

**Executive Summary of Business
for Council**



Title	Equality and Diversity Annual Report
Author	Jackie Rymell (T) 01273 873720 (E) j.a.rymell@sussex.ac.uk
Type	Report
Date	14 November 2012
Summary	This annual report covers the academic year 2011/12 and aims to highlight the work undertaken by the University to eliminate discrimination, promote equality of opportunity and foster good relations between different people.
Recommendation	Council is asked to NOTE this report.

1. Introduction

- 1.1. This annual report for Council gives an overview of the equality and diversity work undertaken by the University over the 2011/12 academic year.
- 1.2. The main provisions of the Equality Act 2010 have now been in force for two years. The Public Sector Equality Duty, which consists of a general duty and specific duties, came into force on 6 April 2011. The timeframes for implementation of the requirements of the specific duties fell within the 2011/12 academic year. During the period of this annual report, therefore, the University has published equality information (January 2012) and equality objectives (April 2012) in accordance with these specific duties.

2. Public Sector Equality Duty

- 2.1. The Public Sector Equality Duty requires public bodies and others who exercise public functions to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations between people who share a protected characteristic and those who do not share it. This general duty is supported by specific duties, set out in regulations, which require public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty, and to set themselves specific, measurable equality objectives.
- 2.2. In January 2012 the University published **equality information**¹ on its website to demonstrate its compliance with the Public Sector Equality Duty. Information is published for both students and staff in relation to the protected characteristics for which the University collects data. The information will be updated in each year in January.
- 2.3. In April 2012 the University published four **equality objectives** on its website in support of the aims of the Public Sector Equality Duty. The objectives, which are for the period 1 April 2012 to 31 March 2016, are:
 - (i) To achieve the Athena Swan University bronze award and one departmental silver award.
 - (ii) To increase the percentage of female professors from 22% to 26% and the percentage of female non-academic staff at Grade 10 from 29% to 33%. To help achieve this, the University plans to develop and implement initiatives aimed at supporting and advancing the careers of senior female staff, for example, mentoring, facilitated groups, coaching.
 - (iii) To increase the percentage of BME home and EU student entrants from 12% to 15%.
 - (iv) To undertake a further equal pay review across all of the University's grades with the aim of maintaining the University's current position, as confirmed in the equal pay review conducted in June 2011, in which there were no pay differentials between males and females that could not be objectively justified.

¹ See <http://www.sussex.ac.uk/ogs/governance/equalityduty/>

3. Athena SWAN

- 3.1. The University became a member of the Athena SWAN Charter in November 2011 with a view to entering the University for the University Bronze award during 2012. A self-assessment team was established by the Pro Vice-Chancellor (International) to work on the University's submission and to consider initiatives that the University could adopt in support of the employment, promotion and retention of women in the Science, Engineering and Technology (SET) disciplines. Membership of the self-assessment team includes academic staff from the SET disciplines, professional services staff, and doctoral students from across the sciences. The self-assessment team has been meeting on a monthly basis since March 2012.
- 3.2. The self-assessment team has identified two groups of initiatives which will form a key part of its action plan. Initiatives in the first group do not require significant additional resource to take forward: best practice around flexible working; additions to the guidance on academic promotions to take account of career breaks; increasing the number of female seminar speakers at School seminars; and the promotion of the University's family friendly initiatives during recruitment. The second group of initiatives require significant additional resource and will be taken forward by sub-groups. These are mentoring schemes for women in the SET disciplines; a returners scheme to support women returning from maternity leave; and the establishment of role models to celebrate the success of women in the SET disciplines.
- 3.3. The self-assessment team is currently reviewing a first draft of the University's bronze submission. The deadline for submission is 30 November 2012.

4. Gender Diversity

- 4.1. The University has engaged an external consultant, with extensive experience in women's development initiatives, to explore measures that the University can take to assist with its equality objective of increasing the percentage of women in senior positions. The consultant has met with male and female members of staff with a view to producing recommendations on specific actions to take forwards.

