



**EQUALITY, DIVERSITY AND INCLUSIVITY  
COMMITTEE  
SCHOOL OF LAW  
ANNUAL REPORT 2019/20**

**Contents**

|   |    |
|---|----|
| 1. Remit and Authority of the Committee:.....     | 2  |
| 2. Membership:.....                               | 3  |
| 3. Actions in 2019/20 and plans for 2020/21:..... | 3  |
| 4. Law School Data:.....                          | 9  |
| 5. Athena Swan Silver Award .....                 | 11 |
| 6. Staff survey:.....                             | 12 |



**EQUALITY, DIVERSITY AND INCLUSIVITY COMMITTEE  
SCHOOL OF LAW  
ANNUAL REPORT 2019/20**

The Equality, Diversity and Inclusivity Committee (EDICom) reports to the Head of School on an annual basis. Accordingly, this report fulfils the requirements of the Committee's Terms of Reference, specifically section 9.1 which requires the Committee to: *'reviews its effectiveness normally once a year. The Chair of the Committee leads this review and evaluates its outcomes in consultation with the Committee's parent body, as applicable'*.

### 1. Remit and Authority of the Committee:

The Committee's mission statement is as follows:

'The central purpose of the EDI Committee is to foster a diverse and inclusive Law School, where opportunities are open to all and to address issues of inequality or discrimination amongst students and staff'.

The Committee's remit is:

- A. To devise, co-ordinate and monitor steps taken by the Law School to ensure compliance with the Equality Act 2010, with particular regard to the protected characteristics: age, disability, race, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity and marriage or civil partnership.
- B. To review and develop the School's Equality and Diversity Policies, to monitor their implementation and to ensure that all such documentation complies with the law and is effectively disseminated to Law School staff and students.
- C. To consult widely with all relevant groups within the Law School in pursuance of these terms of reference.
- D. To monitor the composition of the Law School's workforce and student body.
- E. To monitor the Law School's practice on the admission of students and the recruitment of staff.
- F. To prepare and maintain an institutional plan of action to ensure that equal opportunities policies are translated into programmes of action and report annually on the Committee's progress in school meetings.

The EDICom holds meetings three times per year. In 2019/20 this was made slightly more complex by the cumulative impacts of strike action in the law school and COVID19 which meant that a number of staff (including the chair) were unable to attend the meetings as scheduled, resulting in their postponement. Despite this, the Committee organised to meet three times on 09/10/2019; 15/05/2020; 28/09/2020. Minutes from the meetings are accessible to all members of staff via the Law School Sharepoint under Documents/ Committees/ EDICom/ Meetings, Minutes and Agendas.

## 2. Membership:

Katie Bales remains the EDI chair and has now completed two full years in the position. She will hold this post for a three-year term (until September 2021) which can be renewed by one further three-year term, should she and the Committee wish her to continue.

The EDICom has a maximum of twenty members and a minimum of ten comprising at least:

- One teaching assistant.
- One lecturer, senior lecturer and professorial member of staff.
- Two Professional Services members of staff.
- One undergraduate student
- One postgraduate student

The membership has changed during 2019-2020 to account for study leave, staff departure from the law school and changing responsibilities. This resulted in four people leaving the Committee: Nasim Tadghighi, Amy Tanner, Alan Bogg, and Ceri Roberts.

In order to recruit new members, Katie sent out an email looking for interested parties to join the Committee as members. All of those who responded took up new positions on the Committee. This included: Lottie Boateng-Kennett; Ricardo Buendia; Philip Burton; Joanne Conaghan; Sumayyah Malna; Jon Parsonage; Lucy Bows; Tiffany Wang; Mahsa Zohhadi; Gemma Short. A full list of members is contained on the EDI Committee folder on Sharepoint. The full rules on EDICom membership can be found in section 2 of the Committee's Terms of Reference.

