

Equality, diversity and inclusion annual report 2017-18

In pursuing our mission to contribute to society through excellence in research and excellence in education, all our activities, behaviours and decision-making are underpinned by our core values. These commit us to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it, which ensures equality of opportunity for all its members and that treats its members with equal respect and dignity at all times.

This report highlights some of the work undertaken in 2017-18, the final year of our Equality and Diversity Framework and Sub-Strategy 2015-18, to achieve our equality, diversity and inclusion objectives. It includes a final update on the status of those objectives and highlights some of the key areas in which our work has had an impact.

The report also gives an overview of our next steps to embed equality, diversity and inclusion in everything we do.

At the start of this year, we set out to raise awareness of, and engage more members of our community in, work to address under-representation, differential outcomes and inappropriate behaviours where they exist in order to create a more inclusive environment. We planned to do this by:

- Embedding our values-based approach into the planned programme of policy development and learning activities
- Focusing on promoting a flexible working environment
- Requiring all departments to engage in Athena SWAN
- Tackling sexual violence, harassment, bullying and hate crime
- Committing to the principles of the Race Equality Charter



Ways in which we achieved this include:

- Introducing new Resourcing Guidance which puts key principles of inclusivity, values-based, rigor, fairness and consistency at its heart
- Refocusing leadership and management development programmes to place more emphasis on creating an inclusive environment
- Increasing support for departments in making workplace and cultural changes necessary to deliver the objectives of Athena SWAN
- Launching our Zero Tolerance Approach to Harassment and Bullying
- Bringing together different perspectives, research and experiences on race and ethnicity through publishing Race, Ethnicity and Inclusion: The University of Essex Reader

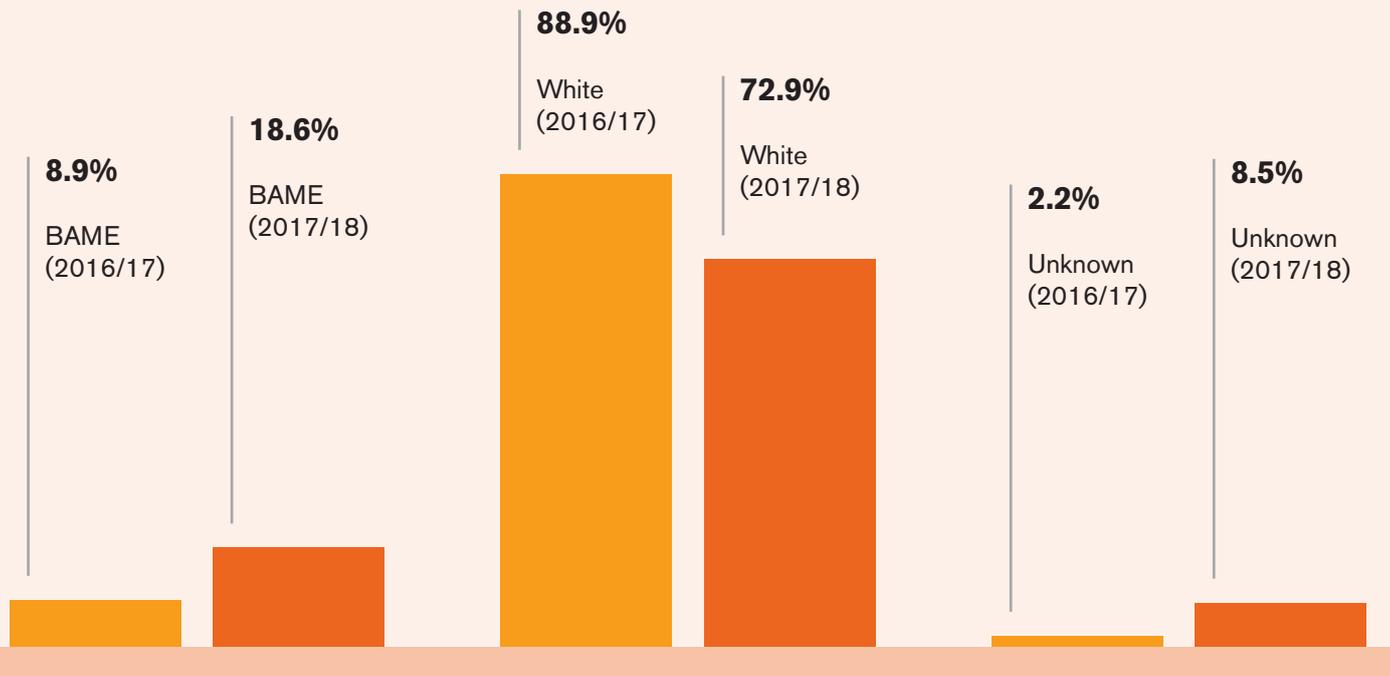


How are we having an impact?

