**Equality and Diversity Annual Report**

1. **Introduction**
   1. Northumbria University has a diverse student and employee population. The University is proud of its record of achievement in developing and implementing good practice in relation to Equality and Diversity. While the University strives to go further than is required it operates within the legislative framework of the Equality Act 2010 and, as such, is subject to specific responsibilities.
   2. The *Public Sector Equality Duty* requires the University, in the exercise of its functions to ‘have due regard to the need to’:

* eliminate unlawful discrimination, harassment and victimisation;
* advance equality of opportunity between people from different groups;
* encourage people with protected characteristics to participate in public life or in other activities where their participation is low;
* foster good relations between people from different groups.
  1. The *Public Sector Equality Duty* supports good decision making. It encourages organisations to understand how different people will be affected by their activities, so that their policies and services are appropriate and accessible and meet the needs of different people.
  2. The *Specific Duties* of the Equality Act are intended to help organisations perform the Equality Duty better. They do this by requiring public bodies to be transparent about how they are responding to the Equality Duty – requiring them to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives.

1. **Equality and Diversity Reporting**
   1. The University reviewed its reporting arrangements in 2016 and the Equality and Diversity Webpages are now the main channel for publishing information, including monitoring information and information on our activities and plans. Details of activity relating to 2016 /17 can be found in the annual report, the content of which is provided below.
   2. Key themes noted are:

* Changes to the management of Equality and Diversity
* Gender Pay Review
* Athena SWAN Charter
* Campus Accessibility
* Mental Health Awareness
* Staff Survey 2016
* Student Attainment
* Supporting Students

1. **Changes to the management of Equality and Diversity**

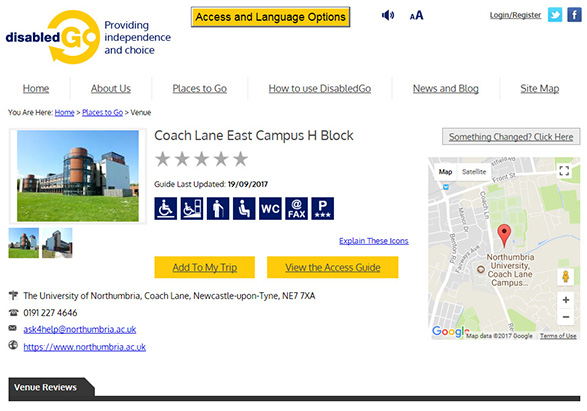
* 1. The management, delivery, evaluation and promotion of Equality and Diversity (E&D) has become increasingly important in light of changes to the Athena SWAN Charter, the value placed on E&D in the REF2021 and in the Teaching Excellence Framework (TEF) and also legislative changes in relation to Gender Pay reporting.  A review has taken place to change our current ways of working to advance the E&D agenda at a quicker pace to ensure Northumbria is in line, if not ahead of, other Universities in making the cultural change necessary to embed E&D into business as usual.
  2. In August 2017 the University Executive (UE) agreed an overarching commitment to this work and also to an ambition to achieve the Athena SWAN Gold Award.  In addition to strengthening the alignment between the E&D Committee and Athena SWAN group, a set of specific E&D responsibilities have been assigned to an Academic Director’s portfolio at Faculty level, each Service now has someone in the leadership team responsible for E&D and E&D responsibilities have been assigned to a dedicated role in HR.
  3. A commitment has also been given to including the E&D agenda on all University projects including the work on Brand, Organisational Culture and the development of the new University Strategy.
  4. These revisions are intended to increase capacity to advance the E&D agenda at a quicker pace, reduce duplication, enable cross Faculty and Service working, strengthen central coordination and achieve greater impact.

1. **Gender Pay**
   1. The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 the University to report on and publish our gender pay gap no later than 30 March 2018.
   2. Specifically, we need to publish:

* the difference between the median and mean average hourly rate of pay paid to male and female employees;
* the difference between the median and mean average bonus paid to male and female employees;
* the proportions of male and of female employees who receive bonuses;
* the relative proportions of male and female employees in each quartile pay band of the workforce.
  1. Northumbria has been working with other Universities to standardise as far as possible the way in which each of the figures are calculated to enable more accurate comparisons to be made.  The intention is that the gender pay gap figures for Northumbria will be made available internally in November 2017 and they will be supported by a communications plan which explains the data and give colleagues the opportunity to ask questions and provide feedback and suggestions.  This exercise will take place in advance of publishing this information externally early 2018.

