Minutes

Chair:	Rowena Arshad **(RA)**
Attending:	Andrea English (MHSES) **(AE)**, Celeste-Marie Bernier (LLC) **(CMB)**, Corin Taylor MacArthur (College Office) **(CMT)**, Deborah Jackson (ECA) **(DJ)**, Emma Gieben-Gamal (ECA) **(EGG)**, Jenny Hoy (COL) **(JH)**, Lindsay Jack (Law) **(LJ)**, Michelle Luciano (PPLS) **(ML)**, Philippa Townsend (Divinity) **(PT)**, Rashne Limki (UEBS) **(RL)**, Rebecca Marsland (SPS) **(RM)**, Rhona Feist (HR, Athena Swan Project Manager) **(RF)**, Rosie Stenhouse (Health) **(RS)**, Simon Clark (Economics) **(SC)**, Talat Ahmed (HCA) **(TA)**
Visiting:	Melanie Smith, Widening Participation Manager, Student Recruitment and Admissions **(SM)**
Apologies:	Will Chicken (UEBS) **(WC)**
Minutes:	Heike McIntosh (HR Business Support) **(HM)**

1. Welcome and introductions
The Chair welcomed all attendees and advised that WC had sent his apologies.

2. Minutes from the previous meeting

JH raised that she had sent her apologies for the meeting on 23ʳᵈ January 2020.

The Chair confirmed that the minutes from the previous meeting of 23ʳᵈ January 2020 were approved by the committee and could be published on the EDI website once the change to the apologies had been made.
https://www.ed.ac.uk/equality-diversity/governance-committees/equality-diversity-committees/cahss-committee

Action: RF to adjust the minutes. HM to add the minutes to the EDI website.

3. Matters arising
Athena Swan (AS):
The Chair reported that the University EDI Committee indicated that there would need to maintain at least an institutional Bronze level. Otherwise departmental or School level awards could not be retained. Schools in CAHSS are encouraged to maintain their award level. There is a need to avoid all nine Schools going up for renewal and requiring support at the same time. RF will discuss timing with the various School Athena Swan leads and to negotiate time to enable support as required. RA noted that many Schools expressed the need to go beyond gender and there was acceptance at University EDI level that AS needed to be secondary to Equality, Diversion and Inclusion (EDI).

The administrative burden of AS has also been acknowledged, but AS was worth maintaining as it continues to place gender on the agenda. Staff and resource implications had been noted at the previous week's University EDI meeting.

EDI FTE:
The Chair outlined that she had asked for more sustainable FTE for EDI work with a minimum of 0.2 FTE and also consideration of AS work included in the role or as separate role. The EDI role was still missing from WAM tariffs. The Chair had contacted Matthias Schwannauer as WAM convener and had highlighted that EDI was a minimal universal role and should be named alongside Directors of UG/PG Quality, etc., Prof Schwannauer agreed this was important and the WAM Working Group agreed this.

In the College WAM, substantial roles are allocated 0.3 FTE and lesser substantial roles between 0.1 to 0.2 FTE. There was strong support from the three Colleges' EDI leads for a minimum FTE. RA indicated that this committee would have to build a case as to why EDI roles need an effective FTE and the role is not seen as an add-on, an afterthought or periphery.

EDI dashboard:
The Chair advised that Katy McLeod would attend the committee meeting on 27th October 2020 as Andrew Thompson was on leave then. Completion was anticipated by the end of August. A trial demonstration would be conducted with RA, RF and HM.

Action: Committee members interested in taking part in the trial run to email RA and RF.

Edinburgh Global:
The Chair had written to James Smith regarding the picture issue. The matter had been raised with Alan Mackay at Edinburgh Global.

