Transgender Awareness Guide
2017

Diversity & Inclusion
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Introduction

This guide has been inspired by the Lloyds Banking Group Transgender Awareness Guide, and follows a similar structure, with the contents tailored to the University of Warwick.

The information in this guide aims to increase understanding and awareness of transgender-related topics and issues, so we can better support all our colleagues and customers.

This guide will be particularly useful if:

- You, a colleague, a friend, a family member, or someone you know is currently on this journey
- You are a line-manager supporting a member of your team

This guide provides information enabling individuals to treat any trans* people with dignity and respect.

Some of the information in this guide includes:

- What it means to be trans
- Experiences of how misunderstandings can affect trans* people
- How to ensure that any trans* individual is treated how they wish to be treated
- What terminology is currently used and accepted
- Where further information for trans* people and trans* supporters can be found within Warwick, and external resources available

The guide will briefly outline the legislation, such as what is covered by the Equality Act 2010 and information on individuals obtaining a Gender Recognition Certificate (GRC).

Please note: Throughout this guide, the term trans* is generally used. This is an umbrella term used to refer to individuals who may identify with the wider trans* umbrella, including people who are non-binary or otherwise gender non-conforming and women or men with a trans past. Further information is explained in the terminology section.

Throughout the guidance, ‘should’ indicates best practise and ‘must’ indicates a legal requirement.

Vice Chancellor, Stuart Croft

The promotion of Equality, Diversity and Inclusion concerns all of us and is the responsibility of all members of our community. It is expected that we will all contribute to ensuring that the University of Warwick continues to be a safe, welcoming and productive environment, where there is equality of opportunity, fostered in an environment of mutual respect and dignity.
Outcomes matter more than intentions

The University is committed to ensuring a working and learning environment in which all University members (staff, students and visitors) are treated fairly and with dignity and respect.

We all aim to be inclusive, but have you ever taken the time to evaluate your actions, refine your own values, examine your own unconscious bias and be aware of those around you? Once you take these steps, you will start finding ways that you/your colleagues/fellow students and the Warwick community can better achieve this.

It is all well and good to know how to be inclusive and non-biased in our judgement and actions, but applying that knowledge into real actions is what makes a difference.

This guide provides personal experiences of trans* individuals here at Warwick, highlighting the implications of positive and negative interactions. The contents of the guide will allow you to learn, provide a reference to what you may already know, what is considerate or inconsiderate behaviour towards trans* people.

We are all learning on a daily basis and what is considered appropriate now might change in the future, so it is important to remain aware of current issues trans* people face, the correct terminology and how to treat all with dignity and respect.

What it means to be Trans*

Gender Identity

When a child is born, the midwife or doctor will look at the genitals of the baby and declare it as a boy or a girl accordingly – Gender assigned at Birth.

Most of the time, the declared sex of the child will align with the gender identity of the child. Individuals whose gender identity matches the gender assigned at birth are termed as cisgender.

However, as gender identity is quite complicated and consists of more facets than that used at birth alone, this method isn’t always correct.

Intersex – is a naturally occurring variation of human development and there are a number of intersex variations. In some the appearance at birth is neither clearly male nor female and the experiences of Trans* and intersex people can be very different.
Some people, often at a young age, will realise that the sex they were assigned at birth isn’t the gender that they identify with in their mind.

There are a range of terms that can be used to describe a person whose gender assigned at birth is different from their gender identity.

It is currently common to use the terms transgender people or trans* people as umbrella terms to cover many of the diverse labels used by this diverse range of people.

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**Gender – a complex topic**

Transgender is an umbrella term used to describe people whose gender identity, gender expression or behaviour does not match that they were assigned at birth.

There are many aspects of being transgender and not one person’s experience will be the same as another. It is not simply a process of assigning from one gender to another, each journey is unique for each individual.
Gender Identity: This is how an individual thinks about themselves. It’s the chemistry that composes who they are.

Gender Expression: Gender expression is how an individual demonstrates who they are, this could be the way an individual dresses, acts, behaves and interacts with others.

Biological Sex: Gender assigned at birth is assigned based upon the organs an individual is born with. Intersex is a part of human development and there are many variations of intersex, although there is some overlap between intersex experiences and gender identity, intersex is distinct from trans experiences. Intersex experiences are wide and varied and should not be confused.

