

# Equality and Diversity

Annual Report 2015 – 16



University of Essex

## Introduction by the Vice-Chancellor



Since the launch of our Strategic Plan in 2013, we have invested considerable time and effort in defining the type of institution that we are and living up to our values. These make clear the importance of us being a diverse and inclusive environment in which we treat our members with equal respect and dignity.

I am delighted with the progress we have made this year in addressing the challenges we set ourselves in our Equality and Diversity Framework and Sub-Strategy 2015 -2018. However, we are not complacent and we remain fully committed to developing the capacity and capability within our staff to deliver the goals we have set in our Strategic Plan; to live the values we have embraced; and to support each other in contributing individually and collectively to the best of our ability and to develop our own potential. Being a truly inclusive and diverse community, open to all who have the potential to benefit from membership, ensuring equality of opportunity for all our members, and treating all with equal respect and dignity at all times lies at the very heart of our quest.



This report represents a new approach to demonstrating how the University is working towards achieving its Equality Objectives contained within our **Equality and Diversity Framework and Sub-Strategy 2015-18**.

It recognises the great work done by individuals, teams and departments in 2015-16 to promote equality and diversity and where this has had an impact.

Detailed equality and diversity statistics and information relating to both staff and students, can be found on the **Equality and Diversity web site**, and a full summary of progress made towards achieving our Equality Objectives, can be found in the appendix to this report.

The report's revised format aims to give an overview of some key activities, projects, achievements and developments and a sense of the diversity of topics covered.

It also looks at student admission, progression and outcomes data by protected characteristic, highlighting trends of note and at staff recruitment, promotion and disclosure data by protected characteristic, comparing data for Essex with the national picture.

Finally, we identify our main areas of focus for 2016-17.

In celebrating our achievements we also recognise that we are on a journey and we still have a long way to go if we are to consider ourselves truly inclusive.

**Karen Bush**

*Head of Equality and Diversity*





### Awarded for promoting disability-equality

Rowena Macaulay, Student Support Services Officer in the Department of Sociology, was awarded an MBE in the Queen's New Year's Honours List 2016 for her work to promote access and inclusion for disabled people both at the University and in the wider community. At the University she has initiated projects to design hard-copy and, subsequently, interactive online maps highlighting accessible step-free routes around the Colchester campus and in the community. Further afield, as co-founder of Walk Colchester, Rowena has worked to protect Colchester's pathways network and green open spaces and promoted enjoyable, informed pedestrianism for walkers of all abilities.

Vice-Chancellor Professor Anthony Forster said: "Rowena has worked tirelessly to improve access to facilities and services for disabled staff, students and visitors. We are delighted that her contribution has been recognised in the New Year's Honours list!"

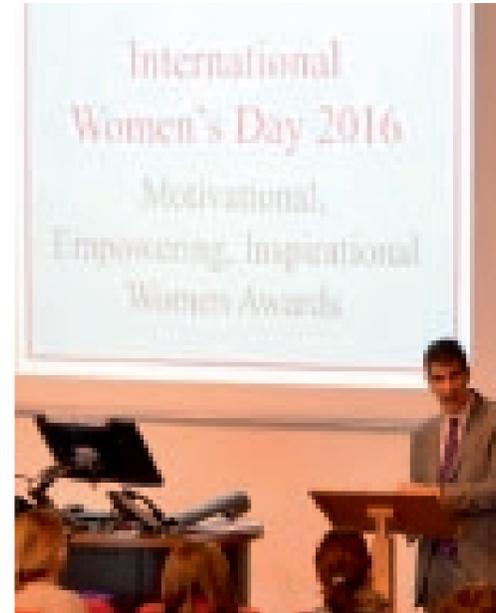
Rowena is pictured below with her father, following her investiture ceremony in April 2016 where she was presented with her medal by Prince William.

### Stonewall Workplace Equality Index

Our work to promote equality for lesbian, gay and bisexual staff was rewarded by being named in the Top 100 in Stonewall's Workplace Equality Index in 2016. We climbed 144 places to 53rd in the Index and were in the top 6 in terms of universities.