## 3. Actions in 2019/20 and plans for 2020/21:

### 3.1 Committee actions (general)

- The Committee is working towards the Athena Swan action plan for the silver award.
- Thus far the Committee has not had an opportunity to plan a training activity for the annual law school away day due to seismic changes to our curriculum and the impact of COVID19 which has meant that other areas have been focused on.
- A link to the University's complaints procedure 'Report and Support' regarding discrimination, harassment, sexual harassment, victimisation and assault has been put on the staff EDI sharepoint folder and a link has been added to the EDICom webpage.
- The EDICom has been working with the Law School's marketing team to better publicise the work of the Committee and its policies, as well as the champions roles in creating a more inclusive working environment. We have created an EDI Committee webpage which is public facing and can be accessed here: <https://www.bristol.ac.uk/law/about/equality,-diversity-and-inclusivity-committee/>. This details much of the EDICom's work.
- The EDICom is satisfied with the collection of staff data and the entry data for students, but is looking to gather more effective data concerning student attainment.

Plans for 2020-21

- Continue working towards the Athena Swan silver award.
- Work with Ken to include EDI training in the Law School Away Day planning.
- Continue working with marketing to develop the EDI webpage and the data released to the public via this medium.
- Continue to try and gather more effective data concerning attainment and graduation in order to push for equality of opportunity throughout the student experience and upon graduation.

### **3.2 Gender (Champion Katie Bales)**

- The 2018-19 staff survey revealed that staff were unsure about whether child-care costs could be applied for from the personal research allowance in the context of attending conferences. Accordingly in 2019-20, the Law School changed its guidance on the 'Personal Research and Scholarship Allowance' to allow for colleagues to use their funding to cover the cost of childcare (max £150 per claim), to attend a conference or training outside of their normal working hours. This is in line with the UOB [Travel and Subsistence Policy \(section 7.7\)](#) which states that claims can be made for childcare/caring where incidental to conference or training costs *'to allow you to attend conferences or training outside your normal working days/hours'*. The School has also amended the guidance for i) [the Strategic Research Fund Scheme](#) (see paragraph 19) and ii) [the Centre Fund Scheme](#) (paragraph 18), to allow for these costs to be included in an application. At faculty level – Deborah Wilson agreed to allow relevant childcare costs (up £150) to be funded as part of successful applications to the [Faculty Strategic Research Fund](#).
- Following the outbreak of COVID19 in the UK, the EDI Committee undertook a survey to ascertain the impact of the pandemic on staff. A number of concerns were raised, particularly in relation to those with caring responsibilities. These concerns were summarised and discussed at the EDI Committee meeting with the Head of School (HoS). A document was created and published listing the concerns and the response of the HoS aiming to address and ameliorate some of these issues. This document can be found on the Law School Sahrepoint under the EDICom folder. For example, in relation to concern over promotion and progression in the context of caring responsibilities, the HoS confirmed that he would take these circumstances into account when recommending staff for promotion and progression. The EDI Committee is still looking for a broader commitment from the University's HR department and is requesting that there is specific mention of this in the promotion application under extenuating circumstances that may have impacted upon research productivity and outputs.
- In 2018-19, the EDI Committee agreed to implement a speakers policy to create better diversity amongst external speaker events at the school (both student and staff centred). In particular, it proposed a quota in relation to gender and ethnicity and race. The Committee agreed that this should be discussed at school level. Accordingly, the policy was sent to all staff members via email and was then presented and discussed at a school meeting. After obtaining agreement at school level, the policy was then discussed with students at the staff-student liaison committee and was sent to the central student societies in the law school who all

welcomed the policy. The policy is available on Sharepoint under the EDICom folder. As the policy was fully implemented in 2019, it is expected to take effect in 2020-2021 as many of the speaker series in 2019-20 had already been organised prior to its launch.

#### Plans for 2020/2021

- The gender champion will review the EDI staff survey, and staff and student data from 2019-20, as well as 2020-21 entry data to determine the central issues concerning gender. The champion will then aim to work towards one goal as a result of this analysis.
- It has become evident that the school (and University) does not have a policy on fertility treatment for staff and students which is both a gender and an LGBTQ+ issue. In 2020-21, the gender champion aims to create a policy to enable staff to request timetabling changes where needed for reasons of fertility treatment. The champion will also review the student procedures in relation to rearranging lessons or the extension of deadlines where necessary. This policy will be agreed by the committee and circulated amongst the University based 'Childless Staff Network' to ensure that we have input from all perspectives.
- Flexible working is addressed at University level, however a number of concerns have been raised about the bureaucracy involved in having flexible working requests approved. The EDI Committee will make formal recommendations that this be adapted to better suit the needs of staff members.
- The Committee (which also doubles as the Athena Swan silver working group) will work towards the goals set out in the Athena Swan silver action plan.

