UNIVERSITY OF SUSSEX

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT TO COUNCIL 2021/22

EQUALITY, DIVERSITY AND INCLUSION

INTRODUCTION FROM THE VICE-CHANCELLOR

I am delighted to be sharing this report of activities at the University over the last academic year which have taken forward our vision to become Inclusive Sussex.

Sussex has inclusivity and diversity at its heart, and I am personally committed to embedding and extending this spirit still further. As well as the updates reported here, I have seen numerous further examples of the strong commitment to achieving our vision.

I recently had the enormous pleasure of speaking at the launch event of the new 'Black at Sussex' programme at the Black Cultural Archives in Brixton. Part of our commitment to building an anti-racist university, Black at Sussex is funded for five years, and is designed both to explore the history and legacies of the many brilliant Black alumni of Sussex, and to improve the sense of belonging and inclusion of current and future Black students and staff. The programme will also contribute to our Widening Participation and Access and Participation Plan targets. This programme recognises and builds on Sussex as the site and generator of enormous political and cultural creativity.

In the summer I also joined a group of staff and students in the Brighton and Hove Pride parade. This and our active participation in other events are important visible celebrations of how we value diversity.

The *Inclusive Sussex* strategy, refreshed this year to ensure its currency and linkages with other strategic plans, sets the ambitions for our work on equality, diversity, accessibility, connection and flexibility, and several new appointments further enhance and build on our ability to deliver on the strategy's ambitions.

The last year has not been without its challenges at Sussex, which has, along with other institutions and wider society, continued to navigate how to uphold the principles of academic freedom and freedom of speech and expression within the law. That work is ongoing, led by our Pro-Vice-Chancellor for Culture, Equality, and Inclusion, including through our new Religion & Belief Forum which will help us think about all aspects of that protected characteristic, including gender-critical beliefs. Universities have a critical role in embracing diversity of background, belief, and identity, and proactively creating an inclusive culture for everyone in our community, and at Sussex we are seeking to facilitate empathetic and supportive working and learning environments for all.

We currently hold an institutional Athena Swan Bronze award, have seen significant improvements with the 2022 submission in our aim to become a top 100 employer in Stonewall's Workplace Equality Index, and we will be making our first submission to the Race Equality Charter this academic year. We also progressed to become a Disability Confident Employer in December 2021. These are important benchmarks and help to demonstrate our progress in these aspects of inclusion.

Finally, I would like to thank Professor David Maguire, who did much to champion EDI during his tenure as interim Vice-Chancellor during 2021-22.
Professor Sasha Roseneil
Vice-Chancellor

INCLUSIVE SUSSEX

Equality, Diversity and Inclusion Strategy 2018-2025

In July 2018 we launched *Inclusive Sussex*, our Equality, Diversity and inclusion (EDI) Strategy for the next seven years. *Inclusive Sussex* is a key enabling strategy within the University's strategic framework *Sussex 2025 - A Better University for a Better World*. This year we have taken the opportunity to refresh Inclusive Sussex to provide that additional context and link to the other enabling strategies and delivery programmes across the University. Part of the refresh includes the addition of a new fifth goal of Connected Sussex, with related programmes and initiatives to build a thriving community and foster good relations. These strategies and programmes are designed to help us meet our goals and ensure that equality, diversity and inclusion is everyone's business.

Our vision remains to become Inclusive Sussex, where all members of our community have equal access to opportunities, experience the University as one that enables them to fully meet their potential, and supports them to make a full contribution to the University. Reducing inequalities, addressing under-representation and disadvantage, celebrating diversity and becoming ever more inclusive allows us all to thrive. We can achieve more together than we can apart.

Equality and Diversity Goals

Inclusive Sussex sets out five key goals - equality, diversity, connectedness, accessibility and flexibility.

Equal Sussex

Reduce the gaps in representation, experience, progression and reward between those with protected characteristics that are under-represented or disadvantaged, and others.

Diverse Sussex

Be a place that celebrates and proactively supports and encourages diversity.

