THE UNIVERSITY OF LEEDS

**Equality and Inclusion Delivery Group**

Via Teams: Wednesday 24 March 2021, 10:00-12:00

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| |  | | --- | | **Attendees:**   Stephen Scott (Chair), Caroline Ackroyd, Robert Adams, Stephanie Amor, Louise Bryant, John Cheseldine, Clare Coleman, Lubka Cuchranova, Vania Dimitrova, Laila Fletcher, Daisy Forster, David Golding, Charlie Harper, Sophia Hartley, Lisa Hill, Catherine Long, Kate Nash, Gillian Neild, Sharif Patel, Shelagh Prosser, Shereen Robinson, Daniel Rosenzweig, Iyiola Solanke, Paul Taylor, Sarah Ward, Nina Wardleworth, Chris Warrington, Kerri Woods, Laura York | | **Apologies received:** Louise Banahene, Ruth Buller, Antonia Frezza, Kate Hardy, Sue Kilminster, Ghazala Mir, Anne Tallontire, Luke Windsor, Lorraine Youds. | |
| **Introductory Business** |
| 1. **Welcome**   SKS welcomed LGBT+ Staff Network Co-chair, Charlie Harper, and E&I representative from the Faculty of Environment, Laura Shand alongside guests Nina Wardleworth and Sophia Hartley. |
| 1. **Notes of previous meeting and actions**   The notes from the previous meeting were agreed by the group. The actions were reviewed and where appropriate additional actions have been tabled for discussion.     1. **Update from Race at Work Charter Task and Finish Group** 2. The group was provided with an update from the Race at Work Charter Task and Finish Group (now renamed as Advancing Race Equality Task & Finish Group). The group held their first meeting on 18 March and agreed 2 immediate priorities    1. To get a deeper understanding of lived experiences of Black, Asian & Minority Ethnic staff & students    2. Improving data to be able to track disproportionality & underrepresentation across the employment life cycle.   Actions supporting these two priorities will be developing over the coming weeks. The aim is to submit a paper to the June meeting of the E&I board.  In addition to this the group also discussed:   * Centralising complaints procedures to reflect various forms of racial and religious discrimination, assuring that HR and hiring managers assess recruitment practices of Muslim staff in order to implement equitable practices to mitigate the impact of Islamophobia on career pipeline inequalities  1. **Feedback on Gendered Intelligence sessions**   The group was provided with an evaluation of recent Gendered Intelligence (GI) Trans Awareness training offered to EDI staff within the University. The purpose of the evaluation was to ascertain whether additional GI training should be provided in the future. The training was delivered to 29 members of staff of which 14 responded to the post-event evaluation. Overall attendees responded positively with the majority acknowledging that their knowledge in this area had improved following the training.  The key points from the discussion:   * ODPL will need to work with the University to consider how to effectively deliver Trans Awareness training to staff across the institution. * The training provided good value for money. * ODPL is currently developing an Equality and Inclusion training provider framework which will be brought to the Delivery Group meeting on 11 May. |
| |  | | --- | | **Strategy and delivery** | | 1. **Discussion on activity addressing violence against women**   The group was provided with an overview of support for women at Leeds who have been affected by sexual violence and harassment. The University’s commitment to supporting staff who have disclosed incidents of sexual harassment and violence is covered by the University’s Dignity and Mutual Respect Policy and the Equality Policy Unit’s Domestic Violence Guidance. Both documents set out their own definitions for domestic abuse and sexual harassment and cover the kinds of support available to staff and managers. Internal support includes support from line managers, local HR team, the Equality Policy Unit, Trade Unions and Staff Counselling and Psychological Support Service (SCPSS).  In addition to this the following training courses are also available:   * Personal resilience for professional competence: working with stress and emotion * Personal resilience for professional competence: supporting people in distress * Receiving and responding to disclosures of domestic abuse, sexual violence, and harassment   Attendees of the meeting were asked to discuss in groups how work in this area can be further progressed, particularly in relation to staff. Notes from the group work can be found at Appendix 1. | |  | |
| 1. **Sexual Assault and Violence Awareness Project Update**   An update was provided on the LUU and Student Wellbeing Sexual Assault and Violence Awareness Project. The project aims to improve the infrastructure and culture around addressing gender-based violence at Leeds. A paper was taken to UEG on 23 March and was positively received and the sustained need to address violence against women within the University was acknowledged.  Key points from the discussion:   * The importance of building capacity within the Student Cases Team so staff are equipped to deal with students disclosing incidents of sexual assault and violence * A holistic approach is needed with work aligning across staff and student support. * There is a need to draw on expertise and knowledge from across the HE sector * Questions of framing- issues positioned in terms of values instead of zero tolerance which can sometimes seem quite macho. 'Zero tolerance' doesn't open up a conversation about what we want the culture to be/what we mean by inclusion |
| 1. **Update on Decolonising the Curriculum work/ Race Language and Terminology (EIDG/20/22)**   The group was provided with an update on the Decolonising the Curriculum work within the University. In 2020 a Decolonising the Curriculum working group was set up following the LUU campaign “Why is my Curriculum White?”. The aim of the working group was to improve inclusivity within teaching and learning practices, student voice, and student support while recognising the colonial legacies in the establishment of the University. The working group has developed a Decolonising Glossary and aims to produce a series of podcasts and practical “how-to guides”.  The key points from the discussion:   * Within this area the University needs to be led by – and listen to - marginalised communities * There is a need to address the intersection between decolonising work and faith based practices   + Particular attention needs to be paid to the positioning of anti-Semitism within this work. * Decolonising work needs to encompass broad practices of inclusivity such as challenging heteronormativity, ableism, sexism, transphobia etc. * Further work needs to be undertaken alongside the University’s legal team to better understand how positive action can be taken forward. * Review definition of anti-Semitism - acknowledge Jews as an ethnoreligious group while being sensitive to the complex position anti-Semitism takes in decolonising agendas. |
| 1. **Items for next meeting:**   Agenda items for consideration at future meetings:   * ODPL to provide an update on the E&I Supplier Framework * Update on the Gender Pay Gap report * Work on reporting systems (harassment) * EUI to provide an update on Disability Action Plan * Freedom of speech within the University |
| 1. **Any other business:**   SKS informed the group that this would be his last meeting as chair and thanked attendees for their support and hard work over the last year. |