#### **3.2 Race (Champions Manoj Dias-Abey and Foluke Adebisi)**

- The Covid crisis upended plans for 2019-20, as well as creating new opportunities. Our plans to hold student focus groups did not eventuate and Madge Dresser's talk on the legacy of slavery in Bristol had to be postponed.
- Despite this, the BLM protests over the summer resulted in the Presidents of all the major student societies writing to the Head of School demanding urgent action on a number of important issues. Manoj met with the student Presidents in August to discuss plans for 2020-21.
- The BLM movement also led to a concerted push to decolonise the curriculum (beyond the Introduction to Law unit) and a working group was established to advance this project. Members of the working group distributed a 'guidance note' for lecturers looking to decolonise their curriculum; organised a reading group around the theme of decolonising; and set up a resources page for staff which can be found on the Law School SharePoint under Documents/ Committees/ EDI Committee/ DeColonial Sub-Group.

#### Plans for 2020/21:

- Organise a series of regular dialogues with students around racial equality at the law school. The student societies have all pledged to help organise and promote these discussions. The first dialogue will be held in Nov 2020 on the question of “Is the University of Bristol Law School diverse enough?” Manoj Dias-Abey to chair the discussion.
- Manoj will organise a survey of staff to take stock of the various measures taken to decolonise the curriculum over the summer. A further meeting of the decolonisation working group will be organised to discuss how we can take the project forward.
- Manoj has requested that a research seminar series slot be set aside for a discussion about Bristol and slavery (possibly to be taken by Madge Dresser as she was unable to attend her original slot due to COVID19). We intend to make this a public lecture and invite students to attend.
- Manoj will continue liaising with Jo Cooksley to expand career mentoring opportunities for BAME students.

### **3.3 Disability (Champions: Lucy Bows and Mahsa Zohhadi)**

- In order to address the sharing of information between DSS and personal tutors, Lucy took the approach of asking the student via email if they were happy for the information to be shared with unit tutors (there is information specific to classroom teaching which could be beneficial to share). Students will be receiving a welcome email during induction this year to provide further information on disability services, further info is in my 20/21 aims.
- Exam arrangements were streamlined in 2019/20 as all AEAs are now dealt with by Disability Services, who pass the information to the Exams Office directly. If AEAs are included in a DSS these are in place for the duration of the student’s course and implemented automatically. Students who do not have a DSS can apply for AEAs via the Disability Services website (this is likely to ultimately end up with the student having a DSS drafted, but the AEAs alone can cover them in the interim period). Something that was unclear to begin with was how we deal with students that come under the category of TIIP (Temporary Injuries, Illness and Pregnancy) which are NOT dealt with by Disability Services. After querying this with various departments (including Disability Service and Exams Office) I’ve found some answers, but didn’t get involved with the process as it was not applicable for law school students in the 19/20 academic year.

#### Plans for 2020/2021:

- An ongoing aim is for the Disability Coordinator to be more visible to students. Lucy has made a special request to have the email address [law-disabilitycoordinator@bristol.ac.uk](mailto:law-disabilitycoordinator@bristol.ac.uk) added under its own heading on our new Student Support Office site on the main university website.

For welcome week 2020 Lucy will be working with the Senior Tutor to send a welcome email sent to all students who have disclosed a disability as part of their application. Some students have had DSSs drafted for them already, and these welcome emails will be tailored if this is the case.

- Disability Services are bringing in a new system using Microsoft Dynamics and shared spreadsheets (launch date to follow!). This can hopefully be used as a basis for information sharing within the School. Particularly to change the way we share DSS information with personal tutor's, as currently they are sent as an email attachment.
- A former UoB student is interested in doing a presentation to our students about disabled students and a career in law. This is being ran past the Director of Education.

