

COU14D057

Title: Annual Equality & Diversity Committee report
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Issue

To inform Council of activity focussing on the progression of equality and diversity at the University

Recommendation

The Council is asked to note content for information

Resource Implications

None for the Committee to agree at this stage

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 2014 & 2015.

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 2015

This paper summarises work undertaken in 2014/15 furthering equality for UEA's staff, students and visitors.

1. Athena SWAN

The main focus of activity for the central Equality and Diversity Office has been Athena SWAN, the charter mark for working towards gender equality in Science, Technology, Engineering, Mathematics and Medicine. Evidencing equality has become linked to the award of research funding with the National Institute of Health Research stating that from late 2015 it would only award funding to research centres with Silver awards in Athena SWAN. Other key bodies such as RCUK and HEC have also stated they expect to see evidence of work on equality such as Athena SWAN when Universities apply for research funding.

From achieving our Bronze University award in April 2012 UEA now holds seven Bronze awards at School level (BIO, ENV, HSC, MED, PHA, PSY and RSC) and one Silver award (MED) gained in the November 2014 round. Submissions include a wide range of data disaggregated by gender from admissions at undergraduate level to numbers of Professors, looking at all stages between. Documents include a detailed narrative and require consultation to have taken place around key activities which influence admission, support and opportunities for students, recruitment, career development or retention of staff as well as recruitment and promotion practices. The submissions also include an action plan which covers a three year period focussing on the main issues revealed by the data, analysis and student/staff feedback. Every School involved in Athena SWAN establishes a team (the Self Assessment Team) to develop the submission and carry out the actions, with members from undergraduate level through all stages of work and study to Chair. This ensures a wide range of perspectives are taken into account to inform action planning and improve practice.

Some submissions have not been successful, most usually due to a desire to move too quickly to putting a submission forward (the Awards are judged by a panel and success depends on showing impact of action, particularly at Silver level), however, there are steps the University can take centrally which will improve our performance within the charter and make a real difference to gender equality. These elements have been identified and new guidance is being developed over the summer to help Schools form robust submissions at both Bronze and Silver level moving forward.

In July 2015 Athena SWAN is being re-launched by the Equality Challenge Unit (the national body which drives the framework and supports the Higher Education Sector in matters of equality for students and staff) with a revised set of principles and a new, extended framework. The revised Charter principles are shown at Appendix 1 with the original set of six. As well as these changes the framework will require a wider and deeper range of data some of which is held on our central systems and others which are collated at School level. The submissions will also include a section on equal pay and a section on work undertaken to support transgender students and staff. The subject areas are also being extended so the Charter will cover Arts, Humanities, Business, Law and Social Sciences, in addition to the STEMM subjects. Whereas only two faculties (Science and Medicine and Health Sciences) have been able to submit to date, all four Faculties will be engaged in the future with three Schools (PPL, LAW and ECO) already preparing submissions. This will help us ensure consistency across the campus in the key elements underpinning a fair and progressive environment for work and study. Due to the increasing number of Schools involved in this initiative the Equality Office is likely to review its working practices to ensure it can continue to offer effective support.

Further submissions are being developed for November 2015 and April 2016 with the Equality and Diversity Committee kept informed of progress during the year.

2. Equality and Diversity Training

a) E-Learning Module, Diversity in the Workplace

In January 2014 the e-learning module, Diversity in the Workplace, became the first training to be made mandatory to all staff in the University. The module covers all aspects of the Equality Act 2010 with examples, cases and articles relating to the higher education sector to help clarify the practical aspects of legislation.

Table 1 below shows a summary of those who have completed the module since its launch. To date 2511 staff members have completed the module which equates to 87% of the total staff headcount of 2878. **It should be noted that if figures for the Sportspark and Sainsbury Centre are excluded the completion rate would be 90%.**

Table 1: Diversity in the Workplace Statistics					
2015	Pending	Completed	Total Completed	Total Staff Count	% Completed
May	367	61	2511	2878	87
February	364	171	2450	2814	87
January	520	112	2279	2799	81
2014					
December	634	371	2167	2801	77
November	950	178	1796	2746	65
October	1108	86	1618	2726	59
September	1179	66	1532	2711	57
August	1230	181	1466	2696	54
July	1400	30	1285	2685	48
June	1443	59	1255	2698	47
May	1519	436	1196	2715	44
April	1912	596	760	2672	28
March	2475	164	164	2639	6

Table 1

Where Heads or Managers have proactively engaged with this initiative they have achieved a 100% completion rate, notably ARM, CSED, HR, Finance, ISD, Maintenance, Porterage, BIO, CHE, CMP, LAW, PHA and PSY.

Currently 367 staff from the original launch are yet to complete the module, so fortnightly reminders from the Equality and Diversity Office will be carried out with additional periodic reports to all Directors and Heads of School and Services. The target is to ensure that this group have completed by the end of the current academic year so a 100% completion rate can be reported to the next Equality and Diversity Committee in November 2015.

From June 2015, there will be a rolling programme to remind staff to undertake this module once every 2 years commencing with staff who completed in 2013. In addition, the current staff completion rate excludes Associates Tutors, Honorary Lecturers or those on the Temporary Register. Due to a limited number of licences available per annum it wasn't possible to include these staff groups in the original launch but for the remainder of 2015 the focus will be to ask these staff to complete the module alongside any new employees from any staff group commencing employment at UEA.

The Equality and Diversity Office continually reviews the module content on a regular basis and have used the feedback already received from staff to recommend improvements to Marshall ACM to ensure the module remains up-to-date.