Key: ■ 2016/2017 ■ 2017/2018

Academic Promotions

9.7% increase in the proportion of BAME staff achieving promotion



Flexible working

41.3% Increase

2016-17: 70 requests agreed
2017-18: 106 requests agreed

External recognition

Renewed institutional Athena SWAN bronze award November 2017

Ethnicity attainment gap

6.1% reduction

over the period 2013-14 to 2017-18

Stonewall Top 100 Employer 2018

Gender pay gap

1% reduction

of mean pay gap from March 17 to March 18.

Articles about our work to reduce the gender pay gap published in:

- *East Anglian Daily Times*
- *University Business*
- *Nature magazine*
- *Universities and Colleges Employers Association newsletter*

What are we doing further to promote Equality, Diversity and Inclusion?

Work carried out to date has started an institution-wide conversation around the type of community we want to be. It has highlighted the need for a significant culture shift and to support this we will be embarking on a number of new campaigns that will take a deep dive in a number of key areas.

These include:

Culture

- Focusing on creating a positive and effective environment in which healthy relationships are central
- Expanding the principles of Athena SWAN across professional services sections, in a sector-leading initiative
- Embedding a flexible working culture through equipping managers with the knowledge, confidence and skills to make values-based decisions and become inclusive leaders
- Empowering and encouraging staff and students to challenge inappropriate behaviour safely through engagement in bystander intervention training
- Empowering people to meet the University's expectations of how they need to work and support each other through a comprehensive change project

Support

- Reviewing how we support staff before, during and after a period of leave
- Developing, delivering and evaluating a suite of PGR cohort-building initiatives
- Reviewing how we provide support for 'later career' staff, including those who aspire to change career direction, those who are thinking about retiring and those for whom a change in circumstances necessitates a change of role
- Responding to the need for the learning environment to evolve in order to deliver the University's Strategy 2019-15 through supporting staff to develop new, inclusive teaching practices
- Working with departmental Inclusivity Leads to support them in their role in embedding inclusive practice within their department

Analysis

- Gathering and analysing staff and student ethnicity data to support Race Equality Charter accreditation
- Analysing salaries using an intersectional approach to seek to identify whether the intersection of gender with age, ethnicity and length of service has a particular impact on career progression
- Analysing the profile of non-disclosure rates in order to identify whether any particular groups of staff have particularly high non-disclosure rates in order to inform future work
- Developing a fact-based understanding of workforce behaviours to support decision-making and the evaluation of impact
- Analysing Report and Support data to identify and understand trends in order to target actions appropriately
- Better understanding the day-to-day experience of staff and students through the development of a more effective approach to seeking feedback
- Designing a new approach to equality, diversity and inclusion reporting which is aligned with institutional and departmental priorities as well as requirements for external recognition

