

EQUALITY AND DIVERSITY ANNUAL REPORT 2017-18

Introduction

Recognition of the importance of a diverse student and staff body in driving economic, cultural and educational transformation within the region was core to the University of Suffolk's inception. We continue to establish the institution as one which attracts diverse staff and student populations and supports them in achieving their aspirations and realising their potential. Thus, Equality, Diversity and Inclusion are core to the University of Suffolk's mission and values and it is particularly pleasing for this to be recognised through the University's placement as third in the country for widening participation (HESA 2016/17) and 13th in the country for social inclusion. (The Times and Sunday Times Good University Guide, 2019). We are committed to ensuring that all members of the University's community have a positive and rewarding experience that is fair and free from discriminatory practice. This report outlines the work during 2017-18 to ensure that our policies and services meet this commitment.

In reading this report, please note that the data for some elements are taken from different census dates and reporting periods. Therefore, some of the data may not readily read across from one section to another.

This year there has again been strong progress across a wide range of equality and diversity related initiatives, both directly related to the year's equality and diversity objectives and more generally, which all contribute to building a more diverse and inclusive community at the University. In particular, our new Learning, Teaching and Assessment strategy, which has been developed through this year, will play a key part in taking the institution forward in this regard.

As we enter the new academic year, we continue to press a strong equalities related agenda. For example, the continued development of our outreach activities to better attract under-represented groups; developing our academic, pastoral and learning support offerings to better support under-represented and disadvantaged groups as they progress through their studies and on into the world of work. Details of our priorities for the coming year, which will form the basis of the report for 2018/19 are provided in Appendix 1.

The Executive continues to support the Equality and Diversity Committee in the fulfilment of its objectives and will continue to monitor the progress made over the coming year.

Professor Helen Langton (Vice-Chancellor) and Sara Corcoran (Director of Human Resources and Chair of the Equality and Diversity Committee)

Equality and Diversity Policy

We are committed to ensuring that all members of our community are treated, and treat each other, with respect and dignity in all our activities. Whilst recognising all the relevant statutory duties in respect of legislation against discrimination on the basis of age, disability, gender, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation, we acknowledge that people are also discriminated against on the basis of other factors in addition to those prohibited by the law. We aim to foster a secure and caring environment which is welcoming to all and free from prejudice and discrimination.

The institution therefore requires that discriminatory behaviour which is offensive or demeaning to anyone is treated as a matter of concern and dealt with appropriately. We believe that this principle is of fundamental importance in the context of a learning community - where the exploration, formulation, exchange and challenge of ideas and knowledge, and the acknowledgement of a wide diversity of opinion and belief, is central to its existence.

Accordingly, we will ensure that the principles of respect and dignity of the individual, and of equality of opportunity for all, are incorporated in the policies, and in the organisation and management of all activities of the institution's community. In particular, this approach is supported by our [Dignity and Respect at Work](#) and Dignity at Study policies.

We seek to make all members of our community, including visitors, aware of the behaviour we expect from everyone and will take steps to deal with any allegations of harassment or bullying - including by a visitor or of a visitor. All persons visiting or contracted to work with the institution are required to adhere to the Equality and Diversity policy, which is available here <https://www.uos.ac.uk/content/equality-and-diversity>

Equality and Diversity Governance

The institution's Board has overall responsibility for ensuring adherence to the duties set out in the relevant legislation and with institution's Equality and Diversity policy. The Executive, led by the Vice-Chancellor and Chief Executive, is responsible for providing leadership in the promotion of equality and ensuring that the Equality policy and associated action plans are implemented effectively, including overseeing the allocation of adequate resource. Senior management responsibility for Equality and Diversity lies with the Director of HR, reporting to the Vice-Chancellor and the Board.

The University Senate is responsible for ensuring that academic policies and procedures avoid discrimination in terms of student recruitment, progression and attainment.

