

EDC15D016

Title: *Equality and Diversity Office – Report to Council*
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Issue

To provide the Committee with a copy of the report for Council in June detailing the progression of equality and diversity at the University during the 2015/16 academic year.

Recommendation

The Committee is asked to note content for information

Resource Implications

The paper highlights resource issues but the request will for approval is made via the Equality Strategy Paper.

Risk Implications

The University must be, as a minimum, compliant with equality legislation having a number of duties towards its students and staff, but aims for best practice and to create a fully inclusive environment for work and study.

Equality and Diversity

The focus of this paper is the pursuit of equality and reviews work done in this respect during 2015/16 Academic year.

Timing of decisions

n/a

Further Information

The first paper to the Council about equality was in November 2009 regarding the Single Equality Scheme and Action Plan.

Background

This paper reviews work on equality in the last academic year.

REPORT TO COUNCIL JUNE 2016

This paper summarises work undertaken in 2015/16 furthering equality for UEA's staff, students and visitors.

1. Athena SWAN

The main focus of activity for the central Equality and Diversity Office continues to be Athena SWAN. In May 2015 the Charter framework, initially only for science, technology, engineering, maths and medicine was extended to include arts, business, humanities, social sciences and law. There are two 'rounds' for submissions to Athena SWAN per year. Until November 2016 submissions can be made either under the old framework or the new. From April 2017 all submissions must be made under the new extended charter. The extension of the charter also involves additional information required to meet new criteria, for example, new data for non-academic staff and a section specifically about support for transgender staff and students. The framework also requires us to report on other protected characteristics such as age, sexual orientation and ethnicity where possible. New criteria are more detailed and rigorous than under the old framework.

The University made three submissions in the April 2016 round for the Schools of Chemistry (old framework), Economics and Politics, Philosophy, & Language Communication (both under the new framework). In April it was also confirmed we had been successful in retaining our Bronze Institutional Award (first gained in 2012). Awards must be renewed every four years (under the new framework) and to be successful must show substantial progress on the Action Plan. The University is planning to make a submission at Silver Institutional level in two to three years' time. As well as beginning to build that submission, our focus now moves to the three Schools aiming to submit for Silver awards in November 2016 (Biological Sciences, Health Sciences and Pharmacy). Schools in the Faculty of Science will benefit from additional support in the form of a new Athena SWAN Project Co-Ordinator based in the Faculty whose focus will be to help streamline activity, maintain equality information for Schools on their respective websites, ensure forward movement on Action Plans and collate data which is currently held in ad hoc style from School to School. Norwich Medical School is the only other area within a Faculty which currently has extra resource allocated to supporting Athena SWAN Activity (0.5 FTE).

National results for submissions across the Higher Education Sector under the new framework shows a low pass rate (42%) in the April 2016 round, the first in which the new forms could be used. Twelve Universities submitted using the new forms and five passed. Results for our three submissions in April 2016 are likely to be released in early October.

Currently the University holds, in addition to its Bronze institutional awards, 9 Bronze School Awards and one Silver. This work helps us secure funding from a range of bodies (HEFCE, RCUK, NIHR) and will be essential in supporting our returns to REF 2020. Our biggest future challenge is ensuring we can support all Schools in the Faculties of Humanities and Social Science. This will require additional resource for the central E&D Office if the University's objective of all Schools achieving Bronze before 2019 is to be achieved.

Both members of staff in the Equality and Diversity Office have participated in national Panels, judging submissions against established criteria and in 2015 were invited to be Chairs of Panels. This work improves our understanding and enables us to offer focussed support to Schools preparing submissions.

2. Race Equality Charter Mark

The Equality Strategy Paper outlines work needed to prepare for the above Charter. This work will also support funding applications for the various bodies cited above. Ability to move forward on this work is dependent on additional resource as requested in the Equality Strategy paper. The Athena SWAN Project Officer in the central Athena SWAN office participated in the Race Equality Charter Mark trial Panel which will provide us with useful insight when we eventually begin to work on this framework.

3. Stonewall Workplace Equality Index and Staff Pride

The University's Staff Pride Group has been re-established during 2015/16 following a prolonged period of inactivity and for the last year has met every six weeks/two months. The group has been consulted on relevant parts of the Stonewall Workplace Equality Index and also held an event as part of LGBT History Month in February 2016 (a film screening of 'Appropriate Behaviour' with an introduction and discussion chaired by staff from the School of Film, Television and Media). An additional event will be held in Autumn 2016 to encourage and support 'straight allies' and the group is currently discussing how to support Norwich Pride. Dignity and respect across campus has also been the subject of some debate and the group will have a short presentation from an HR Manager about a pilot scheme for a Dignity and Respect Support Network which they may consider adopting.