Objective	KPI	Status	Indicators of impact
Key Theme 1: Promoting positive attitudes: Making a difference			
<p>1.1 For all staff to have completed Equality and Diversity training</p>	<p>By the end of the academic year 2014-15 probation requirements for all staff to include specific reference to completing Equality and Diversity training</p> <p>The percentage of staff completing Equality and Diversity training increases year on year. 100% completion by end of 2018</p>	<p>Probation agreements include reference to completion of essential training. Essential Training policy introduced in 2017 - all new staff must complete Equality and Diversity training within 6 months of starting work in order to successfully complete their probation period</p> <p>Under the Essential Training policy, all staff are required to complete Equality and Diversity Essentials training. Individuals and reporting managers receive termly reminders of required training and completion rates</p>	<p>Heightened awareness of importance of ensuring staff complete essential training led to 1) the introduction of a robust system of monitoring 2) a sharper focus on the role of the manager in ensuring their direct reports complete training</p> <p>Original measures of completion rates looked at the core workforce (permanent and fixed-term staff) only. Increased focus on training led to the supplementary workforce (on-demand, casual hourly-paid staff) also being required to complete this training. As at September 2017 40% of the core workforce had completed it. As at 15/04/2019 52.4% of all staff had completed it</p>
<p>1.2 To ensure that all members of Council complete Equality and Diversity training</p>	<p>All Council members successfully complete the course prior to attending their first meeting</p>	<p>Completion rates for Council members have ranged between 80 and 96% of over the lifetime of this action plan. In 2017-18, the completion rate was 92%</p>	<p>Council members have used their position as committee members to ensure the University is making values-based decisions. E.g. ensuring workers employed by companies the University is in partnership with pay their staff the National Minimum Wage and the National Living Wage</p>
<p>1.3 To consider and implement strategies to mitigate against the effect that subconscious bias can have on fairness and objectivity</p>	<p>Training material is written during Spring Term 2015, with delivery commencing in Summer Term 2015</p>	<p>Material written and workshops have been delivered in Colchester and Southend. An online course has also been introduced</p>	<p>The value of staff understanding how their biases may impact on their decision-making was recognised by making unconscious bias training essential for University committee members, all members of Council and USG. In 2019 this requirement was extended to all staff. As at 15/04/2019 21% of all staff had either attended a face-to-face session or successfully completed the online course</p>
<p>1.4 To develop a 'Celebrating Equality and Diversity' communications plan to raise awareness of the impact that initiatives in this area have had on members of the University community</p>	<p>Communications plan is developed by end of Spring Term 2015 and implemented</p>	<p>Successes and achievements continue to be communicated via existing channels. A range of methods have been used to raise awareness of the impact of equality and diversity initiatives. These include the HR blog, Essex Weekly, Essex Spirit, Equality and Diversity web site, events and surveys.</p>	<p>Internal communication of our successes and achievements have led to increased awareness externally of our work which has resulted in articles being published in the East Anglian Daily Times, University Business, Nature magazine and the Universities and Colleges Employers Association newsletter</p>

Key Theme 1: Promoting positive attitudes: Making a difference

1.5 To ensure job applicants are aware of the University's commitment to Equality and Diversity

Update Recruitment and Selection, Equality and Diversity Handbook and Recruitment and Selection training during 2014-15 to include guidance on how to assess candidates' commitment to Equality and Diversity

Resourcing Guidance to embed values and behaviours into recruitment and selection was introduced in 2017-18. It includes specific examples of how to assess a candidate's knowledge and achievements in diversity and inclusion

Standard academic job descriptions and person specifications developed, all of which include a section on professional values with the following essential criteria 1) A strong and well-articulated commitment to the University's values 2) a commitment to respect individual learners and diverse learning communities and to promote participation in higher education and equality of opportunity for all learners via student-centred practice

1.6 To increase the visible leadership on equality and diversity issues

Diversity Champions introduced during 2014-15

Diversity Champions first introduced in December 2014

Diversity Champions have used their role and influence to promote equality, diversity and inclusion. E.g. our Disability Diversity Champion is an active member of the Access Forum and has championed disability equality in relation to car-parking, timetabling and physical access on all our campuses; our Gender Diversity Champion is a member of our Athena SWAN Peer College Network and supports departments in their work to promote gender equality; our Race Diversity Champion has led work to address the BaME attainment gap

1.7 To ensure appropriate support and mechanisms are in place to help staff and students who experience harassment or bullying

Review completed by the end of the academic year 2014-15

As part of the Tackling Sexual Violence, Harassment and Hate Crime action plan, a comprehensive review was undertaken. This resulted in 1) the introduction of Report and Support, an online platform for any member of our community to report inappropriate behaviour and access support 2) the introduction of a new Complaints of Bullying and Harassment Procedure for staff 3) the Harassment Advisory Network becoming the Harassment Report and Support Service in order to play a more proactive role when allegations of harassment, bullying and hate crime are made 4) the introduction of our Zero Tolerance Approach to Harassment and Bullying