The Equality and Diversity Committee, chaired by the Director of HR, has lead responsibility for assuring the institution's equality obligations and commitments. The Committee meets three times per year:

- to monitor the key areas of the institution's performance (including student recruitment, retention, achievement/outcomes and satisfaction; and staff recruitment, retention and progression) in relation to equality indicators;
- to keep relevant policies and procedures under review; and
- to set, monitor and report progress against equality objectives.

The Committee reports to the Executive and has wide membership from across the institution's community, including academic representatives, professional service managers, the recognised trades unions and the Students' Union. In addition, the Committee co-opts up to three external members to support current priorities – for 2017-18 Suffolk MIND and the Ipswich and Suffolk Council for Race Equality have continued to provide our co-opted members.

Members of the Senior Leadership Team are responsible for leading the implementation of the Equality and Diversity policy and action planning in relation to employee and student matters within their own Schools and directorates/departments, and ensuring that all their staff know their responsibilities and receive support and training in carrying these out. All members of the institution's community have a responsibility to support the aims and objectives of the Equality and Diversity policy, ensuring that their behaviour towards each other and to the wider external community is respectful, encouraging a positive and inclusive environment.

Current Profile

A table showing the profile of staff and students for the academic year 2017-18 is shown below. Distributions have remained fairly stable over recent years.

Staff and Student Diversity Data Summary – 2017-18

Characteristic		Students (As at 1 Dec 2017)	Staff (As at 1 Dec 2017)
Total Population		5085	441.00
Gender	Male	32.49%	36.96%
	Female	67%	63.04%
	Not known/provided	0%	0%
Transgender		0.90%	0%
Ethnicity	Black	5.57%	3.17%
	Asian	2.77%	1.13%
	Chinese	0.20%	0.45%
	Mixed race	0.98%	1.81%
	Other Ethnicity	0.59%	0.45%
	White	86.75%	81.86%
	White other	2.91%	7.84%
	Not known	0.24%	6.12%
Disability	Disabled	16%	4.99%
	Not disabled	84%	94.56%
	Not known/provided	0.06%	0.45%
Age	18-24 years	47.91%	2.72%
	25-44 years	41%	47.85%
	45-54 years	9.24%	28.12%
	55+ years	1.71%	21.32%
Religion	Buddhist	0.35%	0.45%
	Christian	20.57%	25.85%
	Hindu	0.28%	0.23%
	Jewish	0.08%	0.23%
	Muslim	1.06%	0.91%
	Sikh	0.04%	0%
	Other	2.28%	1.59%
	No religion	28.34%	27.21%
	Not known/provided	47.00%	43.54%

Sexual Orientation	Bisexual	2.01%	1.36%
	Gay/Lesbian	2.01%	2.04%
	Heterosexual/Straight	90.38%	54.88%
	Not known/provided	5.60%	41.72%

The majority of staff and students are female. The overall UK sector comparator figures are 54.2% female staff and 56.7% female students with the sector trend being towards increasing proportions of female academic staff and increasing proportions of female students (proportions of female professional services staff remaining fairly constant)¹. However, in Health Sciences we have identified that degree apprenticeships are attracting male students in higher numbers than more traditional recruitment.

Data has only recently begun to be reported for non-binary and transgender staff and students and the numbers identifying in these categories are very low. This may be an area where the University and the sector see some change, both in numbers identifying and numbers reporting, over the next few years.

In the general population, the prevalence of disability rises with age: around 6% of children are disabled, compared to 16% of working age adults and 45% of adults over State Pension age². Therefore, the proportion of students declaring a disability it is in line with the general population. It is also a little above the sector benchmark of 12%³. By contrast, our disabled staff population is considerably lower than national levels albeit we are in line with the sector position of 4.7%⁴. The work we are doing to promote more flexible forms of working may help to address this. In common with other institutions in the sector, we continue to see increases in the numbers of staff and students reporting mental health needs. This is an area of continuing attention to ensure they are represented and supported appropriately. It is a central tenet of the Workplace Wellbeing Charter, for which we achieved accreditation during the year and for which there is an action plan to further develop our approach.

