EQUALITY & DIVERSITY COMMITTEE

04 July 2019
at 10:30 in Room G02, Broadcasting Place, City Campus

EQUALITY & DIVERSITY COMMITTEE

AGENDA for the Thursday 04 July 2019 meeting

The next meeting of the Equality & Diversity Committee will be held on Thursday 04 July 2019 from 10.30-12.30 in Broadcasting Place, Room G02, City Campus.

10.30	**Part A: Preliminary Items**		**Paper**	**Led by**
	A1	Apologies		Chair
	A2*	Terms of reference and membership	EDC-2018-019	Clerk
	A3	Declarations of interest		Chair
	A4	Minutes of the last meeting held on 7 March 2019	EDC-2018-020	Chair
	A5	Matters arising	EDC-2018-021	Clerk
	A6	Equality and Diversity update	EDC-2018-022	K Tilbrook
10:40	**Part B: Major Topics**		**Paper**	**Led by**
20 mins	B1	Campus Masterplan and Accessible / Inclusive Campus update	EDC-2018-023 Presentation	A Allison
	B2	Access and Participation Plan – 19/20 (readiness) and 20/21 (planning)	EDC-2018-024 Tabled	T Lancaster
11:15	**Part C: Reports from Officers**		**Paper**	**Led by**
	C1	Disabled Student Dashboard	EDC-2018-025 Presentation	J Daley
	C2	Annual Equality and Diversity Report	EDC-2018-026	K Tilbrook
12:20	**Part D: Other Business**		**Paper**	**Led by**
	D1	Schedule of business 2019/20	EDC-2018-027	Chair
	D2	Other Urgent Business		
	D3	Date of next meeting: 10 October 2019 10:30		

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 2019/20
Appendix B: Membership Profile 2019/20

Author

Name: Pam McLaren
Job title: Personal Assistant
Date: 21 June 2019

Terms of Reference

Approval Route

03 November 2010	*Corporate Management Team*
14 March 2017	*University Executive Team (approval of new membership profile)*
31 May 2017	*Equality & Diversity Committee (minor amendment to clarify Forum Representatives)*

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: 2019/20

Membership [42]*
Quorum [21]

Position	**Members**
Deputy Vice Chancellor (Corporate Communications) (Chair) [1]	Tracey Lancaster
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	Mobina Begum
Disability Action Group Co-Chair	Christine Simpson*
Disability Action Group Co-Chair	Kate Cunningham
Rainbow Rose Group Chair	Ian Lamond
Faith & Belief Forum Chair	Melvyn Kelly - on sabbatical (Rehana Bakhat i
Gender Forum Chair	Bronwen Edwards
Staff Representatives [2]	
UCU	Anthony Drummond and Jennifer Dods
UNISON	Karen Carney
Students' Union Representatives [2]	
1 Vice President Equality and Diversity	Ahmed Ali
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	Professor Phil Cardew

In attendance

Secretary [1]	Pam McLaren
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

MINUTES of the 07 March 2019 meeting

Present:

Professor Phil Cardew (Chair)

Lorraine Agu	Andy Allison	Mike Austin
Jennifer Bayjoo	Kerry Chung	Sarah Coll
Jan Daley	Kate Dashper	Anthony Drummond
Laura Flatman	Tom Fletcher	Tatiana Hepplewhite
Melvyn Kelly	Ian Lamond	Tracey Lancaster
Alison Munn	Sally Nickson	Leanne Norman
Priscilla Preston	Ro Sewell	Christine Simpson
Professor Sue Smith	Claire Williams	

In attendance:

Nabila Ayub	Fraser Shelton	Cath Smith
Katrina Tilbrook	Rob Tyers	

Apologies:

Mobina Begum	Rachel Bradford	Justin Burns
Dr Tina Conkar	Kate Cunningham	Jennifer Dods
Professor Damian Page	Annabelle Pangborn	Ian Pette
Professor Ruth Robbins	Joe Rossiter	Natalie Saunders
Joanna Smith		

Part A: Preliminary Items

Terms of reference and membership

019.2018.EDC   The Committee received a report from the Secretary that set out the current terms of reference and membership (paper reference EDC-2018-011). The Chair welcomed new members and formally recorded their thanks to Ian Pette who had resigned from the University and therefore would be vacating the role of co-Chair of the Rainbow Rose Group.

Declaration of interest

020.2018.EDC   No declarations of interest were made.

Minutes

021.2018.EDC   The Committee **AGREED** that the minutes of its meeting held on 11 October 2018 were an accurate record (paper reference EDC-2018-012).

Matters arising

022.2018.EDC   The Secretary presented a report on the matters arising from the minutes of the previous meeting of the Committee held on 11 October 2018 (paper reference EDC-2018-013). It was **reported** that:

a)   The Wellbeing and Mental Health Framework had been revised to incorporate students more explicitly. The Framework was being considered by the Finance, Staffing & Resources Committee on 29 March 2019, after which further activities to support the promotion and implementation of the Framework would be undertaken. A series of activities were being held for University Mental Health Day and a wellbeing survey had been launched for colleagues that would help to further inform actions to support wellbeing and mental health. Chris Skidmore, Minister of State for Universities, Science, Research and Innovation had met with the Vice Chancellor and other local stakeholders to learn more about mental health support for students (minute 007.2018.EDC refers).

b)   The University had decided not to bid for funding activities as part of the Office for Students challenge competition because the competition requirements relating to the use of the funding would have constrained the work that the University was planning to undertake (minute 007(d).2018.EDC refers).

c)   The future of the Dignity and Respect Network was likely to be considered in the next academic cycle, once the review of the University's Grievance Policy and the Dignity and Respect Policy were both underway (minute 008(c).2018.EDC refers).

