

## Department of Materials EDIA Committee meeting

2.30pm, 7<sup>th</sup> April 2022

Online Zoom Meeting

### Attendees:

Tom Shearer, Amy Benstead, Susan hogan, Simeon Gill, Katie Moore, Amanda Aspinall, Tewodros Mihret Belete, Alexander Eggeman, Agate Stranka, Rosy Boardman, Yifan Li,

### Apologies:

Zahra Mukadam, Fiona Velez-Colby, Freyja Peters, Rob 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. Matters arising (update on actions from last meeting) – TS

1. TS to raise question about the timing of GTA training at the next School EDIA committee meeting.	TS – Complete (see item 2)
2. AA to share name of contact to give information to regarding finding Alumni to highlight as positive case studies on our website – Miriam Cadney	AA - Complete (Charlene and Sam to lead on finding case studies) (TS awaiting confirmation from Sam if they can take this on, Charlene to liaise with Miriam)
3. TS to request data on number of students from lower POLAR (Participation Of Local AREas) and IMD (Indices of Multiple Deprivation) quintiles from central WP lead, Felicity Wicks or Sami Karamalla-Gaiballa	TS – Received (see attachment) (IMD report states target RATIO of 3.00. TS has queried this as a means of measuring as the ratio can be impacted regardless of recruiting more students from Q1 or less from Q5. TS has raised as an issue and as part of Athena SWAN (AS), an appropriate target is to be looked at)
4. TS to find out how students access EDI training and circulate link	TS – Complete (Can be accessed through

<p>The direct links for the Materials training can be found here:  UG (both MSE and FBT): <a href="https://online.manchester.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 13209_1&amp;content_id= 13095644_1&amp;courseToCLabel=Equality,%20Diversity%20and%20Inclusion%20Training">https://online.manchester.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 13209_1&amp;content_id= 13095644_1&amp;courseToCLabel=Equality,%20Diversity%20and%20Inclusion%20Training</a>  PGT (both MSE and FBT) : <a href="https://online.manchester.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 17938_1&amp;content_id= 13204818_1">https://online.manchester.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 17938_1&amp;content_id= 13204818_1</a></p>	<p>Blackboard.  Completion rates are lower than we would like so please advertise wherever possible)</p>
<p>5. TS to suggest to School EDI committee that we set up a scheme for PGR students to receive peer-support on topics they are not expert in.</p>	<p>TS – Complete (see item 2)</p>
<p>6. TS to raise the issue of calls for applications to the Covid-recovery fund having too short a timescale with the School EDI committee.</p>	<p>TS – Complete (see item 2)</p>
<p>7. TS to find out who ran “I Am Remarkable” and check whether it will run again.</p>	<p>TS – Complete (Claudia has run first round of workshops)</p>

## 2. Responses to issues raised at the School EDIA committee

- TS asked Giles Johnson (GJ, School EDI Lead) to clarify the definition of Scholarship for T&S staff for promotion and probation cases. GJ stated this has been sent to Chris Hardacre (CH) and there will be a working group chaired by Alice Larkin as part of AS action plan.
- TS - queried about including a question on EDI in interviews for new staff. Query sent to HR Services and is awaiting response.
- There was a request to allow DBS checked staff to look after others children on campus and try to facilitate childcare by setting up a web resource to share names of known childcare providers locally. GJ stated he wasn't sure about the legality of staff looking after each other's children. TS working with Sylvester Boon to compile previous risk assessments so parents do not have to write new ones from scratch. TS not sure who would be the appropriate person to ask regarding staff looking after each other's children. Any ideas would be helpful. Broad support for the web page but a Champion is required to help set this up. KM pointed out there are 2 University nurseries, which are oversubscribed, but is there a possibility there may be a time they have capacity for emergency childcare?  
**\*ACTION - TS to mention to GJ and see if it can be investigated.**
- TS received a request for PGR students to gain peer support in topics they are not expert in, particularly regarding mathematical/numerical problems. *Passed to Scott Heath - awaiting reply.*
- Rachel mentioned previously about the timing of GTA meetings in welcome week, making that time of year very congested and some students find this stressful. Can we suggest training sessions also run later in the year? *Rachel has received response from Faulty directly.*
  - RB mentioned having PGR students requesting support regarding help with their English language for non-native English language speakers. Could we look into support for this alongside the Mathematical support? **\*ACTION - TS will mention as another item to investigate.**
- Data was found that 58% of PS staff leave under the age of 56 as opposed to 48% of Academics and we wanted to find out why. *This has now been addressed as part of the AS action plan but it is thought that this is due to the leavers survey not being completed and the correct questions not being asked. Part of the AS action plan is to help improve on this and find out WHY people are leaving.*
- It was mentioned previously that the timescales to apply for the covid recovery scheme were too short. Staff wanted to apply but had no time due to workloads. *TS raised this with Paul Mativenga (PM) and GJ and GJ stated that they did try to pull back the time by 2 weeks,*

