EQUALITY & DIVERSITY COMMITTEE

07 March 2019
at 10:30 in The Acre Room, James Graham,
Headingley Campus

EQUALITY & DIVERSITY COMMITTEE

AGENDA for the Thursday 07 March 2019 meeting

The next meeting of the Equality & Diversity Committee will be held on Thursday 07 March 2019 from 10.30-12.30 in The Acre Room, James Graham Building, Headingley Campus.

10.30	**Part A: Preliminary Items**		**Paper**	**Led by**
	A1	Apologies		Chair
	A2*	Terms of reference and membership	EDC-2018-011	Clerk
	A3	Declarations of interest		Chair
	A4	Minutes of the last meeting held on 11 October 2018	EDC-2018-012	Chair
	A5	Matters arising	EDC-2018-013	Clerk
10:40	**Part B: Major Topics**		**Paper**	**Led by**
	B1	Gender Pay Gap	Presentation	L Flatman K Tilbrook
11:10	**Part C: Reports from Officers**		**Paper**	**Led by**
	C1	Public Sector Equality Duty	EDC-2018-014	K Tilbrook and N Ayub
	C2	Unity in Diversity	EDC-2018-015	M Kelly
	C3	Equality & Diversity Update	EDC-2018-016	K Tilbrook
	C4	Race Equality Survey Results	EDC-2018-017	K Tilbrook
12:20	**Part D: Other Business**		**Paper**	**Led by**
	D1	Schedule of business 2018/19	EDC-2018-018	Chair
	D2	Other Urgent Business		

D3   Date of next meeting: Thursday 04 July 2019, 10.30 - 12.30, in room G02(A), Broadcasting Place, City Campus.

Shaded items indicate that the Board / Committee is being asked to make a decision.

Starred items will be taken without discussion unless a member notifies the Chair or Secretary in advance that she or he wishes the item to be open for debate

Terms of Reference and Membership

Executive Summary

The report sets out the Equality & Diversity Committee's constitution.

Action Requested

This report is **for information.**

Appendices

Appendix A: Terms of Reference 2018/19
Appendix B: Membership Profile 2018/19

Author

Name:	Gemma Betts
Job title:	Personal Assistant to Deputy Vice Chancellor
Date:	28 February 2019

Equality & Diversity Committee: 2018/19

Membership [42]*
Quorum [21]

Position	**Members**
Deputy Vice Chancellor (Chair) [1]	Professor Phil Cardew
Service Representatives [14]	
Campus & Residential Services	Christine Simpson*
Centre for Learning & Teaching	Professor Sue Smith
Distance Learning	Kerry Chung
Estates	Andy Allison
Financial Services	Sarah Coll
Human Resources	Laura Flatman
IT Services	Tatiana Hepplewhite
External Relations/University Recruitment	Joe Rossiter
Libraries & Learning Innovation	Claire Williams
Registry	Kirsty Curwen
Research and Enterprise	Dr Tina Conkar
University Secretary's Office	Rachel Bradford
Student Services	Jan Daley
Sport & Active Lifestyles	Sally Nickson
School Representatives [13]	
School of Art, Architecture and Design	Justin Burns
School of Built Environment and Engineering	Dr Paul Hirst
School of Computing, Creative Technology and Engineering	Alison Munn
School of Cultural Studies and Humanities	Professor Ruth Robbins
School of Film, Music and Performing Arts	Annabelle Pangborn
Carnegie School of Education	Professor Damien Page
School of Events, Tourism and Hospitality Management	Dr Kate Dashper
Carnegie School of Sport	Leanne Norman
Leeds Business School	Joanna Smith
Leeds Law School	Dr Jessica Guth
School of Clinical and Applied Sciences	Duncan Webb
School of Health and Community Studies	Lorraine Agu
School of Social Sciences	Dr Natalia Gerodetti
Equality Forum Chairs [7]	
Race Forum Co-Chair	Dr Tom Fletcher
Race Forum Co-Chair	Jen Bayjoo
Disability Action Group Co-Chair	Christine Simpson*
Disability Action Group Co-Chair	Kate Cunningham
Rainbow Rose Group Co-Chair	Ian Lamond
Rainbow Rose Group Co-Chair	Ian Pette
Faith & Belief Forum Chair	Melvyn Kelly
Staff Representatives [2]	
UCU	Anthony Drummond and Jennifer Dods
UNISON	Mobina Begum
Students' Union Representatives [2]	
1 Vice President Equality and Diversity	Ro Sewell
2 Student Voice Manager	Mike Austin
Co-opted members [3]	
Director of Human Resources	Natalie Saunders
Director of Student Services	Priscilla Preston
Deputy Vice Chancellor (Corporate Communications)	Tracey Lancaster

In attendance

Secretary [1]	Cath Smith
Advisers to the Committee [1]	
Equality and Diversity Manager	Katrina Tilbrook
Equality and Diversity Adviser	Nabila Ayub
Director of External Relations	Dee Reid

* Christine Simpson occupies two positions on the committee, as one member
** To alternate at each meeting

EQUALITY & DIVERSITY COMMITTEE

Terms of Reference

Purpose

The purpose of the Committee is:

a) To consider the equality and diversity aspects of our University's culture and environment for work and study;

b) To act as a forum for the engagement of staff and students in issues relating to equality and diversity;

c) To advise on the development of policies, procedures and practices directly relating to equality and diversity, and those that indirectly affect equality and diversity issues;

d) To monitor statistics and data that evidence our compliance with its regulatory duties as a public sector organisation, and help identify and develop areas of good practice;

e) To promote greater awareness of equality and diversity policies to ensure continuous improvement in our performance.

Membership & Advisers to the Committee

The Committee shall consist of members representing Schools and Services, their staff and students of the University:

a) The Committee will be chaired by the Deputy Vice Chancellor.

b) School/Service representatives
   Each School/Service shall nominate a representative.

c) Staff representatives
   Each trade union shall nominate a representative.

d) Forum Representatives
   A minimum of three representatives from the Staff/Student Fora.

e) <u>Students' Union representatives</u>
The Students' Union shall nominate two representatives.

f) <u>Co-opted members</u>
The Committee shall have powers to co-opt at any time suitable persons for specialist or specific advice.

g) <u>Advisers to the Committee</u>
Advice, support and guidance will be provided to the Committee by the University's Equality and Diversity support team.

h) <u>Substitutions</u>
Any vacancy on this Committee arising from illness, holiday or resignation, etc., shall be filled by nomination by the Chair.

EQUALITY & DIVERSITY COMMITTEE

MINUTES of the 11 October 2018 meeting

Present:

Professor Phil Cardew (Chair)

Lorraine Agu	Mike Austin	Jennifer Bayjoo
Mobina Begum	Dr Tina Conkar	Kirsty Curwen
Jan Daley	Kate Dashper	Jennifer Dods
Laura Flatman	Dr Jessica Guth	Tatiana Hepplewhite
Sally Nickson	Leanne Norman	Professor Damian Page
Annabelle Pangborn	Ian Pette	Priscilla Preston
Dee Reid	Professor Ruth Robbins	Joe Rossiter
Natalie Saunders	Ro Sewell	Joanna Smith
Professor Sue Smith	Claire Williams	

In attendance:

Nabila Ayub	Lesley Carden	John Heathcote
Claire Jackson	Janice Priestley	Cath Smith
Katrina Tilbrook		

Apologies:

Andy Allison	Rachel Bradford	Justin Burns
Kerry Chung	Sarah Coll	Kate Cunningham
Dr Tom Fletcher	Dr Natalia Gerodetti	Dr Paul Hirst
Melvyn Kelly	Ian Lamond	Alison Munn
Christine Simpson		

Part A: Preliminary Items

Terms of reference and membership

001.2018.EDC   The Committee received a report from the Secretary that set out the current terms of reference and membership (paper reference EDC-2018-001). The Chair welcomed new members, and all members and attendees introduced themselves. The Committee currently had a vacancy for a UCU representative to alternate with Jennifer Dods for which a nomination had been requested from the UCU Branch Secretary. The Committee also held a vacancy for the Chair of the Gender Equality Forum, which the Equality & Diversity Manager was taking steps to fill.

