

UCL LGBTQ+ action plan: 2023 2025

1. Communications and visibility							
No.	Planned action	Rationale/data	Key outputs	Lead	Success criteria	Start date	End date
1.1	Audit LGBTQ+ Equality webpages on central EDI website as well as all departmental EDI webpages to ensure information for staff and students across the university is stored in one central place and is up-to-date.	<p>Accurately communicating UCL's support resources ensures we can support as many LGBTQ+ staff and students as possible.</p> <p>Up-to-date information increases feeling of belonging and demonstrates institutional commitment towards LGBTQ+ inclusion. Conversely, inconsistent and out-of-date information signals a lack of prioritisation regarding LGBTQ+ inclusion.</p>	<p>Small focus group (with trans and/or non-binary representation from LESG/LEIG) formed to flag outdated information and offer suggestions for improvement.</p> <p>Establishing a centralised process for knowledge-sharing (EDI to departments) so departments are aware of changes and can update their websites accordingly.</p>	EDI Operations Manager	<p>Consistent information across webpages with central EDI page acting as a central signposting space.</p> <p>Process doc for sharing information and updating webpages successfully created.</p>	Sept 2023	Feb 2024

1.3 Establish and maintain central page of LGBTQ+

2. Leadership and culture

No.	Planned action	Rationale/data	Key outputs	Lead	Success criteria	Start date	End date
2.1	Re-launch allyship statements from the UCL senior leadership team.	Former statements are					

			to implement these learnings into their role following their participation in the development programmes.				
3.3	Create a best practice document for departments to guide them on maximising the reach and recording the impact of their LGBTQ+ trainings and resources.	<p>There is a duplication of effort across the university. Locally led initiatives are often limited to a department or faculty. There is a need to widen the reach of trainings and level up the institution.</p> <p>LGBTQ+ staff are often expected to do the work to educate peers. A resource-effective approach to knowledge sharing would upskill the institution and alleviate the burden from LGBTQ+ staff.</p>	<p>Document(s) drafted and shared with Inclusion Leads or other local EDI staff for feedback before finalisation.</p> <p>Document(s) will be shared with colleagues and available on central EDI website.</p>	LEIG Manager & Central EDI Team	Document accessible and used by colleagues leading LGBTQ+ (and other EDI) events.	Aug-24	May-25

4. Community and belonging

No.	Planned action	Rationale/data	Key outputs	Lead	Success criteria	Start date	End date
4.1	Supporting LESG to develop a programme of regular social engagement opportunities for Out@UCL, ensuring that these are unequivocally safe spaces for trans and nonbinary members.	<p>Feedback that LGBTQ+ staff and students feel siloed and isolated. Community is vital to staff wellbeing, high performance, and retention.</p> <p>LGBTQ+ staff survey has reflected a need for a safe space to discuss issues affecting the LGBTQ+ community: ableism, racism,</p>	<p>Work with LESG to create a programme of inclusive, low-resource social events. (i.e. museum trips, online coffee connect catch-ups etc.).</p> <p>Guidelines created for socials that explicitly stipulate trans-inclusion and respect.</p>	EDI Manager and LESG	<p>Comms and events delivered.</p> <p>Strong engagement statistics (i.e. number of clicks, event attendees, likes etc.)</p> <p>Positive feedback from event attendees (surveys).</p>	Feb-24	Dec-24

		homophobia and transphobia.					
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4.2 Review how LGBTQ+ staff networks and resources are embedded into inductions (and other points within staff lifecycle) to improve awareness of and engagement with said networks and resources.

QUCL/LESG research found that networks are not consistently promoted to new starters. This leads to

		<p>negative comments or comments on account of their identity. (Stonewall/YouGov, 2018). UCU research also highlighted issues of widespread LGBTQ+ discrimination within Higher Education.</p>					
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5.2 Explore the feasibility of developing a mentoring scheme for LGBTQ+ staff and students.

LGBTQ+ staff and students face unique challenges in the workplace (i.e. being out, harassment, microaggressions etc.). Therefore, there is a need to empower LGBTQ+ staff and

No.	Planned action	Rationale/data	Key outputs	Lead	Success criteria	Start date	End date
6.1	Undertake a policy and guidance document audit (both general HR policies and LGBTQ+ inclusion policies/statements). Ensure these are inclusive and mirror best practice.	<p>Many UCL LGBTQ+ guidance documents are outdated. A lack of inclusive and up-to-date LGBTQ+ guidance means that line managers and colleagues cannot effectively support their LGBTQ+ colleagues.</p> <p>The lack of inclusive language marginalises and erases LGBTQ+ staff and students, contributing to a lack of belonging.</p>	<p>Review existing policies and ensure they are in line with best EDI practice.</p> <p>Encourage feedback from LGBTQ+ community (i.e. via</p>				

resulted in people being
outed or deadnamed.

Provide clear guidance
document or webpage for
students/staff wishing to
change their name/gender.

Create a process document
or webpage for staff
supporting students and staff
with name/gender updates.

systems audit in
Autumn 2023.

		<p>can thrive as their authentic selves.</p> <p>A Gender Expression Fund is a feasible, meaningful and successful initiative that has been permanently implemented by other Russell Group universities such as Cambridge, Oxford and Warwick.</p>					
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7. Data and monitoring							
No.	Planned action	Rationale/data	Key outputs	Lead	Success criteria	Start date	End date

7.1	Develop a self-audit framework which outlines how the LGBTQ+ action plan will be monitored and updated.	To guide UCL's inclusion
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