### **3.4 LGBTQ+ (Champion Peter Dunne)**

- Ran a successful LGBTQ+ staff and student social in TB1. This was a great success, with numerous students, graduate researchers and members of staff in attendance. We had discussed the initial plan (monthly meetups). However, in the end, we decided that, for the first year, termly socials preferable. Unfortunately, due to strikes and COVID-19, we were unable to run a second social after the winter break.
- The restroom on Floor 2 of Wills Memorial Building has become an all-gender facility. The Law School, having taken advice from a number of stakeholders, commissioned appropriate signage 'Toilet' which also acknowledges that the facility is also accessible for persons who use a wheelchair or who may experience other disabilities.
- During the academic year, the University amended its Freedom of Speech Policy to be more gender and trans/non-binary inclusive. Peter Dunne and Aaron Grice (peer-support coordinator, UoB) worked with the University, having first consulted with trans students at the University, to affect this change. The Policy now reads: *The principle of free speech has the potential to be abused, including through incitement to violence or to breaches of the peace, or by the use of threatening words or behaviour (including the display of writing, signs or other visible representations) which are intended to provoke racial or religious hatred or hatred on grounds of sexual orientation, **gender, gender identity or gender expression**, or to encourage or draw people into terrorism. All of our staff and students have a responsibility to consider these issues in the course of their work.*

#### Plans for 2020/2021:

- Creating an online space for LGBTQ+ students and staff within the Law School, to ensure that all persons, particularly those who may be studying or working online and who may be completing their degree/work in non-supportive home or social environments, can have a minimum sense of community.

- Two LGBT+ online events (e.g. seminars, meet-ups, panel discussions), open to all students and staff, to facilitate and promote discussion of LGBT+ issues and identities within the Law School.

### **3.5 Income Inequality (Gemma Short and Lara Farrell)**

- Alan Bogg stepped down as the Income Inequalities Champion towards the end of 2019 due to a range of other commitments. Gemma Short took his role as champion which intersects with her work in the Widening Participation Team.
- In 2019/20 Alan and Lara mapped our existing sources of support for students from low income backgrounds including external schemes and organisations such as the Sutton Trust.
- Alan also had a meeting with Lois B, Elizabeth M and Jo Cooksley. Over the course of this year, they will be setting up a peer mentoring network for 'first generation' university students.
- Jo Cooksley is also developing some mentoring opportunities under the employability banner.

#### *Plans for 2020/21:*

- Recruit speakers whose personal stories underrepresented students may be able to relate to. Important to avoid stigmatising, e.g. mainstreaming by including speakers at general events/inductions.
- Establish links with Mayors Office - City Leadership Programme.
- Connecting with Sanya Rajpal <https://www.bristol.ac.uk/law/law-clinic/sanya/>.
- Investigating the development of assemblies/Q&As for local schools.

## 4. Law School Data:

### **4.1 Staff data**

The staff data for 2019-20 can be found in the Law School Sharepoint under Documents/ Committees/ EDI Committee/ Data/ 2019-20.

#### *Gender:*

- The data for gender is broken down into male/female which is how it is organised for tax purposes by the University. Accordingly, there is no 'gender neutral' or 'non-binary' option.
- Overall the data shows that our staff headcount as a school has become more equal in gender terms so that we now have a 58.5% female staff to 41.5% male staff ratio, meaning our male staff members have increased by 6.7%. Across academic staff, the ratio is marginal (53.6% female to 46.4% male).
- We have more male professors than female professors (61.8% M: 38.2% F), a margin which has increased by 5.8% over the last five years (from 56%M : 44%F in 2015-16), however we are slightly above the HE sector benchmark.
- Data on the applicant pipeline shows that women are more likely to be shortlisted for interview than men for Law School jobs and are five times more likely to be appointed.

