UEL EQUALITY DIVERSITY & INCLUSION POLICY 2022

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EQUALITY, DIVERSITY AND INCLUSION POLICY

CONTENTS

1   INTRODUCTION

1.1   As part of the journey towards realising its ambitious Vision 2028 10-year strategy, the University of East London (UEL) aims to transform its curriculum, pedagogy, research impact and partnerships to make a positive difference to student, graduate and community success. The goal is to become the leading careers-focused, enterprising university in the UK, one which both prepares our students for the jobs of the future and provides the innovation to drive that future sustainably and inclusively.

1.2   Achieving this vision requires UEL to maximise equality, diversity, and inclusion as an employer, alongside its delivery in the student realm. This means recruitment and development of staff with the know-how and commitment to create and sustain an organisational culture where the benefits of equity and inclusion can be realised, and where zero tolerance of discrimination and exclusionary behaviour is maintained.

1.3   This vision is predicated on realising an inclusive, equitable and respectful environment where each individual member feels valued, can fully develop their potential and contributes to the organisation's success.

2   POLICY STATEMENT

2.1   Inclusion will be achieved by harnessing the best from UEL's diverse community, and by promoting **equality and equity** in staff and student experiences and outcomes. To support the realisation of Vision 2028, the primary goal of this policy is **to enable UEL to be recognised as one of the UK's most inclusive universities**.

2.2   This means genuinely welcoming the broad range of identities and differences that exist in our community, in recognition of the positive value to be gained from embracing difference. It also means an ongoing, relentless focus to tackle and eliminate sexism, racism, ableism, homophobia, transphobia, anti-Semitism, Islamophobia and other oppressive attitudes and beliefs which marginalise and exclude. UEL recognises the intersectionality of these characteristics and equally respects intersectionality in the context of individual lived experiences.

2.3   Creating a culture which promotes inclusion and belonging as a means of maximising everyone's contribution also requires maintaining a commitment to free speech and academic freedom, and the elimination of hate speech. Such a culture privileges

psychological safety, so that genuine and legitimate differences of opinion (which will occur within a culture of inclusion) can be resolved constructively and with dignity and respect. This is a dynamic, ongoing process requiring everyone's engagement.

2.4 This document sets out the University of East London's policy relating to equality, diversity and inclusion (EDI) which will act as a driver for the aims above. It also servesas a reference point for other policies to which links will be made throughout the document.

3 INSTITUTIONAL CONTEXT

3.1 The institutional context for EDI at UEL is framed by Vision 2028. Inclusion, Courage and Passion are the core values underpinning this policy. Thus, this policy is founded on a mission to accelerate inclusive talent by realising potential, wherever and whenever it is found.

This will mean becoming:

- The first-choice university for employers, entrepreneurs, and problem-solvers inaccessing creativity-led talent;
- Consistently recognised for delivering outstanding teaching, learning, and equitableoutcomes for students;
- The first-choice modern global university in London and;
- The leading publicly-engaged modern university for research impact andknowledge exchange.

3.2 Key Performance Indicators (KPIs) developed to track progress and results achieved through the strategy will be intrinsically linked to equality and diversity and reflect the demographic nature of the UEL community.

3.3 KPIs grouped under four themes will include:

- Student success – in progression, continuation, and attainment of good Honours degree (Future Graduate theme);
- Graduate employment (Future Professional theme);
- Research performance and social responsibility (Future Life theme)
- New returner/learner ratios (Sustainability theme).

3.4 Goals and objectives related to this policy will be contained in a wide variety of policies

and strategies. All related objectives and KPIs will be drawn together and published in an annually updated action plan to provide a mechanism for detailed tracking and progress monitoring.

4 SCOPE

4.1   This policy applies to all members of the UEL community, including the Board of Governors, staff and students, visitors, contractors and sub-contractors, service providers, and anyone associated with the university's functions. This includes members of the public who use facilities managed by UEL (e.g., Sports Dock, conferences). It covers all sites on which UEL carries out its activities.

4.2   The policy provides a framework for ensuring that EDI principles are embedded into all aspects of UEL's operations and functions. This scope means that an extensive rangeof other strategies and policies connect with this framework.

4.3   Each strategy and policy will have its own scheme of priorities and actions, and a separate Equality Action Plan will be compiled and regularly updated to provide a single focal point for identifying and tracking EDI actions across UEL, relating to staff and student-facing functions.

4.4   Key strategies and policies that relate to this policy include the following:

- Academic Strategy
- Learning, Teaching and Assessment Strategy
- Research and Knowledge Exchange Strategy
- People Strategy
- Access and Participation Plan
- Student Code of Conduct
- Non-Academic Misconduct Policy
- Institutional Equity Strategy
- Disability Policy
- Transitioning Policy (Gender Reassignment)
- Dignity at Work and Study Policy

5 GOVERNANCE

5.1   Ultimate responsibility and oversight for EDI rests with our Board of Governors, who will

receive the legally required Equality & Diversity Annual Report alongside key reports, for example, on gender/ethnicity pay gaps. As part of its Public Sector Equality Duty, our Board of Governors will ensure that its own actions promote equality and diversity. Governors will champion and promote equality, diversity and inclusion. The Board of Governors will delegate day-to-day management and implementation of this policy to the Vice-Chancellor and President and the University Executive Board.

