Equality and Diversity

Annual Report

Equality Duck Challenge game at Freshers' Fair – October 2013

2013-14
EQUALITY AND DIVERSITY ANNUAL REPORT
2013-14

Contents

EQUALITY AND DIVERSITY COMMITTEE MEMBERSHIP 2013/2014 ........................................... 1

SECTION 1 .......................................................................................................................... 2
INTRODUCTION ................................................................................................................ 2
THE ROLE OF THE EQUALITY AND DIVERSITY OFFICE .................................................. 2

SECTION 2 .......................................................................................................................... 3
UNIVERSITY OF YORK’S EQUALITY OBJECTIVES ............................................................... 3

A. Overarching Equality Objectives ............................................................................... 3
   i. To meet the duty to: Eliminate unlawful discrimination, harassment and victimisation
      and other conduct prohibited by the Equality Act 2010 ............................................. 3
   ii. To meet the duty to: Advance equality of opportunity between people from different
       groups. ......................................................................................................................... 4
   iii. To meet the duty to: Foster good relations between people from different groups .... 6

B. Equality Objectives on the Protected Characteristics ................................................. 7
   1. Age ............................................................................................................................... 7
   2. Disability .................................................................................................................... 7
   3. Gender Reassignment ............................................................................................. 8
   4. Pregnancy & Maternity ............................................................................................ 9
   5. Race ........................................................................................................................... 9
   6. Religion, Belief & Non-belief .................................................................................. 10
   7. Gender ...................................................................................................................... 10
   8. Sexual Orientation ................................................................................................... 11

SECTION 3 .......................................................................................................................... 12
EQUALITY PROGRESS REPORTS FROM KEY FUNCTIONS OF THE UNIVERSITY .......... 12

Business and the Community ......................................................................................... 12
Human Resources .......................................................................................................... 15
Learning and Teaching .................................................................................................. 22
Widening Participation ................................................................................................. 24

UNIVERSITY EQUALITY OBJECTIVES 2014 .................................................................. 26

APPENDICES .................................................................................................................. 27
Appendix 1: Dignity and Respect Campaign November 2013 ......................................................... 27
Appendix 2: Harassment and equality related queries 2013-14 ......................................................... 28
Appendix 3: Inclusive Practice Poster .................................................................................................. 29
Appendix 4: Report on activities of LGBTI Matters including LGBT History Month events ............ 30
Appendix 5: Athena SWAN Awards 2013-14 ..................................................................................... 31
<table>
<thead>
<tr>
<th>Ref</th>
<th>Name</th>
<th>Department</th>
<th>Term expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr David Duncan</td>
<td>Registrar’s and Planning Office - Registrar and Secretary</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Mr Richard Armitage</td>
<td>Physics</td>
<td>July 2016</td>
</tr>
<tr>
<td>3</td>
<td>Professor Maria Goddard</td>
<td>Centre for Health Economics</td>
<td>July 2016</td>
</tr>
<tr>
<td>4</td>
<td>Dr Sabrina Chai</td>
<td>Teaching Fellow, Department of Social Policy and Social Work</td>
<td>July 2016</td>
</tr>
<tr>
<td>5</td>
<td>Dr Philip Evans</td>
<td>Governance Officer, Registrar’s and Planning Office</td>
<td>July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Mr Simon Willis</td>
<td>Director of International and Student Recruitment and Admissions</td>
<td>July 2016</td>
</tr>
<tr>
<td>7</td>
<td>Dr Adrian Lee</td>
<td>Project Officer, Academic Support Office</td>
<td>July 2016</td>
</tr>
<tr>
<td>8</td>
<td>Ms Sarah Milton</td>
<td>Business Development Manager for Sport, Commercial Services</td>
<td>July 2016</td>
</tr>
<tr>
<td>9</td>
<td>Mrs Paula Tunbridge</td>
<td>Human Resources</td>
<td>March 2013 N/A</td>
</tr>
<tr>
<td></td>
<td>Ms Helen Selvidge</td>
<td>Human Resources</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Ms Lois Gregory</td>
<td>Equality and Diversity - Senior Adviser</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>Ms Penn Snowden</td>
<td>Student Support Services - Disability Services - Manager</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>Mr Peter Quinn</td>
<td>Student Support Services – Director</td>
<td>N/A</td>
</tr>
<tr>
<td>13</td>
<td>Mr George Officer</td>
<td>YUSU (Welfare)</td>
<td>July 2014</td>
</tr>
<tr>
<td>14</td>
<td>Mr David Sanin</td>
<td>Graduate Students’ Association</td>
<td>July 2014</td>
</tr>
<tr>
<td>15</td>
<td>Mr Kingma Ma</td>
<td>International Students’ Association (Welfare)</td>
<td>July 2014</td>
</tr>
<tr>
<td>16</td>
<td>Mrs Sam Hansford</td>
<td>Department of Biology/Unite union</td>
<td>July 2015</td>
</tr>
<tr>
<td>17</td>
<td>Professor Karl Atkin</td>
<td>Department of Health Sciences (co-opted)</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1

INTRODUCTION

This report, produced by the University's Equality and Diversity Office team, sets out the University's progress on equality and diversity for the period 2013-14. It provides a report on progress towards the University's equality objectives and outlines progress made by key offices across the University who have a significant equality remit.

The report is presented annually at the June meeting of the University's Equality and Diversity Committee. The committee which meets three times a year, oversees a strategic approach to ensure that equality policies and principles are translated into action. The Committee is chaired by the Registrar and Secretary and members include Student Union representatives from the University of York Students’ Union (YUSU) and the Graduate Students’ Association (GSA) as well as academic and support staff.

THE ROLE OF THE EQUALITY AND DIVERSITY OFFICE

The University of York has a dedicated Equality and Diversity team, which leads on the University's work on equality and diversity. The team consists of Senior Equality and Diversity Adviser (Lois Gregory – 60%FTE), an Equality and Diversity Adviser (Linda Whiting – 80%FTE), an Equality and Diversity Officer (Linda Brosnan) whose remit is disability-related project work and an Administrator (Christopher Brunt – 50% FTE). The office is located within the Registrars and Planning Department and both Advisers report to the University’s Registrar & Secretary. Information, advice and support on disability issues is provided by Disability Services, located within Student Support Services.

The role of the Equality and Diversity Office at the University of York is:

- Oversee the achievement of the University’s equality objectives
- To provide information and support to staff and students on a wide range of equality matters
- To develop awareness of equality and diversity issues through publicity, training and networks
- To advise on legislation and good practice and inform the University's work through committees and publicity
- To co-ordinate the University’s anti-harassment work, to provide guidance to those who experience discrimination, bullying or harassment and to co-ordinate the network of Harassment Advisers

The work on equality in the University is supported by equality and diversity policies which aim to ensure that everyone working and studying at the University is treated fairly, equitably and with dignity and respect.
SECTION 2

UNIVERSITY OF YORK’S EQUALITY OBJECTIVES

The University’s objectives on equality set out how the University plans to meet the aims of the general equality duty of the Equality Act. The duty requires objectives on equality to be set at least every four years and reported on every year. The objectives reported on in this section were set in 2012; this report sets out progress made during the year 2013-14.