Scottish Transgender Alliance training:
The Chair noted that she had taken the matter to the staffing committee and had been advised that such training should be provided by central University EDI. The College EDI leads are in agreement that consistency and tools beyond the online training would be beneficial for a range of training, including trans awareness, race equality and EQIA. Individual centres and Schools could still go ahead with their own initiatives

The training issue had been raised at the University EDI meeting and again there is support from the three College leads for more centralised offerings. Expensive recommended training courses like 'Don't cross the line' and Unconscious Bias were found to not always be the most useful and lacking nuances and complexities of subtle discrimination, but appear to be the only programmes Schools and Units are asked to provide.

The postponed meeting initially scheduled to take place on 21st April 2020 will be rescheduled. The Chair assured the committee that this topic was not about trans versus sex-based rights, but about being informed, being confident, being able to articulate the committee's position, and being consistent. A safe space for CPD is still desired though this session is likely to be a virtual meeting to comply with social distancing.

Action: RA to check possible dates and rearrange.

Report and support:

RM referred to her email distributed prior to the meeting. She had contacted central University following an incident at the School of Social and Political Sciences (SPS) that raised the question how to act when staff are impacted by racism from students. Existing processes appeared to be addressed to students. The Chair emphasised the importance of analysing data and identifying patterns.

RM was sent a link by Rebecca Shade to guide students and staff on reporting and dealing with hate crime and its resulting issues. The guidance can be found here:
https://www.ed.ac.uk/students/health-wellbeing/crisis-support/racial-harassment-and-hate-crime

Action: RA to continue to follow up the issue of reporting staff incidents and the associated process.

Menopause at work:
The Chair advised that Linda Criggie had responded to say that guidance was available on the Health and Wellbeing webpages.
https://www.ed.ac.uk/staff/health-wellbeing/healthy-workplaces/menopause

ACTION: RA to send the link to the menopause at work guidance to the committee.

Black History Month:
The Chair noted that the event had been postponed and might be scheduled for next year.

Covid-19:
The Chair thanked RL for communicating accommodation issues like security and poor communication. She asked for any further issues to be emailed to her.

RL reported that the issues experienced a lack of clarity in respect of access to buildings, communications from facilities staff in Schools that lifts and toilets are not usable and the lack of arrangements for individuals with mobility issues. She queried how these could be addressed without individualising the matter and the risk of staff having to disclose their personal position. JH invited feedback to relay to senior leadership conversations on behalf of the committee.

JH provided an overview over the work-streams:

Work-stream	Potential Scope (incomplete)	Senior Leader	Supporting Input	Governance
Research	• Restart & reenergize • Strategic focus for medium-term.	Jonathan Seckl	Heads of College/School Deans of Research Strategic Planning Co-ordination director	Research Policy Group
Estates & Infrastructure	• Estates prioritisation, • Student Accommodation offer 2020 • Student residence strategy/alt uses. • Robustness of network	Catherine Martin	Gavin McLachlan Heads of College/School Gary Jebb Co-ordination director	*Potential new standing committee of University Executive.*
Support for Reshaping	• Possible future state review to support University through medium term • Examination of cost base and efficiencies • Potential Digital Technology co-ordination • HR/Organisational Design • Oversee prioritised SEP people and money, hr & finance programmes and benefits delivery	Sarah Smith	Catherine Martin Lee Hamill Heads of College/School Registrars James Saville Gavin McLachlan Co-ordination director	*Potential new standing committee of University Executive*

Action: RA to check, if Sarah Cunningham-Burley was a member of the Covid-19 mitigation planning.

Committee SharePoint site:
The Chair explained that the new SharePoint site for the CAHSS EDI Committee holds all meeting papers and AS applications. It could also incorporate shared practice and an online community chat. Any committee related information could be added to the site by RF or HM.

https://uoe.sharepoint.com/sites/hss/college-office/committees/Equality-Diversity-Inclusion%20Committee/SitePages/Home.aspx?e=1:29aa92d05b354a15a8240b559a9785dc

4. Hybrid teaching in 2020/21
RS presented paper B, hybrid teaching in 20-21, that she had received from the Director of Learning and Teaching. She acknowledged that the report might have been created with little lead time but raised a number of concerns:

- There would appear to be no EDI presence when the paper was developed
- Impact of staff, staff time, workload, breadth of skills that needed to be developed within a short space of time
- Learning Technologists, students (especially those from particular countries or areas with, for example, poor digital connectivity)
- On campus as well as online teaching with equitable experiences for students
- Uncertainty regarding the scope of influence the committee might have

The Chair clarified that the paper was discussed at the previous week's EDI University meeting and that Colm Harmon was expecting feedback from this committee.