Sexual Orientation: This is who an individual is physically and emotionally attracted to, this could be someone of the opposite gender, the same gender, attraction to both genders or an individual may define as asexual (without sexual feelings or associations).
**Transgender Man** – People who were assigned female at birth but identify and live as men may use this term to describe themselves. They may shorten it to Trans* man. Some may also use FTM, an abbreviation for female-to-male. Some may prefer to simply be called men, without any modifier. It is best to ask which term an individual’s prefers.

**Transgender Women** – People who were assigned male at birth but identify and live as women may use this term to describe themselves. They may shorten it to Trans* women. Some may also use MTF, an abbreviation for male-to-female. Some may prefer to simply be called women, without any modifier. It is best to ask which term an individual’s prefers.

**Transsexual** – An older term still preferred by some people who have transitioned to live as a different gender than the one assigned them at birth. Many Trans* people do not identify as transsexual and prefer the word transgender. It is best to ask which term an individual prefers. If preferred, use an adjective: transsexual women or transsexual man.

**Non-binary** – non-binary is a term for people whose gender identities do not fit into the gender binary of male or female. A non-binary person may consider themselves to be neither male nor female, or to be in some sense both male and female. People who identify as non-binary will sometimes prefer to refer to themselves using pronouns which are not gendered, for example ‘they’ or ‘ze’.

**Intersex** – A naturally occurring variation of human development. In some intersex variations, the appearance at birth is neither clearly male nor female.

**Cisgender** – Where gender aligns to that that an individual was assigned at birth.
Changing Names and Gender on University Systems:

Individuals should not be expected to produce a GRC to prove that they have undergone gender reassignment. As outlined in the Warwick Trans and Gender Reassignment Policy individuals can request to change their name upon providing a Change of Name Deed poll certificate or Statutory Declaration. No further documentation will be required.

No documentation is required in order to change the title & gender held on record for an individual with the University.

Everyone is individual and their experiences are different – Be respectful

Everyone needs to be aware that every experience, life lived, background and belief may be different. Individuals will experience their life in unique ways, and we should all respect that.

Terminology is always evolving, definitions may change in the future, if you are unsure ask.

Some individuals may choose to change the sex of their body to the gender identity within their head. This is a lengthy and difficult process which Trans* people may choose to go through, others may not. It is important to understand that an individual does not need to undergo surgery.

A person who is Trans* may decide to transition; that is to start living and expressing themselves in the gender with which they identify. They may change their name, use new pronouns (e.g. she, her) and alter their appearance and dress. Transition is a long process which may include hormone treatment and/or surgery. In the UK Trans* people can apply for a Gender Recognition Certificate (GRC) two years or more after transitioning. This allows the person to have a birth certificate in their new name and sex.

Currently individuals need a diagnosis of gender dysphoria and have to provide evidence that they have been in transition for at least two years before they can apply to legally change their gender.

If an individual proceeds with a procedure this is called transitioning and involves significant medical treatment such as gender reassignment surgery.

Transitioning is a very complex process, during transition a person’s social and personal relationships dynamics also change to better reflect the gender identity of the person.

Every experience is different, individuals will experience different emotions and feelings during this journey. This can create a challenging experience and for many, a rewarding experience for the individual and their friends and family.
Below are two very different experiences told by the individuals themselves, Ben and Steve Luci also feature in the Warwick LGBT Role Models Guide, Steve Luci is a current member of staff and Ben underwent his transition whilst here at the University of Warwick.

http://www2.warwick.ac.uk/services/equalops/lgbtuarolemodels

Dr Ben Douglas, Technician, Analytical Technician, University of Leeds

I originally moved to the Department of Chemistry as a postdoctoral researcher, later becoming a Facilities Manager for the Science City Research Alliance working with colleagues and equipment in other departments, both at Warwick and the University of Birmingham. After six years in this role, I now work at the University of Leeds managing analytical laboratories in the School of Chemical and Process Engineering.

During my time at Warwick I transitioned from female to male, which I suppose was when I became part of the community. My department and HR were wonderfully supportive of my transition. The university has policies and procedures in place that were very helpful, but my colleagues went above and beyond these to make me feel supported.

LGBT+ identities were never an issue and I had several other lesbian and gay colleagues; what was important was doing excellent research and making the best use of the different skills that people had. I became more confident and relaxed at work once I began my transition which made me more effective, and I found that my enjoyment of my job increased...a virtuous circle. Although I had contacts in the wider LGBT+ community I didn’t know anyone else who had transitioned as a member of staff at Warwick, so when I became involved in the Staff Network Group I set up an informal contact scheme to enable colleagues to discuss issues in confidence away from their day-to-day work environment. Outside of work I became a volunteer mentor at a local LGBTQ youth group where I used my experiences to support others.

