. Where we can, with the speakers' consent, we record these events and distribute them online afterwards. Senior leaders have spoken at some of these recorded events. For example, the event in February 2020 where the Dean of the Business School introduced Serbian Prime Minister [REDACTED] at her talk at the College is recorded and available online. Another example is a talk by [REDACTED] entitled "No sexuality please, we're scientists" about his experience as a gay scientist, which was opened by the Chief Financial Officer at Imperial. This webpage features these recorded events and more: <https://www.imperial.ac.uk/equality/resources/videos-from-imperial/>

Since the start of the pandemic, Imperial has been holding Staff Forums termly. These are digital events hosted by senior leadership which all staff are invited to attend, to hear updates about various areas of the College. In the past, Imperial held roadshows and senior leaders visited different campuses physically, but the digital Staff Forum format has attracted many more attendees, around 600-700+, compared to around 200 attendees in total at physical roadshows in the past. Therefore Imperial will continue using the digital Staff Forum format going forward to ensure that senior leader activity reaches employees in all locations. Equality, diversity and inclusion have been highlighted and discussed by senior leaders at Staff Forums.

5.4 Does the organisation require all senior leaders and line managers to meet an inclusion-based competency on recruitment?

Guidance:

- This should be a standard competency in all job descriptions and/or a mandatory question in all interviews.
- This does not need to just be one standard question – you can provide a range of competencies and/or interview questions for the recruiting team to choose from.
- This should include internal promotions as well as external appointments.
- This does not need to be LGBT specific.

A. Yes, all senior leaders and line managers

Copy and paste the standard competency or interview question wording.

Imperial College is committed to equality of opportunity and to eliminating discrimination. All employees are expected to follow the 7 Imperial Expectations detailed below:

- 1) Champion a positive approach to change and opportunity
- 2) Encourage inclusive participation and eliminate discrimination
- 3) Communicate regularly and effectively within and across teams
- 4) Consider the thoughts and expectations of others
- 5) Deliver positive outcomes
- 6) Develop and grow skills and expertise
- 7) Work in a planned and managed way

Describe how inclusion-based competencies are implemented across all roles (max. 200 words).

Imperial Expectations guide the behaviour of all staff and are a standard part of all job descriptions. One of the Imperial Expectations is around inclusion. The wording has been pasted above.

Our work on Athena SWAN and the Race Equality Charter have highlighted deficiencies in our recruitment which will be addressed by a variety of measures that have been recorded in our action plans for these charters, including diversification of panels, mandatory EDI training, proactive encouragement of candidates from under-represented groups and piloting of anonymisation in recruitment processes.

For academic promotions in particular, we now have formalised stronger EDI considerations as part of the process. The application form (available at the end of the page here: <https://www.imperial.ac.uk/human-resources/recruitment-and-promotions/promotions/academic-promotions/>) asks staff what they have done to support diversity through these questions:

"Give concise details (using bullet points if appropriate) of the contribution you make to management and/or administrative activities e.g. [...] Diversity Champion"

"Indicate concisely (using bullet points if appropriate) how you have enhanced your career development, e.g. [...] what activities have you been involved with to help ensure equal opportunities, eg a specific aspect of curriculum development, championing diversity initiatives, mentoring black and minority ethnic staff or female academics/research staff?"

5.5 Does the organisation require all senior leaders and line managers to have an inclusion-based objective?

Guidance:

- This should be a standard practice across all performance appraisal structures and documents.
- You do not need to provide template wording, but best practice is to provide a range of objectives senior leaders and line managers might consider based on their roles.
- This does not need to be LGBT specific.

A. Yes, all senior leaders and line managers

Describe how inclusion-based objectives are implemented across all roles (max. 500 words).

The PRDP (Personal Review and Development Plan) form, which forms part of our appraisal process, asks all staff about "Contribution to Imperial community including promotion of Imperial Expectations and support for equality, diversity and inclusion".

One of the Imperial Expectations, which guide the behaviour of all staff, is "Encourage inclusive participation and eliminate discrimination". The examples given under this expectation are as follows:

"You treat individuals with respect.

You support team working and involve others in team activities – formal and informal.

You challenge behaviour, actions and words that do not support the promotion of equality and diversity.

You comply with legal requirements and organisational policies."

The Executive Sponsors for all the staff networks, including the LGBTQ+ staff network, are chosen from the Senior Leadership team (Provost's Board and President's Executive Group). They all agree to job descriptions for their roles as Executive Sponsors. The requirements of the role include:

"Inform and inspire others to commit to equality and diversity."

"Promote and support equality and diversity events."

The College has been developing a suite of core values that will guide our behaviour as a community. These were agreed in the summer of 2021: Respect, Collaboration, Excellence, Integrity, Innovation. Inclusion will be a key part of these values, especially Respect. The values will be launched in October 2021, and with the implementation of the values, there will be leadership training to ensure that senior leaders and line managers embed these values within their areas and roles.

Section 6: Monitoring

In Progress Last edited: 24 Sep 2021

Form for "Section 6: Monitoring"

This is my form.

Section 6: Monitoring

This section examines how the organisation uses monitoring to understand the representation and experiences of its LGBT employees. The questions scrutinise data collection methods, analysis and outcomes.

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

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

Guidance:

- The question wording should be in line with latest good practice. Please speak to your account manager if you are unsure of this.
- You should use the same good practice question wording across all diversity monitoring forms and systems. Please state in your description if different question wording is used elsewhere.

Yes

Copy and paste the question you ask and the options employees can select (max. 500 words).

The Imperial College Information System (ICIS) has a number of different, interlinked modules, including HR. On starting employment, individuals are asked to fill in a diversity monitoring form. We then ask all employees to access ICIS and update their personal details on an annual basis.

On ICIS the question asking for data on sexual orientation is “How would you define your sexual orientation?” which has the following options:

Bisexual

Gay man

Gay woman/lesbian

Heterosexual

Other

Prefer not to say/Information refused

This can be changed by a member of staff at any point during their time at Imperial by logging into the self-service system.

What proportion of employees have answered this question on your HR system?

Guidance:

- This should be from an HR system, not an anonymous staff survey.
- The proportion should not include those who prefer not to say.