Action: CMB to send a basic two page EDI checklist guidance for LLC to the committee.

Action: Committee members to track their comments on the hybrid teaching paper. Any further comments to be forwarded to RA by Monday, 11th May 2020. **RA** will then collate points raised to send to Colm Harmon and Sarah Cunningham-Burley.

Action: RA to contact Colm Harmon and suggest that each Head of School consult their EDI lead.

5. Annual review/staff appraisal process – Covid-19
EGG explained that this year's annual reviews should potentially capture the impact of the Covid-19 restrictions on the individual's teaching and research. She queried whether guidance for reviewers might be required on the kind of questions and sensitive ways of asking these should this be the way how data was captured.

The Chair assured the committee that she would look at the points raised after the meeting. Issues should be discussed, and the committee should highlight the detriment to particular staff cohorts, including women and early career staff.

6. EDI campaign - update
AE presented the EDI Campaign 2020 baseline data spreadsheet, which had been distributed prior to the meeting. Questions had been asked by the marketing team to help inform an overarching campaign. Three responses had been provided so far and some trends could already be identified (e.g.

gender addressed through AS, but lack of EDI in other areas). AE asked the committee to update the School contacts, in case the appropriate contact was not listed. She encouraged the EDI leads to provide responses for their Schools, if they had not already been submitted. Questions surrounded the kind of data to be collected, who should provide the data as well as the positioning of the campaign in the current situation. It had initially been intended to obtain short statements from students and staff, regarding what equality and respect meant to them.

The Chair highlighted the importance of representing all protected characteristics. Tools might include online messaging as well as on campus messaging. An agreement regarding how the EDI campaign should be taken forward should be reached by the end of summer.

Action: Further responses for the spreadsheet, insights and advice to be submitted to AE.
Action: AE to liaise with Marketing and relay to RA. **RA** to discuss the EDI campaign with Dorothy Miell.

7. EDI resource allocation/budgeting
RL concluded that the subject of EDI resourcing had already been addressed under 'Matters arising' and highlighted that EDI required more FTE and needed to get recognised as an important role. She saw the Covid-19 situation as an indication of how important it is to take inequality of all kinds seriously and shared two suggestions.

1) Develop a detailed EDI job description and matching it to other roles with 0.2 FTE. Clarify to what extent EDI is seen as an active staff and student facing role.
2) Suggest a standing EDI committee with access to all proposals in connection with Covid-19, to consider the EDI perspective at the start of the process, due to the impact upon staff and students

The following committee members noted an interest in participating in the development of a more detailed EDI job description: Celeste-Marie Bernier, Jenny Hoy, Lindsay Jack, Rashne Limki, Rosie Stenhouse

Action: RA to raise the possibility of a standing EDI committee to assist with the COVID 19 mitigation group at the meeting of the College leads and Sarah Cunningham-Burley on May 15th.

Widening participation:
The Chair welcomed Melanie Smith to the meeting. The Chair noted that no school exams would take place this year, and that final exam results would be determined by individual teachers. Concerns have been expressed in the teaching sector already about potential implicit bias. The University would need to use grades allocated by teachers while making sure not to discriminate.

MS explained that WP was seen as a key consideration in the mitigation of the recovery. The action plan had been updated to reflect the Covid-19 impact. The WP strategy group would be re-forming with the first meeting scheduled for 19th May 2020 and would be headed up by Colm Harmon. Intentions are for the group to be more strategic and to lobby. A WP SharePoint site is in development.