The objectives are divided into two distinct sections, broad overarching equality objectives which are in line with the requirements of the Equality Duty and a series of specific objectives across the protected characteristics.

A. Overarching Equality Objectives

i. To meet the duty to: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide targeted awareness-raising including training on harassment and discrimination.</td>
<td>A University-wide Dignity and Respect Campaign was held in November 2013 to raise awareness amongst student and staff audiences about expectations of behaviour and support available around bullying and harassment. (Appendix 1)</td>
<td>Continue the campaign as an annual event to coincide with national Anti-Bullying week.</td>
</tr>
<tr>
<td></td>
<td>A range of training sessions were provided over the year including:</td>
<td></td>
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<tr>
<td></td>
<td>• The University’s Central Induction programme: a short session on the University’s work on equality, the Equality Act and harassment is incorporated in the session for new staff (5 sessions over 2013-14, 20-30 attendees per session)</td>
<td></td>
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<tr>
<td></td>
<td>• Two sessions of the Recognising and Dealing with Harassment course were held during the year (12-15 attendees per session)</td>
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<td></td>
<td>• Key messages on dignity and respect continued to be incorporated into core leadership and other training.</td>
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<td></td>
<td>• A briefing on handling student complaints of harassment was held for the Department of Health Sciences</td>
<td></td>
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</tbody>
</table>

1 The general duty has three aims. It requires Higher Education Institutions, in the exercise of their functions, to show due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; advance equality of opportunity between people from different groups; foster good relations between people from different groups.
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University’s ‘Equality and Diversity Roadshow’ was displayed at the following events and locations:</td>
<td></td>
<td>Continue to work with departments and colleges to promote this resource.</td>
</tr>
<tr>
<td>• Freshers’ Fair</td>
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<tr>
<td>• Refreshers’ Fair</td>
<td></td>
<td></td>
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<td>• The Library</td>
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<tr>
<td>• The Centre for English Language Teaching</td>
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<tr>
<td>• Heslington East Hub reception</td>
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<td>• Goodricke College</td>
<td></td>
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<tr>
<td>• Hull York Medical School</td>
<td></td>
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</tr>
<tr>
<td>The University has continued to provide high quality advice, guidance and information in relation to complaints of harassment/bullying and equality issues. Cases and issues raised with the Equality and Diversity Office for the year 2013-14 are outlined in Appendix 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Equality and Diversity Office has continued to oversee and support the network of Harassment Advisers, trained members of the University who provide a first point of contact for staff or students experiencing harassment or bullying.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A workshop for Harassment Advisers was held in November 2013 with Pete Quinn and Jill Ellis of Student Support Services speaking on supporting students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ii. To meet the duty to: Advance equality of opportunity between people from different groups.**

<table>
<thead>
<tr>
<th>To consult with specific groups and appropriate forums.</th>
<th>A series of consultations with staff were held during 2013-14 identifying key issues and how the University can improve its policy and practice in relation to the following protected characteristics:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Staff with disabilities and health conditions – April 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lesbian, Gay, Bisexual and Transgender staff – April 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff aged 60 plus – December 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See relevant protected characteristic in Section 2 for further information.</td>
<td></td>
</tr>
<tr>
<td>Results of the Staff Survey 2014 (conducted in May) will be analysed by protected characteristic. The survey incorporates sections on equality, including questions on discrimination, bullying and harassment.</td>
<td></td>
<td>Produce an equality report and action plan of the results of the Staff Survey 2014</td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>PROGRESS</td>
<td>FURTHER ACTION PLANNED</td>
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</tbody>
</table>
| To continue to review and improve policy and practice in relation to people with protected characteristics. | Work on the promotion of good practice and innovative teaching approaches has included the development of a poster presentation on the theme of Inclusive Practice in Teaching for inclusion at the Learning and Teaching Conference 2014. (Appendix 3) The Equality and Diversity Committee’s recommendation for equality/diversity to be the theme of the 2015 Annual Learning and Teaching Conference has been agreed. Valuable engagement with staff from equality groups has continued through the Staff equality fora meetings during 2013 – 14  
- LGBTI Matters; a session was held on working collaboratively with partners within the wider York community including YUSU and GSA, York Pride and the LGBT network of the University of York St John. (Appendix 4)  
- Staff Race Equality Forum; a session was held on ‘Race Equality - the way forward for the University’ and improving race relations between people of different groups on campus | The University continues to develop and improve policy and practice in support of equality |
iii. To meet the duty to: Foster good relations between people from different groups.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
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</thead>
<tbody>
<tr>
<td>To provide a range of tailored activities; training, awareness-raising activities, events and dialogue to encourage cohesion and promote understanding within the University and beyond</td>
<td>Sexual orientation and trans: The University collaborated with city of York partners to offer a range of public events in support of LGBT History month 2014. The Equality and Diversity Office organised a music themed event in collaboration with the University’s Department of Music. (Appendix 4) The University is sponsoring a stall at the York Pride event in June 2014. Contributions from departments across the University will be displayed.</td>
<td>Repeat success of 2014 LGBT History month through planned further collaborative work with partners</td>
</tr>
</tbody>
</table>

Marriage and civil partnership: The University’s Sociology Department hosted a public event in April 2014 to mark the introduction of the legislation granting formal recognition for same sex marriages in England and Wales.

Race equality: The Equality and Diversity Office appointed an intern to undertake a “Race Equality Policy Benchmarking project” which was completed in September 2013. Actions arising from this project focused on the areas of:

- Diversity in the Curriculum
- The Race Equality Charter Mark
- Procedures for reporting racial harassment
- A review of monitoring (staff and student) on race
- Provision of a range of events in support of race equality

Initial planning is underway to organise events for Black History Month 2014 (October) including working with partners city-wide |
### B. Equality Objectives on the Protected Characteristics

#### 1. Age

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through consultation explore perceptions of equality and fairness of staff aged 65 years or over.</td>
<td>A series of consultation meetings with staff aged over 60 years was held in December 2013. The aim of the consultation was to identify key issues in relation to this group and to improve policy and practice in support of the University’s older workers.</td>
<td></td>
</tr>
<tr>
<td>Develop an Action Plan to address any specific issues identified.</td>
<td>An Action Plan has been developed in consultation with HR colleagues. (Appendix 6 to follow)</td>
<td>To implement the actions over 2014-15</td>
</tr>
</tbody>
</table>