#### *BAME:*

- Due to the low rate of stats for different ethnicities, the data concerning race and ethnicity is broken down into only two categories 'white' and 'BAME'. This is for data protection reasons, however we do have some data on the UK BAME category.
- Overall, the law school has become less white over the last five years with 6.2% of staff identifying as BAME compared to 93.8% of staff identifying as white – reducing the gap by 3.2% since 2015-16. In terms of academic staff, the gap has decreased by 4.9% since 2015-16 as we now have 6.8% of academic staff identifying as BAME compared to 93.2% of academic staff identifying as white.
- Despite the decreasing gap, we remain behind the HE benchmark in terms of diversity concerning ethnicity and race.
- Data on the applicant pipeline reveals that BAME candidates are less likely to be shortlisted for interview and less likely to be appointed than white candidates. Whereas white candidates have a 7.1% chance of being appointed after application, BAME candidates have a 1.8% chance of being appointed after application.

#### *Disability and LGBTQ+:*

- In terms of disability, 9.4% of staff identify as having a disability.

- The data for the LGBTQ+ category is based on how many people choose to disclose their status. Accordingly, it does not provide a picture of the composition of the law school but only tells us what percentage of staff were willing to disclose their status. This is due to data protection rules and privacy as the numbers are so low. In terms of sexual orientation, 20.3% of law school staff have been happy to disclose their status.

#### 4.2 Student Data

Entry data:

Overall picture:

| Intake     |                       |              |                  |                |        |                 |          |        |         |                  |
|------------|-----------------------|--------------|------------------|----------------|--------|-----------------|----------|--------|---------|------------------|
| Entry year | Aspiring state school | State school | Low part neighb. | Local postcode | Mature | Ethnic minority | Disabled | Female | In Care | WP Project Part. |
| 15/16      | 18.2%                 | 69.9%        | 10.2%            | 3.2%           | 2.2%   | 16.5%           | 5.9%     | 61.6%  | 0.0%    | 3.7%             |
| 16/17      | 30.2%                 | 70.0%        | 15.6%            | 3.2%           | 2.7%   | 18.6%           | 9.1%     | 67.8%  | 0.0%    | 3.0%             |
| 17/18      | 27.9%                 | 73.8%        | 15.6%            | 6.5%           | 4.2%   | 20.8%           | 6.6%     | 64.5%  | 1.0%    | 10.0%            |
| 18/19      | 44.9%                 | 74.6%        | 22.9%            | 6.0%           | 3.7%   | 21.8%           | 10.0%    | 63.2%  | 1.3%    | 7.4%             |
| 19/20      | 43.4%                 | 82.4%        | 26.0%            | 4.1%           | 3.9%   | 23.0%           | 9.5%     | 67.3%  | 1.3%    | 8.1%             |

Ethnicity:

- Since 2015-16 our student population is becoming less white, down from 83.5% in 2015/16 to 77% in 2019/20. This comprises: 7.1% Asian students; 3.3% Black students; 10% Mixed Students; 2.6% other.
- Though 25.1% of our offers are made to non-white students, our intake is 23%, likely due to the failure to meet the required grades. Our offer margin to non-white students has grown since 2015/16 when it stood at 19.3%.

This shows the diversity of our student population is growing and is a credit to the widening participation and student recruitment teams.

#### Student Attainment and Graduation data

- In October 2020, Katie Bales got in touch with the Education and Insight Team to request student data relating to the relevant characteristics. They informed her that *'the 19/20 data will be available from early December (this is because we use HESA Student Record data to produce the report, which is quality-checked and not finalised until November). Most of our reporting resource is allocated to urgent operational work at the moment and so we are unlikely to be able to provide you with a bespoke report any sooner than this I'm afraid'*.
- Once this data is available, Katie will share it in the Law School Sharepoint EDI folder, assuming it passes data protection requirements.

## 5. Athena Swan Silver Award

The Law School was awarded an Athena Swan bronze award in April 2018. The Law School was the first in the University of Bristol outside of the science and technology schools to receive an award. The bronze award application is available on the Law School Sharepoint under Documents/ Committees/ EDICom/ Athena Swan.