I believe it is very difficult to reach our full potential if we are unable to express our genuine selves. It is hard to relate to other people when you are feeling self-conscious or worried about keeping something hidden – it’s a distraction and a barrier. It’s important to me to see people who are open about their sexuality or gender identity in any organisation – from an employer to a sports club – that I am, or want to be, part of. It gives me confidence that I can achieve what I want to as myself. Senior LGBT+ figures are also important as they send a powerful message about the culture of an organisation. And whether LGBT+ or not, I admire people who are quietly themselves without compromise, who find original ways of doing things.
My radical academic research (in logic, mathematics, & computing), coming out as a gay man (in 1989), embracing Buddhism (1995) and now exploring my possibilities as a transgender person are all ways of exploring life as I truly am. For many people being transgender is being in transition. While fully accepting and respecting their position, I do not see my transgender status as being the right female mind in the wrong male body. For me, this unnecessarily limits transition to being a binary gender of either accepting one’s status quo male mind in a male body, or, crafting a new female body for one’s status quo female mind. For me, being transgender is to find & live the best combination of both male and female gender identities.

I feel that my upbringing inadvertently ran me into a brick wall of a misconceived asexual introvert unable to develop normally as an outward looking scientific gay male. For neither my (now late) beloved parents nor for myself was such an idea thinkable in 1960s Norwich. Now they have each passed away, I feel more able to embrace my true trans/hijra self.

The first generation of younger people has finally been born empowered to become whoever they truly are. An unimaginable contrast to my own childhood when society was still so sadly imprisoned by the frozen wasteland of emotional self-denial. I have no anger or bitterness for a past that both never was and could never have been. I have no doubt that each person in my family, especially my beloved parents, did the best they possibly could at the time. I pray that all parents of younger LGBTQ people can come to understand and to celebrate in the triumphant happiness of all concerned.

I have always seen myself, my work, and my place in the world as a whole. Due to consequences of my frail health I have requested and agreed with my employer, the University of Warwick, to retire early at the age of 60. However, as Baldrick from Blackadder would put it, I have a cunning plan. I plan to start a second & part-time PhD in Philosophy. I have many outstanding questions from my interests in logic, mathematics, & computation which I want to study in the holistic framework of philosophy. The plan is cunning as, at the end of the day, this is a personal project.

Sexuality

Male-to-female trans* women can be described as straight if they are attracted to men, lesbian if they are attracted to women or bisexual if they are attracted to both men and women.
Likewise, female-to-male trans* men can be described as straight if they are attracted to women, gay if they are attracted to men or bisexual if they are attracted to both men and women.

It is important that you simply accept the sexuality trans* people tell you they are - accept and respect it.

**Gender identity is not the same as sexual orientation.** Transgender people can be straight, gay, bisexual, asexual, pansexual or any other sexuality, just like non-trans* people.

Put simply: Gender refers to who you are, sexual orientation refers to who you are attracted to. Therefore Trans* people can be straight, lesbian, bisexual, pansexual, asexual and more, just the same as anybody else.

**Other gender variant trans* people**

Some individuals do not identify with being male or female. This gender identity can be very complicated for individuals to describe, for example, gender non-binary refers to people who do not identify with being male or female. They may identify as both, somewhere in between or simply may sometimes identify as male and sometimes female.

Alternatively, they may simply reject defining with either gender, male or female in any way.

Whilst transgender is an umbrella term commonly used, not all individuals whose appearance or behaviour that is gender non-conforming will identify as a transgender person.

As previously mentioned Gender identity and Gender expression are not the same thing and mustn’t be confused. If an individual who identifies as non-binary dresses like a man and goes by a male name it should not be assumed that they use the pronouns he/him.

There are several words that are now used by those who do not identify as with a binary gender, the most common are non-binary, third-gender, genderqueer or polygender. Some people will prefer not to define themselves using anything more specific than just transgender or trans*.

_Self-definition is the most important criteria._
When people complete their transition, they may no longer regard themselves as trans*. They might consider having been trans* to just be an aspect of their medical history which has now been resolved and no longer an issue.

What does good practice look like?