More than 400 employers submitted entries to the Index in 2016, the highest since it started in 2005. The index explores ten areas of employment policy and practice including training, career development, employee network groups, line management and community engagement.

Work in this area continues through, for example, awareness-raising activities held as part of our membership of the Essex LGBT Alliance, a TALIF-funded project to promote LGBT-inclusivity in the classroom through the development of an LGBT toolkit for teachers and work to provide CPD activities for teachers in secondary schools in Essex.



### Motivational, Empowering, Inspiring Women awards

On Tuesday 8 March Equality and Diversity launched Diversity Week with a celebration of International Women's Day.

The highlight of the day was the MEI (Motivational, Empowering and Inspirational Women) Awards ceremony. Staff and students were asked to nominate a woman who had made a positive difference to them in some way, describing specifically what their nominee had done. Nominations came flooding in and the impact of the words and actions of those nominated was clear to see.

One testimony said "I would seriously have considered dropping out in my first year, if it had not been for her practical help and warm understanding. On a large campus it's easy to feel isolated, and Val treats me like an individual. It has made a huge difference".

The recipient of this nomination Val Hartgrove, Undergraduate Administrator in the Department of Language and Linguistics, said "I am so touched by this, I think we all had a really good day (and evening!)".

Certificates were presented by the Vice-Chancellor.

### Athena SWAN Charter

Recognising the impact that Athena SWAN has had to date in the Faculty of Science and Health, we have committed to supporting all departments to submit an application for an award by the end of 2019.

Since the University achieved an Athena SWAN Bronze Institution Award in September 2013, and the Schools of Biological Sciences and Health and Human Sciences achieved their Bronze Awards (in April 2014 and September 2015 respectively) awareness of the need to address gender inequalities has been raised which has resulted in a number of actions being proposed and taken forward. The impact of these actions is now starting to have a positive effect. For example:

- There has been a consistent rise in the proportion of women appointed to academic posts over the last 3 years
- The use of positive action statements in recruitment has led to a 17.5% increase in the proportion of female academic staff in the Department of Maths (from 11.1% as at 31/12/14 to 28.6% as at 31/12/15), a 7.2% increase in CSEE over the same time period (from 5.3% to 12.5%) and a 3.4% increase in Biological Sciences (from 32% to 35.4%)
- The identified gender pay gap for female professors has been closed with the one-off uplift in female salaries from 1/10/16
- The Parent's Support Network, launched in 2014, has an ever-growing membership (currently 140 members) and has used its collective voice to suggest changes to the University's provision for childcare in vacations to better suit parents



## Care leave for employees

As part of our new Special Leave policy, introduced in March 2016, we now provide employees who are carers with 5 days paid leave within any 12-month rolling period, plus additional unpaid care leave if appropriate.

This was developed following our Caring for Carers project which found that employees who are carers often have to use their annual leave to fulfil their caring responsibilities which can lead to stress, as there is little or no time available for activities outside of work or caring.

The policy also includes provision for long-term care leave, provided workload can be appropriately covered. Staff granted long-term care leave are entitled to return to work in the same job at the end of the period of agreed leave. Leave can be granted for a maximum period of 13 calendar weeks in any 12 month period.



## Mandatory E&D training, part of staff induction

A Training and Development Policy statement has been approved for introduction in the academic year 2016 -17 which sets out the University's expectations of continuing professional development and mandatory training. This includes the requirement for all employees to complete the Equality and Diversity Essentials training within 6 months of joining the University. Successful completion of the training will now be discussed as part of probation.

The introduction of this policy supports action 1:1 of our Equality and Diversity Framework and Sub-Strategy 2015 -18; 'to make completion of Equality and Diversity training a requirement of passing probation.'



## Work Life Balance Policy

The University's Council approved our new Work Life Balance Policy in May 2016. The policy aims to promote and encourage flexible working, where possible, in order to increase the number of staff taking advantage of flexible working options. The Policy includes new guidance on home working and details of a new career break scheme.