Connected Sussex

Build a thriving community that fosters good relations and supports a rich, diverse, rigorous, collegiate and inquisitive teaching, learning and research environment.

Accessible Sussex

Provide equal access to excellent learning, research and employment opportunities for all with particular regard to disability and also recognising the accessibility needs of those who fall within the protected characteristics.

Flexible Sussex

Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

EQUAL SUSSEX

Reduce the gaps in representation, experience, progression and reward between those with protected characteristics that are under-represented or disadvantaged, and others.

Pay Gaps

In March 2022 we published our 2021 gender pay gap data. For the third consecutive year we also published our disability and ethnicity pay gaps:

PAY GAP	Mean	Increase/Decrease	Median	Increase/Decrease
Disability	19.1%	0.8%	13.7%	2.4%
Gender	17.9%	-0.5%	12.0%	-0.7%
Ethnicity -Academic	6.3%	0.7%	8.3%	3.8%
Ethnicity –Professional Services	6.2%	3.4%	-2.7%	-6.1%

Pay gaps are principally reflective of the demographic distribution of protected groups within a workforce (both across occupations and grade points). They are useful indictors of structural disadvantage, but are not necessarily ends within themselves (e.g. it is possible to have a 0% pay gap and yet still have issues of occupational segregation, i.e. under-representation of different groups within different occupations). The particularities of these underlying patterns differ for each protected group at Sussex. Universities have two principal occupational groups (professional services and academic). The grading structures for these two occupations differ. Professional services roles range from grades 1-10 and academic roles range from grades 7-10. Grade 1 is the lowest grade point within the salary scale and Grade 10 is the highest. The overall effect of these grade differences is that academic roles have higher average salaries than professional services roles. Overall, our workforce has more academic staff than professional services.

The key driver of the gender pay gap is the difference in the distribution of women and men in the upper-mid and the top pay quartiles. This is largely a result of more women being represented in professional service roles than men (and more men being represented in academic roles than women). Overall, our workforce has more female than male staff, however, 68% of male employees are academics, compared to 49% of women. Women are also under-represented in the top pay quartile for academic staff.

The University currently has an overall negative pay gap for BAME staff (-2.5% mean, 4.7% median). The principal reason for this is that the majority of our BAME staff (78%) are academics and therefore represented in the University's higher pay quartiles. The key driver of the BAME academic pay gap is that BAME staff are represented in higher proportions in the 3 lower pay quartiles (22-15%) than they are in the top quartile (15%).

6% of our workforce are known to have a disability, but they are not distributed evenly through the workforce. 3% of staff in the top pay quartile are known to have a disability compared to 9% of staff in the bottom pay quartile.

A detailed, holistic gender action plan is in operation, having been most recently developed in support of the University's 2020 Athena SWAN renewal. A detailed action plan is currently being drafted in support of our Race Equality Charter commitments which will be submitted by July 2023. Last year, we started to draft a disability action plan, using the Business Disability Forum's Disability Standard Self-Assessment process. With a refreshed EDI Team staffing structure, we will develop this further, using data insights to explore recruitment, progression and retention.

EQUAL SUSSEX

Awarding Gaps

The latest published data for awarding gaps relates to the 2020/21 academic year (as student return data is received in November). The targets for all awarding gaps is for year-on-year reductions over the strategy period.

Metric	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
UK White to Non-UK BAME	44%	45%	43%	44%	44%	34%
UK White to UK Black	15%	20%	25%	20%	18%	17%
UK White to UK Asian	12%	17%	21%	12%	7%	4%
UK Disability	3%	3%	7%	5%	2%	2%

The Asian awarding gap target overall is to reduce the gap from 21% to 2.1% by 2024/25. In 2020/21 the gap was 4%.

