



Meeting: EQUALITY AND DIVERSITY NETWORK

Date and Time: Thursday 3 May 2018 at 2.15pm

Venue: Council Chamber

Present:	Adalgisa Giorgio Eve Alcock Anderley Askham Otter Baker Petra Cameron Berenice Dalrymple Helen Davis Salvador Eslava Barbara Furnival Kay Gallagher Giorgia Giardina Dawn Hallett Janina Iwaniec Nicky Kemp Yukteshwar Kumar Stephanie Lear Deborah Lewis Kang Ma Linda Newnes Tim Rogers Connor Russell Tina Schilbach Sarah Stead Melanie Wortham Stijn Wuyts David Young	Chair Student Union (SU) representative Library Disabled Staff Support Group Chemistry Race Equality Group Academic Registry Chemical Engineering Student Services Research & Innovation Services Architecture & Civil Engineering Faculty of Science Education Policy & Planning PoLIS Development & Alumni Management Electronic & Electrical Engineering Mechanical Engineering Mathematical Sciences Sports Development & Recreation International Relations Office Faculty of Engineering and Design Careers Physics Student Recruitment and Admissions
In attendance:	Georgina Brown Caroline Harris Lateesha Osbourne Aiste Senulyte	Equality & Diversity Manager Secretary Psychology Equality & Diversity Officer
Apologies:	Chris Ashwin Elnaz Bajoori Florin Bisset Sean Chawla-Duggan Marina De Vos Miada Hassan Justin Hodds Suzanne Maxwell Kimberley Pickett-Mcatakney Charareh Pourzand Georgia Prastiti	Psychology Economics Student Recruitment & Admissions Computing Services Computer Science Race Equality Group Library VC's Office SU representative Pharmacy & Pharmacology Postgraduate Association

494. WELCOME

The Chair welcomed members to the final meeting of the year and noted that several apologies had been received.

The Equality & Diversity (E&D) Manager and E&D Officer, who were attending their first meeting, provided a little background information about themselves, followed by the rest of the members introducing themselves.

495. MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting held on 6 December 2018 were approved as a correct record and signed by the Chair (Paper EDN17/18-14 refers).

496. MATTERS ARISING**(1) Minute 484, Matters Arising, Induction**

The Chair thanked those members who provided a response to the workload survey and mentioned that for non-academic staff their role did not translate into hours. Of the 9 academic responses 5 had between 20 and 60 hours, 2 had 80 hours (including membership of DSAT) and 2 had zero hours. 80 hours is the allowance for E&D co-ordinator stated in the Workload Allocation Model of the Faculty of Humanities and Social Sciences. The Chair expressed concern that there had been no change to workload allocation, despite the University Secretary writing to Heads of Departments (HoDs) on the subject, as she had recently been advised that one member received 30 hours.

During discussion the following points were made:

- In the Faculty of Science co-ordinators received 30 hours;
- The role was important and needed a sufficient number of hours;
- This information should give members confidence to talk to their HoD and draw attention to their needs;
- The E&D Manager stated that she had introductory meetings planned with Deans and HoDs and she would ensure that they understood the integral nature of the role;
- A Workload Allocation Model was used only for academic staff, as it was a statutory requirement for the Transparent Approach to Costing return that the amount of time spent on research was recorded.

(2) Minute 487(1), Member's Item, Hydrotherapy Pool

The Sports Development & Recreation Equality Co-ordinator advised that the hydrotherapy pool could be used by staff or students with mobility issues on Monday mornings between 8:00am-9:00am. It was a free session for six people to improve their quality of life and working week. Members were asked to publicise the offer.

(3) Minute 489, Moodle

The Chair reminded the Network that at the previous meeting it was agreed that the new E&D Manager should be asked to consider whether to continue with the Moodle page.

The E&D Manager explained that it was felt that the Moodle page did not add value. More progressive methods of sharing information such as Twitter, Facebook, YouTube and Instagram were now available.

The Education Equality Co-ordinator was thanked for keeping the Moodle page updated.

(4) Access Issues

The Chair advised that members were invited to raise any access issues or queries by e-mail as the previous meeting was cancelled. One was received asking about building works reducing accessible parking and the accessible parking bays being used by contractors.

The response was that accessible parking bays were only for use by those with a blue permit and Estates and Security were fully aware of this. Contractors were told that these bays could not be used even for off-loading materials and any instances of incorrect use should be sent to the Estates help desk. When construction compounds were required over accessible parking bays the Project Manager worked with Security to identify alternative accessible parking as close as possible. Any identified individuals were notified directly; however, without known users it was sometimes difficult to liaise with those affected.

'Notifications of interruption to normal services' set-up to be notified of planned Estates works can be accessed via <http://www.bath.ac.uk/estates/about/accessibility/index.html>

497. WHY IS MY CURRICULUM WHITE?

Members watched an enlightening film #WhyIsMyCurriculumWhite created by the E&D Manager to be found at <https://youtu.be/BqRHVdChZMQ>.

The co-Chair of the SU Race Equality Group explained that the aim was to ensure that every student had the opportunity to come to University, feel confident and thrive. The attainment gap for BME students fluctuated but some years they were 50% less likely to attain a good degree. There was no clear reason for this but the lack of role models and relevant course materials could be a factor.

