

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form. If you need assistance, please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 – Define policy/practice</b>		
i. Name of policy/practice/significant change		
<b>SICSA SFC Funding</b>		
ii. Owner of policy/practice (College, School/Research Institute or Service)		
<b>School of Computing Science on behalf of SICSA</b>		
iii. Date of policy/practice approved		
<b>18/11/2019</b>		
iv. Approved by? (Committee, College, School or Service)		
<b>STEP 2 – Description of policy/practice</b>		
i. What are the aims?		
The goal of the Scottish Informatics and Computer Science Alliance (SICSA) is to sustain and expand Scotland's research excellence in Informatics and Computer Science (ICS). It will exploit and enhance the research capabilities and reputation of the world-leading Scottish universities to promote an international presence in this research field.		
ii. Who does it cover?		
Staff and students involved in delivery of SICSA Proposal		
iii. How often is this policy/practice reviewed?		
<b>Annually</b>		
<b>STEP 3 – Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/practice?</b>		
<b>STEP 3a – Yes, there is a potential implication or barrier for a protected characteristic group.</b>		
Please tick all that are relevant		
<b>Protected Characteristics</b>	<b>Tick ✓</b>	<b>Notes</b>
Age	✓	
Disability (including BSL users)	✓	
Gender Reassignment (including Gender Neutral Language)		
Marriage and Civil Partnership		
Pregnancy and Maternity		
Race	✓	
Religion or Belief		
Sex	✓	
Sexual Orientation		
<b>If any of the above have been ticked - Go to Step 4</b>		

<b>STEP 3b – No, there are no potential implication or barrier for a protected characteristic group.</b>
<b>Go to Step 8</b>

<b>STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
<b>Briefly explain:</b>
<b>SICSA Directorate</b> The members of the SICSA Directorate are made up of SICSA Director, Scottish Graduate Academy Director, Knowledge Exchange Director, Education Director, Executive Officer and Executive Assistant. This represents a gender balance of 70% male & 30% female. This membership has changed since our original submission in 2020 in that there is less female representative on the Board of Directors, however I can confirm that when advertising the role, we targeted female academics from our institutions but unfortunately the only female applicant was not far enough into her career trajectory to meet the requirements of the role. Both the Executive Officer and Executive Assistant are based and employed by

the University of Glasgow, and have recently completed the online Equality and Diversity Essentials training; both passed with very high results.

#### **Conference Sponsorship and SICSA Graduate Academy:**

We continue to adhere to the University of Glasgow's guidelines on Embedding EDI into all conference and events organised by the SICSA Executive who are based at the University of Glasgow:

(<https://www.gla.ac.uk/myglasgow/ris/researchpolicies/ourpolicies/equalityevents/>)

Since the original award in 2020 we have organised two very successful SICSA Conferences (1 October 2020 and Sept 2021) and we have been very much aware of ensuring diversity into our programme of events for both years. SICSA Conference 2020; two main Keynote Speakers were both female; our Panel Session Members represented a gender balance of 50%/50% male and female whilst our Workshop Session Speakers represented 60% male and 40% female along with a wide range of ethnicity and age. SICSA Conference 2021: Keynote Speakers 50% female/50% male; Conference Speakers 67% male / 33% female. As with the previous year, all our speakers represent a wide range of ethnicity and age.

We continually monitor the students who are awarded SICSA Conference places to ensure gender, race and age are equally represented. If there is found to be under representation in any areas we address this via promotion materials and targeting communication;

Since the original award there have been very few physical events, however we continue to ensure staff who are organising virtual events are aware of their responsibilities under the Equality Act 2010 and this policy. All our events are fully accessible to online delegates, speakers and visitors and adjustments have been implemented relative to sight and hearing adjustments. Referring to the University of Glasgow's Policy (<https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/policy/accessevents/>);

We continue to be cognisant of ensure we promote a diversity of DVF speakers and visitors, and Keynote speakers at all public engagement events and interactions.

#### **Knowledge Exchange**

Through various promotion materials and communication, we continue to actively promote our Knowledge Exchange activities to female students to combat the gender issue held within this particular area.

#### **SICSA Education**

To address any gender balance issues within Computing Science education we will specifically target and role model women into this field where we can, again using marketing materials and pan-HEIs communication. A focus of the newly appointed SICSA Education Director is to work on improving equality, diversity and inclusion in Computing Science education across Scotland's universities.

#### **SICSA Industrial Advisory Board Representation**

The Industrial Advisory Board membership has a very well representation with gender balance (60%male & 40%female)

### **STEP 4a – Does the evidence show a positive impact?**

Please provide an example and attach evidence:

**Go to Step 5**

**STEP 4b – Does the evidence show a negative impact?**

You need to consult with relevant stakeholders – the EDU will assist with this process.

Provide brief details and attach evidence:

The evidence for participation in Computing Science is known to be low for women.

The actions outlined in the EIA are planned to address this known discrepancy.

**Go to Step 6**

**STEP 4c – Does the evidence show NO impact?**

Attach evidence:

**Go to Step 8**

**STEP 5 – Continue to promote good opportunity for all people**

Promote and implement as exemplar policy/practice

**Go to Step 8**

**STEP 6 – Involve and consult stakeholders to address any negative impacts?**

EDU will assist with this process. Provide brief details of involvement and consultations:

**Go to Step 7**

**STEP 7 – Outline any changes made to the policy/practice as a result of the consultation**

Provide details of changes:

Changes are detailed in step 4.

**Go to Step 8**

**STEP 8 – Publish results (as required by law)**

Return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website.

Please note items sent to EDU here:

SICSA funding proposal.

**Go to Step 9**

**STEP 9 – Regular review**

Regular reviews ensure that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions are being implemented, the policy owner should define a timescale for review.

Please give details of review process:

**SIGN OFF PROCESS**

<b>Name of EIA Owner</b>	Aileen Orr	
<b>Signature</b>	Aileen Orr	
<b>College/School/RI/Service</b>	Computing Science on Behalf of SICSA	
<b>Date of Completion</b>	09/02/2022	
<b>Date received by EDU</b>	09/02/2022	
<b>Approved in Principle?</b>	<b>YES</b>	<b>NO</b>
<b>Any actions required? Please specify</b>	N/a	
<b>Signed on behalf of EDU</b>	Mhairi Taylor	
<b>Date</b>	17/02/2022	