The awarding gap target for Black students is to reduce the gap from 25% to 5% by 2024/25. In 20/21 the gap was 17%

The awarding gap target for students with disabilities is to eliminate the gap. In 20/21 the gap had reduced to 2%.
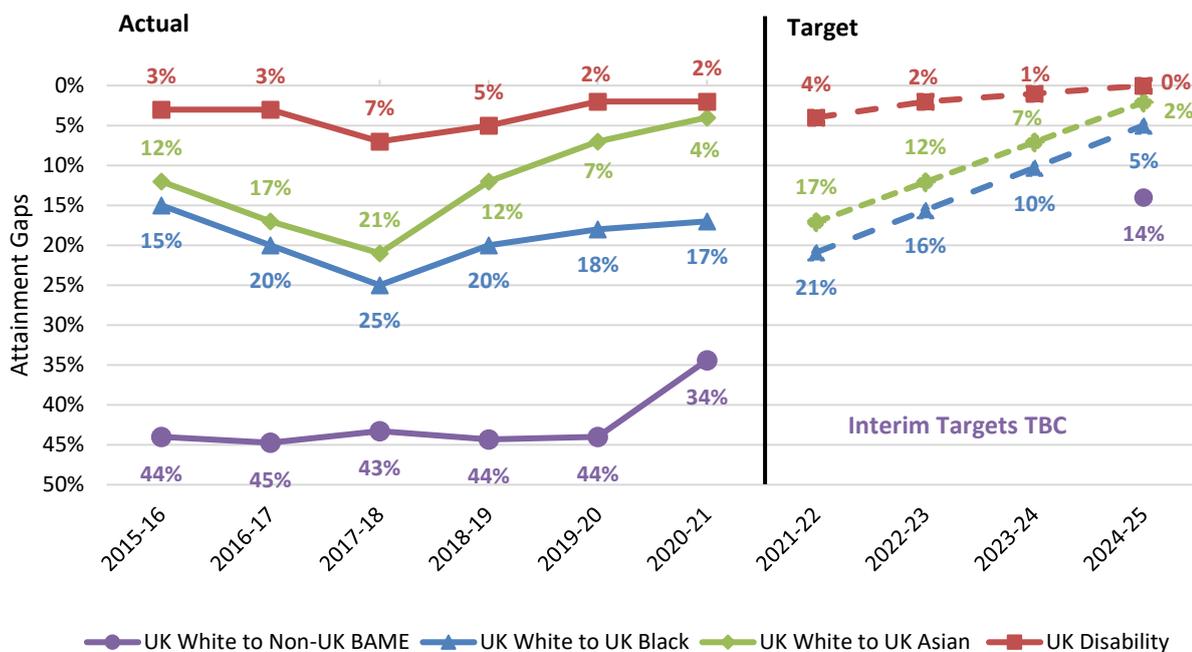
GENDER EQUALITY

Progress in delivering our gender equality and inclusion action plan.

In April 2021 we were awarded our third institutional Athena Swan Bronze award, recognising our efforts to advance gender equality and create an inclusive university at Sussex. A revised gender equality action plan was published at the same time.

We have an institutional KPI that all our schools will hold an Athena Swan award by 2025. We currently have three schools with Silver awards and four schools with Bronze awards (out of a total of 11 schools).

We have made good progress in delivering against the gender action plan.

Actions that have been completed this year include members of the Athena Swan Self-Assessment Team joining the Staff Survey Steering Group to facilitate relevant data gathering. In the April 2022 Pulse Survey, the seven core Athena Swan questions were included to assist departments with applications. These questions will remain in each subsequent April run of the survey. As of September 2022, all schools now have a representative on the institutional Athena Swan Self-Assessment Team and a central Athena Swan resources folder has been created to help with applications.

Revised guidance has been published providing information on the promotion criteria for each of the career pathways. Training has been provided for promotion panels along with omline sessions for any staff . Promotions guidance has been published which covers the impact of the pandemic and how to use the personal information and individual circumstances forms to make the panel aware of any potential adverse impact.

The roll out of the self-service staff portal on MyView has continued, allowing staff to update their equality information in confidence.