#### 2. Disability

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to issues raised by staff, students and visitors to improve access on the University campus. This will address both new-build projects and alterations to our existing facilities</td>
<td>An Accessibility Audit of the University campus was carried out in January-March 2014 with students and staff feeding into the consultation. The full report is available at: <a href="#">Access Audit 2014</a>.</td>
<td>Implement the Action Plan during 2014-15</td>
</tr>
<tr>
<td></td>
<td>Work to improve the hearing-loop technology on campus was carried out throughout the year in conjunction with departments across the University</td>
<td>Continue to improve hearing-loops and building accessibility.</td>
</tr>
<tr>
<td>Review and improve communications for people with disabilities</td>
<td>Initial discussions have taken place around the setting up of a University Disabled Staff Network, with a launch event planned for the autumn term 2014-15</td>
<td></td>
</tr>
<tr>
<td>Improve policies and procedures for staff, students and visitors.</td>
<td>A revision of the University’s Disability in Employment Policy is currently underway (June 2014).</td>
<td>Publicity of the policy once finalised</td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>PROGRESS</td>
<td>FURTHER ACTION PLANNED</td>
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<tr>
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<td>------------------------</td>
</tr>
<tr>
<td>Through consultation explore perceptions of discrimination, harassment and engagement of staff with disabilities. Develop an Action Plan to address any specific issues identified.</td>
<td>A consultation of staff with disabilities and health conditions was conducted by an external consultant in April 2014. Appendix 7: Recommendations from the consultation (to follow)</td>
<td>Key issues emerging from the consultation will be implemented through an Action Plan during 2014-15</td>
</tr>
</tbody>
</table>

3. Gender Reassignment

| Through consultation explore perceptions of equality and fairness for trans staff. Develop an Action Plan to address any specific issues identified. | The Equality and Diversity Office appointed an intern to carry out consultation with lesbian, gay, bisexual and trans staff of the University during April 2014. A summary of the outcome of the consultation will be published in this report’s appendices when finalised. | To implement actions arising from the Consultation |
| Develop an effective process for notification of name and gender changes for students who transition whilst at University. | This action is outstanding as at June 2014 and will be carried forward to 2014-15 | |

8
### 4. Pregnancy & Maternity

<table>
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<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
</table>
| To carry out an awareness-raising campaign in support of pregnancy and maternity including publicising breastfeeding and baby-changing facilities at the University. | • A working group was formed in October 2013 to develop new policy and practice in relation to student pregnancy and maternity. The group undertook consultation with staff and students resulting in the development of a support plan and guidance to accompany the policy.  
• A launch event has been planned for June 2014 to raise awareness of the policy amongst key staff before wider publicity  
• New breastfeeding facilities were identified. Information is available on the web at: www.york.ac.uk/admin/eo/PregnancyMaternity.htm | • To develop web pages outlining the support offered with further guidance  
• To run training and drop-in sessions for staff on implementation of the policy  
• To introduce monitoring of breastfeeding rooms  
• To review the policy |

### 5. Race

| Specific objectives identified following the University’s Race Equality Consultation were agreed and approved in 2011 | Progress on the following areas is reported at: www.york.ac.uk/admin/eo/Race/  
• cultural awareness  
• language support  
• events  
• support for racial/faith groups  
• recruitment initiatives  
• equality training  
• promoting dialogue between groups  
• meeting the needs of a diverse student and staff body | • The Race Equality Charter Mark is currently under discussion within the University. The focus of work on race equality over the coming year will support a future University application to the scheme.  
• The setting up of a Race Equality Advisory Group/Self-Assessment Group is currently at the planning stages. |

• The Race Equality Charter Mark is currently under discussion within the University. The focus of work on race equality over the coming year will support a future University application to the scheme.  
• The setting up of a Race Equality Advisory Group/Self-Assessment Group is currently at the planning stages.
### 6. Religion, Belief & Non-belief

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific objectives identified during the University’s Race Equality Consultation were agreed and approved in 2011</td>
<td>Work is ongoing in these areas and reported at: <a href="http://www.york.ac.uk/admin/eo/Religion/">www.york.ac.uk/admin/eo/Religion/</a> and at <a href="http://www.york.ac.uk/admin/eo/Race">www.york.ac.uk/admin/eo/Race</a></td>
<td>Review the Student policy on religion, belief and non-belief</td>
</tr>
</tbody>
</table>

| Implementation of monitoring by religion, belief and non-belief followed by review | Monitoring of students by religion and belief was introduced for the 2013-14 enrolment process. | Analysis of the data will take place during 2014-15 |

### 7. Gender

The key priorities for the University which were set out in the Gender Equality Scheme 2010-13 have now been incorporated into the Athena Swan Action Plan: [www.york.ac.uk/research/athena-swan/current-submissions/](http://www.york.ac.uk/research/athena-swan/current-submissions/)

- The University has achieved considerable success in Athena SWAN over the academic year 2013-14 (see appendix 5). The Equality and Diversity Office has provided central support to the University and the working group including contributing to the development of departmental award submissions and sharing good practice throughout the University as outlined in the Athena SWAN University bronze renewal action plan.

- The Equality and Diversity team supported the Equality Challenge Unit in a project to research the impact of the Athena SWAN charter during August and September 2013; staff and students of the University’s Biology Department participated in focus groups. The final report was published in May 2014.

<p>| | |</p>
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<tbody>
<tr>
<td>Support work towards the achievement of a university silver award</td>
<td>To support departments in applying for the Gender Equality Charter Mark.</td>
</tr>
</tbody>
</table>

An online workshop took place in November 2013 entitled gender and digital culture which explored experiences around online communications and how they impact upon professional identity and practice.

To provide improved guidance and support around online harassment.
8. Sexual Orientation

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PROGRESS</th>
<th>FURTHER ACTION PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through consultation explore perceptions of discrimination, harassment and equality of lesbian, gay and bisexual staff. Develop an Action Plan to address any specific issues</td>
<td>The Equality and Diversity Office appointed an intern to carry out consultation with lesbian, gay, bisexual and trans staff of the University during April 2014. A summary of the outcome of the consultation will be published in this report’s appendices when finalised.</td>
<td>To implement actions arising from the Consultation</td>
</tr>
<tr>
<td>Implementation of monitoring by sexual orientation followed by review.</td>
<td>Monitoring of students by sexual orientation was introduced for the 2013-14 enrolment process.</td>
<td>Analysis of the data will take place during 2014-15</td>
</tr>
</tbody>
</table>
SECTION 3

EQUALITY PROGRESS REPORTS FROM KEY FUNCTIONS OF THE UNIVERSITY

Business and the Community

Completed by: Mark Mortimer, Director, Research and Enterprise, and Andrew Ferguson, Business, Community and Enterprise Manager

Date: 27/05/14

Have you delivered the following objectives for 2013-14? If yes, please indicate progress and achievements:

Objectives:

1) Volunteering activities will continue to examine the potential gender appeal of the projects offered to students, potentially examining to offer more opportunities that could be delivered outside timetabled hours.

There was only a small shift in the gender balance of those students taking up volunteering opportunities 2013-14. Of the 2,009 students engaging with some form of volunteering 1,662 were female (82%) to 340 male (18%). This compares with 83% female last academic year on just under 1,000 volunteers (the introduction of the @Work programme of department based volunteering has dramatically increased the total number of volunteers). Although some efforts have been made to find projects with greater appeal to male students the popularity of existing programme, combined with their substantial community impact means it is difficult for the CAVU unit to reallocate staff resources to projects which may – or may not – produce comparable results with male students.

