This form sets out the questions of Stonewall’s Workplace Equality Index 2015 and should be used to complete your submission to the Index. Once complete, this form should be uploaded to our secure submissions website accessible via www.stonewall.org.uk/wei2015.

Many questions require you to submit supporting evidence, which can also be submitted via the secure website. Please ensure that all evidence is correctly labelled using the appropriate question number. Marks will only be awarded if requested evidence is supplied.

Further information on the Index, including guidance on how to fill in this form can be found at www.stonewall.org.uk/wei2015.

The deadline for submitting to the Workplace Equality Index is **5pm on Friday 5 September 2014**.

If you require further help, please contact your Account Manager in Stonewall’s Workplace Team. If you do not have one, please contact the Workplace Team on 020 7593 3473 or email us at workplace@stonewall.org.uk.

**ORGANISATION**

Organisation name (this will be used when compiling Stonewall’s Top 100 Employers guide):

The University of Sheffield

Address in the United Kingdom:

Human Resources, The Arts Tower, Western Bank, Sheffield, South Yorkshire, S10 2TN

Sector:

Education

Industry:

University

Number of employees in the United Kingdom:

7,000+

Contact name:

Julie Campbell
SECTION 1: EMPLOYEE POLICY

This section determines whether the organisation has policies in place that guarantee the equal treatment of lesbian, gay and bisexual employees. This section is worth a total of 6 per cent.

Foundations

1.1 Does the organisation have a policy that explicitly bars discrimination on the grounds of sexual orientation?

☒ Yes
☐ No

Copy and paste the section relating to sexual orientation (max 200 words).

Equal Opportunities Policy

The University of Sheffield, in accordance with the general intention of its Charter, confirms its commitment to a comprehensive policy of Equal Opportunities in employment in which individuals are selected and treated on the basis of their relevant merits and abilities and are given Equal Opportunities within the University. The aim of this policy is to ensure that no job applicant or employee should receive less favourable treatment on any grounds not relevant to good employment practice. The University is committed to a programme of action to make this policy fully effective.

It is the University's policy as an employer to treat all people with dignity and respect, equally irrespective of any of the 'Protected Characteristics' as defined by the Equality Act 2010. The protected characteristics are age, disability including mental health, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

1.2 Does the organisation have a policy against bullying and harassment on the grounds of sexual orientation that communicates a zero-tolerance approach?

☒ Yes
☐ No

Copy and paste the section relating to sexual orientation (max 200 words).

The Equality Act 2010 protects lesbian, gay, bisexual, and heterosexual people from direct discrimination, indirect discrimination, harassment and victimisation at work. This protection applies to anyone who is perceived to be lesbian, gay or bisexual or experiences discrimination because they associate themselves with gay people. This protection applies to all staff members, throughout employment, including all stages, for instance:

• Application;
• Interview;
• Any probation or notice period;
• Promotion, training or development opportunity
The University will address all complaints of discrimination based on sexual orientation, perceived sexual orientation or association with a person of a certain sexual orientation. The University will challenge such discriminatory behaviour, in such a way that it will protect individuals who do not wish to disclose their sexual orientation.

The University will not accept any form of homophobic bullying and harassment by members of University staff. The following examples are provided to illustrate the type of activity or behaviour which the University considers to be forms of bullying and harassment:

- Spreading rumours, lies or malicious gossip.
- Intimidating or aggressive behaviour.
- Offensive or threatening comments.
- Deliberately mocking an individual with the intention to embarrass, humiliate or demean them because of their sexual orientation, or perceived sexual orientation.

1.3 Does the organisation have a team or position in place whose remit covers issues relating to sexual orientation diversity and inclusion?

☒ Yes
☐ No

Name the individual or team and describe the reporting structure to the board (max 50 words).

Gill Tait: Associate Director of HR
Julie Campbell: HR Manager (E&D)
Sarah Davies: HR Assistant (E&D)

Gill Tait reports to the Director of HR, who is a member of the University Executive Board. The E&D team works with the Equality & Diversity Board who report directly to University Council.

Next Steps

1.4 Are there any sexual orientation specific targets, objectives or milestones in the organisation’s board-level agreed diversity and inclusion strategy?

☒ Yes
☐ No

List the sexual orientation specific milestones (max 200 words).

University level LGBT actions are agreed by the Equality & Diversity Board. Key objectives and milestones are:

1) Retain and improve upon Top 100 position in the WEI 2015: The Project Group has been working towards addressing areas identified for improvement in the 2014 Index and aims to maintain our position as a sector leading institution;

2) Increase in equality disclosure rates: This is a University level equality objective. We have been working to improve disclosure rates for all protected characteristics for planning of future action, with particular success for sexual orientation, in which disclosures have increased from 3% to 25% between April 2013 and July 2014;

3) Increase in female membership of the LGBT Staff Network Committee: The Committee is predominately male and we plan to address this by encouraging more females to engage with leading on Network activity. The LGBT Staff Network webpage also includes a message advertising for female members to engage with the Committee;
4) Develop and embed an Allies Network across the University; A pilot project has been launched within the Faculty of Science. We aim to roll out across the University following a review of the pilot.

1.5 Does the organisation use terminology that is explicitly inclusive of lesbian, gay and bisexual employees in its benefits policies?

☒ Yes
☐ No

‼ Submit copies of any two of the following policies: paternity policy, adoption policy or compassionate/emergency leave policy.

Best Practice

1.6 What are the advertised routes available for employees to report homophobic and biphobic bullying and harassment incidents? These reporting routes should explicitly indicate that they are applicable to incidents of bullying and harassment on the grounds of sexual orientation. Tick all that apply.

A. Human resources ☒
B. Employee network group ☒
C. Dedicated point(s) of contact in every division, department and/or region ☒
D. Confidential hotline or messaging service ☒
E. Other ☒
F. None of the above ☐

‼ Submit copies of any communication(s) listing the various routes available to report homophobic and biphobic bullying and harassment incidents.

Describe how you promote reporting channels to staff. If you chose the ‘Other’ option, please describe this (max 200 words).

All channels to report bullying and harassment are collated on the E&D webpages, and their applicability to sexual orientation issues is highlighted. Further relevant Policy information is also signposted. All the main routes listed in A-E include contact details and the E&D pages state that all reporting routes are applicable to bullying and harassment on the grounds of sexual orientation. The E&D bullying and harassment page is signposted as the first item on the E&D 'Support for You' page and HR contacts will advise departments of the most appropriate route and procedure when situations arise. Information around bullying and harassment and reporting routes are also signposted from the E&D Twitter Account.

Option E refers to the Personal Harassment Network. This is a University network of volunteers who have received training in the Harassment Policy and Procedures and provide confidential information and advice to University staff who feel they are being harassed (including cases based on sexual orientation). Any staff member who wishes to become involved with the Network may submit an expression of interest form. The guidance document for Allies also includes information on what to do should they receive reports of bullying and harassment, signposting to the relevant webpage.

SECTION 2: TRAINING
This section assesses the content and reach of the organisation’s sexual orientation diversity training. This section is worth a total of 11 per cent.