A dedicated communications plan to support these initiatives has resulted in Report and Support being used by staff, students and visitors. Feedback from clients indicates this approach gives confidence that the University is upholding its zero tolerance approach in the way it deals with reports e.g. one client said "it's really reassuring to know that the University is keen to deal with these things in a supportive way"

Key Theme 1: Promoting positive attitudes: Making a difference

1.8 To increase engagement with organisations that work to support under-represented groups

Engagement with mutually beneficial organisations increased

Through the One Essex Project, links have been established with the Essex Community Foundation, Hope not Hate, Colchester Borough Council and Fresh Beginnings. Outhouse East, who support LGBT+ people, are a member of the Essex LGBT Alliance and we work with Stonewall who promote equality for LGBT+ people and CARA who support survivors of sexual violence

CARA have delivered training to Harassment Support Workers and members of the Student Wellbeing and Inclusivity Service to facilitate the provision of better support to staff and students who experience sexual violence. Stonewall have reviewed our LGBT+-related policies and provided us with advice and guidance which has resulted as us being named as one of the Top 11 most LGBT+ inclusive organisations in the UK

Key Theme 2: The student experience

2.1 To continue to work in partnership with the Students' Union (SU) to promote and support their equality-related events, activities and societies

Equality and Diversity and the SU continue to work together on a number of equality-related events and activities each academic year

Human Resources and the Student Life team work collaboratively with the SU on a regular basis. Projects this year include: tackling sexual violence, harassment and hate crime; promoting wellbeing; reviewing learning spaces; working with the Health Centre on Colchester Campus to promote inclusion for trans patients

Promotion of work to tackle sexual violence and promote wellbeing resulted in 140 student wellbeing ambassadors being recruited and trained and 500 staff being trained in Mental Health First Aid. 600 students and 25 staff have also attended Bystander Intervention training. Improvements to the service the Health Centre offers trans patients through changing the wording on documentation to be completed to change gender on NHS records. Feedback from the Health Centre GP 'just to say how much I appreciated all of your input.....we will ensure the receptionists are aware of the gender name change pathway and follow up those who completed the old style form at the start of this process'

2.2 To better promote the University to under-represented groups

Our commitment to equality and diversity is given prominence throughout relevant publicity material e.g. prospectuses, web sites, social media and is considered within the University's Access Agreement

Our value-commitment to inclusivity is a visible thread within all our publicity materials. From our student prospectuses which highlight our international community and the support available to particular groups of students e.g. mature students, disabled students, to our web site which showcases examples of our work in this area

In the last year, the main University website has featured articles relating to being shortlisted for a Guardian University award in the 'Advancing Staff Equality' category; showing support and solidarity for our Jewish students; being a Stonewall Top 100 Employer for the third time in four years; taking action to eliminate the gender pay gap. Every department has an 'equality and inclusion' section on their website and our job vacancies website has a 'diversity and inclusion' section. Our Access and Participation Plan sets out how we will 'invest in our inclusive and diverse student community, providing opportunity for those who have the potential to benefit from our University's excellence, irrespective of socio-economic background or ability to pay'

Key Theme 2: The student experience

2.3 To support all students to create personal career paths

A number of initiatives are supported e.g. bright futures and the DHLE reflects the profile of our student community each year

Equality and Diversity, the LGBT Alliance and the ECC have held a joint annual event showcasing LGBT-inclusive employers for 4 consecutive years 2015-18. Other initiatives include the Big Essex Award, Frontrunners scheme, external events e.g. teaching information events at local schools, Essex Startups, career mentoring, providing information about 'diversity in careers' and employability modules. The Diversity in careers section of the Employability and Careers website contains links to sites such as Diversity Jobs which connects people to employers who place high importance on having a diverse workforce

2017 DHLE results show 1) 76% of UK domiciled white graduates entered into graduate level work/study compared to 71% of BaME graduates 2) more white graduates gained graduate level work than BaME graduates (51% and 45% respectively) 3) more BaME graduates entered graduate level study than white graduates (26% and 25% respectively) 4) 77% of graduates from POLAR quintiles 1&2 (the most disadvantaged) secured graduate level work/study compared with 73% for graduates from quintiles 4&5 (the least disadvantaged) 5) 80% of graduates who declared a disability secured graduate level work/study 6) 89% of EU students and 87% of overseas students secured graduate level work/study

