



School of Government
 Equality, Diversity and Inclusion (ED&I) Committee

Minutes of the meeting held on

Thursday 22 June 2023 at 14:00 hours, via Zoom

Members Present:

Mwita Chacha	(MC)	School Head of Equality, Diversity and Inclusion (Chair)
Sobia Baig	(SB)	Professional Services
Abena Dadze-Arthur	(AD-A)	Academic
George Kyris	(GK)	Academic
Dee Pettifer	(DP)	Professional Services (ED&I Committee Administrator)
Kate Pruce	(KP)	Academic
Ash Stokoe	(AS)	Academic
Stefan Wolff	(AW)	Academic

Summary of actions for ED&I Committee

Agenda item	Action	Owner	Timescale
5 – 24.01.2023	To decide on content for an away day (include plan of action to complete Athena Swan re-application); and to then find a suitable date for this to take place.	ALL	TBC
Action tracker review 10.05.23	To consider if an EDI newsletter is the best mode of communication (alternatives: standing item at departmental meetings; via other already existing platforms). To consider if the EDI newsletter is produced when there is enough news to communicate or to continue at regular intervals.	ALL	TBC
Action Tracker review	To seek further information to then complete the School’s contribution to the CoSS Equality Scheme aspirations document.	MC / Acting H of EDI	TBC
Action Tracker review	To send an email to School colleagues to encourage membership of the EDI Committee.	MC / Acting H of EDI	Beginning of first semester of 23/24
3	To ascertain from Mark Webber the frequency of SAT meetings for the last Athena Swan application. To discuss the current ToR for the SAT with HoS.	MC / Acting Head of EDI	TBC
4	To volunteer to lead on delivering cultural events, timeframe and costs to be agreed alongside this.	ALL	Ongoing
7	To talk to Deputy HoE with regards to guidance available to ensure inclusivity in module content, reading lists and teaching.	MC / Acting Head of EDI	TBC

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1.	<p>Apologies Habibah Amin (HA) – Professional Services Licia Cianetti (LC) – Academic Adrienn Crawford-Dunn (AC-D) – UG EDI Student Ambassador Robin Diver (RD) – Professional Services – has now left the University Julie Gilson (JG) – Academic - has stepped down from the committee Anabelen Rodriguez Ulloa (ARU) – UG EDI Student Ambassador Paula Schwevers (PS) - Postgraduate</p> <p>Minutes of previous meeting <u>Noted:</u> minutes of the meeting held on 10 May 2023 were approved as an accurate record.</p> <p>Action tracker review – those items not addressed elsewhere on the agenda</p> <p>To seek further information in order to contribute to the CoSS Equality Scheme aspirations document.</p> <ul style="list-style-type: none"> ○ MC approached DPVC for Equalities, Diversity and Inclusion, and Deputy Head of College, and confirmed that the equality scheme is tied to the general strategy for the University. ○ Aspirations are to be considered as a target over a two-year period, and the School will not be held to account if not met. ○ The School is therefore required to take into account where it is now and decide on how it will contribute to the overall University aspirations and target. ○ Additional resources will not be provided, but other strategies discussed: <ul style="list-style-type: none"> ▪ Wording job advertisements to encourage female applicants. ▪ School and College promotions panels to have influence on achieving aspirations. ▪ All those involved in recruitment processes need to be aware of aspiration targets. ▪ Preparation for promotions could be encouraged through a temporary reduction of workload, although this may be more problematic to realise in reality. ▪ Encourage participation in the College-led mentoring scheme for promotions; potentially setting one up specifically for women in particular. ▪ A better understanding of the promotions framework is needed, as women may score more highly in having achieved in areas such as citizenship rather than leadership, as an example. Do the points compare? ○ Also noted: <ul style="list-style-type: none"> ▪ Internal promotions leading to female professorships will leave vacancies in female Associate Professor numbers. ▪ The University to be aware of its obligation to female academics, but also not to the exclusion of male. ▪ Ethnic minority section of the scheme: only College baseline data is available and given in percentage rather than numbers. ▪ Non-binary staff members are now able to declare this via Core, but as it is voluntary there may be other factors which impede them making this declaration, leading to missing base data. This may also 	

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	<p>be true for data relating to disability, and in particular non-visible disability. Evidence of culture change may be needed to encourage more widely spread participation in declaration.</p> <ul style="list-style-type: none"> ▪ The data available to us may not be adequate to form a fully thought-out aspiration. Are we data mining adequately? <p><u>Agreed / action:</u></p> <ul style="list-style-type: none"> • MC to ascertain the number of vacancies available from HoS, and then to set a target of recruiting 50% female across all academic role levels. • MC to further investigate baseline data that is given as a percentage and at College level, rather than in numbers. • MC to seek the availability of more detailed data on which to base aspirations. <p>To request that the School EDI Committee receive raw data from the CoSS EDI Survey, as well as the analysis</p> <p><u>MC noted:</u></p> <ul style="list-style-type: none"> • Data from the CoSS EDI survey has not yet been released. MC has proposed strategies to put in place, but nuanced data is needed to realise these. • Once analysis has been received, MC will request raw data is also released. <p>To issue the next EDI newsletter</p> <ul style="list-style-type: none"> • KP called for ideas. • To be included: <ul style="list-style-type: none"> ○ Update on Athena Swan, and reminder of new deadlines. ○ Call for members to sit on the SAT (Self Assessment Team) for Athena Swan. ○ EDI Survey results to be communicated. ○ Update from UG EDI Student Ambassadors. ○ Notification of the upcoming Professional Services Race Equity training, with the potential provision of another in February. ○ EDI forum highlights. <p>To review the School EDI Committee ToR in respect of membership. To send an email to all School colleagues to encourage membership interest.</p> <p><u>Action:</u></p> <ul style="list-style-type: none"> • MC to send an email at the beginning of the new semester to encourage participation across all three departments and from professional services. 	<p>MC / Acting H of EDI</p> <p>MC / Acting H of EDI</p>
2.	<p>UG ED&I Student Ambassadors update</p> <p><u>MC noted</u> on behalf of AC-D and ARU:</p> <ul style="list-style-type: none"> • There will be a POLSIS in Colour meeting this week, attended by the UG EDI Student Ambassadors and MC. • Feedback will inform the focus groups action plan. 	
3.	<p>Athena Swan Action Plan Tracker</p> <p>SAT (Self Assessment Team)</p> <p><u>Noted:</u></p> <ul style="list-style-type: none"> • The SAT is separate to the EDI Committee, so that division of support is not compromised, but EDI members can contribute to the SAT. 	