Providing a comfortable, safe and welcoming working and learning environment is key to retaining the best staff and students ensuring loyalty.

The Equality Act 2010 provides protection from discrimination on 9 protected characteristics, one of these being Gender Reassignment. Good practice means treating everybody respectfully and fairly, this includes trans* people.

The Equality Act 2010 covers an exclusive group under the wider trans umbrella, excluding Intersex and Non-Binary people. It is best practise to treat all trans and otherwise gender nonconforming people as if they were covered by the act and not just those who are transitioning.

This good practice should also extend to their partners, parents, children, siblings, and service users on campus. We need to ensure trans* people are welcomed, included, feel safe and valued by treating them fairly and appropriately.

Trans* people, like anybody else want to be treated and respected in their everyday lives, simple things like clothes shopping, evenings out, and social situations can be a daunting experience where individuals often face discrimination, taunting and prejudice in their everyday lives.

Many people within the trans* community report high levels of insensitive treatment, such as:

- Being asked to stand or wait in non-private/conspicuous areas
- Being asked their title or name several times in disbelief
- Being questioned in a public setting
- Seeing incredulous expressions or being openly laughed at
- Being addressed inappropriately, by using an "original" name and not having a change of name or title acknowledged
- Hearing themselves referred to as "her" or "him" when this is not appropriate
- A refusal on the part of staff to treat a trans* person as their chosen gender
- Receiving correspondence addressed to their original name, gender or title, despite notifying an organisation of the change.

Trans* people may find that their current gender is ignored and that they are treated as a member of their birth gender regardless of their stated wishes.
The Equality Act is the bare bones of what we legally have to do, but as an institution we should want to do more to support our colleagues in the right way.

Examples of transphobia:

- Speculating about someone’s gender – “is that a man or a women?”
- Purposely ignoring someone’s preferred pronoun – “He/she needs to…”
- Disclosure of someone’s trans history – “Yeah, he used to be a women”
- Inappropriate questioning about medical treatment – “so have you had, you know, the surgery?”
- Questioning someone’s ability to ‘pass’ – “she would be more convincing if she used a bit more make-up”

Some discrimination is intentional, however mostly it is unintentional such as using an incorrect title, for example, Mr, Mrs, Miss; or pronoun such as he or she.

Whereas questioning the use of a changing facility or toilet is unacceptable and must be avoided. Mistakes can be avoided and easily overcome by raising your awareness and knowing your limit of knowledge, seeking help is better than getting it incorrect.

1. Treat trans* people with the dignity and respect they deserve, considering the additional sensitivities they may face
2. Consider whether you need to ask someone’s gender – is it relevant that you need to know?
3. Assume individuals are using the facilities they feel appropriate to them
4. Avoid assuming someone’s gender by their name, voice or the way they express in clothing
5. Accept a range of ID documents
6. Ensure support, guidance and resources are easily accessible
Examples of good practice at Warwick

The Diversity and Inclusion team at Warwick facilitate a number of networks, including the LGBTUA+ staff network, LGBTUA+ Postgrad Network and LGBTUA+ Taskforce.

The Students Union, Warwick Pride, is a Welfare, Campaigning and Social society for lesbian, gay, bi+, trans*, undefined, aromantic and asexual (LGBTUA+) students - and their friends.

The University is a sponsor of the Coventry Pride Festival and the rainbow flag has been flown outside University House and at the Warwick Wellesbourne campus during LGBT History month and during Respect Day.

Warwick is a leading higher education institution regarding the implementation of Gender Neutral (GN) toilets and implemented a policy that GN toilets be considered for all new buildings on campus.

Regular events are organised to raise awareness of LGBTUA+ equality, all staff and students are invited to events and encouraged to take part in the organisation via the various Staff Network groups and Taskforce.

The LGBTUA+ Supporter Programme is an initiative that any member of staff or student can sign up to, the programme is to empower all members of the Warwick community to create an open, supportive and inclusive environment for all colleagues and students at Warwick.

The programme will allow LGBTUA+ supporters, regardless of sexuality and/or gender identity, to progress equality and promote a working and learning environment where individuals can be themselves and are supported and respected.

Visit the LGBTUA+ at Warwick webpage to find out more and sign up.

Policies and webpages

It is illegal to disclose to any other person that someone is trans* without their explicit consent. Warwick continues to review its policies and documents to ensure that they are inclusive for all genders, religions, races, ages, etc and terminology is gender neutral.