**Foundations**

2.1 Which of the following training topics do you offer to all staff? Tick all that apply.

Training that specifically covers sexual orientation in the context of:

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Offered &amp; over 90% staff completed</th>
<th>Offered &amp; under 90% staff completed</th>
<th>Not offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Organisational policy and legislation</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>B. Language, stereotypes and assumptions</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>C. Challenging inappropriate behaviour</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>D. Faith and sexual orientation</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>E. Multiple identities</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>F. Distinct issues faced by lesbians and bisexual people</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

‼ For each option selected, submit any relevant supporting evidence (e.g. training slides or a screenshot of the training web page highlighting sexual orientation content).

**Describe how you estimate completion rates (max 200 words).**

The University tracks completion rates of all E-learning courses and downloads of the Useful Guides, (see Option D). The guides are useful for easy access to development materials as they can be downloaded and referred to at a later date. We do not monitor completion of online courses by protected characteristics as the current system is unable to record this information anonymously. We are bidding for funds to implement a system that will allow us to do this.

The culture of Higher Education generally doesn’t allow for mandatory training due to the size and structure of institutions. Consequently we will never reach 90% completion across our equality training courses (as is the case for Q2.4). To enable the maximum possible coverage, we embed training into induction processes and advertise all staff development opportunities widely across the University, including a standing item on the homepage. During 2013 the University’s Staff Development offerings were repositioned and rebranded into 'Development Everywhere', enabling access of development opportunities from a number of sources as opposed to a reliance on formal courses. 'Development everywhere' and e-learning courses are linked from the LGBT Staff Network webpage to raise awareness and increase the visibility of available development opportunities.

**Next Steps**

2.2 Have 90 per cent or more of staff who deal with bullying and harassment complaints undergone training that specifically covers incidents of homophobic and biphobic bullying and harassment?

☒ Yes
☐ No
The Personal Harassment Network have all received training on the bullying and harassment procedures, including an online training module which specifically deals with challenging instances of bullying and harassment in the workplace. The Network is kept up to date with changes to modules, including the online Sexual Orientation module, updated in July 2014.

2.3 Which of the following have been completed by 90 per cent or more of staff with recruitment responsibilities? Tick all that apply.

Training that specifically covers sexual orientation in the context of:

- A. Business benefits and organisational strategy on diversity and inclusion ☒
- B. Discrimination during the recruitment process ☒
- C. Unconscious bias ☒
- D. None of the above ☐

!! Submit any relevant supporting evidence (e.g. training slides or a screenshot of the training web page highlighting sexual orientation content).

Describe how you estimate completion rates (max 50 words).

All Chairs of Interview Panels are required to complete mandatory training, which involves an online module and a face-to-face session undertaken by HR Advisors. We are also in the process of training those who administer departmental recruitment such as recruitment and selection co-ordinators, but do not have chairing responsibilities.

Best Practice

2.4 Which of the following have been completed by 90 per cent or more of staff with management responsibilities? Tick all that apply.

Training that specifically covers sexual orientation in the context of:

- A. Business benefits and organisational strategy on diversity and inclusion ☐
- B. Challenging discrimination within teams ☐
- C. Sensitively handling complaints of homophobic and biphobic bullying and harassment ☐
- D. Unconscious bias ☐
- E. None of the above ☒

!! Submit any relevant supporting evidence (e.g. training slides or a screenshot of the training web page highlighting sexual orientation content).

Describe how you estimate completion rates (max 50 words).

Around 140 staff members, the majority of which were managers, attended our Big Message discussions focussing on the business benefits of diversity and inclusion and managing diverse teams. Development of the
Management Development programme is underway and a mandatory module, for all our Managers will focus on equality and inclusion.

**SECTION 3: STAFF NETWORK GROUP**

This section looks at the facilities made available for lesbian, gay and bisexual staff to network, consult and feedback to the organisation. This section is worth a total of 11 per cent.

**Foundations**

3.1 Does the organisation have a network group for lesbian, gay and bisexual employees? Tick one.

A. Yes, and the network has formal recognition and a defined role ☒
B. No, but we have a formal agreement with an external support network in our region or sector ☐
C. No, and we do not have an external agreement [PLEASE PROCEED TO SECTION 4] ☐

‼ Submit a copy of the network’s terms of reference or business plan.

*If you have a formal agreement with an external support network, name the network and the sector or region in which it operates (max 50 words).*

N/A

3.2 Does the employee network provide all staff with confidential support and advice on lesbian, gay and bisexual issues at work?

☑ Yes
☐ No

‼ Submit evidence demonstrating that this service is available to all staff, not just members of the network group.

3.3 Does the organisation reward contributions to the employee network group during staff performance appraisals (e.g. the annual performance review process)?

☑ Yes
☐ No

*Describe how contributions are rewarded (max 200 words).*

Contributions to the network group and LGBT projects are recognised within our Staff Review and Development Scheme (SRDS), by individual agreement with Line Managers. For example, a member of the LGBT Staff Network is allowed time by their Line Manager to undertake Network duties, and another individual was given time by their Line Manager to undertake a secondment to the LGBT Project Group, which was recognised in their objectives and review of the previous year. When advice on this issue is sought from E&D by Line Managers and Network members, it is made clear that contributions to the Network group should be recognised with the annual SRDS process, and Managers should ask their reviewees whether contributions to any Network group have been made within the past year.

Next Steps
In the past year, which of the following activities has the network engaged in or facilitated? Tick all that apply.

A. Social networking event(s) for members  ☒
B. Sexual orientation awareness raising event(s) for all staff  ☒
C. Collaborated with other lesbian, gay and bisexual employee network group(s)  ☒
D. Collaborated with other internal employee network group(s)  ☒
E. Mentoring or coaching programme  ☒
F. Reverse mentoring programme  ☐
G. None of the above  ☐

Describe each activity, event, or programme in no more than a few lines each (max 200 words).

A. In addition to the regular lunchtime and after work social meetings, during LGBT History Month, an LGBT Staff Network lunch was held, advertised as a social activity for members to catch up and network. This was publicised on the webpages and Twitter, specifically encouraging new LGBT staff members to attend.

B. In July 2014 Peter Tatchell gave a public lecture at the University entitled ‘The unfinished battle for LGBT rights’, partly hosted by the University and Staff Network and open to all University staff and the wider community. The Network facilitated communications for the event, including an all staff e-mail.

C. The Network jointly hosted a screening of the film ‘Bette Bourne: It Goes with the Shoes’ in February 2014, with Sheffield Hallam LGBT Network, at the Showroom Cinema in Sheffield City Centre. It was open to all and was widely communicated by e-mail and on the webpages.

D. The Network have met with the Parents@TUoS Network to raise awareness and make connections which will be followed up by an event with the Adopters’ Network shortly after its launch.

E. All mentoring opportunities are inclusive. Impact and Futures are advertised on the Staff Network webpages and explicitly refer to an opportunity to request an LGBT mentor.

Best Practice

In the past year, which of the following strategic interventions has the lesbian, gay and bisexual employee network group engaged in? Tick all that apply.

A. The network was consulted on improving internal policies and practices  ☒
B. The network advised the organisation on business development or service delivery  ☒
C. None of the above  ☐

Describe the actions taken and the resulting impact (max 200 words).