The Chair expressed the wish to invite MS to a future meeting to provide more details about WP and the mitigation. She enquired, if it was possible for the strategy group to draw up guidance regarding recruitment, selections and admissions. Guidance on the interviewing techniques, the mitigation of implicit bias, stereotyping, the categories and no longer possible assessments was considered useful.

She reminded the committee that some students experiencing a difficult home situation would not now have an opportunity to improve performance in exams. She thanked MS for her contribution.

Action: CMB to liaise with MS following the meeting and introduce an LLC contact.
Action: JH to feedback outputs from the WP meeting to the committee.

8. CAHSS data
The Chair explained that EGG, RL, SC and herself had been part of the original group but that meetings had to be postponed due to COVID 19 overtaking individual School workload and capacities. She thanked Law and COL for submissions. Law were planning to concentrate on the underrepresentation of males in Professional Services and the low proportion of BAME undergraduate students. COL would liaise with Andrew Thomson to improve the data, which were incomplete for staff and students.

The Chair highlighted that data issues should not lead to inactivity. She noted that the EDI committee was mentioned in the CAHSS College plan several times and the EDI profile has been raised. She also indicated that reporting mechanisms for the committee are now extended to enable the Committee to report to the Research committee, Learning and Teaching, as well as Staffing Management. The plan outlines an ambitious planning period for the EDI Committee. The Chair wanted a draft action plan to be agreed by the Committee before the end of session.

Action: RA will draft a plan to tie in with the College key areas and distribute it by 25th May 2020. Responses should be sent to RA prior to 2nd June 2020.

9. Athena SWAN update
RF referred to papers D to F and the Advance HE website.

https://www.ecu.ac.uk/equality-charters/athena-swan/review-of-the-athena-swan-charter/

The national steering group results were expected for October 2019, but were only published in March 2020. AS was still seen as a major driver and continued to have value. The report acknowledged the need for fundamental changes and streamlining to the process and an overhaul of the assessment process. The new approach included a broader remit in respect of professional services and technical staff as well as a wider definition of gender. RF had queried the proposals regarding their immediate effect upon the life cycle of the current awards; a response is expected w/c 4th May 2020.

The renewal process from Bronze to Bronze and from Silver to Silver had been streamlined but not for new awards or upgrades.

RF indicated that she could only comprehensively support two or three applications in any one cycle. However, many more Schools were involved. Deadline extensions due to Covid-19 were expected, which could result in a backlog of nine applications in April 2021. It will be necessary to submit some applications in November 2020. If the opportunity to extend should arise, extensions should be discussed with RF and projected schedules submitted to stagger available support across application cycles. She highlighted the need for EDI leads to discuss AS applications with their HoS and stressed that she needed to know the number of expected submissions to effectively manage concurrent AS activity across Schools. RL added the need to ensure that the required resources were available, and that the importance of the time allocation should be brought to the HoSs' attention.

The Chair clarified that the University must retain its current AS award and position. RA sought the Committee's support to write to Dorothy to seek support to ensure AS remained on the agenda, and a need to agree a staggered schedule for submissions that optimises support for Schools' AS teams.

Action: RA to work with **RF** on the wording of a note regarding AS applications and to liaise with Dorothy Miell.

10. EDI training – Unconscious Bias training
CMB reported that a Head of Department in LLC had been piloting her own Unconscious Bias training over the past two years, which had been oversubscribed. She proposed that provision might be embedded/funded centrally. RA indicated that one of the presenters is affiliated with Pearn Kandola.

Action: RA to discuss the central offering of Unconscious Bias training with Sarah Cunningham-Burley.

11. AOB
Timing of the committee meetings:
RM acknowledged that it was difficult to predict the working arrangements for the next academic year but raised that two-hour lunchtime meetings were difficult for those with children. The Chair agreed and offered to consider the meeting time.

12. Date of Next Meeting
Thursday, 27th October 2020 (12.00-14.00). Location and potential revised time to be confirmed.