

York St John University Annual Report on Equality and Diversity 2015

1. Introduction

Advancing equality of opportunity is embedded in our Strategic Plan, in particular through our mission, values and 'Community' objectives. We believe that all students and staff should have the opportunity to flourish and reach their full potential.

The Committee of University Chairs has published a [Higher Education Code of Governance](#)¹ (CUC Code) which requires governing bodies to "promote equality and diversity throughout the institution, including in relation to its own operation." The Code states that the governing body should:

- As a minimum, receive an annual equality monitoring report detailing work done by the institution during the year, identifying the achievement of agreed objectives, and summarising data on equality and diversity that institutions are required to produce
- Demonstrate through its own actions and behaviour its commitment to equality and diversity in all aspects of its affairs
- Approve, review and report on the institution's approach to equality and diversity and its agreed indicators that measure performance

Every year, we publish detailed information on equality and diversity, which is used by the Enhancing the Student Experience Committee (ESEC) and the Human Resources Committee to discuss progress. This first annual report to Governing Body is intended to further strengthen accountability for equality and diversity matters.

The report sets out the external and institutional context for equality and diversity and reports against the four domains of the University Strategy. It puts key indicators and activities in the spotlight. It illustrates the work we are undertaking to deliver the equality objectives. At the end, it provides an outlook on 2016. A snapshot of the student diversity profile and a gap analysis is provided in Appendix A. The Staff Diversity Profile is in Appendix B.

2. Collaborative approach

During the 2015 calendar year, our collaborative approach to equality and diversity has been overseen by the [Equality and Diversity Steering Group](#) (EDSG), chaired by the Chief Operating Officer². In 2015, the EDSG drove forward equality analysis on university policies, identified the priority equality objectives for 2015-16 and reported progress to the SLT and the Governing Body, through the Chief Operating Officer's report. For 2016, a new approach has been recommended to the Strategic Leadership Team that they will have three equality and diversity-themed meetings annually attended by the Equality & Diversity Adviser and Students' Union representation. This should enhance accountability and collaboration across the University.

¹ Committee of University Chairs (December 2014) The Higher Education Code of Governance, available at <http://www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf>

² Terms of reference are available on our website: <http://www.yorks.ac.uk/equality-and-diversity/equality-and-diversity/our-approach/edsg-terms-of-reference-2014.aspx>

Each Faculty and Directorate has one or more Equality Champions to support their Dean and Director in driving the equality and diversity agenda and equality analysis, and to raise local issues that inform the institutional approach. They make a valuable contribution to embedding a cross-institutional culture of equality and diversity.

The Equality and Diversity Adviser is based in Registry. She supports the University's strategic and practical approach to equality and diversity, provides expert advice and helps to promote an inclusive culture.

3. Priority objectives

Priority objectives, supporting delivery of the University's Strategic Plan, and informed by, the Annual Operating Plans and results of equality analysis and the equality data, are approved by SLT.

The [priority objectives](#) for 2015-16 are:

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| 1. We will promote understanding amongst members of the Strategic Leadership Team of their legal obligations and their role in advancing equality and human rights at the University | Resilience |
| 2. We will promote an inclusive culture through building understanding of equality, diversity and human rights and fostering respectful behaviour amongst students and staff | Community |
| 3. We will engage more of our community in events, activities and development sessions to encourage cross-cultural engagement | Community |
| 4. We will have improved the rate of equality data disclosure amongst students and staff | Resilience |
| 5. We will have strengthened our commitment to redressing the gender imbalance in academic leadership roles | Community |
| 6. We will have enhanced support for disabled, BME and male students to realise their full potential | Quality |
| 7. We will have taken steps to achieve a balanced outcome in the admissions process between individuals who share a protected characteristic and those who do not | Growth |

Progress against these objectives was monitored by the Equality and Diversity Steering Group. This annual report includes examples of steps being taken to deliver the objectives. We are striving to demonstrate impact during the life-time of the 2015-20 strategy

4. Legislative and policy context

As a higher education institution, employer, service provider and a public authority, York St John University is committed to complying with equalities and human rights law, and, in particular, meeting the requirements of the public sector Equality Duty. The Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Promote equality of opportunity
- Foster good relations, including tackling prejudice and promoting understanding

We also have a duty to publish equality objectives once every 4 years and to report annually on progress in relation to meeting the public sector Equality Duty. We publish

this information through the equality portal on our website:

<http://www.yorks.ac.uk/equality-and-diversity/equality-and-diversity.aspx>.