Relative to other HEIs, our Black and Minority Ethnic (BME) representation for students is low⁵. Some explanation for this arises from the fact that approximately 95% of our students are recruited from within 50 miles of their place of study in a region which, at 4.8%, does not have a high population of BME residents, compared to 14.1% of England and Wales' population. However, the largest cohort of students study at the University's main campus in Ipswich, where 6.6% of the population are from BME backgrounds⁶. For this reason, one of the targets we have committed to the Office of Students is to increase our BME student population by 0.25% each year, which we achieved this year. The proportion of BME staff remains below the sector norm (9.4%)⁷. However, over the last five years the proportion of White British staff has dropped from 85% to 82%, indicating that the workforce is becoming more culturally diverse, albeit that the university lags some way behind the sector where the proportion of White British staff has reduced to 73.09%⁸.

The age distribution is fairly constant, and year on year, our student population tends to be more mature and more part time than the typical HEI profile. This creates a different set of student needs and expectations in terms of the culture and support from both the University and the Students' Union and on both sides we continue to work to better understand and refine the offer accordingly.

¹ Equality and Higher Education: Staff statistical report 2018, AdvanceHE

² Disability Facts and Figures, DWP, January 2014

³ Equality and Higher Education: Student statistical report 2018, AdvanceHE

⁴ Equality and Higher Education: Staff statistical report 2018, AdvanceHE

⁵ 28% of all those entering HE are from BME groups (<http://www.hefce.ac.uk/analysis/HEinEngland/students>)

⁶ Suffolk Demographic Profile, SCC 2015

⁷ Equality and Higher Education: Staff statistical report 2018, AdvanceHE

⁸ Equality and Higher Education: Staff statistical report 2018, AdvanceHE

The institution has been very successful in attracting and supporting students from disadvantaged groups and our commitment to widening participation is unwavering. However, research has demonstrated that students from a number of these groups are a greater risk of attrition. A Progression Strategy was developed in 2016-17 specifically to address this risk. This has been complemented by the Academic Strategy which was agreed at the beginning of this year and which is driving significant change in the way our portfolio is delivered. Further work in this area is now being addressed through the emerging Learning, Teaching and Assessment Strategy, as reported in the next section.

The distribution of staff and students across disabled and sexual orientation groups remain broadly similar to previous years. There has been a 5% decrease in students, and a 2% decrease in staff, identifying as Christian; whilst the number of students and staff indicating that they have no religion has increased by 8% and 5% respectively. Nevertheless, faith is important to many students and we recognise that supporting this is essential to many students’ experience. The multi-faith chaplaincy is well established and integrated into the life and structure of the institution and we have now invited a representative from the chaplaincy to join the Equality and Diversity Committee.

Student Recruitment and Progression

The University’s Access Agreement/Access and participation Plan, which is submitted annually to the Office for Students includes targets regarding the diversity of our student population. The annual Monitoring Return is submitted in January for the previous academic year. The table below shows performance against the key diversity targets.

Target Description	2016-17 Monitoring Return (submitted Jan 18)	2022-23 Target	Performance summary
Increase number of students who disclose a disability by 0.5% per year	16.02%	17.84%	Yearly milestone met
Increase number of students from BME background by 0.25% per year	12.28%	14.23%	Yearly milestone met
Increase the number of Care Leavers by 2 per year until 20, then maintain	5	20	Performance below baseline

We recognise that the Care Leavers target is particularly challenging for the University as there are often a variety of factors that impact on whether Care Leavers progress to higher education. However, this continues to be a target group for our Outreach activity, and we invest in continuous training of our outreach staff in supporting the progression of care leavers to HE.