1. **Athena SWAN Charter**
   1. The University holds an institutional Athena SWAN Bronze Award submitted under the STEMM academic staff and gender focused scheme (April 2015). Northumbria’s current Athena SWAN Self-Assessment Team (SAT) Terms of Reference and governance structure has been focused on maintaining and furthering the attainment of this award. Actions arising from delivery of the Action Plan continue to have a positive impact across all areas.
   2. In November 2016 a new Regional Development Programme for Women was launched. This is a collaborative project between Northumbria University, University of Leeds, Leeds Beckett, Sheffield Hallam and York St John. Utilising Action Learning Sets, it is providing women in middle and senior academic and professional service roles from each institution a space to focus on their career development and broaden their professional networks across the HE sector. Initially run as a pilot, its success has led to its continuation into 2017/18.
   3. Examination of email culture in the University as an aspect of work life balance has led to the production of Email Good Practice Guidance which contains advice on the use of email tools including out of office and when to send and check email. It makes clear that staff are not expected to check or respond to emails outside of normal working hours unless a specific 24/7 need has been identified and agreed.
   4. A new bespoke unconscious bias e-learning module has been created as an aspect of mandatory Equality and Diversity training for all staff. The content of the new module includes a link to the best practice video produced by the Royal Society. Unconscious Bias training was delivered to University Executive in 2016. To ensure that recruitment panels have been appropriately briefed it is now incorporated into recruitment and selection training and within coaching and mentor training.
   5. The need to change our current ways of working to advance the E&D agenda at a quicker pace has been recognized. To ensure Northumbria is in line, if not ahead of, other Universities changes are necessary to embed E&D into business as usual and within all University projects including the work on Brand, Organisational Culture and the development of the new University Strategy. The structure for supporting the University’s commitment to E&D (and the Athena SWAN Charter) has been reviewed with a number of revisions to be actioned through 2017/18. These include:
   6. Updated Terms of Reference for the E&D Committee to reflect revised responsibilities.
   7. Membership of the E&D Committee to include the Chair of the Athena SWAN SAT and the Chair of the Accessibility Review Group who will provide reports to the Committee as standing items.
   8. The E&D Sub group to be renamed E&D Special Interest Group.
   9. The Terms of Reference for the Athena SWAN SAT amended to reflect the broader remit of the charter.
   10. A new Director portfolio created within each Faculty with cross-Faculty responsibility for Equality, Diversity and Development.
   11. One member of the Senior Management Team within each Service identified as the E&D lead to coordinate, lead and develop the approach to equality and diversity within the Service, attend meetings of the University Athena SWAN SAT and support the service Athena SWAN submission.
   12. Responsibility for Equality and Diversity assigned to a dedicated role in HR:
   13. A clear statement developed to confirm the University’s direction in relation to E&D with an updated Action Plan which incorporates the actions required to deliver Athena SWAN requirements and include, where appropriate, additional positive actions arising from HEFCE’s call for evidence report.
   14. The E&D agenda to be taken into account within all University projects including the work on Brand, Organisational Culture and the development of the new University Strategy.
2. **Raising Awareness of Campus Accessibility**
   1. Northumbria has formed a new partnership with the UK's leading provider of access information, Disabled Go, to give staff, students and visitors to the University detailed, online accessibility guides to our campuses.

* 1. With the new [Northumbria Disabled Go guide](https://www.disabledgo.com/organisations/northumbria-university/main#VenueListing), we've joined with hundreds of other public organisations, places of interest, restaurants and more on the [Disabled Go](https://www.disabledgo.com/) website which is the go to place on the internet for people who need accessibility information.
  2. The new Guide gives those planning a visit to the University all the information they need to navigate their way around the campus, providing useful photos and descriptions of key features of the buildings and where to locate accessible entrances, facilities and services.  Disability Go also provide a 'key access' review for each venue, so visitors can see at a glance if there are facilities such as accessible entrances or a hearing system.



* 1. The Guides are designed for anyone who might find additional information useful in helping them to get around the University and the initiative represents the University’s commitment to ensuring an inclusive, diverse and accessible campus.

