THE UNIVERSITY OF LEEDS

**Equality and Inclusion Delivery Group**

Via Teams: Wednesday 9 December 2020, 10:00-12:00

|  |
| --- |
| **Attendees:** Stephen Scott (SKS), Robert Adams (RA), Salma Al Arefi (SAA),Steph Amor (SA), Louise Banahene (LB), Yoselin Benitez Alfonso (YBA), Jenny Brady (JB), John Chesledine (JC), Laila Fletcher (LF), Stacey Forman (SF), Daisy Forster (DF), Antonia Frezza (AF), Fiona Gill (FG), Lisa Hill (LH), Terry Kee (TK), Sue Kilminster (SK), Catherine Long (CL), Linda Mortimer-Pine (LMP), Kate Nash (KN), Claire Owen (CO), Catherine Roberts (CR), Shereen Robinson (SR), Daniel Rosenzweig (DR), Iyiola Solanke (IS), Emma Spary (ES), Anne Tallontire (AT), Paul Taylor (PT), Kirsten Thompson (KT), Emily Towler (ET), Sarah Ward (SW), Chris Warrington (CW), Luke Windsor (LW), Kerri Woods (KW), Laura York (LY). |
| **Apologies received:**  Louise Bryant, Dave Golding, Kate Hardy, Ghazala Mir, Gillian Neild, Sharif Patel, and Ian Robertson. |
| **Introductory Business** |
| **1. Welcome**  SKS welcomed Anne Tallontire, the Chair of the Student Experience and Success Steering Group, Stacey Foreman from IT Services (attending on behalf of Dave Golding), Salma Al Arefi from the Muslim Staff Network (attending on behalf of the network chairs) and Terry Kee from the Faculty of Engineering (attending on behalf of Vania Dimitrova). Guests Emma Spary from OD&PL and Jenny Brady from LITE were also welcomed to the group.  The new Equality and Inclusion Officers, Steph Amor and Catherine Long, were welcomed to the group. Steph will be responsible for the Equality Policy Unit’s work on race and gender while Catherine will be responsible for the Unit’s LGBT+ work as well as governance of the Equality and Inclusion Board. |
| **2. Notes of previous meeting and actions**  The notes from the previous meeting were agreed pending the addition of Iyiola Solanke to the list of attendees for the meeting.    The actions were reviewed. SKS has contacted Deans in STEM faculties following the proposal to become a member of Black British Professionals in STEM. This has been passed on to HR in the relevant areas to evaluate the value of joining the group. Additional actions from the previous meeting have been tabled for discussion at today’s meeting.   1. **Update on progress on E&I Communications plan**   Gillian Neild sent her apologies to the meeting. The group was asked to contact Gillian Neild if they wished to participate in a short-term task and finish group to develop an Equality and Inclusion communications plan.    The [‘Recent Activities’](https://equality.leeds.ac.uk/initiatives/recent_activities/) page on the EPU website was updated at the end of November and included the UUK report on Racial Harassment in higher education. This is in addition to the ‘[Blog’](https://equality.leeds.ac.uk/about/epu-blog/) page on the EPU website, which was updated in December. Regular updates to the EPU website form part of the Unit’s drive to become better at communicating work in this area.    **Action**: Members to contact Gillian Neild to express interest in joining the communications task and finish group.   1. **Incident Reporting project – update**   The group was provided with an update on the University of Leeds Incident Reporting Project. The Student Education Service (SES) is working closely with Leeds University Union welfare officer Sophia Hartley to develop an effective reporting mechanism. The University has been in discussion with Durham University in relation to the work they have already carried out. The next steps for the project will be to create an action plan which will aim to align - where possible and appropriate - student and staff reporting processes.    Recent work arising from the Incident Reporting project has also highlighted issues in relation to the University’s Dignity and Mutual Respect policy. The policy is ten years old, combines elements of policy and procedure and no longer aligns with University statutes. In addition there have been changes to external funder’s requirements and their impact should also be taken into consideration. Following discussions with the Muslim Staff Network and Leeds11, it has been noted that the policy’s definition of racial harassment may need to be updated, as well as consideration of whether the policy should cover harassment more generally, rather than specifically for race.    Francesca Fowler has tasked HR with updating the policy and creating a separate document for procedural elements. Once HR has updated the policy it will go through the University’s usual consultation process when the Delivery Group will be able to provide feedback.    **Action**: SKS and CW to meet to discuss the Incident Reporting project further. |
| **Strategy and delivery** |
| 1. **UUK Report - Tackling racial harassment in higher education (EIDG/20/14)**   In November 2020, UUK published a report on tackling racial harassment in higher education which contained a series of recommendations and best practice. It was advised that the report should be used as a guide that institutions build upon to develop their own frameworks to tackle racial harassment.  A small group including members of EPU, the Leeds11 and the Muslim Staff network has been set up to review how the UUK report maps onto the University’s existing provision. Prior to the EIDG the group had met twice and noted that the UUK report broadly aligned with the University’s Race Framework. Of note to the University was the reports suggestion to cease offering unconscious bias training. It suggested training that focused on becoming ‘actively anti-racist’ was more appropriate. Unconscious bias training still features in training programmes across the University and this would need to be revisited at a later stage.  **Action**: LB and SA to meet to discuss work on racial harassment in relation to students and work on the Access and Student Success strategy.    **Action**: SA to follow up with SAA on the guidance document for personal tutors supporting Muslim student.  --------------------------------------------------------------------------------------------------------------------   1. **Disability framework**   A brief update on the Disability Framework was provided by LY following a previous update given to the group on 18 September 2020.    The framework has been through several consultation phases. Early drafts of the framework have been shared with key stakeholders including senior colleagues in Disability Services, Wellbeing, Safety and Health, Facilities Directorate, the Centre for Disability Studies, Digital Practice Team, Inclusive Teaching Team, Sport & Physical Activity Office, all staff networks including the Chairs of the Staff Mental Health and Disability Network, and Chronic Pain and Fatigue staff network. The key stakeholders have provided feedback which has been incorporated, where possible and practicable, into the next version of the document. Where comments could not be reasonably included within the framework, they have been noted for consideration within the action plan at a later date.    The next version of the framework is currently being finalised and will go into a final round of consultation at the beginning of 2021.    The group noted that it would be key for the next round of consultations to consider digital accessibility.    **Action**: LY and JB to meet and discuss issues surrounding digital accessibility in relation to the framework.    **Action**: LY to join up with the Student Experience and Success group to feed into the framework. |
| 1. **Concordat**     Emma Spary and Luke Windsor provided an update to the group on the Concordat in relation to PGR’s at the University.    The Concordat is primarily aimed at post docs and research fellows. OD&PL work to meet the requirements of the Concordat so it benefits all staff involved in research at the University. The Concordat was first introduced in 2008 and went through a sector wide consultation in 2018. The Concordat was due to be launched in 2020 but was postponed due to the pandemic.  The new Concordat is comprised of three themes and elements of equality and inclusion are present in each. This differs significantly from the previous Concordat in which equality and inclusion was a separate strand of work. The new Concordat will take into consideration best practice and evidence to guide actions. It will also look at how to encourage more PGR’s from underrepresented groups to apply to the University as well as how to support PGR’s to be successful once they are at Leeds. In order to create wider awareness of the Concordat and the risks it will be useful for Business Change to speak at an upcoming meeting.  It is hoped that staff working on the Concordat will align with the delivery group to agree actions in relation to equality and inclusion.  **Action**: Consider inviting Business Change to speak at a future meeting  ------------------------------------------------------------------------------------------------------------------- **6. Workload**  The group discussed key issues with workload in light of the current Covid-19 pandemic and the steps Faculties are considering to address these.    **The Faculty of Engineering**  Engineering has been considering which groups might be disproportionally affected by Covid-19. Key solutions which arose from this exercise were:   * Proposed changes to promotions criteria to allow for the difference in grant and paper submissions throughout the pandemic. * Running promotions workshops online. * Increase visibility of flexible working options when campus working returns.     **Faculty of Arts, Humanities and Cultures**  At this stage the faculty is still considering the impact of the pandemic to workloads. There has been an uneven gendered impact of the pandemic due to caring responsibilities. However, there have been no obvious impacts on promotion rates. The faculty is also considering pausing PhD scholarships. Research leave and research allowances have been paused.  **Faculty of Social Sciences**  The faculty reported that one important factor impacting on workload due to the pandemic was caring responsibilities. However, this did not simply align with gender but reflected different cultures and intergenerational households. The faculty had not yet identified impact at a faculty level although some schools had begun to record individual impact. There had also been some reluctance to come forward about workload issues due to fear of repercussions and this was most pronounced among people on temporary contracts.    **Faculty of Environment**  There has been a push within the faculty for people to come forward and seek support if they are struggling due to the impact of Covid-19. Managers are now being prompted to ask about the impact of Covid-19 in SRDS’s.    **HR**  HR has been working on a questionnaire about returning to work. HR is also considering creating a questionnaire for people working from home which will be optional but will provide staff the chance to share their experiences and ask for support.    **Action**: SKS to work with Deans and LMP to reinforce the need for staff to take the Christmas break off work. |
| **Other items** |
| **Action**: members were asked to contact SKS with future agenda items  It was requested that future meetings started at five minutes past the hour and finished at five minutes to the hour to allow for staff to get to their next meetings.    LMP noted the one-year anniversary of the Equality and Inclusion Delivery Group and thanked members for their contribution. |