In 2016-17, the University worked in collaboration with University of East Anglia and City College Norwich to hold a residential event for Year 9-13 Care Leavers. We had 18 young people from 17 schools and five local authorities attend. Students took part in various aspiration raising activities such as academic sessions and team building workshops.

All attendees said they would recommend the experience to another young person in care. They stated that they found the student finance session and academic sessions particularly informative and inspiring. We will continue to prioritise activity with this group, and to offer our Care Leaver's Bursary, but recognise that there is wider work required with colleagues in schools and across the Local Authority to ensure local Care Leavers progress to university.

A number of new targets have been added for which data will be reported in future years:

- Increase mature student entrants for full-time UG degrees by 5% each year
- Maintain 23.3% of students from POLAR3 Q1, increasing to 24% from 2018-19 and to 24.75% by 2022-23
- Increase the number of POLAR3 Q1 white male students studying full time UG courses

Better screening to identify students with learning disabilities had led to an increase in access of learning services support by students with these needs. Similarly, the Student Services team are detecting an earlier engagement with support services by male students, who have previously been under-represented. Both groups have been identified as being at greater risk of attrition and it is hoped that these trends will continue and the data will begin to demonstrate improvements in outcomes for these groups.

Progression data shows that BME students remain at higher risk of attrition and also are disproportionately represented in cases of academic misconduct and in academic appeals. The attainment gap between white and BME students at the University of Suffolk is currently 18.5%, compared to a national attainment gap of 13.6%⁹. This is an area which the University's new Learning, Teaching and Assessment Strategy will seek to address.

Staff Recruitment and Progression

The diversity of appointments has increased this year with 27% of appointments being BME and White 'Other' staff (14% and 13% respectively), compared to 11% of appointments (5% and 6% respectively) in the previous year. We have also seen an increase of male appointments from 35% to 40% and an increase of appointees declaring a disability from 4% to 6%. This year 13% of appointees identify as Buddhist, Hindu, Muslim or 'Other' religious groups compared to just 2% of appointees last year.

There were 28 applications for promotion from academic staff this year - 13 male and 15 female – of whom 21 were successful (9 and 12 respectively). No applicants were disabled. Two were from BME staff and five from White 'Other' staff, of whom one and three respectively were successful. Sixteen of the twenty White British staff who applied for promotion were successful. Career development and support is one of the areas that the University is asking line managers to give increased attention to during appraisal discussions, in order that appropriate development plans can be put in place to support all staff.

There were 12 applications for regrading/promotion from Professional Services staff: four from male staff and eight from female staff, ten from White British staff, and 1 each from White Other and BME staff. No applicants were staff who have declared a disability. Of the 12 applications, 11 were successful – the unsuccessful applicant being a White British male.

⁹ Equality and Higher Education: Students statistical report 2018, AdvanceHE

Gender Pay Gap

The University made its first report under the new statutory reporting requirements, under which we are required to publish gender pay gap data as at 31 March each year. Our gender pay gap as at 31 March 2017 (reported in March 2018) was 14.06%. Although this compares favourably to the sector median gender pay gap data of 15.9%¹⁰, the University is committed to improving its gender pay gap.

The clear reason for our pay gap is the overwhelming predominance of female staff in grades 4 and 5, as shown in the table below.

	Female PT	Female FT	Male PT	Male FT
SOPT	0	2	1	1
TUPE/KTP	0	0	0	1
Grade 11	0	2	0	2
Grade 10	2	5	1	1
Associate Professor	0	1	0	0
Grade 9	2	5	0	5
Grade 8	3	8	0	5
Grade 7	14	19	3	14
Grade 6	6	24	2	12
Grade 5	19	24	2	4
Grade 4	18	13	0	5
Grade 3	14	4	1	10
Grade 2	2	0	3	0
Totals	80	107	13	60

Fuller information is provided in the University's Gender Pay Report which is available here <https://www.uos.ac.uk/sites/default/files/Gender%20Pay%20Gap%20Report%202017%20v2.pdf>

¹⁰ Gender pay gap: how much less are women paid at your university? THE 6.4.18

Board Level Key Performance Indicator (KPI)

One of the KPIs agreed and monitored by the Board relates to gender balance: specifically seeking a gender balance in staff groups at Grade 9 and above and also in Board membership by 2020. The table below shows the position as at 31 July 2018.