Part B: Major Topics

Gender Pay Gap

023.2018.EDC   The Committee received a presentation on the Gender Pay Gap from the Head of Strategic HR Projects and the Equality & Diversity Manager. It was **reported** that:

(a)   The gender pay gap showed the average difference in earnings between all men and women in an organisation expressed as a percentage of men's earnings and was taken as a snapshot on 31 March each year. The University was required to annually publish the gender pay gap data on its website and the government website by 30 March of the subsequent year. The University Executive Team and the trade unions were currently being consulted on the University's draft gender pay gap report.

(b)   The University's gender pay gap data on 31 March 2018 showed that the University had a mean gender pay gap of 9.5%, against a sector average of 16.1% and a median gender pay gap of 7.7% against a sector average of 15%. Whilst the University's results had improved from the previous year, and were ahead of the sector averages, it was identified that there was still work to be done to address the pay gap.

(c)   The bonus pay gap had also reduced at the University from the previous year, with current figures showing that 1.2% of women received bonus pay compared to 1.9% of men. The University did not commonly pay a bonus and the figures mainly related to long service awards, the contribution reward process and honorarium payments.

(d)   The gender pay gap data also included the proportion of women in each pay quarter. In the lower pay quartiles the University had more women and the proportion of women consistently reduced as the pay quartiles increased with more men included in the highest pay quartile. The distribution of women across the pay quartiles was a significant contributor to the University's gender pay gap data and actions to help encourage more men into entry level roles, support women to progress through the pay structure and appoint more women to senior roles would help to address the gender pay gap.

(e)   Further work relating to recruitment, induction and understanding the reasons colleagues leave the University would also help to support improvements to the University's gender pay gap, as would some of the work being undertaken by schools in preparation for their Athena SWAN submissions.

(f)   There were currently no plans for the Government to require data for non-binary gender identifies as UK law only recognised two sexes.

024.2018.EDC   It was **noted** that:

(a)   Gender pay gap data would vary across schools and services and the HR Business Partners would be working with schools and services to help identify what local actions could be taken to continue to support the improving trajectory.

(b)   Further understanding of how the gender pay gap data related to the University's pay structure and how the data compared to the University's sector benchmark group would be useful.

(c)   Following the recent government consultation on pay gap reporting it was understood that disability and ethnicity pay gap reporting was likely to become mandatory and could be introduced from April 2020. Once the methodology was issued the University would need to undertake some preparatory work.

Part C: Reports from Officers

Public Sector Equality Duty

025.2018.EDC The Committee received a report from the Equality and Diversity Adviser that provided the annual equality information published each year as part of the University's legislative requirements under the Public Sector Equality Duty (paper reference EDC-2018-014). It was **reported** that:

(a) The Committee papers contained the executive summary of the University's Public Sector Equality Duty Report for 2019. The full report was available on the University's website.

(b) The University's public sector equality duty reporting included the University's equality data on 01 October 2018, broken down by each of the protected characteristics in the Equality Act. It was identified that:

i. The University's age profile continued to follow a normal distribution across the age bands, peaking in the 46-50 age band. Since 2016 there had been a decrease in colleagues in the age bands 25-31 and 36-40 and turnover rates by age would be considered to establish if there was any correlation.

ii. The proportion of colleagues at the University identifying as disabled had decreased from 4.7% in 2014 to 3.7% in 2018, and the decline was particularly evident amongst academic staff.

iii. The University's BAME profile remained level at 11.8%, although the proportion of colleagues identifying as BAME was increasing at senior level and within the professoriate.

iv. The gender profile for professional and support staff and academic colleagues had remained stable.

(c) The format of the University's Public Sector Equality Report would be reviewed prior to publishing the next report in 2020.

026.2018.EDC It was **noted** that:

(a) The progress ratings used for the University's charter reference KPIs would be revisited to ensure that the direction of travel ratings were displayed consistently.

(b) The University's Race Charter KPIs that were included in the paper were not required to have completion dates.

(c) The data relating to sexual orientation was not included in the executive summary as had only been received the previous day but it had been incorporated into the full report made available on the University's website.

(d)   It was important to be as transparent as possible when publishing data whilst ensuring that sensitive data was reported in line with data protection requirements.

Secretary's note   *Leanne Norman left the meeting*

Unity in Diversity

027.2018.EDC   The Committee received a report from the Lead Chaplain that set out the plans to create a Unity in Diversity initiative at the University (paper reference EDC-2018-015). It was **reported** that:

(a)   A similar scheme had been held at Leeds University from an initiative known as 'Team Unity' which had successfully held a number of events and created a Unity Pledge.

(b)   It was hoped that a similar concept could be created at Leeds Beckett University that would support the University's strategic aim of being a community of great people, the Equality, Diversity Inclusion Framework and the emerging action plans to support student and staff mental health and wellbeing. To date, a Unity Pledge event had been held during Inclusion Week at which 120 students and colleagues made a pledge by leaving a handprint on one of two artwork canvasses which would be displayed at the Headingley and City Campuses.

028.2018.EDC   It was **noted** that:

(a)   The initial impetus for the developments at Leeds University had grown out of a number of global events which had helped to develop a strong community. There was value in a related initiative at Leeds Beckett University tailored to reflect the University's different culture. The Committee would welcome updates on how the initiative progresses and the Lead Chaplain would welcome support publicising and promoting related events.