Declaration of interest

| 002.2018.EDC | No declarations of interest were made. |

Minutes

| 003.2018.EDC | The Committee **AGREED** that the minutes of its meeting held on 13 June 2018 were an accurate record (paper reference EDC-2018-002). |

Matters arising

| 004.2018.EDC | The Secretary presented a report on the matters arising from the minutes of the previous meeting of the Committee held on 13 June 2018 (paper reference EDC-2018-003). It was **reported** that: |

| 005.2018.EDC | a) | Copies of the presentations on the 'Equality, Diversity and Inclusion Framework' and the 'Annual Equality and Diversity Report' were circulated to the Committee on 13 June 2018. A copy of the presentation, 'From Access Agreements to Access and Participation Plans' was circulated to the Committee on 27 June 2018 (minutes 038.2017.EDC, 041.2017.EDC and 044.2017.EDC refer). |

| | b) | Following feedback at the June meeting of the Committee the Equality, Diversity and Inclusion (EDI) Framework had been amended to ensure that the document was as accessible as possible particularly for those with visual impairments. The revised EDI Framework was subsequently endorsed at the Board of Governors meeting in July (minute 039.2017.EDC refers). |

| | c) | It was noted that the University was now registered with the Office for Students (OfS) Register of Higher Education Providers and that no additional conditions of registration had been imposed. The University Executive Team had agreed a framework for maintaining an overview of the University's commitments in relation to the APP which included establishing the Access and Participation Plan Oversight Group (APPOG) to oversee activity and embed the APP into core university business. The Committee would also receive reports on measures and actions taken to support the implementation of the APP. From the next meeting the Deputy Vice Chancellor (Corporate Communications) would be joining the Equality & Diversity Committee which would help to further strengthen the Committee's link to the APP (minutes 043(e).2017.AQS and 047.2017.EDC refer). |

Part B: Major Topics

Be Well at Beckett – A Strategic Framework for the Wellbeing and Mental Health of our Community

006.2018.EDC   The Committee received a presentation on the Strategic Framework for the Wellbeing and Mental Health of our Community from the Director of Human Resources and the Director of Student Services. It was **reported** that:

(a)   Wellbeing and mental health had increasing significance in the sector, as evident in the development of the Universities UK (UUK) Stepchange Framework and the letter from Sam Gyimah to universities calling for greater leadership to ensure student wellbeing was prioritised. There had been increased media attention relating to student suicides and a number of campaigns had been launched to help reduce the stigma of discussing mental health.

(b)   The Wellbeing and Mental Health Framework was being developed for students and colleagues in recognition of the interconnectedness between the two communities and was part of a broader piece of work to help these communities realise their potential. The Framework also recognised the close relationship between mental health and wellbeing.

(c)   Whilst the role of universities was not therapeutic it was recognised that NHS mental health services were under strain and universities were experiencing a significant increase in the demand for student mental health services. It had been recognised that there was a lower level of general wellbeing and mental health in 16-24 year olds and particular challenges faced by this age bracket included the transition into more independent study, a culture with an expectation of of perfectionism and high performance, and the increased involvement and interest of parents in academic outcomes. It had been identified that whilst suicide rates in the general population were decreasing they had risen for those in Higher Education.

(d)   Although the University currently mapped well against the UUK Stepchange Framework, it was recognised that the University's Wellbeing and Mental Health Framework would bring together the support for colleagues and students in a more coherent way. In developing the University's approach to Mental Health and Wellbeing, careful consideration had been given to the role of universities and the focus of the approach was awareness raising, access to opportunities and development. The 'Ask Twice' campaign had been launched as part of Mental Health Day which encouraged people to 'Ask Twice' if they suspected a friend, family member or colleague might be struggling with their mental health. The University's HR Business Partners would be helping to raise awareness of the campaign.

(e)   The University's Framework contained four key aspects: physical health, mental wellbeing, financial health and being part of a community.

007.2018.EDC   It was **noted** that:

(a)   For students, the transition to University, and particularly assessments which were intended to be challenging had potential to induce stress. It was agreed that it was important for the Education Strategy to ensure that effective support be provided to students whilst they undergo such potential challenges.

(b)   The Residential Life Programme that was run by the University and taught some life skills such as cooking had been successful in helping students feel a sense of coping, learn new skills and develop a sense of community. To date the programme had been offered in the University's halls of residence but the offer was likely to be expanded to the whole student community.

(c)   Poverty had a significant impact on mental health and the Students' Union campaign on 'hidden fees' was intended to help increase transparency of the real costs students were likely to encounter to help them better manage their finances. Developing partnerships that foster better financial opportunities for students were also important, for example through developing a system to recognise student friendly employers.

(d)   The Office for Students had launched a challenge competition, with up to £6 million of funding offered to the competition winner, to encourage universities and colleges to find new ways to combat the rise in student mental health issues. The University planned to develop a bid for funding activity in relation to transition, early intervention or support.

(e)   There were opportunities to embed the principles of the Wellbeing and Mental Health Framework in the curriculum.

(f)   Helping students feel part of a community could help to reduce any feelings of isolation and loneliness they may experience and bring a greater sense of wellbeing.

(g)   It was important to ensure that the Wellbeing and Mental Health Framework be inclusive by being available in different languages and containing relatable images.

(h)   Actions plans would be developed that mapped the University's Framework against the UUK Stepchange Framework. The University currently had a lot of activities in place to help embed the Framework but more action was needed. A separate Wellbeing Committee was being developed to help shape action plans and monitor the effectiveness of their implementation.

(i)   Members of the Committee were encouraged to cascade the Framework and seek feedback from their colleagues. Further updates would be made to the Framework before it was more firmly embedded.

Part C: Reports from Officers

Dignity & Respect Network and Mediation Service Update

008.2018.EDC   The Committee received a report from the Equality & Diversity Manager that provided an annual update on the Dignity and Respect Network and Mediation Service (paper reference EDC-2018-004). It was **reported** that:

(a)   The Dignity & Respect Network provided an informal means of discussing any aspect at the University which caused concern by providing a space in which colleagues and students could talk in confidence. The Mediation Service offered colleagues and students an alternative way of resolving conflicts without having to use a formal Grievance or Student Complaints Procedure. Both the Dignity & Respect Network and the Mediation Service had been in operation for over ten years and had a significant role in the collaborative approach that the University wished to develop with its colleagues and students.

(b)   There had been 27 Dignity & Respect Network cases during 2017/18 which was a slight increase from previous year and included 19 colleague, six student and two parent cases. There had been 12 mediation cases during the same period, which was a similar number to previous years.

(c)   The future of the Dignity & Respect Network was being considered alongside reviews of the University's Grievance and Dignity at Work and Study policies and further proposals would be brought back to the Committee once the policy review was underway. There were three contacts left in the Dignity & Respect Network and further support was being provided by the Equality & Diversity Team.

(d)   The number of mediators had fallen to six, which included only one academic colleague and no men. Whilst consideration was being given to how to best support the Mediation Service's continued development, monthly mediator session would be offered from early 2019 with the view to sharing mediation skills and practice.

009.2018.EDC   It was **noted** that:

(a)   Learning was taken from the types of cases that came through the Mediation Service and the Dignity & Respect Network and whilst ensuring confidentiality was maintained matters were raised with schools / services if they were receiving a number of referrals. The Mediation Service also experienced more referrals at the beginning of the academic year, the start of the calendar year and around Easter.