2.4 To develop an inclusive curriculum and deliver excellence through appropriate pedagogical practice

Inclusive design is integrated into curriculum design and approval documentation and the curriculum review toolkit. Documentation is regularly reviewed

A resource to support staff in considering equality and diversity matters through the Annual Review of Courses (ARC) is developed and widely publicised during 2014-15

Explicit consideration of equality and diversity issues is required as part of the ARC process - a guidance flow chart has been produced. The curriculum review toolkit contains various resource to support inclusive curriculum design e.g. an Internationalising the curriculum toolkit. An LGBT+ toolkit has also been developed, supporting inclusivity in our curriculum and practices. Increased emphasis on inclusivity is being embedded within new course and module approval policy and processes. Development of the Achieving Potential toolkit to support staff - a resource of good practice and interventions to use to help promote inclusivity within teaching and learning. Good Teaching Practice conference held May 2018. Topics included 'development of a learning community', 'Moderating question periods in class to ensure diversity of representation. Technology Enhanced Learning (TEL) team support teaching staff to use technology to deliver learning to a diverse student population.

CADENZA applications frequently highlight the consideration teaching staff give to inclusivity within the curriculum. This approach has been reinforced via the introduction of new academic staff person specifications which all include a requirement for staff to have a 'commitment to respect individual learners and diverse learning communities and to promote participation in higher education and equality of opportunity for all learners via student-centred practice' and candidates are assessed on their ability to 'deliver and support learning activities in stimulating and inclusive ways

Key Theme 2: The student experience

2.5 To reduce the ethnicity degree attainment gap

Ethnicity attainment gap to be below the sector average

Achieving Potential Steering Group conducted initial work to help address disparities in student outcomes, and provide an inclusive and transformative environment where students can achieve their potential at Essex. Led by PVC Education and Race Diversity Champion. In May 2017, the University signed up to the principles of the Race Equality Charter and is currently working towards applying for a Bronze Institution Award (submission planned for July 2020)

The ethnicity attainment gap has reduced by 6.1% over the period 2013-14 to 2017-18, but remains at 15% (sector average in 2017-18 was 13.6%)

2.6 To ensure all students are aware of the University's commitment to Equality and Diversity and that it expects all members of the University community to be treated with dignity and respect

A year on year increase in the number of departments who embed Equality and Diversity training for students within their curriculum

Equality and diversity sessions developed and delivered to first year students in the Faculty of Science and Health. Messages in Welcome highlight the University's expectations of students in terms of equality, diversity and inclusion and set out our zero tolerance approach to harassment, sexual violence and hate crime and how to report inappropriate behaviour. Bystander Intervention training developed to encourage students to intervene safely if they witness harassment, bullying or hate crime. Essential training policy requires all staff, including roles held by students e.g. Student Ambassadors, Frontrunners, GTA to complete Equality and Diversity Essentials training. Student staff have paid time to complete equality and diversity training, reinforcing the importance of it

Face-to-face sessions delivered to students in CSEE, SRES, Biological Sciences. Engagement in training and other events to highlight the importance of equality, diversity and inclusion during Welcome e.g. the Clothesline project and use of Report and Support indicates widespread commitment to, and understanding of, the University's commitment to equality, diversity and inclusion and students' role in supporting that.

2.7 To encourage students to disclose information such as whether they have a disability or their ethnicity etc

Non-disclosure rates below 10% by 2018 for all protected characteristics for which we collect information

Students are asked annually at registration to disclose protected characteristics and are also prompted periodically via the Student Portal to do so

Non-disclosure rates have fallen consistently. Between 2016-17 and 2017-18, ethnicity non-disclosure rates fell by 16.1% from 19.5% to 3.4%, sexual orientation non-disclosure rates fell by 7.9% from 10.7% to 2.8%, gender identity non-disclosure rates fell by 2.8% from 4.9% to 2.1%, religion or belief non-disclosure rates fell by 13.6% from 15.9% to 2.3% and in 2017-18 all students disclosed their disability status (data was not available in 2016-17)