To celebrate International Women's Day (IWD) on 8 March 2022 we co-hosted an online panel event with the University of Brighton on the IWD's theme of "breaking the bias" and calling for a gender equal world that's free of stereotypes and discrimination. Speakers from Brighton and Sussex shared and discuss their experience of "breaking the bias". Further details can be found here: https://www.sussex.ac.uk/broadcast/read/57460.

RACE EQUALITY

Deliver our vision for anti-racist Sussex and move towards being a more inclusive university.

Anti-racist Pledge

In November 2021 we published our anti-racist pledge: that we will seek to be Anti-racist by making all necessary changes to the education, research and administrative activities of the University. Through diligent, sustained antiracist work we will move towards being an inclusive university that genuinely celebrates and reflects diversity. Our vision for an Anti-racist Sussex includes but is not limited to:

- A University Executive Group (UEG) committed to anti-racism, and related personal and professional development.

- A Pro-Vice Chancellor for Culture, Equality and Inclusion as executive lead on race equality and antiracism

- Race Equality Action Plan: as we work toward achieving the Advance HE Race Equality Charter Mark we will continue to review antiracism commitments in our schools and professional services.

- Anti-racism training and development opportunities for staff and students.

- Promotion of our Report and Support tool: to ensure our community is supported and protected if anyone experiences bullying, harassment, a hate incident, sexual violence, domestic abuse, or discrimination.

- Review, revise and debias recruitment and promotion systems to make them anti-racist and anti-discriminatory.

- Eliminate ethnicity pay gaps and improve workforce representation.

- Revise the structure of equality, diversity and inclusion work to ensure that race and anti-racism work is adequately resourced and sustainable.

- Work toward a more diverse and inclusive curriculum that inspires and reflects our University.

Actions to progress the pledge commitments have included:

- Equalities training for the UEG was delivered in May 2022 by Advance HE.

- The Report and Support tool can now be accessed via links from both the staff and student home pages of the website and work continues to raise awareness of this tool.

- In advance of the procurement of an E-recruitment system by HR, recruitment and promotion processes are being reviewed and work to ensure that positive action is built into our recruitment processes is underway.

- The PVC for Culture, Equality and Inclusion has been in post since October 2021 and new appointments have been made to the EDI team, including to ensure dedicated provision for work on race and anti-racism.

- Work to review and revise our curriculum has included creating and promoting resources and workshops to improve inclusion, accessibility and enable impactful learning. More information can be found here: https://staff.sussex.ac.uk/teaching/enhancement/support/curriculum/udl.

Race Equality Charter

In response to the disruptions caused by COVID, ongoing industrial action impacting the sector, and significant organisational change including the arrival of our new Vice Chancellor, the new PVC for Culture Equality and Inclusion and changes within the EDI team, submission of the University's submission first application for a Race Equality Charter award in February 2022 was postponed.

A revised date of submission of July 2023 was agreed in consultation with the REC Self-Assessment Team to allow time to submit a worthwhile, considered, collaborative and meaningful application.

Race Equality Charter principles

The Race Equality Charter (REC) Mark aims to improve the representation, progression and success of minority ethnic staff and students within higher education. The University joined the Charter in December 2018 and has adopted the five key principles of the REC:

1. Racial inequalities are a significant issue within higher education. Racial inequalities are not necessarily overt, isolated incidents. Racism is an everyday facet of UK society and racial inequalities manifest themselves in everyday situations, processes and behaviours.
2. UK higher education cannot reach its full potential unless it can benefit from the talents of the whole population and until individuals from all ethnic backgrounds can benefit equally from the opportunities it affords.
3. In developing solutions to racial inequalities, it is important that they are aimed at achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.
4. Minority ethnic staff and students are not a homogeneous group. People from different ethnic backgrounds have different experiences of, and outcomes from/within, higher education, and that complexity needs to be considered in analysing data and developing actions.
5. All individuals have multiple identities, and the intersection of those identities should be considered wherever possible.