(b)   It was identified that further work could be undertaken to promote the value of a range of equality and diversity initiatives as part of student induction.

Equality & diversity update

029.2018.EDC   The Committee received a report from the Equality & Diversity Adviser that provided an update on equality and diversity activities, initiatives and developments that had taken place since the Committee's previous meeting in October 2018 (paper reference EDC-2018-016). It was **reported** that:

(a)   The Schools were continuing to make progress towards Athena SWAN accreditation. The School of Social Sciences had submitted their

application for a bronze award in November 2018, and it was anticipated the outcome would be known in April 2019. The School of Events, Tourism and Hospitality Management were planning to submit in either late 2019 or early 2020 and the School of Art, Architecture and Design were planning to submit in 2020.

(b)   AdvanceHE had submitted a new data template to support the Race Charter submission which the University had populated and the data aggregated where needed. Results from the race equality surveys had been analysed and shared. The Race Equality Charter mark Self-Assessment Team was working on the accompanying narrative in preparation for the University's submission.

030.2018.EDC   It was **noted** that:

(a)   As the Gender Equality Forum did not have a Chair it was no longer operating. In the interim the Committee would help to oversee gender matters to ensure momentum was not lost. It was a concern that the Forum was no longer active and the Equality & Diversity Team would issue a wider call to see if a Chair could be sought.

(b)   The Equality & Diversity Team would also welcome support from committee members in promoting equality and diversity events to try to increase engagement from staff and students.

Race Equality Survey Results

031.2018.EDC   The Committee received a report from the Equality & Diversity Manager that set out the 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 Charter mark (paper reference EDC-2018-017). It was **reported** that:

(a)   The survey questions were prescribed by AdvanceHE and were intended to seek feedback across a range of topics in relation to race. There had been 712 responses to the colleague survey and 336 to the student survey.

(b)   The headline responses to both the staff and student surveys were less positive from BAME respondents than white respondents which was of concern. On the basis of the quantitative and qualitative feedback a number of areas had been identified for discussion by the University Executive Team which would inform the actions needed to deliver change. A series of institutional level recommendations were being proposed for consideration as part of the Race Charter submission which could be adapted locally where needed.

032.2018.GON   It was **noted** that:

(a) Whilst the response rate to the student survey was relatively low the feedback in both the colleague and students surveys had raised a number of important matters and it was crucial that these were considered and addressed. It was important that the action plan developed was more definite than the previous version and clearly addressed the survey feedback. Related work such as the implementation of the Education Strategy would also support improvements.

(b) Whilst the action plan would help the University address the feedback and make improvements to its processes it was important to recognise that the feedback was not solely a matter for a charter mark action plan as it provided an worrying insight into the current experiences of some colleagues and students which needed addressing swiftly.

(c) To date the survey's qualitative comments had not been made available to the Race Forum as there were a number of comments where individuals could potentially be identifiable.

(d) The Students' Union had set up a BAME Ambassadors scheme and recruited 30 BAME Ambassadors to date, one of which represented the Students' Union on the Academic Board. Anecdotal feedback from BAME students has indicated that they want to see action from the University in tackling the matters that they have previously fed back concern them.

Part D: Other Business

Schedule of business for 2018/19

032.2018.EDC   The Committee received its schedule of business for 2018/18 (paper reference EDC-2018-018).

Date of next meeting

033.2018.EDC   The next meeting of the Equality & Diversity Committee would be held at 10:30 on 04 July 2019 in G02(A) Broadcasting Place, City Campus.

Other business

034.2018.EDC   No other business was raised.

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

Signed: _____   Date: _____

Matters Arising

Executive Summary

The report presents the matters arising from the previous meeting of the Equality & Diversity Committee that are not covered elsewhere on the agenda.

Action Requested

This report is **for information**.

Appendices

None.

Author

Name:	Pam McLaren
Job title:	Personal Assistant
Date:	June 2019

MATTERS ARISING

Gender Pay Gap Reporting (minute: 024(c).2018.EDC)

1. Provide an update of the methodology for the disability and ethnicity pay gap reporting at the relevant point. To be brought back to a future meeting at an appropriate point.

Public Sector Equality Duty (minute: 026(a).2018.EDC)

2. Revisit the progress ratings for the University's charter reference KPIs to ensure that the direction of travel ratings, are displayed consistently. This has now been amended and updated on the webpage: https://www.leedsbeckett.ac.uk/public-information/equality-and-diversity/data/

Gender Equality Forum (minute: 030(a).2018.EDC)

3. Issue a wider call to try and find a Chair for the Gender Equality Forum. Bronwen Edwards is the new Chair of the Gender Equality Forum.

Equality and Diversity Update July 2019

Executive Summary

This report provides an update on activities, initiatives and developments which have taken place since the last committee meeting in March 2019 including; changes to the University's Equality and Diversity provision, the development of a new Accessibility Web Resource and an update on progress in relation to Athena SWAN and the Race Equality Charters.

Action Requested

This report is for **information.** The Committee is invited to note the report and promote this more widely in their own areas, including the events being organised as part of the annual calendar cycle.

Appendices

NA

Author

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

Approval Route

June 2019   Katrina Tilbrook, Equality and Diversity Manager

Equality and Diversity Update July 2019

Introduction

1. This report provides an update on activities, initiatives and developments which have taken place since the last committee meeting in March 2019.

Equality and Diversity Team Changes

2. Following consultation, the proposed restructure in HR has now concluded and the new structure will take effect from 1 September 2019.

