<p style="text-align:center">**Department of Materials EDIA Forum**</p>

<p style="text-align:center">**2pm, 9th December 2021**</p>

<p style="text-align:center">**Online Zoom Meeting**</p>

Attendees:

Tom Shearer (Chair), Rosy Boardman, Jo Conlon, Amy Benstead, Robert Lindsay, Freyja Peters, Claudia Lorena Compean Gonzalez, Fiona Velez-Colby, Amanda Aspinall, Yifan Li, Charlene Gallery, Rachel Cox, Katie Moore, Tewodros Mihret Belete, Yueqi Xiao

Apologies:

Susan Hogan, Charlene Gallery

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 introductions**
    TS welcomed new members of the Committee made up of students, to let them give a student voice.

2. **Student Feedback on EDIA Action Plan and suggestions for new actions – STUDENTS**
    TS - asked student reps about their thoughts on the Action Plan. Don't be afraid to speak out, this is a safe environment.
    YL - the Department is good. Give good help and no discrimination.
    RC - agreed with this statement but found concerns regarding access issues for people with specific needs. E.g, communications for training and workload timelines are very short for some, especially those who need longer to process and organise. Can create a backlog of work. GTA workload needs more explanation so the student knows what is expected of them entirely as the training for this does not give time to prepare.
    TS - queried would it be better to undertake training for this later in the year?
    RC - didn't know if this was the answer but stated there just needs to be more consideration of GTA diversity.
    TS - RL and RB is it within your remit to enquire about this happening in the future?
    RL - explained training is carried out at Faculty level
    RB - taking GTA training in Semester 2 does leave more time.
    *ACTION - TS to raise this question at the next School EDIA committee meeting.

3. **Matters arising (update on actions from last meeting) – TS**

SR to attend next PDRA forum to prompt for membership from the PDRA committee. - *SR has now joined the PDRA forum, will submit any feedback on the EDI section of the intranet*	SR - Complete

TS to speak to WP Leads to ask what barriers are for current WP students - *Meeting with WP leads was productive, and a plan is now in place*	TS - Complete
AA to report back what Alumni team say about reaching alumni to appear as role models on the website - *Alumni requested further information –* ***ACTION (Complete) - AA to share name of contact to give information to – Miriam Cadney***	AA - Complete
TS - chase up what is happening with the review of UEQ - *Review still ongoing. Feedback taken on board but results not been published yet.*	TS – Review ongoing, led by Timothy Jones
TS - ask if minutes of Management Meetings referring to EDI could be circulated - *TS enquired about this, was informed minutes not to be distributed. TS said any queries from this can be given via Tom who will take to next meeting*	TS - Complete
ALL – to send examples of any inappropriate comments received on UEQs to TS to send to Timothy Jones - *Thank you - All comments received have been forwarded*	ALL, TS – Complete
JF to set up a meeting to discuss bringing children in to work - *Chris Turnbull still not arranged Risk Assessment. TS will continue to chase*	JF – Complete (Tom to chase up risk assessment)
CC to email PGR survey to TS - *No surveys results received yet. Query about how to access this survey. There is an ongoing review of the PRES, so this action is paused until the review is complete.*	CC

4. **Update on Action Plan – TS**

1.2 – TS - Develop Department Intranet and Internet EDI pages. *Intranet now launched. Can be accessed on Staffnet via Materials Dept web page*
FVC – Not very easy to access, too many clicks to get to what you need
2.1 – Widening Participation actions – Ask students who are already here what barriers they had to overcome to get here - *WP agreed with everything and are planning to create videos with Media Services using Outreach funds to cover the cost of videoing*.
2.2 - Review schools targeted for WP activities, KD investigating using Manchester Prioritisation Model to do this.

- Investigate impact our WP activities had on student numbers from lower POLAR and IMD quintiles over last decade. *Ahu and Lisa weren't aware of any data.* ***ACTION - Tom to request data from central WP lead, Felicity Wicks or Sami Karamalla-Gaiballa.***
- Move away from giving large group talks 1-2 PA, and towards a system of mentoring students from lower POLAR and IMD quintiles. *Ahu and Lisa are keen on this idea and are going to look into using UG and PGR students as volunteers. UG students can link this to Stellify to benefit their CVs.*
- Ensure outreach activities include information on financial support offered by UoM. *Ahu and Lisa are going to prepare a few slides to include in all future school visits.*
- Create new WP role recognised in the FCM with 5%-10% time allocation given to Early Academic Career Staff that don't already have a service role. *Agreed with Department Management Team – new role to be added once we have the latest draft of the FCM.*

