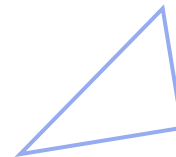




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Equity, diversity, and inclusivity (ED&I) Guide

*A reference tool to help embed equity,
diversity, and inclusivity in all YUFE
activities*



Equity, diversity, and inclusivity (ED&I) Guide:

A reference tool to help embed equity, diversity, and inclusivity in all YUFE activities

The YUFE Equity, Diversity, and Inclusivity (ED&I) Strategy commits us to 'equipping staff and students to consider ED&I routinely and as an integral part of everything they do'. The following Guide prompts consideration of this through a series of questions. You are encouraged to use this document as you develop a policy/proposal/event/publicity material etc., rather than wait until your work has progressed so far that it is difficult to make changes and refer to it regularly and on an ongoing basis. If you are not sure about anything, ask the WP9 taskforce for advice by emailing yufewp9-edi@essex.ac.uk. Other useful and relevant reference documents in this context are:

- The YUFE Equity, Diversity, and Inclusivity Strategy
- The YUFE Equity, Diversity, and Inclusivity Glossary of Terms
- The YUFE Community Code of Conduct

Important terms in the context of this document (definitions taken from the YUFE ED&I Glossary of Terms):

Accessible: Excludes no-one.

Bias: Inclination for, or against, one person or group especially in a way considered unfair.

Diverse: A group made up of people or things that are very different from each other.

Gender-sensitive: Avoids the use of language that refers explicitly or implicitly to only one gender and helps perpetuate stereotypes. Acknowledges that gender is not binary.

Open: Accessible to all. Free from limitations, boundaries, or restrictions.

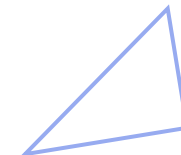
Othering: The process of thinking about, talking about and treating individuals and groups of people who are already marginalised or under-represented as inferior to the rest of society.

Stereotype: A widely held but fixed and over-simplified image or idea of a particular type of person or thing.

There are three sections, with 20 questions in total, in this questionnaire:

1. Written and spoken language (focuses on English, as the working language of YUFE, whilst recognising the YUFE ambition to build multilingual competencies)
2. Visual and audio content
3. Events and meetings (virtual and face-to-face)





| Section 1: Written and spoken language | | | | | |
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| | Questions | Yes | Not sure | No | Examples/further information |
| Q1 | Is the language used gender-sensitive? | | | | <p>(i) Routinely use gender-neutral pronouns (they/them/their) rather than gendered pronouns he/him/his or she/her/hers). If you want/need to refer to someone using their pronoun, make sure you know what their pronoun is</p> <p>(ii) Avoid terms that imply 'men only' e.g., 'chairman and 'mankind' and use gender-neutral terms such as 'chairperson' and 'humankind' instead</p> <p>(iii) When welcoming people to an event, avoid using the term 'ladies and gentlemen'</p> <p>(iv) Avoid making assumptions about someone's sexual orientation e.g., by referring to their partner as wife (if they are, or you perceive them to be, male) or husband (if they are, or you perceive them to be, female)</p> <p>(v) Documents translated from English into local language should apply the same principle where local grammar rules allow and where an appropriate word exists</p> |
| Q2 | Is the language used consistent with the YUFE D&I Glossary of Terms? | | | | <p>(i) The YUFE Glossary of Terms is located in MS Teams. It has four sections: (i) general D&I terms (ii) LGBTQ (iii) race/ethnicity (iv) disability and accessibility</p> <p>(ii) The aim of the Glossary is to facilitate a shared understanding across the YUFE alliance of the meaning of the D&I terms we use and to help consistency of our communications</p> |

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| Q3 | Does the language used avoid stereotypes, over-generalisations and 'othering' people? | | | | <p>(i) Consider your own biases and assumptions and review what you have written in light of that. Seek the opinions of a diverse group of people in order to obtain a range of different perspectives</p> <p>(ii) Avoid words such as 'always', 'all', 'everybody' and 'everywhere' unless you are certain this is appropriate</p> <p>(iii) Consider how you contribute to creating environments in which everyone is included and can feel as though they belong. Reflect on how you interact and engage with people, in particular those who you perceive as 'different to you' in some way</p> <p>(iv) Avoid language that creates division and a perception that there is 'us', and then there is 'them'</p> |
| Q4 | Does the language used avoid acronyms, jargon and metaphors that are unlikely to be understood by the whole intended audience? | | | | <p>(i) Spell out an acronym (e.g., YUFE) in full the first time you use it, after that use the acronym</p> <p>(ii) Use clear, simple language and consider your audience e.g., the 'flipped classroom' and 'blended learning' are terms becoming more commonly used, but it is unlikely that everyone will understand what they mean. Use terms like this after they have been explained in full first</p> <p>(iii) If your intended audience is wider than the YUFE community, consider whether it would be beneficial for any material to be translated into another language(s)</p> |
| Q5 | Could the language used potentially be offensive to any individual or group of people, particularly those who are marginalised or under-represented (minority groups)? | | | | <p>(i) Ensure no pejorative terms are used and that language is consistent with that used and accepted by minority groups</p> <p>(ii) Ask members of diversity-related staff and student forums/networks e.g., LGBTQ networks, Women's networks, Black staff/student networks for their views</p> <p>(iii) Ask people in that competence area for their advice or view</p> |
| Q6 | Do you need to consider whether to use people- | | | | <p>(i) Examples of people-first language include 'people with a disability' or 'a student with autism'</p> |