3. The restructure consultation generated a useful conversation around how the equality and diversity agenda will look in future. A key focus for the new E&I Manager will be to ensure that equality and diversity are integrated within our core processes and to enable a more nuanced approach for each School and Service with a focus on local engagement, ownership and accountability.

4. Recruitment for the new E&I Manager is currently underway. Further thoughts about how we can reframe our approach to E&I will be explored with this committee over the coming months.

Equality Forum Update

5. A number of forum vacancies have now been filled. Bronwen Edwards and Tara Hill have both been appointed as Co-Chairs of the Gender Forum. Mobina Begum replaces Jen Bayjoo as Co-Chair of the Race Forum. The University's Muslim Faith Adviser, Rehana Bakhat, is deputising for our Chaplain during his sabbatical.

6. Current Forum Chairs as of June 2019:

Co/Chair	Co/Chair	Forum
Christine Simpson	Kate Cunningham	Disability Action Group
Melvyn Kelly	Rehana Bakhat (deputising)	Faith
Tom Fletcher	Mobina Begum	Race
Ian Lamond	Vacant	Rainbow Rose
Bronwen Edwards	Tara Hill	Gender

7. The University's Equality and Diversity Policy highlights the roles and responsibilities for colleagues at all levels from our Governing Body to individual colleagues, students and members of the Public. The purpose of the Forums is:

- To provide a safe and supportive environment in which to discuss issues relating to each of the equality strands;
- To provide support and networking and share best practice across all equality strands;
- To assist in the monitoring and reporting on compliance with equality and diversity legislation and good practice;

- To contribute to the development of policies directly relating to equality and diversity, and those which indirectly affect equality and diversity issues through the equality impact assessment process.

8. The purposes listed above form the basis of the current terms of reference which all five equality forums currently work to.

9. The latest forum meetings have all focussed on what the changes to our new HR structure will mean in terms of how the University supports the forums to increase awareness and contribute to the development of inclusive policy and practice. This support is outlined in our Equality Diversity and Inclusion framework as part of our legal duty to foster good relations and advance equality of opportunity between people who share a protected characteristic and those who do not.

Accessibility Web Resource

10. We are currently developing a single point of reference for managers and colleagues seeking support in relation to disability and reviewing what else we can do to improve how disabled colleagues feel both in terms of feeling valued and in relation to work satisfaction.

11. The 2018 colleague survey questions were analysed by CAPITA using grouped response rates based on how respondents identify. There were no differences in response (positive or negative) in relation to gender, ethnicity, religious belief or sexual orientation.

12. Respondents who indicated they have a disability were less likely to say that work satisfaction was high or to say they feel valued by colleagues.

13. With input from E&D, Quality Policy Development, Occupational Health and Wellbeing a new webpage with resources for colleagues with disabilities is underway. The webpage will include support for managers, individuals and team members and information on how to access assistive software, use accessibility features within Microsoft Office, clearer guidance on parking facilities and Access to Work (a Government needs based support scheme).

14. Colleagues from the Disability Action Group and Library Learning and Innovation have provided input and materials to the draft page. Further feedback, prior to publication, will be sought from all contributors and from our equality forum membership.

REF 2021

15. Equality and Diversity has been a key feature of the University's REF Code of Practice which was submitted in June.

16. The first iteration of the Equality Impact Assessment was included as an appendix within the Code of Practice and can be viewed on the University's equality impact assessment webpage.

17. Equality and Diversity training in REF has now been delivered to 65+ academic colleagues – as REF decision makers. This includes all members of the Units of Assessment Panels, the Appeals and REF Equality Panel membership and the REF Strategy Group. The training has been delivered as a workshop and includes REF specific sections on equality law and bias.

Charters Update

Athena Swan (Gender Equality Charter)

18. Our Athena SWAN progress continues with significant work being undertaken at School level including work on resubmissions by the School of Social Sciences and School of Cultural Studies and Humanities.

 Race Charter Mark

19. Work continues on our University submission as part of the Race Equality Charter. We have renewed our charters membership with AdvanceHE and plan to submit in February 2020 with agreement from the Self-Assessment Team (SAT). This aligns with our Access and Participation Plan (APP) submission in July 2019 with a degree of overlap and synergy in the actions for both.

20. The SAT is currently reviewing its own membership in light of changes across the wider university and the need for contributions and input at School and Directorate level.

21. Local versions of the data analysis will be shared with Deans and Directors as context and to request supporting statements from each area as part of the overall submission process.

Equality Events

Black History Month 2019

22. The new academic year will begin with Black History Month in October. To mark the end of the UCI Road World Championships the University will host the Black British Cyclists Exhibition from 01 October to 10 October 2019.

23. This will be followed by the Annual Race Lecture, taking place on Wednesday 16 October 2019 with key note speaker Amatey Doku, Vice President NUS. Titled, "The Black Attainment Gap: Viewing the student experience through a race lens", Amatey will explore the historical context, the scale of the challenge facing universities and the opportunities for system wide change.

24. The event will be managed by members of the Race Forum with support from the Events and Marking & Communications Team.

Leeds Pride 2019

25. The University will be participating in this years' Leeds Pride event as it has done every year since 2014. The University banners are being replaced with a rainbow version of the new logo and the event is being managed by members of the Rainbow Rose Forum.   News items are scheduled for the 8th and 22nd of July with details of where colleagues will be meeting ahead of the parade.