60-69%

Upload an analysis report demonstrating the declaration rate.

Note that this must not contain individual responses or personally identifiable data.

[Imperial-staff-EDI-data - sexual orientation.xlsx](#)

Filename: Imperial-staff-EDI-data - sexual orientation.xlsx Size: 22.1 kB

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

This report shows the number of staff who identify as bisexual, gay, lesbian, heterosexual, or other, as well as those who selected "Prefer not to say". It also shows the number of staff we do not have any sexual orientation data on.

The report contains numbers from 2014-2021. For 2014-2020, the data is captured on 1 November every year, and the report also contains the latest data from 1 September 2021. We can see from the report that the number of staff who have provided data for their sexual orientation has increased over the past few years. In 2014, we had no sexual orientation data on 71.4% of staff, compared to 39% of staff in 2021. 4.3% of staff in 2021 reported that they were LGB, compared with 1.6% in 2014.

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

Guidance:

- The question wording should be in line with latest good practice. Please speak to your account manager if you are unsure of this.
- You should use the same good practice question wording across all diversity monitoring forms and systems. Please state in your description if different question wording is used elsewhere.

Yes

Copy and paste the question you ask and the options employees can select (max. 500 words).

The questions available on ICIS are as follows:

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

Yes

No

Prefer not to say/Information refused

If an employee selects "No" to the above, they can answer the following question:

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

Female

Male

Non-binary or Neutral

Not applicable / same as legal sex

Other

Pan or Polygender

Prefer not to say

The answers to both of these questions can be changed by a member of staff at any point during their time at Imperial by logging into the self-service system.

What proportion of employees have answered this question on your HR system?

Guidance:

- This should be from an HR system, not an anonymous staff survey.
- The proportion should not include those who prefer not to say.

60-69%

Upload an analysis report demonstrating the declaration rate.

Note that this must not contain individual responses or personally identifiable data.

[Imperial staff EDI data - gender identity.xlsx](#)

Filename: Imperial staff EDI data - gender identity.xlsx Size: 10.7 kB

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

This report shows staff data captured on 1 September 2021. It shows data on the sex of staff members - this is set when a member of staff joins Imperial and cannot be changed by the member of staff themselves. It also shows data on trans status - this can be changed by a member of staff at any point during their time at Imperial by logging into the self-service system. If a member of staff states that their gender identity is not the same as the gender they were assigned at birth, they can then answer a question about what their gender identity is, if different from their legal gender. The list of options is inclusive of non-binary identities. Again, an individual can change their answer to this question at any time by themselves through the system. This data on gender identity is also shown in this report.

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

Guidance:

- The question wording should be in line with latest good practice. Please speak to your account manager if you are unsure of this.
- You should use the same good practice question wording across all diversity monitoring forms and systems. Please state in your description if different question wording is used elsewhere.

Yes

Copy and paste the question you ask and the options employees can select (max. 500 words).

The questions available on ICIS are as follows:

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

Yes

No

Prefer not to say/Information refused

If an employee selects "No" to the above, they can answer the following question:

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

Female

Male

Non-binary or Neutral

Not applicable / same as legal sex

Other

Pan or Polygender

Prefer not to say

The answers to both of these questions can be changed by a member of staff at any point during their time at Imperial by logging into the self-service system.

What proportion of employees have answered this question on your HR system?

Guidance:

- This should be from an HR system, not an anonymous staff survey.
- The proportion should not include those who prefer not to say.

60-69%

Upload an analysis report demonstrating the declaration rate.

Note that this must not contain individual responses or personally identifiable data.

[Imperial-staff-EDI-data - gender transition.xlsx](#)

Filename: Imperial-staff-EDI-data - gender transition.xlsx Size: 21.5 kB

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

This report shows the number of staff who identify as trans, those who do not, those who prefer not to say, and those we have no data on.

The report contains numbers from 2014-2020. For 2014-2020, the data is captured on 1 November every year, and the report also contains the latest data from 1 September 2021. We can see from the report that the number of staff who have provided data for their trans status has increased over the past few years. In 2014, we had no gender transition data on 71.5% of staff, compared to 38.3% of staff in 2020. The number of staff who have declared themselves as trans on the HR system has more than doubled since 2014 (from 15 to 33).

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

Guidance:

- This refers to external appointments to the organisation.
- You should compare applicant diversity forms to new starter diversity forms.
- Analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

A. Sexual orientation

B. Gender

C. Trans status

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

[Recruitment - LGBT data Jan - Jun 2021.pptx](#)

Filename: Recruitment - LGBT data Jan - Jun 2021.pptx Size: 226.8 kB

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

[Recruitment - LGBT data Jan - Jun 2021.pptx](#)

Filename: Recruitment - LGBT data Jan - Jun 2021.pptx Size: 226.8 kB

C: Upload the most recent report showing analysis by trans status.

Note that this must not contain individual responses or personally identifiable data.

[Recruitment - LGBT data Jan - Jun 2021.pptx](#)

Filename: Recruitment - LGBT data Jan - Jun 2021.pptx Size: 226.8 kB

Describe who the analysis was seen by and what action was taken (max. 500 words).

This recruitment data is seen by the HR Recruitment team. A report is generated every six months and sent to the Head of the Equality, Diversity and Inclusion Centre and a member of the Equality, Diversity and Inclusion Centre team who liaises with the HR Recruitment team on any EDI issues that come up in recruitment.

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

Guidance:

- This can be analysis looking at pay grades, pay rates and/or seniority levels.
- The data should be collected through your HR system, rather than an anonymous staff survey.
- Analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

A. Sexual orientation

B. Gender

C. Trans status

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

[2021.09.21 LGBT staff groups and grades data - CS.xlsx](#)

Filename: 2021.09.21 LGBT staff groups and grades data - CS.xlsx Size: 27.4 kB

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

[2021.09.21 LGBT staff groups and grades data - CS.xlsx](#)

Filename: 2021.09.21 LGBT staff groups and grades data - CS.xlsx Size: 27.4 kB

C: Upload the most recent report showing analysis by trans status.

Note that this must not contain individual responses or personally identifiable data.

