

**Annual Equality, Diversity and Inclusion
Report.
2019–2020**

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Introduction

The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting and celebrating difference, to ensure that we generate a sense of understanding and belonging.

The Equality, Diversity, Inclusion and Well-being (EDIW) Committee provide steer in respect of developments under the equality, diversity and inclusion (EDI) banner, ensuring that the university meets its legal obligations in respect of the public sector equality duty and related specific duties. The proactive nature of the committee and continued collaboration and partnership work delivered across the university, displays our desire to have a positive impact, at a local, national and global level.

EDI is central to our policy and practice and is embedded within our draft People Strategy and our student Access and Participation Plan (APP). Equality impact assessments are completed to support change across the university, with our REF submission process underpinned by the collection and analysis of equality data.

Key Highlights

Our 2019/20 highlights reflect our desire to build a truly inclusive culture at the University of Cumbria. The university ranked in the top 100 of 3 of the sustainable development goals (SDGs) in The Times Higher Education (THE) Impact Rankings 2020, ranking 8th in Quality Education at an international level, and within the top 15 in the UK for Gender Equality.

The Gender Equality ranking is complimented by the formation of our Staff LGBTQ+ Network, championed by Prof Brian Webster-Henderson. This network has over 40 members from across the university and focuses on visibility, education and developing a social community. The network launched on 3rd September 2019 and is open for all colleagues to join, regardless of gender identity and sexuality, including allies, with representation on the EDIW Committee. The staff network have been proactive in raising awareness on key dates, such as Trans Day of Remembrance, with members hosting stalls university wide, distributing rainbow lanyards and providing signposting to colleagues. There were numerous events in February in collaboration with UCSU for LGBT History Month and for International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT) Day in May, the network moved online in light of COVID-19 restrictions, showcasing their online Tree of Hopes and Dreams.

The recently established Accessibility Working Group developed new processes and support throughout 19/20 to improve the student experience when accessing University systems and meet the regulations, including:

- staff training on 'Creating Accessible Resources'
- implemented Blackboard ALLY to provide alternative formats to students
- implemented annual Accessibility testing of online web content, systems, services and applications
- developed Accessibility Statements which communicate potential issues to the user and further support available
- created Accessibility Action Plans for each system to ensure issues are highlighted and resolved to improve the user experience

The processes implemented by the working group will ensure ongoing improvement to accessibility levels which is responsive to new and emerging assistive technologies and University system updates.

19/20 saw the university reassemble a [self-assessment team](#) to prepare for the Athena Swan resubmission. The self-assessment team was created to reflect and represent the university whilst driving the submission, however a decision was made to pause the Athena Swan submission due to the impact of COVID-19.

Numerous events were in place throughout 19/20, acknowledging diversity dates across a range of characteristics, including Dyslexia Awareness Week (awareness sessions and accessible resource training was created for staff) and World Mental Health Day (a festival of mental health included workshops, presentations and marketplace of information stalls, hosted at the Lancaster campus). The university collaborated with AWAZ Cumbria in October to close Black History Month, live-streaming from Fusehill Street to all other campuses. "Celebrating BAME Heritage in Cumbria" featured the High Sheriff of Cumbria, Mrs Marcia Reid-Fotheringham, Peter Foley MBE, Phil Hewitson and Professor Sally Elton-Chalcraft as keynote speakers. Further collaboration linked to race equality resulted in the Institute of Education collaborating with Multicultural Cumbria to deliver a mini bazaar on 10th February at our Fusehill Street campus for approximately 100 primary school pupils. London based students shared their culture through interactive sessions at the main cultural bazaar on 15th February. These events and inclusive culture resonated as part of the Black Lives Matter movement, with the university releasing communication in support of the movement. Race equality remains a focal point in terms of improving internal representation and in respect of the Equality and Human Rights Committee's (EHRC) investigation of Racism in HE report and related Universities UK recommendations.

Areas of focus for 2020/21

As part of our public sector equality duty, our equality objectives are required to be reviewed and updated in line with our evolving EDI agenda. These objectives will help focus the University's attention on priority equality issues for the next 4 years to deliver improvements and will be monitored within the EDIW Committee.

The development of an EDI policy is a priority and will outline how we create, maintain and develop a culture of inclusivity for our university community. The university will continue to work towards key charter marks including Disability Confident and the Stonewall Workplace Equality Index (WEI) and remains a

Stonewall Champion, supporting LGBTQ+ equality with strong links to our staff network and UCSU.

The Black Lives Matter movement highlighted the presence of racial inequalities still present within society, with the university dedicated to continue to work in collaboration with local organisations to develop in this area, via the APP, attainment goals addressing the gap for BME honors and by signing up to the Race Equality Charter.

The university continues to complete the Gender Pay Gap annually as part of its legal obligation and 2020/21 will also see an Equal Pay Review conducted. This review will consider characteristics in addition to gender, in the interest of good practice.