A. During 2014 the Chair of the LGBT Staff Network and the LGBT Project Group agreed a review of the training opportunities available to all staff. The aim is to work with the recently formed Disabled Staff Network and Women@TUoS to review our training provisions, reviewing on-line and face to face training to assess whether they are inclusive and accessible for all groups of staff. Suggestions will then be proposed to the Staff Development team within HR for consideration, and the Network will work in partnership with the organisation on the implementation of any changes to training.

B. The LGBT Staff Network has worked with HR to develop the Allies Pilot within the Faculty of Science, which has involved building support across the Network and faculty, developing specific guidance for Allies and developing 'products' to visually symbolise the Allies programme. This has been developed partly in response to the LGBT
Staff-Student consultation in May 2013 and the student Big Message discussions during April 2014, in which students outlined their need for more diversity role models across the University, and in response to confidential discussions from some LGBT members of staff. The Allies programme aims to benefit both LGBT staff and students by improving the culture and therefore service delivery through enhancing student satisfaction and experience.

3.6 In the past year, has the network held initiatives, seminars or events on topics specific to (tick all that apply):

A. Lesbians
B. Bisexual people
C. Older lesbian, gay and bisexual people
D. Black and minority ethnic lesbian, gay and bisexual people
E. Disabled lesbian, gay and bisexual people
F. Transgender lesbian, gay and bisexual people
G. Lesbian, gay and bisexual people of faith
H. None of the above

Describe the initiative(s) in no more than a few lines each (max 200 words).

G. In March 2014 a member of the LGBT Staff Network chaired an LGBT and Faith Discussion Group with a focus on 'Faith and Family.' The event was part of a series of discussion groups within the Hidden Perspectives Project, which is a venture lead by the Department of Biblical Studies at the University, focusing on examining the relationship between religion and homosexuality through challenging traditional interpretations of the Bible. The Staff Network collaborated with the LGBT Student Committee to deliver the seminar which was advertised as open to all and publicised on the LGBT Staff Network webpages, E&D webpages and via Twitter.

The LGBT Student Committee held a day of events to mark National Coming Out Day in October 2013, including a stall in the Students' Union and a samba band performance. The event featured a session entitled 'Coming Out Stories and Other LGBT-Related Tales', which included people sharing their experiences of coming out which are now shared online on the Committee blog. A diverse range of LGBT people contributed to the event and blog, including gay, lesbian, bisexual and transgender students.

3.7 At present, what is the closest approximation of the proportion of women in the network group’s membership? Tick one.

A. 50% or greater
B. 40%
C. 30%
D. Less than 30%

Provide a gender breakdown of your network’s membership (max 50 words).

The LGBT Staff Network breakdown is 53% Female, 46% Male and 1% Trans. Female members are actively encouraged to become involved with Network activities and the Staff Network webpages include a message welcoming females to the Network, and advertising for female members to participate on the Network Committee.

SECTION 4: ALL-STAFF ENGAGEMENT
This section establishes how the organisation engages with all staff to raise awareness on lesbian, gay and bisexual issues. This section is worth a total of 13 per cent.

Foundations

4.1 In the past year, which of the following messages have appeared in internal communications to all staff? Tick all that apply (each message qualifies for one option only).

A. Statement of the organisation’s commitment to sexual orientation equality ☒
B. Statement that benefits are inclusive of lesbian, gay and bisexual staff ☒
C. Promoting IDAHO, LGBT history month, Pride or other similar events ☒
D. Promoting the lesbian, gay and bisexual staff network group ☒
E. Promoting a sexual orientation awareness raising event(s) ☒
F. None of the above ☐

‼ Submit a copy of each of the messages you are claiming marks for.

Detail when the message(s) were sent and describe how the organisation targets all staff in no more than a few lines each (max 200 words).

<table>
<thead>
<tr>
<th>Message</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. January 2014: Our position as Top 100 Employer was promoted as a top story by Internal Communications, which linked to a Press Release emphasising our commitment to LGBT equality.</td>
<td></td>
</tr>
<tr>
<td>B. We make it explicit that benefits are inclusive to all staff by using inclusive language in all policies. Benefits area also signposted from the LGBT Staff Network webpage.</td>
<td></td>
</tr>
<tr>
<td>C. June 2014: Our LGBT Senior Champion e-mailed all staff raising awareness of Sheffield Pride 2014, and encouraging all to attend and visit the University stall. The VC also featured Pride and the rainbow flag in his regular e-mail to all staff.</td>
<td></td>
</tr>
<tr>
<td>D. February 2014: The LGBT Staff Network e-mailed all staff to raise awareness of LGBT History Month activities hosted by the Network, and signposting to Staff Network webpages and resources.</td>
<td></td>
</tr>
<tr>
<td>E. June 2014: The LGBT Network advertised a public lecture partly hosted by the University, featuring Peter Tatchell speaking on 'The Unfinished Battle for LGBT Rights in the UK'. The e-mail raised awareness of issues faced by the LGBT community and encouraged all to attend.</td>
<td></td>
</tr>
</tbody>
</table>

The organisation targets all staff through e-mails, messages transmitted through Managers, social media and paper copies of important communications eg. staff survey and WEI 2014 survey.

4.2 What information on sexual orientation is included during staff induction? Tick all that apply.

A. Message from senior leader on the organisation’s commitment to sexual orientation equality ☒
B. Information on the lesbian, gay and bisexual staff network group ☒
C. None of the above ☐

‼ Submit relevant sections of induction material(s) illustrating the selected options.

4.3 Is there a staff counselling service that is advertised as being explicitly inclusive of sexual orientation issues?

☒ Yes
No

Submit a copy of any material(s) used to advertise the service as lesbian, gay and bisexual friendly, highlighting relevant sections.

Next Steps

4.4 In the past year, which of the following activities have member(s) of the board or CEO equivalent engaged in? Tick all that apply.

A. Communicated a strong message to all staff on sexual orientation equality

B. Engaged with board and management to promote sexual orientation equality

C. Met periodically with the lesbian, gay and bisexual employee network group

D. Spoken at an internal sexual orientation awareness raising event

E. None of the above

Submit copies of any communication(s) selected.

Name the senior champion(s), provide their job title(s) and describe the options selected in no more than a few lines each (max 200 words).

B. The Equality & Diversity Board discuss all equality and LGBT matters on behalf of Council, the governing body of the University. The EDB produces an annual report for Council updating on areas of work throughout the year and progress on existing projects. A report was prepared for Council in June 2014 which updated on our position as a Stonewall Top 100 Employer, the Stonewall Yorkshire & Humber Awards event hosted by the University, the Sheffield Chamber of Commerce Diversity Award (see section 10.2) and our continued community engagement work.

C. Members of Council have engaged with the Staff Network through speaking at events such as Campus North and the Stonewall Yorkshire & Humber Awards event in January 2014 (see 4.5 for details).

4.5 In the past year, which of the following activities have member(s) of the senior management team engaged in? Please note that this cannot be the same individual(s) mentioned in question 4.4. Tick all that apply.

A. Communicated a strong message to all staff on sexual orientation equality

B. Engaged with board and management to promote sexual orientation equality

C. Met periodically with the lesbian, gay and bisexual employee network group

D. Spoken at an internal sexual orientation awareness raising event

E. None of the above

Submit copies of any communication(s) selected.

