

EDC15D068

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Issue

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

Recommendation

Council 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, presented to the Executive Team on 13 June 2016 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 if work is undertaken 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 has benefitted from a very proactive representative who visited several times to offer advice and guidance. Despite a change in Stonewall personnel we 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. Twelve have been delivered to date. A reduction of delivery is likely in the next academic year although three sessions will be offered via the CSED brochure. Approximately 250 staff have received this training 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 although a shorter one hour version of the Trans Awareness Training has also been delivered on two occasions. 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 session 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 requested-1 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 Have been incorporated into the University's Design Guide and will be 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 and Executive Team 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
June 2016

EQUALITY AND DIVERSITY STRATEGY

WORKING GROUP REPORT AND RECOMMENDATIONS

1. Background

The Equality Strategy Working Group was established by the Equality and Diversity Committee in October 2015 as a 'task and finish' group to identify the University's direction and priorities (which it is recommended be reviewed annually) for work on equality issues.

The membership and full Terms of Reference for the working group can be seen at Appendix 1.

2. Recent Focus

Since 2012 the Athena SWAN agenda (which covers both students and staff) has gained increasing focus and has expanded to cover Schools in all four Faculties. Due to the detailed nature of the work and links with the allocation of research funding Athena SWAN has gained priority and time allocation over other areas of work of the Equality and Diversity (E&D) Office. Liaison with the Business Intelligence Unit to gather statistics disaggregated by protected characteristic is on-going which will help avoid duplication of survey or information gathering exercises and will inform business activity from an equality perspective. Ad hoc projects have been carried out by the E&D Office as far as possible to support other protected characteristics such as disability, sexual orientation and transitioning students and staff, but the amount of time available to devote to protected characteristics other than gender has greatly diminished.

3. Context: Opportunities and Risk

The requirement across the HEI Sector to evidence work on a range of indicators of equality and inclusiveness is undoubtedly growing. A number of funders and audit agencies (NIHR, RCUK, Ofsted, HEFCE) have indicated they will look for a range of evidence demonstrating action taken to further equality and inclusion when deciding levels of funding or awarding grants. This typically (but not exclusively) takes the form of progress against a recognised standard such as Athena SWAN (gender), Stonewall WEI (sexual orientation), or the recently launched Race Equality Charter Mark for which the first University awards have been made in the sector. If we are unable to evidence progress in this way, or in one area only rather than across the full range of protected characteristics, we undoubtedly risk being unable to secure essential levels of funding at a later date. The University may also be perceived as having an outmoded culture for both study and work if it doesn't keep pace with its competitors, many of whom view this work as essential and are rapidly moving ahead. Falling behind will equate to being 'closed' to some of the available student and staff markets both in the UK and internationally. A modest increase in resource centrally will enable us to achieve a substantially greater range of work than is currently feasible and either keep pace or ahead of our competitors.

As part of our UEA Plan 2016-2020 we have made a clear commitment to developing our institutional culture (**Strategy #4**). The following section outlines a range of work which will underpin and assure the University's competitiveness in this respect and enable UEA to evidence clear progress on equality and inclusion.

4. Recommended Future Priorities

The Working Group have identified the following areas as key priorities (in the order shown) for future focus and direction. The group feels that, while work on Athena SWAN must continue (as outlined below) the University has a duty towards all nine protected characteristics and is currently in danger of missing critical work:

4.a Gender: work will continue via the Athena SWAN framework which benefits both students and staff in terms of gender equality. It has recently emerged that Athena SWAN Bronze will be a critical achievement for all Schools prior to REF 2020 in which it is anticipated it will form part of the essential criteria under 'Environment'. Additional resource will be needed to maintain those Schools already engaged in Athena SWAN while engaging those who have not yet started the process. Currently, this project, while undeniably worthwhile, dominates the work schedule of the central Equality Office to the extent that, on current resource, gender marginalises all other areas of work on equality. (Currently some projects are undertaken to support other areas of Equality but are of necessity very slow moving and on an ad hoc basis rather than part of a more holistic approach).