Conclusions and recommendations

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

Author

Nabila Ayub, Equality and Diversity Adviser, June 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

REF 2021 Equality Impact Assessment
https://www.leedsbeckett.ac.uk/public-information/equality-and-diversity/equality-impact-assessment/

Calendar 2019 - 2020

August	**4 August 2019 – Leeds Pride** Leeds Beckett walking float
October	**16 October 2019 – Annual Race Lecture** Key Note: Amatey Doku, NUS Vice President

Annual Equality, Diversity and Inclusion Report

Executive Summary

This report outlines the activities undertaken by our Equality and Diversity team in progressing our University's diversity agenda in the period May 2018 to May 2019.

This is the first year of activity following the development of our Equality, Diversity and Inclusion (EDI) Framework and in preparing this report we have structured the content around its four 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

The coming academic year will see a significant review and reframing of our University's approach to equality and inclusion.

We intend to move away from the dependence on a central resource to set the agenda and define a single set of metrics; the local picture for each School and Service will be more nuanced than a centralised model can cater for and we will seek feedback from colleagues to determine priorities relevant to their context, within the scope of our 4 EDI Framework principles.

Action Requested

This report is **for information.** The Committee is invited to receive this report.

Appendices

Annual Equality, Diversity and Inclusion Report 2019

Author

Name:	Katrina Tilbrook
Job title:	Equality & Diversity Manager
Date:	May 2019

Approval Route

May 2019	*Natalie Saunders, HR Director*

ANNUAL REPORT 2018

Equality & Diversity

Email: Equality@leedsbeckett.ac.uk

LBU
LEEDS
BECKETT
UNIVERSITY

FOREWORD

I am pleased to introduce you to this year's report on Equality, Diversity and Inclusion. This presents a quantitative analysis of our University and reflects both our strengths and weaknesses in statistical terms, with respect to the ways in which our activities reflect and support the promotion of equality and inclusion within our diverse community. This is an important aspect of our legal responsibility, but also one which is at the heart of our ambition to create a culture which supports everyone to achieve their best.

The report aligns closely with other work focused more directly on our students, such as the Access and Participation Plan and the Teaching Excellence Framework. Together these show us as a University that cares deeply about equality and inclusion but still has challenges in demonstrating that this care can result in a student and staff community which truly reflects the wider Leeds community and fully supports achievement for all. This is a matter which we take very seriously, and continue to promote within our deliberative committee structure, and, more widely, across our student and staff communities.

Prof Phil Cardew BA PhD PFHEA FRSA
Deputy Vice Chancellor (Academic)
Leeds Beckett University

Contents

At a Glance

Colleague population = 3006

University   **Sector**

50.2%
Academic: Female

45.7%
Female: Academic:

12.7%
Academic: BME

15.0%
BME: Academic

59.3%
Professional & Support
Female

62.6%
Professional & Support
Female

10.8%
Professional & Support
BME

11.3%
Professional & Support
BME

9.5%
Gender Pay Gap

16.1%
Gender Pay Gap
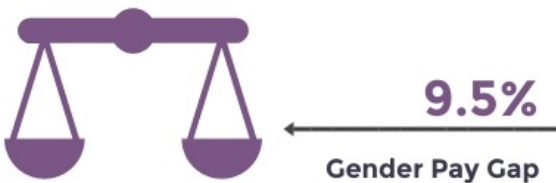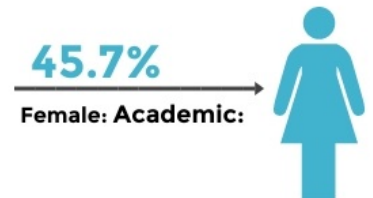
A place where everyone feels respected, valued and supported to achieve excellence

Our Equality, Diversity and Inclusion Framework sets out our vision for the University – that it will be a place where everyone feels respected, valued and supported to achieve excellence – and how we will go about realising that vision. It supports the University's Strategic Planning Framework and underpins our legal obligations under the Public Sector Equality Duty (Equality Act 2010).

This year's key activities span development of services with a continued focus on delivering impact and making a real difference to our staff and student community. The following sections reflect our 4 equality objectives.

1 Promote, celebrate and value equality, diversity and inclusion

Supporting our equality fora and developing knowledge and understanding amongst colleagues is integral to promoting, celebrating and valuing equality, diversity and inclusion. We do this through delivery of training, supporting events and celebrating success.

Key EDI Achievements

- We improved and enhanced the information about our University on the VERCIDA (Values, Equality, Respect, Culture, Inclusion, Diversity, Accessibility) recruitment website. Changes to our profile led to greater prominence and an award for Top 10 LGBT Inclusive Employers in 2018.

- Our approach to maintaining and improving diversity within our Board was recognised when we were named as one of only 11 HEIs with a consistently gender balanced Board in the Women Count, Leaders in Education Report 2018.

- The 2018 Annual Race Lecture was delivered by Dr Shirley J. Thompson, the noted composer and musician and attended by 98 guests from the University and our wider community in Leeds.

- This year has seen a growing awareness and need for support for colleagues and students around gender identity. Increasing numbers of students and colleagues identify as trans or non-binary with a number choosing to transition while working or studying with us. Building on guidance produced in 2016, the Equality and Diversity team commissioned workshops on Trans Awareness with Dr Kit Heyam. 90 colleagues from across our Schools and Services have accessed these to date.

"I feel a lot more confident in applying what I have learnt to further support any transgender students I may come across in future"

- Our equality and diversity workshop and online training has been refreshed and 93% of all colleagues have completed this.

- **Golden Robes 2019:** The Equality and Diversity Team were recognised for their effort and contribution with several nominations in the 2019 Golden Robe awards and were shortlisted for the Team of the Year award.