[2021.09.21 LGBT staff groups and grades data - CS.xlsx](#)

Filename: 2021.09.21 LGBT staff groups and grades data - CS.xlsx Size: 27.4 kB

Describe who the analysis was seen by and what action was taken (max. 500 words).

This analysis was seen by members of the Equality, Diversity and Inclusion Centre team, and the Stonewall Action Committee at the College. Since the numbers were small, it was not possible to identify many trends. The main issue that was noted was that academics, particularly readers and professors, had lower declaration rates. For example, only 1% of professors have declared themselves as LGB+ (in comparison to 4% of all staff at the College). However, we have no data for 74% of professors (compared to 39% of all staff), and only 22% of professors have declared themselves as heterosexual (compared to 50% of all staff). So the primary issue appears to be one of declaration. Therefore, one action that will be taken is to target academic staff, particularly readers and professors, more actively in future data monitoring campaigns.

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

Guidance:

- This can be done by collecting diversity data on a staff satisfaction survey.
- Data collection and analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

A. Sexual orientation

B. Gender

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

[2019 Survey sexual orientation breakdown.xlsx](#)

Filename: 2019 Survey sexual orientation breakdown.xlsx Size: 788.7 kB

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

[2019 Survey gender breakdown.xlsx](#)

Filename: 2019 Survey gender breakdown.xlsx Size: 435.0 kB

Describe who the analysis was seen by and what action was taken (max. 500 words).

The College's staff survey is a comprehensive staff satisfaction survey conducted every two years to allow for closer monitoring. The last staff survey took place in February 2019, and a tender process is currently underway for the 2021 staff survey.

For the February 2019 staff survey, LGB respondents were generally as positive as heterosexual respondents when it came to the questions "I am proud to work for the College" and "The College is an inclusive employer for all staff".

LGB respondents did seem more negative than heterosexual respondents when it came to questions about bullying and harassment. In the summer of 2019, the Stonewall Action Committee at the College discussed these results at a meeting and decided that one action that will be taken is to put more of an emphasis around LGBT+ bullying and harassment in the new bullying and harassment policy and in the guidance and communications surrounding the new policy. This work on the new bullying and harassment policy is still ongoing. It will be launched in November 2021.

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

Guidance:

- A, B and C – communications must be available to all employees, not just your LGBT employee network group.
- D and E – definitions can be included within the questions themselves, with a link to a glossary, or within communications promoting the monitoring exercise.
- Evidence could include screenshots of the relevant communications or monitoring questions.

Responses Selected:

A. Communicated why LGBT monitoring matters

B. Provided information about confidentiality and data security

Upload evidence for each option.

[You Make Imperial - data monitoring campaign evidence.docx](#)

Filename: You Make Imperial - data monitoring campaign evidence.docx Size: 484.8 kB

Provide a brief description of the communication and how it was shared with employees (max. 200 words). Please include specific dates or time periods.

Every year in the summer (last in July 2020), the College runs a data monitoring campaign called "You Make Imperial". This is publicised through the Staff Briefing (the all-staff newsletter) and disseminated throughout the College by departmental newsletters.

In the Staff Briefing copy, sexual orientation and gender identity are both explicitly mentioned, and we state that better data will mean that we are able to support staff better and prioritise services appropriately. We also state that data is only shared anonymously, and link to a webpage where confidentiality is covered in more detail. The webpage is here: <https://www.imperial.ac.uk/equality/governance/monitoring/>

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

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

Guidance:

- Please only answer this question if the organisations has apprenticeships in the UK
- You should compare applicant diversity forms to new starter diversity forms.
- Analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

D. None of the above

Section 7: Supply chains

In Progress - Last edited: 15 Sep 2021

Form for "Section 7: Supply chains"

This is my form.

Section 7: Supply chains

This section examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure suppliers are LGBT-inclusive, from tendering new suppliers to monitoring current contracts.

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

Guidance:

- This can be limited to more major contracts, but you must explain how contracts are prioritised systematically.
- The description should include how the procurement team is trained to scrutinise each of these areas.

Responses Selected:

A. Whether the potential supplier has a policy that explicitly bans discrimination, bullying and harassment based on sexual orientation and gender identity

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

Due diligence questionnaires are part of all major contract tenders as well as part of a regular assessment of key suppliers to the College. The section on Equality and Diversity, as well as requesting a copy of the company's Equal Opportunities policy, asks whether it is their policy as an employer and as a service provider to comply with statutory obligations under the Equalities Legislation, which applies in Great Britain, or equivalent legislation in the countries in which their company employs staff and to report any charges of findings against them in terms of unlawful discrimination. The response to these questions, and the policy submitted are assessed as part of the evaluation process. The Procurement team looks at the Equal Opportunities policies that it receives from suppliers, and checks it against the list of protected characteristics to see if they are all covered, including sexual orientation and gender identity.

It is worth noting that as a STEM university, we often make specialist purchases where alternatives are very limited when it comes to suppliers.

Describe how teams with procurement responsibilities are trained on these requirements (max. 200 words).

The Deputy Head of Purchasing, operational head of the department, is responsible for ensuring staff are trained and understand what their responsibilities are in this area. As a member of the LGBTQ+ community himself, the Deputy Head of Purchasing takes this matter very seriously and ensures that the team are aware of what they need to check and will refer any queries up to him as appropriate. All members of staff receive information on available Equality, Diversity & Inclusion training and all new employees will complete the online Equality, Diversity & Inclusion course, which includes LGBTQ+ awareness, as part of their probation process. The Finance Training Manager actively promotes development opportunities to the Division and all managers and supervisors are undergoing a management development programme which includes EDI awareness embedded within the programme as well as an Equality awareness masterclass. In addition, the Finance Department has been accredited under the Investors in People standard until 2021 which included analysing the department's diversity data and development opportunities.

7.2 When a potential supplier does not meet LGBT inclusion scrutiny, how does the organisation respond? Select one option.

Guidance:

- This can be limited to more major contracts, but you must explain how contracts are prioritised systematically.
- Options A and B are worth an equal number of points.
- A and B - there should be clear and consistent criteria for when either of these steps will be taken.