The EDICom now needs to complete the Athena Swan action plan (available on Sharepoint as above) before applying for a silver award which must be submitted by April 2022. Dr Katie Bales is the Athena Swan lead for the Law School. Some of the Athena Swan Silver actions include:

- Establishing an annual staff survey (completed 2019-20).
- Collecting annual staff and student data (collected 2019-20). Further recommendations will be made by the Committee concerning the breakdown of achievement and attainment data.
- Monitor promotion and progression for potential disparities concerning protected characteristics (ongoing).
- Collect and evaluate data on citizenship activities (forms created for these purposes).
- Investigate gender disparities in terms of Guest Speakers and online representation of the school (policy implemented in 2019-2020 and will be monitored in 2020-21).
- Committee to make recommendations concerning the Law School's policies on flexible working (to be addressed in 2020-21).

## 6. Staff survey:

- The EDI survey received 51 responses in 2019/20 which is a reduction from the response rate in 2018/19 where we received 64. This is likely due to the increase in responsibilities for all staff members organising 'blended learning' due to COVID19. The majority of those who filled out the survey were female (32 people) and are on full time, permanent contracts.

### 4. Do you work full time or part time

[More Details](#)

|                                      |    |
|--------------------------------------|----|
| ● Full time                          | 46 |
| ● Part time                          | 6  |
| ● Please tick if you have the opp... | 1  |



### 5. Type of contract

[More Details](#)

|                    |    |
|--------------------|----|
| ● Permanent        | 40 |
| ● Secondment       | 0  |
| ● Temporary or TSS | 0  |
| ● Fixed Term       | 9  |
| ● Other            | 2  |



### *Caring responsibilities*

Around half of those who responded to the survey have caring responsibilities (25) compared to those who do not (26) which primarily related to childcare. The majority of those with children feel supported by the school and flexible working arrangements.

### *Work Life Balance*

Staff were asked on a scale of 1 (unhappy) to 5 (happy) whether they were happy with their work/life balance. The average score was 2.67 which is fairly poor, yet unsurprising within the context of the pandemic. Some of the central issues identified by staff in the qualitative question relate to:

- Timetabling: Late changes to timetables can make juggling schedules difficult for parents; the failure to deliver timetables early enough to enable staff to plan for their childcare; the disjuncture between FWA approved by the HoS and then sent to HR for approval
- COVID19: Lack of childcare from March-September; for some staff, working from home has led to an increase in working hours; lack of boundaries between work and home for those who are home working; late planning/timetabling due to the pandemic; greater demands in terms of pastoral duties for students; increasing administration duties

- Workload: Increasing workloads and administrative creep; under resourcing in terms of student administration teams;

### *Decision making*

Staff were asked about decision making in the school on a scale of 1 (negative) to 5 (positive). The results were as follows which suggests we need to make clear the governance structures in the school, ensure proper consultation takes place where necessary and that staff are aware that their views are taken into account.

#### 14. Decision making in the School is transparent

[More Details](#)

51

Responses

2.94

Average Number

#### 15. I am consulted on key decisions within the School

[More Details](#)

51

Responses

2.71

Average Number

#### 16. Senior managers in the School listen to my views

[More Details](#)

51

Responses

3

Average Number

### *Culture:*

Overall the school culture is generally considered to be a positive one (ranked at 3.75 by staff). Some of the qualitative feedback notes:

- More meetings and engagement needed.
- Prof services brunch had been really positive but the online coffee mornings due to COVID are also helpful in bringing people together.
- Concern over the allocation of administrative staff, some comments concerning favouritism and the gendered nature of these roles.
- Greater inclusion of professional services staff in the away day – breakoutgroups etc.
- More resources needed for professional services staff which would improve relationships between academic and professional service staff members as there would be less burden upon them.
- More information needed on pay equality between staff.

24. Do you feel that women are adequately represented as role models within the school?

[More Details](#)

|            |    |
|------------|----|
| Yes        | 37 |
| No         | 8  |
| Don't know | 6  |



25. Is there a fair balance of male/female/other in representations on the Law School's website, in guest lectures and Law School events?