"The work they've done for both staff and students to ensure we're an inclusive institution is so important to creating a culture of community on campus"

Attract, retain and develop a diverse student and staff community 2

Enhancing our recruitment processes, increasing the representation of women and BAME colleagues and using survey feedback to understand what is positively valued, supports how we attract, retain and develop our community.

Key EDI Achievements:

- A review of the use of positive action statements in recruitment confirmed that there is still evidence to support the continued use of these in relation to race and gender. This is based on analysis of our colleague profile by gender and ethnicity in relation to area, grade and role type. The next phase is to evaluate how effective the statements have been in attracting potential candidates from under-represented groups.

- A new family friendly webpage was launched in 2018 providing a central hub of information for existing and prospective colleagues. The webpage has received 681 views since launching in 2018 and is promoted in our recruitment materials and through agencies like VERCIDA. It signposts benefits and resources to support colleagues balance work and caring commitments.

- The national Aurora programme developing future leaders for higher education is aimed at female colleagues. Now in its 6th year at the University, 68 colleagues have benefitted from being part of the programme with 23% moving into higher graded roles.

- Support for international colleagues has been developed and improved with the launch in 2019 of a new dedicated webpage and resources. Opening a bank account can be challenging for international colleagues yet to establish a home and prove residency. Working with the University's bank, Lloyds, international colleagues are supported in opening an account using proof of employment instead. Modelled on the Return to Work Scheme, HR colleagues are developing a group of international support mentors which will launch in the autumn (2019).

We have used survey feedback over the last year to identify what is positively valued and where we can address areas which are not working as well.

- The 2018 colleague survey questions were analysed by CAPITA using grouped response rates based on how respondents identify. There were no differences in response (positive or negative) in relation to gender, ethnicity, religious belief or sexual orientation. Respondents who indicated they have a disability were less likely to say that work satisfaction was high or to say they feel valued by colleagues. We are currently developing a single point of reference for managers and colleagues seeking support in relation to disability and reviewing what else we can do to improve how disabled colleagues feel both in terms of feeling valued and in relation to work satisfaction.

- More than 1000 colleagues and students completed our Race Equality surveys and highlighted several opportunities for us to develop including: how to increase the ethnic diversity of colleagues at senior level and how to improve our recruitment processes for students and colleagues. This will include sampling and observation of shortlisting panel decisions, increased representation of BME colleagues on recruitment panels and changes to recruitment materials.

- To inform the colleague action plan being developed in support of the Wellbeing and Mental Health Framework a colleague wellbeing survey was undertaken in March 2019. The results on mental health suggest some additional work is required on knowledge and understanding (as opposed to pure awareness) around mental health and mental ill health, to further reduce stigma.

- Our recruitment policy was amended several years ago to ensure gender balance on panels and more recently to include ethnicity as well. Our new recruitment portal includes the facility to monitor panel composition and this will be reviewed annually in the first instance to ensure that policy and practice are aligned.

3 Foster an inclusive educational environment, advancing excellence in research and learning

Supporting colleagues and students through equality of access to develop research independence is one part of how we foster inclusivity and advance excellence in research and learning.

Key EDI Achievements:

- As holders of the HR Excellence in Research Award, principles of diversity and equality must be promoted in all aspects of the recruitment and career management of our researchers. We have amended our annual academic promotions process to ensure that personal circumstances are now considered.

- The University's Code of Practice for REF2021 has been developed with far greater emphasis on the principles of equality and diversity in line with Research England's guidance following Lord Stern's review.

- Self-selection for inclusion in REF 2021 is a key principle in ensuring that colleagues have a voice in the decision-making process. Equality impact assessments will be conducted at fixed points between now and November 2020. Assessment is an iterative process and where disproportionate

impact is identified we are then able to seek to mitigate this through adjustment to our policy or process.

Ensure our campus is inclusive, accessible and supports everyone to achieve their full potential 4

Delivering a user experience which supports all equally and understanding and anticipating the diverse needs of our community ensures that we support everyone to achieve their full potential. This year has seen improvements to our existing services and the development of new initiatives.

Key EDI Achievements:

- Our Return to Work mentoring scheme for new parents has been welcomed by colleagues and continues to grow. We now have 17 mentors and all returning colleagues have the opportunity to meet with a mentor who can provide support based on their own experiences. Twenty mentor/mentee matches have been made since the scheme started in January 2017 with 6 mentoring relationships currently active.

"Brilliant idea, I was really glad to have someone to talk to but who wasn't part of my normal work team"

- We recognise the importance of supporting colleagues with caring responsibilities and have developed a dedicated webpage to offer information and resources. The page launched in December 2018 and there have been 351 views to date. We are currently working in partnership with Leeds Carers and are running free and confidential advice workshops in May to colleagues caring for a family member or friend with an illness, disability or addiction.

- This summer we'll launch an additional webpage with resources for colleagues with disabilities. It will include support for managers, individuals and team members and information on how to access assistive software, services, parking facilities and Access to Work (a Government needs-based support scheme).

Who we are: key facts and figures 2018/19

The data for each year are taken as at 1 October. All personal data are self-declared and where information is unstated, or the individual prefers not to say, this is included separately.

Tables show headcount unless percentages are indicated and data is rounded to the nearest whole percent so may not always total 100%. Where numbers are less than five this is also indicated.

Disability, Ethnicity and Gender data is provided for each colleague category as shown below:

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

Governors

We currently have a number of governor vacancies which are yet to be appointed to and so this data is likely to change.