**Appendix 1**

**Discussion on activity addressing violence against women**

**Suggestions/ next steps**

* Better reporting systems - data about incidents around campus, physical places were this happens. Map out where incidents are happening and target action there.
  + Better use of existing systems and procedures e.g. community police officer works with LUU, making connections with them, local knowledge to share
* The University needs to create an environment where everyone feels included and supported.
  + Reinforce that reporting is not only allowed but expected.
  + Need to address socio-cultural differences within international community where reporting might not be the norm.
  + Destigmatise making “faux pas” and create an environment where it is both okay to make a mistake and others are able to correct
  + Create more spaces for open and inclusive dialogue.
  + Better use of comms to raise awareness of issues
  + Focus on psychological safety in relation to gender and race e.g. black students feeling unsafe in 1-1 meetings with academics
  + A greater focus on intersectionality and what makes certain groups of people more vulnerable than others.
  + There is a lot of expertise within the University, and research is being carried out which should be used in developing actions.
* Better training and development opportunities for staff and students
* Train students in residences to become champions in this field
* EPU and ODPL need to work more closely together to provide relevant training opportunities specifically around language and terminology
* Immersive training experience - roll out training about standards and basics, what is violence towards women (physical and micro-aggression)
* Awareness training, promoting equality values in inductions, guidelines on inclusivity, group work and campaigns on mutual respect can all help.
* More mandatory training, because it’s as important as H&S because it’s about fundamentally about people’s safety

**General Comments**

* Some staff have behaved inappropriately in the past – how do we move on from this? Is it enough for those staff to apologise to create a ‘reset’?
* Recognition of why intersectionality is important – many female staff can face other types of discrimination such as racism, homophobia, transphobia etc.
* Improvement to infrastructure and support will require financial investment
* Actions need to be followed through, otherwise commitments could become ‘performative’. This could lead to accusations of hypocrisy, and alienate people.
* Actions need to be proactive as well as reactive. There is a need to work to change the culture so that things don’t go wrong, as well as reacting when they do.
* The faculty of Engineering and Physical Science carried out research which found that students are not always aware of what is inappropriate, and staff and students have found it difficult to find information on how to report incidents of harassment.
* ;Allyship projects with an intersectional focus, addressing the importance of men being allies - Deans of E&I, an opportunity for leadership
* Need to challenge STEM research culture and embedded E&I work further

**Best Practice**

* [LSE- male allies programme](file:///C:\Users\sesdf\Desktop\•%09https:\info.lse.ac.uk\staff\divisions\equity-diversity-and-inclusion\Staff-networks\LSE-Power\Male-Allies-Programme#:~:text=What%20is%20the%20Male%20Allies,staff%20for%20better%20gender%20equality), an ally/champions scheme-messages through men to challenge attitudes.
* <https://equation.org.uk/how-male-allies-can-help-to-make-women-safe>
* University of Bradford- assault mapping project. Hotspots have microphones to get call security or lock self in with staff/student card.
* White ribbon campaign - <https://www.whiteribbon.org.uk/>
* Her for she UN campaign - <https://www.heforshe.org/en>
* NHS freedom to speak up Guardians- <https://nhsproviders.org/resource-library/briefings/the-role-of-the-freedom-to-speak-up-guardian>
* University of Durham- <https://www.dur.ac.uk/sexualviolence/>
* University of Strathclyde - <https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>