University of **Cumbria**

Annual Equality, Diversity and Inclusion Report
2016 - 2017

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Contents

Executive Summary

The University remains committed to supporting Equality, Diversity and Inclusion (EDI). As well as meeting our legal obligations we also want to adopt good practice in ensuring an environment where all our students and staff feel welcome and can fulfil their potential.

This report summarises some of the key work that has been done in terms of Equality, Diversity and Inclusion during 2016 - 17. It also provides an overview of both student and staff diversity data.

The EDI steering group oversees the EDI agenda across the University and is responsible for ensuring that any issues identified in this report are allocated to the correct individual or committee and addressed effectively.

A number of key EDI activities and achievements have been highlighted (see Key Activities section on page 3) and include:
- The development of an EDI Policy and equality objectives
- The submission of a University Bronze Athena SWAN application
- The analysis of gender pay gap data as required by The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017

The EDI steering group agreed a programme of events and activities for 2016- 17 to raise awareness of a range of equality issues and examples are included in the following section. Appendix 3 details the activities for 2017 – 18.

In terms of equality data for staff and students the student and staff profiles remain reasonably static year on year and broadly reflect the average profile of the HE sector. We perform well against the sector in terms of the number of staff declaring a disability and in terms of the fact that we collect data for staff and students regarding sexual orientation, gender re-assignment and religion/belief. However, there are some areas of concern:

Students
- The attainment success of BME students – 52% of BME students achieved a 1st or 2:1 compared to 63% of White students

- The attainment success of disabled students – 56% of disabled students achieved a 1st or 2:1 compared to 63% of non-disabled students

Staff
- The percentage of men who are offered employment compared to those that apply – while 46% of job applications were received from men, only 29% of offers were made to men.

- The percentage of Black and Minority Ethnic (BME) applicants who are offered employment compared to those that apply – while 19% of applications were from BME applicants only 6% of offers made were to BME applicants.

While the EDI steering group has an overview of the equality data and will monitor progress in addressing and improving these issues, there are specific groups and action plans in place to focus on both staff and student issues. The concerns around student attainment are being monitored by, and will be addressed via, Heads of Department through the Student Success and Quality Assurance Committee. The staff recruitment issues are being monitored within HR and will be addressed by the Director of HR via the Athena SWAN action plan (e.g. unconscious bias training for panel members) and the HR Excellence in Research action plan (e.g. work around job descriptions and person specifications).

Key activities and achievements 2016 -17

Equality Policy and Objectives
An Equality, Diversity and Inclusion (EDI) policy has been developed along with equality objectives that closely align with the University strategy and AOP.

Disability Confident
The University succeeded in become a Disability Confident Employer which reflects both the good work it already does regarding supporting disabled staff and the commitment it has made to strengthen this support.

Mindful Employer
The University continued to support the Mindful Employer organisation and committed to continue to raise awareness about mental health issues for both staff and students.

Student Maternity Policy
This policy has been updated to reflect the recent changes to the structure of the university and to align it more closely with best practice suggested by the Equality Challenge Unit.

Equality Impact Assessment Guidelines
This process was used extensively throughout the change programme in order to ensure that no equality group was treated less favourably than another. This will be further embedded into our practices throughout the coming year.

'Prevent' agenda
Over 80% of staff have now taken part in face-to-face training. A training plan has been developed for 2018 to ensure that priority staff receive refresher training while new starters and those who have not already completed the training will have an opportunity to take part.

Athena Swan
The University submitted its Bronze application in November 2017. The self-assessment team (led by the DVC Academic) will continue to meet and will ensure the delivery of the university Athena SWAN action plan. The outcome of the submission (and feedback) will be received in April 2018.

Gender Pay Gap
An analysis of our pay gap data was carried out during 2017. The results and explanatory report will be published on the University website and on the relevant Government website in March 2018.

Events/awareness-raising
The University has an EDI calendar of events in place to raise awareness of equality issues for both staff and students and to contribute to campus vibrancy. Events organised during 2016 - 17 included:
- International Women's Day – a lecture on exploring aspects of gender and education
- World mental Health Day – 'tea and talk' events
- Black History Month and Anti-bullying Week were both marked by a range of events
- The on-line EDI training has continued to be offered to all staff and 83 new staff completed the course during 2016 - 17.