This figure can be contrasted with the Student Internship Bureau (male 48% to female (52%) and Entrepreneurship consultations (male 79% to female 21%) suggesting that access to these activities is open, but at the moment volunteering appeals to female students more than males.

2) A series of workshops on ‘Women in Enterprise’ are planned for 2013/14 which will also incorporate successful female alumni entrepreneurs. This is designed to address the imbalance in male to female interest in starting a business whilst at University.

Women in Business and Leadership on 12 November gave current students the chance to speak with female York alumni who have distinguished themselves in their chosen field. The evening started off with a panel discussion led by Jane Howson (Chief Executive of NORSACA), Kate Button (Audience Development Specialist for Google), Sophie Jewett (Managing Director at The York Cocoa House), Trish Lorimer (Wine Buyer for Morrisons), and Cara Towers (Assistant Manager at EY).

These women prompted a stimulating discussion with their audience, stressing these messages for female leaders of the future:
• Have confidence in yourself and your abilities;

• What did you do? When trying to demonstrate your potential leadership abilities, don't fall into the trap that females sometimes do of always using, 'we did this...' rather than focussing on the 'I';

• Don't be afraid to take credit for your achievements;

• When faced with a choice, follow your passion. Although if you don't know what your passion is yet, don't panic! Try your hand at a job you're interested in and through time you'll find your strengths and interests;

• It's natural to feel out of your depth sometimes in a role, but instead of thinking your role models are on an unattainable level, take the opportunity to learn from them. Watch them and emulate the things you admire in them!

The 42 attendees had the opportunity to network with the panel and extra participants who attended to speak to students informally: Milana Knezevic (Editorial Assistant at the Index on Censorship), Jordan Steer (Owner of Bambridge Accountants), Olivia Phalp (Student Recruitment Officer with EY) and Careers' Director, Liz Smith.

3) There is anecdotal evidence that female and international academic staff are less likely to take advantage of the Business and Community related services that the Research and Enterprise Directorate provides. The Research Innovation Office will undertake a review of academic staff engaged in research commercialisation activities (a principal group of internal clients) to establish the demography as far as possible, and develop a policy to improve any identified weaknesses.

Our hypothesis is that the likelihood that research leads to the creation of potentially valuable IP should not have a gender bias. We have therefore undertaken a review and analysis of the staff at University of York involved in reporting disclosures of intellectual property with potential commercial value to the University in 2012-13. The results are summarised in the Table below. It should be noted that the large majority of disclosures are made in science subjects, and the data for social sciences and the humanities can only be regarded as indicative.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Number of Female Academic Staff (FTE)*</th>
<th>Number of Male Academic Staff (FTE)*</th>
<th>Disclosures (Female)</th>
<th>Disclosures (Male)</th>
<th>Total Disclosures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>70 (21%)</td>
<td>260 (79%)</td>
<td>5 (10%)</td>
<td>46 (90%)</td>
<td>51</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>80 (42%)</td>
<td>110 (58%)</td>
<td>1 (50%)</td>
<td>1 (50%)</td>
<td>2</td>
</tr>
</tbody>
</table>
The results suggest that there is disproportionate distribution of disclosures of potentially commercialisable IP arising from male staff (90%) compared to female staff (10%) in the sciences, larger than would be expected even given the gender imbalance of staff in these subjects.

These figures imply either that awareness of the University’s policy and support for development of intellectual property is lower among female staff in the sciences, or that for some reason female staff are less willing to disclose potentially valuable IP to the university. Either way, this represents a potential loss both to the staff concerned and to the University.

On a very small sample, the ratio of reporting commercial disclosures in the arts & humanities and social sciences were equal (50:50). These figures are roughly in line with the total full time equivalent academic staff in these subject areas.

If no, what have been the barriers to implementation?

1) Staff resources have been severely stretched by the overall increase in student volunteering numbers with little opportunity to investigate for voluntary activities that hold greater appeal to male students.

2) There were some complaints that an event focusing on women in business was discriminatory to men.

What, if anything is still outstanding?
None.

Other relevant information
N/A

Please outline your equality and diversity objectives for 2013-14. These may cover for example, one or more of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief/non belief, sex, sexual orientation, depending on priorities in your area of work. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

1. We will be reviewing all volunteering and enterprise activities in relation to Post Graduate students. As a higher proportion of these students are from outside the UK/EU we will be investigating opportunities that are readily accessible and achievable for these students.

2. During 2013-14, we will continue to monitor the gender split of male and female academic staff involved in commercialisation activities at University of York to begin to establish time series data. We will also investigate whether taking a longer time period allows meaningful analysis of BME data. If there is sufficient data to be meaningful, we also intend to expand the analysis to downstream activities following disclosure, such as patents filed and granted, licences secured and spin out companies formed.
Have you delivered the following objectives for 2013-14? If yes, please indicate progress and achievements:

**Objectives:**

i. **Continue to provide, monitor and review equality and diversity data at University and departmental level in line with agreed timescales and requirements**

   The HR Communications and Information team, established in 2013, comprehensively review data sources, requirements and methods of data storage/presentation to best meet organisational needs.

   Tableau workbooks to provide departments with direct access to key equality and diversity data (e.g. to support Athena SWAN applications and inform departmental priorities) have been developed and will be made accessible via the Management Information Gateway this term. Equality data, already accessible via the HoDs’ Gateway, is monitored at departmental level and used to inform Departmental Medium Term Planning.

   Quarterly and annual data sets for KPI reporting continue to be supplied to the Senior Management Group and to Council respectively. Data is also provided to the Equality and Diversity Committee, Athena SWAN Working Group and Disability and Accessibility Group as required. We do not set equality targets for protected characteristics but further action is taken to promote equality and diversity wherever appropriate or necessary.

ii. **Continue to carry out an Equal Pay Review every two years and to take remedial action as appropriate.**

   Equal Pay Reviews were carried out in 2008, 2010, 2011 and 2013. The latest review shows broadly an overall gender pay gap of 21% (on average salary). The review data and analysis is scheduled to go to SMG and Operations Group in May 2014, Equality and Diversity Committee in June 2014 and will also be considered by the Athena SWAN Working Group – outcomes / actions to be confirmed. The next review is scheduled for 2015.

iii. **Continue to monitor usage of the Counselling and Employee Assistance Programme and to promote the service to all staff groups**

   In the 12 months between 1 Dec 2012 and 30 Nov 2013, there were 543 instances of usage representing a nominal usage rate of 15.1% of staff; 66 callers were referred for face-to-face counselling and there were 5 calls to the managerial advice-line. Usage by staff category, gender, age and ethnicity are monitored regularly as are broad reasons for and patterns of use. There are plans, as part of our Health and Wellbeing strategy, to develop local Occupational Health initiatives to respond to trends highlighted by the anonymised data.

