Equality, Diversity and Inclusion Workshop
CSC Society Training 2019 - Chairs

Tony McMahon
Director of Diversity and Inclusion
diversity@tcd.ie
Learning Objectives

At the end of this workshop, you will:

➢ Understand core Equality, Diversity and Inclusion (EDI) concepts
➢ Have a broad appreciation of EDI in general and apply your learning to practical scenarios
➢ Have considered how you might handle EDI challenges for your Society
Ground Rules

✓ Come to the session with an open mind

✓ Think about your desired learning objective, and keep that in mind throughout the session.

✓ Listen so as to understand, rather than just to respond.

✓ Avoid thinking with an either/or mindset. Dialogue, not debate!

✓ Notice when something surprises or confuses you. Reflect on it from a learning perspective.
Agenda for today’s workshop

1. EDI Policies and Strategy in Trinity – an overview

2. Diversity Concepts
   1. Dimensions
   2. Patterns
   3. Privilege

3. Case studies - EDI in my Society.
Section 1 EDI Policies and Strategy - Trinity overview

http://www.tcd.ie/diversity-inclusion/policies/

Objective

➢ To create awareness of the key EDI policies and statistics in Trinity

- Equality Policy
- **Dignity and Respect Policy**
- Gender Identity and Gender Expression Policy
- Accessible Information Policy
- Policy on Supports for Student Parents, Student Carers and Students Experiencing Pregnancy
- Code of Practice for Students with Disabilities
- Student Mental Health Policy
- College Strategic Plan
- **Strategy for Diversity and Inclusion**
- Diversity Statement
Dignity and Respect Policy
Anti-bullying and harassment

You can have legitimate high expectations of the campus environment that you will experience.

Your society has a key role to play through the type culture that it perpetuates.

You all have a role to play – from being yourself, through adhering to ‘rules’, to calling out behaviour/practice that is not acceptable.

– https://www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf

Bullying

“repeated inappropriate behaviour ... could reasonably be regarded as undermining the individual’s right to dignity and respect..”
# Dignity and Respect Policy II

## Dealing with Issues

<table>
<thead>
<tr>
<th>Process</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Informal</td>
<td>– Contact Persons</td>
</tr>
<tr>
<td>– Mediation</td>
<td>– Tutors/Post Graduate Advisor</td>
</tr>
<tr>
<td>– Formal</td>
<td>– Student Unions</td>
</tr>
<tr>
<td>• Complaint and Investigation</td>
<td>– Senior Dean (and Capitation Committee) – re Student Posters/Publications</td>
</tr>
<tr>
<td></td>
<td>– Junior Dean – formal complaints.</td>
</tr>
</tbody>
</table>
Accessible Information Policy

http://www.tcd.ie/equality/policy/accessible-information-policy/

Purpose

– Making Trinity's information and events accessible to all

Scope

– The policy applies to all information provided by Trinity including learning materials and publicity, printed publications and webpages.
– It also applies to all Trinity events, whether arranged by staff or students.
Accessible Events

Accessible Information Policy

What you can do

• Ensure that your venue is physically accessible

• Advertise your event 2 weeks in advance

• In your publicity, include a statement like “Please contact [name/email/phone] with any accessibility requirements”

• Book an Irish Sign Language interpreter if required: College will cover the cost for students (via Disability Service) or staff (via HR) requiring ISL interpretation, but you must book it with Bridge Interpreting:

  http://www.tcd.ie/equality/policy/other-policies/#ISL

Event Accessibility Checker

  http://www.tcd.ie/disability/physical-access/event.php
Accessible Communications

Accessible Information Policy

The Essentials

1. Sans serif font
2. Good size (12+ for documents)
3. Use **bold** for emphasis, not *italics*, underlining or CAPS
4. Font Colour: use a good contrast between the font and background colour
5. Align from the left

https://accessibility.blog.gov.uk/2016/09/02/dos-and-donts-on-designing-for-accessibility/
A Trinity Snapshot

Objective

– To share an oversight of EDI statistics for College

Student Profile (2017/18)

➢ 85% of new entrant Undergrads are under 20; 5% are over 25
➢ 8.6% of students are registered with the Disability Service
➢ 8% of Undergraduate students are TAP students
➢ 26% of students are from outside Ireland
➢ 9% of new entrant students are not white
➢ 59% of students are female (% of Society Chairs/Officers male/female??)
Section 2   Diversity Concepts I

Learning Objective – To discuss our general understanding of Equality, Diversity and Inclusion, and to understand what issues are of most relevance to College Societies.

➢ Equality
   ➢ Equality of Opportunity
   ➢ Treating like situations alike; treating different situations differently
Equality is not Uniformity

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Diversity and Inclusion

 ➢ Diversity
  ➢ The array of individual differences, and group/social differences, throughout the College community, that shape us, and that can be engaged to achieve excellence in the mission of the College

 ➢ Inclusion
  ➢ Belonging – I am a part of this group/an essential part of this group
  ➢ Uniqueness – my distinctiveness is valued by others in this group
Inclusiveness in College Societies

- Inclusiveness means
  - open access for anyone who is part of the wide-ranging student body
  - all students feel welcome and able to get involved with any and all aspects of University life.

- This can benefit your Society by bringing in new people with new ideas.