Several schools have asked if the module can be used by their students. At the moment we are limited by the current licence however, an initial meeting with Marshalls ACM has taken place and a costing exercise and content review is underway to determine the feasibility of an additional provision for students.

b) Delivered Training

The Head of Equality and Diversity has delivered 25 training sessions in the last academic year. This includes:

- A new course, 'Understanding Unconscious Bias', developed using materials from the Equality Challenge Unit and delivered in conjunction with CSED (7 sessions)
- MA HEP (Masters in Higher Education Practice) – three hour session on inclusive curricula for all new lecturers at UEA (four sessions);
- Equality and Diversity Awareness – for all staff at UEA covering the basics equality at work including dignity and respect (2 sessions);
- A new course, 'Disability Awareness for staff' – aimed at staff who manage or supervise others covering legislation, good practice and how to implement the duty to make reasonable adjustments (5 sessions);
- Five lectures to students in Pharmacy, Social Work and Operating Department Practice covering equality in connection with the relevant professional requirements stated by the regulating bodies for the respective professions;
- Two ad hoc briefings to senior management covering Athena SWAN and Unconscious Bias (respectively);

In particular, work on Unconscious Bias is proving of interest to Schools involved in Athena SWAN although this course is valuable partly due to the range and pace of research which underpins suggested actions for change but also because it is relevant to bias against any characteristic, whether it be unlawful or simply unfair.

Disability Awareness sessions are currently being delivered to all staff at the Sportspark and, through courses offered centrally, is proving of interest to managers in central services. 10.9% of students and 4.1% of staff declared a disability in 2015 and it is important that support for students and colleagues is understood by the wider University community.

Additionally, sessions will be provided on Transgender Awareness in the coming year, alongside all the above activity.

c) Dean of Students Training Sessions

The Dean of Students Offices includes a number of specialist teams who have offered training to a wide range of staff on campus over the last year including sessions on:

- The Autistic Spectrum
- Cultural Awareness
- Supporting Students with Dyslexia, Dyspraxia and ADHD
- Supporting Students with Chronic Conditions
- Mental Health First Aid

3. Statutory Reports

The University is required to publish information about the profile of its staff and student body each year and the current report is available on the [Equality Information](#) page of the University's web pages. The report shows longer term trends and tables with raw data and percentages are also published with statistics shown at University and Faculty level. For the first time student information has been drawn from the Data Warehouse rather than Discoverer, which will help ensure consistency of information published across the University.

4. Baby Care Room

A Baby Care room was established in the Elizabeth Fry Building with facilities to store milk or food, to nurse, to change nappies or simply to rest with a child while on campus. The room has chairs, a fridge, a table and changing station, a supply of water and a rest bed.

In the last year 22 students and staff have been issued with keys and feedback has been very positive particularly from those trying to balance work and child care.

5. Access on Campus - Access for All

Estates, the Dean of Students Office and the Equality Office have worked together for a number of years to improve access around the campus for those with mobility issues. In late 2014 the existing Campus Access Group was reformed into 'Access for All', a wider, more consultative group gathered by Dr Katherine Deane, Senior Lecturer in the School of Health Sciences, including students and staff. The group meets to discuss the programme of improvement works undertaken by the University each year and the inclusion of students and staff with mobility issues has brought a new focus to the works programme helping to identify and prioritise the key access issues to be addressed.

6. Stonewall – Workplace Equality Index

The University continues to be a member of Stonewall, the main pressure group for Lesbian, Gay and Bisexual (LGB) rights, which has recently its remit to include transgender rights too. 4.8% of students and 2.5% of staff self-declared as LGB in 2015. There is an active dialogue between the University and the Regional Representative who recently came to campus to give an overview to organisations across Norfolk of the next version of the Workplace Equality Index. This is a framework which helps organisations evidence what support they are giving to LGBT employees, where gaps in provision may exist and what action to take to improve this. The [Top 100 Employers](#) are published in a national list which includes a number of Universities as well as other blue chip organisations. UEA aims to complete the Index as a first attempt in 2015/16 to see how it is evaluated by Stonewall. This can be done as a 'practice' exercise and detailed feedback is given on areas for improvement.

7. Other Areas of Activity

Other areas of activity and engagement have included:

- Establishment and meetings of a Multifaith Working Group with membership from the University's Multifaith Centre, the Equality Office, Dean of Students, Student's Union and Academic representatives;
- Establishment of an Action Plan connected to the Time to Change, national Mental Health initiative, in collaboration with UUEAS.
- Reports from the Counselling Service for both students and staff presented to the Equality Committee, with analysis of service usage by protected characteristic.

A new Equality strategy with objectives is being developed alongside the University's new Corporate Plan and this will be reported to the Equality and Diversity Committee with progress against objectives reported to Council in June 2016.

Helen Murdoch
Head of Equality and Diversity

Athena Swan Charter Principles

(revised May 2015) (See below for pre May 2015 Charter Principles)

The Athena SWAN Charter is based on ten key principles. By being part of Athena SWAN, institutions are committing to a progressive charter; adopting these principles within their policies, practices, action plans and culture.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
2. We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:
 - the relative underrepresentation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL)
 - the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to tackling the gender pay gap.
5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. We commit to tackling the discriminatory treatment often experienced by trans people.
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that supporting individuals alone will not sufficiently advance equality.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.

Original Charter principles (pre May 2015)

The six principles which Charter members are asked to accept and to incorporate into their action plans are:

1. To address gender inequalities requires commitment and action from everyone, at all levels of the organisation
2. To tackle the unequal representation of women in science requires changing cultures and attitudes across the organisation
3. The absence of diversity at management and policy-making levels has broad implications which the organisation will examine
4. The high loss rate of women in science is an urgent concern which the organisation will address
5. The system of short-term contracts has particularly negative consequences for the retention and progression of women in science, which the organisation recognises
6. There are both personal and structural obstacles to women making the transition from PhD into a sustainable academic career in science, which require the active consideration of the organisation.