UNIVERSITY OF SUSSEX

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT TO COUNCIL 2019/20

EQUALITY, DIVERSITY AND INCLUSION

INTRODUCTION FROM THE VICE-CHANCELLOR

2019/20 has been an academic year like no other. The COVID-19 pandemic created so many challenges, both for individual students and staff, and for us as an institution. Throughout the year one thing that has not changed is our commitment to our vision of a truly inclusive Sussex. Our core values have never felt more important.

This year we started our journey towards a Race Equality Charter award in the context of Black Lives Matter. We know that we have a long road to travel but our dedicated Race Equality Charter Self-Assessment Team has helped us establish a courageous and inclusive approach to this work.

COVID-19 has required us to make some difficult decisions that affect staff and students. We have embraced integrity and kindness in decision making and our commitment to better equality analysis of our decisions has helped us to ensure we consider the impact of changes on all members of our community.

Making Sussex more inclusive has always been everyone's business. Management, staff and students have all collaborated throughout 2019/20 to ensure that the pandemic has not changed that commitment.

I am delighted to present our annual report for 2019/20.

Professor Adam Tickell

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*.

Our vision is 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 and celebrating diversity allows us all to thrive. We can achieve more together than we can apart and making Sussex truly inclusive is everyone's business.

Equality and Diversity Goals

Inclusive Sussex sets out four key goals - equality, diversity, accessibility and flexibility. The strategy pledges to "provide equal access to excellent learning, research and employment opportunities regardless of physical or unseen disabilities". It also commits the University to become "a place that celebrates diversity and tolerance" and is "flexible by default".

Equal Sussex

To reduce the gap in representation, experience, progression and reward between those with and without protected characteristics.

Diverse Sussex

To be a place that celebrates diversity and tolerance and fosters good relations in our own and the wider community.

Accessible Sussex

To provide equal access to excellent learning, research and employment opportunities regardless of physical or unseen disabilities.

Flexible Sussex

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

INCLUSIVE SUSSEX

Where all members of our community have equal access to opportunities at a university that enables them to fully meet their potential, and supports them to make a full contribution.

Dignity and Respect Policy

In November 2019 we published our Dignity and Respect policy. The policy was written in response to concerns about bullying and harassment raised in staff surveys and the Changing University Cultures (CHUCL) report. It is the product of an extensive process of consultation with staff, including our campus trade unions. The policy makes clear that Dignity and Respect at the University of Sussex is everyone's right and everyone's responsibility. The policy aims to:

♦ Foster a positive culture for working, studying and living which supports freedom of thought and expression within the law, and within a framework of respect for the rights of other people.

♦ Promote an enabling and inclusive environment where all individuals are treated with dignity and respect, free from bullying, harassment and discrimination.

♦ Ensure that allegations of bullying, harassment and discrimination are taken seriously, and dealt with promptly and with due sensitivity.

♦ Set out the framework for raising, addressing and resolving concerns about individual and/or organisational behaviour
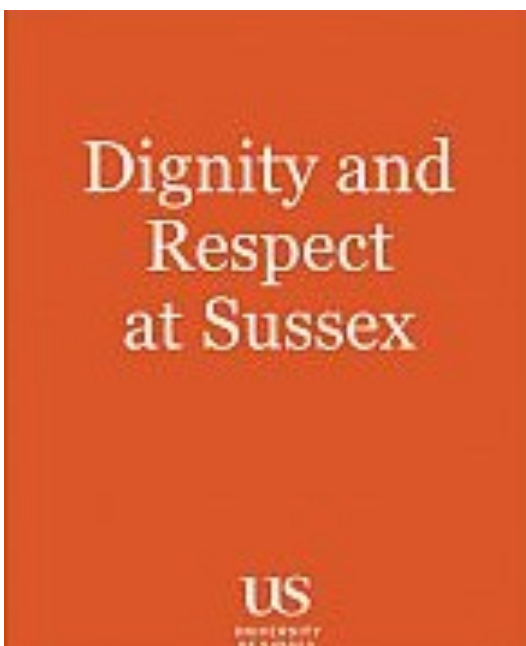
Dignity and Respect Champions

As part of the launch of a new Dignity and Respect Policy we also introduced the role of Dignity and Respect Champions and 8 Champions were appointed in January 2020. Dignity and Respect Champions provide confidential and informal advice to those who feel they are experiencing difficult working relationships, including bullying or harassment, or who have witnessed such behaviour. They are a group of trained individuals from across the University.