As a matter of good practice, departments should review their webpages, internal documentation and promotional material to ensure they are gender neutral and inclusive to all, and to avoid gendered language.

The Trans and Gender Reassignment Policy also provides an example of an action plan that can be used to support employees transitioning, support students transitioning and sources of useful information.
Supporting a colleague

If a colleague/member of your team has disclosed to you that they are transitioning, how can you support them?

- Listen!

- Ask them how you can support them

- Keep all information confidential, just because someone has confided in you, this doesn’t mean it is now common knowledge

- Refer to the extensive guidance and resources available through the D&I webpages: http://www2.warwick.ac.uk/services/equalops/transandgenderreassignment

- Refer to the extensive resources provided by Equality Challenge Unit and Stonewall

- Refer to the Trans and Gender Reassignment Policy: http://www2.warwick.ac.uk/services/equalops/transandgenderreassignment/policy/

- Discuss a plan and be guided by the individual (examples of action plans available in the policy)

- Agree with the individual when they wish to tell others in the team about their upcoming transition, how this will happen (meeting, face to face, via email etc) and agree a date

- Be mindful that the actions agreed may change

Don’t make assumptions

Try not to make assumptions about a person’s gender from their appearance, voice, or characteristics.

You don’t always need to be the first to assume how someone would like to be referred to, you can usually pick it up from how they refer to themselves. If that window doesn’t present itself, be confident and casual enough to ask how they would like to be addressed.

If you have to write any documents that require a title, you could try looking at their staff profile or email signature before approaching them. In reality, staff may communicate with a lot of people, so this is not always practical and many staff members would not have access to staff or student records, so this is not always practical. However, if a member of staff or a
student notifies you discreetly that they would prefer to be addressed in a certain way, please be respectful of this request.

Whenever gender neutral facilities aren’t available, a trans* person will be using the facilities appropriate to the gender they present.

**Do not question an individual and their choice of facilities.**

**What if I make a mistake?**

It’s okay! Everyone makes honest mistakes on occasions. If you realise straight away the mistake, e.g. using the wrong pronoun in conversation, apologise and correct yourself straight away, saying something like “Sorry, I meant he.”

If you realise after the fact, endeavour to apologise to the individual in private. Even if you think no one else noticed, the individual themselves likely did. So it is important to take the time to approach them afterwards. There’s no need to make a big fuss over it, you don’t want to make anyone feel unnecessarily uncomfortable.

It might take time before this becomes second nature, but by taking small steps to ingrain this approach into your day to day interactions, it will make your behaviour natural and authentic.

**If in doubt, ask!**

It may be possible to listen and observe how a trans* individual would like to be called, however if this isn’t possible or the opportunity doesn’t arise. You could use the singular ‘they’ if you are not sure of someone’s pronouns or it might be that you are still left unsure about what pronouns to use-in which case, just respectfully ask!

Making the question sound natural, for example “May I ask what pronoun you would prefer me to use to address you?”, or “Please remind me how you would like to be addressed.” It might feel uncomfortable to begin with, but you can use this phrase as standard when speaking to anyone you meet and not just trans* people. Just think it is much better to ask first, than address someone incorrectly or making a hurtful assumption.

Most people will appreciate the question when asked in a sensitive manner, and will simply tell you.

**Why is it important to get someone’s pronouns right?**

As this guide has shown, it isn’t always possible to know someone’s gender identity from their appearance alone.
Asking in a considerate manner is a basic way to respect a person’s gender identity and to make them feel comfortable in the situation they are in. When someone is referred to with a pronoun that doesn’t align with their gender identity, it can make them feel disrespected or alienated.

**Gender neutral pronouns**

Pronouns are the words we use in place of a noun. For example instead of ‘man’, we use he/him/his, for ‘woman’, she/her/hers. As previously mentioned is you are unsure which pronoun an individual uses, you could use ‘they’.

We are all familiar with pronouns we use every day. Gender neutral or gender inclusive pronouns refer to pronouns that do not associate the individual with a gender of either male or female.

The English language does not have designated gender neutral or third gender pronouns. We are starting to see the following gender neutral pronouns being used more frequently: per/pers/perself, zie/zir/zieself and sie/hir/hirself.

