Equality, Diversity and Inclusion Strategy[[1]](#footnote-1)

Department of Geography

# PRINCIPLES

The department commits to upholding and putting into practice 10 core principles of equality, diversity and inclusion. These will be achieved through targeted actions and success measured through robust data (quantitative and qualitative) and through accreditation by equality charters.

## The department maintains an environment of openness to, and respect for, all forms of difference, for all staff and students

This includes:

1. A culture of listening and constructive response in department committee meetings
2. All staff and PGRs having the right and space to participate in department governance
3. Administrative roles for academic staff being openly advertised
4. All staff and students feeling welcome and safe to express their identify without fear of harm in the department or exclusion from department activities
5. Developing transparent and robust processes for complaint
6. Celebrating the variety of staff we have in the department
7. For each specific diverse group there is a departmental contact point available for further support and guidance
8. Asking staff to identify an EDI objective as part of their annual SRDS
9. Actively marketing the departments commitment to these EDI principles
10. Identify a range of different moments to celebrate this diversity (for example, International Women’s Day, Chinese New Year etc)

## The department supports the need for equality, diversity and balance in its activities

This includes:

1. Ensuring job recruitment processes are non-exclusionary and encouraging for diverse applicants to apply and succeed to appointment. For job descriptions to be read by specific diverse group staff before being published, and to include the potential of job sharing, flexible working and the existence of the department EDI strategy. Adopt University level ‘Power of Difference’ approach from BAME Strategy. Also to advertise jobs in places more like to attract a diverse audience, such as Black British Academics (<http://blackbritishacademics.co.uk/>); UK and USA-based Black Doctoral Networks (<http://www.blackphdnetwork.com/>), the listserv of the Black and Asian Studies Association (<http://www.blackandasianstudies.org/>).
2. Ensuring all interview panels (job recruitments, PGR scholarships etc) are diverse wherever possible, even if that requires including staff from beyond the department
3. Encourage new staff hired to engage in pay negotiation
4. Ensuring diversity balance in departmental research seminars
5. Ensuring diversity balance in department committees
6. Food at department events to be vegetarian and vegan by default
7. Actively seeking to support the careers of any temporary staff by (1) ensuring they have proactive mentoring and support, (2) including them in funding proposals, (3) seeking future permanent positions within the department where appropriate
8. Developing support for career progression for all staff, including those from specific diverse groups

## To adopt a core hours policy for staff

This includes:

1. For any collective departmental activity (such as committee meetings, seminars, events, but NOT teaching) to be held within the core hours of 10am to 3pm Monday to Friday
2. Ensuring, whenever possible, that collective departmental activities occur in term time, and particular not during school holidays
3. An expectation that staff would be available for collective activities, but NOT that staff would be on campus for *all* core hours every weekday.

## To actively support staff and students maintaining a work-life balance

This includes:

1. Reducing any expectations of staff and students to work outside of normal office hours
2. To support staff in having the flexibility to complete their expected work hours when best suits them
3. Put into place the Communications Policy, to reduce expectations in email use out of hours
4. Sharing paperwork for departmental meetings at least 3 days in advance

## To regularly ascertain and reflect upon the workplace experiences of staff and PGRs

This includes:

1. A monthly EDI forum open to all staff and PGRs
2. An annual department workplace culture survey, its analysis and the sharing of its findings (we need to identify what key outcomes of this would be)
3. Regular informal networking meetings (focus groups) between those from specific diverse groups, such as parents, precarious staff, women etc
4. Mentoring is to be available to all staff
5. Formal induction and leaving support processes, which for precarious staff include mentor support beginning 6 months before the end of their contract
6. Identify career leaks (the ‘leaky pipeline’) and develop plan to tackle them

## To welcome and support diversity, those from specific diverse groups might require workplace alterations and adjustments

This includes:

### Parents:

1. Acknowledging that working as a parent to (young) children is difficult and will affect working practices for several years
2. Active support for maternity and paternity leave and signalling of further University support available for those taking such leave
3. Discussion with parents (especially of young children) and carers about the appropriateness of teaching on overseas fieldclasses (including ECRs and TFs)
4. Dedicated mentor with experience of parenting, and Department Manager, to guide parents in pre-leave process of check lists and return to work after maternity or paternity leave
5. Ensure staff on maternity leave and shared parental leave use KIT days and are kept up to date with key developments in the department
6. Reduced workload for the first 6 months of return from maternity leave or shared parental leave
7. For parents and carers to have discussion about timetabling preferences
8. Recognise maternity and shared parental leave as a career break in promotions processes
9. In research teams consider the possibilities of job sharing – with some staff taking on responsibility for conference presentations and others staying on campus
10. Constructive and open discussions about the possibilities of part-time or flexible working

### Other specific diverse groups:

1. Encouraging discussions with HoD about formal and informal flexible working options
2. Graduated return to teaching and administrative duties after long term medical leave
3. Graduated workload increase for ECRs new to the department (regardless of contract type)
4. Reduced workload for those with disabilities and/or discussion about flexible working or part-time options

## To provide additional facilities and space to those from specific diverse groups that would enable them to sustain normal workplace hours within the department building

This includes:

1. Allocating one room in the department that would act as a multi-use space:
	1. Providing a quiet space for religious prayers
	2. A private room for parents to breastfeed, express and store baby milk, change space, or play with their child. This includes a fridge, settee, reclining chair and play mat. This room would be bookable
	3. A private room for pregnant, disabled, chronically ill or menopausal staff and PGRs to rest
2. Providing gender neutral toilets

## The department ensures that work expected outside of normal hours is fairly distributed, supported and rewarded

This includes:

1. Ensuring staff are offered financial childcare bursaries[[2]](#footnote-2) when required to attend residential fieldclasses and conferences (at least for first 2 years after parents return to work)
2. Ensure weekend open day duties are fairly shared
3. Commit to principle that any work required out of normal office hours qualifies staff to time off in lieu and adopt a formal process of adding ‘time off in lieu’ to formal holiday entitlement

## The department commits to improving the diversity of our teaching

This includes:

1. Critically reflecting and acting upon Johnson’s (2017) recommendations to racially diversify the sources of knowledge that we use in our teaching and de-centre the whiteness of our teaching curriculum (Appendix 1)
2. To ensure our teaching is as accessible and inclusive as possible, available to download and easy to read. Ensure we identify core readings.
3. Ensure we are teaching an inclusive curriculum. In other words to be inclusive in *how* we teach
4. Offer specific mentoring or peer support to students from a specific diverse group
5. Actively seeking to employ staff from the specific diverse groups

## To ensure all staff have completed appropriate training in equality and diversity practices

This includes:

1. Encouraging staff to identify EDI training as part of their SRDS objectives
2. Understanding the basic requirements of equality & diversity essentials, disability, gender matters, sexual orientations, transgender awareness, anti-racism and unconscious bias training
3. Induction processes to include this training as a core requirement
4. To run reading groups, workshops or lectures on particular EDI issues
1. The aim is to develop this into a glossy permanent brochure for all staff and PGRs and have online version. This would both advertise our commitment to it and make it visible to all staff to follow [↑](#footnote-ref-1)
2. For the department to establish an annual budget for this purpose, to which staff can apply. [↑](#footnote-ref-2)