THE UNIVERSITY OF LEEDS

**Equality & Inclusion Delivery Group - Action Points**

Council Chamber, Ziff Building - 10–12pm, Tuesday 21 January 2020

Attendees: Stephen Scott (SKS), Linda Mortimer Pine (LMP), Sabiha Patel (SP), Paul Taylor (PT), Sharif Patel (ShP), Fiona Gill (FG), Anja Komatar (AK), John Cheseldine (JC), Louise Bryant (LB), Chris Warrington (CW), Louise Banahene (LBa), Lizzie Cutts (LC), Sarah Ward (SW), Claire Owen (CO), Charlotte Axon (CA), Dima Barakat Chami (DBC), Vania Dimitrova (VD), Daniel Hecktor (DH), Yoselin Benitez Alfonso (YBA), Karen Garner (KG), Martin Zebracki (MZ), Laura York (LY), Luke Windsor (LW), Gillian Neild (GN), Chloe Elliot (CE), Chris Warrington (CW)

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**Agenda items and discussions**

1.SKS welcomed the group.

2. SP and SKS led the discussion of the Terms of Reference (ToR) (EIDG/19/01) which included the following suggestions:

 • more focus on individual responsibilities

• include ‘modelling inclusive ways of working’

• prioritise and categorise bullet points

 • take into consideration neuro-diversities, such as Autism

• Leeds Teaching Hospitals Trust’s model the ‘Leeds Way’ may be useful (see Appendix 1)

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3. CO provided an overview of the **Staff Equality Data Campaign**, including the aims to ensure all personal data are up to date and accurate, and to reduce the proportion of missing data within staff equality data records. Group comments included:

• It would be helpful to have more explanation of how the information will be used, and to provide 4-5 positive examples of how data have been used previously.

• Individuals may feel their personal data could be used against them, so more reassurance is required that is confidential.

• Whether the gender category of ‘Other’ should be renamed, for example to ‘Prefer to self-describe'.

**Action**: All delivery group members to (i) work towards understanding reasons for non-disclosure, (ii) address any concerns raised through discussion, (iii) encourage equality data completion/update.

**Action**: EPU to provide standard paragraph outlining the benefits to the University of having more complete equality data, and giving examples of improvements already made as a result of having such data. This can be used by DG members and other colleagues.

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4. SP provided information on **completion of the ‘Introduction to Equality & Inclusion’ module,** which is now over 80% but still not at the required 100%. Suggestions to help encourage completion included: being unable to take part in interview panels until the training has been completed; non-completing staff being personally contacted by a trusted individual; bespoke copies for those needing **alternative formats (these are already provided).**

**Action**: SP to bring figures of E&I non-completion to the next meeting of the group.

**Action:** EPU to provide a standard paragraph highlighting how useful members of staff have found the module, for use by DG members to encourage others to complete the module.

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5. CA presented a summary of the paper (EIDG/19/02) circulated to members which outlines **the University's commitment to progressing race equality**. SKS took feedback from the room, which included suggestions around the use of language, structure of the document, and overall tone.

Feedback was noted and will be considered. Feedback is welcomed following the meeting, ahead of the paper being tabled at a future E&I Board.

SP provided an overview of the Race at Work Charter (EIDG/19/03) and highlighted the key benefits. She noted how 60 institutions have already signed up to the charter, and 14 have been awarded.

**Action**: The group endorsed a recommendation to the Equality & Inclusion Board meeting to sign up to the Charter. SKS and SP will take this to the E&IB meeting. Support for this proposal is welcomed from those who were not in attendance at the meeting.

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6. SKS began a discussion in support of the development of the **new E&I framework**, and asked to the group to gather responses to the following questions:

1) What would things look and feel like and what would be different if we had a really strong culture around E&I?

2) What are the things that we currently do well?

3) What are the things that tells us we have to get better?

4) What do places that have a strong E&I culture do that make them successful in this respect?

**Action:** SKS and EPU to review comments (see Appendix 2) and revise framework proposal with a view to bringing to the February meeting of the Delivery Group.

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7. **AOB** – none brought.

8. **Next meeting** – Thursday 20 February, 1.30-3.30pm

**APPENDIX 1**

The diagram below shows how the Leeds Teaching Hospitals NHS Trust’s vision, values and goals link together to enable the Trust to provide the best possible care for our patients.



**APPENDIX 2**

**House-keeping**

Adopt smart ways of working, for example, using Google Drive and Teams more so it is easier for people to access documents remotely and contribute to discussions.

DG to agree key points from meetings that people can take away and work on.

Shared vocabulary that is widely and consistently understood and used by all.

Create a library of resources.

**Culture**

Create an environment in which people are able and confident to challenge unacceptable behaviours and attitudes and where people can have open and honest conversations.

Develop an atmosphere where people feel more able to speak up in the moment and solve issues there and then.

Celebrate the positives and highlight what we are achieving. We need to be seen as more attractive to students from different backgrounds and indicate how diversity is linked with productivity – if staff feel they are well-represented they are more likely to engage.

Celebrate role models.

It is a positive that we have an E&I Delivery Group, and it is helpful to get the papers ahead of the meeting. It is important that the right people are in attendance. Other positives: E&I Faculty Leads, School Academic Leads, Diversity Ambassadors, LUU invites students to share their ideas.

Create an environment that enables open discussions about race and gender issues in the workplace and provide clear reporting mechanisms.

Equality is firmly embedded in our new institutional strategy and associated actions. We seek to understand under-represented groups.

Articulate the value of diversity and inclusion to all and embed inclusive practice in all our activities.

**Values**

All types of people can and should succeed, there needs to be a more complex, broader understanding and definition of excellence and achievement. Different models of success away from usual academic paths.

All students and staff need to feel represented and engaged.

All leaders demonstrate a commitment to E&I – embedded in leadership training.

All voices are equally respected, developing trust and dismantling ‘us/them’.

All staff and students recognise that disclosure is not a vulnerability, it is a strength.

All colleagues are supported as individuals with personal circumstances in our processes such as SRDS.

**Data and monitoring**

Continue to monitor and report promotions and the link with protected characteristics and also the gender and race pay gaps.

**External profile and reputation**

Universities can lead changes in equality and inclusion in society.

Transcultural awareness is necessary to meet our ambition of becoming fully international.

Align curricula to external issues and employability.