Appendix 3 details the events for 2017 – 18.

Advice, Information and Guidance
Colleagues in Student and Staff Services have continued to provide advice and support across a range of equality issues to both staff and students.

Student Data

This data has been provided by Planning & Performance and Student & Academic Administration Service and is based on the HESA return for 2016/17.

<u>Student Profile</u>   (see Appendix 1, p 6 - 10 for details)

The HE sector data is from the Equality Challenge Unit report – 'Equality in HE: statistical report 2017 – part2: students'. The detailed data available is presented in Appendix 1 but a summary of this data highlights the following points:

- Disability – our disabled students make up 12% of the university student population which is similar to the figure for the HE sector at 11%.

- Sex – our female students account for 66% of our student body compared to only 56% across the sector. This is probably a reflection of the types of courses that we offer which tend to attract women, e.g. nursing and teaching.

- Ethnicity (UK domiciled students) – 10% of our students identify as Black and Minority Ethnic which is much lower than the sector average of 21% (this difference may be due to the location of our campuses and the ethnic breakdown of the local population).

- Information on sexual orientation, religion or belief and gender re-assignment has been included in this report this year. The data regarding sexual orientation and religion or belief has been compared to the sector data and follows a similar pattern although approximately 20% of HEIs don't return this information and, of those that do, approximately 30% of returns are blank.

- There is no sector data available regarding gender re-assignment or any comparable age data.

<u>Student Offers</u> (see Appendix 1, p 10 for details)

An analysis of the data comparing the types of students that accepted offers to join the university highlights the following points:

- There is no difference between the percentage of offers accepted by disabled students and those accepted by non-disabled students (36%)

- In terms of gender, 34% of males accepted offers compared to 42% of females.

- This data is not currently collected for ethnicity.

- In terms of age, 23% those applicants under 21 years of age accepted offers compared to 49% of students aged 21 and over. This may be because we are not the first choice university for many in the under 21 age group.

<u>Student Retention</u>   (see Appendix 1, p 10 for details)

The retention data is very similar across all groups. The difference between categories in each equality group is only 1% or 2% within a small overall range of 91% to 94%.

<u>Student Attainment</u>   (see Appendix 1, p 10 for details)

This analysis examines whether any particular equality group accounts for a higher proportion of those achieving a 1st or 2:1 degree. The data highlights the following points:

- Gender – 64% of female students achieved a 1st or 2:1, compared to 58% of male students. This 6 percentage point gap is similar to the 4 percentage point gap across the sector (75% female and 71% male).

- Ethnicity – 52% of BME students achieved a 1st or 2:1 compared to 63% of White students. This 11 percentage point gap is part of a national issue – the gap is 15 percentage points across the sector (63% BME and 78% White).

- Disability – 56% of disabled students and 63% of non-disabled students achieved a 1st or 2:1. This 7 percentage point gap is higher than the sector gap of 1 percentage point (73% non-disabled students and 72% disabled students). This may be linked to the high percentage of students at UoC who declare a Specific Learning Difficulty (SpLD) which is 53% of all our disabled students compared to 44% for the sector - see page 7.

- Age – the gap in terms of traditional and mature students is relatively small, with 65% of mature students (21 and over) achieving a 1st or 2:1 compared to 61% of those under 21.

Staff Data

<u>Staff Profile</u>   (see Appendix 2 – p 11 - 13 for details)

The detailed data available is presented in Appendix 2 but a summary of this data highlights the following points:

- Gender – female staff account for 68% of our employees compared to 54% for the HE sector (this is probably due to the type of courses we offer).

- Ethnicity – Black and Minority Ethnic (BME) staff make up 4% of our university population compared to 8% for the rest of the sector (this is probably due to the location of our campuses and the ethnic breakdown of the local population).

- Disability – 9% of our staff declare a disability compared to only 5% of staff across the sector. However, this UoC percentage has reduced year on year from 12% in 2013 -14.

This data includes all permanent and fixed-term staff but excludes casual staff and Hourly Paid Academic staff. The HE sector data is from the Equality Challenge Unit report – 'Equality in HE: statistical report 2017 – part 1: staff'.

