
Equality and Diversity Committee Meeting

Tuesday 10 April 2018, 10:00-11:00am, SW00, William Gates Building

Agenda

Members:

Richard Mortier (Chair)
Andres Arcia Moret
Claire Chapman (Secretary)
Ann Copestake
Hatice Gunes
Miriam Lynn
Anil Madhavapeddy
Dinah Pounds
Joy Rook
Caroline Stewart
Diana Vasile

1. Apologies for absence

Hatice Gunes
Miriam Lynn
Richard Mortier
Diana Vasile

2. Minutes of the last meeting

The minutes from the meeting held on 7 February 2018 are attached **(2018-04-02)**

3. Report on actions from previous meeting

- i. Male supervisor to attend student focus group (DP)
- ii. How to avoid confidentiality issues of raw data being identifiable (CC)
- iii. Feedback circulated on why our Bronze Application was unsuccessful (CC)
- iv. Setting up of Subgroups
 - women@CL (AM)
 - Student Focus (DP and JR)
 - Meeting between HG and CS
- v. Comparative data from Queen Mary University of London (HG)
- vi. Staff Survey 2015 results sent to HG
- vii. Case Studies (CC)
- viii. Wednesday Seminar Timings (CS)

4. Report on progress of members

Draft document attached of submission to date.

5. Date of next meeting

To be held in May/June.



Equality and Diversity Committee Meeting

Minutes of the meeting of the Equality and Diversity Committee Meeting held at 11:00 on Wednesday 7 February 2017, GC22, William Gates Building

Present: Richard Mortier (Chair) (RM)
Andres Arcia-Moret (AAM)
Claire Chapman (Secretary) (CC)
Ann Copestake (AC)
Hatice Gunes (HG)
Anil Madhavapeddy (AM)
Dinah Pounds (DP)
Joy Rook (JR)
Caroline Stewart (CS)
Diana Vasile (DV)

1. Welcome to new members and consideration of any additional members

It was agreed that the committee has a varied membership of representatives from the Department. It was suggested that a male PhD supervisor of undergraduates who was a former undergraduate from the Department will be asked to attend the Student Focus Group in Easter Term.

Action: DP

2. Review of the Committee Remit

AC warned that confidentiality issues of raw data might be identifiable due to the small numbers in certain categories. Miriam Lynn will be consulted with regard to this.

Members asked if the reasons outlining why our initial Bronze Submission was unsuccessful be circulated.

Action: CC

3. Apologies for absence

Miriam Lynn

4. Minutes of the last meeting

The minutes from the meeting held on 3 February 2017 were approved.

5. Silver Award Handbook (2018-02-05)

Members were advised that the deadline for submission for the Silver Application is 30 November 2018 but a draft submission needs to be with E&D by 30 September 2018.

It was agreed that the following smaller sub-groups to consider points should be set up: It was agreed all should be documented.

1) women@CL (AM will arrange)

- 2) Student Focus Groups (to include Undergraduates, Part III, M.Phil. and PhD (DP and JR will arrange)
- 3) Meeting between HG and CS to discuss the staff survey and section 5.6

AC asked members if they are able to obtain comparative data from another University to send her details. HG offered to ask her contact at Queen Mary University of London as she was involved in their Athena SWAN submission.

Action: HG

The following sections from the Handbook were allocated to Committee Members for completion.

4) A Picture of the Department (2000 words maximum) (JR & DP)

4.1 Student Data

- (i) Numbers of men and women on access or foundation courses
(n/a for our Department)
- (ii) Numbers of undergraduate students by gender
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.
- (iii) Numbers of men and women on postgraduate taught degrees
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.
- (iv) Numbers of men and women on postgraduate research degrees
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.
- (v) Progression pipeline between undergraduate and postgraduate student levels
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

4.2 Academic and research staff data (Where relevant, comment on the transition of technical staff to academic roles). (HG)

- (i) Academic staff by grade, contract function and gender: research only, teaching and research or teaching only
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.
- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.
- (iii) Academic leavers by grade and gender and full/part-time status
Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