[More Details](#)

|            |    |
|------------|----|
| Yes        | 28 |
| No         | 3  |
| Don't know | 20 |



26. Is there adequate transparency regarding pay equality in terms of gender and race?

[More Details](#)

|            |    |
|------------|----|
| Yes        | 5  |
| No         | 22 |
| Don't know | 24 |



27. Do you think the Unit Feedback form has had a positive impact on the nature of the feedback given in terms of equality, diversity and inclusivity (EDI) concerns?

[More Details](#)

|            |    |
|------------|----|
| Yes        | 10 |
| No         | 6  |
| Don't know | 35 |



28. Do you think that reading lists in the school are sufficiently diverse in terms of the gender and race of authors?

[More Details](#)

|            |    |
|------------|----|
| Yes        | 7  |
| No         | 18 |
| Don't know | 26 |



### *Decolonising the Curriculum*

Staff were asked on a scale of 1 (not enough) to 5 (enough) whether the school is doing enough to decolonise the curriculum. The score was 3.14 which reveals that staff are aware of the progress that has been made, but equally feel we could be doing more.

When asked whether our reading lists were diverse enough, there was a clear divide between yes (7 people) and no (18 people). The remainign staff 'did not know'. Some of the qualitative comments note that:

- The School should detail how it is taking active steps to decolonise existing practices which contribute to coloniality today. This should be reflected in both its pedagogy (decolonial methodologies, reading lists, engagement...( as well as its recruitment practices (of both staff and students), amongst others.
- Questions were also raised as to the composition of professorial staff (as we have no white professors) and our lack of global south scholarships.

### *The EDI Committee*

When asked whether the school actively considers gender, equality and inclusivity, 31 persons answered yes, 2 people answered no and 18 people answered 'don't know'. Since last year we have improved in terms of a greater number of staff now know the EDI Committee exists and well over half know how to access Committee documents.

33. Are you aware that the Law School has an Equality Diversity and Inclusivity (EDI) Committee?

[More Details](#)



34. Do you know how to access EDI Committee documents, including the list of Committee members and minutes?

[More Details](#)



35. Do you feel that the Committee has raised greater awareness within the Law School of EDI issues?

[More Details](#)



Staff commented on key areas of focus for the EDI Committee in 2020-2021 and the general areas of concern are as follows:

- Protecting vulnerable staff members and minorities in light of the pressures of COVID19, particularly staff members with caring commitments.
- Ensuring that caring responsibilities in light of COVID are taken into account in promotion procedures.
- Supporting those on fixed term contracts.
- Assessing allocation of personal tutoring duties.
- Addressing the late release of timetabling which disrupts and complicates child care arrangements.
- Ensuring the BLM enquiry sent by the PGR community is adequately addressed.
- Decolonising the curriculum.
- Exploring/ addressing the experience of black students at the University.
- EDI training for staff.
- Disability access during times of COVID, both physically and virtually.
- The ethnicity balance (or lack of) in the professional services team was raised as an issue.

### *Career development and Promotion:*

Most staff feel well supported in terms of their career development. The majority of staff are familiar with promotion and progression procedure and feel supported through the process. There remains concern that research is ultimately, the key factor for promotion which disproportionately advantages women and those with caring responsibilities. There is particular concern that this may be heightened in the pandemic.

45. Have you received support from the School in developing your career?

[More Details](#)



46. Have you taken part in any training or courses offered by the School or University?

[More Details](#)



47. Do you feel encouraged by the School to learn and develop new skills?

[More Details](#)



Further comments relate to:

- More information needed on promotion/movement for professional services.
- More clarity needed for pathway 3 staff.
- Greater transparency and feedback for those whose applications are rejected.

- No payment for HPT's undertaking staff training which would improve their career progression (such as CREATE).
- The majority of staff believe that there should be workload allocation for participation in the CREATE programme with 36 out of 51 staff answering yes to this question, 5 no and 9 'don't know'.

*Feedback on survey itself*

- Needs to be shorter.
- Reduce 'leading' questions.
- More on LGBTQI+ and disability issues.

**Date of submission:**

**08/11/2020**

**Submitted by:**



Dr Katie Bales  
Lecturer in Law  
Chair of the Equality, Diversity and Inclusivity Committee

**Approved by:**

EDI Committee

**Date of approval:**

11.11.2020