(b)   A number of external organisations offered the opportunity to pay for mediation services.

(c)   Early intervention was important and was likely to reduce the likelihood of formal action being required. Having a diverse range of mediators was valuable and essential for helping to provide the type of support required.

Alterline research project

010.2018.EDC   The Committee received a report from the Associate Director of the Centre for Learning & Teaching that provided an update on the Alterline research project (paper reference EDC-2018-006). It was **reported** that:

(a)   The project focused on researching the lived experiences of black students, in a number of Higher Education Institutions, by capturing their lived experiences through interviews and through the analysis of reflective journals. It had launched in May 2018 to support the University's Race Equality Charter and help to improve student attainment. The Project Team were keen to ensure that representatives from all schools were included in either the in-depth interviews or the online reflective diaries.

(b)   Alterline was seeking to recruit and interview ten students from each University that met the eligibility criteria but current uptake had been slow and five students had been recruited from the University to date. A further five students needed to be recruited, one female and four males and the Students' Union were re-running their promotion to assist with the recruitment.

011.2018.EDC   a)   It was **noted** that the study focused on the experiences of Black students only, and does not include the wider focus usually defined as BAME. It was hoped that Alterline would provide an interim draft report in January 2019.

b)   It was agreed that it would be informative for the University to understand the experiences of a Black student that lived in a parental context and efforts would be made to recruit a student from that background. Efforts would be made to continue to promote the project through the Students' Union.

Zero Tolerance project update

012.2018.EDC   The Committee received a report from the Associate Director (Student Wellbeing and Equality) that provided an update on the Zero Tolerance project (paper reference EDC-2018-007). It was **reported** that:

(a)   Student Services and the Students' Union had worked in partnership with schools and professional service representatives on a HEFCE Catalyst match-funded project to develop infrastructure and resources to help create a 'Zero Tolerance' culture with respect to sexual harassment and violence towards students.

(b)   The project had involved establishing a Project Steering Group, consulting with students through an online survey and a series of diverse focus groups facilitated by the Students' Union. The project has created a Zero Tolerance webpage, an online reporting system, a support network, a guide to internal and external support resources and a range of training. The Students' Union had also run a pledge campaign which had secured support from over a thousand individuals.

(c)   The next phase of the project would focus on embedding the Zero Tolerance Culture across the University. A campaign week was currently being held, involving contributions from the Students' Union and a number of services, which had received positive engagement.

(d)   During 2018/19 the take-up rates for training and campaign 'pledges' achieved would be monitored. The Zero Tolerance Support Network would be reviewed, and a policy and procedural review would be undertaken to assess staff and student policies to ensure that they were fit for purpose within the context of cases relating to sexual harassment and violence.

(e)   The online reporting system would help to monitor the number of cases of sexual harassment and violence and the Committee was encouraged to urge students to record instances on there.

013.2018.EDC   It was **noted** that the Project had delivered successful practical outputs and had been the result of a very effective collaboration between the Students' Union and a range of departments across the University.

Equality & diversity update

014.2018.EDC   The Committee received a report from the Equality & Diversity Manager that provided an update on equality and diversity activities, initiatives and developments that had taken place since the Committee's previous meeting in June 2018 (paper reference EDC-2018-008). It was **reported** that:

(a)   The outcome of the School of Clinical and Applied Sciences and the School of Cultural Studies and Humanities submissions for the Athena SWAN school level awards were likely to be received in mid-October. The Schools of Events, Tourism and Hospitality, Social Sciences, Film, Music and Performing Art and Art, Architecture and Design were also planning to submit for awards during 2018 or 2019. All schools had committed to going through the process of submitting for Athena SWAN as part of developing and supporting cultural changes at local level. An independent review of the Athena SWAN Charter had commenced with outcomes anticipated in early 2019.

(b)   The University was planning to submit an application for the Equality Challenge Unit's Race Equality Charter Mark in July 2019. The results of the race equality surveys for colleagues and students were being analysed

for presentation to the University Executive Team and the Race Equality Charter Steering Group and would inform the institutional action plan that would be included as part of the University's application for the Race Equality Charter Mark. The Equality & Diversity Committee would have an opportunity to consider the survey results at its next meeting. There was an increasing focus on Race Equality, as evident in the Government's Race Disparity Audit and the European Human Rights Commission (EHRC) Gender pay gap reporting which was considering whether gender pay gap reporting should be widened to include those organisations with over 50 employees instead of the current requirement of 250.

(c)   The University's activities relating to Athena SWAN and the Race Charter Mark were aligned to University strategy, particularly the Research Excellence Framework 2021 and the Teaching Excellence Framework and demonstrated the University's commitment to self-evaluation and improvement.

(d)   The focus of the Disability Action Group was the Disability History Month in November and December 2018 which had the theme of 'Disability and Music'. To mark the month it was intended that the University would hold one main event on 3 December to coincide with the International Day of Disabled People. The Forum was also giving consideration to progressing suggestions relating to supporting colleagues returning from disability related absence.

(e)   The Faith Forum was organising and supporting a number of events including a joint event with the Rainbow Rose Forum, the University's Unity Canvas Event, Remembrance Day, Interfaith week and Christmas Carol events.

(f)   Aarti Ratna had stepped down as Co-Chair from the Race Forum and had been succeeded by Jennifer Bayjoo. Dr Shirley J Thompson was the speaker for the Annual Race Lecture on 17 October 2018. A discussion panel relating to black students experiences in higher education was being held on 23 October 2018 and all students and colleagues were welcome to attend.

(g)   Leeds Pride had been held on 5 August 2018 and had been well attended with over 130 colleagues and students attending with family and friends to support the University's float. The University was also sponsoring one of the 15 rainbow plaques that were being spread across the City Centre. Led by the Chaplaincy, Queerspace had been launched to support LGBT+ people of faith at the University and the University of Leeds.

015.2018.EDC   It was **noted** that the results of the race equality surveys for colleagues and students would also be considered by the Race Forum which would also have a role in communicating the results and actions back.

Part D: Other Business

Schedule of business for 2018/19

016.2018.EDC   The Committee received its schedule of business for 2018/18 (paper reference EDC-2018-010).

Date of next meeting

017.2018.EDC   The next meeting of the Equality & Diversity Committee would be held at 10:30 on 07 March 2018 in the Acre Room, James Graham Building, Headingley Campus.

Other business

018.2018.EDC   No other business was raised.

Confirmed by the Committee/Board as a correct record and signed by the Chair:

Signed: _____   Date: _____

ACTION SHEET

Minute	Action required	Responsibility	Update format
001.2018.EDC	<u>Membership</u> Follow up with the Branch Secretary if a nomination to replace Mumtaz Khan doesn't come through. No Chair of the Gender Equality Forum has been establish, this group will therefore cease going forward	Secretary Katrina Tilbrook	Include as part of membership report Include as part of membership report
007(i).2018.EDC	Provide a further update on the development of the Wellbeing and Mental Health Framework, associated action plans and the establishment of the Wellbeing Committee.	Priscilla Preston / Natalie Saunders	Laura Flatman to provide an oral report for March meeting
008(c).2018.EDC	Bring back further proposals in relation to the future of the Dignity & Respect Network once the review of the University's Grievance Policy and Dignity and Respect Policy was underway.	Katrina Tilbrook	Katrina Tilbrook to advise timing.
014(b).2018.EDC	Bring a report on the survey results from the Race Equality survey for colleagues and students to the next meeting.	Katrina Tilbrook	Agenda item for March meeting

Public Sector Equality Duty 2019

Executive Summary

This report provides key headlines from the annual equality information published each year as part of the University's legislative requirements under the Public Sector Equality Duty.

Action Requested

This report is information**.** The Committee is invited note the report.