Research shows that flexible working is top of a prospective employee's wish-list of benefits and an organisation that promotes flexible working is therefore more attractive to those wishing to work in this way, for example those with caring responsibilities, who tend to be women, and older workers who may care for a family member. The introduction of this Policy will therefore contribute to 'recruit, develop, retain and motivate and increasingly diverse workforce', one of the aims of the People Supporting Strategy.

## Non-binary gender

In line with our Value commitment to inclusivity, the Human Resources and Equality and Diversity Group (HREDG) has supported, in principle, a proposal to introduce a third category to record gender and we are undertaking preliminary work to ascertain the feasibility of changing our staff and student record-holding databases in order to provide this option. This change is being made in response to feedback from members of our community whose gender identity is something other than male or female e.g. non-binary, gender fluid and who may also wish to use the title Mx.

## Review of Harassment Advisory Network

A review of the Harassment Advisory Network, conducted between May and November 2015 led to a number of small procedural changes being made. As a result the **Guidelines for Dealing with Harassment and Bullying** were updated in 2016 to include advice to Heads of Departments and those who are the subject of a complaint of harassment or bullying, updated procedures for dealing with complaints of harassment or bullying and specific references to transphobia.

The Harassment Advisory Network, made up of ten core advisers meets every month to share best practice and to take part in continuous training and development. The service continues to be used equally by both staff and students and feedback from clients suggests the Network plays a valuable role in empowering them to deal with their situation. Comments include:

*"A good service that has helped me to see the options available"*

*"You all do a fine job. Information was clear and precise and I was seen straight away".*



## Pay Equality

In May 2016 Council approved proposals to close the gender pay gap at professorial level by giving all female professors a one-off uplift to their salaries with effect from October 2016. Although no significant pay gaps have been identified at other grades and for other staff groups, we will be conducting another Equal Pay Review during this calendar year across all pay grades and covering all staff groups to ensure this remains the case.

This latest measure builds on our work over the last year to improve pay and the way it is allocated for various groups, for example ensuring we pay the living wage to University staff and staff working in Campus Services and reviewing our use of Graduate Teaching Assistants and employees on fixed term contracts.

We are also taking a range of actions to ensure that the gap does not open up once again.

## Increasing diversity in membership of committees of Senate and Council

Action 4.1 of our Equality and Diversity Framework and Sub-Strategy 2015-18 is 'to introduce equality monitoring (in 2015-16) for all sub-committees of Senate and Council, actively taking steps to increase the diversity of their membership where possible.

This monitoring revealed significant imbalances in terms of gender and ethnicity. In addition the proportion of female committee members and those from a black ethnic minority background was less than their representation in the overall staff population.

Nominations Committee, who appoint internal and external members to Council committees, and USG, who appoint members to Senate Committees, will be encouraged to take this information into account in their decision-making processes.



### E-crime conference, November 2015

This conference, organised by Equality and Diversity and entitled 'Social Media: A force for good or a force for evil?' tackled the rising issue of e-crime head on, exploring the good and the bad and how to ensure better internet safety for ourselves and others.

The conference, opened by the Vice-Chancellor, was a day for students, educators, teachers and parents and consisted of talks by a variety of speakers who each brought a different perspective to the discussion; from lawyers, e-safety campaigners and those with personal experience of the issues.

Lorin Le Fave shared the story of her son, Breck Bednar, who was groomed and murdered by an online predator. In her powerful speech she challenged the traditional 'blocking technique' that most parents use and shared useful resources from the Breck Foundation she set up in her son's memory.

Participant Ben Pullen, an E-learning Assistant at Thurstable School in Tiptree, Essex commented 'Conferences like this are very important so that people of all ages know how to tackle this issue!'