<u>Staff recruitment</u>   (see Appendix 2 – p12 - 14 for details)

In terms of recruitment data an analysis has been undertaken to establish if there is any discrimination taking place throughout the recruitment process. This analysis highlights the following points:

- Gender – while 46% of job applications received were from men, only 29% of offers were made to men. This gap of 17% is an increase from 13% in 2015/16 and 9% in 2014 – 15. The reasons for this trend need to be understood and a more detailed analysis carried out to identify if this occurs across all roles or just in particular departments.

- Ethnicity – the proportion of job offers made to BME applicants is less than the proportion of applications received. This gap has increased over the past three years as shown below:

BME job applications and offers				
Year	Applications		Offers	
	%	Number	%	Number
2016 – 17	19%	227	6%	10
2015 – 16	12%	185	4%	10
2014 - 15	8%	135	5%	8

While the percentage of applications from BME applicants has increased from 8% to 19% over the past 3 year, the percentage of offers has remained fairly static at 4 – 6%.

- There is negligible difference between the percentage of people who apply for jobs and the percentage who are offered jobs in relation to age, religion, disability and sexual orientation.

Student Profile and compared to UK sector

Disability	All students UoC		UK Higher Education Sector*
	%	Number	%
Disabled	12%	1074	11%
Not disabled	88%	7675	89%
Total		8749	

The breakdown of students by type of disability is shown in the graph below. This data closely matches the data for the sector, with the exception of the SpLD category which is 44% for the sector compared to 53% at UoC.

All UoC students - breakdown of types of disabilities
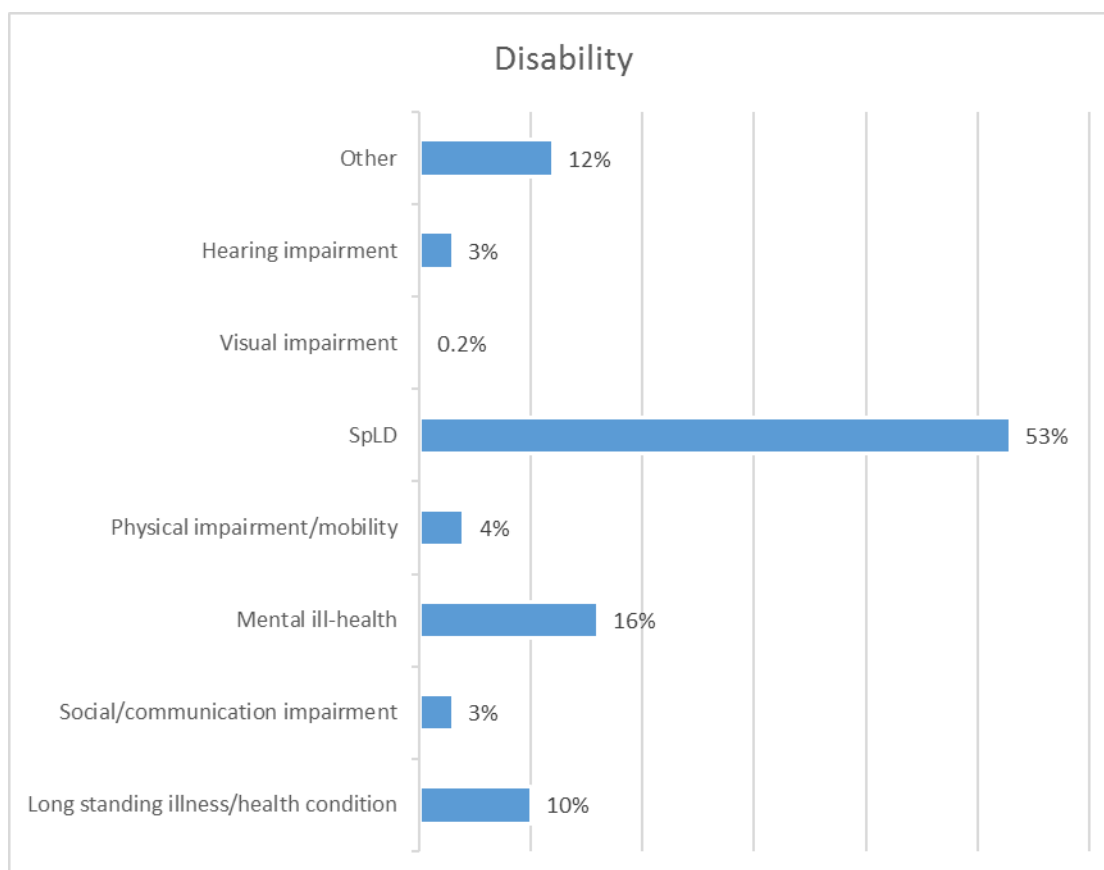
Sex	All students UoC		UK Higher Education Sector*
	%	Number	%
Female	66%	5773	56%
Male	34%	2972	44%
Not known	-	4	-
Total		8749	