	Gender		Ethnicity			Disability		
	Female	Male	BME	White	Not Stated	Disabled	Not Disabled	Not Stated
n	5	10	0	12	3	0	12	3
%	33%	67%		80%	20%		80%	20%

Senior Management

		Female		Male		BME		White	
Year	Total	n	%	n	%	n	%	n	%
2014	20	9	45.0%	11	55.0%		0%	20	100%
2015	16	6	37.5%	10	62.5%		0%	16	100%
2016	32	10	31.3%	22	68.8%	<5	6.3%	30	93.8%
2017	32	11	34.4%	21	65.6%	<5	6.3%	30	93.8%
2018	34	13	39.4%	21	60.6%	<5	6.1%	32	94.1%

		Not disabled		Prefer not to say		Unstated	
Year	Total	n	%	n	%	n	%
2014	20	16	80.0%	<5	15.0%	<5	5%
2015	16	15	93.8%	<5	6.3%		0%
2016	32	31	96.9%	<5	3.1%		0%
2017	32	30	93.8%	<5	6.3%		0%
2018	34	33	97.1%	<5	2.9%		0%

The gender balance within SMG is improving but is still out of line with our overall gender profile as an institution, academically and in relation to professional and support colleagues. Diversity of the group in terms of race has also improved from 2014 but is below the 12.7% figure for academic colleagues and 10.8% for professional and support colleagues. Based on personal information records no senior managers identify as disabled.

Professoriate

Professoriate		Female		Male		BME		White	
Year	Total	n	%	n	%	n	%	n	%
2014	47	9	19.1%	38	80.9%	5	10.6%	42	89.4%
2015	60	12	20.0%	48	80.0%	10	16.7%	50	83.3%
2016	62	15	24.2%	47	75.8%	9	14.5%	53	85.5%
2017	68	21	30.9%	47	69.1%	12	17.6%	56	82.4%
2018	63	18	28.6%	45	71.4%	13	20.6%	50	79.4%

| Professoriate | | Disabled | | Not disabled | | Prefer not to say | | Unstated | |
Year	Total	n	%	n	%	n	%	n	%
2014	47	<5	4.3%	38	80.9%	6	12.8%	<5	2.1%
2015	60	<5	3.3%	51	85.0%	6	10.0%	<5	1.7%
2016	62	<5	4.8%	53	85.5%	5	8.1%	<5	1.6%
2017	68	<5	4.4%	60	88.2%	<5	5.9%	<5	1.5%
2018	63	<5	4.8%	55	87.3%	<5	6.3%	<5	1.6%

Good progress has been made within the professoriate to improve the gender balance and ethnic diversity of the group. At national level 25% of Professors are female (ECU, 2018) compared with 29% at the University. 10% identify as BME nationally (ECU,2018) compared with 20.6% at the University. The proportion of colleagues who chose to identify as disabled is slightly higher than the academic figure or the university average, but the group size is also proportionately smaller.

Academic

| Academic Staff | | Female | | Male | | BME | | White | | Unstated | |
Year	Total	n	%	n	%	n	%	n	%	n	%
2014	1505	757	50.4%	748	49.6%	187	12.2%	1309	87.2%	9	0.6%
2015	1595	808	50.8%	787	49.2%	198	12.3%	1378	86.6%	19	1.1%
2016	1560	778	50.1%	782	49.9%	200	12.5%	1334	86.0%	26	1.6%
2017	1553	773	49.9%	780	50.1%	201	12.7%	1311	84.7%	41	2.6%
2018	1455	730	50.2%	725	49.8%	186	12.7%	1238	85.7%	31	1.60%

| Academic Staff | | Disabled | | Not disabled | | Prefer not to say | | Unstated | |
Year	Total	n	%	n	%	n	%	n	%
2014	1505	70	4.8%	1196	79.1%	198	13.3%	41	2.8%
2015	1595	72	4.4%	1300	81.3%	177	11.3%	46	3.0%
2016	1560	61	3.9%	1301	83.4%	152	9.8%	46	2.9%
2017	1553	63	3.9%	1293	83.3%	137	8.9%	60	3.9%
2018	1455	49	3.4%	1223	84.1%	126	8.7%	57	3.9%

We are one of a very few HEIs to have a gender balanced academic population and this has been consistent across several years now. Our ethnic diversity has increased slightly but is still less than the national average for academic colleagues (15%, ECU) and lower than the city demographic (14.9%, ONS). In addition to changes to recruitment practice we will be evaluating the use of positive action statements on academic promotion materials.

Professional & Support

| Professional/Support | | Female | | Male | | BME | | White | | Unstated | |
Year	Total	n	%	n	%	n	%	n	%	n	%
2014	1480	888	59.9%	592	40.1%	144	9.7%	1336	90.3%		0%
2015	1538	930	60.0%	608	40.0%	150	9.8%	1388	90.2%		0%
2016	1593	928	57.8%	665	42.2%	173	10.9%	1402	88.0%	18	1.1%
2017	1511	887	58.2%	624	41.8%	163	10.8%	1335	88.4%	13	0.8%
2018	1551	919	59.3%	632	40.7%	168	10.8%	1361	87.7%	22	1.4%

Professional/Support		Disabled		Not disabled		Prefer not to say		Unstated	
Year	Total	n	%	n	%	n	%	n	%
2014	1480	70	4.6%	1180	79.9%	201	13.4%	29	2.1%
2015	1538	78	5.1%	1237	80.4%	196	12.6%	27	1.9%
2016	1593	75	4.7%	1293	81.2%	182	11.3%	43	2.9%
2017	1511	70	4.7%	1234	81.5%	167	11.1%	40	2.8%
2018	1551	63	4.1%	1272	82.0%	156	10.1%	60	3.9%

Both gender and ethnicity proportions are largely unchanged. Our gender profile has been approximately 60%F : 40%M for many years. This reflects larger numbers of female colleagues in lower graded positions where occupational segregation is also a factor. Our ethnic diversity is disappointingly low among professional and support colleagues particularly given the diversity of our region and city. Our professional workforce is less diverse at 10.8% BME than for academic colleagues (12.7%) and lower than the city figure of 14.9% (ONS). Given the race differential in our recruitment process it is for this reason that we are concentrating on understanding and improving our recruitment practice as a priority.