C. None of the above

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

Guidance:

- This can be limited to more major contracts, but you must explain how contracts are prioritised systematically.
- A - this does not have to be specifically for LGBT related issues but should be inclusive of them.
- B - this might be internal or external, depending on the nature of the supplier. For example, if they employ your frontline staff, this should involve monitoring service user feedback and complaints.

Responses Selected:

A. Include a broad diversity and inclusion slot in contract monitoring meetings, inclusive of LGBT issues

B. Monitor and analyse LGBT-related feedback on supplier

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

The College holds monthly contract management meetings with large and regular suppliers, for example contractors, building services and cleaning teams. Equality and diversity matters are covered at all contract management meetings, with suppliers encouraged to update the College on any related matters which may be applicable. College practice is to hold suppliers working on College projects and sites to the same standards of behaviours as College staff and any feedback of inappropriate behaviour would be investigated and responded to, following College policy. Any serious breaches of College policy or behavioural expectations would result in suppliers or representatives being asked to leave the College project or site. There are currently no specific examples to report that pertain to negative behaviours directed at LGBTQ+ staff.

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

Guidance:

- A - this can developing and running training together, or sharing your existing training with the supplier.
- B - for major contracts, this could include inviting procured staff to join your LGBT employee network group.
- C - this should be specific advice that you have given, for example a consultancy session with your Diversity & Inclusion team on setting up an LGBT employee network group. This could also include period roundtables with your major suppliers on specific topics.

Responses Selected:

B. Invited suppliers' employees to take part in LGBT employee network group events

Describe the selected options below (max. 300 words per option). Please include specific dates or time periods.

For contract areas where a large number of contractor staff are working on campus, for example the Cleaning contract, our contract manager has explained our LGBTQ+ staff network group, Imperial 600, to the company and offered the invitation for any of the company staff to join or attend events such as Pride. Sadly, with the College largely being in lockdown since March 2020 and Pride being cancelled in 2020 and 2021 we have not been able to see if there has been any uptake on this offer.

Section 8: External engagement and service delivery

In Progress - Last edited: 24 Sep 2021

Form for "Section 8: External engagement and service delivery"

This is my form.

Section 8: External engagement and service delivery

This section comprises of three parts:

- Part 1 (Community Engagement) examines the outreach activity of the organisation and how it supports wider LGBT communities.
- Part 2 (Sector Engagement) examines how the organisation promotes LGBT equality to other organisations in its sector.
- Part 3 (Service Delivery) examines how the organisation ensures it meets the needs of its service users or customers.

Organisations that have individual service users, customers, members or audience members must complete all parts. Organisations that don't will only complete parts 1 and 2. Scores are weighted so that the same number of points is available for both groups of organisations.

Does your organisation have individual service users, customers, members or audience members?

If you aren't sure, please speak to your account manager or email memberships@stonewall.org.uk.

Yes

Part 1: Community engagement

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

Guidance:

- An LGBT community group could include LGBT Pride organisations, LGBT equality charities, LGBT youth groups or grassroots LGBT networks.
- Your support can be in collaboration with other employers in your sector or region, but you must

evidence the role of your organisation.

- Your support can be led by any part of your organisation, including your LGBT employee network group.
- Your support can be directly financial (e.g. event sponsorship) or in-kind (e.g. your digital team developing a group’s website)
- For B, C and D, you can evidence supporting a specific initiative within a wider LGBT group (for example, for B, funding a bi-specific strand of an LGBT Pride event).
- D – this should be a group or initiative engaging with LGBT communities that experience multiple forms of marginalisation, for example LGBT people of colour, LGBT disabled people or older LGBT people.
- More marks are awarded for higher grades of work. You will be given marks for the highest awarded grade for each sub-question (A, B, C, D), but you should provide evidence for all applicable grades.
- Example of grade 1: Providing space for a group’s event
- Example of grade 2: Funding a local Pride’s series of events throughout one year, or developing a group’s website for multiple years
- Example of grade 3: Supporting a group’s programme of activity for three years, including sponsorship, skill sharing and providing event space

	Grade 1: One-off financial/in-kind support	Grade 2: Support for one year or support of one kind for more than a year	Grade 3: Partnership of a year or more with multiple forms of support, supporting a group’s long-term sustainability	None
A. LGBT group or initiative	✓	✗	✗	✗
B. Bi-specific group or initiative	✗	✗	✗	✓
C. Trans-specific group or initiative	✗	✗	✗	✓
D. Intersectional group or initiative	✓	✗	✗	✗

Describe each option selected (max. 300 words per option). Please include specific dates or time periods.

Imperial held an event called "From Stonewall to Black Lives Matter: Examining the impact of protests" on 21 October 2020 (<https://www.imperial.ac.uk/events/124703/from-stonewall-to-black-lives-matter-examining-the-impact-of-protests/>). [REDACTED], Head of Finance & Governance at UK Black Pride, and [REDACTED], Director of Community Engagement for Pride in London, were both speakers at this panel event. To thank the speakers for their time and to show support for these Pride organisations, Imperial gave each organisation £500, therefore supporting a LGBT group as well as an intersectional group financially.

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

Guidance:

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

Responses Selected:

- A. LGBT equality
- B. Bi equality
- C. Non-binary equality
- D. Trans equality

A: Upload screenshots of social media activity.

[Imperial Twitter - Pride 2021.png](#)

Filename: Imperial Twitter - Pride 2021.png **Size:** 1.1 MB

B: Upload screenshots of social media activity.

[Imperial Twitter - Bi Visibility Day 2021.png](#)

Filename: Imperial Twitter - Bi Visibility Day 2021.png **Size:** 1.5 MB

C: Upload screenshots of social media activity.

[Imperial Twitter - Nonbinary Peoples Day.png](#)

Filename: Imperial Twitter - Nonbinary Peoples Day.png **Size:** 434.9 kB

D: Upload screenshots of social media activity.

[Imperial Twitter - LGBT Pride.png](#)

Filename: Imperial Twitter - LGBT Pride.png **Size:** 472.3 kB

A: Provide the date of this activity.

11 Sep 2021

B: Provide the date of this activity.