Name the senior champion(s), provide their job title(s) and describe the options selected in no more than a few lines each (max 200 words).

Our LGBT Senior Champion is Pro-Vice Chancellor for Social Sciences, Professor Gill Valentine.

A. The VC Professor Sir Keith Burnett featured the flying of the rainbow flag to mark Sheffield Pride in his regular update to all staff. This communication in June 2014 emphasised the flag as a symbol of inclusion for our LGBT staff and students and members of the wider LGBT community within Sheffield.

B. The University’s activity towards achieving sexual orientation equality was presented to the Professional
Services Executive in May 2014. This involved a presentation from the E&D Manager around current and future work, and discussion around potential activities to undertake within each area. The LGBT Action Plan was also discussed and agreed by the EDB during 2014.

C. PVC Professor Gill Valentine attended an LGBT History Event in February 2014 alongside members of the Staff Network and spoke at a meeting of Campus North hosted by the University in September 2013, which was well attended by Network members.

D. The Registrar, Dr Phil Harvey spoke at the Yorkshire & Humber Diversity Champions Awards event hosted by the University in January 2014. The event was attended by staff and Diversity Champions and promoted across the University.

Best Practice

4.6 Do you have a formal straight allies programme or initiative to engage heterosexual colleagues in sexual orientation equality?

☒ Yes
☐ No

*Name the programme, the number of allies at present and the date the programme was launched (max 50 words).*

During the academic year 2013/14 the Faculty of Science with HR and the LGBT Network, led by the Faculty E&D Committee, piloted an Allies programme, including developing a Network of designated departmental contacts to signpost on LGBT issues. Piloting is in progress with a University-wide launch planned this academic year.

4.7 In the past year, have allies engaged in the following activities as part of a straight allies programme or initiative? Tick all that apply.

A. Visibly signal their commitment to sexual orientation equality ☒
B. Participated in lesbian, gay and bisexual employee network group events ☐
C. Held an all-staff event on sexual orientation equality ☐
D. Held a recruitment drive for more allies or their equivalent ☐
E. None of the above ☐

*Describe the options selected in no more than a few lines each (max 200 words).*

A. The pilot is known across the Faculty of Science due to it being championed and driven by the Faculty E&D Committee. The Committee includes an academic staff representative from each department, alongside non-department members. The Committee requested rainbow lanyards for the faculty as a visible sign of commitment to LGBT equality. Lanyards have been purchased by Human Resources with funds allocated to LGBT activity, and uptake will be monitored as an indicator of future use across the University. Initial reaction to the lanyards is very positive and they will be presented to a Faculty E&D Committee meeting in September 2014 to discuss Faculty and University distribution.

The Faculty E&D group leading the Pilot have also requested rainbow stickers as an addition or alternative to the rainbow lanyards, and separate stickers will also be produced for the back of lanyards as a reminder to Allies of signposting eg. Staff Network, bullying and harassment guidance. A website for Allies is currently in development as a collaborative venture between the Staff Network and wider University colleagues. The website will outline the purpose of the Allies programme, display the guidance document for all Allies and signpost to relevant areas
4.8 In the past year, has the organisation actively and formally profiled visible role models from the following communities (e.g. hosting profile(s) on the organisation’s intranet page)? Tick all that apply.

A. Lesbians ☒
B. Gay men ☒
C. Bisexual people ☒
D. Older lesbian, gay or bisexual people ☒
E. Disabled lesbian, gay or bisexual people ☐
F. Black or minority ethnic lesbian, gay or bisexual people ☒
G. Transgender lesbian, gay or bisexual people ☐
H. Lesbian, gay and bisexual people of faith ☐
I. None of the above ☐

!! Submit evidence demonstrating their visibility (e.g. screenshots of the web pages hosting their profiles).

SECTION 5: CAREER DEVELOPMENT

This section examines the career development opportunities the organisation makes available to lesbian, gay and bisexual staff. This section is worth a total of 7 per cent.

Foundations

5.1 Does the organisation monitor existing talent or career development opportunities to specifically make sure lesbian, gay and bisexual staff participate in these programmes?

☐ Yes
☒ No

Name the programme(s) and how participation of lesbian, gay and bisexual staff is reviewed (max 50 words).

All career development processes and opportunities are fully inclusive to all staff, by ensuring they are widely advertised and the language is inclusive to all. Our talent and career development opportunities are currently not reviewed by protected characteristics, and we are therefore unable to examine uptake by LGBT staff.

5.2 In the past year, which of the following career development opportunities has the organisation specifically promoted and supported lesbian, gay and bisexual staff to participate in? Tick all that apply.

A. General leadership and professional development programmes ☒
B. Sexual orientation specific leadership/professional development programmes ☒
C. Sexual orientation specific seminars and conferences ☒
D. None of the above ☐

Describe how these programmes are promoted to lesbian, gay and bisexual staff and outline the support offered (max 200 words).

A. The Sheffield Professional and Sheffield Leader initiatives are visibly promoted to LGBT staff on the Staff...
Network webpages. The Sheffield Professional aims to value the talents of professional staff across the University whilst providing excellent career opportunities, and the Sheffield Leader initiative develops staff who lead, or have the potential to lead. The LGBT Network webpage signposts to Sheffield Professional and invites staff to contact HR if additional support is necessary to participate.

B. The Stonewall Talent Programme 2014 was promoted to all LGBT staff through the Staff Network mailing list and webpage, in which we actively encouraged eligible staff to apply for the opportunity. All staff are encouraged to identify development needs and opportunities within their SRDS, thus ensuring they are supported by their Line Manager and are incorporated into their personal development.

C. The Stonewall Role Model Programme and Leadership Programme were advertised through the LGBT Staff Network mailing list and Network webpages. Funds would be made available from HR to support those interested in attending these events. A CIPD event focussed around LGBT experiences in the workplace was also advertised via the Network webpages. A lecture given by Peter Tatchell was widely promoted to all (see section 3.4B).

Next Steps

5.3 In the past year, has the organisation undertaken a targeted initiative or programme to specifically advance sexual orientation diversity within senior management tiers?

☐ Yes
☒ No

Describe the initiative(s) (max 200 words).

The Futures mentoring programme for women looks to increase the gender diversity of those in senior positions. Futures is a 12-month mentoring programme for senior academic women who are mentored by Pro-Vice Chancellors or other senior staff members, giving them the opportunity to understand what is involved in leadership and governance positions, and make connections to help them to achieve their career ambitions.

Whilst not specifically targeting LGBT diversity, the training materials are being reviewed to explicitly refer to sexual orientation diversity. The programme is advertised to the LGBT Staff Network through their webpage and via Twitter. All potential mentees are also given the opportunity to specify whether they would like an LGBT mentor for the programme.

Best Practice

5.4 At present, is there at least one visible and out lesbian, gay or bisexual person at board level in the organisation?

☒ Yes
☐ No

Provide the names and job titles of the individuals (max 50 words).

Yael Shafritz, President of the Students’ Union sits on the University Council. Yael has given an interview for the Hidden Perspectives Project, available on the webpages, in which she discusses her experiences of being LGBT and Jewish, and the interaction between LGBT and religion at the University.