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| | first/person-first or identity-first language in relation to disability? | | | | <p>(ii) Examples of identity-first language include ‘disabled people’ or ‘an autistic student’</p> <p>(iii) Those who prefer people-first language do not consider the disability to be an inherent part of their identity, whereas those who prefer identity-first language do consider their disability as an inherent part of their identity</p> |
| Q7 | Does the language used adopt a strength-based, rather than a deficit model approach? | | | | <p>(i) Focus on the abilities, knowledge, and capacity of people rather than on deficiencies (known or perceived) of a person or group of people e.g., when describing activities designed to increase diversity or attract students from under-represented or marginalised groups avoid inferring that somehow, they do not have the capacity, skills, knowledge or connections to access higher education without help of some kind</p> |
| Q8 | Does the language used, align with the YUFE Code of Conduct? | | | | <p>(i) Consider using the code of conduct in written course material, for example before or after a table of contents to increase awareness and encourage compliance</p> <p>(ii) Consider ways to embrace the diversity of languages spoken among the YUFE community</p> <p>(iii) Challenge inappropriate behaviour in an appropriate way</p> <p>(iv) Consider the impact of your words on others and apologise when you behave inappropriately</p> |
| Section 2: Visual and audio content | | | | | |
| Q9 | If the content is for use on the web or the YUFE virtual campus, does it comply with the EU Web Accessibility Directive? | | | | <p>(i) The EU regulations set out the principles and techniques to be observed when designing, constructing, maintaining and updating website and mobile applications in order to make them more accessible to users, in particular https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.L_.2016.327.01.0001.01.ENG&toc=OJ:L:2016:327:TOC</p> |

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| Q10 | Could any images selected imply or reinforce stereotypes and are they appropriate for the written content they accompany? | | | | <ul style="list-style-type: none"> (i) If the image includes a relatively large group of people, ensure those people are diverse (ii) If the image contains just one person or a small group of people, look at all aspects of their identity e.g., their age group, gender identity, skin colour, clothing, whether they have tattoos or facial piercings etc. and consider how this could be interpreted in relation to the message the image is associated with (iii) Avoid defaulting to using the traditional images of certain groups e.g., using images of all 'young' people when portraying students or using an image of a wheelchair user when portraying disability (iv) Consider whether the topic suits happy, smiling faces or a more serious approach or whether it should be an image without people at all (v) Question your selection of images and ask others for their views in relation to how they align with the YUFE Diversity and Inclusivity Strategy |
| Q11 | Do any images selected portray people in a respectful manner? | | | | <ul style="list-style-type: none"> (i) Avoid images that place unnecessary emphasis on any aspect of the person's identity e.g., do not use a zoomed-in image of a person's physical disability; instead, portray the whole person |
| Q12 | Are you confident that material you are developing for meetings or events or teaching is inclusive for those with visual or hearing impairments? | | | | <ul style="list-style-type: none"> (i) If you are using a video, does it have sub-titles? If it's not possible to arrange for the video to be sub-titled, consider other options such as producing a transcript or using a different video or method of sharing the same information so that those with a hearing impairment can access the content (ii) Consider whether providing image descriptions for images used is necessary/helpful. When writing text to describe an image, consider how you would describe the image verbally and what it is that is important about the image. This can also help to identify the appropriateness and added value of the image (iii) Is any visual content accompanied by audio content so that those with a visual impairment can access the material? If not, consider other |

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| | | | | | <p>options such as recording a transcript/voice-over and sharing it in advance</p> <p>(vi) For some people flashing, flickering or strobe lighting, is problematic – if you need to use this, consider how to warn people in advance</p> <p>(v) Do your pre-event procedures include asking participants if they have any particular intellectual access requirements e.g., the need for a sign language interpreter</p> |
| Q13 | If you are using PowerPoint slides to accompany a talk, are you confident that the content enables everyone to get the most out of it? | | | | <p>(i) Ensure the size font is readable on a variety of different size screens and, in a face-to-face environment, that it is readable by those sat at the back of the room</p> <p>(ii) Keep text on slides to a minimum as those with attention deficiencies may struggle to read your slides and listen to what you're saying at the same time</p> <p>(iii) Avoid using slide transitions (animations used to transition from one slide to the next) as they can trigger nausea, headaches and dizziness in people with inner ear disorders</p> <p>(iv) Have as large a contrast as possible between the background colour and the text</p> <p>(v) Use the automatic 'accessibility checker' on PowerPoint meeting. Type accessibility into the search bar and you will get slide-by-slide review.</p> |
| Q14 | Are any case studies or scenarios you are developing appropriate for a diverse audience? | | | | <p>(i) Use examples that reflect diverse cultural perspectives</p> <p>(ii) Avoid examples that use non-verbal communication which may not translate across different languages/cultures</p> <p>(iii) Avoid examples that use humour that may not translate across different languages/cultures</p> <p>(iv) Ensure topics do not perpetuate stereotypes or further marginalise particular groups</p> |

