THE UNIVERSITY OF LEEDS

**Equality & Inclusion Delivery Group**

 Via Teams1: Tuesday 12 May 2020, 1-3pm

**Attendees:** Stephen Scott (SKS), Linda Mortimer Pine (LMP), Paul Taylor (PT), Ian Holdsworth (IH), Claire Owen (CO), Lizzie Cutts (LC), Sarah Ward (SW), Charlotte Axon (CA), Laura York (LY), Louise Banahene (LBa), Louise Bryant (LB), Daniel Rosenzweig (DR), Emily Towler (ET), Fiona Gill (FG), Hassan Mudasir (HD), Helen Coop (HC), Iyiola Solanke (IS), Keri Woods (KW), Robert Adams (RA), Stacey Forman (SF), Yoselin Benitez Alfonso (YBA), Luke Windsor (LW), Rachel Muers (RM), Chris Warrington (CW), Chloe Elliot (CE), Sharon Ruddock (SR), Vania Dimitrova (VD), Dima Barakat Chami (DBC).

**Apologies:** Greig Sharman, Lucinda Walker, Kate Hardy, Ruth Buller, Antonia Frezza, Sue Kilminster, Gillian Neild, Karen Tsui, Anja Komatar, John Cheseldine, Sharif Patel, Ian Robertson, Caroline Ackroyd.

 ---------------------------------------------------------------------------------------------------------------

**Initial session – Teams meeting with all ‘attending'**

SKS welcomed the group and thanked them for attending in the new, online Teams format.

The notes and action points from the last meeting were confirmed.

**Second session – Group working on Race Action Plan**

Three parallel Teams meetings then took place to develop further the draft Race Action Plan, which will support the University’s Race Equality Framework. Individuals ‘attended’ one of the following groups:

* Staff - led by LMP
* Students - led by PT and LBa
* Aspiration (now Culture Change) – led by SKS

Notes from the three parallel sessions can be found as Appendix 1.

**Final session – Summary and presentation on work of Educational Engagement**

SKS asked people to take the Action Plan back to their teams/networks and feedback to Charlotte or himself as the main contacts.

LBa gave a presentation of the current work of the Educational Engagement team and the relationship to the student section of the Race Equality action plan. This included discussion of progression to PGT and PGR, E&I training for students, appointing BAME staff, establishing a culture where harassment reporting is encouraged.

Louise’s presentation prompted questions and points on how to address the gaps in attainment, and student success:

* Awareness is key, we know about attainment but not so much about student success, need more communications to highlight and address this gap
* Recognition that there is an institutional deficit in some areas– consider how we build a great sense of belonging, establish which degrees present BAME students with the most challenges
* We need to look at our notion of standards and how and by who they are defined.

*Other points raised included*

* Faculty E&I teams can address some of these issues. EE will engage with them.
* Are the BAME/gender data analysed? Yes, black male students have the biggest attainment gap and are most likely to be socially disadvantaged.
* What about BAME/disability data? There does not appear to be any significant overlap.
* One of the key Student Education themes is student success – will report back to the group on related progress and initiatives in this area

SKS thanked LBa for her presentation. Concluding the meeting, he asked that any suggested issues for consideration for the July meeting’s agenda should be sent to him or LC.

IS thanked the chair and said how pleased she was that progress is being made in this important area.

**APPENDIX 1: NOTES FROM DELIVERY GROUP**

**Staff sub-group**

*Recruitment*

* More inclusive selection and interview panels (aim for at least one BAME person).
* Remove identifiers such as names.
* Blind recruitment right from the start.
* Look at other ways of recruitment – assessment centres with more inclusive assessment practices.
* Cleaning Services have tried different approaches.
* Recruitment/interview/selection processes made clear, especially for non-cademic posts.
* Ask everyone attending interview to give a clear example of how they have supported an inclusive culture.
* Competency framework to include commitment to E&I.
* Review data and benchmark so targets can be set.
* Use existing AS data to supplement/enhance race equality data.

*Reward*

* What do we know has worked well with gender?
* A lot of missing data make this difficult – need not be a barrier as we can extrapolate missing data (LB to investigate).
* Opportunity for a cultural shift and introduction of different ways of working.
* Need to build trust.
* SoM has question of the month – we could ask: how has Covid-19 affected different groups?
* Take a Pulse survey – how has Covid-19 impacted on E&I? (LMP to talk to PV)
* Symposium on Race Pay Gap; Review BAME staff retention; Review BAME staff who have been on same grade for 5 years.
* Pay Gap – review what went well when analysing, reporting and acting on gender pay gap.

*Other issues*

* We can use this lockdown period to look at family friendly policies for the future.
* International staff – current and future challenge is how to integrate people who are not physically on campus.

**Aspiration (now Culture Change) sub-group**

* The actions assume that BAME staff will engage with this, process. We firstly need to rebuild trust and begin openly communicating, as a priority (SKS and CA to attend the next Leeds11 meeting)’
* Questions being asked about University’s position on Race Equality Charter (REC)
* Consider staff who aren’t office based – how do we reach them through focus groups?
* If we are collating experiences of people at the University, we need to be prepared to act on this, and ensure that feedback leads to change. Otherwise we risk alienating the BAME community whose emotional labour the University is “mining”’
* More support for staff on dates of cultural significance’.
* Consider training directed to all groups of staff, not just BAME staff.
* Review of the length of time all BAME staff have spent at their current grade.
* Reverse mentoring for staff.
* Move to no all-white recruitment panels.
* Hire a BAME counsellor who students can trust and can report harassment to safely.
* Consider multiple identities.
* Consider who handles reports of harassment and hate crime after they have been made, and how we report outcomes back to the individual and wider University.
* Ensure that anyone can report harassment and hate crime, including witnesses.
* Equip staff to be able to receive reports of harassment and hate crime.
* Decolonising the curriculum – about improving cultural diversity for staff
* Use the language of racism, like we would sexism when referring to gender.

**Student sub-group**

*Staff Recruitment*

* Staff representation/role models are key for student recruitment/success.
* Communicate to students the benefits of having diverse staff.
* Can we learn anything from other institutions/countries who more successfully recruit diverse staff?

*Student Recruitment and Induction*

* Understand why student offers, particularly for PGRs, are not always accepted – are changes needed in the interview/recruitment process?
* Separate processes/actions for UG/PGT and PGR students, as research students often have very different circumstances and needs.
* Consider the pipeline from UG to PG – the attainment gap at UG level will affect the pool of possible candidates at PG level.
* Could we anonymise the process for awarding scholarships for PGRs?
* Acknowledge that there may be students (and staff) who arrive in Leeds and become part of a minority group for the first time in their lives – what support can we offer to these students (or staff) during induction?
* Could we include general E&I training for students as part of the induction process?

*Curriculum*

* Can we revise the curriculum to be more inclusive? This may be as simple as making the curriculum more contemporary.
* Acknowledge that inclusive teaching is often just good teaching/best practice.
* Be mindful of how the curriculum may be perceived – if those being highlighted/taught about in the curriculum that you identify with, are those seen to be negative in some way, could this be damaging?