Appendices

Public Sector Equality Duty Executive Summary

Author

Name: Nabila Ayub
Job title: Equality and Diversity Adviser
Date: February 2019

Approval Route

February 2019   Katrina Tilbrook, Equality and Diversity Manager

Public Sector Equality Duty 2019

Introduction

1. The University publishes annual equality data for colleagues and students, which is refreshed each year in line with legislation.

2. This report provides an overview of the University's obligations under Public Sector Equality Duty (Equality Act 2010) and accompanies the executive summary (Appendix 1). The full report can be accessed at https://www.leedsbeckett.ac.uk/public-information/equality-and-diversity/data/

Legislative Context

3. Under the Equality Act (2010) all employers are required to commit to a general equality duty which covers three main areas:

   - eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
   - advance equality of opportunity between people from different groups
   - foster good relations between people from different groups

4. We must demonstrate due regard for all three areas by considering each as we develop policy, design services and educational provision and when procuring or commissioning services from others. Our equality impact assessment process is a key part of meeting this criterion.

5. As an HEI we are also bound by Public Sector Equality Duty, designed to help public bodies fulfil their requirements under the Equality Act. This requires us to publish information annually, which demonstrates our compliance with the duty and to set and publish equality objectives at least every 4 years. Full details are in the University Equality, Diversity and Inclusion Framework.

Equality Information

6. How we choose to present equality information is up to each individual institution, but all information must be published in a way that makes it easy for people to access it. This includes clear signposting from the University homepage as well as being compatible with assistive technology. Information must relate to employees and students and should be accessible to the public with sufficient detail to enable those who access it to assess how well the institution is complying with the general duty.

7. The current format and presentation was agreed at Committee in 2016 and will be reviewed for the next academic cycle in 2019-20 .

8. The Equality Act refers to a number of protected characteristics; Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion and belief, Sex and Sexual Orientation. Although Marriage and Civil partnership is also a protected characteristic it is not included within the Public Sector Equality Duty. Our data is presented, where possible, using the protected characteristics as categories in relation to both staff and students.

Public Sector Equality Duty Report 2019

Executive Summary

leedsbeckett.ac.uk

Introduction

Equality, diversity and inclusion are integral to our culture and at the core of how we work with all members of our community. The Equality Diversity and Inclusion Framework draws together our equality, diversity and inclusion vision, principles and objectives. This framework and associated objectives support us in meeting our duties as a public body as part of the Public Sector Equality Duty, designed to help public bodies fulfil their requirements under the Equality Act (2010). All Higher Education Institutions (HEIs) and colleges are required to commit to a general equality duty which covers three main areas:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. advance equality of opportunity between people from different groups
3. foster good relations between people from different groups

The Equality Act also refers to a number of protected characteristics; Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion and belief, Sex and Sexual Orientation. Marriage and Civil partnership is also a protected characteristic but it is not covered by the Public Sector Equality Duty.

As well as our general duties above there are specific duties on us to publish information to show how we are complying with the equality duty. This data must be accessible and easily viewed by everyone. Our data is presented, where possible, using the protected characteristics as categories in relation to both staff and students.

Equality KPIs : Progress Update

We are monitoring our progress in relation to our Equality, Diversity and Inclusion framework through detailed action plans to support key underpinning initiatives such as Access and Participation, Athena SWAN and the Race Equality Charter. The table below provides a cross reference with our charter KPIs in relation to our published annual equality information.

Reference	Objective		2014	2017	2018	Progress
Athena SWAN 2.2	Increase female representation at senior level	**G10+**	46.1%	43.3%	37.1%	🟥
		SMG	45.0%	34.4%	39.4%	🟧
Athena SWAN 2.3	35% Female representation within professoriate by 2020		19.1%	30.9%	28.6%	🟧
Athena SWAN 3.4	50% Female representation within Governing Body by 2020		40.0%	45.0%	33.3%	🟥
Race Charter 6d	Increase BME representation within the professoriate		10.6%	17.6%	20.6%	🟩
Race Charter 6d	Increase BME representation at senior level	**G10+**	3.9%	6.7%	6.5%	🟥
		SMG	0%	6.3%	6.1%	🟥

The years covered in the table above and in the full report include a major realignment of School structures, which has had an impact particularly on roles at Grade 10 +. There are currently 5 vacancies on the Board of Governors which is impacting the current gender profile. The University was commended in the recent Women Count - Leaders in Learning report (2018), for being one of

only 11 universities nationally to have maintained a gender balanced Board over a number of years.

The University staff population remains stable at approximately 3000 (headcount) each year. In 2018 this was 3006 individuals of whom:

- 48.4% of staff are employed in academic roles (teaching and research)
- 51.6% are employed in professional and support roles
- Overall 54.9% of staff are female, 45.1% of staff are male

Definitions

All Staff	=	All staff on the University payroll
Academic Staff	=	All teaching and research staff excluding Professors
Management (Grade 10+)	=	Excludes Professors
Professoriate (Grade 10 & 11)	=	All professors including Directors of Research
Professional and Support Staff	=	All non-academic staff including G10+, excludes Deans/DVC/VC
Senior Management Group (SMG)	=	VC/DVC/Pro-VC/Deans/Directors/Registrar

Age:

- 25.8% of staff are aged between 16-35
- 41.6% of staff are aged between 36-50
- 30.3% of staff are aged between 51 -65
- 2.2% of staff are aged 66+

The age profile overall continues to follow a normal distribution across the age bands peaking in the 46 – 50 age band. Since 2016, the numbers of staff in the 31 – 35 and 36 – 40 age bands has decreased and we will be looking at turnover rates by age to establish whether there is any correlation.

Disability:

- 3.7% of colleagues have identified as disabled
- 9.4% of colleagues prefer not to say
- 83% of colleagues have no stated disability

The proportion of colleagues who identify as disabled and record this in their personal information has decreased from 4.7% in 2014 to 3.7% in 2018. The decrease appears to be more marked among the academic colleague group than in professional and support services.

Ethnicity:

- The proportion of colleagues who identify as BAME remains constant at 11.8%
- The proportion of colleagues within our professoriate who identify as BAME has increased from 17.6% in 2017 to 20.6% in 2018

- The proportion of management colleagues (G10+) who identify as BAME has increased from 3.9% in 2014 to 6.5% in 2018. At senior management level, the change is from 0% in 2014 to 6.1% in 2018.

The proportion of colleagues who identify as BAME is increasing at senior level and within the professoriate. Overall, the university colleague BAME profile remains level at 11.8% having increased from 8.8% in 2012.

Gender:

The gender profile for professional and support staff is 59.3% Female to 40.7% Male and has remained at similar levels since 2014. Unusually for the sector, the gender profile among academic colleagues is balanced at 50.2% Female to 49.8% Male and has remained at these levels over the last 5 years.

Key Findings @ 1 October 2018 by Role

Academic:

- Most academic colleagues are aged 46-50 (225) in comparison to 92 staff members aged 26-30.
- 3.4% of academic staff have stated a disability in comparison to 4.8% in 2014 and 84.1% of academic staff have stated no disability
- Gender representation across all academic grades is balanced at 50.2% Female to 49.8% Male
- BAME representation is 12.7% and has increased very slightly over the 5 year period

Professional & Support:

- 69.3% of all female professional/support colleagues work in grades 1-5
- 56.2% of females work in grades 6-9 compared with 43.8% of male staff.
- There is a decrease of staff stating a disability from 4.6% in 2014 to 4.1% in 2018.
- The percentage of BAME and female staff in professional/support has remained at 10.8% in 2018.