Future plans for Athena SWAN currently involve three School submissions in each round (in April and November each year) and development of cohesive initiatives across the campus for our next University submission which will aim to take us to Silver award level within the next three years. The Silver Award will be critical to the University and the connection of Athena SWAN to REF 2020 implies a doubling of workload on this project alone, centrally. There are a number of key factors to consider:

- Based on several years' experience, the agreed maximum number of submissions which can be handled successfully with current resource, in each round, is three;
- to achieve the target of all nineteen Schools at UEA having at least a Bronze award prior to REF will involve at least five submissions per round as, to meet the deadline, submissions will have to be made prior to April 2018 and in fact, for some Schools it may take more than one attempt;
- Using the current level of central resource this creates a bottleneck which cannot be eased, especially when the on-going support requirements of the Schools already involved (and other required activity such as running the Equality and Diversity Committee, Athena SWAN Central Steering Group, statutory reports, REF training and Equality Impact Assessments and so on) are added in; Nationally, the results received from the first submission round in which the new Athena SWAN template was used showed a low success rate (42% or five successful out of twelve submitted)
- The new framework involves greater scrutiny across a wider range of criteria than previously. This coupled with the low success rate in the last submission round implies a need to guide Schools more carefully rather than opting for a less involved model of working;
- In addition, this will involve on-going support for a further nine Schools to those already involved
- At institutional level, and during the same period, the University aspires to achieve higher levels within the framework. This requires a far higher level of strategic thinking and working and background research into solid solutions to some of the structural issues. It also involves a much greater degree of co-ordination at both Faculty and University level. The ability of the central office to lead and support in this way is greatly reduced when working continuously at an operational level with little available 'wriggle room';

As the framework requires renewal of awards every four years Athena SWAN represents an on-going commitment.

Based on consideration of all the above, it is clear the inevitable increase in volume of work cannot be absorbed into current central office resource levels. A decision on additional resource is needed with minimum delay as new staff will have a steep learning curve if they are to be effective in the available timeframe. Without additional resource this goal will not be feasible within the desired timescale.

4.b Race/Ethnicity: to date, there has been no in-depth analysis nor has there been any information gathering exercise from the perspective of race/ethnicity in work and study with either staff or students. Given the University's aspirations to be a University with 'global reach and influence' it is important to create a culture in study and work which ensures we attract the best from all communities and, importantly, that we can retain those people once they are here. With the increase in Black, Asian and Minority Ethnic (BAME) students over the last eight years and, to a lesser extent staff, the working group recommends that the University prioritise more work in this area. Suggested work includes an initial survey of students and staff to ascertain baseline data and views (which can be linked with the Athena SWAN annual survey) and establishing BAME student and staff networks which would complement the Staff Pride (LGBT*) and Access All Areas groups. The Central Office aims to link closely with UUEAS Officers to co-ordinate work with minority ethnic students. It is worth noting the increased profile of matters regarding ethnicity and race at national level. This is partly due to the Race Equality Charter Mark launch in January by the ECU as well as recent commentary on research which suggests there may be potential negative bias on the part of students' feedback towards minority ethnic staff (<https://www.timeshighereducation.com/news/biased-students-give-bme-academics-lower-nss-scores-says-study>). Research also shows wider attainment gaps for some minority groups in study than for White British students. The initial actions of a UEA survey and network would help inform next steps, one of which will be to assess the Race Equality Charter Mark with a view to UEA potentially gaining an initial Bronze award. It is recommended that the University treats this area as a priority for both students and staff, particularly in supporting its aims under the **UEA Plan, Strategy #4, Action #4.2**.

4.c Disability: the recently formed Access All Areas network involves disabled students and staff and is proving a successful forum for improving access issues in connection with the built campus. However, a network with a broader focus for disabled staff, in particular, is desirable (students having established 'Chronic', their own network facilitated in Student Support Services). The aim would be to link the staff network with students via 'Chronic' wherever relevant and useful.

In addition, the following areas have been identified to form part of the Equality Strategy:

- Clear information and signposting available to both staff and managers about support available to students and staff with disabilities who need adjustments;
- Clarifying changes to funding and practise resulting from the national changes to the Disabled Students Allowance (DSA) and ensuring the transition from one system to the other is fully supported in time for students arriving for 2016/17 academic year.
- Clear information and signposting available to students, staff, managers and other individuals about the support available for students and staff with mental health problems and for those who are supporting others with mental health problems.

- Commitment to continue with Mental Health First Aid Training to build on the work already established.
- It is recommended that the University counts this area as a priority (**UEA Plan Objective #1.2**) particularly in respect of its aspirations to be a key global research institution (**UEA Plan: Key Goal #4, Objective #4, Objective #6, Objective #10**).

4.d Sexual Orientation: the University has successfully relaunched its Staff Pride group after a prolonged period of inactivity. A good working relationship has been maintained with Stonewall and we have recently benefitted from a very proactive Stonewall contact, providing a wide range of guidance and regular visits, although this support is currently undergoing some change. The Central Office will ensure greater contact between Stonewall and UUEAS to extend opportunities for support still further. Additionally, it would help us identify gaps in our practice and evidence a good standard of work to engage with and submit to the annual Stonewall Workplace Equality Index (quoted by RCUK as one of the sources of evidence it would look for when assessing funding applications). Initial work has begun on this with a view to submitting the first application in September 2016. The University should note that the John Innes Institute also intends to submit, for the first time, in the same round. It is recommended that the University count this area as a priority particularly in respect of **UEA Plan Objective #6.1 and Objective #7**.

4.e Transgender: gender identity forms part of the new Athena SWAN framework and both staff and student Pride groups also welcome trans members (UUEAS also has a Trans and Non Binary Officer and Caucus). Work is taking place in the central E&D Office and in UUEAS on a range of guidance for students and staff who may be transitioning or supporting others who transition, including an updated policy, as part of a medium term project likely to be completed in 2017. It is recognised that this is currently a very dynamic area, quickly becoming more openly discussed and acknowledged than in previous decades. It is also the case that this group can be far more alienated and vulnerable (including a substantially higher risk of suicide) than others and meriting robust institutional understanding and support.

It is recommended that the University count this area as a priority and following the completion of the guidance documents, and in connection with Athena SWAN activity, gauges what further action may be needed.

It is likely that training requests increase as we improve institutional understanding in this respect. (**UEA Plan, Strategy #4, Action #2**).

4.f Religion & Belief: currently, the University is well served with a Multi Faith Centre and Islamic Prayer rooms. The Faith representatives are managed by the Student Support Services, whose Head of Service is also a member of the Equality and Diversity Committee.

It is recommended that the University treats this area as a priority (as part of the **UEA Plan Strategy #4**)

The one area in need of further discussion and review is the scheduling of examinations during Ramadan, the timing of which will meet the main examination timetable until 2018:

2016: 6 June – 5 July (n.b. students and staff will be fasting from 2.26 a.m. until 9.13 pm every day during this period)

2017: 27 May – 26 June
2018: 16 May – 14 June
2019: 6 May – 4 June
2020: 24 April - 23 May

5.0 Secondary priorities

5.a Family Friendly: the University has a range of robust policies to support family friendly working. These will remain on the agenda through work on Athena SWAN and it is currently felt these will be sufficiently covered under that remit although greater promotion of flexibility for students with caring responsibilities will be included where possible.

5.b Age: age is considered in connection with other characteristics in Equality Impact Assessments, and referred to explicitly in training, both on-line and face to face. Currently, data and feedback do not suggest this is a high priority area although it will be monitored and reconsidered when the strategy is reviewed.

6.0 Widening Participation

Whilst Widening Participation has a clear framework and agenda with a separate Working Group there is a need to improve understanding of intersection between POLAR* groups and other protected characteristics. It is recommended that future strategy include this monitoring and uses the information to better inform Outreach activity in Faculties and Schools (**UEA Plan Action #3**).

**POLAR: A five point scale developed by HEFCE and HESA, to represent the proportion of young people in a particular area who progress to full-time higher education. 1 is lowest participation: <16%; 5 is high participation: > 40% ; 1 and 2 are defined as low participation neighbourhoods. Very broadly speaking, it is expected that working class people (NS-SEC 4 to 7) are predominantly found in areas with a low POLAR statistic (POLAR 1 and 2).*

7.0 Overarching Areas

In addition to work on specific protected characteristics there are also certain elements of work which underpin/overarch all aspects of fairness.

7.a Celebration of diversity: the University has a dynamic and rapidly developing student and staff population. While a great deal of work has already taken place to underpin this it is not readily transparent and the University doesn't currently specifically run a dedicated event to celebrate diversity and inclusion. A modest increase in resource would enable us to run an annual event, ideally in conjunction with UUEAS, to celebrate achievements, inspire students, staff and visitors and raise awareness of our achievements, aspirations and goals. (**Strategy #4** '...innovation will be absorbed within a culture that celebrates success and values equality, diversity...')

7.b Policies, Language and Expression: the Group recommends that a full list of policies linking to equality is established by the central E&D Office, fully reviewed for accurate legal reference, current language usage and expression and subsequently reviewed at regular intervals.

7.c Dignity and Respect: the Group recommends that a new policy for staff is established within the next twelve months and subsequently reviewed for effectiveness at regular intervals (**UEA Plan Action #6**).

7.d Awareness Raising: it is recommended that the University commits to an annual event with the aim of drawing together many of the achievements and areas of good practice along with engaging and interactive activities for students, staff and visitors. This will help raise awareness of the work undertaken, celebrate our multicultural campus and aim to inspire and enthuse the audience to participate, increase their knowledge and increase the institutions capacity and appetite for improving equality across the campus.

Additionally, an annual equality event could be promoted externally across the sector/internationally and would have the potential to generate funds from attendees as well as contributing to the University's progression to Silver/Gold on Athena SWAN in the form of Beacon Activity.

7e Training: training on equality issues is considered essential for the following reasons:

- It increases understanding at all levels across the institution
- By increasing understanding it improves institutional capacity, at an individual level, for proactivity and appropriate problem solving
- It establishes and embeds clear boundaries by improving knowledge of legal requirements and desired organisational attitudes.

The central E&D Office/CSED run a number of training sessions each year on both a general and bespoke basis. In addition, online training on basic equality and diversity awareness is mandatory for all staff (97% completion rate).

Additional on-line courses are being researched for students and for staff on Unconscious Bias. Funding for these will be requested separately in the 2016/17 academic year.

As the focus of bespoke courses recently has been towards Schools, additional training is also recommended for staff in front line positions in future years (for example, courses for people managing others as well as those working in specific functions, e.g. Hubs, Library, Catering, Estates) as this has not taken place for some time.

This work increases our institutional capacity and potential for moving to a more embedded approach and proactive position on all equality issues. Additional resource is critical to enable training to continue not only at a sustainable level but at a pace which adds value and capacity, underpinning work within Schools and Divisions.

8.0 Equality and Diversity Committee

The Equality and Diversity Committee was established in 2008 and is chaired by the Pro Vice Chancellor (Academic Affairs). Its membership is currently drawn primarily from senior management groups (Deans and Directors) and one or two members whose roles are directly connected with an equality remit. UUEAS and the three campus Trade Unions are also represented. It is recognised that this Committee needs to hear a wide range of perspectives, as diverse as, and representative of, the groups it is considering.

It is recommended that:

- That a review is undertaken during the summer of 2016 to identify a means of including a wider range of views and feedback from a wide range of minority groups.
- This may involve garnering views via surveys, sharing draft papers more widely before bringing them to Committee or inviting Chairs of network groups to present collated views or documents.
- New, draft Terms of Reference will be presented to the Equality Committee at the next meeting on 31 October 2016.

9.0 Costs and Benefits to UEA

Performing well on fairness and equality has a clear link to the business case for a sustainable, global University. Our ambition to be in the forefront of global research is reflected in our UEA Plan (**Goal 4**).

Our strong ambitions to attract high quality students and underpin their success and achievement are clearly reflected in **Strategy 4**, which also requires us to work proactively to achieve equality, dignity and respect across the institution. For UEA to attract and retain the best students and staff from all sections of the population nationally and globally, it is important to realise that key competitors (e.g. UCL, Imperial, Sheffield, York, Manchester) also engage heavily in best equality practice. This can manifest as a 'feel' of the campus on a visit, or an underlying awareness pricked by marketing material or behaviour of staff on open days.

9.1 Resource

The current E&D team comprises two people, the majority of whose time is spent on Athena SWAN or related activities. Currently, work on other protected characteristics is undertaken on an ad hoc basis at 'surface' level as and when it proves possible.

With current resource levels we can continue to support some work on gender but it must be noted that we will not be able to expand to include the additional Faculties wishing to engage with Athena SWAN within the timeframe detailed for REF 2020 as this would result in more than three submissions per round which, has been proven to greatly increase the risk of a failed submission. Additionally, we will only be able to support the other priority equality areas outlined in Section 4 above at a very cursory level well below the aspirations outlined in this paper. The level of training provided to Schools would also reduce rather than increase. This would either result in highly limited progress or a far higher amount spent on bringing in external trainers to deliver the same results currently achieved by in-house delivery.

To support the University's ambitions, including REF 2020 which will include the need for all UOAs to be linked to Schools with an Athena SWAN Bronze award, we request an additional two people, both at grade 6, full time and permanent, to work in the central office.

These roles would enable us to work with all Schools on Athena SWAN and increase our capacity to move forward on a range of other priorities outlined above. The benefits of this small increase in resource are intrinsic to the success of the University and comparatively low in cost in comparison to the maintenance and development of the built campus, for example.

9.2 Costs

Estimated costs to the University for the above posts are shown below.

Assume appointment from 01/08/16 at bottom of Grade 6, costs are:-

	Post One	Post Two	Total
2016/17	31,946	31,946	63,892
2017/18	34,297	34,297	68,594
2018/19	36,816	36,816	73,632
2019/20	39,515	39,515	79,030

It should be emphasised that without the requested resource the team will be unable to meet the outlined objectives, including the expansion of Athena SWAN within the timescale for REF 2020.

9.3 Expansion of Faculty Based posts:

It should be noted that within Faculties additional resource with an internal-to-Faculty focus has been added in a piecemeal fashion. As a result there are currently:

- 1 x FTE School of Medicine, fixed term for three years Role divided between Athena SWAN and Work Load Modelling; managed within the School and supporting just one School.
- 1 x FTE Faculty of Science, permanent, starting May 2016. Role to support all **six** Schools in the faculty, managed by Head of E&D.

Neither of these roles provides direct support to the work of the central E&D Office. It should be noted that the work of the Faculty roles, while focussed on Athena SWAN, deals with aspects which are completely separate to, and have never formed part of, the central office's remit, dealing as they do, principally, with School record keeping, systems and data analysis. While supporting the Schools and helping the Faculty develop more synergised systems for local data these roles do not reduce any aspect of the central office's workload. For this reason, the following proposal is not connected to the above request for extra resource which would focus on the activities of the central office.

As two more Faculties (comprising 9 additional Schools) join the Athena SWAN initiative there are a number of questions:

- Should the additional two Faculties also have such a post each?
- Could they share a post? Should they be managed in the Faculty or centrally?
- Should the post in the Medical School be extended to cover the School of Health Sciences (HSC) who are aiming for a silver submission in November?

Alternatively, this presents an opportunity to review the University's approach to such support and consider:

1. employing one extra Faculty focussed person to support HUM and SSF (it is understood the Faculties have identified budget for this purpose),
2. having all three of these posts managed centrally by the Equality and Diversity Office so they can be flexible and deployed where the need is greatest and can work on additional projects if time allows – for example, the Race Equality Charter Mark is likely to require activity within Schools and Faculties for which support would be useful.
3. Moving the funding of these posts to the centre at the same time as the change in management line.

This would mirror the approach taken in ARM with Faculty Marketing Managers. There are several benefits to this approach including more opportunities for economies of scale, consistency of approach and institutional message and more focussed career development/support for those within the team.

10.0 Conclusion

It is not just desirable but critical for UEA to pursue best practice in equality, not only because legislation requires the institution to be *proactive*, but also because of the potential impact on our success and ambitions to be a truly attractive global institution if we fail to perform well in this area and the potential threat to future funding. A modest increase in resources will help us move into a far greater level of proactivity than has been possible to date. Best practice enhances our business case, improves the working and learning environments for all and ultimately, improves student and staff retention, individual success rates and the capacity of the University to achieve its ambitions.

The Committee are asked to:

- approve the objectives
- agree the request for additional resource to the central office
- agree the period for review of the strategy
- agree the proposal to alter line management structure for Faculty Athena SWAN posts.

Helen Murdoch
Head of Equality and Diversity
June 2016

APPENDIX 1

Terms of Reference

Equality Strategy Working Group is a sub-committee of UEA Equality and Diversity Committee. It is intended to make recommendations on:

1. University priorities on equality and diversity
2. Arrangements most suitable to deliver E&D objectives

In order to do the report will cover:

- An overview of current E&D activities in relation to protected characteristics and areas of legislation relevant to the University as a provider of Higher Education (such as Widening Participation)
- An assessment of key costs and benefits of delivering the equality and diversity objectives outlined in the UEA plan.
- A statement on the likely direction of equality and diversity developments (legislation?) relevant to HE.

Membership of the Working Group:

Jane Abson	Disability Co-Ordinator
Jonathan Colam French	Director of Information Services
Jacqueline Collier	Dean of Faculty of Social Sciences
Sara Connolly	Professor of Personnel Economics
Santha Forder	Human Resources Manager, with Equality
remit	
Natasha Gales	Assistant Catering Manager/Trade Union
Representative (Unison)	
Gurpreet Gill	Senior Staff Development Officer
Matthew Gooch	Project Officer – Athena SWAN
Helen Murdoch	Head of Equality and Diversity
Jo Swo	UUEAS – Welfare Officer
Yvonne Tasker – Chair	Dean of Faculty of Humanities
Thompson Zulu	Head of Application Support