The Prevent Duty came into force during 2015. We are committed to providing an academic environment in which students and staff are able to critically explore and discuss social assumptions, language and behaviour but they must do so in a culture of mutual respect and dignity, safety and security. The public sector Equality Duty is a valuable tool to safeguard the freedoms and strengthen community cohesion at a practical level.

In 2015 we saw a strong statement from the Government that Higher Education Institutions will be expected to demonstrate a greater level of transparency and accountability for the success of their Widening Participation work, alongside steps to reduce funding that is available to the sector and to students. Although the focus of the Government has been on people from ethnic minorities, young White men from lower socio-economic groups and disabled students, our response to the changing landscape needs to include the wider equalities agenda.

5. Governing Body's responsibilities for equality and diversity

Governing Body engages in briefings on equality and diversity on a periodic basis. The last event was held in July 2013. A session for governors on unconscious bias will take place following the Governing Body meeting in November 2016 as part of the University's response to addressing the CUC Code, following consideration through Governance and Nominations Committee in 2015. The Chief Operating Officer reports equality progress to the Governing Body, while the Directorate of Student and Staff Services' reports to the Human Resources Committee which includes a standing item on equality and diversity.


The CUC Code places emphasis on the approach to recruiting diverse Governing Body members. The University's approach is reviewed annually by the Governance and Nominations Committee and was last reviewed in October 2015. A range of media are used to advertise vacancies on the Board and its committees, including the Metro which has a wide reach. Diversity of applicants and Board members are monitored through an equality monitoring form completed on appointment.

6. Quality

Attainment (1 st /2:1)			Student Voice
Gap analysis			<p>The Students' Union Vice President Welfare and Diversity (VPWD) leads campaigns on equality and supports the voice of diverse groups in the Students' Union. The VPWD sits on the Equality and Diversity Steering Group and is part of the Equality Champions network. The Students' Union launched an 'It's Not Okay' campaign against sexual harassment, including a video to which students and staff at the University and the Students' Union contributed.</p>
All	59.2%		
Mature	45.9%	-13.3pp	
Disabled	66.0%	+6.8pp	
Disabled w DSA	68.4%	+9.2pp	
Home BME	60.0%	-3.3pp	
International	7.2%	-52.0pp	
Male	50.2%	-9.0pp	
Comment			
<p>The attainment gap is significant in relation to male and international students. Excluding international students, the overall attainment rate is 70%, 10 pp higher.</p> <p>Disabled students' attainment gap is positive after a rogue dip in 2013-14; the Disabled Students' Allowance clearly contributes to disabled students' success.</p>			


- The University has agreed an overarching 'Curriculum for Student Success' (CSS) to support a holistic approach to the learning experiences that students will have during their time at York St John. Inclusivity runs throughout the Curriculum, for example through the Graduate Attributes Framework.
- The Equality and Diversity Adviser has been working with colleagues and Students' Union to deliver diversity and inclusion sessions to students. The aims are to raise awareness of their role and responsibilities and encourage students to be conscious of the impact of language and behaviour.
- Following feedback from the Disabled Students' Forum, run by the Disability Advice Team in Student Services, the 2015 Early Start programme for Aspergers' students was successfully expanded to include other disabled students.
- In 2015, students set up YSJ Islamic Society and YSJ Superhuman Society (disabled students). These exist alongside other societies related to protected characteristics: Christian Union; Feminist; LGBT+; and Student Minds.

7. Resilience

<p>Equality analysis</p> <p>Equality analysis of existing university policies was a large, and successful, project in 2015 with the introduction of a new approach. A significant number of policies were subject to an initial equality analysis, out of these 18 policies/areas were identified as requiring a comprehensive equality analysis.</p> <p>Equality analysis is now a requirement on university committee documents to demonstrate that an equality analysis has been completed.</p> <p>Equality analysis of our functions, and related policies, procedures and practices:</p> <ul style="list-style-type: none"> • contributes to better, i.e. informed and sustainable, decision-making, • helps us identify positive steps to enhance equality and inclusion, • reduces the risk of creating or continuing discriminatory policies and practices. 	<p>Sustainability of the built environment</p>  <p>Estates Management and Development (EMD) are developing access standards which will help inform the management of University estate. As well as outlining what measures YSJU should be working to achieve to improve accessibility, this work will contribute to the sustainability of the built environment as money can be spent more effectively and there will be a lower risk of retrospective changes to buildings.</p> <p><i>Photo taken from the YSJU Disability Doodle 2015, a visual contribution to disability history by students, staff and visitors.</i></p>
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- Improved disclosure rates, i.e. on disability, ethnicity, gender identity, religion or belief and sexual orientation, should provide us with better intelligence about equality and diversity issues and impact. To help meet this objective, the University has reviewed the student questions and published information explaining equality monitoring.
- To support the implementation of the Equality, Diversity and Human Rights Policy Statement, the University has adopted further policies and guidance on religion and belief and student anti-bullying and harassment.³