Key aspects

The REC provides a framework through which higher education institutions work to identify and reflect on the institutional and cultural barriers that minority and ethnic staff and students experience. An application for an award under the charter covers the following areas:

- diversity of the curriculum
- student progression and attainment
- academic staff
- professional support staff

DISABILITY EQUALITY

Disability Confident

The University joined the Disability Confident scheme in May 2019 with the aim of using it as a framework to shape our approach to enhancing accessibility for our employees. The scheme has three levels and our goal is to reach the top level and become a Disability Confident Leader by 2025.

We reached the second level and became a Disability Confident Employer in December 2021, reflecting work led by Dr John Walker, our EDI Lead for Disability, and the Staff Disability Network supported by the Disability Equality and Inclusion Steering Group (DEISG) and the EDI Unit.

The self-assessment that underpinned our move to level 2 now forms the basis of a programme of work that will improve accessibility and inclusion for disabled staff. Level 3 requires external assessment and a more detailed self-assessment is being undertaken using the Business Disability Forum Disability SMART framework to help us focus in detail on inclusion and accessibility for staff across the employee lifecycle.

Captioning of recorded content

Following a review of different options to improve captioning and the experience of staff and students, the University published a Statement on Captioning of Recorded Content. Closed captions are not only helpful for those students with hearing impairments but also for those whose first language is not English. Subtitles are also a useful learning aid that can help students better understand, organise and learn the information in videos.

The review was undertaken by a working group led by Claire Smith, Deputy Pro Vice Chancellor Education and Innovation, with student and staff representation. The University's Student Connectors also produced a student guide on how to add captions to visual study materials to support the Statement and other guidance.
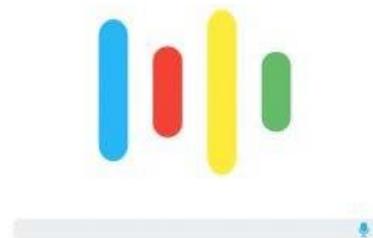
LGBT+ EQUALITY

Continue to work towards our vision of an Inclusive Sussex for all.

Brighton and Hove Pride

This year we were once again a proud partner of Brighton and Hove Pride, the UK's biggest Pride celebration. It's a key moment in the year where communities come together in support of equality and is a bold, beautiful and brilliant celebration of inclusivity. A group of 50 staff, students and alumni, including our new VC, the PVC for Culture, Equality and Inclusion and Dean of the School of Media, Arts and Humanities, took part in the Pride Community Parade in August. The event celebrates inclusivity and diversity, raising the flag for LGBTQ+ equality both in the university and in the wider community across Brighton, Hove and beyond.

Stonewall Workplace Equality Index

In our vision for *Inclusive Sussex* we set ourselves the target of achieving a top-100 ranking in the Stonewall Workplace Equality Index (WEI) by 2025. Our first application was to the 2020 WEI and we were ranked 407th. We submitted a further application to the 2022 WEI and we were ranked 264th.

This significant improvement in our ranking reflects our progress in delivering against our Institutional LGBT+ Equality and Inclusion Action Plan. One key achievement is the introduction of a self-service HR portal that enables staff to update their personal data relating to their protected characteristics. As a result we will be able to monitor, analyse and publish staff data in relation to sexual orientation and gender identity, in turn supporting our broader equality analysis work. We have also published a transitioning at work policy alongside guidance to support staff and their managers.

DIVERSE SUSSEX

Be a place that celebrates and proactively supports and encourages diversity.

How we talk about diversity

We recognise that the term 'BAME' - which stands for Black, Asian and Minority Ethnic - is contested. For some it is considered a homogenising term which does not appreciate the varied historical and lived experiences of those with a wide range of heritages and who are racially minoritised. On the other hand, others find it helpful in specific contexts. Recognising this, we will take a flexible approach. For example, the work that we are undertaking at the University will endeavour to disaggregate data and other qualitative information to better understand the disadvantages faced by specific minoritised groups. Meanwhile, official data reporting processes set up by bodies such as Higher Education Statistics Authority (HESA) require us to report using the term BAME, so this terminology will remain in some of our communications.