5. Widening Participation and Outreach

- 5.1. As reported in the 2010/11 annual report, the University's 2011 submission to the Office for Fair Access (OFFA) put forward a simple but strong Widening Participation offer which focused on: (i) a major expansion of the University's network of Widening Participation school/college partners and radically increased volumes of activity; and (ii) the University's "First Generation Scholar" outreach scheme. At its core, the First Generation Scholar concept is about social mobility, with the term "Scholar" presenting a positive (not "deficit-model") image associated with the academic achievement of having won a place at Sussex. Our First-Generation Scholars Scheme captures the outreach, retention and outcomes elements of our access agreement in a coherent and easily-communicated scheme.
- 5.2. The new First-Generation Scholars' outreach scheme was launched in January 2012 via an expanded Schools & Colleges Partnership Programme. The first year has been very successful with 68 full partners joining;

exceeding the target of 40. The programme includes an increased emphasis on activities delivered by academic schools. This has been very positively received and all academic schools were able to contribute to the programme. The number of participants on the year 10 Summer School doubled and the new Year 12 event recruited well. The number of pupils/student participating in activities doubled from 2000 to 4000. We were particularly pleased with the percentage of participants from BME backgrounds.

6. Student Life Centre

- 6.1. An evaluation of the Student Life Centre in the form of an online questionnaire was undertaken with service users from the academic year 2011-12. As in the questionnaire for 2010-11, specific questions were asked about accessibility and other aspects of the service which could impact on students with protected characteristics. Feedback was overwhelmingly positive, though a small number of respondents felt that the service was not visible enough and could do more to be accessible to students off campus. The Student Life Centre (SLC) acted upon this over the summer vacation and made a number of improvements to visibility and accessibility, building upon changes made in 2010-11. Changes included:
 - Improved signage on the exterior of the building
 - Two large colourful flags at the entrance to Chichester 1
 - New posters and postcards emphasising aims and purpose of the SLC, distributed campus-wide
 - Improved signage within the Chichester 1 foyer including photos and job descriptions of all staff members.
- 6.2. A small number of respondents felt that SLC links with the Student Support Unit (SSU) could be strengthened. SLC agreed that it was important that there were clear referral routes for students accessing both services and good communication between the two services. In response, SLC and SSU have instituted inter-unit meetings to share good practice and discuss improvements to protocol.
- 6.3. The SLC has continued to use its foyer space for events for specific student groups, including social events for mature students, and has offered the LGBTQ society the use of the space for social functions.
- 6.4. A new Diversity section has been created on the SLC website. This currently features information for specific groups under three headings: 'Disability', 'International Students' and 'LGBTQ students', and will be expanded to provide useful, supportive information to other student groups.
- 6.5. In August 2012 the SLC decided to have a named advisor on the SLC 'LGBTQ students' page as the 'Lead Advisor for LGBTQ students'. Students can book in with this advisor if they wish to.
- 6.6. In 2011-12 SLC staff undertook training to benefit students with protected characteristics. This included 'Supporting the Mental Wellbeing of Chinese Students', 'Transcultural Issues with Colin Lago' and 'Meeting the Equality Challenge: Briefings for Managers and Non-Managers'.

7. Training and Development

- 7.1. The University provides a range of equality and diversity training and development programmes aimed at enhancing the understanding and practice of both its academic and professional services staff.
- 7.2. A total of 27 staff attended courses designed to update managers on the Equality Act 2010 during the year. Training on Equality Law will continue to be offered in 2012 -13. In addition, legal training was offered for managers involved in disciplinary cases and for those who manage staff on fixed-term contracts; both took account of the obligations of the University under equality and diversity legislation.
- 7.3. The University continued to prioritise training in Recruitment & Selection; a total of 71 staff attended this training, which contains both a legal component and a skills-based element. More courses are planned for the coming year.
- 7.4. Role-specific training in diversity was provided for a team in Residential Services. The University also offered training in Disability Awareness and in Cultural Awareness and Global Communication; both were attended by a range of staff from across the University.