Key Theme 2: The student experience

2.8 To consider equality and diversity within each of the Education Action Plan objectives each year

Equality and Diversity implications and recommendations feature in the outcomes of objectives when they are reviewed

The terms of reference of the Education Committee require it to: 'Be responsible for the development and recommendation for approval by the Senate of the University's Education Strategy, having due regard for issues of equality and diversity, and for oversight and monitoring of the effective implementation of the strategy, including the provision of an annual report to the Senate on strategy implementation'. The Head of Equality, Diversity and Inclusion is member of Education Committee

Equality and diversity has been specifically considered in a range of projects including 1) 'the future of learning spaces' where designing and developing inclusive and accessible learning spaces was a key component 2) 'Listen Again' where the impact on particular groups of students when lectures are not recorded is greater than others e.g. disabled students, resulting in changes to opt-out processes 3) in considering leavers' graduate outcomes resulting in actions targeted at particular groups e.g. BaME students

Key Theme 3: The staff experience

3.1 To ensure there are no significant (more than 5%) pay gaps (for any of the protected characteristics) for staff at any level

No gender pay gaps above 5% by 2016

No pay gaps in relation to any protected characteristic above 5% by 2019

Action was taken to address the identified gender pay gap at Grade 11 for academic staff in the form of giving a one-off uplift in salary to all female professors (October 2016). Because disclosure rates for ethnicity, disability, sexual orientation and religion or belief are relatively high it has not yet been possible to conduct robust analysis of pay in relation to these protected characteristics

Pay audits carried out using data as at 31 March 2018 and 31 March 2019 revealed no significant gender pay gaps at any grade

3.2 To increase the representation of those from under-represented groups in senior positions

The percentage of disabled staff in Professorial positions remains at least proportionate to their representation in the academic staff body (currently 6.5% of Professors have declared a disability and 4.6% of all academic staff have declared a disability)
A continued year on year increase in the % of female professors (24.1% as at 31/12/13)

A year on year increase in the % of Professors from an ethnic minority (12.4% as at 31/12/13)

Positive action statements in recruitment continue to be used and all departments are now engaged in Athena SWAN
Each year Organisational Development support a number of places on external leadership development programmes aimed at those from under-represented groups. These included Aurora (for those who identify as female), the LFHE's Diversifying Leadership programme for BaME staff, the Stonewall LEadership programme for LGBT+ staff and Calibre for disabled staff

The proportion of female applicants has increased from 50.8% in 2014-15 to 56.3% in 2017-18.
The proportion of female professors rose from 29.3% in 2016-17 to 32.3% in 2017-18 and the proportion of women appointed to professorial positions rose from 41.7% in 2016-17 to 50% in 2017-18.
The proportion of professors who identify as BaME fell from 16.3% as at 31/12/16 to 15.6% as at 31/12/17, however the ethnicity non-disclosure rate for the professoriate rose by 3.3% over the same period.
The proportion of professors who declared a disability fell from 5.6% as at 31/12/16 to 4.5% as at 31/12/17, however the disability status non-disclosure rate for professors rose by 6.2% over the same period

Key Theme 3: The staff experience

3.3 To better support disabled staff through increased training for line managers in how to understand the needs of disabled staff

Leadership and management development programmes revised to embed consideration of a wide range of equality and diversity issues within them, including unconscious bias. As part of our People Strategy in Action resource for managers, a Quick guide to managing employees with a disability has been developed

Impact measured via employee voice and issues raised by disabled staff. No identified impact to date

3.4 To increase staff disclosure rates in relation to disability, ethnicity, sexual orientation, religion or belief

Non-disclosure rates below 10% for ethnicity and disability. Non-disclosure rates below 50% for sexual orientation and religion or belief.