5.2   In considering its own composition and filling vacancies, the Board of Governors will seek to ensure that its membership embraces the widest possible variety of backgrounds and views, consistent with the need to maintain a Board with the skills and experience necessary to carry out its responsibilities.

5.3   Governors will devote time to their continuing personal development on issues around equality, diversity and inclusion.

6   RESPONSIBILITIES

6.1   While every member of our community has a moral and legal duty to advance an inclusive, respectful and equitable culture, overall day-to-day responsibility for working towards these aims lies with the Vice Chancellor & President.

6.2   Operationally, the Dean of the Office for Institutional Equity (OIE) will co-ordinate institutional leadership on EDI matters and chair the University EDI Committee. This committee will exercise operational oversight and co-ordinate EDI related policies and action plans, as well as drive progress towards institution-wide EDI initiatives such as the Athena SWAN Gender Equality Charter and the Race Equality Charter.

6.3   The OIE will support members of the University Executive Board in maintaining delivery and oversight of EDI objectives as they relate to matters of business pursued through the Academic Board and its main sub-committees. This specifically includes the Education and Experience Committee, the Careers and Enterprise Committee, and the Impact and Innovation Committee.

6.4   Deans, their School Management Teams and the Directors of Services are responsible for implementing this EDI policy, identifying local equality and diversity challenges and developing local actions to address known issues such as academic performance.

6.5   Each School will establish and maintain its own EDI subcommittee, and parallel

structures will be created across Professional Services, incorporating the grouping of Services as required. The Chairs of these EDI subcommittees will be members of the University EDI committee, ensuring coherence and consistency of effort across the institution.

6.6 All staff and students are responsible for ensuring that their actions are in accordance with this Policy, with compliance forming an explicit expectation of the relevant contractual relationship with UEL. This means that all staff and students should always be aware of and seek to act in accordance with this policy, in recognition of the benefits of promoting a culture of equity and inclusion. This includes taking up opportunities for learning and education, and familiarisation with available guidance. It also means that all UEL's policies regarding conduct and capability may also be relied upon where standards of conduct fall short of expectations.

6.7 The development and monitoring of this policy will be supported by the OIE in liaison with the EDI committee, which has responsibility for leading new initiatives that are designed to promote respect for diversity, genuine equality of opportunity and dismantle any barriers to fulfilling our Public Sector Equality duty. These initiatives will be developed in consultation with staff and students, who will be reminded of their responsibilities in relation to EDI goals.

7 IMPLEMENTATION PRINCIPLES

7.1 This Policy is linked to a wide range of specific policies and strategies, each of which will outline action plans aimed at realising strategic and policy goals. Core principles underpinning policy implementation to ensure coherence and consistency of approach are set out below.

7.2 An evidence-based approach will be adopted based on comprehensive data and stakeholder consultation.

7.3 UEL will use both quantitative and qualitative measures of equality and diversity related data, benchmarking against external data where possible. Consultations will be integral to EDI planning including the Race Equality Charter self-assessment process and Athena SWAN self-assessment processes. Staff and student data dashboards will enable monitoring of progress and identification of future actions.

7.4 Sources of evidence will include:

- Analysis of staff and student demographic data
- Consultation - analysis of responses from staff surveys (Your Voice, Gender Equality Survey and national student surveys (NSS))
- Outcomes of institutional self-assessment processes (including Athena SWAN and the Race Equality Charter)
- Consultation with specific teams with key EDI responsibilities as well as broader EDI strategy survey and focus groups
- Datasets supporting UEL's Access and Participation Plan

Equality analysis and inclusive decision-making

7.5 The Public Sector Equality Duty requires us to promote equality, eliminate discrimination, and promote good relations between everyone in the UEL community,having regard to the protected characteristics identified in law.

7.6 The Equality Act 2010 identifies that equality analysis is a necessary component of demonstrating compliance with the equality duty. Equality impact assessments (EIAs) are the traditional means of demonstrating compliance with the PSED. This requires us to demonstrate that we have paid due regard to equality issues during the design and delivery of policies and services.

7.7 We are required to evidence that we have paid due regard to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited under the Act;
- Advancing equality of opportunity between people who share a protected characteristic and those who do not;
- Fostering good relations between people who share a protected characteristic and those who do not.

7.8 The UEL inclusive decision-making process aims to further embed EDI considerationsinto policy development or change management processes. This approach revolves around four key points of enquiry within the specific policy or change:

- **Who is affected?** Provides a picture of the people – students, staff, or both – who will be directly affected by the proposed policy or change initiative;

- **How have we engaged?** Requires consultation; every policy or change measure will affect somebody;
- **Impact and risks?** An exploration of potential benefits and gains;
- **Scope for mitigation?** Explored alongside the assessment of impact and risk. There may or may not be scope for mitigation.

7.9 The OIE will oversee the implementation of the inclusive decision-making process by working with leaders to ensure it becomes embedded into everyday practice.