8. Equality and Diversity Forum

- 8.1. The University's staff and student Equality and Diversity Form has continued to meet once a term with Pro-Vice-Chancellor Mackie in the Chair. During 2011/12, the Forum discussed recent research into BME staff and student experiences in HE; BME student attainment in HE; research conducted by USSU into issues affecting student parents; violence against students; and the University's Equality Objectives. The Forum is currently reviewing its terms of reference and composition with a view to maximising its effectiveness.

9. Careers and Employability Centre

- 9.1. Equality Analysis from the Destinations of Leavers Survey from Higher Education (DLHE) - the Centre continues to monitor the destinations of different groups for each graduating cohort as part of the 'Destinations of Leavers from Higher Education' (DLHE) reports tracking destination outcomes six months after graduation (for the Higher Education Statistics Agency) in relation to gender; ethnicity; age; and disability. Recently this has shown that, whilst different groups demonstrate variation in their response to their personal situation when they leave university, generally similar choices are made across all cohorts of graduating individuals at Sussex and nationally. This is illustrated, for example, by the rising numbers taking on postgraduate study (as a rational response to rising unemployment rates) whilst other groups address the vicissitudes of the labour market by selecting destination outcomes for work & study as opposed to just further study. A new transparent on-line DLHE report resource for the class of 2011 outcomes that includes all key DLHE data-sets including equality analysis for the class of 2011 (focusing upon key equalities areas: age, socio-economic classification and DLHE outcomes, gender, disability and ethnicity) is available on the Centre's website at: http://guides.careers.sussex.ac.uk/dhle2010_11.

- 9.2. The University's Work-Study programme for First Generation Scholars is being launched on 6th December 2012 by the Deputy Vice Chancellor and is being delivered by the Careers and Employability Centre. This developmental experiential programme offers targeted progressive study skills and careers employability professional skill development for students to access professional careers and be ambitious about their futures taking advantage of all the opportunities that higher education offers including:
- Specialist programme of careers and employability workshops and opportunities
 - Study skills support – workshops and online
 - Access to funded work placements
 - Online career support
- 9.3. The Diversity Careers and Employability webpages have been updated this year. They now include information, support, advice and guidance about employment for students with issues relating to disability, health , ethnicity, LGBT, gender, care leaving², ex-offender or being student carers. They are available on the website at www.sussex.ac.uk/careers/aboutus/diversity.
- 9.4. Careers Information Advice and Guidance (CEIAG) has been highlighted as a key influence on the career progression of young people from certain underrepresented equality groups by the Equality and Human Rights Commission. 'The role that CEIAG can play in facilitating social mobility should guarantee it as a position as a top priority for education and employment policy in the UK. Research with young people shows that generally they have high aspirations but academic and career ambitions are constrained by gender, disability, economic status and social background. A range of measures can be introduced with improved CEIAG at their heart.'³

10. Student Support Unit

- 10.1. Staff in the Student Support Unit (SSU) are now alerted to students who have submitted mitigating evidence because of health issues or mental health issues but who have not registered with the SSU. The SSU sends these students an email listing the support that is available to them at the University and inviting them to make an appointment with an advisor in the unit. This has enabled the SSU to make contact with a number of students who would benefit from support but who had not declared a disability when they started on their course.
- 10.2. The SSU has increased the number of mentors working with students, including a mentor who specialises in supporting students with autistic spectrum disorder. The mentors are able to offer weekly support sessions to students who are in receipt of the Disabled Students' Allowance or other funding.
- 10.3. Following a successful initiative to promote inclusive teaching of students with specific learning difficulties (dyslexia, dyspraxia etc) in which a number of University departments participated, all students whose main support needs

² Individuals who have grown up in care of social services and leave this to come to University.

³ 'All things being Equal? Equality and diversity in careers education, information, advice & guidance' Equality and Human Rights Commission Spring 2011] www.equalityhumanrights.com/uploaded_files/research/71_careers_information.pdf

would be met by a set of reasonable standard adjustments are now identified by a green flag on Sussex Direct. By making these changes the learning experience of all students should be enhanced. Embedding reasonable adjustments in teaching meets the requirement in The Equality Act 2010 for institutions to be proactive and anticipatory of the needs of students with specific learning difficulties (SpLD).

