

Department of Materials EDIA meeting

2.30pm, 29th September 2022

Room 1.007 Roscoe Building and Zoom

Attendees:

Tom Shearer, Ross Nolan, John Warren, Alexander Eggeman, Phillip Frankel, Giles Johnson, Ross Nolan

Apologies

Rachel Cox, Simeon Gill, Zahra Mukadam, Freyja Peters, Yueqi Xiao, Claudia Gonzalez, Susan Hogan, Damindi Jones, Robert Lindsay

Purpose of meeting

To update the EDIA committee on the current status of our action plan and identify any additional issues that need to be addressed

Agenda

1. Welcome and introduction

Chair passed the meeting over to Giles Johnson, EDIA Lead for the School of Natural Sciences, to address some of the issues raised from previous EDI committee meetings.

2. Giles Johnson (School EDI Lead) to give School response to matters arising from meetings on April 6th 2022 and 22nd July 2022

6th April 2022

TS to mention to GJ about emergency childcare and investigate if the two University nurseries would have capacity for this.

This was mentioned to Mark Hughes who was going to take this to another University committee. GJ had not followed this up by the time this meeting took place. Will aim to gain the feedback in the next couple of days. Difficult subject to cover but suggests we keep lobbying to see if it can be arranged. Thinking about cost of running vs. wellbeing of staff. Maybe get a survey together to look at need (how often). GJ to feedback information when received from MH.

It was noted that funding to help with childcare in the previous Academic year was only offered to Academics and did not extend to Technical/PS staff. ****ACTION - GJ to ensure that this is not the case for the coming year when this funding becomes available again. Wording to be rephrased to ensure inclusivity.**

Discussion was had regarding being permitted to bring children to work (providing their wellbeing and safeguarding was being looked after) in circumstances where emergencies arose and it would be more comfortable for staff knowing that the University was sympathetic to their case and backed them. TS – this can be resolved at Department level but it is more difficult to try and change University policy to accommodate this.

In terms of what we can control, hopefully the new generic risk assessment will cover childcare needs when circumstances arise.

PS EDI Meeting (22nd July 2022)

Suggest creating a listserv for FSE PS staff

Raise at Faculty level the fact that PS staff do not know where to raise and escalate EDI issues

Raise the removal of the ‘no children at home to be reason for Hybrid working’ policy at Faculty level

Consider what meetings would be appropriate to invite PS staff to and create a list of meetings that PS staff should be invited to, and invite PS staff to more meetings.

Suggest setting up school level PS meetings to discuss how things work across the Departments

GJ has spoken with JL regarding the issues raised at the PS EDI meeting but this required further discussion to gain answers to some of the questions. ****ACTION - GJ to gather feedback and return results to TS for distribution to the committee.**

There was discussion around the questionnaire for PS staff that Susan Hogan was arranging. This has been given to Danielle Atkinson and she is aware of it requiring distribution, but not sure if any of the issues raised will be practically amended.

3. Other matters arising from April 6th 2022

<p>TS will mention looking into support for none native English language speakers as another item to investigate alongside Mathematics support.</p>	<p>TS – Complete – No extra support at School or Faculty level, but University has recently launched the Academic Success Programme to provide extra English language support - https://www.languagecentre.manchester.ac.uk/study-english/our-courses/academic-success-programme/ - look out for adverts in advance of Welcome Week each year</p>
<p>TS to feedback recommended four week notice for Covid-support and other schemes to PM</p>	<p>TS – Complete</p>
<p>TS to discuss collection of graduate success stories with School EDI Committee to see if we can introduce a formal mechanism to do this</p>	<p>TS – Complete – Going forward, Division of Development and Alumni Relations will find cases and Marketing and Recruitment will produce articles for the Materials blog</p>
<p>RB to raise question with RL as to whether information regarding question topics can be sent to interviewers in advance of interviews so they are aware of what has been sent to PGR’s</p>	<p>RB – No interviews since this but RB will ensure Supervisor’s are copied into emails. Can ensure the request is raised at future meetings. GJ has also had this raised at School Level. Looks like something this will be acted upon.</p>
<p>RB to discuss with RL the possibility of introducing a new PhD projects and funding webpage to our department website</p>	<p>RB – Department PhD projects and funding page is available here -</p>

	https://www.materials.manchester.ac.uk/study/postgraduate-research/funding/
TS to raise legality of securing funding for underrepresented groups with the School EDI committee.	TS – Complete – Positive <i>discrimination</i> is illegal in the UK, but positive <i>action</i> is legal, which includes initiatives such as the recently announced Cowrie Scholarships for Black students