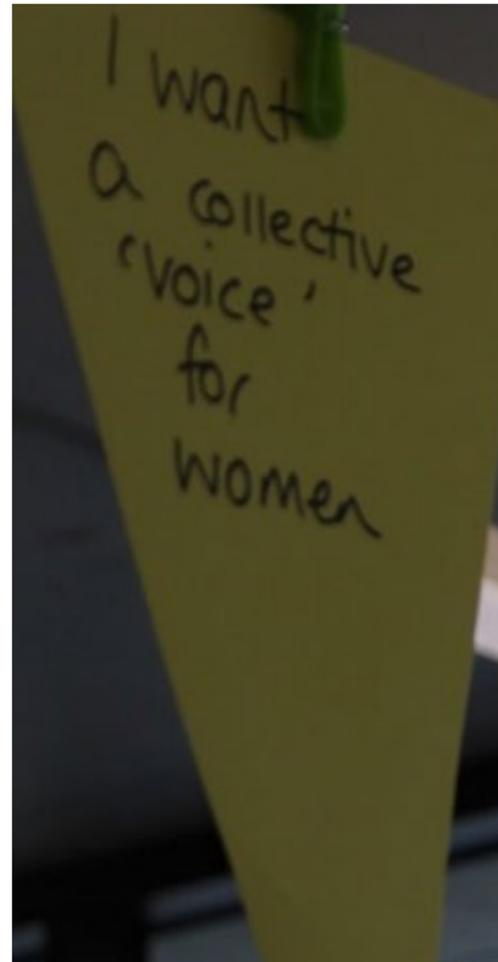
More feedback from the conference can be found on the Equality and Diversity web site: <http://www.essex.ac.uk/equality/training/events.aspx>

### Women's Network

November 2015 saw the launch of the Essex Women's Network, which arose from the Women in Science Network established in 2013 following an action contained within the University's Athena SWAN Bronze Award action plan.

The network exists to provide a forum for women to share ideas and provide mutual support by acting as a forum for discussion and a unified voice to help raise issues and address career challenges that women face. The network also provides informal mentoring and networking opportunities, access to a range of role models, and a variety of initiatives to improve retention and promotion for women. The network is a member-led initiative, run by women for women but all staff are welcome to attend events, participate in activities or submit comments.

The Network currently has 246 members.



### Sharing good LGBT-practice day, January 2016

Through Stonewall's Senior Champions Peer Mentoring Programme the Vice-Chancellor in his capacity as one of the University's Sexual Orientation Diversity Champions, was paired with Superintendent Matt Nicholls from Hertfordshire Constabulary who was keen to bring a number of colleagues to the University to learn from our work and to share their work in this area.

The University hosted four members of Hertfordshire Constabulary who participated in a full programme of activities, the purpose of which was:

- To discuss the work the University has done, and is currently working on, to further LGBT-equality both within and outside the University community.
- To share resources and ideas e.g. the University's How To...Support LGBT staff guide
- To meet members of the Essex LGBT Alliance and discuss how being a part of it has helped to further LGBT-equality
- To identify opportunities for future collaboration between Hertfordshire Constabulary and the University.

Speaking about the peer mentoring scheme the Vice-Chancellor said "The scheme has been superb for us - providing a wonderful set of opportunities to exchange ideas, look at issues through fresh eyes drawing on the expertise of critical friends and spend time with allies who are totally committed to this agenda".

### LGBT careers event, February 2016

Essex Alumnus Tamoor Ali, Stonewall Role Model of the Year 2015 was one of the keynote speakers at our second LGBT Careers Event. Tamoor told his personal story to a packed house of students and employers.

Our other keynote speaker, Charlotte Cooper from Olympus Medical, gave practical advice and guidance on topics such as CV writing and preparing for an interview.

These talks were followed by a lively panel discussion, chaired by Allan Hildon, Lecturer and Programme Lead for Health Service Management in the School of Health and Human Sciences.





## Diversity Week, March 2016

Guest speakers during the 10-day programme included the Vice-Chancellor and staff and students from many areas of the University. External visitors from Linklaters, Stonewall, Cancer Research UK, Ad Hoc Global, 'I'm Strong Ltd', the Pan-African Reparations Coalition and the British Humanist Association also contributed to the many lively and engaging talks.

Topics featured during the week included Disability, Gender, Age, Sexual Orientation, Gender Identity, Religion and Belief, Race and Ethnicity, Marriage and Civil Partnership. Our Diversity Champions for many of these protected characteristics also helped to raise awareness either as speakers or by opening events.