11. Other Matters

- 11.1. The University took part in a pilot HE sport survey and was the highest ranked university for attendance in sport from black and minority ethnic groups, those with disabilities, and female participants.
- 11.2. Black History Month 2011: The Students Union ran a comprehensive programme of inclusive diversity events during October 2011 to celebrate Black History Month.
- 11.3. Sussex LGBTQ History Month 2012: The Students Union LGBTQ society ran a four week programme of inclusive diversity events during February 2012 to celebrate LGBTQ History Month.
- 11.4. Campus Access: A disability organisation (Disabled Go) has been engaged to survey the campus and provide information for the University's website about campus access for disabled students and staff. This is due to go live in December 2012.

12. Statistics

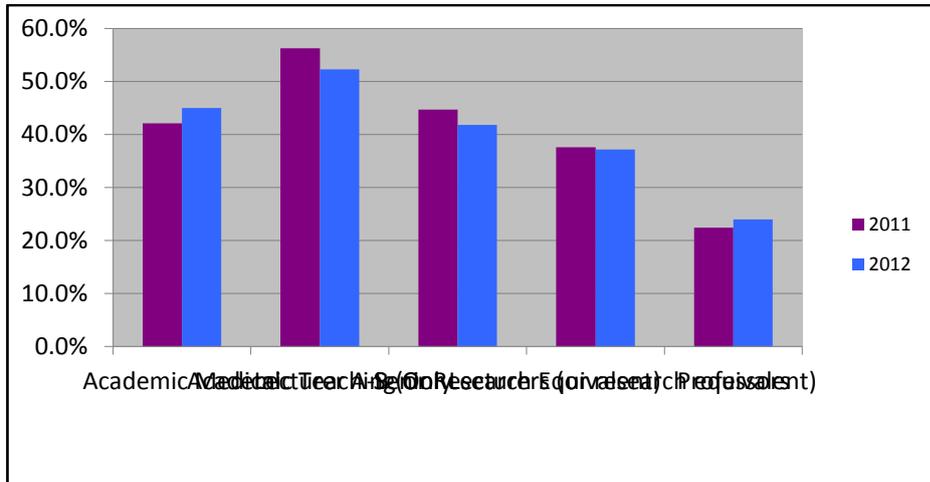
- 12.1. High level equality statistics for staff and students are set out at Appendix 1 and 2 respectively, for Council's information.