23 Sep 2021

C: Provide the date of this activity.

14 Jul 2021

D: Provide the date of this activity.

21 Jun 2021

8.3 In the past year, has the organisation supported LGBT equality campaigns?

Guidance:

- This must be an external equality campaign and your support must reach beyond social media and internal awareness-raising activities.
- Examples might include promoting an anti-HBT (homophobic, biphobic and transphobic) bullying campaign or taking part in the Rainbow Laces campaign.

Yes

Describe how the organisation has support LGBT equality campaigns (max. 500 words). Please include specific dates or time periods.

Imperial College was an official supporter of LGBTQ+ STEM Day 2020 on 18 November, celebrating LGBTQ+ people in Science, Technology, Engineering, and Maths. <https://prideinstem.org/lgbtstemday/>

LGBTQ+ people in science, technology, engineering, and maths (STEM) continue to struggle to openly be themselves and LGBTQ+ STEM Day exists to raise awareness and increase support. It is an important component of the global push to increase diversity and inclusion in STEM. As an official supporter, Imperial organised an LGBTQ+ STEM Day celebration (<https://www.imperial.ac.uk/events/126380/lgbtq-stem-day-celebration/>) open to all, including external guests. During this event, Imperial showcased the work of LGBTQ+ scientists.

Imperial also supported the Trans Rights are Human Rights campaign, organised by Trans in the City, in September 2020. We are listed in the supporting organisations on the website:

<https://www.transrightsarehumanrights.co.uk/> We promoted this campaign on our social media and website.

Part 2: Sector engagement

8.4 In the past year, has the organisation promoted LGBT equality in its sector?

Guidance:

- This can include co-organising sector network activity, as well as other Diversity and Inclusion initiatives and events.

Yes

Describe how the organisation has promoted LGBT equality in its sector (max. 500 words).

Please include specific dates or time periods.

Imperial was an official supporter of LGBTQ+ STEM Day on 18 November 2020 and organised a LGBTQ+ STEM Day celebration showcasing the work of LGBTQ+ scientists.

Imperial published an article on its news site called "Climate and environment researchers talk about their LGBT+ heroes" on 24 February 2021 (<https://www.imperial.ac.uk/news/215693/climate-environment-researchers-talk-about-their/>). In this article, the Grantham Institute for Climate Change and the Environment asked LGBT+ people to introduce themselves and talk about their experiences studying and working in higher education, and specifically climate change and environmental science. The article also discussed the challenges faced by LGBT+ people in higher education and in science research, as well as the importance of pronouns. The researchers featured in the article are not limited to staff at Imperial – there was one independent researcher featured, and one postgraduate student at the University of Bristol.

The Imperial Medicine blog republished an article by [REDACTED], PhD student at Imperial, and [REDACTED] who was an Honorary Research Associate but has since left Imperial, on "Navigating LGBTQ+ discrimination in academia: where do we go from here?" (<https://blogs.imperial.ac.uk/imperial-medicine/2020/06/10/navigating-lgbtq-discrimination-in-academia-where-do-we-go-from-here/>). This article was first published in The Biochemist, a notable magazine in the molecular biosciences community.

The ImperialSAID (Scientists Advocating for Inclusivity and Diversity) seminar series was established in early 2020 and focused on raising awareness of biases in STEM. Each seminar was delivered by a speaker from Imperial who identified with the following minority groups: Women in STEM, BAME in STEM, LGBTQ+, Disability in STEM. Speakers emphasised the evidence base for EDI initiatives, drawing on primary research, the speaker's personal career journey and practical advice on advocating on behalf of others. The LGBTQ+ in STEM seminar was delivered by [REDACTED] and took place online on 10 July 2021.

Part 3: Sector delivery

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

Guidance:

- This should be a formal mapping process of the touch points between the service user/customer and the service/product.
- This should look at a different service user or customer journey to previous submissions within this or the last cycle, for example examining a different area of the business.

Yes

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

As a university, our major customers are undergraduate and postgraduate students. The College routinely reviews the student experience through internal surveys (of lecture courses and tutorials) and external probes such as the National Student Survey which examine the whole student experience. In addition, students are represented on departmental committees and the students' union is closely involved in working to develop College policies and processes. We very much take the view that students are partners in this endeavour. With regard to EDI issues, the Student Union President sits on the executive College EDI Strategy Group. Along with the Union's Managing Director and the Union's LGBT+ Liberation Officer, the Student Union President also sits on the consultative EDI Forum (chaired by the Assistant Provost for Equality, Diversity and Inclusion). The Deputy President (Welfare) and the LGBT+ Liberation Officer also sit on the Stonewall Action Committee, which looks at improving the environment at Imperial for both LGBTQ+ staff and students. The faculties and departments also tend to each have their own EDI committees, with student representation in the committee membership. Thus, through a whole range of different mechanisms, we endeavour to ensure that student voices – among them LGBT+ voices – are heard.

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

The Library Services updated the online library membership application form in mid-2021 to make the 'Title' option more inclusive. The dropdown now includes 'no title' and 'prefer not to say' as well as 'Mx'. The Library also asked the EDI Centre for advice on whether any further changes could be made to make

the form more inclusive.

A student recently came out as non-binary in the Department of Computing and were supported by multiple staff within the department to get their name changed on all student records systems and working platforms (Outlook, Microsoft Teams, etc.). This prompted a review of the Department's databases and labelling of gender in internal systems to include the option of Mx as a title. The Department also received feedback from an LGBT PhD student on the use of inclusive language when asking about gender in staff and student surveys. The Department's Equality, Diversity and Culture Committee (EDCC) has welcomed this advice and this good practice has been applied to all surveys and questionnaires in the Department since.

The Student Experience Officer in the Department of Chemistry is setting up a network for students from underrepresented backgrounds within the department and this will include members of the LGBTQ+ community.

The Department of Maths, following the example of other departments (such as Computing and Physics) in the Faculty of Natural Sciences, is planning a proposal for unisex single cubicle toilets to support trans students on level 1 in the Huxley Building and will look to do so through the President's Community Fund in time for the new academic year.

