ESSL Equality and Diversity Committee Induction

Promoting an Inclusive Faculty

Ann Blair - Faculty Diversity Officer
Maria Pervaiz – Equality Service
Some interesting facts

A diverse university

<table>
<thead>
<tr>
<th>(Home students)</th>
<th>University</th>
<th>ESSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>12.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Female: Male</td>
<td>59.1% / 40.9%</td>
<td>65% / 35%</td>
</tr>
<tr>
<td>Have a religion</td>
<td>54.2%</td>
<td>56.4%</td>
</tr>
<tr>
<td>Disabled</td>
<td>7.5%</td>
<td>9.5%</td>
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<tr>
<td>Over 25</td>
<td>17.8%</td>
<td>22.8%</td>
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Why commit to Equality and Diversity?
By 2015 our distinctive ability to integrate world-class research, scholarship and education will have secured us a place among the top 50 universities in the world.

As a research-intensive international university with a strong enduring reputation we strive to:
- create, advance and disseminate knowledge
- develop outstanding graduates and scholars
- make a major impact upon global society

Our stakeholders – including our staff, students, alumni, external sponsors and partners – expect the University of Leeds to:
- deliver outstanding learning and teaching from academics at the cutting edge of knowledge
- produce exceptional graduates who become the leaders of tomorrow
- provide a stimulating environment that supports personal development
- provide lifelong membership of a network and community that continually adds value
- be recognised for its vibrant, diverse, international community and culture
- sustain a reputation for delivery and professionalism
- produce leading-edge research with impact

**Enhance our standing as an international university**
- Embed internationalisation into our activities
- Create sustainable recruitment of high-quality international students
- Develop and maintain high-quality international strategic partnerships

**Achieve an influential world-leading research profile**
- Deliver international excellence in all our areas of research, with defined peaks of world-leading performance
- Translate excellence in research and scholarship into learning opportunities for students
- Deliver a postgraduate research experience that attracts the world’s best students
- Ambitiously grow our market share of research income

**Inspire our students to develop their full potential**
- Deliver an exceptional student experience centred on inspirational learning and teaching
- Recruit and support high-quality students from all backgrounds

**Increase our impact on a local to global scale**
- Innovate to create impact from academic excellence
- Work with business, public and third-sector partners to create social and economic benefit
- Influence society, public policy and culture

**A sustainable, effective and efficient organisation**
- Provide a sustainable environment with first-class facilities
- Secure a safe and healthy workplace and promote organisational wellbeing
- Deliver effective, efficient and standardised processes
- Deliver strategic academic development

**Financial sustainability**
- Manage risk, costs and resources to deliver our strategic priorities
- Align academic and financial sustainability in all faculties and schools
- Grow and diversify sources of profitable income to invest in our future

**Valuing and developing all our staff**
- Enhance our leadership and management capability
- Build and maintain world-class performance, engaging all our staff in our strategy and values
- Proactively attract, support and develop high-quality staff

**Values**
- Community
- Inclusiveness
- Academic excellence
- Integrity
- Professionalism
The University of Leeds is proud to be a multi-cultural community. We value diversity, and are determined to ensure:

• that we treat all individuals fairly, with dignity and respect;
• that the opportunities we provide are open to all;
• that we provide a safe, supportive and welcoming environment – for staff, for students and for visitors.

We recognise that we still have work to do to secure a truly inclusive community, and we are committed to a wide-ranging plan of action to tackle discrimination and to promote diversity.
In ESSL

• A huge amount of academic activity is related to equality and diversity
  – Centre for Interdisciplinary Gender Studies
  – Centre for Disability Studies
  – Centre for Ethnicity and Racism Studies

• An active commitment to inclusiveness that is not found in every Faculty
OUR LEGAL OBLIGATIONS

The Equality Act 2010
9 protected characteristics

• Age;
• Disability;
• Gender Reassignment;
• Marriage and Civil Partnership;
• Pregnancy and Maternity;
• Race;
• Religion or Belief;
• Sex; and
• Sexual orientation.
6 basic forms of prohibited conduct

• Direct discrimination;
• Indirect discrimination;
• Discrimination arising from disability;
• Failure to comply with a duty to make reasonable adjustments;
• Harassment; and
• Victimisation.
Direct discrimination
Treating someone less favourably than someone else because of one of the protected characteristics.
Indirect discrimination

• Applying a criterion that seems to treat everyone the same way but which, in practice, puts people who share a protected characteristic at a particular disadvantage.