<table>
<thead>
<tr>
<th>Subject Personal pronouns</th>
<th>Object Personal Pronouns</th>
<th>Possessive Pronouns</th>
<th>Possessive Adjective</th>
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<tbody>
<tr>
<td>I</td>
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<td>THEY</td>
<td>THEM</td>
<td>THEIRS</td>
<td>THEIR</td>
</tr>
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</table>

**Let’s get it right**

After reading through this guide you will now begin to understand that it can be easy to get things wrong and the impact these mistakes can have on an individual. To help build your knowledge there are a number of resources in place to try and avoid these situations, such as the resources listed below;

**Resources**

- Take a look at the Trans Awareness Video clips: [http://www2.warwick.ac.uk/services/equalops/videoclips/](http://www2.warwick.ac.uk/services/equalops/videoclips/)

Complete the various E-Learning modules:
- Diversity in the Workplace: [http://www2.warwick.ac.uk/services/ldc/development/diversityelearn/](http://www2.warwick.ac.uk/services/ldc/development/diversityelearn/)

- Unconscious Bias Training: [https://moodle.warwick.ac.uk/course/view.php?id=16829](https://moodle.warwick.ac.uk/course/view.php?id=16829)

- E-Learning Transgender Awareness provided by Gires: [http://www.gires.org.uk/e-learning](http://www.gires.org.uk/e-learning)

If you identify as trans*, you can:

- Join the LGBTUA+ Staff Network. The network creates an LGBTUA+ presence on campus and provides a platform to: network with colleagues, share information, provide peer support, organise events.

- Attend the LGBTUA+ Staff Workshop. Run by the counselling service, the workshop explores thoughts and feelings around body image, sexual orientation among other topics and is targeted at staff who have, or are planning on coming out.

If you are interested in learning more or wish to support trans* awareness at Warwick,

- Visit the Human Resources (HR) and Diversity and Inclusion (D&I) websites

- Consider becoming an LGBTUA+ Supporter to show your support of LGBTUA+ staff

- Take the Unconscious Bias online moodle course to think a bit deeper about preconceptions you may have and how to mitigate their influence on your actions.

**Warwick LGBTUA+ Supporters**

This programme is led by the Diversity and Inclusion team working in partnership with the LGBTUA+ Taskforce and LGBTUA+ Staff Network. The programme is to empower all staff to create an open and inclusive environment for all colleagues, students and visitors at Warwick.

The programme will allow LGBTUA+ supporters, regardless of sexuality and/or gender identity, to progress equality and promote a working and learning environment where individuals can be themselves and are supported and respected.
Here are some quotes from supporters at Warwick:

**Laura Davenport - Arts Centre**

**Tell us why you want to be a LGBTUA+ Supporter:** I want to be a visible supporter of the LGBTUA+ community within the Arts Centre and do all I can to promote an inclusive, supportive and accepting environment. I hope this will benefit not only myself and my work colleagues, but our customers too.

**What do you commit to do as an LGBTUA+ Supporter:** To actively challenge inappropriate behaviour and language and make suggestions for improvement within my workplace. To be an approachable contact for anyone identifying as LGBTUA+ who needs advice or someone to listen. To ensure the Arts Centre is a safe and inclusive space for all staff, students and visitors. To attend LGBTUA+ events and training sessions and feedback on these to my colleagues.

**Sophie Hannah - Human Resources**

**Tell us why you want to be a LGBTUA+ Supporter:** I want to be an LGBTUA+ supporter because no-one should ever be made to feel ashamed or nervous to show their true self - the more we all work together to create an environment of understanding, the closer we will be to a truly inclusive Warwick.

**What do you commit to do as an LGBTUA+ Supporter?**

To listen to LGBTUA+ people’s experiences and thoughts instead of making assumptions, to do what I can as a Comms Officer to ensure that LGBTUA+ colleagues are widely and fairly represented across the University, and to challenge people who I believe are using homophobic or transphobic language.

**Katie Sewell - Warwick Conferences**

**Tell us why you want to be a LGBTUA+ Supporter:**

I think it is important for our colleagues and clients from the LGBT community to be treated equally and with understanding and respect.

**What do you commit to do as an LGBTUA+ Supporter?**

I want to do more!
Tell us why you want to be a LGBTUA+ Supporter: I strongly believe in equality, both within the work place and the wider community. The supporter programme has the impact of demonstrating to your fellow colleagues that you believe in equal rights for all and that they can be themselves around you without fear.

