



THE UNIVERSITY of EDINBURGH

EDI REAR sub-committee
Tuesday 5th October 2021 10am-12pm

Attendees

Cattell, Laura – Head of Widening Participation
Creighton-Offord, David – EREN
Curry, Gwenetta – Usher Institute, CMVM
Curry, Tommy – School of Philosophy, Psychology and Language Sciences
Dora, Ellie – HR Partner, Equality, Diversity and Inclusion
Doughty Shenton, Dahlia – CMVM
Gieban-Gamal, Emma – CAHSS EDI Committee
Grewal-Kang, Gurpreet – Student Admissions, R(D)SVS & The Roslin Institute
Gray, Mohini – Edinburgh Diversity and Inclusion Network
Hale, Olivia – College of Science and Engineering
Halliday, Karen – College of Science & Engineering EDI Convenor
Hall-Lew, Lauren, Women of Colour Staff Network
Holtan, Johanna – co-Convenor
Likonde, Samantha – BAME Liberation Officer, EUSA
Limke, rashné – EDI Director, Business School & EREN
McKelvey, Roisin – eBASE Project, College of Science and Engineering
Perez-Espona, Silvia – R(D)SVS, EDI Easter Bush EDI Committee
Pusumane, One – Report and Support PhD Intern
Santayana, Vivek – Joint Unions Liaison Committee
Sena, Emily – co-Convenor
Wallace, Caroline – Senior HR Partner, Equality Diversity and Inclusion

1. Welcome and apologies

Johanna Holtan (JH) welcomed everyone to the meeting in particular, new members Ellie Dora (ED), Silvia Perez-Espona (SPE), Olivia Hale (OH), Roisin McKelvey (RM) and One Punumane (OP), who introduced themselves. Apologies received from Liz Reilly, Deepthi de Silva Williams, Martine Irakoze, Timmy Pinnick, Can Tao, Aisha Akinola and Shaira Vadasaria. Charlie Bevan, Sarah Liu

2. Minutes and actions

Most of the action points from the last meeting have been completed/will be discussed at this meeting.

Item 6 EDMARC – recruitment data (Emily Sena)

ES been looking at EDMARC reports of student recruitment. Reports provide information on BAME vs NON-BAME across the 3 Colleges for UK and non-UK domicile students, at UG/PGT/PGR entry. There is no granularity within BAME groups and no data at School level. No information is provided on the ethnicity of those applying or receiving offers. Proposed summary and paper highlighting the need for better data, to go to EDIC. College of Science and Engineering (CSE) is putting together a similar report for circulation and will share data with REAR. The CSE report will underpin and support ongoing decolonising work. RM does have demographic data on applications, acceptance and offer rates and will share when report is completed.



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A major problem with the recruitment culture is that improvement interventions are not informed by data that is sufficiently granular. There are challenges around obtaining ethnicity data – certain data is withheld at certain points. Other institutions have managed to get around this and GGK is evaluating this. Data informed strategies are necessary. GGK is happy to work with others on this. Strategic planning (SP) have previously included granular data in reports that have gone to University Executive. Laura Cattell (LC) suggested approaching the Equality and Diversity Annual Reporting Committee in the first instance. Colleagues in Moray House are doing some work to support outreach design for BAME groups. A summary report of all relevant literature available in the University is being produced. **Action: LC to share Moray House research literature review.** Tara Gould, EUSA VP Education, has obtained data (available) that includes application and ethnicity information and Mohini Gray (MG) suggested working with the producers to get more granular data. Caroline Wallace (CW) reported that EDMARC occasionally produce spotlight reports with increased granularity. The new Head of SP, Rhona Smith (RS), would be useful contact. Rhona Feist (RF) has been asked to identify the data that would be required for the Race Equality Charter Mark submission for REAR. **Action: RM to link up with Gurpreet Grewal-Kang (GGK), LC, RF and RS on data sharing to collate information provided by committee members with aim of having a formal document drawn up in time for the next meeting to then go to EDIC.**

3. Priorities

Report and Support update (One Pusemane)

OP talked through her presentation and the main points raised are noted below. The research presented will be used to inform the development of a report/support mechanism on racism to be launched early next year. One will present her insights at the EDIC in November.

Benchmarking

Students don't know where and who to report to and staff don't know about available resources. There is also no clarity on reporting and available resources. The 'zero-tolerance' policy does not appear to be actioned.

Benchmarking updates

- website needs improvement
- managing expectations
- hire specialists
- identify hotspots.

Possible solutions

- use QR codes to enhance access
- advertise on-campus sites and areas such as accommodation
- do away with 'faceless' platforms
- immediate support/triage team
- platform with clear resources

Stakeholder Analysis

Stakeholders include gatekeepers, deliverers, users, resource influencers, supporters.