The Department of Brain Sciences appointed a LGBTQ+ Champion in June 2021 to help them develop their LGBTQ+ inclusion activities.

The Business School launched a module called "Working in Diverse Organisations" for the 2020/21 academic year, offered to 2,700 students with a 70% completion rate. This course was very positively received and won the 'Best Culture, Diversity and Inclusion Initiative' award at the AMBA Awards 2021, and addresses LGBTQ+ inclusion as part of it. It will be mandatory from 2022/23. The Alumni and Careers teams at the Business School supported the student LGBTQ+ Business Club with establishing a mentoring programme, connecting alumni as mentors to current students.

In July 2020, the Department of Earth Science and Engineering decided that it will no longer run the Oman fieldtrip for the Petroleum Geoscience MSc students as homosexuality is illegal in Oman and it would pose a risk to LGBTQ+ students and staff.

The Centre for Languages, Culture and Communications runs a programme called Imperial Horizons, available to all undergraduate students. It has some modules which include LGBT issues/perspectives. A

new module was devised and approved over 2020/21 and will be offered to 3rd and 4th year undergraduates starting in October 2021 called "Understanding and Researching Society: Democracy, Race and Class". It includes the topic of social movements and social change, touching on Black Lives Matter, and activism around LGBTQ+, race and gender.

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

Guidance:

- You should demonstrate how you collect the data and how it is analysed.
- This should break down the experiences of service users and customers by sexual orientation, gender and trans status.

Responses Selected:

A. Assessing whether LGBT people are accessing your services

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

Copy and paste the questions you ask and the options service users/customers can select (max. 500 words).

In the Student Experience Survey, we ask the following demographic questions:

Sexuality:

Asexual

Bisexual

Gay woman/lesbian

Gay man

Heterosexual/straight

Queer

Other

Prefer not to say

Gender:

Man

Woman

Non-binary

Other

Prefer not to say

Describe the process of collecting and analysing the data (max. 500 words).

The University collects data on student sexual orientation and gender identity as part of the annual HESA return. It is not possible to internally analyse the information as it is not available through the College reporting tool due to sensitivity. It is not possible to include the data but prevent the identification of individual students.

The Student Experience Survey is an annual survey of Imperial students which aims to gather feedback on a range of College services and on Imperial College Union. The survey seeks to understand students' opinions on life at Imperial beyond lecture theatres or labs. The 2020/21 survey was open to all non-final year undergraduate students and all postgraduate taught students. (Final year undergraduates were not included as they were asked to complete the National Student Survey (NSS), which is run by the Office for Students and not internally by Imperial.)

Students could choose not to provide a response to any question in the survey. All information provided is processed in accordance with the College's Privacy Notice for Students and Prospective Students and Data Protection Policy. The survey is promoted to all students internally through their departments and the data is available for all staff at the College through a dashboard.

A: Upload an analysis report from last three years.

B: Upload an analysis report from last three years.

[Student satisfaction LGBT report.pdf](#)

Filename: Student satisfaction LGBT report.pdf **Size:** 374.7 kB

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

Guidance:

- You should demonstrate how the complaints process is communicated, how you collect the data and how it is analysed.

No

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

Guidance:

- This might include providing gender options other than male and female and providing gender-neutral title options, such as Mx.
- You will only receive a mark for gender-neutral title options if you collect no other gender marker data.

Yes

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

Our main student record system is called Banner and it does allow non-binary identities to be recorded.

Banner asks students about "Gender as it appears on your passport" (the options are: Male, Female, Other) and "preferred gender" (the options are: Female, Male, Non-binary or third gender, Other gender not listed).

There are two different title questions: "Legal title" (with a fixed list of values largely limited by UCAS - this list does include the gender-neutral title Mx) and "preferred title" (this is a free text box for students to write in their own title if they wish).

Banner is the single source of truth for student data. However, we have a complex ecosystem of other systems and databases, some of which require legal values. These are limited to:

Kx (Accommodation system): During the implementation of Banner two years ago, we asked the Student Accommodation Office if we could integrate "preferred gender" instead of "legal gender". This was not acceptable. We were told legal gender needed to be held as rooms can be allocated on legal gender basis, and also when invoicing for accommodation, HMRC requires the customer record be against a legal identity.

Occupation Health systems - OPAS: During the implementation of Banner two years ago, we asked the Student Accommodation Office if we could integrate "preferred gender" instead of "legal gender". We now pass both values from Banner to OPAS. At the time we were informed that legal gender was still needed to be held to facilitate communications with NHS records.

Finance system - ICIS: Legal identities are required by HMRC.

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

Guidance:

- The consultation should have involved lesbian, gay, bi and trans (including non-binary) service users or customers.

Yes

Describe the consultation process (max. 500 words). Please include specific dates or time periods.

The Student Counselling and Mental Health Service formed a working group of LGBT students in early 2021 in order to understand their needs better and tailor the work of the counselling service accordingly.

Student Services started working on a trans student policy in 2019, and this was published in August 2021. At the beginning of the project, the Director of Student Services contacted the leads of IQ, the student LGBTQ+ society, and consulted them. They also consulted the Student Union's Deputy President (Welfare). There was an initial discussion to find out what the issues were, and students also gave feedback on two different drafts of the policy before it was finalised, looking at the structure, the language, and the overall content.

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

The Student Counselling and Mental Health Service created a webpage in early 2021 which focuses on support for LGBTQ+ students: <https://www.imperial.ac.uk/counselling/lgbtqiap-support/> During Pride Month 2021 they also updated the homepage of their service with a Pride toolkit, including resources, podcasts, books, and events, and sent out an email to staff to inform them of these resources so they can signpost students, saying: "Although Pride Month is a time of liberation and joy, we also acknowledge that it can be a difficult time for many students in the LGBTQ+ community who continue to face discrimination, with many still living in an environment that doesn't allow them to fully be who they are."

The trans student policy was published in August 2021 after consultation with students and the co-chairs of the LGBTQ+ staff network. HR and the Equality, Diversity and Inclusion Strategy Group also reviewed it before the final version was approved by the Senate. It is a practical guide for staff on how to support trans and non-binary students and how to ensure they feel included in the community:

<https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/secretariat/public/college-governance/charters-statutes-ordinances-regulations/policies-regulations-codes-of-practice/Supporting-Trans-Students-Policy-and-Guidance.pdf>

A practical guide for students (on how to get their names/gender changed on systems, etc.) to accompany this guidance for staff is due to be published later this year.