   The Employee Assistance Programme was re-launched with new leaflets and posters in Dec 2013 / Jan 2014 and presentations were delivered to the Administrators’ Forum in November.

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2 Usage includes the CiC advice-line, face-to-face counselling and online wellbeing resources.
We continue to promote the service to new starters and to make staff aware of the monthly employee help-sheets via our news webpages and York Extra. HR partners, advisors and learning and development colleagues actively signpost the service to managers and staff as appropriate as part of routine advice giving and training. We also use HR and University publications to remind staff of the service periodically.

Feedback indicates a high degree of satisfaction with the helpfulness, professionalism and understanding of the advice-line consultants and face-to-face counsellors.

iv. Continue to advise on flexible working policies to ensure they are applied fairly and appropriately

Flexible working requests are handled by departments but HR colleagues routinely advise managers and staff on the fair and appropriate application of policies relating to attendance, leave and flexible working. As part of our Athena SWAN action plan, we are looking at ways to improve flexible working monitoring arrangements so that we can assess the uptake of existing flexible working options and consider the scope for developing more innovative practices across the university.

The Staff Survey questions on flexible working have been amended to capture ability to work flexibly and different types of flexible working in operation. Forms have already been supplied to departments for recording flexible working but we need to provide more guidance on what information is needed, in what format and why. We are currently looking into the options for centrally recording departmental flexible working requests (successful and unsuccessful) and ways to better promote flexible working options and support in all our recruitment materials. Another priority for this year will be to raise the profile of paternity leave provision. Since flexible working was one of several issues highlighted during the recent E&D consultation with staff aged 60+ we will also look at how our policies could better support our older workforce.

v. Continue to provide equality and diversity statutory and compliance training and to monitor take up across the organisation

The University provides a broad suite of equality and diversity training but we have streamlined our offering to best match organisational priorities and focus on embedding key equality and diversity messages into our recruitment, induction, performance management and leadership and management provision.

We continue to promote equality, diversity and disability awareness across our programmes and to work alongside Equality and Diversity to review the online ‘Diversity in the Workplace’ module and facilitate staff completion of this compulsory module.

Completion reports are provided to departments on request but this is a time consuming process due to the current system set-up. To improve the speed and robustness of administration and reporting we will be transferring to a new Learning Management System (LMS) this year.
A summary of pass rates for the online diversity module are shown overleaf:

<table>
<thead>
<tr>
<th>Online Diversity passes to date</th>
<th>2410 (Yr. 2013 = 1842)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Diversity passes post January 2011 (post legislation amendments)</td>
<td>1293 (Yr. 2013 = 891)</td>
</tr>
</tbody>
</table>

**Please note:**

1. Total staff numbers as at 14 May 2014 = 3751
2. Some individuals other than employees also complete the module e.g. temp pool staff, associates etc. and potentially some students using SITS

Please find below a summary of central face-to-face programmes that have run or are scheduled to run this academic year (2013-14):

<table>
<thead>
<tr>
<th>Event</th>
<th>Number of events</th>
<th>Numbers attending (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in the Workplace</td>
<td>1 due</td>
<td>16 places available</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>1 run and 1 due</td>
<td>16 to date 16 due</td>
</tr>
<tr>
<td>Recognising and Dealing with Harassment</td>
<td>2 due</td>
<td>26 places available</td>
</tr>
<tr>
<td>Mental Health Briefing</td>
<td>1</td>
<td>6 (of 13 expected)</td>
</tr>
<tr>
<td>Dyslexia briefing</td>
<td>1</td>
<td>8 (of 14 expected)</td>
</tr>
<tr>
<td>Supporting Students with Asperger’s</td>
<td>1</td>
<td>0 (Cancelled) – 4 on waiting list to be offered 1:1 sessions.</td>
</tr>
<tr>
<td>Disability Services: Supporting Students</td>
<td>1 was planned</td>
<td>Cancelled for review by tutor</td>
</tr>
<tr>
<td>Disability Awareness (to be run in July: current numbers)</td>
<td>1</td>
<td>16 places available</td>
</tr>
<tr>
<td>Unconscious Bias Session(^3)</td>
<td>1 (in June 2014)</td>
<td>60</td>
</tr>
<tr>
<td>Recruitment and selection + refresher</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> 15 (^3)</td>
<td><strong>Total</strong> 222</td>
</tr>
</tbody>
</table>

\(^3\) We will be co-facilitating an ‘Unconscious Bias’ session on 10 June 2014 as part of our approach to the ‘White Rose Women into Leadership’ Research. This will be accompanied by semi-structured interviews with a number of senior female academics across the three institutions to gain a better understanding of the qualitative factors behind any barriers to female progression. This initial event will be targeted at Academic and Support HoDs and SMG members due to the high priority this topic has in the University-wide Athena SWAN action plan. We will then use the information from this session to identify and agree how we introduce awareness of unconscious bias more widely across the institution.

\(^3\) Some events were withdrawn due to the tutors’ wishes to update and enhance the content and improve the interactive nature of the course. Where necessary, those on the waiting list were offered 1:1 sessions to cover essential aspects of the subject.
vi. **Continue to improve perceptions of equality with regards to learning and development provision, career pathways and progresssion**

Evaluation of **learning and development provision** is very positive with 55% of delegates rating the sessions as excellent and 41% of delegates rating sessions as ‘good’ and agreeing that the knowledge/skills acquired would help them in their work.

In the last year there has also been greater application of blended learning through development of online modules for statutory and compliance training and incorporation of online learning into other core programmes.

One of the areas for improvement identified by the 2011 staff survey was to improve perceptions of career pathways and progression, particularly for support staff. In response we:

- developed the **internal candidate programme** to help staff progress their careers and brush up on application and interview skills
- launched the **internal only vacancies board** which has increased the percentage of vacancies filled by existing members of staff
- developed guidance on personal and career development as part of the **managing and developing performance website**
- launched our **Research Leaders’ Programme** which won the Times Higher Award for ‘Outstanding Support for Early Career Researchers’

We have also recently launched a dedicated **career development microsite** which includes generic grade descriptors for administrators (grades 2 to 8), careers guidance and video case studies to provide examples of possible routes for career progression. Over time, the site will evolve to incorporate specific guidance for facilities and technical staff.

Pay review, promotions processes and career pathways for Academic, Research and Teaching (ART) staff are also being considered. Generic candidate briefs for Chair and ART posts are being improved further and documents articulating expected standards of performance for different staff groups have been drafted - starting with ‘Expectations of a Professor’ and ‘Expectations of an Academic’ which will be considered by the Performance Excellence Steering Group later this year.

vii. **Continue to improve integration and support for international staff in accordance with the University’s Internationalisation Strategy**

**Welcome Service**

We have extended our in-house ‘Welcome Service’ (for staff relocating to York from overseas or within the UK to take up employment at the University) to all staff grades. The service provides new employees with access to a named Welcomer who provides advice, guidance and support to the individual and their families (if also relocating) throughout their transition. Since its launch in 2011 the service has actively assisted around 190 people, at least 110 of whom were from overseas. We are currently reviewing and benchmarking our **International Staff Relocation Handbook** and **Relocation Handbook** to ensure that they reflect best practice.