Possible solutions – see slides for further explanation.

- Use QR codes; posters and info printed out; get Colleges to commit; Train staff members; toolkit; yearly calendar; funds; inclusive platform; harassment map;



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dedicated staff; islamophobia response unit; Victims Support Scotland; support groups/online forums; R&S resource list.

Podcast Series

- the power of sharing

Focus Groups

Timelines: October – finalise and submit outputs. November – plan launch activities. Dec – market event. Jan – launch. Feb – post launch projects.

Investing in resources

- making sure 'we care' aspect materialises; audit culture – no room for such argument; deliberate effort to engage with these issues – institutional engagement throughout the year.

Next steps

- update EDIC; meeting with SCB and GD to discuss recommendations; touch base with working group.

Having other people who have lived experience is really important to students and staff. This may be possible through peer support and the student community. SPE highlighted the online student support system that the Vet School operates which has different sections that students can go to for help and advice. A new section on ethnicity, nationality and culture has been added and will be managed by a dedicated staff team of 3. She enquired as to whether this could be linked to a wider University-operated platform. CSE also producing a flowchart indicating where students can go to for different issues.

Decolonising the Curriculum (*Emily Sena*)

Action plan 4.2 – each School was to set up a working group. All Schools were contacted to find out about progress and all but two Schools: Economics and HCA. It is evident from the responses that clarity is needed to be made clear what is meant by on a definition of decolonising the curriculum. A podcast series of 10 episodes has been launched, in collaboration with Teaching Matters, where colleagues from across the 3 Colleges were interviewed about decolonising the curriculum. Since the launch, there has been a steady increase in colleagues wanting to contribute and IAD have agreed to continue to produce and edit them. OH confirmed that CSE has set up a working group, its goal is to produce a briefing document of feedback and suggested actions for various stakeholders. It is anticipated the group' work will be endorsed by the College Learning and Teaching Committee. The group consists of colleagues from SRA, School-level EDI reps, academic affairs colleagues and CSE students, there is an aim to bring in Directors of Teaching from the learning and teaching committee at a later date. At the first meeting, current activity across the College was discussed and a presentation on available decolonising resources was given by Rayya Ghul (RG). The group agreed that at STEM/CSE-specific definition of decolonisation would be useful to help ground future discussions and recommendations moving forward. School reps were tasked with holding discussions with relevant colleagues and forwarding a discipline-specific draft definition of decolonisation. The next meeting will be held later in October with Tommy Curry (TC) presenting. Karen Halliday (KH) reported that some Schools have fully embraced this activity while others are still working out what it means specifically for them. There are issues around definitions and the language used to describe the activity in the College, mainly because it has a social science background and a definition is required that scientists feel comfortable with. Rowena Arshad has drafted a briefing document (circulated among the committee) outlining exactly what is meant by decolonising the curriculum more generally to go to the Curriculum Transformation



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group. An institutional statement will also be produced. Both of these will need to be endorsed by REAR. **Action: Committee members to look over briefing document in SharePoint site and make comments before document goes to EDIC in November**

There is now a Decolonising the Curriculum Hub, created by RG which aims to act as a central resource for all ongoing activity. The hub will go live shortly but will be shared with the committee for feedback beforehand. **Action: SJ to ask Schools to complete template for case studies. Action: ES to arrange for hub site to be circulated to the committee members.**

Attainment Gap (Mohini Gray)

Work is ongoing to understand student views on the BAME award gap. A literature review has been completed and interviewing for an intern position will begin soon. Preliminary data will be provided at the next meeting. MG has spent time reviewing available literature and a “sense of belonging” makes up the common core of successful students. Other areas mentioned in the research include the curriculum and the richness of the student-student/student-teacher relationship. How can the university provide an enriching experience to BAME students - there isn't one thing that will fix the BAME award gap. MG in conversation with EUSA and other colleagues and they have agreed to focus on: i) having a proper report and support system, ii) a cross-college group focusing only on the award gap, iii) mentorship/specific projects about mentoring BAME students and iv) resilience training. **Action: MG to circulate shared resources to the wider committee.** Dahlia Doughty Shenton (DDS) drew on her own university experiences and suggested some ideas such as international students being invited to campus before the general population with specific activities and guidance in place to facilitate networking; group-specific scholarships offering automatic staff mentoring. MG agreed these could be put to the welcome group as potential options. The issue that some students don't want to be identified as a WP student, students of colour etc., or targeted for separate activity and support was highlighted. Consensus among the committee however was that this shouldn't be used as a 'blanket' push back for not trying to make progress. **Action: ES and JH to follow up with MG about how the committee can help with this.**

Underrepresentation of staff (Johanna Holtan)

This work is still progressing but the aim is to provide a useable toolkit and HR partners working with business colleagues across the university to work on this. **Action: CW, ES and JH to discuss offline.**

4. Communications project update (Johanna Holtan)

There is a lot of activity happening in this area. JH/ES are liaising with colleagues in Communications and Marketing to update the REAR web pages to promote awareness of the action plan.