They can listen, talk through the options available and, if appropriate, signpost to other sources of support and advice. The role was designed to provide additional support outside the formal avenues for reporting in the hope that more of those who experience bullying or harassment feel safe to speak up. The champions provide an opportunity to discuss issues with somebody who may share one or more protected characteristics and have greater empathy and understanding of the issues being raised. The Champions receive training and the network of Champions is supported by HR.

EQUAL SUSSEX

To reduce the gap in representation, experience, progression and reward between those with and without protected characteristics.

Race Equality Charter

The University of Sussex joined the Race Equality Charter (REC) run by Advance HE in December 2018. The outcome focused programme is similar to that of Athena SWAN. The REC Self Assessment Team chaired by the Provost was established in November 2019.

The SAT members attended Advance HE training in Feb 2020 as part of setting up the team and agreeing ways of working. The SAT agreed its Terms of Reference and issued a mission statement in June 2020 for its work:

"Using an anti-racist lens, to tackle institutional racism and racial inequality through identifying and challenging the structural, cultural and other barriers, practices and discourses at the University of Sussex."

The SAT has three sub-groups made up of tens of members of staff across the University, which will investigate different areas in depth:

- Student Experience
- Staff Experience
- Institutional Culture

The next academic year will see institution wide surveys, focus groups, panel events and more to aid the development of a University action plan to be submitted in the hope of receiving a Race Equality Charter Award.

Black Lives Matter

Racism in all its forms is a pernicious evil that is pervasive here and globally. It is our responsibility as a university to be clear that there can be no neutral ground towards racist practices wherever they are found, including in our own institution.

In moving forward, we have to recognise uncomfortable truths in our own university. A lot of work needs to be done for the University of Sussex to become, and to be seen as, an institution that embodies its anti-racist values, requirements and obligations.

We know that there are significant awarding gaps in many subjects between Black students and their white counterparts. We know, too, that many Black colleagues and students do not feel heard, valued or rewarded. This is not the University we should be. We must do better.

EQUAL SUSSEX

To reduce the gap in representation, experience, progression and reward between those with and without protected characteristics.

Athena SWAN Departmental Silver Awards

This year we have received two Departmental silver awards. In November the School of Life Sciences at the University of Sussex was recognised for its ongoing commitment to gender equality, with the renewal of its Athena SWAN silver award. The renewal of the Life Sciences silver award reflects the School's work towards achieving goals such as equal hiring and progression for both men and women, an open and inclusive working environment, and greater visibility of women in senior research roles.

In May the School of Psychology was also recognised for its ongoing commitment to gender equality, with the accolade of an Athena SWAN silver award. Psychology achieved a bronze award in 2016; this has been upgraded to silver until 2023. The silver award reflects the School's progress in areas such as eliminating the gender gap in PhD completion times and increasing the proportion of women in senior academic roles.

Gender Equality Action Plan

In November 2019 we applied to renew our institutional Athena SWAN bronze award, recognising advancement of gender equality. The review panel asked the University to strengthen its application and resubmit by April 2021. The Athena SWAN SAT has undertaken a review of the application to ensure it is ready for resubmission.

Although we had hoped to be re-accredited in 2020 we have not let this detract from our commitment to gender equality. We published our gender equality action plan in May 2020. Key focus areas in the plan relate to:

- promotion and career progression – for example, through evaluation of the impact on women's career progression of the new academic career pathways introduced in 2019
- flexible working and career breaks – monitoring the impact of the University's 'Flexible by default' policy
- staff recruitment – including guidance for search agencies to ensure a diverse representation on all longlists and shortlists for senior posts
- analysis of data to develop targeted actions across all areas.

Institutional Membership of Women in Higher Education Network (WHEN)

In August we became a member of the Women's Higher Education Network (WHEN), a national network "uniting all women in order to harness wisdom and experiences for strength and change". The network brings together members from across the sector with different roles and experiences, and from different institutions, fields and backgrounds, creating spaces where women can share experience, generate ideas and learn from and with peers. 50 staff have received lifetime memberships of the network as part of our

EQUAL SUSSEX

Stonewall

Last summer we made our first institutional submission to Stonewall's UK Workplace Equality Index as part of our ambition to be ranked in the Top 100 Employers by 2025.

For our first application, our rank is 407 out of the 503 employers who took part. This year saw a significant increase in the number of organisations making submissions to the index, so securing a ranking in the top 100 is going to be difficult to achieve. While the rank may seem quite low, it is just the start of an ongoing process.