Several staff networks and student societies hosted events and round table sessions ranging from a managing your career workshop for professional services staff to workshops focusing on Women in STEM. East 15 presented their version of 'The Vagina Monologues' whilst on Colchester Campus the International Women's Day Party featured a special Art Stories Exhibition, a pictorial record of oppression viewed from a very different perspective.

Organisations such as Colchester's Soroptomist Society and Women's Refuge and CARA (Centre for Action on Rape and Abuse) managed information stalls in Square 3.

Feedback on particular events held in the week included:

"It was a fab reminder to have a positive attitude and how you can develop yourself within roles across the University".

"The session gave me greater awareness and insight into the fact that people are people, regardless of gender. I will certainly use this as a frame of reference in everyday working at the University".

Equality and Diversity would like to thank the 360 staff, students and external visitors who took part in Diversity Week 2016 and who helped to make it such a great success.

## ERASMUS-funded visit to University of Naples SINAPSI Centre

Dr Ilaria Boncori, Senior Lecturer in the International Academy and Karen Bush, Head of Equality and Diversity participated in an ERASMUS-funded visit to the University of Naples in April 2016. Their SINAPSI (Centre for Active Participation and Inclusion of students) Centre is a multi-disciplinary centre that focuses on LGBT and disability-equality.

The visit was part of a larger project of partnership between the University and the SINAPSI Centre, which is a European leader in the area of building LGBT training and resources for education providers. The aim of the visit was to observe the LGBT-inclusive practices implemented at SINAPSI, meet with key staff and identify opportunities to work on a joint European funding application.

Following the visit, Dr Boncori and Ms Bush have sought approval for a Friendship Agreement which is intended to promote co-operation, discussions and positive academic relations between Essex and SINAPSI to our mutual benefit. Good practice identified from the visit is being incorporated into the development of a CPD programme for teachers.



## 5-a-side football tournament, May 2016

To mark IDAHOBIT Day, (International Day against Homophobia, Transphobia and Biphobia) the University of Essex in association with the Students' Union, the University Sports Centre, the Essex County FA and the Essex LGBT Alliance (ELGBTA) held a 5 a-side Football Tournament and Skills Fun session for all ages with trained coaches.

The ELGBTA sponsored an information stall and gave out ELGBTA cards and badges to promote their work and encourage new members to join.

## Unconscious bias workshops

A workshop for staff has been developed to explore the impact unconscious bias could be having on both individuals and the University and what steps can be taken to mitigate against it. The workshop has been run five times, both in Colchester and Southend.

The workshops have proved extremely popular and thought-provoking. One participant commented "It was surprising to uncover my own unconscious bias in relation to gender, especially when I consider myself a feminist. It will help me to think more carefully about how I interpret situations and consider why I have formed a particular view". Another said "It is important to provide such 'safe spaces' for colleagues to talk about what are often difficult and 'hidden' issues".

Members of USG and Council will take part in a workshop in July 2016.



### New Harassment Advisory Network (HAN) drop-in sessions

A new system of 'Drop-In' sessions will be launched in October 2016. These will take place on the first Tuesday and third Thursday of each month during the lunchtime period. It is hoped that this will enhance the service of the Harassment Advisory Network and encourage more staff and students to come forward if they feel they are being harassed or bullied.



### Embedding values and behaviours into employee lifecycle processes

Alongside the development of our Professional Behaviours which are being embedded within employee lifecycle processes e.g. recruitment, induction, appraisal, reward and recognition, we are embedding our values.

A suite of revised/new resources are being developed in relation to recruitment and selection. They make clear that we not only care about what people do at work, we care about the way in which they go about doing it.

As part of this work we are also looking at ways to attract greater diversity of people attracted to, and applying for, jobs at the University as a result of wider-reaching awareness of opportunities and the inclusive culture at Essex.

We are developing a 'pick'n'mix' selection of phrases to use in job adverts for all roles that make clear our value commitment in a way that is relevant to the vacancy.

We will also be providing guidance to managers in terms of assessing candidates. Recognising that people do not always perform well in a particular task e.g. in a face-to-face interview, we will give guidance on a range of different assessment options that can help to ensure we get the best from a diverse candidate pool.