The University has maintained its close working relationship with Stonewall and benefits from a very lively representative who has visited several times to offer advice and guidance and will continue supporting us as we complete our Workplace Equality Index for September 2016. This will be our first submission to this framework which is prominent, established and well-regarded nationally and is not specific to Higher Education. Although the University is unlikely to enter the 'Stonewall Top 100' immediately, the submission will receive detailed feedback and give useful direction to our activities in supporting LGBT+ staff at UEA and ensuring a safe environment in which people can be themselves.

4. Training

4a. Delivered Training

2015/16 has been a particularly busy period for delivered training. As part of our work on Athena SWAN, and using in part materials provided from the Equality Challenge Unit, a variety of sessions ranging from one hour to three and a half, have been co-delivered by the E&D Office/CSED. Nine have been delivered to date with a further five long sessions due in June/July 2016. This will equate to approximately 210 staff in total. In addition, two new courses have been advertised in the CSED Brochure and run this year:

- 'Disability Awareness Training' and
- 'Trans Awareness Training'

Both sessions run for around three hours. Participant evaluation for all training sessions have been positive although the courses are continuously reviewed to make improvements where possible, taking into account any constructive criticism received.

The Trans Awareness training incorporates Turning Point technology – questions are asked during the lecture at given points, and participants can reply using 'clickers' – this provides safety within the group when answering questions on sensitive subjects. It also enables the lecturer/presenter to evaluate the level of understanding in the room. This has proved a popular addition and will be used more frequently in future. There have also been sessions for new lecturers undertaking the MA HEP and

several lectures to students were delivered including a first session for Law students on 'Understanding Unconscious Bias'. One School has recently asked for a bespoke session covering 'Trans Awareness'.

4b. Online Equality Module

Long established face to face sessions for 'Equality and Diversity Awareness' also still run although demand is reducing as most staff (97%) have completed the online module 'Diversity in the Workplace', the first piece of University training to be mandatory. Additionally, although Catering Staff had not been included as part of the initial exercise due to the difficulty of their having time at a computer, we are pleased to find 70% of permanent Catering Staff (61 of 87 people) have now completed the on-line course. New starters to the University are picked up as a matter of course through administrative work in the E&D Office.

As part of our work over the summer an online module covering Unconscious Bias will be costed. The volume of face to face delivery recently provided has had an impact on other possible project work; this is manageable in the short term but not sustainable and an online version of the training would be a useful solution, if relatively inexpensive. At the same time an online Equality and Diversity training module for students will also be examined. The requests from Schools for lectures on equality have increased and due to the increase in work on Athena SWAN are no longer sustainable. This input is particularly important for Schools connected to professional bodies, who require students to learn the fundamentals as part of their professional training, for example:

- Pharmacy
- Social Work
- Norwich Medical School
- Law

5. Access on Campus – Access for All

The University has for many years sustained a rolling budget dedicated to improving access across the campus. This budget has always been governed by a working group, chaired by an Estates Manager and with representation from the Equality and Diversity Office and a Dean of Students Disability Co-Ordinator. Most importantly, the group was relaunched in 2015, benefitting from the energy from a UEA Senior Lecturer, herself with multiple disabilities. The reformed group gathered in volunteer members from amongst disabled students.

This has greatly advanced the ability of the group to effectively prioritise and to identify real issues affecting or impairing the ability of a range of students and staff from accessing education and services. As a result of this group's collective work with Dr Katherine Deane's knowledge of Architect Design at its core, a set of Design Principles have been established which will be incorporated and adhered to for every new build the University undertakes to maximise access. This will eliminate the amount of expensive rework which has occurred due to a lack of consistency in design and consultation with disabled service users. In turn, this will dramatically improve the accessibility on campus for a wide range of disabled students, staff and visitors.

The University is committed to sustaining this budget and the group meets every month to identify issues and monitor spend.