In June 2020 we published an action plan to promote LGBTQ+ equality at the University focusing on actions planned over the next three years. The action plan, was developed based on feedback in relation to our application and in consultation with the LGBTQ+ Staff Network and the Trans and non-Binary Staff Network. It brings together a range of institutional-level actions and initiatives.

In light of the significant barriers and challenges that organisations are facing due to COVID-19, Stonewall decided not to open this year's Workplace Equality Index for submission and it will not be publishing a list of Top 100 Employers for 2021.

Although there will be no submission this year, the charity will proceed with its planned changes to questions that inform the Index and the introduction of a 'gold, silver, bronze' awarding system.

Supporting Trans and Non-Binary Staff and Students

In September 2020 we joined other higher education institutions as well as organisations in the public and private sectors to show that we value trans people as our employees, colleagues, students and customers.

Supporting our trans and non-binary community forms part of our overall LGBTQ+ Equality Action Plan Publishing a transitioning at work policy and supporting guidance for staff and managers is a priority action in our plan. The policy and accompanying guidance will help anybody transitioning at work to plan and manage their transition in the best way for them with the support of their line manager. During 2020 we have worked with the TransNonBinary Staff Network on the policy and guidance which will be published in 2020/21.

Disability Confident

The University joined the Disability Confident scheme in May 2019. We will use the Disability Confident scheme as a framework to shape our approaches to accessibility for our employees. Our goal is to become a Disability Confident Leader by 2025.

We provided an internship for a student with a disability through the Leonard Cheshire Change 100 scheme in summer 2019 as part of showing our commitment to increasing opportunities. We were unfortunately unable to provide the same opportunity during summer 2020 due to the pandemic.

Supporting staff with a disability during COVID-19

The COVID-19 pandemic presented particular challenges for staff with a disability. Up to date advice from a range of charities and national bodies was provided to support staff and their managers identify issues and agree reasonable adjustments.

New guidance on equality analysis was also published to help those making decisions on changes as a result of lockdown and the plans to re-open the campus over the summer in time for the autumn term.

Our guidance for staff and managers included a self-assessment tool to help individuals understand whether they have an elevated vulnerability to suffering more serious symptoms should they contract COVID-19.

The tool also helped staff flag if their neurodiversity or mental health conditions would make it hard for them to return to the campus.

Equality, Diversity and Inclusion

Equality Analysis

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. One of the provisions of the act was the introduction of the public sector equality duty (PSED). It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees. The PSED requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities.

The University uses equality analysis as part of major projects and significant policy/business decisions. Equality analysis should be completed by the policy or project owner or a member of the team supporting them. To be completed effectively it requires a detailed understanding of the policy area and the proposed actions. Guidance on equality analysis, how to conduct one effectively and the form for recording the analysis are provided below.

You can use the draft advice and guidance [PDF 710KB], and equality analysis form to help completion of an equality analysis [PDF 197KB].

Please note that the guidance on equality analysis is in draft. Any feedback on the guidance or the form should be sent to the edi.unit@sussex.ac.uk

Covid-19 Equality Analysis

In addition to our standard guidance the Equality and Human Rights Commission has published employer guidance on Covid-19and guidance in relation to reasonable adjustment and Covid-19.

There has been no change to the legal requirements on equality or reasonable adjustments. Managers considering how to set up working options at each stage of the recovery need to ensure that they do not disadvantage workers with different protected characteristics, such as those in particular age groups, disabled employees, women or pregnant workers. Managers must ensure that:

- decisions about ways of working for a team and for individuals are chosen based on business requirements and not on a particular protected characteristic
- what the employee wants to do is considered and accommodated

If managers need advice on individual cases they should contact their HR Business Partner. Anybody requiring general advice on equality analysis should contact edi.unit@sussex.ac.uk.

EQUAL SUSSEX

To reduce the gap in representation, experience, progression and reward between those with and without protected characteristics.

Pay Gaps

In March we published our gender pay gap and, for the first time, disability and ethnicity pay gaps.

Disability Pay Gap

Our mean disability pay gap is 15.9% with a median gap of 13.7%. The key driver for our disability pay gap is the demographic of our workforce. Overall our statistics show that 4% of our workforce has a disability. This is slightly lower than the average across HE which is 5%. In addition to low representation of staff with a known disability in our workforce, the representation of staff with a disability in the highest pay quartile is 3% compared to 7% in the lowest pay quartile and this explains why we have a disability pay gap.