8. Growth


<p>Full-time Undergraduate recruitment</p> <p>Gap analysis</p> <table border="1"> <thead> <tr> <th></th> <th>Student population</th> <th>FTUG recruitment</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>4464</td> <td>1,540</td> </tr> <tr> <td>Male</td> <td>31.6%</td> <td>30.5%</td> </tr> <tr> <td>BME</td> <td>4.5%</td> <td>4.6%</td> </tr> <tr> <td>Disabled</td> <td>14.6%</td> <td>14.3%</td> </tr> <tr> <td>Mature</td> <td>16.9%</td> <td>16.0%</td> </tr> </tbody> </table> <p>Comment</p> <p>Nationally, there has been a 3.6% increase</p>		Student population	FTUG recruitment	All	4464	1,540	Male	31.6%	30.5%	BME	4.5%	4.6%	Disabled	14.6%	14.3%	Mature	16.9%	16.0%	<p>Widening participation summer school</p>  <p>The annual widening participation summer school took place over 3 days in July 2015. 64 students from four schools attended; 61% were of BME origin, a 12% rise on the 2014 cohort.</p>
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³ The policies and guidance can be accessed through the equality gateway on the York St John website.

<p>of UK domiciled students from ethnic minorities since 2006/7⁴; however this trend is not reflected in our recruitment which went up from 3.5% in 2014, after a decrease from 5% in 2013.</p> <p>Staff figures are covered in the 'community' section.</p>	<p>82% of the group rated the summer school excellent/very good and 89% felt more motivated towards going to a university.</p>
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- The Equality Analysis of the admissions function found that the interview process did not result in a balanced outcome between people who share a protected characteristic and people who do not. A plan of action has been put in place to explore the reasons and to identify steps to redress the balance.

9. Community

<p>BME students and staff</p> <p>Our 2020 target is that UK/EU domiciled BME students and staff form 6.3% of our student and staff population, respectively.</p> <p>In 2014-15 UK/EU domiciled BME students formed 4.4% of York St John students; in November 2015, 4.5% of our staff had a black or minority ethnic background. This is a decline from the previous year.</p> <p>Women in academic leadership</p> <p>Women form 25% of Academic Grade 10 staff, while 29.4% of Professors are female.</p> <p>Comment</p> <p>At this rate, the ethnic diversity of our student and staff population will slightly decrease.</p> <p>Diversity on the basis of disability and age is healthy. The under-representation of male students reflects the national gender divide for disciplines.</p> <p>The data continue to show a 'glass ceiling' for female academics above Grade 9, even more evident than previous years.</p>	<p>Network Champion of the Year</p> <p>Jo Thompson, Head of Human Resources, was named Network Champion of the Year at the 2015 Inclusive Network Awards for her work with the University's LGBT Staff Network.</p>  <p>© Inclusive Network</p> <p>The Network received a highly commended accolade in the Collaboration category with Joseph Rowntree Foundation and City of York Council.</p> <p>Collaboration in the community</p> <p>Third year Occupational Therapy students worked with York People First self-advocacy group of people with learning disabilities as co-researchers to investigate the shopping experiences of people with learning disabilities. An article about the work was published in the October edition of Learning Disability Practice.</p>
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- York St John University got into the Top 100 Stonewall Workplace Equality Index. Our ranking of 78, up from 224 in 2014, is a significant recognition of our work and the contribution of the LGBT Staff Network to become a gay-friendly place to work and study.

⁴ 2006/7 BME total 16.6%; 2013/14 BME total 20.2% - taken from Equality Challenge Unit (November 2015) Equality in higher education: statistical report 2015. Part 2: students.

- The University's Equality Champions have created the 'Equality Elephant in the Room' series, facilitated discussions to help increase knowledge and build confidence of staff in a safe space.
- In addition to the LGBT Staff Network, staff networks have been created for women and staff living with disability or long-term health conditions. These networks exist to connect people with shared experiences, to strengthen their voice and visibility and to enable the University to address specific needs.
- Throughout the year the University has recognised religious or culturally significant dates and expressed support for our diverse community.

