

College of Science and Engineering Equality Diversity and Inclusion Goals and Principles

CSE Commitment Goals:

- **Actively promote a culture of inclusivity**
The College of Science and Engineering is committed to creating an inclusive culture where diversity is valued and everyone is treated fairly, regardless of socio-economic background, ethnic origin, gender, gender identity, disability, religion or belief, sexual orientation, transgender status, age, or nationality.
- **Take collective responsibility**
Our seven Schools work together to hold governing body's to account and to lobby for inclusive change; to share expertise and best practice, and to coordinate, monitor and critically appraise EDI activities across the College.
- **Actively promote equitable opportunity**
Recruit and support students and staff from the broadest pool and provide an environment in which all can realise their full potential.
- **Embed inclusive practice**
Inclusivity and fairness need to be central to our decision making, our culture and teaching and working practices.
- **Celebrate and respect difference**
To reflect and convey our core values we will pursue opportunities to communicate celebrate and the benefits of student and staff diversity for academic and personal development.

CSE Guiding Principles:

- **Take a leading role in the sector**
Work with academic leads in social policy and discrimination (including Gender.ED, Race.ED) to advance the field, and to ensure our approach is grounded in theory and best practice.
- **Be driven by evidence**
We will take an evidence-based approach to EDI, proactively collecting, analysing, acting and monitoring data related to our staff and students. We will strive to request data types that are currently unavailable, be aware of trends within the higher education sector and understand Scottish, UK and global EDI contexts.
- **Learn from the voices of those affected**
We will engage with networks and committees comprising under-represented groups to gain knowledge of the "lived experience" in order to identify and dismantle barriers to participation.
- **Be holistic and intersectional in our thinking**
Recognising that many people don't fall into narrow categories, rather they possess overlapping protected characteristics and may experience discrimination in more or different ways. We take an intersectional approach that embraces complexity, to broaden understanding of discrimination and to accelerate the development of an inclusive environment.
- **Communication**

Develop robust channels to communicate our inclusive vision, celebrate our successes and provide insight into the diverse EDI activities across the College. We wish to share our inclusive vision with current and prospective Edinburgh University students, staff, and others in the wider community.

CSE Student focussed priorities:

- Student diversity
- Student centred learning and curriculum reform
- Mental and physical wellbeing

CSE Staff focussed priorities:

- Staff diversity, promotions and the pay gap
- Inclusive and more effective working
- Ethos, communications and celebration

CSE Students and Staff focussed priorities:

- Fit for purpose infrastructure

Commitment to progress:

- Identify Cross-School EDI goals, monitor, discuss and assess progress
- Generate EDI data repository
- Review EDI methodology and studies
- Improve EDI Communications

College of Science and Engineering Equality Diversity and Inclusion Action Plan 2021-2024

STUDENTS

SUBJECT	GOALS	ACTION HOLDERS
1. Student Diversity <i>Broaden national and international recruitment remit to attract a more diverse pool of students. Focus- WP, BAME, disability, LGBT+, gender.</i>		
1.1. Access and Support for UG and PGT	<i>Review data and student experiences to understand the current barriers in the system. Expand outreach, improve recruitment strategy, examine entrance criteria, transition support and financial support (+jobs).</i>	College and School Recruitment and Admissions, Directors of Teaching, Widening Participation Office.
1.2. Access and Support for PGR	<i>Review data on PGR student diversity to understand the current barriers in the system. Evaluate the PGR applicant evaluation criteria to improve access for students from a wide range of backgrounds.</i>	Dean PGR, and Graduate Schools.
2. Student Centred Learning <i>Move from purely academic to holistic, building life skills; improved access to course content those with disabilities; improved EDI awareness- induction and training, with focus on BAME, disability, WP, LGBT+; mentoring; careers advice.</i>		
2.1. Curriculum Reform Decolonise, and create a more inclusive curriculum	<i>Each School to review teaching and set in-train actions to decolonise curriculum and to create a broadly inclusive and accessible learning environment. This will involve, reviewing data trends and student experiences, provide training for teaching staff about pedagogical strategies for including all</i>	Directors of Teaching, Heads of School, Dean Systematic Inclusion, Dean Learning and Teaching in cooperation with EUSA.

	<p>students in classes and providing a supportive learning environment for all. An iterative approach will be adopted to feed-in learning and new understanding as it arises.</p>	
<p>2.2. Curriculum Reform FOCUS AREAS: A. Eliminate the degree awarding and attainment gaps of BME students B. Improve transition and in-course support for widening participation students C. Improve EDI awareness D. Track Covid 19 pandemic impacts</p>	<p>Particular focus will be brought to the BME attainment gap, support for WP students and raising EDI awareness. Educational resources and training will be coordinated by the Dean Systematic Inclusion and REAR committee. Each School will identify steps to address the attainment/awarding gap where that exists between BAME and white students, and academic support needs for WP students. Schools will seek to provide training or course content that improves EDI awareness and engagement amongst students. During and post Covid19 pandemic it is imperative to track the impacts and benefits that have arisen from the switch to on-line/hybrid learning.*</p> <p><i>*The UoE Race Equality Action Plan Detailed contains detailed actions with regard to decolonising and the attainment gap, see https://www.ed.ac.uk/equality-diversity/inclusion/race. The race action work is supported by RACE.ED, and the study led by Dr Mohini Gray, which aims to identify existing systemic problems that underlie attainment gaps for BME students. The WP component is supported by the Widening Participation office.</i></p>	<p>EDIC Race Equality and Anti-Racist (REAR) Sub-Committee, Directors of Teaching, Heads of School, Dean Systematic Inclusion, Dean Education Culture and Quality Assurance, Dean Learning and Teaching, in cooperation with EUSA.</p> <p>Update AY2122: A jointly commissioned attainment group, specifically related to Scottish students and students from BAME and WP backgrounds, is being established by the College Quality Assurance and College Education Committees.</p>
<p>3. Student Wellbeing</p> <p>Ensure students have access to wellbeing support services: counselling, welfare, with expertise in sexual violence, BAME, disability, LGBT+ and increased Covid 19-related vulnerabilities.</p>		
<p>3.1 Support for Mental and Physical Health</p>	<p>Work with central services to ensure the students have access to a range of good quality services that serve their mental and physical health needs. Services need to cater for Covid 19</p>	<p>Student Wellbeing Services, Dean Student Experience, Senior</p>