This work will help us to achieve our People Supporting Strategy aim of attracting people who will be good citizens; who will contribute to the life of the University and whose behaviour will not adversely impact on colleagues.



### Essex Pride, July 2016

The University, in collaboration with the Essex LGBT Alliance, will take part in the annual Essex Pride event in Central Park, Chelmsford. The event is an opportunity to promote the work of the Alliance and our commitment to LGBT-equality.



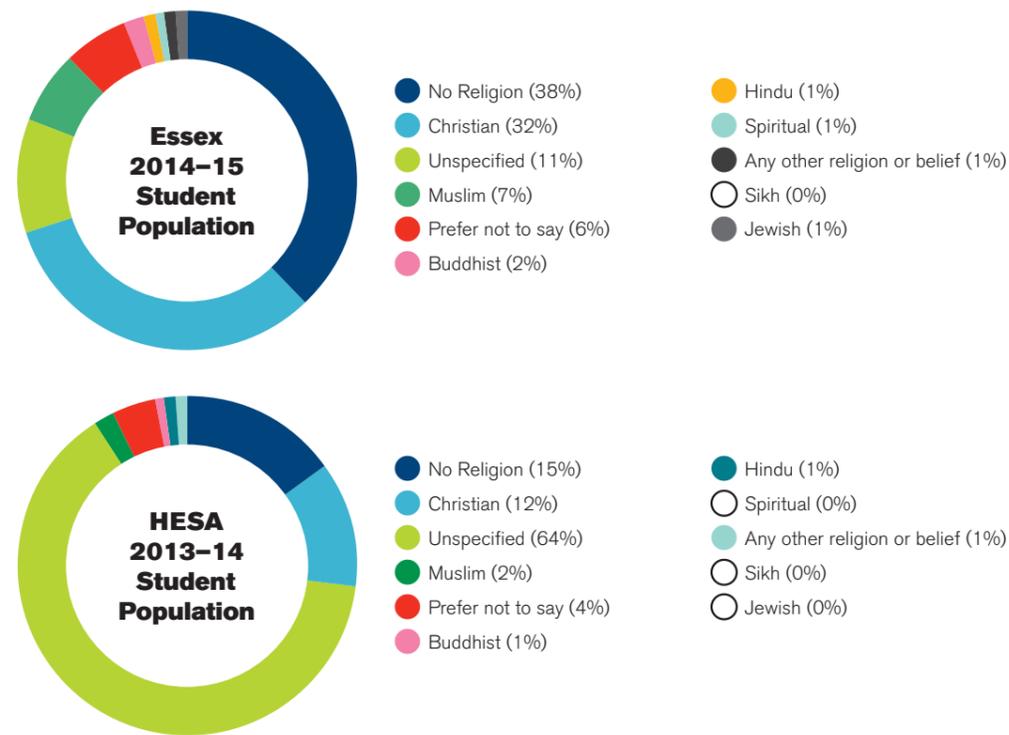
### Main objectives for 2016-17

- To conduct an equal pay review and take necessary actions based in the results
- To develop a framework for equality-related networks to operate within, that reinforces their role as advocates for inclusion
- To consider how to develop the role of Diversity Champions in order to provide further clarity as to their purpose and objectives and to maximise their impact
- To evidence the impact that engagement with an equality and diversity-related initiative/topic has had on individual members of staff or students in a range of different ways e.g. through the use of case studies or through the identification and heightened awareness of role models
- To continue to embed equality and diversity training for students within the curriculum to ensure all students are aware of their rights and responsibilities.
- To support departments in successfully applying for Athena SWAN awards