Professoriate:

- 20.6% of Professors identify as BAME
- The number of Professors has increased in number from 47 in 2014 to 63 in 2018, and spans grades 10 and 11
- 4.8% of Professors have stated a disability
- 28.6% of staff in the professoriate are female and 71.4% are male

Senior Management Group:

- There are 34 colleagues within the Senior Management Group (SMG) an increase of 14 since 2014 which reflects the Faculty realignment in 2016
- 39.4% of SMG are female, a decrease since 2014 when women represented 45.0% of the group
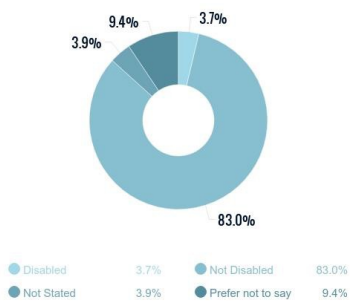- 6.1% of staff within SMG identify as BAME, an increase from 0% in 2014.

University Figures

National Figures

Leeds Beckett University 2018

Current staff population: 3,006

Female 55%

Male 45%

Advance HE Stats 2016/17

UK Staff Population: 419,710

Female 54%

Male 46%

Staff Disability 2018

9.4%
3.7%
3.9%
83.0%

- Disabled 3.7%
- Not Disabled 83.0%
- Not Stated 3.9%
- Prefer not to say 9.4%

Advance HE-Staff Disability

2.7% 4.6%
92.7%

- Disabled 4.6%
- Not Disabled 92.7%
- Not Stated 2.7%

Academic Staff 2018

3%	50%	13%
Disability	Female	BME Staff
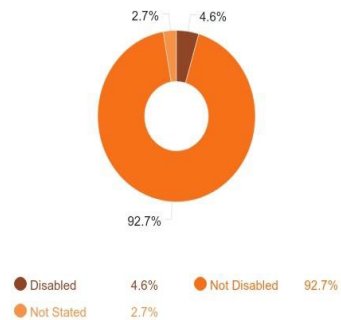
Advance HE-Academic staff

4%	46%	15%
Disability	Female	BME Staff

University Figures

Professoriate 2018

5%	29%	21%
Disability	Female	BME Staff

Professional & Support Staff 2018

4%	59%	13%
Disability	Female	BME Staff

Senior Management Group 2018

0%	39%	6%
Disability	Female	BME Staff

Grade 10 + (Profs included) 2018

4%	37%	12%
Disability	Female	BME Staff

National Figures

Advance HE - Professoriate

3%	25%	10%
Disability	Female	BME Staff

Advance HE - Professional & Support

6%	63%	11%
Disability	Female	BME Staff

Unity in Diversity

Executive Summary

This report summarises the progress to date of the Lead Chaplain's Unity in Diversity initiative.

Action Requested

This report is **for information and discussion.**

Appendices

None

Author

Name:	Melvyn J Kelly
Job title:	Lead Chaplain
Date:	24th February 2019

Approval Route

25 February 2019   Jan Daley, Associate Director - Student Services

Unity in Diversity

Introduction

1. At the Equality and Diversity Committee held in February 2018, Revd Melvyn Kelly, Lead Chaplain, introduced his hope to create a Unity in Diversity initiative at Leeds Beckett along similar lines to the initiative in which he and colleagues were involved at the University of Leeds. The purpose of this report is to provide details of the progress made during the year and to outline ideas for future development of the initiative.

Background

2. Since joining the Universities' Chaplaincy team in September 2016, the Lead Chaplain has been actively been involved in an initiative at the University of Leeds called "Team Unity". The "team" is drawn from a wide range of staff (including members of the University's International Office, the Chaplaincy team and Chaplaincy trust members) and students (undergraduates and post-graduates) from across the University. The team members committed themselves to community building, initially in response to the effects on campus of what we perceived as an increasingly divisive atmosphere in the wake of national and global events.

3. One of the Team's key initiatives in the 2016/17 academic year was our "Unity Canvas Roadshow". Students and staff were asked to help create six 'Unity pledge' artworks by leaving their handprint on special canvasses at roadshows across campus. We asked people to commit to a 'Unity Pledge', acknowledging shared responsibilities and duties towards all the people who work and study at and visit the University. Over 700 members of staff and students and friends of the University of Leeds left a hand print and assented to the pledge. The Unity canvasses are displayed in prominent spaces on the University of Leeds campus.

4. Though the initiative began as a reactive response to particular events, it has now become an intentional community on campus. Each year there are three Unity Lunches - Winter, Spring and Summer where people can gather over lunch and affirm a commitment to Unity and to one another. Between these major events the team focusses on smaller events inviting interested people to gather informally to celebrate Unity.

Unity Pledge

5. The Pledge to which we invited participants to assent was as follows:
I (Name………) make this pledge in the knowledge that my university has a global role, and my own actions impact on the world.
I pledge to work alongside others in creating a community - a community of students, staff, friends and family; a community:
• that recognises the worth and dignity of all human beings
• that cherishes the earth and promotes justice and unity
• that is an accepting, inclusive and safe environment for all
• that appreciates difference, whilst fostering friendship and togetherness.
I accept my own role as part of this community to support, nurture and protect it. I hope through playing my part, as best as I can, to make my university and my world a better place. Therefore, I will actively take steps within my own life to put 'unity' into practice."

Unity in Diversity at Leeds Beckett University

6. The Chaplain's hope is to gather an equally committed, unity-minded "team" of staff and students and replicate this idea, or something like it, at Leeds Beckett University. The remit of the "team" could be even broader than the unity team at Leeds, embracing the celebration of the rich cultural, ethnic and faith diversity within our University. This work would support our strategic aims to be a Community of Great People committed to delivering an Excellent Student Education and Experience. It is also consistent with our Equality, Diversity and Inclusion Framework and emerging Student Mental Health and Wellbeing action plan and Colleague Wellbeing action plan.

Unity Canvasses at Leeds Beckett University

7. There is a rich diversity amongst those who work and study at Leeds Beckett University in terms of culture, ethnicity, race, faith, disability, gender identity, sexuality, etc. Conscious that, all too often, such differences become the focus of negative attention within society, the Chaplain invited students and colleagues to reach out to one another across those many differences in the hope that they can be seen, not as divisive barriers, but as causes for celebration at the richness of our diverse University community. Beginning deliberately during 'Inclusion Week' in September2018, two 'Unity pledge' artworks were created from painted hand prints on special canvasses. Each handprint serves as a symbolic assent to the 'Unity Pledge', acknowledging mutual responsibility, respect and concern towards all the people who study or work at, or visit our University.

8. Over 120 students and colleagues left a handprint in assent to the Unity pledge. Further handprints were added to complete the canvasses, some of which were added in the name of staff or students who had not been able to attend on the actual day of painting.

9. Locations have been identified for the display of these two canvasses in the James Graham Building at Headingley campus and in the Students' Union offices in City campus. There are plans to hold an event on campus at which the canvasses may be "unveiled".

Conclusions

10. The Chaplain hopes that the creation of these two canvasses might launch a cross-campus initiative of commitment to the celebration of Unity in Diversity at the University throughout the year in a variety of ways. The two canvasses might stand as a testimony to the commitment of the Leeds Beckett community to promote a sense of unity, mutual support and respect across the rich diversity of the staff and student body and beyond.

Author

Melvyn J Kelly
Lead Chaplain
24th February 2019

Equality and Diversity Update

Executive Summary

This report provides an update on activities, initiatives and developments which have taken place since the last committee meeting in September 2018. It gives an overview of our work in support of the Athena SWAN and Race Equality Charters both of which align our actions in support of the University Strategy and specifically the REF 2021 and TEF.

Action Requested

This report is information**.** The Committee is invited note the report and share the included calendar.