• Indirect discrimination is unlawful if you cannot demonstrate that what you are doing is justified (i.e. if you cannot prove it is a “proportionate means of achieving a legitimate aim”).
Discrimination arising from disability

• This applies where someone is treated unfavourably because of something arising from their disability

• Except where the treatment is justified

Failure to make reasonable adjustments

• This requires the provision of support for disabled people to help them to overcome barriers to employment or study
Harassment

• Unwanted conduct related to a protected characteristic which has the **purpose or effect** of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

• Unwanted conduct of a sexual nature

• Less favourable treatment for rejecting or refusing to submit to unwanted conduct of a sexual nature
Victimisation

• Subjecting someone to a detriment because they have:
  – complained of discrimination,
  – brought a case of discrimination, or
  – supported the complaint/case of someone else.
Additional types of prohibited conduct

Associative discrimination
• Discrimination against a person because others think they associate with another person with a protected characteristic

Perceived discrimination
• Discrimination against a person because they are thought to have a protected characteristic even if they do not
The Equality Duties

• General

• Specific
The General Duty

A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
Equal Opportunities is about:

understanding that we are all different

creating a level playing field to give people equal access to jobs, services, educational and other opportunities,

preventing and tackling discrimination that arises out of the protected characteristics.
Diversity is about:

• moving beyond giving people access, towards a proper understanding of the diversity within each individual

• responding proactively and flexibly to the needs, motivations, experiences and skills of individuals

• valuing what people from different backgrounds bring to the University.
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE.
University Equality Structures

- The Equality Service
- University Equality Committee
- Faculty Equality Committee
- Some School Equality Committees
- Diversity Lead in Each Faculty
- Faculty Equality and Diversity Officer
- Head of School Responsibility
The Faculty Committee

• Terms of Reference
• Membership
• What we do and what we don’t do
Terms of Reference

- To produce a three-year action plan linked to the University diversity plan
- To publicise the Faculty diversity plan and equality related policies and procedures amongst staff and students of the Faculty
- To consider and make recommendations to the University Equality Committee on all matters relating to the development and implementation of the diversity plan
- To promote equality of opportunity amongst students and employees of the Faculty
• To promote tolerance and respect for cultural diversity across the Faculty, its departments, students, employees and visitors.
• To promote the benefits and value to the wider institution of equality of opportunity and cultural diversity.
• To identify and recommend positive action initiatives to counter any sources of under-representation, discrimination or inequality within the Faculty.
• To monitor the implementation and effectiveness of the diversity plan within the Faculty.
• To ensure the Faculty is meeting statutory requirements in relation to equality and diversity.
• To discuss and develop any appropriate awareness and training opportunities

• To provide regular progress reports to the Equality Unit and Faculty Management Team

• To receive regular updates on initiatives/legislation from The Equality Unit.

• To receive updates from the Faculty Widening Participation Committee via the Faculty WP representative.
• Dean of Faculty (in the Chair)
• Faculty Equality and Diversity Lead
• Faculty Equality and Diversity Officer
• Faculty HR Manager
• Staff representatives from the constituent schools of the Faculty and the Faculty office
• Student representatives from the constituent schools of the Faculty
• University Equality and Diversity Manager
• Faculty Widening Participation Officer
What the committee doesn’t do.

• The purposes of the committee are to look at strategic issues and policy - it is not intended to resolve individual complaints.

• If there are problems that need to be resolved these should not wait for a committee but should be raised with the relevant person (which might include the Dean and the Faculty Diversity Officer).
Faculty Priorities
Ambassadors and Role Models
Responding to harassment

How you can help:

Speak up if you observe harassment – it is often masked as humour, or even academic debate.

Be aware of your own behaviour – harassment is not always intentional.

Be aware of the language you use.

Be aware that people from different backgrounds react and interact differently.