5.5 At present, which of the following groups are represented at senior management level in the organisation? Tick all that apply.
A. At least one visible and out lesbian ☒
B. At least one visible and out gay man ☐
C. At least one visible and out bisexual person ☐
D. None of the above ☐

Provide the names and job titles of the individuals (max 50 words).

A. Professor Gill Valentine - Pro-Vice Chancellor of Social Sciences & Professor of Geography. Gill sits on the University Executive Board, has spoken of her personal experiences at an event, and has authored a research report entitled 'The experiences of lesbian, gay, bisexual and trans students in higher education.'

SECTION 6: LINE MANAGERS

This section examines how line managers promote diversity within their teams. This section is worth a total of 8 per cent.

Foundations

6.1 When recruiting line managers, does the organisation actively scrutinise the candidates’ diversity and inclusion knowledge and achievements? This scrutiny can be on broad diversity criteria that are inclusive of sexual orientation. Tick all that apply.

A. Yes, during all internal appointments for management roles ☒
B. Yes, during all external appointments for management roles ☒
C. None of the above ☐

Describe how you scrutinise the candidate’s diversity and inclusion knowledge and achievements during internal and/or external appointments (max 200 words).

A&B. An Equality & Diversity criteria is included within both internal and external appointments for Management roles, including those in which line management is an aspect of the role, but not its main focus. The E&D criteria is primarily set as a "thorough understanding of E&D principles and a commitment to implementing them fairly and effectively", which is listed as an essential criteria in the person specification. Knowledge of E&D issues and achievements within roles are scrutinised within internal and external interviews, through competency questions relating to past experience, and the ability to explain the importance of E&D issues with a particular emphasis on application to both the role and the workplace.

Evidence given by the candidate relating to their E&D knowledge and capabilities is an important indicator of their suitability towards and capacity to perform within the role. All 'About the Job' documents demonstrate our institutional commitment to equality and diversity through the display of Charter and award logos. Our standard 'About the Job' template includes both the Stonewall Diversity Champions logo and the Top 100 Employers 2014 logo, as a visible signal to all internal and external candidates of our commitment to achieving equality based on sexual orientation.

Next Steps

6.2 How are line managers held accountable for their team’s broad diversity and inclusion outcomes? Tick all that apply.

A. Managers’ diversity achievements are assessed during their performance appraisals ☒
B. Managers are accountable for their team completing diversity monitoring data ☒
C. Managers are formally accountable for their team completing diversity training ☐
D. None of the above ☐

Describe the option(s) selected in no more than a few lines each (max 200 words).

A. The SRDS process is flexible and designed to respond to individual areas of work. It is therefore open to recognising diversity achievements within a Managers’ role and diversity aims may be included in objectives, by agreement between reviewer and reviewee. Diversity objectives, including LGBT, form the basis of reviews for the HR E&D team. E&D is a key theme within the University's People Strategy, 'Talent First', and all HR staff are expected to demonstrate how they meet these objectives within their SRDS.

B. As part of the Equality Objective to 'increase equality data disclosures' work, targeted communications were sent to Heads of Department, asking them to encourage managers and all staff to complete their information. One Head e-mailed their department outlining the reasons why we ask for specific data, resulting in a large increase in departmental disclosures. Communications were sent to Athena SWAN Champions and Faculty E&D Committees (including Line Managers) with requests to cascade information and encourage disclosures. Consequently, University-wide sexual orientation disclosures increased from 4% to 25% within 18 months.

C - Managers are expected to encourage staff to attend face-to-face and online diversity training, and specifically signpost to relevant training information for new starters during induction.

Best Practice

6.3 In the past year, how has the organisation engaged with line managers to promote sexual orientation diversity and inclusion? Tick all that apply.

A. Provide managers with resources other than training on managing diverse staff groups ☒
B. Encourage heterosexual line managers to sign up to the allies programme ☒
C. Encourage lesbian, gay and bisexual managers to act as role models within the organisation ☒
D. Ask line managers to encourage their teams to participate in network group activities ☒
E. None of the above ☐

Describe the option(s) selected in no more than a few lines each (max 200 words).

A. The Managing Performance Toolkit available on the Policy webpages signposts to Bullying & Harassment guidance, including specific sexual orientation guidance, and managers are regularly informed of Toolkit changes. The LGBT Network webpage displays management relevant Stonewall guides, and a specific guide for Line Managers is in development (See D).

B. The Allies programme has raised awareness of sexual orientation issues throughout the Faculty of Science and University, and encouraged Managers and staff to visibly show their support. Many members of the E&D Committee driving the Pilot are Line Managers, and have the capacity to encourage management support across departments.

C. LGBT Managers have been encouraged as role models through participation in our film 'Storying LGBT@TUoS' and online profiles, which will be expanded to increase visibility. We also worked to gain their input into our Allies programme, including their future support and involvement.

D. Staff Network and wider LGBT events are advertised by all staff e-mails; all are regularly invited to attend. HR contacts distribute messages throughout faculties, and Managers are asked to actively encourage attendance
within teams. During the Professional Services Executive LGBT presentation in May 2014, members were challenged about actions they should undertake as Senior Managers, resulting in a formal request from the Executive for a management guide around building an inclusive workplace.

SECTION 7: MONITORING

This section examines how the organisation monitors sexual orientation and what is done with the data collected. This section is worth a total of 11 per cent.

Foundations

7.1 In the past year, have there been all-staff communication(s) outlining why the organisation monitors sexual orientation, what will be done with the data and the confidentiality of monitoring exercises? Tick one.

A. Yes ☒
B. No ☐
C. We do not monitor sexual orientation ☐

‼ Submit a copy of the communication.

7.2 In the last three years, which of the following have been scrutinised by monitoring sexual orientation? Scrutiny involves collecting and analysing sexual orientation data as part of equalities monitoring. Tick all that apply.

A. Fairness in recruitment and selection from application to appointment ☒
B. Career progression of lesbian, gay and bisexual staff by pay or grade ☒
C. Job satisfaction rates of lesbian, gay and bisexual staff ☒
D. Exit rates by sexual orientation ☒
E. None of the above ☐

‼ Submit analysis reports for the options selected.

*Describe the selected options in no more than a few lines each and include information on when the monitoring exercise took place (max 200 words).*

A. Data is generated as part of management information reports to inform our recruitment activities. Reports are confidential and cannot be shared. 2013-14 data shows a 5.1% success rate for heterosexual applicants, in comparison with 3.2% for all LGBT applicants. Overall gay women have the lowest success rate of 2.8%. Data will continue to be generated and monitored for comparison.

B. Pay grades information was analysed in July 2014. No significant difference was found between the distribution of grades between all staff, LGBT staff and different LGBT strands. The difference in 2014 annual salary between strands is small, showing no evidence of discrepancies based on sexual orientation.

C. Staff Survey 2012 results were analysed in January 2013. On average, gay men responded more negatively to job satisfaction questions than the overall population, whereas gay women and bisexual staff responded more positively. Staff survey 2014 results showed that 98% of all respondents believe that we respect people regardless of their sexual orientation.