Appendices

Events Calendar

Author

Name: Nabila Ayub
Job title: Equality and Diversity Adviser
Date: February 2019

Approval Route

February 2019   Katrina Tilbrook, Equality and Diversity Manager

Equality and Diversity Update

Introduction

1. This report provides an update on activities, initiatives and developments which have taken place since the last committee meeting in September 2018. The report is underpinned by our [Equality, Diversity and Inclusion Strategy](#) and our objectives to;

   - promote, celebrate and value equality, diversity and inclusion.
   - attract, retain and develop a diverse student and staff community.
   - foster an inclusive educational environment, advancing excellence in research and learning.
   - ensure our campus is inclusive and accessible and supports everyone to achieve their full potential

2. We are monitoring progress in relation to these through initiatives including our equality charter work, forum activity and events.

Charters Update

<u>Athena Swan (Gender Equality Charter)</u>

3. Our Athena SWAN progress continues with significant work now being undertaken at School level.

4. At School level the award asks the area to evaluate basic data for colleagues and students and is very much focussed on what the subject pipeline looks like. Each School has its own challenges to address and the charter's value comes from assessing what these are and identifying actions to address these. Some subject areas vary significantly in their gender profiles and we have several subjects including English Literature and Nursing which are predominantly female. In these cases actions need to address how to encourage more males to choose the subject and to continue with postgraduate level study.

5. The School of Social Sciences submitted their application for a bronze award in November 2018 with the outcome expected later this year in April.

6. The School of Events, Tourism and Hospitality Management are planning to submit later in 2019 or early 2020 and the School of Art, Architecture and Design have convened their own local self-assessment team to progress their application for submission later in 2020.

7. Athena SWAN is linked with Research funding nationally and, through significant overlap with the HR Excellence in Research Framework, with European research funding as well. The value for research in Schools is in having silver level awards and this is part of a longer-term strategy to develop and support cultural changes at local level.

8. Athena SWAN is specifically named in the REF 2021 [Guidance for institutions on environment factors](#) as one of the indicators Research England recognise to support information about the institution's research environment. Our own code of practice which is currently in draft will

include details of the University's engagement with Athena SWAN and how actions around research plans etc. support our ethos to develop our research culture.

Race Charter Mark

9. In October 2018 the Race Charter team at AdvanceHE disseminated a new data template to support the Race Charter submission. This has now been populated with student data from the Planning & Business Intelligence Team, and with colleague data from HR Information & Systems (HRIS). The full data set refresh includes information on our student and colleague profiles and associated indicators for the last 3 years up to and including October 2018.

10. Initial thoughts are that the template is clunky and data at a granular level can't demonstrate meaningful trends for an institution our size. SAT members have therefore agreed that, where required, data will need to be aggregated to draw out themes.

11. Once this refreshed data has been analysed, local versions will be shared with Deans and Directors as context and to support statements from each area as part of the overall submission process.

12. Results from the race equality surveys for colleagues and students have been analysed and shared with the University's Executive Team and Race Equality Charter Self-Assessment Team (SAT).

13. The SAT also reviewed the latest draft action plan structured around four key themes to underpin a long-term institutional approach; developing an inclusive culture which promotes race equality; increasing the ethnic diversity of our colleague and student body and removing the BAME student attainment gap. A writing subgroup comprising 6 members of the SAT is now working on the accompanying narrative in preparation for our submission.

14. Nationally the Equality and Human Rights Commission is co-ordinating a series of surveys across the sector. These seek information about the processes in place to support staff and students who have experienced or witnessed racial harassment while working or studying at university. All universities have been asked to contribute and we completed our submission in February 2019.

Annual Race Lecture 2018

15. Our Race Equality Forum, active since 2010, has been instrumental in developing our Annual Race Lecture series. On 16 October 2018 we welcomed Dr Shirley Thompson to talk about our African heritage in classical music and the work and research she has undertaken to reclaim this part of our history.

16. These lectures are open to colleagues, students and the wider Leeds community and with 98 attendees they are an important part of our Beckett culture. These events and others like them promote and celebrate the experiences of our diverse student and colleague communities.

Equality Forums

Disability Action Group (Co-Chairs Christine Simpson and Kate Cunningham)

17. The Disability Action Group hosted two lunch-time talks as part of the annual celebration of UK Disability History Month 2018. Themed around Disability and Music, Dr James McGrath talked about the role that music plays for those with autism. For many on the autistic spectrum, heightened senses can often be overwhelming. Dr Alison Wilde talked about her recently published book entitled 'Film, Comedy and Disability', which looks at media representations of disability and inclusivity.

18. The events were open to students, colleagues and members of the public and also attending were members of Leeds Disabled People's Organisation (LDPO). The group campaigns for rights and accessibility for disabled people, and provides social space in Leeds for disabled people to meet each other, organise events and raise awareness of the social model of disability.

19. The Library also supported the month by focussing displays on the resources available with links to disability and music. This included a book display in Headingley Library and a Spotify playlist and the forum expressed their thanks to all the presenters and those who supported the events during the month.

20. Current areas of discussion amongst the group include the proposal that the University shuttle buses should be accessible to wheelchair users. There is an increased requirement for height adjustable desks for students this academic year, and left-handed tablets in the Rose Bowl Lecture Theatres. Estates are aware and will consider these in upcoming planned refurbishments.

Faith Forum (Chair, Melvyn Kelly, University Chaplain)

21. The Faith and Belief Forum reviewed last years' Interfaith Week, marked each year in November. An inter-faith flag was purchased and flown from the James Graham Building with the intention that it be used for future years as a visible symbol with which to connect future activities. There is also interest amongst members to set up an Interfaith group, this will be coordinated by Melvyn Kelly in the coming months and will be open to all colleagues

22. The Carol Singing events at both campuses during the Christmas period were not as well attended as hoped for and for 2019 this will be a single event indoors to avoid the worst of any weather.

23. The forum is still pursuing Vicky Beeching, a writer, broadcaster, speaker, and equality campaigner, as a possible speaker representing both the Rainbow Rose and Faith Forum. The Forum Chairs are developing a joint invitation and date.

24. The forum have also contributed to the final draft of the Faith Code to sit within the University's [Equality and Diversity Policy](#).

Race Forum (Co-Chairs Jen Bayjoo and Tom Fletcher)

25. The Race Forum met on February 5 with main items for discussion centred around the outcomes and actions from the colleague and student race equality surveys.

26. The surveys form part of the University's Race Equality Charter Work. Forum members welcomed the opportunity to discuss the provisional action points and raised a number of

additional areas for discussion; some of which may be covered at E&D Committee. A number of outcomes from the surveys will be debated at future meetings.

27. Also of note is that planning has begun for the Annual Race Lecture. An initial invitation to act as keynote has been extended to Baroness Valerie Amos. We would welcome additional suggestions from colleagues should Baroness Amos be unavailable.

Rainbow Rose Forum (Co-Chairs Ian Lamond and Ian Pette)

28. The forum has met once since the last E&D committee meeting. In November one of the forum chairs participated in the Diversity and Equality conference organised by the city council. The conference fed back from the work of the various protected characteristics groups supported by the council (Including Leeds LGBT+ Hub), together with a report on the current restrictive financial context in which the council is working.

29. As a forum, we have provided a number of opportunities for members to participate in social events over the last few months. These are not subsidised, and are opportunities for forum members to meet informally. Whilst participation has been low in those activities, those participating have expressed an interest that this aspect of the forum's work continue.

30. Recently the forum has been engaged in consultation with student services about the representation of LGBT+ matters in the planned refresh of the "When to Refer" publication for colleagues. The conversations with student services have proved very productive, and we look forward to seeing the new edition of the publication – when it is released.

31. Finally - we are in LGBT+ history month. Thank you to all those within the E&D team, the SU and others (both members of the community and its allies) that have put together the activities and events for the university's contribution to the month. The lights at city campus are stunning, and it is good to see the Rainbow Flag flying over the James Graham building.