*but only had until the end of semester 2 to spend the money. GJ asked what do people think is an appropriate timescale? PM suggested extending to 4 weeks. What are people's thoughts? AE stated 4 weeks is more reasonable but there needs to be consideration around what information is being asked for. \*ACTION - TS to feed back to PM.*

### 3. Update on Action Plan – TS

1.2 – TS - Develop Department Intranet and Internet EDI pages. *Intranet page launched and advertised in Town Hall Meeting on 25<sup>th</sup> November 2021 and by email on 26<sup>th</sup> December 2021. Internet page launched via the Social Responsibility section of the Dept website, including a link allowing students to submit anonymous suggestions.*

2.1 – Annually review our marketing materials and website to ensure the diversity amongst our staff and students is clearly celebrated. *SR contacted FSE Marketing and Comms Team, who suggested incorporating into a Faculty-wide EDI communications strategy. \*ACTION - TS to discuss with School EDI Team.*

- 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 potential students on outreach visits. *TS drafted email, Lisa has distributed. Ahu going to contact some academics, PDRAs and PhD students to help create the video in collaboration with Media Services.*
- Investigate the career paths of FBT and MSE graduates. Highlight positive case studies on Internet pages, particularly emphasising success of students from underrepresented groups. *CG agreed to lead on this action from FBT side - suggested Feyra Mattis as case study. Sam not aware of anyone, but will contact Careers Service to see if they collect the information we need. Need to clarify if Sam is willing to lead on this action on MSE side.*

**\*ACTION - TS to discuss collection of graduate success stories with School EDI Committee to see if we can introduce a formal mechanism to do this.**

2.2 - Investigate the impact that our WP activities have had on student numbers from lower POLAR and IMD quintiles over the last decade. *(already addressed in item 2)*

2.3 - Standardise UG and PG interview questions and distribute them to candidates in advance of interviews -- in MSE, interviewees are now told the topics of the questions they will be asked about in advance as a trial. Objections to giving actual questions. *AE – Will this information be distributed to interview panel members beforehand with clear expectations for interviewers? TS – yes that's a great point. \*ACTION - RB to raise this with RL.*

2.4 - As a mandatory part of the academic advising process, ensure that all students are asked whether they have considered applying for a PhD - *Janine has begun implementing this on the FBT side, and Janine and Rosy have emailed resources to Kun to set something similar up on the MSE side. Kun has emailed the MSE year tutors to ask that they include information in their year group talks.*

TM – I presume applications from underrepresented groups is due to lack of funding as this is my case too and also some of my friends? Is there any way of securing funding for those who are underrepresented? **\*ACTION - TS – there is no funding targeted specifically for different groups as far as I am aware and not sure about the legality of doing so but it is something that he could raise with the School EDI committee.**

RB – can we promote funding for PHD's for non-UK students as this is a big barrier PGR's are facing due to not having the funding to apply for the course they want. *TS – maybe need to do more with Supervisors around what funding is available.*

AE – Industrial projects are easier to get.

KM – PSI website has links on the webpage. Couldn't Materials do the same to help students find a project for funding. **\*ACTION - RB to discuss this with RL.**

AA is there a way of asking students what they would be interested in researching. *TS – The issue with CDT funding is that is CDT research areas are already defined, which sometimes leads to CDTs struggling to recruit.*

AE – Could we make a list of funding the first thing PGRs see when they are applying?

2.5 Encourage all PhD supervisors to create a code of conduct for their research group – see here for an example. *TS emailed Luke Smith to chase this up. It turned out this had fallen off the agenda due to cancelled meetings, but it has been re-added to the agenda for the next meeting.*

- Display Pride and Transgender flags widely in public locations and academic offices - *TS has collected these and they are ready to distribute – it might be best to wait until after MECD move*

4.3 - Organise a half-day EDI Away Day to educate staff about micro-aggressions, power and inequality - Micro-aggressions training held on January 20th 2022. *RB – the training was really good. Some arguments broke out but other attendees were really nice and good. Request that University rolls out similar training to all students and staff - Further training courses are to be launched soon.*

4.5 - Raise awareness of opportunities to get involved in activities at the university that improve wellbeing (e.g. sports, access to green spaces, social activities, etc.) - *The recording of this meeting has been uploaded to our EDI Intranet page.*

4.7 - Produce a generic department risk assessment that parents can use to bring children into their office and into teaching spaces if necessary. – *Awaiting reply from SB.*

#### **4. Responses to issues raised with School EDI Committee - TS**

6.3 Make the workload model a transparent system so academics can see how their workload compares. Ensure Faculty Contribution Model is reviewed by PS staff so they can identify areas that can be carried out by PS staff - *Faculty Contribution Model now launched.*

SG – Did they capture input into things like Edi activities etc? *TS – They have introduced time allocations for members of staff with extra responsibilities such as committee leads and Department activities etc.*