Staff Group	No. Males	No. Females	Ratio
All Grade 9 and 10	54	57	49:51
All Grade 11	3	5	38:62
Professors	6	3	67:33
Executive	3	3	50:50
Board	10	7	59:41

Equality Objectives 2017-18

The institution's Equality objectives for 2017-18 and progress against these are reported below, followed by a report of other activity supporting the equality and diversity agenda.

i. General

- a. *Implementation of the Progression Strategy, to support those students within protected groups which are at higher risk of withdrawal*

A new Academic Strategy for the institution was agreed at the beginning of the academic year. A central plank of this is a review of the pedagogical practice and a new approach which leads students to increasingly independent learning as they progress through their degrees. Activity through the year, then, has focused on consultation with colleagues to shape a new Learning, Teaching and Assessment strategy. This includes approaches to address the particular needs of students identified as being at higher risk of withdrawal. The Learning, Teaching and Assessment strategy (together with similar strategies for Research and Business Engagement and Enterprise, with which the Learning, Teaching and Assessment strategy closely articulates) is now in the final stages of formal approval, in readiness for implementation.

- b. *Work to reduce the number of staff who do not disclose their protected characteristic data*

i. *for general employment purposes*

Functionality has been released in the HR database which enables staff to update their own profiles which practice elsewhere has shown to improve the levels of disclosure. Statements on adverts and job descriptions have been updated to better communicate our wish to be a diverse employer and ensure that staff of all profiles are welcome and will be supported to succeed

ii. *in staff survey*

Two workshops were held to share with staff the level of reporting that we get in respect of equalities profiling, with the aim of demonstrating to them that we are not able to identify individual responses, and also that we are not interested in doing so. Reports have also been shared with the BAME staff network groups so that they too can see the level of reporting and suggest ways in which communications might encourage greater disclosure in future surveys. Reports will be shared with the new Staff Disability network in the coming year.

ii. Ethnicity

a. *Completion of any actions arising from the review of the curriculum for potential ethnocentricity*

In March 2017, the Learning, Teaching and Assessment Committee considered the potential for utilising the Equalities Impact Assessment (EIA) tool designed by May and Thomas to assess the ethnocentricity of the curriculum. However, it was decided that, as an alternative, Course Committees would be asked to consider the issue and to report back on their approaches to ensuring that curricula are not ethnocentric. The reports received provided a number of valuable examples of the way in which courses have incorporated opportunities for students to be exposed to a diverse and inclusive curriculum.

A formal research project into potential ethnocentricity in the curriculum was conducted with Social Work students. Across all cohorts, students raised the need for more safe spaces in lectures and tutor groups to exchange learning about cultural differences, values and experiences; and issues about identity and white privilege were flagged as being insufficiently addressed. The project report included a number of recommendations which are now being taken forward. The report which will be published in the special edition of *International Journal of Social Work Education*: '**Social Work with Minority Groups**'. In the meantime, it is being shared internally so that other courses/Schools may benefit from the learning.

The Learning and Teaching Day in May 2018, entitled, 'Sharing good practice in Inclusive Learning', provided an opportunity for examples of good practice to be showcased across the University.

The University's new Learning and Teaching Strategy has embedded the development of an inclusive curriculum as one of four main themes. This is being rolled out across the University and will be a focus of the support for course teams preparing for validation or re-approval in the coming year.

b. *Completion and evaluation of the NEACO and Uni Camp initiatives in respect of increasing the numbers of BME student applicants*

The National Collaborative Outreach Programme (NCOP) aims to support the Government's goals to:

- I. Double the proportion of young people from disadvantage backgrounds in HE by 2020
- II. Increase by 20%, the number of students in HE from ethnic minority groups
- III. Address the under-representation of young men from disadvantaged backgrounds.