One of the first actions of the Disability Equality and Inclusion Steering Group was to develop a set of principles to provide a perspective of those with lived experience of disability and support our commitment to the representation and inclusion of disabled people in the workplace. Whilst these principles inform good practice, they are not prescriptive and do not restrict ongoing important debates and discussion about the nature and meaning of impairment, disability and their implications.

Decolonising the Curriculum

Work to review and revise our curriculum has included creating and promoting resources and workshops to improve inclusion, accessibility and enable impactful learning. More information can be found here: https://staff.sussex.ac.uk/teaching/enhancement/support/curriculum/udl.

Celebrating Diversity

As part of the University of Sussex 60th anniversary celebrations, we ran Black at Sussex, a series of events which celebrate the cultural contributions and achievements of Black alumni from the University of Sussex, and explore the experiences of Black students at Sussex. These events included A Celebration of Len Garrison (pictured here on the right), an activist, historian, educationalist and University of Sussex alumnus who dedicated his life to cataloguing the development and teaching of Black British identity and history, notably by co-founding the Black Cultural Archives and the Afro-Caribbean Education Resource (ACER),

Photo credit: The Garrison Family

CONNECTED SUSSEX

Build a thriving community that fosters good relations and supports a rich, diverse, rigorous, collegiate and inquisitive teaching, learning and research environment.

Anti-racism Training

In January, we launched our participation in the national pilot of Union Black, an online anti-racism learning programme developed by Santander, in partnership with the Open University. The programme focuses on how individuals can make a positive difference, exploring black cultures in Britain and dispelling myths in order to inform, challenge and contribute to the anti-racism agenda. All Sussex staff and students had the opportunity to enrol on the programme and offer feedback to help shape the future content of the course.

Connector Programme

Our Connector Programme sees students and staff working as equal partners; learning, innovating and co-creating together to improve the student experience at Sussex. In this OfS (Office for Students) funded and supported programme, areas of work are identified across the University which would benefit from a co-creative approach between students and staff' from embedding technology in learning to designing new modules to increasing student engagement with schools and services.

Student Connectors are valued partners, bringing their own ideas and perspectives to their work as well as tapping into student networks, in order to have a tangible impact on the University whilst leaving a legacy for their peers. There are several benefits for Student Connectors:

- They gain valuable real-world experience in a supportive environment which builds personal and professional skills and confidence in a paid role, enriching their student experience

- It provides a valuable source of evidence and demonstration of core skills that will appeal to future employers across all sectors.

Staff Connectors are equally valued partners in the Connector Programme. Through partnering with students, staff gain a fresh, diverse and informed student perspective, as well as entrepreneurial, passionate and energetic new team members! This supports and pro-actively feeds into continuous improvement work. In addition, new initiatives are born that reflect student need, relationships between staff and students are strengthened and the wider student body becomes more engaged.

Across the University, the work of Student Connectors and the act of co-creation initiates positive change whilst creating a more connected community at Sussex.

ACCESSIBLE SUSSEX

Provide equal access to excellent learning, research and employment opportunities for all with particular regard to disability and also recognising the needs of those with other protected characteristics.

Workplace Adjustment

Following feedback from the Staff Disability Network, the focus of the Disability Equality and Inclusion Steering Group in 2021/22 was on workplace adjustments. The feedback highlighted a number of areas for improvement, including the need for a single resource for staff and managers to support them in identifying and implementing workplace adjustments and the need to deal with inconsistency in approach to workplace adjustment between managers and between areas of the University.

Our workplace adjustment toolkit was launched in December 2021 as the first step in addressing these concerns. The toolkit sets out how workplace adjustments are agreed and reviewed and provides a range of guidance and support for disabled staff and managers. Our intention is to add to the toolkit with more information and more detailed guidance from different teams across the University who help arrange different workplace adjustments for staff. We have also committed to the development of a workplace adjustment policy to address the issues of inconsistency.