Ethnicity	All UK students UoC		UK Higher Education Sector* (UK domiciled students)
	%	Number	%
BME*	10%	961	21%
White	88%	7663	77%
Not known	1%	125	2%
Total		8749	

*Black and Minority Ethnic – includes all categories other than White

UK students – BME population by ethnic group

Ethnicity

7%
12%
27%
54%

■ Black or Black British ■ Asian or Asian British ■ Mixed ■ Other
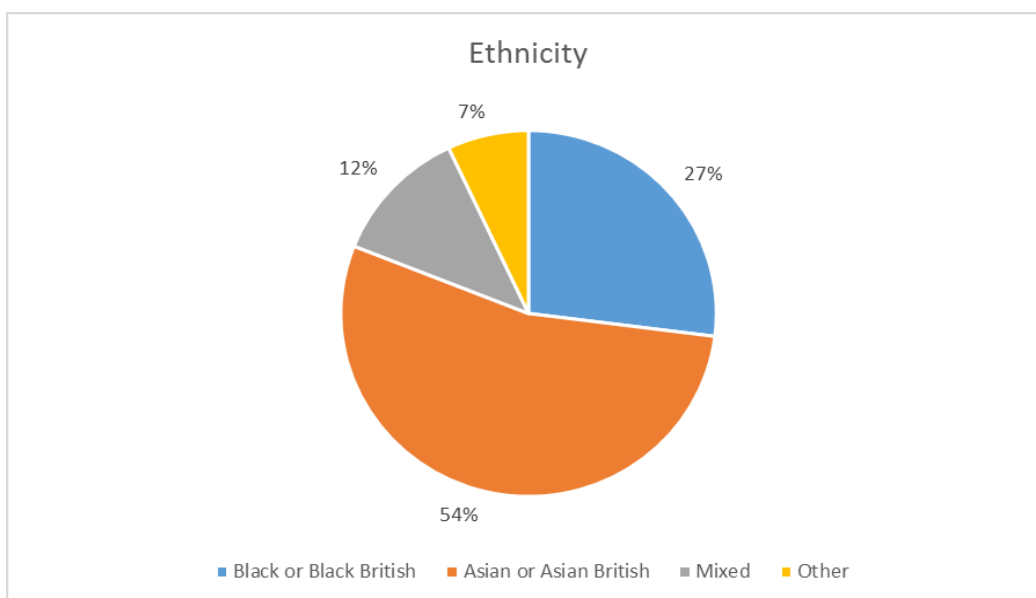
Age	All students UoC	
	%	Number
<21	38%	3327
21 - 24	18%	1552
25+	44%	3869
Not known	-	1
Total		8749

*Comparable UK HE sector data not available

Sexual orientation	All students UoC		UK HE Sector*
	%	Number	%
Bisexual	2.7%	234	1.5%
Gay Man	1.3%	114	1%
Gay Woman	1.7%	147	0.5%
Heterosexual	85.6%	7487	59%
Other	1.3%	111	1.1%
Information Refused	7.0%	615	7.6%
Not known	0.5%	41	29.3%
Total	100%	8749	100%