Appendix 1
University of Sussex Staff Equality Statistics – as at 1 October 2012

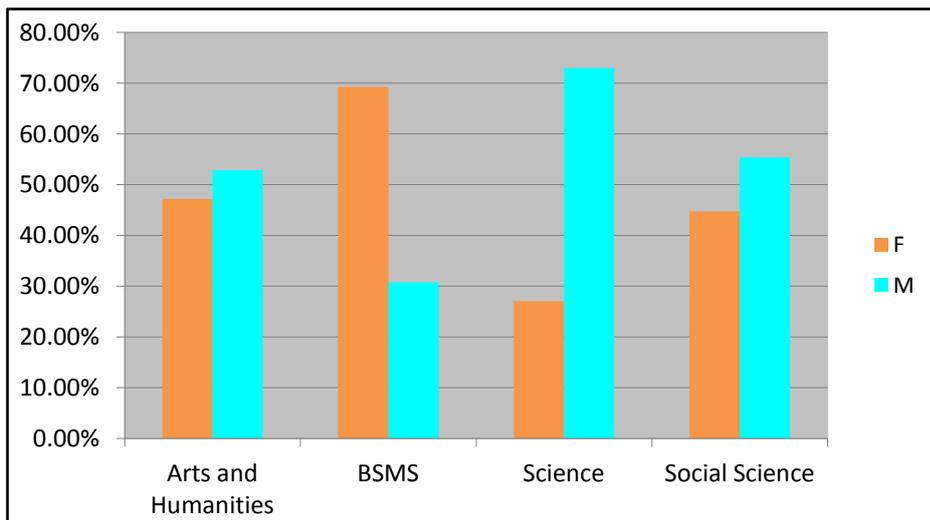
	Female		Minority Ethnic		Declared Disabled		Part time	
	Count	%	Count	%	Count	%	Count	%
Academic								
Academic Medical*	18	45.0%	9	22.5%	0	0.0%	6	15.0%
Academic Teaching Only	45	52.3%	6	7.0%	6	7.0%	36	41.9%
Lecturer A-B (or Research Equivalent)	148	41.8%	64	18.1%	14	4.0%	52	14.7%
Senior Lecturers (or Research Equivalent)	96	37.2%	39	15.1%	8	3.1%	20	7.8%
Professors	40	24.0%	13	7.8%	2	1.2%	14	8.4%
Total Academic Grades	347	38.3%	131	14.5%	30	3.3%	128	14.1%
Professional Services								
Operational Support grades 1-6	89	57.1%	10	6.4%	8	5.1%	87	55.8%
Operational Craft grades 1-6	0	0.0%	0	0.0%	0	0.0%	1	6.7%
Professional Support grades1-6	428	73.2%	33	5.6%	29	5.0%	196	34.4%
Professional Management grades 7-9	185	57.5%	11	3.4%	11	3.4%	84	26.2%
Professional Management grade 10	7	38.9%	0	0.0%	0	0.0%	1	5.6%
Technical Support grades 1-6	42	58.3%	10	13.9%	3	7.0%	23	31.9%
Technical grades7-8	8	18.6%	2	4.7%	6	8.3%	2	4.7%
Graduate Interns	0	0.0%	0	0.0%	1	33.3%	0	0.0%
Research grade 6	7	53.8%	3	23.1%	0	8.2%	8	61.5%
Total Professional Services	766	62.4%	69	5.6%	58	4.7%	402	33.2%
Refused			59	2.8%				
Not Known			138	6.5%				
Total Employees 2012	1113	52.2%	200	9.4%	88	4.1%	530	25.0%
Total Employees 2011	1105	53.2%	188	9.1%	82	4.0%	535	25.7%
% of Fixed term contracts	273	51.4%	78	14.7%	25	4.7%	140	26.4%

Staff Gender Data

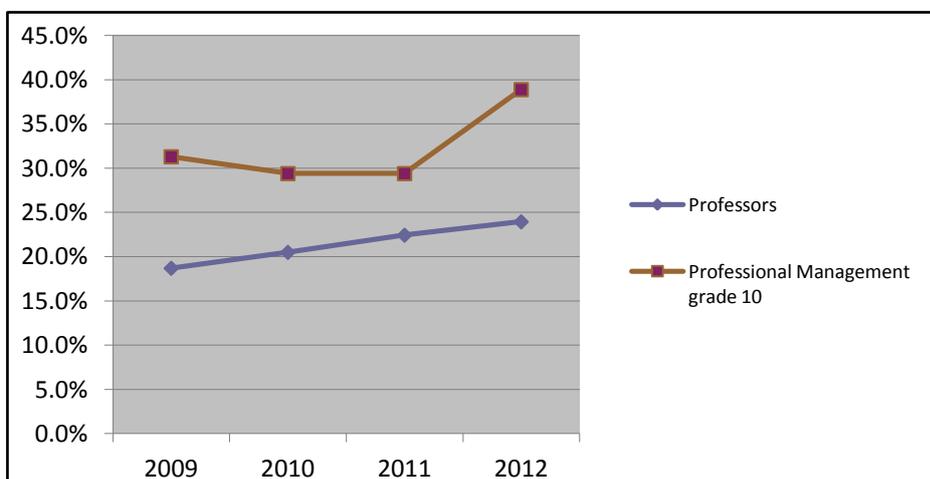
Female academic staff 2011-12



New academic appointments 01.10.11 – 31.09.12



Senior women over last 4 years (see equality objective (ii))



University of Sussex Student Equality Statistics – as at 1 Dec 2011

	Female	Minority Ethnic	Declared Disabled
UK Undergraduates Only	55.80%	14.05%	12.08%
All Undergraduates	55.58%	26.36%	9.96%
UK Postgraduates Only	57.03%	12.57%	14.05%
All Postgraduates	56.13%	41.75%	8.11%