6. Support for Trans and Non Binary Students and Staff

The University has a good record of support for the trans community having hosted a biennial national conference of trans issues for many years. The central E&D Office

has worked closely with the Union of UEA Students (UUEAS), the Students Records Office, ISD and Estates over the 2015/16 year to improve:

- Ease of proving new identity for trans or non-binary gender students
- A commitment to widen the option for declaring gender at registration (i.e. female, male, other). Work is in hand to ensure all systems used by the University recognise the wider option list to ensure one declaration by a student will suffice
- Increased options for titles on the main IT records system (SITS): now includes Mx (Mixer)
- Guidance for students to signpost effectively for support and advice when transitioning gender is a work in progress to be completed this summer
- Similar guidance for staff will also be produced over the summer.
- Guidance for those managing or supporting staff transitioning, or advising trans students will also be produced.
- These documents will be supported by the recently launched Trans Awareness training course.
- Estates have implemented an initiative to convert a range of the University's single stall toilets to be gender neutral (i.e. available for use by any person of any gender). Signage is just complete and information about the changes will be posted on the Portal for students and staff. The Campus Interactive Map will also be updated to show the locations.

UUEAS staff have collaborated closely and given invaluable advice in many aspects of this work. All of the above will help the University achieve well in the Stonewall Workplace Equality Index and in the new Athena SWAN framework. Above all, it will improve the experience for trans students and staff and ensure they are valued, better understood, supported and have a voice as part of the University's population.

7. Mental Health and Well Being

The University signed the Time for Change Pledge on Tuesday 24 November 2015. UUEAS having signed in 2014. Both the University and the Union have action plans in place outlining what is being done to support students and staff. The Equality and Diversity Committee will monitor activity against the Plan on an annual basis.

A great deal of support has taken place for students by the Dean of Students via the Mental Health Team, the Counselling Service and Disability Co-Ordinators. A new Head of Well-Being is currently being recruited.

For staff, there has been a period without the Bullying and Harassment Advisor Network in place. A new policy is being outlined by HR and currently undergoing consultation with the Trades Unions with a view to being approved by the Equality and Diversity Committee in October 2016. Other well-being initiatives include a review of the various systems of workload modelling across Faculties and a wider recognition via Athena SWAN of the gendered aspects of work and attributed values with a view to extending the range of work recognised under existing workload models.

8. Equal Pay

The University carried out its seventh Equal Pay Review having carried these out biennially since 2003. This report included disability and ethnicity pay reports in addition to the core gender analysis.

For full-time staff at UEA, the overall gender pay gap is 13.89%, falling from 15.68% in 2013. For part-time staff the gender pay gap is 27.70% compared with 25.71% in 2013

Overall, there is one gender pay gap within the University pay structure, at Grade 4. The gap exists for total pay only and is caused by Security Staff shift payments. Both male and female staff are in receipt of the payment, however there are more men in post which has caused a higher average total salary.

Within grade, looking at occupational grouping, three base/total pay gaps, in favour of female staff, exist:

- Grade 6 General Grades and Technical Staff - further analysis shows that the gaps relate to starting salaries and length of service for the small number of staff concerned.
- Professorial and Related Individual Salary Structure - there are 10 ATS staff in this category, 3 of whom are female. The gap is caused by a small number of higher than average salaries. With such a small sample it is difficult to conclude that there is a gender discrimination issue in this area but this will continue to be monitored.

When disaggregated by disabled/non-disabled staff data showed there are three pay gaps in the grade structure – Grades 2, 4 and 6. Further analysis (looking at individual staff records) suggests that these gaps, at both grade and occupational grouping level, are all associated with length of service for the very small number of staff concerned.

Data disaggregated by ethnicity showed there are no pay gaps in the grade structure although there are gaps in occupational groupings in 4 grades (grades 4, 5, 6 and the Professorial and Related Individual Salary Structure). Further analysis (looking at individual staff records) suggests that these would appear to be a function of starting salaries and length of service for the very small number of staff concerned.

In March 2016 UCU published a report for International Women's Day entitled 'Holding Down Women's Pay'. A ranking table included in the report which identified Universities by widest pay gap for academic staff showed UEA as 82nd out of 87 Universities (where 1, 2, 3 were those with the widest pay gaps in the sector). The University continues to monitor pay practices and remains alert for evidence of bias.

9. Statutory Reports

The University has produced its [2016 Annual Staff and Student Profiles](#) showing trends in student and staff numbers disaggregated by age, ethnicity, gender, religion and belief and sexual orientation. These short reports give an overview available to students, staff and members of the public of changes in our staff and student populations. These will be augmented over the summer with a report on student attainment, also disaggregated by protected characteristic.

10. Equality Strategy Working Group and Paper

Council are also provided with a copy of the final paper from the Working Group to the Equality and Diversity Committee charged with formulating strategy for the next twelve months. This paper contains its own set of priorities and recommendations for

work in 2016/17, which will further improve the University's performance on equality and support the University's objectives within the latest UEA Plan.

***Helen Murdoch, Head of Equality and Diversity
May 2016***