The University of Suffolk leads the Network for East Anglian Collaborative Outreach (NEACO) delivery in Suffolk. Our summer residential events, known as Uni Camp, aim to raise aspiration and give a taster of university life. This year we have 58 Year 12 or equivalent students attending, all of whom met at least one of our widening participation criteria, which include ethnicity. To ensure we increased the number of BME students applying, the team delivered presentations to whole year groups across Suffolk, Norfolk, Cambridgeshire and Essex detailing the event and the opportunities student can receive by attending. Uni Camp was also promoted at a number of community events such as the Suffolk Show, Nearly Festival, Ipswich Music Day and meetings of the Ipswich and Suffolk Council for Racial Equality (ISCRE) where the event was discussed with individuals. Whilst NEACO has not set any specific targets for BME students, through our activities in this area we have already seen an increase of 19% in applications from BME students to participate in the summer Uni Camp.

The team also commissioned a report from ISCRE on the messages and best methods to engage parents from BME communities.

c. The introduction of more effective methods/positive action approaches to reach potential BME staff

A positive action statement is now included in all adverts encouraging BME (and disabled) applicants. The BME staff network, which was launched this year, has worked with us to review whether some language or person specification requirements (both those listed as essential and desirable) might be problematic and off-putting to potential applicants. The Marketing team have assisted in the use of LinkedIn to assist with increasing the applicant pool. This has resulted in a very large increase in the number of views of adverts and although the average number of applications per post remains around the same as last year, we are beginning to see greater diversity in those appointed, as reported above.

iii. Disability (Mental Well-Being)

a. Development and implementation of an action plan to support the Mindful Employer initiative, ensuring consideration of actions for both staff and students

An action plan is now in place which includes, but is not limited to: raising awareness of the Charter and of mental health generally, to equip the University community with the knowledge, confidence and tools to look after our own mental health; to communicate the services available to support positive mental health; and to provide an effective workload management system for our academic staff. Activities to encourage open conversations about mental health and also further training are planned for the coming year.

b. Action to understand and address the barriers for staff with disabilities progressing beyond Grade 8

A networking group for staff with a disability was launched this year and has begun to meet regularly and explore some interesting topics. We are beginning to share data with the group who are keen to contribute to the University as a sounding board for disability matters, as well as to support each other. This will be one of the issues we explore with them in next year.

iv. Gender

a. Progression of the AthenaSWAN methodology with a view to a possible submission for accreditation in November 2018

A small working group began work on the AthenaSWAN methodology in the early part of the year. Progress has been stayed following determination that this is not currently a priority for the institution, given our research profile. This will be kept under review. However, consideration will be given to whether a more holistic methodology (and possible accreditation) such as the Inclusive Employer might be appropriate for supporting the organisation's equality and diversity agenda at this time.

b. Action to understand and address the barriers for more flexible approaches to work for staff in management grades

Two workshops were held with managers to explore the barriers around managing flexibly and six focus groups with managers were also held through the year to explore how we might operate with greater flexibility and enable greater empowerment. These activities provided opportunities for managers to help understand the barriers to providing more flexible approaches at work for all grades and how they may overcome them

Examples of Other Activity in 2017-18

- **Student Recruitment and Outreach**

Through the NEACO team, the University ran a number of TED talks in schools and organised a number of bespoke events for female students interested in STEM subjects, including collaborating with the University of Cambridge to host a day there. The team also ran a 10 week workshop, 'Take your Place with Confidence', with the Marina and Seagull theatre in Lowestoft, to encourage disadvantaged students to improve their communication and presentation skills. One of the key elements of our provision is Uni Camp, which is outlined above. Other examples of activity include:

- I. working with a local college to provide 1:1 mentoring for Special Educational Needs students
- II. working with BLESMA, a military charity for limbless veterans, and local schools to discuss positive physical differences and resilience
- III. delivering a two-day showcase, Splendid, for students with disabilities or specific learning needs (and their parents and carers) highlighting the opportunities and support available at the University.
- IV. Family Awareness Days for year 7-9 students, particularly targeted at those from low participation areas.
- V. Introducing a new summer residential, in conjunction with UEA, specifically targeted at care leavers and looked after children
- VI. This year we became part of the practice group for Service Children's Progression Alliance and have been working closely with the group to develop understanding and events to support the progression of students from military families. Work is in progress to host a Creative Forces event on campus to ensure students can make informed and confident decisions regarding higher education.

- **Suffolk School of Business**

The School's annual Business Festival secured a number of female speakers and convened an all-female panel exploring the problems, processes and dilemmas of leadership from a female perspective. As part of the festival, the School held its second Annual BME Business Awards event, which again celebrated the wealth of diverse businesses in the area and was very well supported and promoted.

- **School of Psychology and Education**

In April 2018 the School held a 'supporting diversity and including all children in the classroom' conference with sessions on play and creative therapy, literacy, children's' emotions, sensory friendly classrooms and technologies in education included in the programme, and over 60 delegates involved in teaching assistant work attending from across the region.'

Training and Development

Academic and Student Services and Human Resources work together to ensure that equality and diversity are embedded in existing learning and development programmes, to develop new ways of increasing understanding and awareness of equality and diversity issues and to support equality and diversity initiatives. We also explore alternative modes of delivery in order to maximise coverage.

Equality responsibilities of service and facility providers

Staff from external businesses or organisations, and contractors, who operate on campus, are made aware of our Equality and Diversity policy and our guidelines for dealing with harassment and bullying, and are encouraged to act in accordance with them and with equality legislation. If any breach of equality legislation, our policy or the harassment and bullying guidelines, by a member of staff of an external business or organisation which operates on campus, is brought to our attention we will take reasonable steps to prevent any further breach occurring.

We ensure that equality considerations are taken into account in tendering processes and seek to ensure that potential contractors have an effective equality policy. Contracts with business or organisations hosted by the institution must be drawn up with reference to our Equality and Diversity policy.

Monitoring, Evaluation and Review

Responsibility for monitoring and reviewing policy in relation to equality and diversity issues lies with the Equality and Diversity Committee, which is an advisory group to the Executive. The Head of HR Projects assists the Director of HR in providing an annual report on equality and diversity related activity to the Equality and Diversity Committee, Senate, the Executive and the Board.

Sara Corcoran
Director of HR

Appendix 1

Equality and Diversity Priorities 2018-19

Whilst the institution recognises the need to continue to develop and assure equality in all areas, data suggests a focus on the areas of ethnicity and disability (in particular mental health) for the coming year. In particular, the following have been identified as areas for attention.

1. General

- a) Review the Inclusive Employer accreditation and, if deemed appropriate, development of a business case and an outline action plan for submission of an application.
- b) Action to engage more staff in the Open Space discussions on how we can ensure a diverse and vibrant University community
- c) Development of School action plans and individual staff development plans to ensure equality of opportunity in academic promotion

2. Ethnicity

- a) Examination of the issues associated with the ethnicity attainment gap and development of action plans to address these at institutional and School level, as appropriate, as part of the implementation of the Learning, Teaching and Assessment Strategy.
- b) Review of salaries utilising the methodology now established for Gender Pay Gap reporting to identify the Ethnicity Pay Gap and development of action plans as appropriate to address this

3. Disability

- a) Action to understand and address the barriers for staff with disabilities progressing beyond Grade 8
- b) Introduction of initiatives to support mental health, wellbeing and resilience across both the staff and student bodies.