4. Update on Action Plan – TS

UPDATES SINCE MEETING ON APRIL 6TH

Ref	Objective	Rationale	Actions	Current Status
2.1	Enhance awareness, visibility and the online presence of people from underrepresented groups in our department	If we are not consciously aware of how our department appears to external audiences, we may give the impression of not being inclusive, which can put off people from underrepresented backgrounds from applying to work or study with us	<p>Annually review our marketing materials and website to ensure the diversity amongst our staff and students is clearly celebrated, and update website with case studies from current staff/students/alumni</p> <p>Ask students who are already here what barriers they had to overcome to get here and work with them to develop case studies (perhaps a short video) that can be shared with</p>	<p>Hannah Murray, Marketing & Recruitment Coordinator is arranging new photography for our website, which will celebrate the diversity in our department.</p> <p>Tom drafted an email that Lisa and Ahu distributed; however, they did not receive any replies last academic year. They are going to try again this academic year. Ahu is going to contact some PDRAs and PhD students to help create the video in collaboration with Media Services.</p> <p>Sam Jones put together our first MSE case study on Collette Bell. Going forward Hannah Murray will be producing case studies for the Materials blog in collaboration with the Division of Development and Alumni Relations.</p>

Ref	Objective	Rationale	Actions	Current Status
			<p>potential students on outreach visits.</p> <p>Investigate the career paths of our FBT and MSE graduates. Highlight positive case studies on our Internet pages, particularly emphasising the success of students from underrepresented groups.</p>	
2.5	Ensure all PhD students experience an inclusive culture in their research groups	All PhD students should feel included in their research groups and feel that they are able to bring their whole selves to work	Encourage all PhD supervisors to create a code of conduct for their research group – see here for an example	Discussed with Department Management Team, who recommended that we make a template, rather than having PIs create one from scratch, and recommended including Health & Safety information too. Luke Smith said he would raise this as an agenda item for the PGR Community of Practice, but then the meetings ceased, so Tom has raised directly with Scott Heath and is awaiting a reply.
3.3	Ensure unconscious biases do not affect	We must ensure that our promotions processes are	Ensure all staff on promotions panels have	Agreed with Department Management Team, this is now being checked in advance of panels

Ref	Objective	Rationale	Actions	Current Status
	promotion decisions	fair and impartial	<p>taken Unconscious Bias training within the last two years</p> <p>Include representation of minority ethnic and gender staff on all interview panels for permanent staff. Ensure that time spent on panels is captured by line managers and workload is reduced in other areas to ensure staff from minority groups are not get overburdened with work.</p>	<p>Department Management Team raised concerns about workload of minority staff and panel organisers. We discussed creating a School-wide pool of volunteers called EDI Champions that are willing to sit on interview panels, and a member of each panel having a dedicated EDI focus. This is now one of the actions on our School Athena SWAN Action Plan. EDIA Champion training will be rolled out from January 2023.</p>
4.3	Decrease the number of micro-aggressions experienced by staff	Staff have reported experiencing inappropriate comments at work, and staff from minority ethnic groups, in particular,	<p>Organise a half-day EDI Away Day to educate staff about micro-aggressions, power and inequality</p> <p>Request that University</p>	<p>Micro-aggressions training held on January 20th 2022.</p> <p>The Faculty has launched a series of new EDI training events running for the first time in November and December 2021. Further courses ran in June and July 2022. EDI training has also been rolled out to students.</p>

Ref	Objective	Rationale	Actions	Current Status
		are disproportionately affected	<p>rolls out similar training to all students and staff</p> <p>Promote the University's Active By-stander Training and Report and Support system</p> <p>Ensure action taken in response to reported issues is communicated back to affected staff</p> <p>Everyone in the Department should behave in a respectful and inclusive way and should actively challenge and report inappropriate behaviour</p>	<p>Tom highlighted Report and Support link on EDI Intranet page in Town Hall Meeting on 25th November 2021.</p> <p>Ongoing</p> <p>Ongoing</p>

Ref	Objective	Rationale	Actions	Current Status
4.7	Make it easier for parents with emergency childcare issues to be able to deliver their professional duties	Parents are often left with childcare responsibilities at short notice. The current barriers to bringing children onto campus make it difficult for parents to deliver their work duties, including teaching in particular, in this situation.	Produce a generic department risk assessment that parents can use to bring children into their office and into teaching spaces if necessary	Sylvester has put together a draft risk assessment, and Tom has sent feedback to him received from staff. We are awaiting a final draft. Katie spoke to Karen, the H&S advisor for PSI and Royce and she approved allowing children into offices and communal spaces in line with the risk assessment.
6.29	Create a listserv for FSE PS staff			
6.30	Ensure that PS staff know how to raise and escalate EDI issues			
6.31	Remove the policy of banning staff from using hybrid working to facilitate childcare			
6.32	Create a list of meetings across the School which PS staff should be invited and contribute to			
6.33	Set up a school-level PS staff forum equivalent to the existing School Board which only gives voting rights to academic staff			

5. **Staff feedback and suggestions for new actions – STAFF**

No new actions proposed.

6. **Any other business**

There was discussion at the School Board meeting around issues relating to racism that did not really get a full discussion. It would be good to add this to future EDI committee meetings.

ACTIONS

GJ to ensure that this is not the case for the coming year when this funding becomes available again. Wording to be rephrased to ensure inclusivity.	GJ
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GJ to gather feedback and return results to TS for distribution to the committee.

GJ

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