# Introductions Lecture Notes

## Module Introduction:

* Both Blackboard and Teams will be used for the module.
* A Wiki was created last year and will be available this year. This is a great resource to learn from each other and share. There are a variety of articles, podcasts, music and etc available on the Wiki. At the time of writing EdTech have not yet rolled this over from last year but it should be available soon.
* Take lecture notes for your logbook on Teams. It is okay if you prefer an alternative format like handwritten notes, but please evidence this and upload this on Teams on at least a weekly basis.
* Module structure was explained, further information on this is available in the module handbook in the Course Resources section:
* Assessments were covered, this is also in the handbook, and rubrics are available in the Coursework information and Submission section:
* It was pointed out that the deadlines for assignments are not fixed, and students are encouraged to have their say on when they should be, you can vote/comment in the Coursework Information and Submissions section:

## Module Background

* Angela Sun, Pallavi Ojha and Asad Raja provided a video to explain the context of the Imperial College London Mechanical Engineering EDI module.
* A paper about the development of this module was presented at conference in Barcelona to share findings and learning. One of the supplementary readings from today’s lecture is this paper.

## Module Delivery

* The first term will consist of lectures, and the second term will consist of tutorials.
* Attendance is recorded as the participatory nature of the module means that students with regular attendance are likely to gain significantly more than those who do not. Students with difficulties in attending should contact the module leaders to discuss reasonable adjustments where appropriate.
* Keep up with logbook and figure out areas you would like to explore further.
* Guest speakers will present about the various topics on the module in order to provide diverse and specialist perspectives. It should be noted that any given speaker does not represent everyone who shares the demographic/protected characteristic they are presenting about
* The importance of critical thinking / critical analysis / critiquing was emphasised. This should be kept in mind when listening to lectures, when carrying out discussions, and most importantly when writing assignments

## EDI Introduction

This section of the lecture covers the legal framework of EDI within the UK, an introduction to intersectionality and EDI at Imperial. The [Equality Act 2010](https://www.gov.uk/guidance/equality-act-2010-guidance) defines 9 protected characteristics legally protected from discrimination in the workplace and wider society. Not all identities are legally protected by the 9 characteristics, such as the working class, but it’s important to consider everyone when thinking of your initiatives.

The PSED is also under the Equality Act and requires public bodies to consider protected characteristics when designing policy by avoiding inadvertent discrimination and being proactive in making policies equitable. The [Gender Pay Gap](https://www.gov.uk/government/collections/gender-pay-gap-reporting) is a legal requirement for employers with over 250 employees since 2017. The ethnicity pay gap is not currently a legal requirement to report. The link will provide more information on how employers are required to report their gender pay gap.

It is not useful to think of protected characteristics in isolation. They do intersect and you should consider this when designing initiatives. Intersectionality was coined in the late 80s under the context of USA anti-discrimination laws and how they affected black women. Intersectionality has expanded beyond that and looks at intersections of multiple types of identities. The clip of Kimberlé Crenshaw explaining intersectionality is helpful to see it more as a framework for understanding varying identities rather than a theory.

EDI at Imperial manifests in multiple ways. From a legal standpoint, it complies with [PSED](https://www.imperial.ac.uk/equality/governance/) and the [gender pay gap](https://www.imperial.ac.uk/human-resources/pay-and-pensions/principles-of-pay-and-recognition/gender-and-ethnicity-pay-gap/#:~:text=Like%20all%20other%20large%20organisations,is%20currently%206.3%20per%20cent.). Imperial also goes one step further and reports on the ethnicity pay gap. Both reports and corresponding data are accessible publicly on the website. Imperial has a clear [EDI strategy](https://www.imperial.ac.uk/equality/governance/strategy/) with different types of committees to address different areas of EDI. [Charter marks or accreditations](https://www.imperial.ac.uk/equality/accreditations/) are frameworks developed by external bodies. Some are higher education specific like [Athena SWAN](https://www.imperial.ac.uk/equality/accreditations/athena-swan/) and the [Race Equality Charter](https://www.imperial.ac.uk/equality/accreditations/rec/). Others are broader like [Disability Confident](https://www.imperial.ac.uk/equality/accreditations/disability-confident/) and [Stonewall](https://www.imperial.ac.uk/equality/accreditations/stonewall/). These awards can be useful for an organisation to review its data and create meaningful and targeted action plans. It’s an avenue for external accountability.

Finally, Imperial’s Staff Networks play a part in making diverse staff and PhD students feel included but advocate for minoritised groups. Staff networks are usually consulted to inform how policy or procedure changes will affect protected groups. There are cultural SU societies for students. These tend to be focused on socialising but there are also full-time and part-time sabbatical officers that regularly advocate for the student voice.

## Wrap Up

Students went to on to discuss topics in groups on which they had asked questions / raised comments and to start their reflective logbooks.

