

**Meeting:** EQUALITY AND DIVERSITY NETWORK

**Date and Time:** Tuesday 2 April 2019 at 10.15am

**Venue:** Council Chamber

Present:	Lizzi Milligan Aurelien Mondon Alex Aranda Otter Baker Lenka Banovcova Jhon Bateman Aline Courtois Louise Fallows Kelly-Ann Fonderson Barbara Furnival Alinka Gearon Dawn Hallett Alice Hovanessian Karen Hunter Zoe Karlsson Ed Keogh Yukteshwar Kumar Stephanie Lear Alisha Lobo Kang Ma Sophie Miles Eleanor Parker Sarah Parry Charareh Pourzand Nuno Reis Tim Rogers Peter Rouse Sarah Stead Patrick Taylor Claire Tylee Stijn Wuyts David Young	Chair Chair Nightline Disabled Staff Support Group Centre for Learning & Teaching Enable Education ahs SU Race Equality Group Student Services Social & Policy Services Faculty of Science Research & Innovation Services Estates ISA Psychology PoLIS Development & Alumni SU Community Officer Electronic & Electrical Engineering Marketing & Communications Curriculum Development Officer Doctoral College Pharmacy & Pharmacology Chemical Engineering Mathematical Sciences Health Faculty of Engineering & Design Student Minds Bibliographic Services Librarian Physics Admissions & Outreach
In attendance:	Caroline Harris Aiste Senulyte  Secretary Equality & Diversity Officer	
Apologies:	Elnaz Bajoori Florence Bares Andi Barlow Petra Cameron Helen Davis Katherine Evans Giorgia Giardina Caroline Hollis Emily Hunt  Economics BEN Faculty of Humanities & Social Sciences Chemistry Academic Registry Policy & Planning Architecture & Civil Engineering Kaleidoscope LGBT+ Society	

Deborah Lewis	School of Management
Angela Milsom	Finance
Adele Murrell	Biology & Biochemistry
Linda Newnes	Mechanical Engineering
Abby Osborne	Curriculum Development Officer
Emma Quixley	SU Advice & Community Manager
Tamara Reid	Student Engagement Ambassador
Connor Russell	Sports Development & Recreation
Rachelle Wabissa	Mature Students & Student Parents Group
Melanie Wortham	Careers Service

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**ACTION**

**537. WELCOME**

The co-Chair (AM) welcomed members to the final meeting of the year.

**538. MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting held on 28 February 2019 were approved as a correct record and signed by the Chair (Paper EDN18/19-013 refers).

**539. MATTERS ARISING**

(1) Minute 531(1) Statement of Equality Objectives

The co-Chair (AM) reported that the Statement was now available on the webpage at <https://www.bath.ac.uk/corporate-information/statement-of-equality-objectives-2019-to-2021/>. He thanked members for their comments when this was discussed at the October meeting and mentioned that he would put the Statement on the Moodle page.

**AM**

(2) Minute 531(3) Moodle

The co-Chair (AM) reminded members to look at the Moodle page <https://moodle.bath.ac.uk/course/view.php?id=58542>, which would be kept updated, and to use the discussion forums.

(3) Minute 531(4) Revised Terms of Reference

The co-Chair (AM) read out the proposed revised Terms of Reference, which were agreed by the Network and will be submitted to the next meeting of the Committee for approval.

**SEC**

(4) Minute 532 Report and Support Tool

The summary of the slides would be sent to members shortly.

**SEC**

(5) Minute 533 Blue Table Talk

It was noted that the new episode on LGBT+ had been shared with members. The video series had a good response from students and was being shared with staff.

**540. ACCESS ISSUES**

The co-Chair (AM) introduced an opportunity for members to raise concerns about campus access issues. The Estates Equality Co-ordinator reminded members about the information on the Estates Accessibility page, which included an e-mail to report access issues, the accessibility map showing routes and lifts for wheelchair users, AccessAble (used to be known as DisabledGo) information and photographs on routes and buildings and the fact that there was a west to Norwood House internal route suitable for wheelchair users. This information would be provided to members and put on the Moodle page.

Feedback from small group work discussing access issues included the following points:

- It was difficult to understand the issues that other people may face;
- Signposting:
  - More signposting of access routes would help, particularly from the bus terminal to the parade;
  - People with Asperger syndrome or dyslexia may find the signs confusing;
  - South of the Library the signs point to the steps, and even once the lift was found there were more steps;
  - Access to the parade from 4ES was via steps;
- The double doors by Wessex House were heavy and should be removed or power assisted;
- Lecture room doors were not all power assisted;
- The cord in accessible toilets was sometimes tied up when the facility was cleaned, but it needs to be long for people on the floor to reach;
- To use the lift to the parade an intercom was used for security to give access; this was because previously it had been broken by delivery drivers; it was suggested that access be given with a library card and the intercom retained for those without a card; last time it was out of action the alternative was in the Chancellor's Building which would be impossible for visitors to find;
- The accessibility of the Virgil building (in the SU Top Ten in 2017/18) had not been improved greatly despite a presentation to senior managers and meetings with Estates; the issues included the lift often being broken, the emergency cord connection to reception/security and toilet roll holders not in the correct location;
- The Sports Training Village (STV) has been commended for accessibility;
- Support for staff working away from campus and students on placements was queried; placement teams work with students with additional needs prior to placement;
- Mental health accessibility:
  - Staff being signposted to the Royal United Hospital (RUH) was questioned;
  - A new Staff Wellbeing Manager in Human Resources was being appointed and the contract with the RUH was under discussion, hoping to provide future counselling on campus;
  - The Education Support Partnership also offered 24/7 telephone counselling for staff for 6 sessions;
  - Nightline offered support to students but its details were hard to find on the website;
  - A Health and Wellbeing Action Plan was being developed and this issue of visibility would be added to the discussion;
  - Student Minds had found issues due to the visibility of services, people falling through the gaps and lack of continuity of care;

- The hearing loops only picked up the lecturer (except in the Council Chamber) but they were managed by Audio Visual not Estates;
- If disabled parking spaces were out of use an easy alternative was not always offered and Security had had to help on occasion using the wheelchairs they kept.

