Research Institute Athena SWAN Workshop
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Athena SWAN’s broader approach to gender equality

= Athena SWAN Principle 7:

“We commit to tackling the discriminatory treatment often experienced by trans people.”
How can we monitor impact without identifying individuals?

But there aren’t any trans people here!

I don’t want to say the wrong thing….

We’re too small an organisation to need to think about that.
Why considering trans issues is important
Trans people in the UK

- Data is limited in this area. Based on EHRC research 1% of population experience some degree of gender variance.
- Organisations can expect that at least 1% of their employees/service users/students.
- It is likely that the numbers will be higher for many organisations.

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The experience of trans students

= Lack of gender-neutral toilets and facilities
= Lack of policies to update name and gender in the student register
= Prevalence of transphobia
= Trans learners experience more bullying and harassment than their cisgender peers
= 43% of learners felt that their place of learning was not supportive when they were coming out/transitioning

Sources: NUS 2015 & The Forum 2015
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The experience of trans staff

= Problems changing personal details on institutional records
= Being asked not to use toilets or changing facilities that correspond to their gender identity
= Employers’ lack of knowledge of relevant legislation: employers requesting presentation of a Gender Recognition Certificate

Sources: ECU 2008 & 2010
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Negative impact on existing staff and students

Individuals:
= may feel they cannot be open about their gender identity or trans status
= may feel unable to transition
= may feel they have to leave

Institution:
= may inadvertently discriminate against trans people

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Negative impact on potential staff and students

- Concerns about potential discrimination leading to omission of information from application forms and personal statements.
- Uncertainty about institutions commitment to trans people may lead someone to turn down any job or programme offered.
- Omission of trans issues from equality policies as an indication that the institution is not committed to equality and diversity on a more general basis.

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The Forum report

- Focus on equipping staff with the understanding and skills to identify and challenge inappropriate behaviour.
- Develop effective policies and procedures that address ... gender identity equality and ensure that they are easy to find and well-publicised.
Case studies

“I approached someone in HR, as I had found the **trans guidance** on the university website, which was **easy to locate and such a relief to read**. I wanted to know what the next steps were and if there was a ‘best’ way to approach things – any guidance or advice basically. I met with an equality adviser to plan how to communicate the transition to my manager and department”

Sources: ECU case studies, [http://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people/](http://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people/)
Key concepts

Key terminology, tips for use of language, and legal background

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<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
<td>refers to the cultural rather than biological differences between men and women</td>
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<tr>
<td>Gender identity</td>
<td>a person's internal perception and experience of their gender</td>
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<tr>
<td>Cisgender</td>
<td>a person whose sense of personal identity and gender corresponds with their birth sex</td>
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<tr>
<td>Gender dysphoria</td>
<td>Gender Dysphoria is a [medical] term describing the discomfort or distress caused by the discrepancy between a person’s gender identity (their psychological sense of themselves as men or women) and the sex they were assigned at birth (with the accompanying primary/secondary sexual characteristics and/or expected social gender role).’ (NHS, 2013).</td>
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<tr>
<td>Gender expression</td>
<td>Gender expression refers to the external characteristics and behaviours that are socially defined as masculine or feminine.</td>
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<td>Term</td>
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<tr>
<td>Non-binary</td>
<td>Non-binary is used to refer to a person identifying as either having a gender which is in-between or beyond the two categories &quot;man&quot; and &quot;woman.&quot;</td>
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<tr>
<td>Sexual orientation</td>
<td>Sexual orientation is different from gender identity. Trans people - like cisgender people - may be straight, lesbian, gay or bisexual.</td>
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<tr>
<td>Transgender</td>
<td>‘Transgender’ has had different meanings over time, and in different societies. An umbrella term for people whose gender identity and/or gender expression differs from the sex (male or female) they were assigned at birth.</td>
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<tr>
<td>Transitioning</td>
<td>The process of changing the way you live in order to match up with your gender identity.</td>
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</table>
If you are not sure what the correct pronoun is, politely ask the person what they prefer.

Once a trans person has made known their chosen name, this should be used in all circumstances.

If you make a mistake (e.g. use the wrong pronoun) apologise & then move on, don’t linger on it.

It is not usually appropriate to use the terms ‘sex change’ or ‘pre-/post-operative’. These terms are intrusive.
Legal framework

**Equality Act 2010**: protected characteristic of gender reassignment.

**Gender Recognition Act 2004**: In the past, a person’s legal gender was defined by their birth certificate and could not be changed. The Gender Recognition Act 2004 means that people can now apply to gain recognition of their acquired gender for all legal purposes.
Gender fluid identities

Some trans people have fluid gender identities, and their gender expression may be different at different times. All staff and students should be supported to express their gender in whichever way is most comfortable for them, and individual solutions to issues arising around things such as identification discussed with the person.
How to integrate trans issues
What your institute needs to consider

- Ensure that policies and practice do not discriminate against trans people, and where appropriate, refer explicitly to trans equality issues.
- In particular, give consideration to how your dignity at work/in study covers transphobic bullying and harassment.
- Consider developing a specific trans policy.
- Ensure trans perspectives are included in the analysis of equality information.
- Provide training and written guidance to staff.
- Consider establishing a support network, or connecting with local LGBT or trans support networks.
- Consider the provision of gender neutral facilities.

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6. SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words  |  Silver: 500 words

(i) Current policy and practice
Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans.

(ii) Monitoring
Provide details as to how the institute monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

(iii) Further work
Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institute.
Example: Field trips and placements abroad

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Further sources of information

ECU’s trans guidance (new edition forthcoming):
http://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people/

GIRES online modules:
http://www.gires.org.uk/e-learning

‘Inclusivity’ – Supporting BAME Trans People
http://www.gires.org.uk/inclusivity-supporting-bame-trans-people

Trans organisations:
= Gender Identity and Research Education Society
= Scottish Transgender Alliance
= Gendered Intelligence

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Further sources of information

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