10. Outlook on 2016

- York St John remains on track with the delivery of the 2015-16 priority objectives and the plan of work. However it is essential to ensure that equality analysis is a key feature of planning, development, review and decision-making. This will be reviewed in 2016.
- Further steps are being identified to strengthen equality and diversity, particularly attracting ethnically diverse student and staff and narrowing differences in student outcomes. This will be aligned closely with the University's strategic priorities.
- The ESEC paper on 2015 student equality data includes a recommendation that a review of our student equality data intelligence be undertaken to align this with the University's planning, monitoring and evaluation cycle. This is part of the Registry's Annual Operating Plan 2016-17.
- The SLT has endorsed the approach that any staff taking part in interview panels must have attended the university's recruitment and selection training, which covers unconscious bias, and that this becomes a mandatory programme for all recruiting managers. This should help ensure fairness of process.
- In response to the changes to the Disabled Students' Allowance, we are strengthening our quality assurance processes with the introduction of an inclusive Learning, Teaching and Assessment Framework (LTAF). The LTAF will consolidate inclusive approaches, clarify expectations of staff and help to achieve consistency across the University.
- The University has joined the [Equality Challenge Unit](#) (ECU) which provides information, advice, guidance and training that cover the whole student and staff experience.

Appendix A Student equality data: diversity profile and gap analysis

Student Population

Cohort	2014-15	
All students	6,552	100.0%
21+ students	2,734	41.7%
BAME students	778	11.9%
Home/EU students	5,949	90.8%
Home/EU BAME students	264	4.4%
Disabled students	871	13.3%
Disabled and DSA students	394	6.0%
Male students	2,122	32.4%

Firsts and 2:1 degrees

Cohort	2014-15		% Point Gap
All students gaining a first degree	1,595	100.0%	
First or 2:1 classification	945	59.2%	
21+ students	751	47.1%	
21+ gaining First/2:1	345	45.9%	-13.3
BAME students	308	19.3%	
BAME students gaining First/2:1	51	16.6%	-42.7
Home/EU students	1,330	83.4%	
Home/EU students gaining First/2:1	918	69.0%	9.8
Home/EU BAME students	59	3.7%	
Home/EU BAME students gaining First/2:1	33	55.9%	-3.3
International BAME students	249	15.6%	
International BAME students gaining First/2:1	18	7.2%	-52.0
Disabled students	203	12.7%	
Disabled students gaining First/2:1	134	66.0%	6.8
Disabled and DSA students	114	7.1%	
Disabled and DSA students gaining First/2:1	78	68.4%	9.2
Male students	540	33.9%	
Male students gaining First/2:1	271	50.2%	-9.1

Completing the year

Cohort	2014-15		% Point Gap
All students	6,552	100.0%	
Completing the year	5,817	88.8%	
21+ students	2,734	41.7%	
21+ completing the year	2,331	85.3%	-3.5
BAME students	778	11.9%	
BAME students completing the year	693	89.1%	0.3

Completing the year (ctd)

Cohort	2014-15		% Point Gap
Home/EU students completing the year	5,262	88.5%	-0.3
Home/EU BAME students	264	4.0%	
Home/EU BAME students completing the year	219	83.0%	-5.8
International BAME students	514	7.8%	
International BAME students completing the year	474	92.2%	3.4
Disabled students	871	13.3%	
Disabled students completing the year	753	86.5%	-2.3
Disabled and DSA students	394	6.0%	
Disabled and DSA students completing the year	346	87.8%	-1.0
Male students	2,122	32.4%	
Male students completing the year	1,805	85.1%	-3.7

The following table shows a gap analysis for quality-related indicators:

	All	Male	Home BME	International	Disabled	Mature
1 st FTUG withdrawal rates	8.0%	+1.6pp	+4.8pp	+8.1pp	-2.4pp	-0.3pp
Attainment (1 st /2:1)	59.2%	-9.0pp	-3.3pp	-52.0pp	+6.8pp	-13.3pp
Graduates in employment and study	95.7%	-2.3pp	-6.8pp	N/A	-1.4pp	No gap
Graduates in professional or managerial jobs	70.7%	-3.3pp	-5.5pp	N/A	-1.0pp	+18.0pp
Overall satisfaction	82.9%	-0.8pp	-3.8pp	+4.7pp	-4.1pp	+1.4pp

Appendix B: Staff Diversity Profile 2015