We are reviewing our policies and practices throughout the employee lifecycle to ensure that they are inclusive for all staff and that we are removing any barriers to recruitment and progression and potential for unconscious bias to deliver unfair outcomes. We will also be launching a self-service portal for staff to record data relating to protected characteristics and hope that this will provide more accurate demographics about our workforce. We will explore our disability pay gap in more detail as part of our Disability Confident work.

Ethnicity Pay Gap

Although our overall ethnicity pay gap is in favour of BAME staff, with a mean gap of -3.0% and a median gap of –6.7%, when the data is broken down there are small pay gaps in favour of white staff for both academic and professional services staff. The key driver for our ethnicity pay gap is the demographic of our workforce. Overall 14% of our workforce is BAME. However when we look separately at our academic and professional services workforce, 19% of academic staff are BAME compared to 8% of our professional services staff. This difference between academic and professional services staff representation is reflected in the under-representation of BAME staff in the lowest pay quartile compared to the other three pay quartiles. Therefore overall there is a pay gap in favour of BAME staff.

When we consider the pay gaps within the academic and professional services workforce separately we see small pay gaps in favour of white staff in both groups. For academic staff the pay gap (mean 5.0%, median 5.7%) reflects that the representation of BAME staff is evenly distributed but drops off in the highest paid roles. For professional services staff the overall representation is much lower and the distribution is relatively even resulting in a smaller pay gap (mean 2.5%, median 2.9%). We will explore our ethnicity pay gap in more detail as part of our Race Equality Charter work.

Gender Pay Gap

Our mean gender pay gap remained unchanged at 22.5% but our median gender pay gap increased very slightly from 18.2% to 18.6%. The key driver for the gender pay gap at Sussex is the gender demographic of the University's employees. Overall, the workforce has more female than male staff and more academic staff than professional services staff. However, 65% of male employees are academics, compared to 42% of women. This is reflected in the pay quartile distribution. Our gender equality action plan contains a range of actions and measures to reduce our gender pay gap.

DIVERSE SUSSEX

To be a place that celebrates diversity and tolerance and fosters good relations in our own and the wider community.

Queer the Pier

PRIDE and Trans Pride celebrations were very different this year due to COVID-19 as the parade couldn't be held. The University sponsored a talk entitled 'Who belongs here more than you?' by fashion historian and curator E-J Scott about Queer representation and inclusion in the museum sector. The event formed part on the Queer the Pier exhibition at the Brighton and Hove Museum and Art Gallery.

BAME Ambassadors

In January 2020 we launched a pilot for a BAME Ambassador scheme. The scheme is funded by the University and run by the Students' Union. The aim of the scheme is bring to the forefront the voices of students from Black, Asian and minority ethnic (BAME) backgrounds, so we can better understand the student experience, explore the causes of the awarding gaps and implement change within Schools and the wider University.

The pilot ran in six schools for 6 months and extensions were made for students who wished to continue through to the end of the financial year due to the disruption caused by the COVID-19 pandemic. Feedback was from staff within schools was extremely positive.

Since then, the BAME Ambassador Scheme has transformed into the Race Equity Advocate Scheme for which the final scope of the project has yet to be confirmed. The University remains committed to closing the awarding gap in line with our own internal targets and external sector ambitions.

Disability History Month

As part of Disability History Month, the Deputy Pro-Vice-Chancellor (Equality, Diversity and Inclusion), Claire Annesley, and the EDI Unit hosted an exhibition showcasing work to make Sussex more accessible as part of Inclusive Sussex. The display included a history of accessible student accommodation on campus and demonstrations of the digital accessible toolkit.

On 3 December 2019, International Day of People with Disabilities (IDPWD), the Attenborough Centre for the Creative Arts was lit up in purple in support of disabled people and accessibility as part of purple light up.
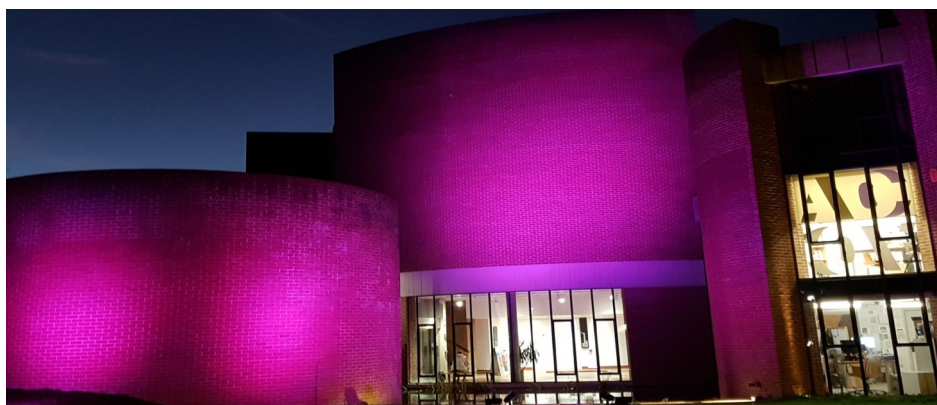
ACCESSIBLE SUSSEX