5. Action plan consultation process (Emily Sena)

With the action plan being over 12months old, it is perhaps time to re-think priorities and timelines so a consultation process is underway. JH and ES have reviewed the 12 blocks of the action plan and made some amendments and updated statuses. Each item will be reviewed, to determine whether it needs to stay, can go or should change? It also is not clear who the action 'holder' is for each item? The role of the committee is to steward the work, oversee it and hold action holders to account.

Action: Committee asked to review the action plan to ensure what it wants to



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achieve is included. Over the next couple of months, there will be meetings held with action owners of each area, then plan finalised for committee endorsement and then put up to EDIC. EREN is also undertaking a consultation and will put forward its thoughts on what the priorities should be. The plan will likely include multi-year deliverables going forward. ES is keen to get more input into section 5, particularly from academics.

6. Stakeholder analysis and committee membership discussion (*Emily Sena*)

ES reminded the committee of its function. REAR is a sub-committee of EDIC, which is a university standing committee that has a specific role of providing strategic oversight of progress and performance of EDI in the institution. REAR's role is therefore to give race and ethnicity strategic oversight and provide recommendations to EDIC. REAR is also charged with overseeing the action plan and promoting anti-racist activity across the university. Membership should reflect a diversity of voices which then facilitate engagement with action holders. There is a need for more professional service representation and possibly include action owners from items 10 – 12. Student membership should perhaps be reviewed annually. There has been a lot of representation from BlackED but not other student groups. **Action: Committee to review membership padlet and feedback comments to ES and JH.**

7. Islamophobia working group update (*rashné limke*)

This is part of EREN. Event-wise - working with RaceED towards a series of events for Islamophobia awareness month in November; planning a series of trainings for various schools and departments to tackle Islamophobia. An investigation is currently underway of an Islamophobic incident allegedly perpetrated by a member of the university to member of the Edinburgh community and the group has offered its support to the complainant. The group would like to be involved in fitting Islam into the REAR action plan and its priorities, specifically bullying and harassment, hate crime, surveillance etc. The group is also thinking about how non-profit partners could help with the recruitment and retaining of Muslim students. **Action: RL to identify the specific activities relating to islamophobia and the Muslim community on the Miro board.**

8. AOB

Supporting BAME staff through to leadership roles

- Offering diverse leadership development pathways for BAME staff
- Within the current leadership and management programme there is a cohort of 300. There is an EDI theme for autumn/winter which focuses on race and racism, identity privilege and intersectionality/power.
- A bigger action of fixing the system to support people into leadership is warranted.

Action: JH and ES to identify specific-related items in the action plan.

CW meeting with other HR partners to discuss how to progress this across the university, one of the main areas being citizenship - so recognising and rewarding contribution.

Action: Committee needs to identify 2 new REAR priorities to be endorsed by UE. Comments can be made through Miro board and consultation process.

The group discussed how important it is to have women of colour in professorship roles and whether this should be a priority in the plan. **Action: ES will raise this**



issue with the Research Cultures Working Group as part of the consultation process and Section 5 of action plan

Supporting Afghan communities

There has been some university-wide activity through Edinburgh Global. **Action JH to share update with the committee over Teams channel**

9. Date of Next Meeting

Tuesday 1st February 2022, 10am

Actions

Agenda Item	Action	Owner
2. EDMARC data action from 11/05/21	RM to link up with GGK, LC, RF and RS on data sharing.	RM/GGK
	LC to share Moray House research data	
	Collate information provided by committee members with aim of having a formal document drawn up in time for the next meeting	
3b	Committee members to look over briefing document in sharepoint site.	
	SJ to ask Schools to complete template for case studies	DONE
	ES to arrange for hub site to be circulated to the committee members.	
3c	MG to circulate shared resources to the wider committee.	
	ES and JH to follow up with MG about how the committee can help with this.	
3d	CW, ES and JH to discuss offline.	
5	Committee asked to review plan to ensure what it wants to achieve is included.	
6	Committee to review membership padlet and feedback comments to ES and JH.	
7	RL to identify the specific activities relating to islamophobia and the Muslim community on the mirror board.	
8	JH and ES to identify specific-related items in the action plan	
	Committee needs to identify 2 new priorities to be endorsed by UE.	