**Induction**

We continue to deliver and evaluate staff induction events and online materials to help staff new to York, new to the University and/or new to a role to quickly become effective and productive in post. All staff are sent an induction evaluation form 6 months after joining; from
July 2013 to present, 92.9% of staff new to the University and 93.8% of staff new to a role were satisfied with their induction.

We are currently reviewing our provision and plan to supplement our induction checklist with guidance on what to cover/consider when inducting staff from overseas or staff with a disability. We will also be looking at what further induction support we could provide on integrating new staff and working effectively with a diverse student and staff population in a multicultural institution.

Survey analysis

It was difficult to draw any definite conclusions about the views of international staff in the 2011 staff survey due to: (i) the relatively small number of respondents with a first language other than English (176); (ii) the number of respondents who chose not to answer the question about their first language (133); (iii) the fact that the University employs a number of international staff whose first language is English.

To help us better understand the experiences of international staff we have amended the question in the 2014 survey to ask whether or not respondents are a UK citizen or non-UK citizen. The survey will run from 7 May to 4 June 2014 and the results will be available from June/July onwards. This year's reporting tool will allow filtering of results by multiple demographics to provide a richer picture of respondent experiences whilst still conforming to strict rules around data confidentiality.

What, if anything is still outstanding? n/a

Other relevant information:

Athena SWAN

We have produced an HR action plan to support renewal of the University’s Athena SWAN bronze award and its medium-term aspiration to achieve silver status. This includes the following broad areas for which specific and measurable actions with clear timescales and indicators of delivery and success have been defined.

i) Embedded gender equality culture across the whole institution

   − University-wide interventions (e.g. employment practices, flexible working, recruitment)
   − Improved understanding of gender bias through training (e.g. recruitment and selection, induction, leadership, unconscious bias etc.)
   − Resources to provide staff gender data

ii) Equality during career progression

   − Data collection, analysis and action planning (e.g. Tableau workbooks, key equality data sets, equal pay audits/pay data, focus groups in STEMM departments etc)
   − Taking positive action to address bias in progression (e.g. through provision for women returners to academic roles)

iii) Other initiatives i.e. review of good practice, exit interview data, staff survey reporting etc.

Staff survey

Implementation of University and Departmental action plans in response to the 2011 staff survey was monitored periodically via the Employee Engagement Steering Group. University actions and outcomes were communicated to staff via the Staff Survey newsletter and survey website which is now centrally hosted on the University webpages. HR Partners reinforced
the need for HoDs to communicate departmental actions and outcomes to staff and a template newsletter was provided for local use.

**Mediation**

The expanded in-house, accredited mediation service launched in May 2011 continues to provide an informal, voluntary, confidential way to resolve conflict in the workplace and improve or rebuild working relationships. To date, there have been a total of 35 cases (11 in 2011, 11 in 2012, 9 in 2013, 4 so far in 2014); this includes 10 enquiries that were resolved without the need of meetings/full intervention. The most common organisational benefits include improved relationships between individuals, reduced stress and sickness absence, fewer formal grievances, and retention of valuable staff.

**Communication**

Taking on customer feedback about how we could improve communications and access to our broad range of services we have introduced a new identity for HR. We have applied a recognisable HR brand to our website, publications and physical environment to make it easier for staff to understand what we offer and who to contact when they need assistance. A user feedback survey was carried out this term to assess the impact of this work and the results will inform the next phase of the project which will focus on website redevelopment.

**Policy development**

The following policies have been reviewed and updated in 2013/14:
- Sickness absence
- Maternity leave
- Role review and evaluation
- Job-share
- Recruitment and Market Pay Premia
- Academic Probation (subject to approval by Senate this term)

A large number of other policies are also under review currently including the Disability In Employment Policy (led by Disability Services with input from HR) and Alcohol and Drug Policy (led by Occupational Health with input from HR).

**Health and Wellbeing**

A health and wellbeing project has been established to promote and enhance employee health and wellbeing and maintain a healthy, productive, sustainable workforce. A draft health and wellbeing strategy has been developed based on consultation with Occupational Health, Health and Safety, York Sport, Campus Catering, the Employee Engagement Steering Group and participants in the 2013 Global Corporate Challenge® referred to in-house as FIT@50 – get the University moving.

The strategy includes development of a health and wellbeing website (built around the themes Get Fit, Eat Well, Feel Good), a review of our Occupational Health service, provision of proactive health checks, programmes and campaigns and raising the profile of health benefits offered through our Rewards Extra Scheme e.g. Employee Assistance Programme, Cycle-to-work scheme and discounts on health screening and insurance.

Please outline your equality and diversity objective(s) for 2014-15. These may cover for example, one or more of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief/non belief, sex, sexual orientation, depending on priorities in your area of work. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:
Our equality and diversity objectives for 2014-15 will be to:

i. Continue to provide equality and diversity data at University and departmental level to best meet organisational needs.

ii. Continue to carry out an Equal Pay Review every two years and to take remedial action as appropriate.

iii. Raise the profile of the Counselling and Employee Assistance Programme and develop local programmes and activities to respond to any trends highlighted by anonymised usage data.

iv. Raise the profile of paternity leave provision and improve promotion of all flexible working support in our recruitment materials.

v. Assess uptake of flexible working through improved recording of departmental requests (successful and unsuccessful) and consider scope for developing more innovative practices across the university.

vi. Support the University, departments and the Athena SWAN Working Group in their aims to implement employment best practice for women working in science.

vii. Continue to improve perceptions of equality with regards to learning and development provision, career pathways and progression for all staff.

viii. Continue to provide and monitor uptake of equality and diversity training and improve administration and reporting via a new Learning Management System.

ix. Review and revise our online training packages to support redevelopment of the ‘Diversity in the Workplace’ module.

x. Continue to improve integration and support for international staff though our Welcome Service and induction provision.

xi. Respond to the results of the 2014 staff survey by coordinating development of a University action plan, monitoring its implementation and communicating progress/outcomes to staff.

xii. Continue to develop and implement the University-wide Health and Wellbeing strategy.

xiii. Continue to develop fair and equitable HR policies and procedures and improve clarity of and access to HR information and services.
Learning and Teaching

Completed by: Nigel Dandy
Date: 3 June 2014

Have you delivered the following objectives for 2013-14? If yes, please indicate progress and achievements:

Objectives:

- To continue to monitor the effectiveness of the body of support resources for academic skills to help all students to enhance their learning and academic attainment. This will include the evaluation of the use of Turnitin and the new Writing Centre.

- To continue to promote and monitor aspects of equality and diversity, and take action as appropriate, through the established processes such as programme approval, Annual Programme Review and Periodic Review.