1. **Mental Health Awareness**
   1. The HR Management Team were recently invited to a workshop on Mental Health Awareness. The session was delivered by the Student Support Manager, Counselling and Mental Health and was intended to provide colleagues with the skills and knowledge necessary to support both managers and staff in relation to mental health issues. It was extremely beneficial in understanding the boundaries of individual roles and the opportunities to engage with external agencies. Further events on other similar topics are being scheduled.
2. **Staff Survey 2016**
   1. The University carried out a Staff Survey in 2016. The following represents a summary of responses from approximately 1700 respondents.

1. I believe the University is committed to equality of opportunity for all of its staff

Positive response Change from 2014

69% -2%

2. I am aware of the University’s policy on Equality and Diversity

Positive response Change from 2014

96% +4%

3. I am satisfied with my level of awareness of diversity and how to interact appropriately

Positive response Change from 2014

98% +3%

4. I feel the University acts fairly regardless of age, disability, ethnic background, gender, religion or sexual orientation with regard to recruitment

Positive response Change from 2014

87% -2%

5. I feel the University acts fairly regardless of age, disability, ethnic background, gender, religion or sexual orientation with regard to career progression / promotion

Positive response Change from 2014

79% +4%

6. Have you felt discriminated against at work in the last 12 months?

Positive response Change from 2014

92% +4%

7. I have felt discriminated against because of my:

Age: 29%

Disability: 16%

Ethnicity: 8%

Gender: 38%

Religious beliefs: 3%

Sexual orientation: 1%

Other: 26%

* 1. Moving forward all Faculties and Services will review their local survey feedback and identify appropriate actions in relation to all survey areas.

1. **Student Attainment**
   1. In its submission to the University as part of the institutional quality review process the Students’ Union recommended that the University agree an institution-wide action plan to address the attainment gap between white UK students and their BME and international counterparts.
   2. The good honours rate for non-EU students has improved considerably from 40.9% in 2014/15 to 50% in 2015/16. While the gap with UK students has narrowed, it remains significant at 28.1%. Following the decline in satisfaction in the International Student Barometer 2016, the Union is aware the University has moved forward with several key actions and sees a wider plan as crucial in ensuring these are embedded and succeed.
   3. On ethnicity, the gap between White and other first time UK undergraduates remains. Although the percentage of good honours has increased in all groups from 2012/13 to 2015/16, the percentage for White students has increased faster, so the gap in that time has risen from 22.8% to 26.5% for Black students and 10.8% to 13.2% for Asian students. Positive graduate prospects have risen in that time for all groups and for Black students now exceed that of White students (75% vs 72.8% for 2015/16). Again the Students’ Union would recommend to the University to look at this as a cross cutting issue to understand why this gap persists and how it can be further narrowed.
   4. The Students Union also note that Female Good Honours continue to outperform Male, although the gap has dropped to a low of 5.9%.
2. **Supporting Students**
   1. The University continues to develop a range of innovative projects to support all of our students.  Some examples include:

* As part of tackling the “lad culture” agenda the University has in place a coordinated approach to identify and address any evidence of lad culture on our campuses.  Working in partnership with our Students Union we have introduced bystander awareness training and developed a comprehensive awareness campaign for our students.
* A comprehensive package of support in place for our disabled students to ensure effective and timely reasonable adjustments are made to ensure equal access to learning and all elements of the student experience.
* Investment in our Counselling and Mental Health Team to ensure that students in need can access high quality and accredited mental health support in a timely manner.
* The University’s financial inclusion offer continues to support students from the most disadvantaged backgrounds and those in finance hardship to ensure they are able to access, stay and thrive on their course.
* Close working with our ISOC and other student bodies to ensure effective prayer arrangements are available on campus.  During our Fresher’s week the multi-faith chaplaincy team worked closely with the Students’ Union to ensure that they could be as visible as possible to help students from smaller faith groups, not as well represented on campus or were not represented by an existing faith/religious society.
* Special arrangements to support Ramadan, ensuring that our Muslim students on campus over the summer months had a warm, friendly and appropriate venue to perform Iftar every night.
* Introduction of a new and comprehensive programme to support student carers.  Working with our partners in the voluntary sector we ensure all identified student carers receive personalised support from a welfare adviser as well as financial support from our financial inclusion service.

October 2017