6.5 - Ask the University to implement a target for the number of privately educated UK students on our courses that is consistent with the national ratio of private: state education student numbers - *Data on applications, offers and accepts for students in 2020-21 and 2021-22 who attended different school types received. TS requested that we monitor this data across the University, but it was decided that the POLAR data we collect is sufficient and that it is not necessary to have a target for private school vs state school numbers. It was suggested that we ask our DHoEs to raise this issue through the Teaching College if we want to pursue this. TS – are we happy with this or do we want to chase? I would rather spend efforts elsewhere due to firm 'No'*

6.6 Contact HR to obtain figures on the age of PS staff leavers to determine whether anecdotal evidence of older staff leaving PS roles before they reach retirement age is supported by the data. If it is, an investigation should take place to determine why older staff are leaving - *Data on age of leavers received. Notably, in 2019-21, 58% of PS staff left under 56 vs 48% of academics. This is being addressed as part of the School Athena SWAN Action Plan.*

6.13 - Investigate how EDIA training can be made more engaging. Emphasise the benefits of EDIA to everyone and consider how EDIA training can be embedded into other, existing training activities and away days - *TS has raised this issue, and initiated collaboration between the Faculty and Dr Chrissi McCarthy to develop new training resources- Dr McCarthy ran three training sessions in November and December 2021 and a Department training session in January 2022. Further training courses will be launched later in 2022.*

6.20 - Wherever possible, remove the barriers that prevent parents from bringing their children into work, and ensure that university buildings are safe for children who may visit them. – *SB is compiling previous risk assessments used to bring children onto campus for us to share on the Intranet page.*

6.23 - Ensure there is sanitary provision in all buildings in the Faculty - *Estates decided it wasn't cost effective to maintain vending products across campus. FSE EDI Partner has agreed to take this issue forward. There is however, going to be a trial in the MECD building of free sanitary products, run by the Directorate of Student Experience.*

6.24 - Clarify the definition of Scholarship for T&S staff probation and promotion cases (in particular, is publication of pedagogical research papers required, and can other examples of dissemination of good practice be used to support cases?) and ensure that the same criteria are being used across different departments and disciplines - *A Faculty working group on promotions chaired by Alice Larkin will consider this issue.*

6.25 - Include a question on EDI in all staff interviews, for example "Equality, Diversity and Inclusivity are founding principles of our School and the University of Manchester. Can you provide an example where you have championed one of these?" - *School EDI Lead, GJ, has forwarded this request to HR Services - awaiting reply.*

6.26 - Allow DBS-checked staff to look after each other's children on campus for short periods to allow parents with childcare emergencies to deliver teaching and not have to rearrange their classes. Ensure that safe spaces exist in which to provide this care. Request that the University funds DBS checks. - *GJ has forwarded this request to Head of School - awaiting reply.*

6.27 - Share links to emergency childcare providers that parents can use off-campus on University, School and Department EDI webpages - *Seeking a champion, who is a parent, to lead on creating a web resource for parents.*

6.28 - Set up a scheme to allow PGR students to receive peer-support on topics they are not expert in. In particular, some neuro-atypical students struggle with mathematical/numerical problems – it would be beneficial if they could receive peer-support from PGR students in the Department of Mathematics - *GJ forwarded to Faculty PGR Lead - awaiting reply.*

5. **School of Natural Sciences Silver Athena SWAN Award – TS**

Won Silver AS award – Gold depends on proving the sustained silver action plan.

6. **Student feedback and suggestions for new actions – STUDENTS**

None raised

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

None raised

8. **Next meeting will focus exclusively on PS staff in the summer.** Next one open to everyone will most likely be September 2022.

9. **Any other business**

KM – CH like the idea from KM regarding the First year course on computing and communication and this is now being progressed to 2 x lectures in the first semester focussing on 'respectful communication' and 'professional communication'. KM – would be keen on peoples input on what has been done so far and what to include. *AE, TS and RB happy to input.*

AA – could there be a section about speaking to PS staff in respectful ways. *KM – yes, good idea.*

SG – When we move to MECD is there any way to visually promote EDI within the building?

Might be useful to reinforce it to staff and students. – *TS is part of EDI wellbeing network so can raise this*

SG how do we tackle workload stress under the EDI umbrella? Is there a way to get the University to help to tackle this as current stress reporting mechanism is poor. Ask the University to put in place something more suitable.

## ACTIONS

TS to mention to GJ about emergency childcare and investigate if the two University nurseries would have capacity for this.	TS
TS will mention looking into support for none native English language speakers as another item to investigate alongside Mathematics support.	TS
TS to feedback recommended four week notice for Covid-support and other schemes to PM	TS
TS to discuss collection of graduate success stories with School EDI Committee to see if we can introduce a formal mechanism to do this	TS
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	RB
RB to discuss with RL the possibility of introducing a new PhD projects and funding webpage to our department website	RB
TS to raise legality of securing funding for underrepresented groups with the School EDI committee.	TS