To provide equal access to excellent learning, research and employment opportunities regardless of physical or unseen disabilities.

Digital Accessibility Toolkit

Digital Accessibility is about ensuring the online learning environment and resources are usable for all students and staff, including those with disabilities and specific learning differences. Digital Accessibility is more than making alternate versions of content, it's about ensuring that all our students have equal opportunity to engage regardless of what barriers they may previously have encountered.

For most students and staff with a disability that affects their learning, it is the material and learning design that disables them, not their medical diagnosis. It is up to us to make the changes needed to design our materials to ensure we do not create barriers.

In November 2019 our Technology Enhanced Learning team launched a new Digital Accessibility Toolkit. The toolkit provides a range of materials and guidance on how to check existing content and to help when creating new content.

It also includes a guide to common digital accessibility needs and digital tools which can be used to support students.

The launch was supported by a series of webinars and workshops to get staff up to speed with digital accessibility.

The toolkit provided much needed support to staff and students when all teaching was moved online in March 2020 due to the COVID-19 pandemic.

When teaching and learning is happening online the accessibility of digital materials and activities is more important than ever and the toolkit was used as a key part of creating excellent resources for our online teaching.

Digital Accessibility Toolkit

Guidance and resources available

Sussex TEL @SussexTEL · Apr 28
Accessibility tips: Digital accessibility tools blogs.sussex.ac.uk/tel/2020/04/28
...

Accessibility Tips

Digital accessibility tools

FLEXIBLE SUSSEX

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

Flexible Working

The COVID—19 pandemic provided an unplanned opportunity for the majority of the staff and managers to work remotely and to adopt other flexible working patterns, e.g. to help manage caring responsibilities. We have learned a lot about the tools and working practices needed to work flexibly and the benefits and challenges that staff face. We will be developing new blended flexible working approaches based on this learning to meet the needs of staff and the University.

Flexible Learning

In August 2019 the University went live with a new online media platform for lecture recording, Panopto. As well as lecture capture, Panopto opened up new possibilities for teaching. These were tested fully this year when we had to suspend teaching on campus due to the COVID-19 pandemic. The move to online learning was effected within a week. The feedback we received from staff and students during this period has helped us design the approach to the autumn term of 2020/21.

There has been a mix of in-person (classroom or lab work) teaching and different types of online learning. Our aim is for students to receive a minimum of 11 hours of live interactive learning, either in the classroom or online, per module, across the semester for a typical 11-week module.

Comprehensive support and guidance is in place for teaching staff on how to design and deliver teaching using the tools provided.

An essential part of this is guidance on inclusion and accessibility to ensure that the individual needs of our students are respected and supported.

Teaching Online, Learning Anywhere

About this site

This site provides targeted support for teaching staff in the transition from face-to-face to online and blended modes of teaching and learning. It combines accessibly presented pedagogical knowledge, reflective tools and practical steps that can be applied 'live' to a broad range of teaching and learning contexts.

For recordings of staff development webinars, visit the TOLA Webinar Recordings folder ↗ in Panopto for this site.

Pedagogy and Practice

Online Learning Design	>	Building Communities Online	>
Teaching Methods	>	Assessment and Feedback	>
Inclusion and Accessibility	>	Blending Face to Face and Online	>

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, which it currently holds and which does not risk individuals being identified. The latest information was published on the University's website in 2020 and is based on information as at 1 December 2019..

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

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 works closely with schools, divisions, staff networks 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 Jackie Rymell and reports to Sharon Neal the Assistant Director Human Resources: Organisational Development, Culture and Inclusion.

Contact Us

Email: edi.unit@sussex.ac.uk

Twitter: @InclusiveSussex

Web: www.sussex.ac.uk