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	<ul style="list-style-type: none"> • Membership is from across all areas: professional services, academics, UG, PG and PGR students. • The Chair of the SAT will write the majority of the application with contributions from the rest of the team. • For the last Athena Swan application Head of School was the chair and meetings took place monthly, with ‘writing’ team meetings taking place more frequently. <p><u>Action:</u></p> <ul style="list-style-type: none"> • MC to ascertain more details on frequency of SAT meetings from Mark Webber (HoS at the time of last application). • MC to discuss the current SAT ToR with HoS, highlighting noted considerations above. <p><u>Agreed:</u></p> <ul style="list-style-type: none"> • The SAT will then lead sessions to gather ideas and information re Athena Swan reapplication; delegating and requesting volunteers to draft sections and analyse available data as needed. • The SAT will also decide on the type of cultural survey to be engaged: embed key questions in an existing survey; have a standalone survey; or roll out pulse surveys, taking advantage of key events taking place anyway such as the newly set-up wellbeing centre so data could be drawn from this to build pulse survey questions. Pulse surveys help to avoid the snapshot responses potentially received via an annual survey. 	MC / Acting H of EDI
4.	<p>Priorities for next year</p> <p>1. Focus groups</p> <p>PGR submissions and retention</p> <p><u>Noted:</u></p> <ul style="list-style-type: none"> • Leave of absence data revealed during the pandemic from School Head of PGR, out of the 29 cases, reasons reported were: <ul style="list-style-type: none"> ○ 7 – Covid ○ 9 – medical (Covid not specified, but could have been) ○ 5 – family reasons ○ 8 – work-related. • There were also 16 full-time PGRs who decided to study part-time, and at least half of them reported this was for medical reasons, whilst for others it was work-related. <p>Through the focus groups: is the drop as a result of the pandemic, and if not can the reason be identified, addressed and moves made to rectify this?</p> <p>UG programmes and awarding gap</p> <ul style="list-style-type: none"> • POLSIS in Colour survey will help to inform the basis of discussions. <p>Workload and work-life balance</p> <p>2. Cultural celebration events</p> <p><u>Noted:</u></p> <ul style="list-style-type: none"> • Organise events around: Black History month, LGBTQ month, cultural-based celebrations. 	

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	<ul style="list-style-type: none"> • More specific support for those with protected characteristics for promotions, for example. Workload considerations that can be adopted across the School – take to SMT? • Post-Brexit realities: welcoming those who arrive on global talent visas; realising events which will respond to this positively. • There are already a number of EDI-related initiatives taking place across the School, College and University, such as the reverse mentoring scheme. Data from these initiatives could be captured and mapped providing outputs and better ensuring against duplications. <p><u>Action:</u></p> <ul style="list-style-type: none"> • EDI committee members to volunteer to lead on agreed events, and timeframe and cost to be allocated as part of this. 	ALL
5.	<p>Budget update</p> <p><i>Document available via Teams</i></p> <p>DP <u>noted:</u></p> <ul style="list-style-type: none"> • No movement in spend, and the budget will reset for 23-24. 	
6.	<p>Any Other Business</p> <p>Module audit</p> <ul style="list-style-type: none"> • The School needs to undertake an audit of its modules to ensure content, readings and approach to teaching are inclusive. This is to be addressed with new HoE via SMT. • Anecdotal evidence reveals that academic colleagues were keen to decolonise the curriculum, but the guidance to do this is not obviously visible via the intranet. • In the past, there have been workshops at School level to socialise guidelines on making things more inclusive, led by an external presenter. However, participation was voluntary. • DPVC for Equalities, Diversity and Inclusion has confirmed that participation in workshops of this kind cannot be made mandatory, colleagues can only be strongly encouraged to participate. <p><u>Action:</u></p> <ul style="list-style-type: none"> • MC to talk to School Deputy HoE initially, with the proposal of finding a lead to whom colleagues can turn for advice re being more inclusive in their teaching-related activities. Data from module audit to be taken into consideration to inform actions. <p>Leavers</p> <ul style="list-style-type: none"> • KP confirmed that she would be leaving the University at the end of July. • MC will be on study leave next semester. HoS and MC currently discussing cover options. 	MC / Acting H of EDI
7.	<p>Date of next meeting:</p> <p>To be confirmed.</p>	