AM/LM

AGREED to raise a summary of the key issues at the June Committee meeting.

There was a detailed discussion on Panopto recording of lectures:

- Students should attend lectures but sometimes there were good reasons why they could not attend;
- In some courses, for example social work, lectures could be totally confidential and students had to sign to say that they would not share the content;
- Copyright of the material was a problem; for example lectures could be used after a lecturer had left the University and when lecturers had been on strike the previous year some recorded lectures were used;
- Students with disabilities sometimes had to miss lectures due to their disability and the lack of lecture recordings affected them;
- Panopto had been helpful for a student with a serious hearing impediment and for students with English as a second language;
- One department had started captioning recordings which was very beneficial and it was considering crowd sourcing the captioning by the students watching the recordings;
- The copyright issue was stopping lecturers using the system; if they held the copyright it may solve the issue;
- A compromise was suggested: recording lectures and making them available to students with a Disability Access Plan; it was pointed out that this would be classed as an adjustment whereas making the recordings generally available was the university being inclusive;
- The expertise of the assistive technology team may help in some cases;
- One member suggested that the system should become opt out rather than opt in.

AM/LM

AGREED to raise this issue for review as it was an access issue.

#### **541. ONLINE UNIT EVALUATIONS**

The Co-Chair (AM) gave a short presentation on research relating to online unit evaluations (OUEs), which suggests that they are generally unhelpful pedagogically and show a high level of bias. They have been important as a customer survey when considering universities as a business and can have some uses.

Amongst others, research has shown particular bias along gender, ethnicity and level of seniority. Since the evaluations have become electronic the response rate has gone down and the abuse and bullying has increased. Research shows that good feedback has no correlation with how well students do afterwards.

The negative impact on academic staff can include self-esteem, mental health, promotion prospects, job security, pressure and reducing time for other activities. The impact on students is that OUEs allow students to think that their grade is the responsibility of staff. The impact on the University is from the impact on the workforce.

The Co-Chair (AM) suggested that the research in this area points to the need for the University to engage in a thorough review and potentially roll out its own bias assessment in OUEs.

During discussion the following points were made:

- There was some value in looking at trends to see progression but in probation there was an absolute threshold on which the bias impacted;
- The University is aiming to redesign all UG and PGT courses for October 2021 entry as part of the curriculum redesign initiative. The question of evaluation at course level has not yet been explored, but merits further discussion with CLT given the redesign process's focus on a course-wide approach;
- Students reported their subjective experience of things that mattered to them, which was not wrong; they passively received education and said how they felt; more dialogue such as via focus groups or not having anonymous feedback would make students think about their feedback more;
- One member said that because surveys were online and anonymous their comments received did not relate to teaching but to their skin colour and accent;
- The academic representative system run by the SU could provide feedback into a review of OUEs; the SU Education Officer was discussing a reform and how to gain proper student feedback;
- The SU representative was in favour of anonymity as the cultural challenges of speaking against authority with fear of retribution were recognised; comments on the evaluation request such as 'please be respectful' and 'the lecturer sees this' may reduce the abusive comments; explaining what had been changed as a result of last year's comments may also help;
- OUEs did not measure teaching quality as was intended, but the discriminatory comments undermined early career researchers and as this was not addressed within departments it was causing substantive issues;
- It was helpful if staff offered open avenues to tackle issues throughout the course, otherwise students could feel that OUEs at the end of the course were their only way to address them;
- Any discussion on OUEs should be in consultation with the Academic Staff Development Team and Student Engagement Team within CLT;
- Options could be for central administration to see all the comments and remove any which are irrelevant or offensive or to have the OUE partially anonymous to get all the feedback but with some processing to remove erroneous comments;
- Those that responded to OUEs tended to be those who wanted to make very positive comments and those who were very angry.

AGREED to hold a workshop on this topic at the October meeting of the Network.

**AM/LM**

#### **542. ANNUAL EQUALITY RETURN 2019**

The Equality & Diversity Officer talked of the Return form which had been sent to all department heads with the deadline for return end of April. She confirmed that any issues with completion of the form could be referred to the ED&I team.

**543. EQUALITY MONITORING IN EMPLOYMENT 2017/18**

The Network noted Equality Monitoring in Employment statistics for 2017/18 (Paper EDN18/19-014).

**544. EQUALITY AND DIVERSITY COMMITTEE**

The EDN noted the minutes of the meeting of the Equality & Diversity Committee held on 14 February 2019 (Paper EDN18/19-015).

**545. ANY OTHER BUSINESS**

The Student Minds representative talked of an event for students and staff on mental health. Details to be provided and sent to members.

**PT/SEC**

The Sports Development & Recreation representative had sent a message that the STV was starting free staff basketball sessions.

It was queried whether Paper 014 could be released to departments and this would be checked.

**SEC**

**546. PROGRAMME OF MEETINGS**

The programme of meetings for 2019/20 was noted as follows:

- Tuesday 22 October 2019 at 2.15pm
- Wednesday 4 December 2019 at 10.15am
- Thursday 5 March 2020 at 2.15pm
- Tuesday 28 April 2020 10.15am

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The meeting concluded at 12.05pm

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Chair: .....