D. Exit rates and the staff 'at risk' of redundancy was analysed in July 2014, taken from the annual TULRCA
report which analyses ‘at risk’ staff by protected characteristics. No discrepancies were found for sexual orientation, for either ‘at risk’ staff or those leaving the University. These reports are confidential and are unable to be submitted as evidence.

**The Next Steps**

7.3 In the last three years, to whom have the results of monitoring exercises and subsequent actions been reported? Tick all that apply.

A. Board level or CEO equivalent
B. Regional/divisional managers
C. All staff
D. General public and/or external stakeholders
E. None of the above

‼ Submit a copy of the report or communication for each of the options selected.

[OR]

*If the reports submitted to the board or regional/divisional managers are confidential, briefly highlight what the report contains in relation to sexual orientation (max 200 words).*

A. In 2014 the EDB received a confidential written update report on 2013-14 equality disclosure increases, including sexual orientation. Future activity was discussed and the Board will receive updates on actions. The UEB and EDB received Staff Survey 2012 analysis reports (including sexual orientation) which will shortly be replicated for the 2014 survey (concluded in May).

B. Staff survey results included protected characteristic monitoring and were shared with management for action. Faculty E&D Committees received equality disclosure updates for discussion, and an update report for the Higher Education Funding Council for England (HEFCE) included disclosure statistics and was distributed to E&D Committees.

C. Staff Survey 2012 results and actions were available online for all staff. The Staff Survey 2014 Highlight Report on the survey webpages shows that 98% of respondents believe the University respects staff regardless of sexual orientation. The Equality Report is online for all staff to view. An equality disclosures update is available on the Equality Objectives webpages.

D. The equality report is available online and includes University wide sexual orientation statistics. Information is not presented by faculty or for job applications to protect confidentiality. The Equality Report meets our legislative requirements and is therefore available for public viewing.

**Best Practice**

7.4 What proportion of your overall workforce have declared their sexual orientation through a human resources system which allows for detailed analysis of data, as set out in question 7.2?

A. 91%-100%
B. 81%-90%
C. 71%-80%
At 31st July 2014 the proportion of the workforce who have declared their sexual orientation is 24.1%, of which 16% of all those to declare are LGBT. This information derives from a diversity monitoring report on our staff system UBASE, and excludes those who have chosen 'Prefer not to say.' During 2013/14 activity has been ongoing to increase the amount of equality data on the staff system. This has included messages to Heads of Department and Faculty E&D Committees asking them to encourage all staff to complete their equality data. Our LGBT Senior Champion, PVC Professor Gill Valentine also e-mailed all staff encouraging them to update their data. As a result of this targeted activity, sexual orientation disclosures have increased from 7.7% at July 2013 to 24.4% in July 2014. Activity is currently being reviewed in order to develop future actions, and equality data monitoring remains a top priority for the University as an Equality Objective.

In the 2014 Staff Survey 94% of respondents declared their sexuality, of which 4% of all those to declare were LGBT. This is a large increase on staff system disclosures and will enable us to undertake detailed analysis of all recorded sexual orientation strands.

SECTION 8: PROCUREMENT

This section examines how the organisation engages with existing and potential suppliers. This section is worth a total of 9 per cent.

Foundations

8.1 When awarding contracts, does the organisation consider whether potential suppliers have a policy that explicitly bars discrimination on the grounds of sexual orientation? Tick one.

A. Yes, for all contracts ☒
B. Yes, for contracts relating to client, customer, employee or service relations ☐
C. None of the above ☐

Copy and paste the section of your procurement policy relating to sexual orientation (max 200 words).

A. Our Pre-Qualification Questionnaire as part of the tendering process is very clear about our commitment to equality, and our expectations of others.

Section 4.8.1 of the PQQ asks about EO policy of suppliers: "Does your organisation have a written equal opportunities policy to avoid discrimination?" and section 4.8.2 more specifically asks about different equality groups, including LGBT: "Is it your policy as an employer to comply with your statutory obligations under the current legislation relating to Equal Opportunities and is it your practice not to treat one group less favourably than others because of their colour, race, nationality, ethnic origin, gender or disability, sexual orientation, religion & belief or age in relation to decisions to recruit, train or promote employees?"

8.2 When awarding contracts, does the organisation consider whether potential suppliers’ diversity training is inclusive of sexual orientation? Tick one.

A. Yes, for all contracts ☒
B. Yes, for contracts relating to client, customer, employee or service relations ☐
C. None of the above ☒

Describe how this is assessed during the tendering process (max 200 words).

A. Equality training for staff is a key consideration of procurement under the Corporate Social Responsibility umbrella. Procurement staff are asked to consider if this is appropriate at the initial planning stages of procurement. The relevant section states:

"Are there any particular equality and diversity issues ...that need to be considered?...if relevant, it is acceptable to ask the supplier to detail exactly how they intend to manage equality issues in delivering the contract eg provision of equality training for staff covering the protected characteristics".

Next Steps

8.3 Are diversity and inclusion issues a standing item in contract monitoring meetings with existing suppliers? Tick one.

A. Yes, for all contracts ☐
B. Yes, for contracts relating to client, customer, employee or service relations ☐
C. None of the above ☒

Describe how diversity and inclusion issues are monitored with existing suppliers (max 200 words).

Due to the size of the University and scope of our supplier base, it is not feasible for Procurement to hold contract meetings with all existing suppliers. There is the opportunity for any issues relating to diversity and inclusion to be discussed with the appropriate contacts from each organisation.

8.4 For contracts pertaining to client, customer, employee or service relations, does the organisation monitor existing suppliers’ sexual orientation related complaints and customer feedback?

☒ Yes
☐ No

Describe how this is monitored (max 200 words).

We specifically ask not only about compliance, but also about whether a company has had any formal investigations or judicial proceedings against them, including those based on sexual orientation (as part of the PQQ). This is the case for both UK companies, and those not bound by UK Law.

"In the last three years, has any finding of discrimination been made against your company by any court or industrial tribunal (in whatever jurisdiction)?" (4.8.3)
"In the last three years, has your company been the subject of a formal investigation or judicial proceedings by the Equality and Human Rights Commission (or such equivalent bodies in the jurisdiction in which you are incorporated or resident) on grounds of alleged unlawful discrimination?" (4.8.4)
"If you are not currently subject to UK legislation please supply details of your experience of working under equivalent material legislation which in your country is designed to ensure equality of opportunity." (4.8.5).

A supplier feedback form is available for University staff on the Procurement webpages, giving staff a feedback mechanism to comment on any issues encountered with the supplier, including those relating to sexual orientation.
Best Practice

8.5 In the past year, what initiatives has the organisation undertaken in collaboration with existing suppliers to encourage best practice in sexual orientation diversity and inclusion? Tick all that apply.

A. Joint sexual orientation diversity and inclusion training sessions for staff
B. Invite suppliers’ staff to take part in lesbian, gay and bisexual network group
C. Joint community outreach initiative targeting lesbian, gay and bisexual people
D. Share best practice policy and guidance on sexual orientation diversity and inclusion
E. Ask suppliers about participation in sexual orientation diversity programmes or assessments
F. None of the above

Describe selected options in no more than a few lines each (max 200 words).