Progress: We have continued to monitor impact. A progress report on the Writing Centre trial was discussed by UTC at its meeting in May 2014. It was agreed that this should now become an established part of the University’s services to students. Student usage of the service has grown from 110 in Summer Term 2012-13 to 186 in Spring Term 2013-14. The Centre is actively seeking to work with departments including on bespoke support. UTC has stressed the need for ongoing evaluation of impact.

Demand for the Maths Skills Centre has also been high – for example, 309 unique students in the Autumn Term 2013-14. It has also proved to be continuous year-round, including a significant volume of demand from PGT students over the summer. Further development of the suite of tailored workshops has been undertaken to complement the ongoing provision of drop-in and appointment-based support.

In the area of academic integrity, a comprehensive evaluation of the use of Turnitin has been carried out which will inform the future development of this resource. The current priority is to develop a PGR version of the Academic Integrity tutorial.

We continue to prompt departments to comment explicitly on aspects of equality and diversity in the APR and consider the theme as a matter of course in periodic review, programme approval etc.

Good practice in accessibility and equality is also embedded in our approach to online resources and distance learning, including the specification for the tender exercise for the University’s VLE which took place in 2013-14. The thoroughness of this approach was illustrated by the University making the tender outcome subject to some further work by the chosen supplier (Blackboard) on aspects of accessibility following testing by a team led by Prof Helen Petrie. Prof Petrie and Richard Walker (E-Learning Development Team) have presented on this work at an international conference.

We are also continuing to develop our contribution to the widening participation agenda, including through the Next Step York programme.

If no, what have been the barriers to implementation?
What, if anything is still outstanding?

Other relevant information

<table>
<thead>
<tr>
<th>Please outline your equality and diversity objectives for 2014-15. These may cover for example, one or more of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief/non belief, sex, sexual orientation, depending on priorities in your area of work. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We will continue to monitor the effectiveness of the body of support resources for academic skills to help all students to enhance their learning and academic attainment. This will include embedding and further promoting the work of the Writing Centre post-trial, and the development of a PGR version of the Academic Integrity Tutorial.</td>
</tr>
<tr>
<td>- We will continue to promote and monitor aspects of equality and diversity, and take action as appropriate, through the established processes such as programme approval, Annual Programme Review and Periodic Review.</td>
</tr>
<tr>
<td>- We will ensure that these themes are embedded in moves towards a new University pedagogy, if this is implemented following the Vice-Chancellor’s current consultation on University strategy.</td>
</tr>
</tbody>
</table>
Have you delivered the following objectives for 2013-14? If yes, please indicate progress and achievements:

**Objectives:**

1. To use the widening participation dataset to monitor distribution by WP characteristic at various stages of the admissions process in order to help the University to achieve its WP objectives as set out in the Access Agreement. 
   We continue to use this dataset information to monitor stages of the admissions process.

2. To work more closely with departments to help them interpret the information provided as part of the WP characteristics dataset and to develop action as appropriate. 
   As part of Medium Term Planning, colleagues from Student Recruitment and Admissions now meet with departmental colleagues annually to evaluate the whole admissions process. Presentations to the Admissions Tutors' Forum also aid this action.

3. To develop targeting, tracking, monitoring and evaluation systems in order to evaluate the effectiveness of WP outreach programmes and interventions and to inform appropriate distribution of resource between different activities. 
   We have established a targeting, tracking and evaluation group with colleagues from widening participation, planning, the Institute for Effective Education, careers, academic registry and student recruitment and admissions. This group is looking at the whole student lifecycle to ensure that the needs of under-represented groups are taken into account and that appropriate activities and interventions are delivered successfully.

4. To continue to offer Vice Chancellor’s Diversity Awards to new students entering the University in September 2013.
   Fifteen Diversity Awards were made to students entering the University in 2013, all of the students were also guaranteed an interview for the role of student ambassador if they chose to apply for these posts.

If no, what have been the barriers to implementation?

What, if anything is still outstanding?

Other relevant information

Please outline your equality and diversity objectives for 2014-15. These may cover for example, one or more of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief/non belief, sex, sexual orientation, depending on priorities in your area of work.
As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

1. To continue to refine the widening participation dataset referred to above to monitor distribution by WP characteristic at various stages of the admissions process in order to help the University to achieve its WP objectives as set out in the Access Agreement.

2. To develop a strategy for Targeting, Tracking Monitoring and Evaluation and improve our targeting, tracking, monitoring and evaluation systems in order to evaluate the effectiveness of WP outreach programmes and interventions and to inform appropriate distribution of resource between different activities.

3. To offer more generous awards - the York Opportunity Awards - which will be for three years, rather than the 1 year of the existing Diversity Awards. The awards which will be open to eligible students (including students from BME backgrounds) and there will be a competitive application process.
UNIVERSITY EQUALITY OBJECTIVES 2014

The University is committed to the principles of equality and fairness and through its work to meet the aims of the Equality Duty to:

- **Advance** equality of opportunity between people from different groups.
- **Foster** good relations between people from different groups.
- **Eliminate** unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

Through engagement with key stakeholders the University has identified the following specific equality objectives as a focus for the work on equality over the academic year 2014-15. Some of these objectives relate to specific protected characteristics, others are broader in their scope:

1. Continue to develop policy and practice on disability including the implementation of the recommendations arising from the 2014 Accessibility Audit and the consultation with staff with disabilities and health conditions
2. Consult students and staff on religion and belief and develop new policy and guidance
3. Continue the work in support of race equality and the development of cohesive communities across the colleges and the wider University
4. Promote safe and responsible use of social media. Develop student policy and guidance plus guidance for staff
5. Review equality training for staff and develop an on-line equality and diversity training module
6. Analyse the equality implications of the Staff Survey 2014, develop and implement action plan
7. Promote good practice and innovative teaching approaches on equality and diversity
8. Continue work in support of Athena SWAN and the Gender Equality Charter Mark
9. Implement the recommendations of the 2014 consultation with Lesbian, Gay, Bisexual and Trans staff
10. Encourage dialogue between and greater understanding of staff and students identifying with different protected characteristics, and of the intersectionality of identity, in order to promote integration.

Equality and Diversity Office
August 2014
APPENDICES

Appendix 1: Dignity and Respect Campaign November 2013

A Dignity and Respect campaign aimed at both students and staff was held during November 2013. The campaign formed a key initiative in the University’s work on harassment with the aim of raising awareness about expectations of behaviour, University policy and sources of support and help. As in previous years, the campaign was held at the start of the academic year and coincided with National Anti-bullying week (18 – 22 November 2013).

A number of awareness-raising initiatives took place:

- The Dignity and Respect Roadshow was displayed in the library foyer for a four-week period during November. Members of staff from the Equality and Diversity Office and Student Support Services teams were available to answer queries from students and staff at drop-in sessions organised for 6 and 21 November. Leaflets and other information were available.

- Information aimed at a broad audience was disseminated via HR and Commercial Services Newsletters

- Key messages aimed at students were disseminated via colleges (for example inclusion in weekly college newsletters).

- Messages on screens (including YUSU screens) were displayed around the campus.