3.1 - Include details of support available to parents/carers on Dept Intranet – *Link can be found on Intranet page*
3.2 Launch Department mentoring scheme for post-probationary staff. – *Link can be found on Intranet page*
3.3 - Department Management Team concerned about workload of minority staff and panel organisers. Discussed creating School-wide pool of volunteers called EDI Champions willing to sit

on interview panels. *TS raised with School EDI Committee and this now appears as an action on Athena SWAN Action Plan.*

4.3 - Organise half-day EDI Away Day to educate staff re micro-aggressions, power and inequality. *Funding secured to run session on this in January 2022.*

- Promote UoM's Active Bystander Training and Report and Support system. *Training for this can be found on the Intranet.*

FVC – How can students access this training?

TS – Student training will be undertaken separately via online modules.

*ACTION – TS to send link for the EDI training

*ACTION – TS to find out how students access this training.

4.6 - Raise awareness amongst PS staff of the Report & Support system – *TS informed Town Hall meeting about the link for the training on the Intranet.*

- Have one EDI Committee meeting per year focused entirely on PS staff – *Agreed yearly PS EDI meeting to include Technical staff. TS to arrange sessions probably in the summer time.*

4.7 - Produce a generic department RA that parents can use to bring children into their office and into teaching spaces if necessary. – *Samples of RA's have been requested. TS to chase up again with CT/SB.*

4.8 - Encourage staff to identify adjustments that can be made to support staff with menopausal symptoms via conversations with line managers. – *Article sent to PS and Academic line Managers regarding potential adjustments to be made.*

6.13 - Investigate how EDIA training can be made more engaging. - *Faculty and Dr Chrissi McCarthy to develop new training resources, Dr McCarthy running three training sessions in November and December 2021 as previously mentioned.*

6.24 - Clarify definition of Scholarship for T&S staff probation and promotion cases. – *TS raised with School EDI and is awaiting response. Will chase up and feed back.*

6.25 - Include question on EDI in all staff interviews. - *TS raised with School EDI and is awaiting response.*

6.26 - Allow DBS-checked staff to look after other's children on campus. *TS raised with School EDI committee and suggested adding as an ACTION in the Athena Swann Action Plan.*

6.27 - Share links to emergency childcare providers that parents can use off-campus on University, School and Department EDI webpages. - *TS raised with School EDI committee and suggested adding as an ACTION in the Athena Swann Action Plan.*

6.28 - Set up scheme allowing PGR students to receive peer-support on topics they are not expert in. – ****ACTION - TS to raise this with the School EDI committee.***

YL – Experienced discrimination outside of Uni and would like some support in how to respond to this safely.

TS – Will suggest future training in School EDI committee

RC – Consider Neuro-diversity when implementing and think about who the mentor is and how they would deliver this

TS – Any feedback on this would be grateful for future training methods

KM – Consider tailoring all training for ALL students and not just EDI

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

KM - Lots of comms being distributed with only a short time frame which can cause disruption to workload. Raised this with CH and SR but felt it was dismissed.

TS – agrees it is an issue. ***ACTION – TS to feed this into the School EDI committee.**

RL – Agrees timeline is challenging and feels funding deadlines are becoming the same.

KM – Is there a page for students to raise confidential EDI matters?

TS – Hoping to organise an Internet system for this

AA – Maybe share the link on BB when set up?
TS – Good idea – Will add student link and circulate with minutes

CC – Doesn't know how to access training "I am remarkable" which was circulated a while ago.
TS – Will find out the history of this training and feedback
*ACTION – TS to find out who ran "I Am Remarkable" and check whether it will run again.

6. Any other business
   None

   Next meeting March 2022, invites will be sent later February.

ACTIONS

TS to raise question about the timing of GTA training at the next School EDIA committee meeting.	TS
AA to share name of contact to give information to – Miriam Cadney	AA - Complete
TS to request data on number of students from lower POLAR4 and IMD quintiles from central WP lead, Felicity Wicks or Sami Karamalla-Gaiballa	TS
TS to find out how students access EDI training and circulate link	TS
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.	TS
TS to raise the issue of calls for applications to the Covid-recovery fund having too short a timescale with the School EDI committee.	TS
TS to find out who ran "I Am Remarkable" and check whether it will run again.	TS