She pointed out that some courses addressed engagement and students learned about a wide range of topics. Generally all students needed a wide and varied education to prepare themselves for everyday life and for the diverse workplace which has to respond to a variety of cultures. Some lecturers used commonly known references stating "as you know", which could make students feel at fault for not knowing and make it difficult for them to engage with the course content. They had suggested that people talk about race and culture and think about what could be done to ensure that all people were considered.

Miss Osbourne, a PhD student researching the experience of Black students at the University, added that for Black students having an identity or sense of belonging made a big impact. Speaking to all students about these issues was important as White students did not know. Some students ended up becoming educators which should not be their job. Some non-BME students were afraid of using the wrong language so avoided conversations, which increased the gulf.

During lively discussion the following points were made:

- The Library Equality Co-ordinator explained that the Library was responsive and bought what students or lecturers asked for. It was suggested that Googling 'diversifying curriculum' would provide book suggestions for race and LGBT+; departments offering dissertations on relevant topics (PoLIS and Psychology) could also recommend books;
- The attainment gap could be a result of not feeling an affinity with the course, for example, going home every weekend, being the first person in the family to go to university or having no one to speak to about placements, work or taking studies back home;
- The Gold and Commonwealth Scholarship schemes provided support to students and the alumni community sometimes provided speakers to highlight the transition into work;
- To ensure keynote speakers were more diverse and less tokenistic the BME speakers should be experts on the topic;
- Critical race theory was studied in PoLIS and discussed theories, studied the body of literature and encourage discussions about race; it was not suitable for a short workshop;
- It was hoped that cultural awareness training could be developed, which would cover some of the theory;
- Asking students questions would show that departments cared;
- One member felt from the film that the University was doing everything wrong and asked for clear rules for safety when tackling these issues;
- Mathematics colleagues would be upset about the comment that the Indian mathematician was not referenced in the course, as his work was too advanced for students; in engineering and mathematics there was a bias towards White proponents;
- Before the 16th century global power was with India and China but for 300 years there had been imperialism and colonialism but things were changing; power and politics went together;
- Panopto helped those for whom English was not their first language;
- The ongoing curriculum transformation project was developing inclusivity tools to assist departments to take this agenda forward;
- It was suggested that everyone should commit to making one change.

The Chair summarised by saying that the focus was to become aware of the issues and pledged to include a text by an Italian writer of North African origin into one of her units.

498. ANY OTHER BUSINESS

The Chair, who had reached the end of her term of office, was thanked for managing and chairing the Network well over the previous nine years and presented with flowers in appreciation.

She thanked the previous E&D Manager and the secretaries for their support and wished the new E&D Manager well.

499. EQUALITY AND DIVERSITY NETWORK MEMBERSHIP

Members considered a change to the membership of the Network (Paper EDN17/18-15), which documented the E&D Committee's decision to amend the constitution of the Network, subject to consultation with the Network members, in response to a request to increase the membership.

AGREED to support the change to the Network's constitution to include in the membership one representative from each of the three recognised campus trade unions.

500. EQUALITY FORUM 2018

Members enjoyed a short film on the Forum, which provided details of the day, photographs, feedback and an interview with the keynote speaker, Francesca Martinez, to be found at <https://youtu.be/8mCehITqIhM>.

501. NETWORK MEMBER IDENTITY

The E&D Manager explained that she had been exploring the perception of Network membership and was developing an identity and toolkit for E&D Co-ordinators, which would be a safe space and include examples of the correct language to use and signposting. She showed an example of 'I am aware' branding, which members said they would be happy to wear as a badge.

The E&D Manager was also working on a strategy including policies and training to promote equality, diversity and inclusion at the University. The HEFCE funded projects would now come under the E&D Team.

502. GOOD PRACTICE SUGGESTIONS

This item was deferred to the next meeting.

503. EQUALITY MONITORING IN EMPLOYMENT

The Network noted the Equality Statistics 2016/17(Paper EDN17/18-16).

504. NUS/1752 GROUP REPORT

The Network noted

- (1) the report 'Power in the Academy: staff sexual misconduct in UK higher education' (Paper EDN17/18-17(a)), and
- (2) a Spring 2018 Briefing document (Paper EDN17/18-17(b)).

505. EQUALITY & DIVERSITY COMMITTEE

The Network noted the minutes of the meetings of the Equality and Diversity Committee held on

- (1) 15 February 2018 (Paper EDN17/18-18(a)), and
- (2) 12 April 2018 (Paper EDN17/18-18(b)).

506. EQUALITY MATERIALS

The Network noted Paper EDN17/18-19, materials received by the Equality and Diversity Manager.

507. PROGRAMME OF MEETINGS

The dates of meetings and workshops in 2018/19 were noted as:

- Tuesday 23 October 2018 2pm - workshop
- Wednesday 5 December 2018 10am - meeting
- Thursday 28 February 2019 10am - workshop
- Tuesday 16 April 2019 2pm - meeting

The meeting concluded at 4.25pm

Chair: