



## EDC1D002

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This paper sets out a draft Equality Strategy for the University. It aims to create a link between the University's Corporate Plan and the equality agenda to create a synergy and common focus so that in fulfilling our aspirations and duties for equality we actively enhance, progress and contribute to the overall direction of the University as laid out in the Corporate Plan. It is proposed to consult with both staff and students to refine this document along with the associated Action Plan (Appendix 1) with the aim of presenting the finalised version to Equality and Diversity Committee, the Executive Team and Council in January 2013. The strategy would then be launched in February 2013 with a strong focus on achieving results from the action plan thereafter.

- Section 4, below, in blue font/italics sets out how the document will be refined through consultation, wording highlighted in recognition that this work has not yet been fully carried out.

## EQUALITY STRATEGY 2013 – 2016

### 1. National Background

In its Annual Review of 2011, the Equality Challenge Unit (the body established to work on equality with the HE sector specifically) made the following statements about inequality in the higher education sector based on research and qualitative projects:

- Female staff, disabled staff and black and minority ethnic staff are unlikely to be promoted to professor level or senior management;
- Disabled staff can have problems obtaining reasonable adjustments and support;
- Disabled staff, women and black staff were submitted at a lower rate to the Research Assessment Exercise, which may impact on submission to the Research Excellence Framework;
- Female research staff are considering an institutions commitment to gender equality before applying for jobs.
- Students from black and some minority ethnic backgrounds are less likely to achieve a first or a 2:1 qualification than white students.
- Processes to meet the needs of international students with protected characteristics (e.g. disabled students, lesbian gay and bisexual students) are not in place in all institutions.
- Many students are carefully considering the equality credentials of institutions before they apply.

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These issues exist in a rapidly changing and increasingly competitive context for Universities where maximising every facet of an institution's character is important.

### **2. University of East Anglia**

Staff and student statistics, available in our [Annual Reports](#), illustrate the rapidly changing populations attracted to study and work in our beautiful campus and highly focussed educational environment. The University is committed to ensuring it welcomes, supports and facilitates its hugely diverse range of talented people throughout the time they are here, either as a student or as a member of staff. Our newly revised Corporate Plan sets out six Guiding Precepts for the University, one of which is a fundamental principle underpinning and underlining our work on equality:

- To promote, act on and live by the principles of fairness and equality in work and study, to enabling all students and staff at UEA to fulfil their potential and contribute to the best of their ability regardless of background or personal characteristic.

Our aim is maximum development of talent and retention of those committed to contributing their best either through study or work. We recognise inclusion and equality as important to achieving these over-arching goals and our Corporate Plan with this interlinked strategy and Action Plan commits us to projects and improvements making the idea of an inclusive campus actual and real for all involved with UEA.

### **3. Legislative Landscape - The Equality Act 2010**

The Equality Act 2010 introduced a wider range of definitions of discrimination, a greater parity and harmonisation of rights for nine protected characteristics, and the following Equality Duty which requires the University to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between groups and individuals who are covered by the legislation and those who are not.

This strategy and its associated Action Plan sets out a rolling plan of action and objectives the University aims to meet to enable it to fulfil these duties. Progress against the Plan will be reported and published annually.

### **4. How the Strategy is (being) developed**

Staff and student data was used to determine patterns of minority groups, drawn from monitoring data and surveys (both types of source fully anonymised).

*A variety of past consultations have been revisited along with information from the UEA results from the National Student Survey.*

*Good practice and guidance has been identified to help set standards in relevant areas from sources such as the Equality Challenge Unit and the Equality and Human Rights Commission.*

*The University is seeking (has sought) views from a diverse range of its networks and groups, including students groups under the auspices of the Students Union, staff networks including Staff Pride, the Disabled Staff Network and ResNet, via the Chaplaincy and in the (current) absence of a*

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*race forum at UEA or a specific transgender network, has put out a specific call to those interested from these aspects, across the campus.*

*Such consultation helps determine our actions are comprehensive and relevant, informed by qualitative feedback, as well as based on quantitative data.*

*Feedback from work on our Talent, Leadership and Contribution project on gender equality across campus, as well as feedback and work from our Athena SWAN submission, targeted on gender equality within the academic/teaching/research workforce has also been used.*

### **5. University Equality-Related Policies**

The University has a range of equality related policies ensuring that from all aspects of recruitment, and selection of staff and admission of students, through study, social and work related experience to the point of graduation or exit from employment all students and staff enjoy equality of opportunity and access to study and services. We also work proactively to promote dignity and respect at work with robust policy and practices to deal effectively with bullying or discrimination where they do, from time to time occur.

Our policies for students can be found on the Dean of Students pages ( <https://www.uea.ac.uk/dos> ) and for staff under Human Resources ( <http://www.uea.ac.uk/hr/public>).

### **6. Equality Objectives**

Our objectives provide overarching links between the Corporate Plan and our Action Plan. They form a series of 'common purposes' which aim to benefit all protected characteristics. This is broadly the aim of the actions in our Plan although many of these may be specific to particular areas of the Equality Agenda.

#### **a. Education and Student Academic Experience**

To increase awareness of student profiles by monitored characteristic in each School with the aim of ensuring Schools take appropriate action to implement support measures, facilitating students within their particular profile to fulfil maximum potential, regardless of difference;

To raise awareness of student profile at UEA London by regular analysis of monitoring information.

#### **b. Research with Impact**

Ensure UEA academics receive and accept information, guidance, training, briefings to equip them in appropriately and effectively supporting the global and diverse range of researchers UEA attracts.

Routinely monitor achievement and retention amongst researchers at UEA, Faculty and School level by disaggregated protected characteristic to determine if additional measures are needed to retain talent from diverse backgrounds and communities.

**c. Employability and Graduate Career Development**

Ensure success in securing career destinations is routinely monitored by disaggregated protected characteristic and positive action identified and implemented where the need for intervention is indicated by either statistical profile or qualitative feedback.

**d. Enterprise and Entrepreneurship**

Through local agencies and businesses further our understanding of diverse communities in the region and determine mutually beneficial business opportunities based on niche needs.

**e. Engagement, Marketing and Fund Raising**

Gather and share information on cultural business intelligence to equip staff engaging with Higher Education in the global context.

**f. Internationalisation**

Identify measures to build cultural intelligence and capacity to support and equip staff working in increasingly competitive and diverse arenas.

**g. Staff Career Development, Academic Time and Administrative Support**

To ensure all academic staff have the resources and essential knowledge to build their capacity to deliver first-rate education effectively to a diverse student population.

**h. Finance**

To identify cost effective methods of delivering knowledge and building capacity on equality issues in both the staff and student population.

**i. The Estate**

Maintain resources for our rolling programme of works to improve accessibility across the campus.

**7. Reviewing and Reporting**

Progress on the implementation of the Equality and Diversity Strategy and its associated Action Plan will be reported annually to the Equality and Diversity Committee and the University's Council. A progress report will also form part of our annual information published to our website each year.





20	S1, 9	Health and Safety	Review and further develop Personal Emergency Evacuation Plans for disabled staff and students	To ensure health and safety for disabled staff and students	Confidence of all staff and students in practicable fire evacuation procedures	Evidence of a policy in which disabled students have been consulted and which is in operation consistently across the University											Ongoing
21	S5	Recruitment, International and Outreach Office	To build inclusivity, considering all equality strands, into all Outreach activities and to monitor	To encourage and demonstrate engagement with the UEA from a wide range of talented applicants.	Access to UEA is widened, attracting the brightest and best students from a fully diverse range of communities	Outreach activities can evidence inclusive design; feedback from relevant student groups positive	x	x	x	x	x	x					2013/14 and ongoing
22	S5	E&D/Admissions	Include diversity training in Student Ambassadors induction to raise volunteers awareness and capacity to represent the UEA to a wide audience	To ensure applicants and, where appropriate their parents, from all communities encounter fully supportive and welcoming behaviour from UEA's student representatives.	Optimise effectiveness of Outreach Volunteers	Student Ambassador Training can evidence inclusion of equality issues and receives positive evaluation from participants. Evidence of knowledge applied by Student Ambassadors	x	x	x	x	x	x					2012/13
23	S5, 7	HR	Review wording of recruitment advertising/further particulars to ensure UEA promotes itself as an accessible employer to talented people of all communities and in non traditional staff groups	To remove potential perceptual barriers at recruitment stage	Access to UEA is widened, attracting the brightest and best staff from a fully diverse range of communities	Improved application rate of measurable equality groups	x	x	x	x	x	x					2012/13
24	S7	E&D	Guidance on support for Trans Staff and Students	To ensure staff and students either transitioning or supporting those transitioning know what support is available and which are appropriate routes	Better support mechanisms/raised awareness and knowledge of handling transition issues	Higher numbers of those transitioning accessing support available/improved understanding of how to support those transitioning							x				2012/13
25	S7	HR	Review communication of Occupational Health processes to job applicants and disabled staff	To remove potential perceptual barriers at recruitment stage and create a working culture in which it feels safe to disclose disability	UEA attracts and retains talented disabled staff	Improved application rate and/or subsequent disclosure of disability by staff							x				2012/13
26	S7	E&D	Review of induction information provided to all new members of staff	To foster a culture where awareness of E&D issues is raised and established from the moment of arrival	Awareness of E&D is raised and established as of value in the working culture from the day of arrival.	Evidence/audit trail of identified actions taking place.	x	x	x	x	x	x					2013/14
27	S7	E&D	Raise awareness of Access to Work funding for reasonable adjustments	To educate managers and staff and others eligible to know what support is available	A working culture in which it feels safe to disclose a disability and determine what support is available	Increase in disclosure rate by disabled staff and uptake of reasonable adjustments							x				2012/13

28	S7	CSED/HR	Training for appraisers to be reviewed to ensure content includes awareness of equality and diversity issues, including commitments of 'Two Ticks' award	To ensure appraisers are fully aware of the requirements of equality legislation	This action will support compliance and fair outcomes from appraisals	Evidence of amendment to training materials and delivery and active inclusion across the UEA in appraisals	x	x	x	x	x	x	2012/13		
29	S7	CSED/HR	Ensure those involved in assessing cases for promotion have received training which includes a thorough grounding in equality and diversity issues.	To equip staff involved in promotion cases with knowledge of the equality legislative framework to aid fair and transparent promotion processes	In conjunction with action 31, this will support the removal of any barriers to progression that may exist for those groups that remain outside the higher levels of management and academia	Evidence of amendment to training materials and delivery and active inclusion across the UEA in promotions	x	x	x	x	x	x	2012/13		
30	S7	HR	To review promotion processes to encourage progression and reward of a diverse range of staff	To widen access for promotion to talented individuals from non traditional groups	In conjunction with action 30, this will support the removal of any barriers to progression that may exist for those groups that remain outside the higher levels of management and academia	Evidence of staff from non-traditional groups achieving promotion through, eventually, to Senior Management	x	x	x	x	x	x	To link with Athena Swan Action Plan		
31	S7	HR/CSED/E&D /DoS	Training on equality to be reviewed to ensure a cohesive and developmental range of options is available to staff across the institution	To encourage staff to undertake a full range of training on equality and diversity	Staff build capacity in a meaningful way which ensures institutional compliance and enables them to engage in best practice	Evidence of cohesive and developmental range of options	x	x	x	x	x	x	2013		
32	S7	HR/CSED	Ensure training for those directly involved in recruitment, induction, appraisal, and promotion, as well as for managers, includes information about family friendly range of policies (including extension of such benefits to LGBT staff)	To improve knowledge of available non-traditional working options, and when they are appropriate, among decision makers with staff responsibilities	University staff who make decisions directly affecting other staff will be well-briefed on family friendly opportunities and how to manage them; talented individuals are enabled to flourish and progress via non traditional working patterns	Knowledge of equality issues firmly embedded in range of training covering identified areas						x	2013		
33	S7	VCO/ET	Establish a requirement for all new staff to complete 'Diversity in the Workplace' e learning module as part of their induction	To foster a culture where awareness of E&D issues is raised and established from the moment of arrival	Awareness of E&D is raised and established as a key management tool of value in the working culture from the day of arrival	Administrative processes exist centrally that show uptake of module by new staff	x	x	x	x	x	x	2013/14		
34	S7	VCO/ET	Establish a requirement for existing staff with responsibility for other staff within their remit to complete 'Diversity in the Workplace' e-learning module as part of their personal development.	To foster a culture where awareness of E&D issues is raised and established as a key element of working with others	Awareness of E&D is raised and established as of value in roles where there is responsibility for others	Administrative processes exist centrally that show uptake of module by new staff	x	x	x	x	x	x	2013/14		
35	S7	CSED	To explore non-computerised option to provide a foundation course, similar to the E Learning module, to staff who do not have access to a computer as part of their working day	To ensure foundation Equality training is accessible to all staff regardless of grade or job category	Enables UEA to achieve compliant working practice through greater understanding of equality framework and legislative requirements	Evidence of course provision in action and taken up staff in non computerised roles	x	x	x	x	x	x	2014		
36	S9	Estates	Revision of equality questions asked as part of tendering process and information given on requirements concerning equality to those providing sub contracted services on campus	To ensure third parties engaged by the University meet the standards required by national equality legislation	The UEA is compliant with national legislation and confident in its choice of suppliers and contractors	Impact assessment produced and evidence of active use of policy							x	x	2013/14