	<i>pandemic impacts which include, separation from family/friends, illness and/or loss, and fragmentation of learning, and increased levels of stress and anxiety.</i>	Tutors, Heads of School, in consultation with EUSA.
3.2 Report and Support	<i>Ensure students are able to report incidents of racism, sexism, harassment or violence perpetrated against them or others. It is imperative that students are offered a safe and confidential service that provides appropriate follow-on support.</i>	Student Wellbeing Services, Heads of School, in consultation with EUSA.
3.3 Zero Tolerance Culture	<i>Clear disciplinary rules for bullying and harassment; easy reporting, hotline; campus awareness, advertising on and off-line.</i>	Academic Services, Student Wellbeing Services in consultation with EUSA.

STAFF

SUBJECT	GOALS	ACTION HOLDERS
1. Staff Diversity <i>Tackle under-representation of minorities, e.g. BME, disability, gender and WP.</i>		
1.1. Recruitment	<i>Examine data to circumscribe the problem, broaden national and international recruitment remit and strategy; external marketing; targeted, transparent recruitment with EDI observers; use of methods such as “procedural justice” to improve applicant experience; monitor success.</i>	Heads of School, HR, CAM
1.2. Promotions and the gender/BME pay gap.	<i>Examine the data trends to understand where discrepancies lie; develop processes to ensure equity of pay for new hires, salary grade review for existing staff, and a new framework for promotions that broaden the measures of success. Establish criteria that take into account Covid 19 impacts.</i>	Heads of School, HR.

<p>2. Inclusive and Supportive Working Environment</p> <p>Create a better working environment to enhance wellbeing, work-life balance, purpose and fulfilment.</p>	<p><i>Actively promote a culture and practice that recognises caring responsibilities, the immediate and longer-term effects of the Covid-19 pandemic on wellbeing, and that actively promotes a healthy work-life balance. Implements practices that support personal and professional and personal development (e.g. grant writing; mentoring, teaching, training, outreach, media/community engagement etc.). Assist and accelerate early career success through schemes that assist with grant, teaching prep, or equivalent.</i></p> <p><i>This work will be guided by the ongoing research conducted by the Inclusion Matter eBase project.</i></p>	<p>Heads of School, IAD, DoPs.</p>
<p>3. Educate and Debate</p>	<p><i>Create a more open and creative environment that incentivises discussion on inclusion, and other topics e.g. BAME, hate crime, sexual violence. Through education and communication, ensure there is an awareness of how inequalities arise, and the impact of Covid 19 on deepening and extending inequality. Provide training, educational material, workshops and webinars.</i></p>	<p>Heads of School, Gender.Ed, Race.Ed, DoPs, IAD.</p>
<p>4. Ethos, Comms and Celebration</p>	<p><i>Web pages; social media; marking important events in calendar; marketing, societies, specialist/thematic working groups.</i></p>	<p>College and School Communications Teams.</p>

STUDENTS AND STAFF

<p>1. Fit for purpose infrastructure</p>	<p><i>Disabled access- physical and online; prayer rooms, breastfeeding rooms; creche; multi-user toilets</i></p>	<p>Estates, Building managers</p>
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College of Science and Engineering Equality Diversity and Inclusion Committee

Remit 2021-2024

REMIT	DESCRIPTION
1. Identify cross-School EDI goals	<p><i>Cross-cutting themes identified through consultation with schools. The progress of key goals and EDI mainstreaming will be reviewed periodically through consultation within and outwith the committee.</i></p> <p><i>The committee will also periodically review in-house and relevant external data, studies, reports and methods, for instance, “procedural justice” (to replace or supplement unconscious bias training) and “change management theory”.</i></p>
2. Build EDI support infrastructure	<p><i>Build an EDI team that brings together different sets of specialist expertise. The team will provide core support for Schools and for College projects that assist cross-school activities.</i></p>
3. Improve CSE EDI Committee diversity & structure	<p><i>Expand the membership of the CSE EDI committee include student and early career stage representatives, members from more diverse ethnicities and backgrounds. Information from the EDIC subcommittees – REAR (Race Equality and Anti-Racism), Gender, (LGBTQ+ and Disability, when they are fully running), and WP strategy group will be shared with the committee through standing items.</i></p>
4. Generate EDI data repository	<p><i>Work with officers from the Planning Office to develop a user-friendly repository that will contain longitudinal data for each of the schools. The aim is that the data will be made available to EDI teams and managers and will be used in the generation of EDI reports.</i></p>
5. Improve EDI communications	<p><i>To share our values and our extensive EDI activities we will develop a better way of communicating to internal and external audiences. This will involve implementing better communications channels across schools, the development of text-minimal, image/video-based web content and a social media profile.</i></p>
6. Develop supportive or activities and resources	<p><i>Where there is an identified need the CSE EDI team will compile resources, develop and accelerate EDI activities that support school ambitions.</i></p>