LGBT History Month

32. To celebrate LGBT History month (1 February to 28 February) the Rainbow Flag has been flying from the James Graham building and our City Campus Woodhouse building has been lit with the colours of the rainbow. Libraries and Learning Innovation produced a Spotify playlist – including recommendations from the Rainbow Rose university forum, a Pinterest Board and a resources page featuring Leeds Beckett Research in this area. The University also provided a Trans Awareness session open to all colleagues and students as part of Campus Pride hosted by the Student Union.

Pay Gap Reporting

33. Pay gap reporting in relation to gender has been a legal requirement for organisations with more than 250 employees since April 2017. Our first data and report was published in March 2018 and the publication point for the second report is due by the 31 March 2019.

34. Larger employers are required to publish information annually about their gender pay and bonus pay gaps showing the difference between the average hourly pay and bonus pay of men and

women. Data is required for a snapshot date of the 31 March each year and institutions must then publish this within a 12-month window.

35. The University's mean gender pay gap at 31st March 2018 was 9.5% with a median pay gap of 7.7%. compared with a sector median of 15%. These figures represent positive progress and are significantly below the reported sector gender pay gaps in 2018 of 16.1% (mean) and 15% (median) as published by the Office for National Statistics.

36. In October 2018 the government launched formal consultation on extending pay gap reporting to include ethnicity and disability – potentially from April 2020. In anticipation of this our future pay gap analyses will include both groupings based on the personal information which colleagues choose to record. There is no published methodology as yet so any preparatory work we undertake will be to establish a baseline.

Conclusions and recommendations

37. The Committee is invited to note the report and calendar items.

Author

Nabila Ayub, Equality and Diversity Adviser, February 2019

Reference

Equality and Diversity Policy
https://www.leedsbeckett.ac.uk/-/media/files/public-information/a-to-z-guides-and-support/nn_equality__diversity_policy.pdf

Equality, Diversity and Inclusion Framework
https://www.leedsbeckett.ac.uk/-/media/files/public-information/a-to-z-guides-and-support/nn_edi_framework.pdf?la=en

Equality Events for February-March 2019
Equality & Diversity Noticeboard

Industry Skills Panel Discussion: School of Built Environment and Engineering.
http://ckegroup.org/cexcellenceyh/international-womens-week-industry-skills-panel-discussion/

REF 2021 Guidance for institutions on environment factors
https://www.ref.ac.uk/media/1019/guidance-on-environment-indicators.pdf

Calendar 2018 - 19

February	**LGBT History Month** Devilish and Debonair: The Wildean Dandy and the Long Life of a Gay Stereotype, presented by Professor Ruth Robbins 6 February 2019, 12:30 - 13:30 **Trans Awareness session delivered by Kit Heyam** Open to all colleagues and students, hosted by Students' Union 20 February 2019, 11:00-12:30
March	**International Women's Day 8th March 2019** **Women's History Month** 6 March 2019, 12:30 - 13:30 Dieting: why we started and why we must stop, presented by Professor Jayne Raisborough **Cite Women** 4th March 2019, 9.30 – 4:00 Rose Bowl Atrium, by Beckett Kitchen Join Women & the School of Built Environment and Engineering to cite women in assignments, reading lists and articles**.** Share books that have inspired you and pick up a free book and cake. **International Women's Week – Industry Skills Panel Discussion:** School of Built Environment and Engineering. 7th March 2019, 12:00 to 13:30 (registration from 11:30) At: Shulmans Solicitors, 10 Wellington Pl, Leeds LS1 4AP Constructing Excellence Yorkshire and Humber are delighted to be bringing you a lunchtime discussion on the highly topical issue of future skills for the industry lead by a panel of senior sector professionals.

Race Equality Survey Outcomes

Executive Summary

This paper provides key headlines and areas for action identified through the Race Equality Surveys conducted with students and colleagues in 2018 as part of the ongoing work in support of the Race Equality Chartermark.

Action Requested

This report is **for information**. The Committee is invited to note the report.

Appendices

NA

Author

Name: Katrina Tilbrook

Job title: Equality & Diversity Manager

Date: March 2019

Approval Route

March 2019 *Laura Flatman, Head of Strategic HR Projects*

Race Equality Survey Outcomes

1. As part of the Race Equality Charter, race equality surveys were run over the summer of 2018, one for students and one for colleagues. The survey questions are prescribed by Advance HE and are intended to seek feedback across a range of topics in relation to race.

2. A total of 1,273 individuals responded to the surveys (712 colleagues and 336 students) and the analysis of both the quantitative and qualitative information is now complete.   This paper summarises the key headlines and areas for action.

Areas for Action (Colleague and Student)

3. On the basis of both quantitative and qualitative feedback the following areas are those for discussion by the University's Executive Team and will inform the actions we need to take either locally or structurally to deliver change.

4. Further to the analysis of both colleague and student outcomes, the following recommendations have been proposed for consideration as part of a Race Charter submission and a number of these are also captured in the People Strategy.

    - Coaching and mentoring support for BAME colleagues for progression in research, academic management and service management routes
    - Coaching and mentoring support for BAME students (delivered by BAME colleagues as role models) with the potential for reverse or reciprocal mentoring
    - The integration of diversity and inclusion into University and School/Service strategic plans
    - An understanding of equality and diversity as essential criteria in job descriptions and course approval/validation
    - Agree strategies to improve the representation of BAME colleagues on interview panels.
    - Agree strategies to address differential outcomes at shortlisting in colleague recruitment processes.
    - Implement a pro-active zero-tolerance approach to racism and promote greater visibility of this approach to students and colleagues
    - Ensure that modules on race are available to students from all subject areas
    - Consideration of new models of performance review for colleagues
    - Reviewing the promotion process for Reader and Professor to address issues of bias.

Colleague Analysis

5. 3064 colleagues received the survey of whom 712 colleagues responded in full (23.2%) and the analysis is based on their responses. All questions have been analysed by the total responding population (712 people) and then again with ethnicity included. Not everyone chose to include personal information but 617 respondents did answer the first question "do you consider yourself to be from a minority ethnic background". Of the 617 respondents 120 (19.44%) answered yes. For the purposes of the analysis we have therefore used this question to categorise responses by ethnicity.

Headlines from the Colleague Survey

6. There was a good range of responses across services/schools, grade and in relation to ethnicity, gender and disability. The following headlines are based on those statements, which produced more positive or more negative responses from the total population of 712 respondents. The percentage is the number of positive responses expressed as a proportion of all responses. The questions were not mandatory and the agree/total column indicates the number of positive responses and the total number of colleagues who replied to that particular question.

Table 1 : All colleague responses

All Respondents		Key Headlines
%	agree/total	Statement
82.2%	577/702	would recommend the University to a prospective staff member
78.1%	549/703	believe they are treated equally by colleagues irrespective of ethnicity or race
72.9%	514/705	think the University undertakes recruitment and selection fairly and transparently
78.4%	532/679	say their manager is supportive of flexible working
69.4%	483/696	believe they are treated equally by students irrespective of ethnicity or race
64.1%	450/702	think appropriate action would be taken if they reported a race related incident
62.8%	444/707	think there are opportunities to develop within role
52.3%	368/703	think pay awards and increases are allocated fairly and transparently
42.3%	296/699	find the PDR useful