*Includes 82% of institution – the remaining 18% did not return data

Religion or Belief	All students UoC		UK HE sector*
	%	Number	%
No religion	42.4%	3708	31%
Buddhist	0.4%	35	0.9%
Christian	43.8%	3835	23%
Hindu	0.5%	45	1.3%
Jewish	0.1%	10	0.3%
Muslim	4.6%	403	5.2%
Sikh	0.1%	8	0.5%
Spiritual	1.3%	112	0.9%
Any other religion or belief	1.5%	134	1.2%
Information Refused	4.8%	418	6.3%
Not known	0.5%	41	29.3%
Total	100%	8749	100%

*Includes 79% of institution – the remaining 21% did not return data

Gender Re-assignment	All students UoC	
	%	Number
Do you identify with the same gender that you were assigned at birth? Yes	97.5%	8534
Do you identify with the same gender that you were assigned at birth? No	0.5%	47
Information Refused	1.5%	127
Not known	0.5%	41
Total	100%	8749

 * UK HE sector data not available

Student Offers, Retention and Attainment

Equality characteristic All students UoC		Accepted offers	Retention	1st/2:1 degree attained
Disability	Disabled	36%	91%	56%
	Not-disabled	36%	93%	63%
Sex	Female	42%	92%	64%
	Male	34%	93%	58%
Ethnicity	Black and Minority Ethnic	Not collected	92%	52%
	White	Not collected	93%	63%
Age	Less than 21	23%	94%	61%
	21 and over	49%	92%	65%

Appendix 2 – Staff Data

Staff profile

Equality Category		Head Count	Percentage of total
Contract type	F/T	514	52%
	P/T	483	48%
Sex	Male	323	32%
	Female	674	68%
Age	Age Under 29	70	7%
	Age 30-39	184	18%
	Age 40-49	304	30%
	Age 50-59	334	34%
	Age Over 60	105	11%
Ethnicity	White (British)	903	91%
	Black or Minority Ethnic	39	4%
	Not Known	55	5%
Disability	Disability	94	9%
	No disability	827	83%
	Not Known	76	8%
Total		997	

Staff Equality Data compared to HE sector

Equality characteristic		University of Cumbria	UK Higher Education sector *
Disability	Staff declaring a disability	9%	5%
	Non-disabled staff	83%	92%
	Not known	8%	4%
Sex	Female	68%	54%
	Male	32%	46%
Ethnicity	Black and Minority Ethnic	4%	8%
	White	91%	86%
	Not Known	5%	5%
Sexual Orientation	Heterosexual	82%	42%
	Bisexual	2%	1%
	Gay	2%	1%
	Lesbian	1%	1%
	Other	-	-
	Prefer not to say	13%	14%
	Not known	-	42%

*The HE sector data is from the Equality Challenge Unit report – 'Equality in HE: statistical report 2017 – part 1: staff'.

Staff recruitment - Job applications, shortlisted and offered

Gender	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
Male	568	**46%**	190	**38%**	48	**29%**
Female	678	**54%**	307	**62%**	117	**71%**

Disability	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
Disabled	91	**8%**	48	**11%**	13	**9%**
Not disabled	1029	**92%**	391	**89%**	127	**91%**

Race	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
White	997	**81%**	440	**90%**	154	**94%**
BME	227	**19%**	47	**10%**	10	**6%**

Religion	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
No religion	490	**42%**	440	**90%**	67	**43%**
Religion	689	**58%**	47	**10%**	89	**57%**

Sexual Orientation	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%

LGB+	56	**5%**	27	**6%**	5	**3%**
Heterosexual	1100	**95%**	438	**94%**	151	**97%**

Appendix 3 – EDI Events 2017 - 18

A number of events and activities to raise awareness of EDI issues have been organised during the current academic year. The EDI steering group agreed a calendar of monthly events across a range of equality areas in order to promote EDI and to support the vibrancy agenda. The table below outlines the particular activities undertaken to date and also any associated initiatives already in place.