Data Summary

Appendix 1 – Student Data

Data is based on the student HESA return for 2019/20. The HE sector data is obtained from the Advance HE Report “Equality + Higher Education Students statistical report 2020”.

Key points:

- Student attainment figures have increased in every demographic split.
- The university retention average has increased from 87.2% in 2018/19 to 91.9%.
- The gender split continues to be higher for female representation and above the sector average.
- Students declaring a disability continues to be above the sector average at 16.7%, but worth noting the sector average is increasing.
- Student BME representation is below the sector average at 13.7%

Sex	All Students UoC		UK HE Sector
	%	Number	%
Female	65.8%	5229	57.2%
Male	34%	2697	42.8%
Other	0.2%	18	0
Total	100%	7944	100%

Disability	All Students UoC		UK HE Sector
	%	Number	%
Known Disability	16.7%	6614	13.9%
No known disability	83.3%	1330	86.1%
Total	100%	7944	100%

Ethnicity	All Students UoC		UK HE Sector
	%	Number	%
BME*	13.7%	1085	24.3%
White	85.2%	6768	75.7%
Unknown or info refused	1.1%	91	0%
Total	100%	7944	100%

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

Age*	All students UoC	
	%	Number
17	0.1%	7
18-20	25.1%	1996
21-24	23%	1825
25-29	13.9%	1103
30+	37.9%	3013
Unknown	0%	0
Total	100%	7944

*Comparable UK HE sector not available

Religion or belief	All Students UoC		UK HE Sector
	%	Number	%
No religion	44.2%	3512	45.1%
Buddhist	0.4%	35	1.2%
Christian	41.3%	3280	29.4%
Hindu	0.8%	67	2.2%
Jewish	0.1%	6	0.4%
Muslim	6.5%	518	8.4%
Sikh	0.3%	23	0.8%
Spiritual	1.3%	106	1.2%
Any other religion or	1.3%	101	1.6%
Unknown/I nfo refused	3.7%	296	9.6%
Total	100%	7944	100%

Sexual orientation	All Students UoC		UK HE Sector
	%	Number	%

Bisexual	4.1%	328	2.6%
Gay man	1.6%	130	1.1%
Gay woman/lesbian	1.6%	131	0.6%
Heterosexual	84.9%	6742	60.4%
Other	1%	81	1.2%
Unknown/Info refused	6.7%	532	6.9%
Blank	0	0	27.2%
Total	100%	7944	100%

Gender re-assignment	All Students UoC		UK HE Sector
	%	Number	%
Do you identify with the same gender you were assigned at birth? Yes	98.4%	7815	58.3%
Do you identify with the same gender you were assigned at birth? No	0.6%	49	0.6%
Info refused	1%	80	2.2%
Blank	0%	0	38.9%
Total	100%	7944	100%

Student Retention and Attainment (includes entire UoC student population)

	Retention		2:1 and 1st Degree Classifications	
	2018/19	2019/20	2018/19	2019/20
Male	81.0%	90.7%	58.5%	65.1%
Female	90.7%	92.5%	66.6%	71.2%
Disability	94.7%	91.8%	69.4%	72.1%
No Disability	94.7%	91.9%	64.3%	68.5%
White	95.3%	93.3%	69.4%	73.7%

BME	91.4%	88.2%	45.8%	52.7%
Uni Avg	87.2%	91.9%	63.9%	69.1%

Appendix 2 – Staff Data

Data is based on the staff HESA return for 2019/20. The HE sector data is obtained from the Advance HE Report "Equality + Higher Education Staff statistical report 2020".

Key points:

- Our staff BME representation continues to rise, as does the sector average.
- Our gender balance has improved with % male staff increasing by 2%
- Staff identifying as LGB is above sector average
- We are double the sector average for staff disclosing they have a disability

Category		Head Count	% of total	UK Sector Average
Contract Type	Full Time	507	50.2%	67.3%
	Part Time	503	49.2%	32.7%
Sex	Male	359	36%	45.4%
	Female	651	64%	54.6%
Ethnicity	White	930	92%	89.7%
	Black or Minority Ethnic	52	5%	10.3%
	Not Known	28	3%	0%
Disability	Disability	103	10.2%	5.3%
	No Disability	854	84.56%	94.7%
	Info refused	53	5.24%	0%
	Not known	0	0%	
Sexual Orientation	Heterosexual	823	81.49%	42%
	Bisexual	19	1.88%	0.9%
	Gay	19	1.88%	1.1%
	Lesbian	16	1.58%	0.6%
	Other	0	0%	0.3%
	Information refused	133	13.17%	9.8%
	Unknown	0	0%	45.3%

Gender re-assignment		UoC	UK HE Sector
Gender Identity is the same as assigned at birth	582	57.6%	27.9%
Gender Identity is different from that assigned at birth	0	0	0.2%
Info refused	30	3%	2.8%
Blank	398	39.4%	69.1%
Total	1010	100%	100%