Current non-disclosure rates are:
Ethnicity 11.7%
Disability 14.4%
Sexual Orientation 74.2%
Religion or Belief 72.2%

Work to understand barriers to disclosure remains a priority. A video to encourage staff to disclose has been recorded and work will be carried out alongside this through Athena SWAN work, via staff equality networks and as part of Race Equality Charter work

Non-disclosure rates for sexual orientation and religion or belief have decreased over time but non-disclosure rates for ethnicity and disability have increased over time. Current non-disclosure rates: Ethnicity: 21.9%, Religion or Belief: 58.7%, Disability: 21%, Sexual Orientation: 60%

3.5 To provide managers with simple at-a-glance guidance related to managing diverse teams

A suite of guides is produced during the period of this strategy

A 'People Strategy in Action' resource has been developed in Moodle. The resources contains over 40 Quick Guides, topics include 'managing employees with a disability', 'maternity leave', 'conflict' and 'providing support at difficult times'. Supporting managers to translate policy into practice and deliver a fair, productive working environment for all their direct reports remains a priority

Impact measured via employee voice and issues raised by staff

3.6 To understand patterns of staff engagement, by protected characteristic, in training and development activities in order to target activities appropriately

Beginning in 2015-16, and on an annual basis

Through our Athena SWAN work we know that the gender split of attendees at training and development activities is broadly even. Because non-disclosure rates for other protected characteristics is relatively high we are unable to draw any conclusions from the data. Development needs of different groups of staff have been identified via staff networks, the Achieving Potential Group and via Athena SWAN

Confidence measures are being used to identify the impact of attending training. Attendees are asked how confident they feel about a particular issue before training, immediately after training and after six months. Overall, respondents indicate the learning had a positive impact e.g. respondents to the Bystander Intervention training overwhelmingly said they would do at least one thing differently in the workplace as a result of the training

Key Theme 3: The staff experience

3.7 To increase staff engagement with existing staff networks

Increased membership and attendance at meetings

Staff networks are promoted through recruitment, induction and development activities. The Women's Network has around 270 members, the Parent's Support Network has around 151 members, the LGBT Alliance around 66 members and the Global Forum around 30 members. A new network, the LGBT+ Forum was also formed in this year. It currently has around 30 members

Members of our networks have contributed to various pieces of work to support developing an inclusive environment. These include: members of the Access Forum sitting on Building Project Steering Groups; members of the LGBT+ Forum working with HR to develop our 'Supporting trans and non-binary staff' document; members of the Global Forum being on the Race Equality Charter Self-Assessment Team

Key Theme 4: Putting equality and diversity at the heart of all we do

4.1 To raise awareness of the importance of having a diverse membership of Senate, Council and their sub-committees

Monitoring of the equality profile of all sub-committees of Senate and Council is introduced in 2015-16

Current systems do not facilitate the collection of this data for Senate and its sub-committees and the sub-committees of Council. Routine monitoring of Council membership takes place. Awareness of the importance of having a diverse membership is highlighted in University-wide conversations about how to achieve an inclusive environment

The gender balance of Council has been even throughout the lifetime of this action plan, however only one member of Council in 2017-18 declared a disability and only 12.5% of Council members do not identify as white and only member is aged under 35

4.2 To increase the percentage of non-white Council members

Minimum 15% non-white Council members by 2017-18

Action has been taken to address identified under-representation of black and minority ethnic people on Council through targeted communication of vacancies and use of relevant networks

The percentage of Council members from a Black or Minority Ethnic background increased from 9% to 12.5% between the years 2014 -15 and 2017-18

4.3 To increase awareness of how to assess the effect/potential effect on equality of a policy or proposal

Guidance reviewed and published by the start of the academic year 2015-16

The approach previously adopted with regard to how the University assesses the effect/potential effect on equality of a policy or proposal proved to be ineffective and therefore this guidance is no longer being used. A revised approach, which involves embedding consideration of equality and diversity issues into existing activities and processes, for example, leadership and development programmes, terms of reference of committees, departmental planning etc has been adopted

Conversations about embedding inclusivity into everything the University does are routinely taking place. Individuals and groups of people are challenging the University to do better in terms of equality, diversity and inclusion e.g. in the area of trans equality. 'People Landscape' conversations between HR and departments enable proper consideration of how to address identified inequalities and under-representation and the provision of pay gap to data to Remuneration Committee allows the impact of proposed increments on the gender pay gap to be considered before a final decision is made

Key Theme 4: Putting equality and diversity at the heart of all we do

4.4 To ensure due consideration is given to the effect/potential effect of proposals to introduce or change policies/procedures on equality and to record this for audit purposes

Minutes of Committee meetings record how equality issues were taken into account in decision-making, where relevant

