

**Newcastle University**  
**Diversity Learning and Development Strategy**  
**Staff/Management Development**

### **1. Introduction**

Newcastle University is a 'community of communities': national, ethnic, cultural, linguistic, religious and many more. Staff and Students also have other similarities and differences based on such characteristics as gender, sexual orientation, disability and age and many more. The University is unequivocally committed to the goal of fostering mutual respect and understanding between our constituent communities and to promoting equality of opportunity among staff and students alike. It encourages all staff and students to enjoy and celebrate its diverse culture.

### **2. The Diversity Training Strategy will:**

- Provide managers with the necessary knowledge and skills to put the policy into practice in their areas, to be able to guide their staff so that discrimination does not exist, but also to take action to deal with issues if they do arise.
- Complement the main management development strategy by adding the essential diversity related knowledge and skills to enable managers to do their jobs in a fair and effective way.
- Embed equality and diversity issues into all relevant staff training courses so that we can meet the needs of the law, University policy and good practice that underpins them both.

### **3. The Diversity Message**

Valuing diversity is recognised as a core business competency. Managing diversity is for everybody, a matter of good practice, professionalism and excellent performance in today's higher education environment. The best corporate cultures are dynamic, open and welcoming of the productive dynamics provided by diversity.

Valuing and managing diversity will enhance the University's ability to fulfil our mission to be a world class research-intensive university, to deliver teaching of the highest quality and to play a leading role in the economic, social and cultural development of the North East of England.

#### **In this context "Diversity" means**

- A diverse workforce and student population
- That we respect the differences of race/ethnicity, gender, culture, religion, disability, sexual orientation, age and social status in staff, students, visitors and suppliers.
- That we also recognise and respect the differences and similarities arising from characteristics or factors such as personality, work style, socioeconomic level, educational attainment, and work experience.

### **4 What difference does managing diversity effectively make?**

It makes a difference to individual success and to corporate success. As a teaching and research institution there are thousands of personal daily interactions between/amongst staff and students. Our corporate success is based on the performance of all staff and on the experience of all students.

Managing diversity effectively is important because there is no worse feeling than the one of being invisible, isolated and insignificant, or of being targeted as different and even harassed because of it. Managing diversity reverses that process and emphasises the value, uniqueness and worth of each person as a human being, regardless of who they are or where in the university they work.

Managers are in the best position to get everyone to work to the best of their ability and to ensure that a positive working and studying environment exists in which all staff and students can fulfil their potential. Promoting good relationships between staff, eliminating unfair

discrimination (including harassment and bullying) and providing everyone with appropriate support, guidance and training, will produce an efficient and effective workforce that will enable the University to meet its aims and objectives.

There is also a view amongst organisations in the U.K. that good diversity management is actually a finite, perfect destination we reach when everything is in place. The main thing to appreciate is that there is no ideal diversity goal. Diversity is about human interaction and the respect within it, at all times. We may monitor our staff profile but that does not mean that we will stop recruiting people from particular groups or disabilities just because we have reached a particular target.

## **5 How does the UK Law help us?**

The UK legislation commits us (as an employer and education provider) to the elimination of unlawful discrimination, the promotion of equality of opportunity and to the promotion of good relations between people of different groups based on disability, gender and race.

UK Regulations also prompt institutions to consider the ways in which their structures or policies may inadvertently, or consciously, discriminate against members of staff or students on the grounds of their sexual orientation, religion and belief and age

Through the University policies the University aims to make equality and diversity central to the way we carry out all of our functions, so that equality and diversity becomes an integral part of our: policy development; staff recruitment, training and career development and staff management; staff and student behaviour and discipline; the curriculum, teaching and learning and assessment; student support and guidance, admissions, access and participation, partnerships and community links; service delivery, outsourcing, procurement and any other function.

The University's ideal position is to see a more holistic approach to diversity rather than concentrating particular efforts towards the individual groups or strands that the UK Law provides for. Any one individual can have a mix of all of the Diversity characteristics (see paragraph 3 above) that make them different from other people but will also give them characteristics that are the same as those held by other people.

## **6 Implementing Good Management practice**

Managing equality and diversity and good management practice are intertwined. Fair employment and equal opportunities are not optional extras. The expectations of the University are that its managers and supervisors adopt good management practice in all that they do. These include the main areas of management such as; staff remuneration and fair employment; staff recruitment and retention; diverse composition of the workforce; staff development and skills needs; leadership, involvement and change management; occupational health, staff welfare and health and safety; performance management: linking people management to organisational performance.