- An inclusive environment will enable students from all backgrounds to:
  - get involved with society activities, make new friends, embrace challenges and develop their skills,
  - have fair access to the opportunities that society activity offers,
  - participate in an environment of dignity and mutual respect.
Dimensions

- The Diversity Wheel
Patterns and the Human Brain

WHAT IF TOLD YOU
YOU READ THE TOP LINE WRONG
Patterns and Stereotypes

The Google world of Physicists
Patterns and Stereotypes
Gender Bias

Group Discussion

How might men and women be treated differently in these scenarios?

And why?

- A male / female student gets too drunk at one of your events
- A male / female member of your organisation makes insulting jokes about the other gender
- A male / female student is running for a leadership position in your organisation
- A male / female member of your organisation reports that they have been sexually harassed by another member

“How come men are fat, while women get away with being plus-size?”
Privilege
Privilege

Have you ever heard a joke about a group that you belong to?

Have you ever tried to change your appearance, mannerisms, or behaviour to avoid being judged or ridiculed?

Did most people from your school go to university?

Do you have to have a part-time job to get through college?

Have you ever been offered an opportunity because of a family connection?

Do Irish public holidays reflect your cultural / religious festivals?
Privilege (2)

Do your friends speak your native language? What about your lecturers?
Can you hold hands with a partner in the street, without remark?
Can you easily get into every classroom on campus?
Have you ever missed out on a society event because you couldn’t afford it?
Have you ever missed out on a society event because you had to go home to mind the kids?
Case Studies and Practical Problem Solving

Rights and Values
- Dignity and Respect v Freedom of Speech

Reasonable Accommodations
- Disability and Society participation

Problem Solving
- Diversity in Student Society Leadership
- Other
  - Practical problems/experiences from participants
Members of the IT Society committee are discussing their recent event - a showcase event about women in tech and tech leadership.

In particular they are concerned about the discussion section being dominated by one strong contributor (and prominent society member) who advocated the view, that the differences in traits between men and women may in part explain why we don't have equal representation of women in tech and leadership.

When requested to clarify their point, this person stated the following; "I'm simply stating that the distribution of preferences and abilities of men and women differ in part due to biological causes."

This contribution created a visible unease among many participants. When one female participant, who had earlier contributed to a discussion about balancing family and work commitments sought to challenge the comment, the reply that she received was as follows; "On average women, such as yourself, show a higher interest in people, while men show an interest in things. That’s just a fact."

At this point, people began to leave the event, and amid some disarray, the Chair of the Society hurriedly brought the meeting to a close.
Reasonable Accommodations
Disability and Society participation

John is having lunch in the Pav when he overhears a conversation at an adjoining table between Lucy and Baz, two committee members of the Musicals Society who are discussing casting for their forthcoming production.

Lucy: We have amazing talent to choose from this year; it’s difficult to know where to start. Although, we did have that guy rock up in his wheelchair. When I saw that I thought to myself ‘Oh dear, how are we going to handle this one?’

Baz: I know. Jeez, I feel sorry for the guy, but we’re a musical society. He could surely find something more suited to his needs.

Lucy: Do you think that we’ll have to offer him an audition? You know how the College is so into all this old equality stuff?

Baz: I don’t know. We’re on a loser here. If we don’t offer an audition, don’t you know that there will be some do-gooder ready to jump up on our backs or run off to the University Times?
Continuum of Challenge Facilitative – Directive

**Hypothetical** - we ask the individual a ‘what if’ question. This allows the individual to put themselves in the place of the other person e.g. ‘How do you think X might feel about that?’

‘What if’ questions create empathy and identification. They can be used also to encourage someone to think about the consequences of their actions, e.g. ‘What do you think will happen to our staff if you carry on in this way?’

**Contextual** - relates behaviour to organisational policies, procedures or standards and asks the individual to account for their actions in that context e.g. ‘How does what you have said fit in with our policy on people with disabilities?’

**Assertive** – make a clear direct request that doesn’t give the person an option to say no., e.g. “I would like you to…” instead of: “Would you mind ...?”

**Directive** - this is straight talking: ‘You cannot do that to Tony, it’s not appropriate’. The confronter may also choose to emphasise a consequence for repetitions of the behaviour.
Equality-proofing
Preventative Actions

You should **consciously** consider whether any decision / procedure / action will have a different impact on different groups of people, and if so, how that difference might be reduced by some modifications.

Let’s consider some examples:

1. Event held in building only accessible by stairs
2. Poster printed in small, serif font
3. Event serves alcoholic drinks only
4. All events held after 7pm
Top Tips for an inclusive Student Society

1. Engage in EDI training and share your learning with your members
2. Actively encourage a diverse range of students to participate in your organisation
3. Equality Proof your Society’s activities ie. consciously consider whether any decision / action will have a different impact on different groups of people, and if so, how that difference might be reduced by some modifications.
4. Collaborate with entities whose membership / activities are different to yours
5. Embed inclusive good practice in your policies/procedures
6. Make your communications and events accessible
7. Challenge inappropriate behaviour, e.g. bullying or harassment
8. Refer to College EDI policies / offices for guidance
9. Listen to your members; encourage feedback
Diversity and Inclusion Website
https://www.tcd.ie/diversity-inclusion

Equality Website
https://www.tcd.ie/equality
Thank You