It is noticeable that the number of colleagues not providing personal information (unstated) is increasing both among academic and professional and support colleagues. The last exercise requesting colleagues complete this was in 2015 when declaration rates were at their highest in every category. Numbers are still low but the trend is nevertheless on the increase and one we will continue to monitor.

Measuring our progress

Progress on equality charters and frameworks has informed several equality measures, set out in the table below, which support our principle of measuring progress and addressing areas as needed. We will develop and add to these as we review processes and practice and the table below shows progress against the initial measures as endorsed by UET.

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%	−

Data as at 1 October

Recruitment underpins all these objectives and we continue to use positive action statements on adverts and in relation to development opportunities. We know from monitoring of recruitment data that women are more likely to be shortlisted and appointed once they apply. The focus here is in attracting more applications from female applicants. In contrast BME candidates are less likely to be shortlisted and then appointed and we need to address the race differential through panel training and composition as well as reviewing whether the recruitment processes is itself a barrier.

Looking ahead 2019/20

Legislation

A number of key legislative changes are expected in 2020. The current gender pay gap reporting requirements will be extended to ethnicity and disability. Bereaved parents will have the right to take 2 weeks' paid time away from work and there is an expectation that the current legal protection against redundancy for pregnant women and new mothers on maternity leave will be extended to continue for up to six months after they return to work.

Events

The new academic year will begin with Black History Month in October. To mark the end of the UCI Road World Championships the University will host the Black British Cyclists Exhibition. This will be followed by our Annual Race Lecture with key note speaker Amatey Doku, NUS Vice President (Higher Education). As Universities are set targets by the Office for Students for the first time to close the BME Attainment gap, he'll explore the scale of the challenge facing universities. From student support to curriculum design as institutions set out to tackle the systemic disparities in attainment.

The University has taken part in the city's Leeds Pride parade and celebrations since 2014 as a visible statement of our commitment to LGBT+ equality. Last year we were joined by over 100 colleagues and students to celebrate the city's annual LGBT+ Pride event.

"Milestones like Leeds Pride are great opportunities for us to demonstrate our commitment to equality, diversity, and inclusion for all our staff and students."

Soft Cell

Meeting at Leeds Beckett University, Marc Almond and Dave Ball went on to form Soft Cell.

Topping the chart with 'Tainted Love', Almond became an instant icon with his androgynous Top Of The Pops performance, reflecting the genderbending New Romantics aesthetics. The band reformed in 2018 to celebrate their 40th anniversary.

#RainbowPlaques

Working with Leeds Civic Trust and Leeds' LGBT+ Hub we sponsored the new rainbow cultural trail launched to coincide with Pride 2018. The trail aims to make LGBT+ heritage, achievements and stories visible. Our own plaque celebrates synth-pop legends Soft Cell whose members Marc Almond and David Ball met whilst studying at our university (then Leeds Polytechnic). The plaque can be found on the side of the Students' Union, next to our Leslie Silver Building.

Compliance

- The annual publication of equality information for colleagues and students is due to be published by 31 January 2020 in line with our Public Sector Equality Duty.

- Our next Gender Pay Gap report based on data as at 31 March 2019 must be published by 30 March 2020.

Future Focus

The coming academic year will see a significant review and reframing of our University's approach to equality and inclusion.

We intend to move away from the dependence on a central resource to set the agenda and define a single set of metrics; the local picture for each School and Service will be more nuanced than a centralised model can cater for and we will seek feedback from colleagues to determine priorities relevant to their context, within the scope of our 4 EDI Framework principles.

Equality and diversity considerations need to be integrated within our core processes at School and Service level and local equality metrics and data insight will be developed for use by Schools and Directorates. These insights will be used to develop local actions and equality objectives as we are now doing in relation to local gender pay gaps. Our new management development programme will include equality and inclusion as integrated aspects within sessions on teamwork and HR process. The new structure within HR will support our approach to equality and diversity and reframing focus with significant local engagement, ownership and accountability.

We are planning to work with managers, trade unions, our fora and colleagues across the University to develop a more inclusive approach to diversity. This will provide colleagues with the skills and scope to change their practices on a day-to-day basis alongside an increased responsibility for demonstrating the impact achieved through their actions.

Schedule of Business 2019/20

Executive Summary

The report presents the Committee's schedule of business for 2019/20.

Action Requested

The report is for **information**. The Committee is invited to note the schedule of business and make suggestions for future agenda items throughout the year.

Appendices

None.

Author

Name:	Pam McLaren
Job title:	Personal Assistant
Date:	May 2019

DRAFT Schedule of Business 2019/20

10 October 2019 Deadline – 25 September2019	5 March 2020 Deadline – 19 February 2020	2 July 2020 Deadline – 17 June 2020

| **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 2019/20 |

*To be populated when replacement E&D Officer is in post.

*Gender Pay Gap – Provide an update of the methodology for the disability and ethnicity pay gap reporting at the relevant point.

EDC-2018-027