Part of that good practice is to ensure that the Equal Opportunities policy is implemented and maintained within their own Schools/Services; ensuring all staff are fully informed about their responsibilities and receive support and training in carrying them out and taking appropriate action with staff or students who discriminate for reasons covered by the Equal Opportunities and other Diversity related policies. This may include invoking appropriate University disciplinary or grievance procedures, and initiating procedures for dealing with complaints.

## **7 Proposed Learning and Development solutions to implement the strategy**

The following table contains proposals for of learning and development interventions. It also includes a list of other existing courses that address Diversity in their content.

**Pamela Graham, Equal Opportunities Adviser**

**Proposed implementation of the Diversity Learning and Development Strategy – 2006/2007**

<b>Specific diversity related training included in the Open Programme – available to all staff</b>	<b>Embedding in other courses/workshops in the Open Programme</b> <i>Piloting with Trainers 2006/2007</i>	<b>Specific Training tailored for Schools/Services</b>
<u>Induction for new staff</u> Workshop session for all new entrants. After they have attended the “Welcome event”. This will contain mostly content about how to work effectively with people, how we would like to be treated, the rules of good behaviour, what the policies and procedures are, and a little about the consequences and the law.	<u>Providing a Quality Service</u> with external consultant – September 06	<u>Accommodation and Hospitality Services</u> Working with managers to develop a diversity training course for managers and a programme for operational staff run by in-house trainers
<u>Managing Equality and Diversity</u> A workshop to introduce managers to the main skills, behaviours and responsibilities required to manage a diverse workforce. It will include how to convey expectations to their staff. It will also provide training for managers of staff who are dealing with a diverse client/student group.	<u>Managing People Effectively</u> with external consultant – November 06	<u>Estates Support Services</u> Working with managers to develop a diversity training course for managers and a programme for operational staff run by in-house trainers
<u>Diversity Issues for Recruitment and Selection</u> This is the front end of a programme of 4 workshops for those who are responsible for recruitment and selection of staff. It could also be an update for others who would like more info about E&D	<u>Heads of School Programme</u> Relevant knowledge areas and skills/attitudes and behaviours related to equality and diversity. Managing with a diverse staff – mainly embedding this into the workshops/training that will be provided. Work with Lynne Howlett.	

<p><u>Disability confident</u> This is a workshop for anyone who needs development on working with disabled staff/colleagues An On-line version is available. There is also a need to tie in with the Disability Support training for academic staff.</p>	<p><u>Performance Development Review training – Equality and diversity are already embedded in this training.</u></p>	
<p><u>Managing Dignity at work</u> This is a workshop for managers to adopt strategies to prevent bullying and harassment occurring and also how to deal with incidents if they arise.</p>	<p><u>Induction and how to plan it</u> Course for managers who want to develop a more effective local induction for new staff in their schools and services. Work with Helen Doyle in reviewing this provision.</p>	
<p><u>Equality Impact Assessment training</u> For policy owners; those staff who will be involved in carrying out the impact assessment administration and managers who will be involved in the process</p>		
<p><u>Updates on new legislation</u> incorporating Age, Disability and Gender – spring 2007 – road show version of a presentation and short interactive sessions.</p>		
<p><b>Other Learning and Development provision addressing Diversity related issues.</b></p> <ul style="list-style-type: none"> <li>• <u>Cross Cultural Diversity - Are we speaking the same language?</u> This is included for academic staff working with students - provided by Staff Development.</li> <li>• <u>PCAP</u> for new academic staff – embeds diversity issues into the programme - provided by Staff Development.</li> <li>• <u>Promotions Workshops</u> for academic staff to help them be more aware of the promotions process and enhance their application and potential success - provided by HR and Senior Academic staff.</li> <li>• <u>Disability Awareness</u> for academic staff working with students. This is provided for academic staff who have or may have a disabled student on their course - provided by Disability Support Service on the Open Programme.</li> <li>• <u>Recruitment and Selection of Staff half-day courses.</u> This is for staff to enable them to sit on selection panels - provided by Staff Development on demand for Services and Schools/Faculties.</li> </ul>		