5) Supporting and Advancing Women's Careers (6500 words maximum) (CS)

5.1 Key career transition points: academic staff

- (i) **Recruitment**
Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.
- (ii) **Induction**
Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

- (iii) **Promotion**
Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.
- (iv) **Department submissions to the REF**
Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

5.2 Key career transitions points: professional and support staff **(CC)**

- (i) **Induction**
Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.
- (ii) **Promotion**
Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3 Career development: academic staff **(AM)**

- (i) **Training**
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?
- (ii) **Appraisal/development review**
Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.
- (iii) **Support given to academic staff for career progression**
Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression
- (iv) **Support given to students (at any level) for academic career progression**
Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).
- (v) **Support offered to those applying for research grant applications**
Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

5.4 Career development: professional and support staff **(CC)**

- (i) **Training**
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?
- (ii) **Appraisal/development review**
Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.
- (iii) **Support given to professional and support staff for career progression**
Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5 Flexible working and managing career breaks **(DV)**

- (i) **Cover and support for maternity and adoption leave: before leave**
Explain what support the department offers to staff before they go on maternity and adoption leave.
- (ii) **Cover and support for maternity and adoption leave: during leave**
Explain what support the department offers to staff during maternity and adoption leave.
- (iii) **Cover and support for maternity and adoption leave: returning to work**
Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

- (iv) **Maternity return rate**
Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary. Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.
- (v) **Paternity, shared parental, adoption, and parental leave uptake**
Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.
- (vi) **Flexible working**
Provide information on the flexible working arrangements available.
- (vii) **Transition from part-time back to full-time work after career breaks**
Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

5.6 Organisation and culture (HG with support from CS)

- (i) **Culture**
Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.
- (ii) **HR Policies**
Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.
- (iii) **Representation of men and women on committees**
Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.
- (iv) **Participation on influential external committees**
How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?
- (v) **Workload model**
Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.
- (vi) **Timing of departmental meetings and social gatherings**
Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.
- (vii) **Visibility of role models**
Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.
- (viii) **Outreach activities**
Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

It was suggested it would be useful to obtain staff views on some of these areas. HG will draft some open ended questions and circulate to the committee for their views before asking staff to complete. This was identified as urgent, as data will need to be collected.

Action: CS will send HG a copy of the staff survey results from 2015

6) Case Studies: Impact on Individuals (500 words maximum each case study) (should be written by each individual) (AAM)

Two individuals working in the Department (note: one individual should be a member of the self-assessment team) should describe how the department's activities have benefitted them.

Action: RM will ask Dr Evangelia Kalyvianaki if she will write a case study as she was previously a PhD student in the Department and has now returned as a UTO.

7) Further Information (500 words maximum)

Comments on any other elements that are relevant to the application.

8) Action Plan

The action plan should present prioritised actions to address the issues identified in this application. Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

AC asked if members come across any issues whilst doing their relevant section(s), to share this with all members, as it could be a measure to be identified in our Action Plan

Action: All Committee Members

6. Student Survey 2017: Analysis and Comments

The student survey results were discussed. As some of our statistics show a decrease from the 2015 survey, AC suggested it would be useful to obtain results from the Department of Engineering to see if this is a University wide occurrence, due to the University making the public more aware of E & D policies.

Action: CC

Addendum: *The Department of Engineering did not include an internal Student Survey in their Bronze or Silver application, they only obtained feedback from Student Focus Groups.*

7. Bronze Action Plan Progress

AC advised that the Action Plan objectives will need to be in place for Easter Term.

8. Wednesday Seminar Timings

It was suggested that views from the Wednesday Group would be sought regarding changing the start time to 15:30 instead of 16:15 which may allow more members of the Department to attend.

Action: AC and CS

9. Ten reasons you might not get a Bronze award and two reasons why you won't get a Silver

The paper from Jon Rowe, previous Athena SWAN panellist, University of Birmingham was noted.

10. Date of next meeting

To be held at the beginning of Easter Term and arranged by Doodle Poll. The specific subgroups in Item 5 will meet before this and report to the meeting.