Date	Event	Particular activities undertaken to support the specific event	Initiatives already in place across the University
October 2017	**World Mental Health Day**	Advertised 'Keeping well at work' leaflet from Mindful Employer to all staff. Promoted a programme of activities, videos, blogs and webinars from Disability Confident. 'Tea and Talk' events organised (for students and staff) to highlight mental health and wellbeing, and to breakdown the stigma still associated with discussing mental ill health. These were held at Lancaster, Carlisle and Ambleside and organised by our Students' Union, Mental Health Case Workers from Student and Staff Services and the Student Well-being Ambassador. The university's approach to mental health attracted interest from a number of media outlets across the region to mark World Mental Health day. Interviews were aired and included details of wellbeing work promoted by the university and mental health student Catherine Hind, who organised an event for students and staff to contribute suggestions for the 'five ways to wellbeing'.	Part of our Health and Well-being strategy is to support those with mental health issues and to prevent their development. The University is a Mindful Employer member and a Disability Confident member. An Employee Assistance Programme is in place for all staff which provides both practical and emotional support to manage both personal and work issues. Mindfulness sessions – non-religious sessions facilitated by co-ordinating chaplain, every Tuesday at Lancaster. Mental health support for students through the Mental Health and Wellbeing Service and the Disability Service. A peer support programme is being piloted for students with mental health issues.

Date	Event	Particular activities undertaken to support the specific event	Initiatives already in place across the University
October 2017	**Black History Month**	Promoted the resources and information that are available on the Black History Month website. Advertised events at the Tullie House Museum in Carlisle including a talk about the origins of BME people in Carlisle, a film screening of 'This Place' and an exhibition. Our Students' Union at Lancaster engaged with the Lancaster University SU and jointly promoted a number of events in the Lancaster area. A wide range of events took place in Tower Hamlets including dance, theatre, music, exhibitions, workshops and films and were promoted at the London campus.	BME data for staff and students is monitored and included in the annual EDI report. This data includes profile and recruitment of staff and profile, offers, retention and attainment of students. Staff bullying and harassment policy and student anti-bullying and harassment guidance and website include ethnicity.
November 2017	**Anti-bullying Week: 'All Different, All Equal'**	A range of communications including staff and student global messages detailed how to respond if someone witnesses or experiences bullying/harassment. The 'Ditch the Label' organisation was promoted to students. This is one of the largest pro-equality and anti-bullying charities in the world. Their work promotes equality and empowers people aged 12-25 to overcome bullying. We shared Stonewall's 'No Bystander Video' with staff and students - a powerful reminder of the impact that our behaviour can have on others.	Staff bullying and harassment policy. Anti-bullying and harassment guidance and website for students.

Date	Event	Particular activities undertaken to support the specific event	Initiatives already in place across the University
December 2017	**Christmas Carol Services**	Services were held at Lancaster, Carlisle and Ambleside	
January 2018	**Holocaust Memorial Day – the Power of Words**	Staff created a display at each campus library (see photo below). The Youth and Community film club showed 'Son of Saul'. The SU put up a display at each SU reception Marketing created screen savers and TV adverts. Local community events were advertised through the staff and student global e.g. film showing, tree planting, interfaith service	
February 2018	**LGBT History Month**	The Rainbow Flag is flying at Lancaster for the whole month. There is a poster display at each campus library during the month. The SU have created displays at each reception. The film 'Pride' is being shown by the Youth and Communities film club. Lecture: 'Supporting Young People who identify as LGBT'	The University is a Stonewall Diversity Champion. Sexual orientation and transgender data for staff and students is monitored and included in the annual EDI report. This data includes profile and recruitment of staff and profile, offers, retention and attainment of students. Staff bullying and harassment policy and student anti-bullying and harassment guidance and website include ethnicity.

Events planned for the future include:

March 2018   International Women's Day

Host a business networking lunch across various campuses that includes a range of speakers

Run a social media campaign via the @UoCCareers twitter pages

The Students' Union plan to:

- Continue running their pink spots campaign (focusing on the importance of smear tests) and provide donated sanitary products in campus toilets.
- Run an event where students are encouraged to talk about women that have inspired them.
- A social media campaign offering information about international women's day and challenging beliefs about the day.

April 2018   Autism Awareness Month

Awareness sessions at each campus – lead by an academic member staff (a specialist in this field)

Display of information at each library and in each SU reception

External marketing of events and student success stories

May 2018   IDAHOT Day (International Day Against Homophobia and Transphobia)