D. The Procurement webpages link to our Equality & Diversity pages, where information around specific areas of our equality work, including sexual orientation, is clearly signposted. The LGBT Staff Network webpages signpost to Stonewall procurement guidance and include a message outlining why sexual orientation and wider equality issues are important considerations in working with suppliers. It also encourages those who are involved with procurement to consider their guidance in relation to best practice guidance, ensuring they are accounting for any sexual orientation and wider diversity issues in tendering and within ongoing relationships with suppliers.

SECTION 9: COMMUNITY ENGAGEMENT

This section examines how the organisation engages with the wider lesbian, gay and bisexual community. This section is worth a total of 15 per cent.

Foundations

9.1 How does the organisation promote its commitment to sexual orientation equality externally? Tick all that apply.

A. Explicit statement on the website stating commitment to sexual orientation equality
B. Active and regular use of social media platforms to promote sexual orientation equality
C. None of the above

‼ Submit evidence to support your claim.

Next Steps

9.2 In the past year, which of the following community outreach activities has the organisation engaged in? Tick all that apply.

A. Advertised or placed article(s) in lesbian, gay and bisexual media
B. Advertised or placed article(s) in mainstream media emphasising sexual orientation equality
C. Sponsored or supported staff participation in a lesbian, gay or bisexual community event(s)
D. Sponsored or materially supported lesbian, gay or bisexual community group(s)
E. Supported campaign(s) or training to tackle hate crime or homophobic bullying
F. Held or attended a recruitment event targeting lesbian, gay and bisexual people ☐
G. Senior staff spoke at an external sexual orientation seminar, conference or event ☐
H. Other ☒
I. None of the above ☐

!! Submit any advertisements or articles you are claiming points for.

Describe the option(s) selected in no more than a few lines each (max 200 words).

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The University placed a full page advert in the Sheffield Pride 2014 brochure, distributed throughout University buildings and Sheffield.</td>
</tr>
<tr>
<td>B.</td>
<td>In January 2014 the Sheffield Star publicised our achievements in the WEI 2014. Our Storying LGBT@TUoS film is hosted on the Where Women Work website.</td>
</tr>
<tr>
<td>C.</td>
<td>The University sponsored 2 major city LGBT events; Pinknic (May 2014) and Sheffield Pride (July 2014). Stall volunteers were sought through the LGBT Staff Network, E&amp;D webpages and Twitter. Our Senior LGBT Champion e-mailed all staff, raising awareness and encouraging event support and attendance.</td>
</tr>
<tr>
<td>D.</td>
<td>Funds were provided for a Sheffield Pride 2014 partnership package and LGBT film screening held at the Sheffield Showcase, jointly sponsored by Sheffield Hallam University. This event was public, and advertised across the University and community.</td>
</tr>
<tr>
<td>E.</td>
<td>The Stonewall 'No Bystanders' campaign is signposted from the Staff Network page and E&amp;D Twitter account.</td>
</tr>
<tr>
<td>H.</td>
<td>We supported a lecture event featuring Peter Tatchell (July 2014), jointly hosted by the Staff Network and Sheffield Humanist Society, and promoted as University Community Engagement. This was extensively advertised by all staff e-mail, webpages and social media. We submit to the Stonewall 'Starting Out' Guide, and continue our collaborations with Sheffield City Council, promoting sexual orientation equality within schools.</td>
</tr>
</tbody>
</table>

9.3 Has the organisation engaged in targeted initiatives in collaboration with other organisations in your sector or region that have had an impact specifically on lesbian, gay and bisexual people in the wider community?

☒ Yes
☐ No

Describe these initiatives (max 200 words).

The University is a member of an LGBT Multi-Agency group spanning local organisations, which aims to improve support and services for the LGBT community across Sheffield. The University hosted the latest meeting in May 2014, attended by Tom Reaney of the LGBT Network and a member of the E&D team, and inputted into plans to develop a network of equality hubs, including an LGBT hub, to represent and benefit LGBT members of the community within Sheffield. The group have also been involved with a Hate Crime reporting campaign and an equality data project. During 2014 the University also hosted a meeting of the Multi-Agency LGBT Children, Young People and Families Co-ordination Group.

In October 2013 the University hosted a meeting of Campus North, the LGBT Network of Northern Universities. This meeting included a project update session in which the group provided ideas to feed into on-going work, and suggested areas of collaboration between institutions. Following a presentation from members of the University LGBT Student Committee, a breakout session was held which focussed on engagement between staff and student...
networks, with the intention that the discussion and information sharing would result in development of a 'best practice' guide for the sector.

**Best Practice**

9.4 Please select the category that best describes the organisation and answer the relevant question between 9.4a to 9.4d.

☐ Private sector (with customers) ONLY ANSWER 9.4a
☐ Private sector (with clients) ONLY ANSWER 9.4b
☒ Public sector and third sector (service provision) ONLY ANSWER 9.4c
☐ Public sector and third sector (non-service provision) ONLY ANSWER 9.4d

9.4a **Private sector (with customers)**: In the past year, which of these have taken place? Tick all that apply.

A. Consulted lesbian, gay and bisexual customers and tailored our products to their needs ☐
B. Engaged in targeted advertising to lesbian, gay and bisexual customers ☐
C. Monitored the feedback of lesbian, gay and bisexual customers ☐
D. Trained our customer facing staff on the needs of lesbian, gay and bisexual customers ☐
E. None of the above ☐

*Describe the selected options in no more than a few lines each (max 200 words).*

N/A

9.4b **Private sector (with clients)**: In the past year, which of these have taken place? Tick all that apply.

A. Promoted the organisation as being sexual orientation inclusive when pitching for business ☐
B. Invited clients to take part in our in-house sexual orientation initiatives ☐
C. Promoted sexual orientation diversity within our sector ☐
D. Encouraged our clients to take part in diversity programmes or assessments ☐
E. None of the above ☐

*Describe the selected options in no more than a few lines each (max 200 words).*

N/A

9.4c **Public sector (service provision) and third sector**: In the past year, which of these have taken place? Tick all that apply.

A. Consulted with lesbian, gay and bisexual service users and tailored our services to their needs ☒
B. Promoted our service as being specifically inclusive of lesbian, gay and bisexual service users ☒
C. Monitored the feedback of lesbian, gay and bisexual service users ☒
D. Trained staff who deal with service users on the needs of lesbian, gay and bisexual people ☒
E. None of the above ☐

*Describe the selected options in no more than a few lines each (max 200 words).*
A. The LGBT Student Committee participated in the ‘Big Message’ project in May 2014, which investigated the educational value of diversity to the University. Discussions covered inclusive University services for LGBT and wider students, and ways to improve support and enhance the educational experience. Student sexual orientation data is collected, allowing the University to respond to data and adapt services accordingly.

B. Our LGBT inclusive support and services for students are regularly highlighted, from the flying of the rainbow flag to sponsorship of community events such as Pinknic and Sheffield Pride, a designated LGBT Lounge in the Students’ Union and LGBT related content in training for staff, including residential mentors and teaching staff.

C. Feedback from the ‘Big Message’ discussions includes verbatim comments from LGBT students around improvements to service provisions. These will be analysed and fed into action planning for the next stage of the project, and attendees will be kept informed as to future actions.