Communicating our values and sharing good practice

7.10 Successful implementation of the EDI policy is predicated on effective communicationof our equality and diversity values and setting expectations of inclusivity, wellbeing, dignity and respect for all our staff and students. Each School and Service shall appoint a member of staff as an Equality and Diversity Lead of local EDI subcommittees and will act as a channel for communication, consultation and advice.

Training

7.11 Regular training and development sourced from both internal and external providers will be offered to assist with implementation of the EDI policy.

Monitoring and review

7.12 The University Equality and Diversity Committee reporting to UEB, will be responsible for the coordination of policy initiatives. The committee will review this policy regularly and provide annual progress updates to UEB, Academic Board and Board of Governors. Support will be provided by the OIE.

7.13 The annual Equality and Diversity report provides commentary on progress in implementing the Policy and strategic objectives. It will provide data analysis in relation to protected characteristics as well as progress made against baseline and targets set.

8 LINKS TO OTHER POLICIES PROCEDURES

8.1 Internal Policies: Equality, Diversity and Inclusion Guidance

- [Office for Institutional Equity: Strategic Plan (2021-2025)](#)

- [Equality and Diversity in Teaching & Learning](#)
- [Equality and Diversity in Recruitment](#)
- [Guidance on completing an Equality Impact Assessment](#)
- [Equality Impact Assessment Form](#)
- [UEL Student Services intranet Page](#)
- [Disability Policy](#)
- [UEL Recruitment Policy](#)

8.2   External Guidance

- [Equality Act 2010](#)
- [The Public Sector Equality Duty](#)
- [Equality Act 2010 and the Public Sector Equality Duty](#)

9   DEFINITIONS

Equality

Refers primarily to statutory compliance with the Equality Act 2010 and the actions the University takes, through its policies and procedures, to prevent direct and indirect discrimination. It includes making sure everyone in the University has an equal opportunity to make the most of their talent and to ensure no one has a poorer chance because of where they come from, what they believe, whether they are disabled, including their age, sexual orientation or gender identity.

Direct discrimination

Occurs when someone is treated less favourably than another person because of a protected characteristic they have, are thought to have or because they associate with someone who has a protected characteristic.

Indirect discrimination

Occurs when a condition, rule, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic. However, if the rule can be shown to be a proportionate means of achieving a legitimate aim it may not amount to indirect discrimination

Discrimination by Association

This is a direct discrimination against someone because they associate with another person who possesses a protected characteristic

Discrimination by perception

This is direct discrimination against someone because they think they possess a protected characteristic.

Victimisation

Occurs when someone is treated less favourably because of making or supporting a complaint about discrimination

Diversity

Relates to the discretionary activities of the University in promoting, respecting and valuing a diverse staff community, reflective of the local community, the City and the students, and recognising that each person is unique.

Inclusion

Refers to the commitment by the University to embrace all people irrespective of race, gender, disability or any other protected characteristic. The University's stated aim is to give equal access and opportunity to all and to eliminate discrimination and intolerance and to foster an inclusive workplace.

Homophobic, bi phobic, and transphobic bullying

Is defined as the targeted abuse of an individual who identifies as lesbian, gay, bisexual, trans (LGBT+), or an individual perceived to be LGBT+. It can take many forms including negative attitudes and beliefs about, aversion to, or prejudice against bisexual, lesbian, gay, trans and gender non-binary people. Examples include making derogatory remarks regarding an individual's identity or appearance, or deliberately 'outing' someone as LGBT+ without their permission.

Trans-specific bullying includes deliberately 'misgendering' (i.e. using incorrect pronouns) or

using someone's previous name ('dead naming'). Bi-specific bullying includes behaviours which erase their identity, such as asserting they are no longer bi if they are in a long-term relationship or treating bisexuality as 'just a phase'. Homophobic bullying may include the exclusion of same sex partners from social events or using homophobic tropes as 'banter'.

Racism

There are different types of racism that may be experienced by people who are minoritised based on their color, nationality, ethnicity or national origin. It encompasses policies, behaviours or rules that result in a continued unfair advantage to some people and unfair or harmful treatment of others based on race.

Individual racism: Relates to beliefs, attitudes and actions of individuals and include harmful or unfair things that people say, do, or think based on the belief that their own race makes them more intelligent, good, moral, etc. than people of other races, such as name calling, slurs and biases.

Institutional racism: Relates to racism at the level of an organisation and may include discriminatory treatment experienced due to unfair policies and biased practices that are based on racial difference, ultimately resulting in disparity of outcomes.

Structural racism: Relates to the overarching system of racial biases that may exist across institutions and society which enact privilege based on ethnicity thereby contributing to inequitable outcomes and experiences.

Policy Owner: Position and Department

Version	Effective From	Amendments	Equality Analysis	Stakeholder Consultation	Approval Date	Author
	20/07/2022		Click or tap to enter a date.		20/07/2022	

The Equality, Diversity and Inclusion Policy will be reviewed by the Office for Institutional Equity in conjunction with the Equality, Diversity and Inclusion Committee and key stakeholders every two years, or where necessary due to changes in legislation, relevant policies and practices.

This Policy is reviewed by University Executive Board and approved by University Executive Board