- A workshop for the network of Harassment Advisers was held on 18 November 2013; on the theme of supporting students. Pete Quinn and Jill Ellis of Student Support Services spoke to the network.
Appendix 2: Harassment and equality related queries 2013-14

Complaints related to harassment and bullying 2013-14

A core area of work of the Equality and Diversity Office is to give advice, support and guidance in relation to allegations of harassment and bullying. The emphasis of the work is on early resolution at an informal stage, where appropriate. This work includes giving advice and support to individuals and to managers and other staff (for example academic supervisors in relation to student cases) on the resolution of complaints and giving support and advice to Harassment Advisers on handling complex cases.

Number of ‘cases’: During the reported period 1 June 2013 -31 May 2014 a total of 31: 13 members of staff and 18 students raised concerns or made allegations of harassment directly with the Equality and Diversity Office. We note that this is not the full picture of incidents of harassment within the University as, in line with the University’s Code of Practice, individuals are encouraged to raise their complaint as close to the source of the alleged harassment as possible. Staff members may raise issues with a senior manager within departments and/or with the HR manager, for example. Students can raise complaints with a number of officers and this often depends upon the setting in which the issue has arisen. The number of ‘cases’ above indicates where an allegation of harassment has been made, and not that it has been found to have occurred.

Of the cases raised with the E & D Office, 21 required further action to be taken by the E & D Office, including liaising with managers, HR, Student Support Services and/or by providing guidance to Harassment Advisers. The remainder were less complex queries involving the provision of advice/guidance to the individual(s) raising the complaint and no further action.

During this reporting period 1 case proceeded to formal procedures.

Types of harassment: The complaints of harassment/bullying brought to the attention of the E & D Office for this reporting period were varied in nature. Amongst students who contacted the office, the most common types of complaint were allegations around misuse of social media and allegations of sexual harassment by other students.

Amongst staff complaints the most common types of allegations were bullying by managers and peer-to-peer bullying/harassment.

Advice and guidance on equality-related issues
During the reporting year 1 June 2013 – 31 May 2014 the Equality and Diversity Office gave advice and guidance on 32 equality-related issues raised by individuals. These covered the range of protected characteristics and some general fairness issues. There have been a cluster of queries in relation to pregnancy and maternity. There have also been a number of enquiries around disability including accessibility of the campus.
Appendix 3: Inclusive Practice Poster
Appendix 4: Report on activities of LGBTI Matters including LGBT History Month events

The topic of the autumn term meeting of the staff equality forum LGBTI Matters held on 6 December was LGBT community activities in York. Representatives from YUSU and the GSA, the York St John (YSJ) University Staff LGBT Network and the city of York LGBT Forum attended the forum.

The discussion was based around the theme of ‘How can LGBTI Matters work with other internal and external groups’. Representatives outlined the various activities each group is involved in within the respective institutions and across the city. A particularly impressive range of activities is being organised by the Student Union’s LGBT Officers over the academic year.

The outcome of the session was a series of collaborative initiatives and events:

- In collaboration with other partners develop a programme of events to take place across the city for ‘LGBT History Month’ (February) and produce a booklet for circulation throughout the city
- Agreement was reached on topics for future joint forum meetings between YSJ and the University:
  - Undertaking research in hostile/less liberal societies – two University of York speakers have subsequently agreed to contribute to a session
  - Supporting LGBT international students or LGBT students on international placements
- The creation of a Facebook page for York institutions to signpost to events and other initiatives taking place in their institutions
- A music quiz for staff of YSJ and the University to take place at the start of the summer term

LGBT History Month events

An Introduction to LGBT Community Music Practices – The staff forum LGBTI Matters and the Department of Music offered ‘An Introduction to LGBT Community Music Practices’ by Matthew Jelf. University of York Alumni, the current Musical Director of Thames Valley Gay Chorus and previously DMD of London Gay Men’s Chorus

XXY Latin American Movie Night - The Department of Language and Linguist Science, Spanish Language, and The Latin American Society invited the public to the XXY film screening in Spanish with English subtitles. Plot Summary: For just about everybody, adolescence means having to confront a number of choices and life decisions, but rarely any as monumental as the one facing 15 years-old Alex who was born an intersex child.

Breaking the Code - A dramatized portrayal of enigma code breaker, Alan Turing and his story as a gay man, staged by the University of York’s Drama Soc.

Faith or Hate: The History of Law, Religion and Homosexuality in the UK - Sociology department lecturer, Paul Johnson, presented his research on the dynamic role between the secular and religious elements in the UK and their influence on LGBT issues such as same sex marriage.

LGBT Network Seminar: 'Queer as a political concept' - The speaker, Jacek Kornak, a doctoral student from the University of Helsinki, discussed how the term “queer” has been mobilized for political contestation by activists and academics.
Appendix 5: Athena SWAN Awards 2013-14

The University has achieved the following Athena SWAN awards over the academic year 2013-14:

- Biology – Gold
- Maths – Bronze
- HYMS – Bronze
- Health Sciences – Bronze
- Chemistry – Gold renewal
- University of York institutional award – Bronze renewal

Appendix 6: Age Consultation Action Plan

To Follow
Appendix 7: Recommendations from the consultation with staff with a disability or staff condition

Background to the Consultation

The responses to the Staff Survey 2011 from members of staff who declared a disability showed that the level of engagement and the perception of fair and equal treatment were lower.

Consultation

In April 2014, members of staff with a disability or health condition were invited to attend focus-groups or send their comments via email. A total of 20 members of staff participated in the consultation.

Key findings

Concerns were raised about the lack of consistency and level of support for people with a disability or health condition between different departments. It was felt that this was due to a need for training/awareness raising amongst line managers. Some participants also felt there was a lack of awareness amongst colleagues about mental health issues and ‘hidden’ disabilities or health conditions.

The Return to Work procedure was a concern for nearly all participants.

Issues with internal communications were highlighted, in particular the University’s web pages. Details of specific issues were not provided during the consultation and will require further investigation.

Recommendations

The consultation identified a number of recommendations which are listed under four headings.

Communication

- Publication of the recommendations from the consultation
- Review the University’s website for accessibility of content and ease of navigation.
- Communication protocol and dissemination to be clearer and more concise to ensure that all levels of staff receive communications and have the opportunity to feedback and input.
- Support to staff in setting up a forum for staff with disabilities and health conditions.

Awareness Raising/Training

- Awareness raising/training to enable staff to better understand disability and health conditions and the impact on people’s lives and work
- Consideration to be given to offering some form of ‘mental health’ training for all staff
Line manager

- Review training for line managers in relation to staff with disabilities and health conditions around the areas of mental health and return to work interviews.

- Consider developing guidance for line managers on key HR policy/procedures that relate to the support and management of disabled colleagues

Stakeholder engagement

- Explore
  - the ‘Two Ticks’ kitemark or similar
  - Awareness-raising of DWP ‘Access to Work’ funding and support to management and employees

- Consideration of a guaranteed interview scheme for people with disabilities

- To engage with stakeholders in order to assess policy and practice from an equality perspective.