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| Q15 | Are there opportunities to embed the YUFE Code of Conduct in the visual or audio content you are developing? | | | | (i) Consider the content of your material and look for ways to introduce a behavioural aspect to facilitate inclusion of the Code of Conduct (ii) Use a visual of the Code of Conduct to increase awareness and encourage compliance |
| Section 3: Events and meetings (virtual and face-to-face) | | | | | |
| Q16 | Have you considered the timing of the event or meeting and your target audience and are you confident that there are no barriers to inclusion for any particular group(s) of people? | | | | (i) Try to avoid scheduling events or meetings during school holidays, or outside of 'core' hours so that working parents/carers are not excluded (ii) Avoid scheduling events on a national or religious holiday relevant to any YUFE partner institution (iii) Give as much notice as possible for people to make arrangements in order to be able to attend (iv) If the event or meeting is held regularly, try to rotate the day and/or timing (v) Factor in appropriate breaks to ensure that participants are able to maintain focus and have an opportunity to move frequently (particularly important for participants with disabilities) |
| Q17 | Is the theme of the event or meeting as inclusive as possible? | | | | (i) Consider whether the event or meeting encourages a range of perspectives and participants and how you can make sure that it does not lead to further marginalization of groups which are already disadvantaged or relatively excluded |
| Q18 | Are the (potential) contributors/speakers at your event or meeting diverse? | | | | (i) Consider the avenues you have used to identify potential contributors and, if necessary, broaden your search to try and identify those from marginalised or under-represented groups |
| Q19 | Are you confident that the event or meeting is fully accessible? | | | | (i) Ensure participants are given a pre-event opportunity to disclose any access requirements wheelchair access, reserved parking or particular dietary requirements |

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| | | | | | <p>(ii) Consider how to ensure people of all genders feel included e.g., by encouraging the use of pronouns on Zoom/MS Teams profiles or during introductions</p> <p>(iii) Consider providing a space for people to use to take a break from the event, for religious observance or for administering medication</p> |
| Q20 | Have you considered inclusion in relation to the format of the event or meeting and how the event or meeting is managed? | | | | <p>(i) Consider event formats that foster collaboration and interaction and which are conducive to dialogue, reflexive exchange and the generation of new ideas and insights e.g. smaller interactive workshops and discussion groups or round tables</p> <p>(ii) Consider using different formats/methods of interaction during an event to enable everyone to contribute in a way they feel comfortable</p> <p>(iii) Are those chairing sessions aware of the need to encourage diversity of views and challenge inappropriate behaviour and are they equipped to do so?</p> <p>(iv) Consider rotating the chair or having a deputy chair who could take responsibility for a particular section of the agenda or could support the chair in ensuring that everyone who wants to contribute is able to do so and in keeping on time and to the agenda</p> <p>(v) Consider whether it would be helpful to have a translator(s) present to enable those not proficient in English to attend get the most out of the event or meeting</p> |
| Q21 | Have you considered how and where to publicise the event or meeting in order to attract a diverse audience? | | | | <p>(i) Consider which discussion lists, forums, networks, contacts you can use to encourage a broad range of participants</p> <p>(ii) Consider using different communications channels e.g., social media, email, flyers, personal invitations</p> <p>(iii) Promote accessible and inclusive event or meeting facilities in any publicity to avoid potential participants either having to ask about this before registering to attend or assuming the event or meeting is not accessible to them</p> |

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| Q2 2 | Have you considered how to evaluate your event or meeting in relation to diversity and inclusivity and how to use that information? | | | | <p>(i) What opportunities can be given both during and after the event or meeting for participants to provide feedback on their experiences?</p> <p>(ii) Consider asking both organisers and participants for their views on how the event or meeting might have been more inclusive</p> <p>(iii) What lessons, or examples of good practice were learnt? How might these be shared with others, including organisers of future events?</p> |
| Q2 3 | Can you make sure the event or meeting can take place respecting the YUFE Code of Conduct? | | | | <p>(i) Consider using the code of conduct in your first slide when using a presentation. For example for a lecture, workshop, training, meeting or any other presentation. Show the slide when people are joining the meeting as a default slide. When starting the presentation, give a short explanation that we expect everyone to uphold these behaviours.</p> |
| Q2 4 | Is the event or meeting suitable to have a dialogue about the values described in the YUFE Code of Conduct? | | | | <p>(i) The code of conduct can be used as an instrument as well. Consider using the code of conduct as a tool for dialogue.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> - What do the behaviours and values described in the code mean to you or to the group? - What do we do when we have the feeling that the Code of Conduct is not upheld? <p>(ii) Consider using the Code of Conduct as a tool for reflection processes. If you have instances where students or staff are asked to reflect on their performances, is there an opportunity to reflect on how they try to uphold the values written in the code of conduct?</p> |