What do you commit to do as an LGBTUA+ Supporter: I commit to my desk being open to colleagues who seek support. I commit to challenging discrimination of any kind. I commit to furthering my own learning and keeping my knowledge up to date, particularly with regard to terminology and current issues impacting all parts of the LGBTUA+ community.

Glossary of terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>GRC</td>
<td><strong>Gender Recognition Certificate.</strong> A certificate that is provided to a person after they have transitioned and wish to change their gender on their birth certificate. The certificate has to be applied and paid for and the determination of whether to award a certificate is made by an assessment panel of medical and judicial representatives. A new birth certificate is also issued at the same time.</td>
</tr>
<tr>
<td>MTF/M2F or MF/M-F</td>
<td>Male to female</td>
</tr>
<tr>
<td>Non-binary</td>
<td>A person who does not identify as male or female</td>
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<tr>
<td>Out</td>
<td>Living openly about one’s sexuality or gender orientation</td>
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<tr>
<td>T-Friendly</td>
<td>A group or person that accepts trans* people</td>
</tr>
<tr>
<td>Transgender/Trans/T</td>
<td>An umbrella term used to describe anyone whose gender identity or expression situates them differently than the traditional gender role they were assigned at birth.</td>
</tr>
<tr>
<td>Transition</td>
<td>The process of changing from one gender to another. Also used as a verb</td>
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<tr>
<td>Transmale/Transman</td>
<td>A trans* person who identifies as male</td>
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<tr>
<td>Transphilia</td>
<td>Attraction to trans* people</td>
</tr>
<tr>
<td><strong>Transphobia</strong></td>
<td>A fear and hatred of trans* people</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Transfemale/Transwoman</strong></td>
<td>A trans* person who defines as female</td>
</tr>
<tr>
<td><strong>TMOC/TWOC/TPOC</strong></td>
<td>Transman of colour/Transwoman of colour/Trans* people of colour</td>
</tr>
<tr>
<td><strong>WPATH</strong></td>
<td>World professional Association for Transgender Health – the accepted authority on trans* issues and treatment</td>
</tr>
</tbody>
</table>

**Summary and close**

Hopefully this booklet will have given an insight of some of the issues trans* people face in their daily lives, and some small changes every one can implement to make a big difference.

Remember that behind anyone’s appearance or gender identity is a colleague who deserves to be treated with just as much equal respect as any other person here at Warwick.

Some of the information might be new to you, and some of it might change over time. Don’t be afraid to read through this guide as many times as you need, and if there are any times when you are unsure about gender pronouns or terminology - just ask!

**Support available at Warwick and additional resources:**

- Diversity and Inclusion webpages:  
  [http://www2.warwick.ac.uk/services/equalops/transandgenderreassignment](http://www2.warwick.ac.uk/services/equalops/transandgenderreassignment)

- Trans and Gender Reassignment Policy:  
  [http://www2.warwick.ac.uk/services/equalops/transandgenderreassignment/policy/](http://www2.warwick.ac.uk/services/equalops/transandgenderreassignment/policy/)

- LGBTUA+ Networks:  
  [http://www2.warwick.ac.uk/services/equalops/so/lgbtuaatwarwick](http://www2.warwick.ac.uk/services/equalops/so/lgbtuaatwarwick)

- LGBTUA+ Supporters:  
  [http://www2.warwick.ac.uk/services/equalops/so/lgbtuaatwarwick/supporters/](http://www2.warwick.ac.uk/services/equalops/so/lgbtuaatwarwick/supporters/)

- LGBTUA+ Buddy Scheme:  
  [http://www2.warwick.ac.uk/services/equalops/so/lgbtuastaff/buddy/](http://www2.warwick.ac.uk/services/equalops/so/lgbtuastaff/buddy/)

- LGBTUA+ Staff Workshop ran by the counselling service:  
  [http://www2.warwick.ac.uk/services/counselling/staffcounselling/staffworkshops/lgbtq](http://www2.warwick.ac.uk/services/counselling/staffcounselling/staffworkshops/lgbtq)
An inclusive work environment creates a happier workforce, which in turn creates a more productive workforce. The more comfortable in themselves that an employee is at Warwick, the more likely they are to enjoy their work. This is true for anyone regardless of gender.

Trans* rights vary across the world, the map below provides details of Trans rights across Europe in 2017.

“Help normalize Trans* people: Whilst trans people are protected within the Equality Act they are far from treated equally across society”

Take a look at the link below for further information: https://www.ilga-europe.org/