7. If the same headlines are reviewed through the lens of ethnicity, some clear differences (and similarities) emerge.

Table 2 : Colleague responses by ethnicity

"Ethnic Minority"		"Non Ethnic Minority"		Key Headlines	
%	agree/total	%	agree/total	Statement	Difference
71.7%	86/120	85.7%	420/490	would recommend the University to a prospective staff member	14.0%
61.3%	73/119	83.9%	413/492	believe they are treated equally by colleagues irrespective of ethnicity or race	22.6%
67.2%	80/119	75.3%	372/494	think the University undertakes recruitment and selection fairly and transparently	8.1%
75.7%	87/115	79.3%	380/479	say their manager is supportive of flexible working	3.6%
59.0%	69/117	73.6%	360/489	believe they are treated equally by students irrespective of ethnicity or race	14.6%
53.4%	63/118	68.0%	336/494	think appropriate action would be taken if they reported a race related incident	14.6%
54.2%	65/120	66.1%	327/495	think there are opportunities to develop within role	11.9%
44.2%	53/120	54.7%	270/494	think pay awards and increases are allocated fairly and transparently	10.5%
39.8%	47/118	44.2%	217/491	find the PDR useful	4.4%

8. Three key themes were apparent in the data concerning understanding of race within the institution.

9. Firstly, the data suggests a limited awareness of bias and racism within the university. The responses from white colleagues were on a wide continuum from those who were aware of white privilege and the low representation of Black, Asian and Minoritised Ethnic (BAME) colleagues at senior levels to those who saw no issues whatsoever. Perceptions such as these are in contrast both to the statistical data in terms of the under-attainment of BAME students and the low representation of BAME colleagues at senior levels. These are shared issues across the HE sector, constrained by external factors not all of which can be influenced locally. Nevertheless they are issues which we must seek to address.

10. Secondly, the qualitative data suggest that current approaches – even the survey itself – do not adequately reflect intersectional approaches. An example of a lack of intersectionality concerns the responses that highlighted Athena SWAN, which was considered to focus solely on female colleagues without consideration of how race and gender together will affect some colleagues more than others.

11. Thirdly, the university's approach to race was considered to be reactive rather than proactive – the emphasis was understood to be about managing incidents of racism once they were reported rather than embedding diversity within policies and strategy.

12. As the management of racism was felt to be reactive with little integration of race within policy, there was seen to be a lack of commitment from senior managers towards inclusion. The data also suggest that even in the reactive sense, the means of addressing racial discrimination were ineffective, exacerbated by a lack of understanding of the experiences of BAME colleagues and how racism is performed.

Processes and Procedures

13. The data from both BAME and white colleagues are generally consistent concerning the processes and procedures within the university, particularly the PDR and recruitment. The PDR was felt to be a 'tick-box' exercise that was used inconsistently, lacking in rigour, largely unsupportive, and was generally felt to be ineffective in assisting with career development. However, while the weaknesses of the PDR process were common across respondents, these weaknesses were likely to affect BAME colleagues disproportionately, compounded by the lack of understanding of BAME experience or conscious/unconscious bias within higher education:

14. Comments highlighted the over-concentration of BAME staff within lower grades and disproportionately within services rather than academic posts. More BAME people are working in catering or cleaning than in other areas and this is borne out in the quantitative analysis of the University's workforce profile. This is a trend which has also been reported at other HEIs.

15. The survey data highlights concerns with both internal and external recruitment methods and a desire for equivalent access to career coaching and development opportunities in conjunction with greater rigour to minimise bias. The issue of un-representative interview panels is shared across both internal and external recruitment. What is key here is that the location of the problem is not solely within HR or within Schools/Services – the issues are institutional, enacted within both the interpersonal and procedural domain.

16. Our recruitment and selection policy already asks the Panel Chair to ensure "the appropriate composition of the Panel with regard to gender balance and, wherever possible, ethnicity". It is equally important to ensure that the same individuals are not over-burdened with panel membership requests and the Race Charter Self-Assessment Team are working with HR colleagues to establish how to make better use of all trained colleagues across the University.

Differential Experiences

17. The responses highlighted difference in the experience of BAME colleagues and how they felt treated by colleagues and students – especially in comparison to white colleagues. BAME colleagues were less likely to believe they are treated equally by colleagues irrespective of ethnicity or race (23% less likely to agree this than white colleagues). The same question in relation to treatment of colleagues by students elicited a smaller difference – with white colleagues 15% more likely to believe they are treated equally irrespective of race or ethnicity.

18. The lack of diversity and differential treatment was not solely in the responses from BAME colleagues. White respondents also identified concerns about differential treatment and experiences of BAME colleagues and some BAME and white respondents also highlighted awareness that the experiences of BAME students is negatively affected.

Student Analysis

19. The student survey generated 336 responses (1.6% return rate) and those headlines deemed statistically significant are summarised below.

Headlines from the Student Survey

20. In total 336 students responded to the survey 130 (38.7%) identified as BAME and 187 as white (55.7%).

Table 3 : Student Survey Headlines

BME	White	Statement
74.8%	26.5%	The ethnic/racial diversity of Leeds Beckett impacts on my sense of belonging
68.8%	44.6%	I am aware of ethnic/racial tensions within the local community
65.3%	24.7%	The ethnic/racial diversity of the local population impacts on my day-to-day life
64.7%	93.0%	Students from all racial/ethnic backgrounds are included equally at all SU events and societies.
63.0%	74.7%	If I reported a race-related incident, appropriate action would be taken
62.5%	33.3%	The ethnic/racial diversity of Leeds Beckett impacts my desire to stay.
48.9%	11.5%	I considered the ethnic/racial diversity of Leeds Beckett before applying to study here
41.0%	18.2%	I have witnessed or been the victim of racial discrimination in the local area.
25.4%	5.7%	I have witnessed or been the victim of racial discrimination on campus

21. There were areas of similarity throughout the survey, for example; there was very little difference in the proportion of students who said they'd consider a postgraduate degree (78.07% BAME students and 76.4% white students) and over 90% of BAME students and 96.05% of white students felt they were progressing well on their course.

22. The numerical data indicated a significant difference in the sense of belonging experienced by students who identify as BAME and those who identify as white. The qualitative comments indicated mixed views of the University, being both positive and negative, and a number referenced religion when responding to the question about tension locally. This was interpreted by some as relating to their home but based on qualitative comments this was seen as meaning Leeds and local to the University.

23. The Student Union and Societies were both highlighted as needing to be more diverse, despite several BAME candidates standing in the last elections. The Student Union executive has a current BAME campaign and manifesto focussed on BAME student representation and academic experience. Newly recruited BAME student ambassadors also now sit on School course teams.

24. A number of positive comments were made about History and English being areas where race is discussed as part of the curriculum but observations were made around colleague and student representation either in relation to specific courses being predominantly white or predominantly BAME or to highlight a lack of diversity among academic colleagues.

Conclusions and recommendations

25. The quantitative and qualitative data suggest a number of areas for further discussion. These are being considered by the REC steering group and will form the focus of recommendations for inclusion in the

resultant action plan, which will be proposed for approval by the University Executive prior to submission.

26. The Committee is asked to note the report.

Author

Katrina Tilbrook, Equality and Diversity Manager, March 2019

Schedule of Business 2018/19

11 October 2018 Deadline – 26 September 2018	07 March 2019 Deadline – 26 February 2019	04 July 2019 Deadline – 19 June 2019
Dignity & Respect Network and Mediation Service Update	Public Sector Equality Duty	Annual Equality and Diversity Report
Race Charter - staff and student survey feedback	Unity in Diversity	Schedule of Business 2019/20
Alterline research project		Access and Participation Plan – 19/20 (readiness) and 20/21 (planning)
Zero Tolerance project update		Wellbeing & Mental Health Framework Implementation Plan
Wellbeing & Mental Health Framework		Trevor Armour: Campus Masterplan and Accessible / Inclusive Campus update
		Disabled Student Dashboard
STANDING ITEMS	Apologies Declarations of Interest Terms of reference and membership Minutes of the last meeting	Matters arising Equality & Diversity Update (to incorporate the Equality Forum Chairs' Report and Charter Mark updates and the events calendar) Schedule of Business 2018/19

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