Resources have been developed for Committee Secretaries to support their work and members of Organisational Development staff have worked with the Committee Management Network to help them to identify how to work with their Chair to promote equality and diversity into their work

Minutes routinely record how equality issues were taken into account. E.g. REF 2021 Advisory Group (RAG) minutes record that 'the RAG will need to consider the diversity of each UoA REF Group. Building Project Steering Group (BPSG) minutes record that 'there is a possibility that barrier parking be relocated to the top deck of the multi-deck car park. One BPSG member highlighted that doing so would raise issues around accessibility for mobility-impaired drivers as there were no lifts in that car park

4.5 To ensure early integration of an inclusive perspective when planning new buildings, adapting buildings and undertaking refurbishments

Existing access and equality issues are addressed as buildings are refurbished and due consideration is given to access and equality issues when planning new buildings, with the best possible alternatives being adopted

The Head of Equality and Diversity or their nominee is a member of all Building Project Steering Groups. The Access Forum and Estate Management Section (EMS) collaborated to produce the University of Essex 'Inclusive Design Guide' which establishes protocols for access considerations that are specific to our University. It covers a wide spectrum of campus users who may benefit at times from the kind of works the Guide covers, including: disabled students, staff and visitors; older people and parents with young children; trans people

Early consideration of an inclusive perspective has resulted in 1) gender neutral toilets being installed across all three campuses 2) ensuring accessible toilets have a mix of right and left-handed openings 3) particular attention being paid to the weight of doors and height of thresholds 4) the removal of parking charges for disabled drivers

4.6 To ensure equality and diversity issues are identified and addressed in activities such as the annual planning cycle and workload modelling

Relevant training is updated accordingly during the academic year 2014-15

People Landscapes bring together information to support managers in making effective decisions about their temas and resourcing needs. This builds on improved use of data in decision-making, for example with new data sets on acadmeic lifecycle (e.g. permanency and promotion) and analysis undertaken on specific projects e.g. Edge Hotel School

Improved access to data has enabled HR to work with senior leaders to build capacity and resilience to anticipate and manage growth e.g. in areas such as the Library, Student Life, UECS

Key Theme 4: Putting equality and diversity at the heart of all we do

4.7 To continue to be at the forefront of promoting equality and diversity, identifying appropriate benchmarks and charter marks against which to measure our performance

Continued success in achieving external awards and recognition

Biological Sciences, Mathematical Sciences, History and Psychology all hold Bronze Athena SWAN departmental awards. Health and Social Care hold a Silver Department Award. The University renewed its Institutional Bronze Award in November 2017. Plan in place for all departments to apply for an award. University named as a Stonewall Top 100 Employer for the first time in 2016, 2018 and 2019. In 2015 we won a Guardian University award in the 'Advancing staff equality' category for our work in setting up the Essex LGBT Alliance and in 2017 and 2019 we were short listed for the same award

The measure of success in achieving these awards is the improvements in diversity, participation, positive changes to workplace culture and engagement. In terms of gender we have seen 1) an 8.9% increase in the proportion of female professors from 24.1% in December 2013 to 33% in March 2018 2) a 2.1% increase in the proportion of women in the highest pay quartile from 38% to 40.1% between March 2017 and March 2018 3) an increase of 1.8% in the proportion of women in grades 9, 10 and 11 (our highest grades) from 42.1% to 43.9% between March 2017 and March 2018 4) a 4.4% increase in the proportion of female academic staff over the last five years from 40% in December 2013 to 44.4% in October 2018. In terms of LGBT+ equality we have seen 1) the introduction of a new forum for LGBT+ staff; the involvement of LGBT+ staff in HR policy development work 3) an increasing number of staff and students identifying as trans

4.8 To raise awareness that all individuals have multiple identities which has an impact on their experiences of, and outcomes within, higher education

Consideration is given, wherever possible, to the intersection of multiple identities

Issues relating to having multiple identities are being embedded within a range of different activities e.g. as part of unconscious bias workshops, in pay audits and as part of the our Athena SWAN and Race Equality Charter work

We have no evidence that pay gaps are significantly higher for BaME women than for white women or for BaME men than for white men (however, 19.3% of the staff population involved in the audit had not disclosed their ethnicity)