D. All staff are encouraged to undertake on-line equality training (inclusive of LGBT issues). New lecturers attend the CILT programme, which requires completion of an online module called ‘Understanding and Supporting LGBT students’. This highlights LGBT student issues and signposts to University support.

9.4d Public sector (non-service provision): In the past year, which of these have taken place? Tick all that apply.

- Promoted sexual orientation diversity within our sector
- Encouraged our partners to take part in diversity programmes or assessments
- None of the above

Describe the selected options in no more than a few lines each (max 200 words).

N/A

SECTION 10: ADDITIONAL WORK AND OPTIONAL SECTIONS

Additional Work

This section examines additional work your organisation has done that has not been captured elsewhere in this form. Questions in this section are worth a total of 4 per cent.

10.1 Please identify any further work you have done in the past year to improve the working environment for your lesbian, gay and bisexual staff.

Use this space to illustrate your answer (max 500 words).

Unconscious Bias training is a key priority for the E&D team, which works with colleagues from across HR to identify need and roll out sessions across the University, capturing different areas and groups of staff. For example, training was specifically undertaken within Accommodation and Commercial Services focussing on behaviours in response to reported LGBT issues within the service. Within the past year sessions have been held for Faculty E&D Committees, Recruitment & Selection Co-ordinators and delegates of Sheffield Leader. Many of these sessions have included bias tests for sexual orientation, with the implications of group results discussed in sessions and individual results sent privately following the session. A general lecture-style session was held in July 2014 for the Faculty of Engineering which was designed to increase access for different groups of staff. The University has committed funds to host additional sessions and sexual orientation bias tests will be included where possible.

The E&D team and LGBT Project Group have been working with Faculty E&D Committees to embed good practice.
across the institution and raise awareness of LGBT issues. In particular, the Project Group visited E&D Committees to raise awareness of the Allies project. When the Allies project is rolled out across the University, the LGBT Project Group will work with Faculty E&D Committees on how to create the greatest impact within each area. In May 2014 the E&D Manager attended a meeting of the Professional Services Executive to discuss and present LGBT work, raise awareness of issues and discuss possible future actions within different areas. As a result, a guide for Line Managers is being developed which will outline some of the major issues facing LGBT staff, and provide general advice around how to create a supportive and inclusive work environment. The guide will incorporate themes and issues discussed within a 'Manager Development' session at the Stonewall Workplace Conference in May 2014.

Throughout the academic year 2013/14 the Leadership & Management team within HR have been working to develop targeted and mandatory training for Line Managers, which emerged following consultations as part of the Equality Objectives Project. The E&D Manager is part of the Management Development Steering Group which will feed into the development of this training. It has been agreed that a mandatory module as part of this training will be focussed on E&D issues, in order to enhance confidence in managers in improving support for LGBT staff and building an inclusive environment.

The Hidden Perspectives Project has been instrumental in raising awareness of LGBT issues and working towards building an inclusive working culture for all. In addition to focussed seminars with the LGBT Network and Student Committee, the project hosts and advertises a number of themed events open to all which discuss sexual orientation within the context of religion. Hidden Perspectives also hosts a blog which links to relevant articles with the aim of encouraging conversations around LGBT issues. The project is advertised on a number of platforms including all staff e-mails, University webpages and social media.

10.2 Please identify any further work you have done in the past year to promote sexual orientation equality in the wider community.

Use this space to illustrate your answer (max 500 words).

Following the announcement of our Top 100 Employers position in January 2014, Tom Reaney of the LGBT Staff Network was invited to appear on BBC Radio Sheffield to discuss the announcement and raise awareness of sexual orientation equality at the University. The interview aired at 5pm and included a discussion of LGBT activity over the past year including 'Storying LGBT' and LGBT staff and student consultation. This enabled us to promote the University as an LGBT inclusive employer and raise our profile as a supporter of LGBT equality within the wider community.

The University supported Sheffield’s first LGBT Ball held in May 2014. The event, hosted by Sheffield Pride in association with the Sheena Amos Youth Trust, was advertised throughout the city and included entertainment from Out Aloud, Sheffield’s gay choir. We advertised the Ball through the E&D pages, Staff Network mailing list and Twitter. LGBT events across Sheffield are advertised and promoted through both the LGBT Staff Network and E&D Twitter account, and the Staff Network maintains an active Google + page providing updates on both Network and University LGBT activities. The E&D webpages also host an external LGBT community page, which signposts to LGBT services across Sheffield.

We received the Sheffield Chamber of Commerce Diversity Award in May 2014, presented at Sheffield’s first LGBT Ball. The award recognises an organisation which uses its resources to help better equip people to further life goals and career objectives. Panel feedback highlighted our active staff and student network and support of Sheffield Pride and local events supporting the LGBT community, helping to embed diversity across the city, and creating a sustainable legacy for inclusion. Past and present members of our LGBT Staff Network attended the LGBT Ball to accept the award, and this achievement was advertised on our HR and E&D webpages and LGBT Twitter account.
In 2013 students from the School of Architecture undertook a project to design a centre for Sheffield’s LGBT citizens. The project, in collaboration with 'LGBT Sheffield', involved researching and comparing societies with designated LGBT spaces, to design a scheme tailored to the needs of the LGBT community within Sheffield. At the close of the project, the students presented their findings and investigated funding sources.

A public lecture was held at the Humanities Research Institute in October 2013 which focused on the history of same-sex marriage rights in the US, delivered by Professors of Harvard University. Attendance was encouraged through an all staff and student e-mail. In October 2013 the Psychology Department ran a seminar entitled “Understanding and confronting Jamaican anti-gay prejudice”, delivered by Dr Keon West from Goldsmith’s University London. The seminars are advertised on the webpages and are open to staff and students at the University.

The Chair of the LGBT Staff Network contributed to a 'Research Fortnight' article published in May 2014 about being gay in academia. The article referred to our success in the WEI 2014, the LGBT Staff Network and the Allies programme within the Faculty of Science.

**Top Employers in Scotland and Wales**

This optional section should be filled if the organisation wishes to be considered for Top Employers in Scotland or the Top Employers in Wales.

10.3 If the organisation would like to be considered for the Top Employers in Scotland awards, please detail the additional work you have done in Scotland, including the work you do around transgender equality.

*Use this space to illustrate your answer (max 500 words).*

N/A

10.4 If the organisation would like to be considered for the Top Employers in Wales awards, please detail the additional work you have done in Wales.

*Use this space to illustrate your answer (max 500 words).*

N/A

**Optional Awards**

This optional section should be filled if the organisation wishes to nominate a member of staff for the Senior Champion of the Year award or their network group for the Network Group of the Year award.

10.5 If the organisation would like to nominate its senior champion for the Senior Champion of the Year award, please provide details of the champion and their work on sexual orientation equality that sets them apart.

*Use this space to illustrate your answer (max 500 words).*

N/A

10.6 If the organisation would like to nominate its network group for the Network Group of the Year award, please provide details of the network and its work to promote sexual orientation equality within the organisation and beyond.
10.7 If the organisation would like to nominate an individual for Stonewall’s LGB Role Model of the Year award, please provide details of the person and how they have contributed to the visibility of lesbian, gay and bisexual employees within your organisation.

*Use this space to illustrate your answer (max 500 words).*

N/A