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

Guidance:

- The training should reach as many frontline employees as possible and be specific to the services they are providing.
- Content should also include the steps frontline employees can take to eliminate discrimination and ensure LGBT service user and customer needs are met.
- Content should explicitly cover lesbian, gay, bi and trans (including non-binary) identities.
- 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 (max. 500 words).

The online Equality and Diversity course has been successfully completed by around 30% of staff (this figure was around 18% for our last Stonewall submission in 2019, and so has increased significantly in the past two years).

Although we cannot confirm how many of those staff have specifically front-line roles, all staff have a role to play in creating an inclusive community. The course is embedded within the Imperial Essentials project, which means that the course is mandatory: all new staff are expected to complete it within the first 6 months of joining Imperial, and existing staff are expected to complete this training if they have not done so in the past 2 years, and every 2 years thereafter. Therefore, all frontline staff are expected to complete this course.

This figure (30% of staff) does not include those who will have attended the face-to-face version that existed previously, or Unconscious Bias or Active Bystander training (which both touch on LGBTQ+ issues) which have been completed by around 14% of staff, and the LGBTQ+ Awareness Course delivered by the external consultancy Challenge, launched in 2019, which has been completed by around 1% of staff.

In addition, the Equality, Diversity and Inclusion provision is actively targeted to front-line staff for example in reception, accommodation, catering and maintenance roles through the training coordinators for these areas. The LGBTQ+ Awareness Course is promoted through this method.

Describe the format of the training and the content you have uploaded (max. 500 words).

The EDI online course is an e-learning course which staff can take at their own pace. It is compulsory for all staff, including frontline staff, and takes roughly two hours to complete. It was revamped in October 2020.

The course includes sections such as "EDI and the law", "How EDI can impact on your role", "EDI - Everyone's responsibility", "Unconscious biases" and "Being an ally". Under the unit about language, LGBTQ+ terminology is covered and explained, including terms like "cis/cisgender" and "transitioning". The unit "Culture at Imperial" discusses the challenges facing LGBTQ+ staff and students, therefore covering the needs of our LGBT service users, i.e. our students. It also addresses Imperial's commitment to trans staff, the importance of pronouns, and a case study on sexual orientation.

The LGBTQ+ Awareness Course is delivered by an external consultancy and we do not have access to their presentation slides, but their programme has been uploaded. During the training, staff are asked to consider how they would help to eliminate discrimination and support LGBTQ+ students as an active ally, stepping in when they hear transphobic comments, for example. They are also asked to consider the fictional profiles of various students, which addresses intersectionality as each student will have different characteristics and multiple identities, and what unique needs these students might have based on these characteristics, and what the university can do to meet these needs.

Upload the training content.

[LGBTQ course content for frontline employees.docx](#)

Filename: LGBTQ course content for frontline employees.docx **Size:** 1.4 MB

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

Guidance:

- The policy should clearly state that you will not tolerate discrimination, bullying or harassment on the grounds of sexual orientation or gender identity and/or trans identity. These may be listed along with other protected characteristics.
- The policy should cover incidents towards service users from employees, towards employees from service users, and between service users.
- The policy should include clear information about how to report an incident and how complaints are handled.
- The policy does not need to be published as a formal document and could, for example, be displayed on your website.

Yes

Upload the policy or relevant screenshots.

[Public-facing harassment and bullying support.docx](#)

Filename: Public-facing harassment and bullying support.docx **Size:** 1.0 MB

Describe where this policy is published and how it is made available to service users (max. 500 words).

The Student Support Zone is an area of the Imperial website specifically aimed at students and promoted to students regularly. The homepage of the Student Support Zone is subtitled "Your ultimate guide to wellbeing at Imperial". It has a page called "Bullying and harassment" under the "Common concerns" section. The page states: "No forms of bullying or harassment are tolerated at Imperial. If you experience bullying or harassment, there are different options for you to consider and you can get advice and support before you decide what you want to do."

This webpage promotes the Report and Support tool and explains how students can use it to disclose incidents. It was launched during the 2020/21 academic year for staff and students, as well as external visitors, to inform the College of any harassment, bullying, or discrimination they have experienced or witnessed at Imperial. If they disclose an incident, they can choose to be put in contact with someone to make a formal report, and they will be supported in doing so.

The webpage also details information about the Student Harassment Support Contacts (HSCs), who have been trained to listen and signpost students to relevant specialist support.

At the end of the webpage, information is also included about "Reporting something that involves a student at Imperial" and "Reporting something that involves a member of staff".

The Student Support Zone webpage is primarily aimed at any incidents towards students from staff, or between students. Incidents towards staff from students are covered by the Staff Bullying and Harassment Policy, which addresses all the protected characteristics including harassment on the grounds of actual or perceived sexual orientation and on the grounds of gender reassignment.

The Report and Support website is public-facing and open for anyone to use, including staff, students, contractors, and visitors to the College: <https://report-and-support.imperial.ac.uk/>

The Report and Support website links to the Staff Bullying and Harassment Policy. Again, this explicitly states that "harassment, bullying and/or victimisation is unacceptable" and outlines examples of unacceptable behaviour, including harassment on the ground of sexual orientation and gender reassignment.

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

Guidance:

- The communication can be digital or physical.

Yes

Describe the reach of the communication (max. 500 words). Please include specific dates or time periods.

The Undergraduate Prospectus, probably the College's biggest annual publication, highlights IQ (the student LGBT+ society) under the student societies page every year, including a prominent photo of a student with a rainbow flag.

On 17 February 2021, an event called "LGBTQ+ student life at Imperial" was held for prospective students, so that they could hear from current students about their experiences of LGBTQ+ life at Imperial and in London, and the support available to our LGBTQ+ community. This was advertised on the Imperial Events website and on various social media channels, including the Imperial Twitter account which has over 141,000 followers, and the Facebook account which has over 190,000 followers. The Facebook post received over 70 likes.