Workplace Adjustment

As an employer we have a duty under the Equality Act 2010 to make reasonable adjustments where a disabled member of staff (or job applicant) is put at a substantial disadvantage compared to others, by the application of a "provision, criteria or practice". We believe that the requirements of the Equality Act are a minimum requirement.

Our approach is to say yes to requests unless there is genuine business need to say no. We expect our managers to work proactively and collaboratively with disabled staff to put in place workplace adjustments. Effective workplace adjustments enable our disabled staff to fulfil their potential and benefits the University.

This toolkit provides more guidance on workplace adjustments, how to arrange, review and change them and signposts staff and managers to sources of information and guidance.

Overview →
An overview of workplace adjustments

Types of workplace adjustments →

Guidance for Staff and Managers →
How to arrange a workplace adjustment

Further Information →

Frequently Asked Questions →

FLEXIBLE SUSSEX

Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

Staff Working arrangements

Since implementing a framework in September 2020, the University continues to operate hybrid working arrangements on a 50/50 basis. These arrangements are embedded across the University, with manager discretion to adapt flexibly to individual circumstances. The University introduced a question about flexible working in the April 2022 staff survey and 83% of those who participated responded positively that their school or division enables flexible working. A training session on hybrid working has been developed and trialled with HR BPs and will be rolled out to those involved in 1PS and potentially included in the management essentials programme.

The University has convened a working group to examine and understand how space is currently used within professional services and to survey opinion about and request feedback on hybrid and flexible working, in order to understand the best long-term solution.

The self-service provisions for staff in My View have continued to be developed and rolled out and a staff wellbeing hub is now available, signposting staff to a range of resources and tools for mental, physical and financial wellbeing.

Flexible teaching modes

The University has held events on the Pedagogic Revolution. One in January 2022 focussed on the future of assessment including creating authentic assessment. This work will be continued as part of the curriculum re-imagined initiative. A second event focussed on new skills, launching a new Skills Hub website. https://www.sussex.ac.uk/skills-hub/.

Activities to review modes of teaching delivery and grow alternative and flexible delivery methods have taken place. The Digitally Enhanced Education Programme Group (DEEP) continues to build discussions regarding hybrid delivery. The group continues to develop understanding of where, how and when hybrid learning offers sustained benefits to the student.

A pilot to explore students' responses to online delivery as part of a module has been set up within LPS and there are ongoing discussions with the University of Sussex Student Unions regarding their campaign objectives. Curriculum reimaged will also offer opportunities to discuss modes of teaching delivery.

DEEP has created Digital Learning Principles: https://staff.sussex.ac.uk/teaching/learning-principles/, which have been key in establishing support and guide digital culture at Sussex. All recorded lectures have closed captions generated using automatic speech recognition in Panopto, which are embedded directly on to the video recording.
https://staff.sussex.ac.uk/teaching/enhancement/support/tools/panopto

FURTHER INFORMATION

Key Statistics and Publications

The University's Equality, Diversity and Inclusion Strategy, *Inclusive Sussex*, is available on our website.

Each year the University publishes equalities information relating to the protected characteristics of its staff and students. The latest information was published on the University's website in 2022 and is based on information as at 1 December 2021.

We also publish annual data relating to pay gaps for disability, ethnicity and gender.

You can find more information about the work on each of our equality charters on the EDI webpages.

Equality, Diversity and Inclusion Unit

The Equality, Diversity and Inclusion Unit is responsible for promoting, co-ordinating and embedding equality, diversity and inclusion across the whole university community. The EDI Unit supports Prof David Ruebain, the PVC (Culture, Equality and Inclusion) to implement the *Inclusive Sussex* strategy. The unit works closely with schools, divisions, staff networks, EDI Champions and the University of Sussex Students' Union to deliver the University's EDI strategy.

The Unit is part of Human Resources Division and is managed by Isobel Pearce, Assistant Director, Culture, Equality and Inclusion who reports to Peter Mitchell, Interim Director Human Resources.

Contact Us

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