Many departments and services at Imperial changed their social media icon to include rainbow flags during Pride Month. Academic departments also send emails to their students to mark LGBTQ+ occasions and promote LGBTQ+ awareness and inclusivity. For example, the Department of Computing sent out an email to all students celebrating LGBTQ+ STEM Day on 18 November 2020.

The Student Mental Health and Counselling Service updated its website with an inclusivity statement (<https://www.imperial.ac.uk/counselling/inclusivity-statement/>) and promoted this during Pride Month 2021, including on the Imperial Twitter. The statement begins: "At Imperial we are about building a community where people of all sexual orientations and gender identities feel heard, affirmed, valued and respected."

The Careers Service at Imperial also has a "Promoting diversity and inclusion" webpage (<https://www.imperial.ac.uk/careers/employers/events/diversity/>) which it directs employers to. It states:

"Imperial is committed to ensuring a positive environment for staff and students from all backgrounds, ages, disabilities, sexual orientations, caring status and more." The Careers Service collaborated with the LGBTQ+ Society and put on a Careers Panel on 23 February 2021 which enabled 50 students to hear from employers around how they support diversity and was a platform for LGBTQ+ students to ask questions and gain further insight into several sectors. They promoted LGBTQ+ career events to students throughout the year, such as "BCG: Virtual LGBTQ+ Allyship", "McKinsey & Company: Proud Leader Europe", and "Citi Pride".

The student LGBTQ+ Business Club at the Business School delivered several events, including "Club Fireside Chat with Bloomberg: Being out in the workplace and with Clients" and "Working as an LGBTQ+ individual in Asia".

The Library Services at Imperial curated a LGBTQ+ reading list, which they promoted on their social media channels during Pride Month. The campus libraries also had physical displays of LGBTQ+ books during Pride. For example, the Imperial Medicine Libraries tweeted about their physical Pride display.

Upload an example communication.

[LGBTQ inclusive communication for students - evidence.docx](#)

Filename: LGBTQ inclusive communication for students - evidence.docx **Size:** 5.7 MB

Staff feedback questionnaire

Completed - 9 Aug 2021

Form for "Staff feedback questionnaire"

This is my form.

Staff feedback questionnaire

The Staff Feedback Questionnaire examines the experiences of UK-based employees in your workplace. In the survey, we ask your employees about key indicators of inclusion in your workplace. We use this to understand your LGBTQ+ and non-LGBTQ+ employees' experiences and opinions.

The questionnaire is worth 20 (10%) of the total available points for your submission. 2 marks will be awarded if you provide evidence that you've send the questionnaire to all staff before the main submission deadline of 5 October 2021. The remaining 18 points are determined by the responses of your employees.

The questionnaire is open until midnight GMT 5 November 2021 and you can circulate it with staff at any time. We would recommend organising a 3-week survey campaign to maximise the number of responses you get. Diversity Champions receive an in-depth analysis report of their staff's feedback. The more staff who respond to the survey, the more useful, detailed and representative this analysis will be for your organisation.

Please contact your account manager or memberships@stonewall.org.uk for your organisation's unique questionnaire link.

Has the staff feedback questionnaire been sent to all staff at your organisation?

Guidance:

- This should include all the staff you can reach digitally to complete the questionnaire.
- Evidence could include a screenshot of an intranet post or internal email.
- You must share the survey with all staff, not just, for example, your LGBT Employee Network Group members.
- This question is worth 2 of 20 points available for the staff feedback questionnaire.

Yes

Upload an all-staff communication promoting the questionnaire.

[Staff Briefing - Stonewall questionnaire.png](#)

Filename: Staff Briefing - Stonewall questionnaire.png **Size:** 119.1 kB

Additional awards

Incomplete

Form for "Additional awards"

This is my form.

Additional awards (optional)

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

The nominations are longlisted by Stonewall's Workplace team and then shortlisted and awarded by an internal Stonewall panel. Award winners are profiled in Stonewall's Top 100 Employers publications.

Individuals and network groups can still receive an award even if their organisation doesn't achieve a Top 100 ranking or Gold/Silver/Bronze Employer award.

1. Change Maker of the Year

This year we will be celebrating a group of Changemakers of the Year. We want to hear about individuals who have gone above and beyond to create workplaces and communities where every LGBTQ+ person can reach their potential.

This award is open to LGBTQ+ and non-LGBTQ+ individuals.

Your nomination could be:

- An LGBTQ+ network chair who's championed inclusivity in the network and organised a series of events about being an LGBTQ+ person of faith.
- A gay network member who's developed and delivered training on how to be a bi ally.
- A non-LGBTQ+ ally who has proactively embedded trans inclusion in the service they manage.
- A non-binary senior champion who's supported the growth of the network group and shared their experiences at events.

If you would like to nominate an individual for a Change Maker award, please tell us about the great work they've done over the past year. You can complete up to three nominations below. You should tell us how the individual has contributed significantly to LGBTQ+ equality in your workplace and/or the wider community.

It is your responsibility to ensure you have the explicit permission of the individual to share any personal information with Stonewall.

If one of your nominees is chosen by our awards panel, we will work with them to explore their identity and achievements fully for their public profile. None of the nomination information will not be published without their consent.

Change Maker nomination 1 (max. 600 words)

(No response)

Change Maker nomination 2 (max. 600 words)

(No response)

Change Maker nomination 3 (max. 600 words)

(No response)

2. Network Group of the Year

Our second award will be for the Network Group of the Year. We want to hear about network groups that have:

- Provided consistent support to colleagues throughout the COVID-19 pandemic
- Held innovative awareness-raising events
- Worked to make their activities inclusive of and accessible to all LGBTQ+ colleagues
- Supported the organisation to go further on its LGBTQ+ inclusion journey

If you would like to nominate your network group for this award, please tell us about the great work they've done over the past year.

Please reference work which may have already been documented in the LGBT Employee Network Group section.

Network Group nomination (max. 1000 words)

(No response)

Please tick here to confirm that any nominated individual(s) have given explicit permission to share the personal information contained in this section with Stonewall.

(No response)