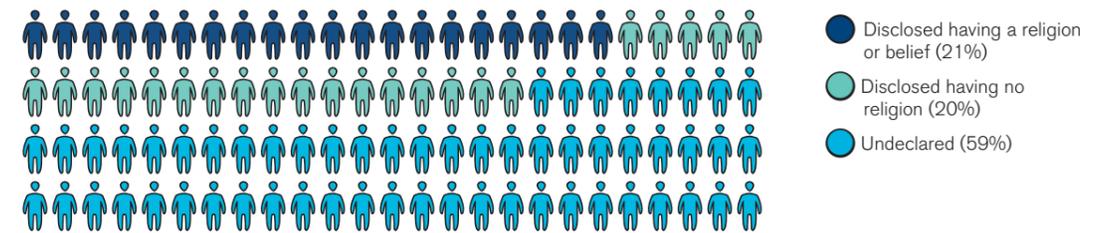
## Religion or belief by numbers

In 2012 the University starting asking new staff to disclose their religion or belief and in 2013 this was rolled out to all staff with the introduction of HR Organiser. All students have been asked to disclose their religion or belief at registration since 2012.

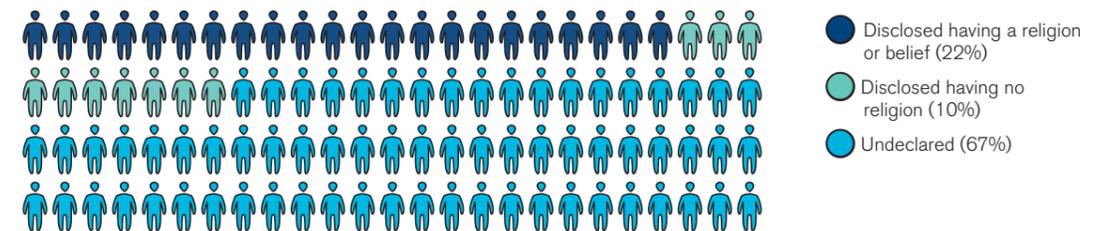
Disclosure rates for students have risen by 8.3% and for staff by 32.2% since monitoring began.



### Essex 2014 –15 staff Population



### HESA 2013–14 staff Population



**83%**

**STUDENT DISCLOSURE RATE**

Our student disclosure rate is 28.5% higher than the sector average.

**45%**

**OF STUDENTS WHO DISCLOSED, FOLLOW A RELIGION OR BELIEF**

**21%**

**OF STAFF WHO DISCLOSED, FOLLOW A RELIGION OR BELIEF**

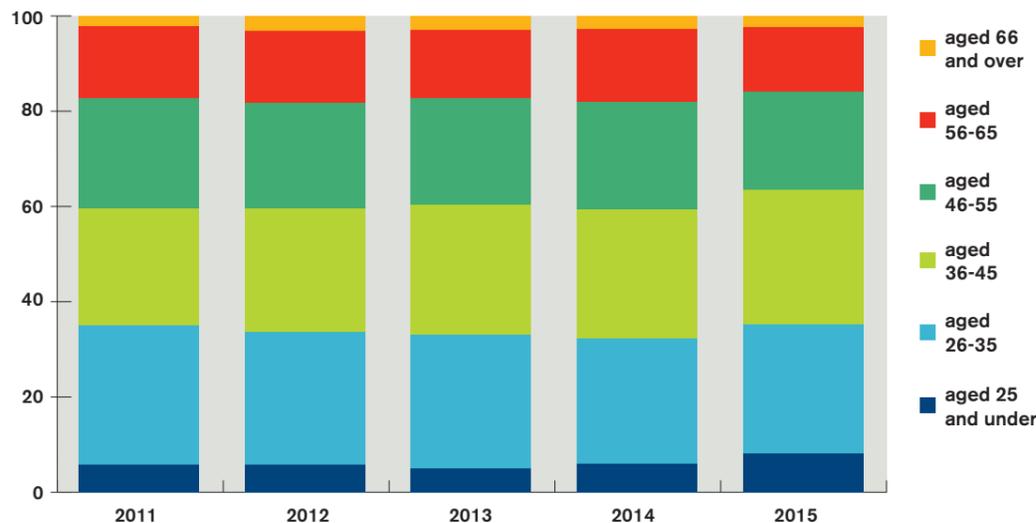
**41%**

**STAFF DISCLOSURE RATE**

Our staff disclosure rate is 7.6% higher than the sector average.

### Age by numbers - staff

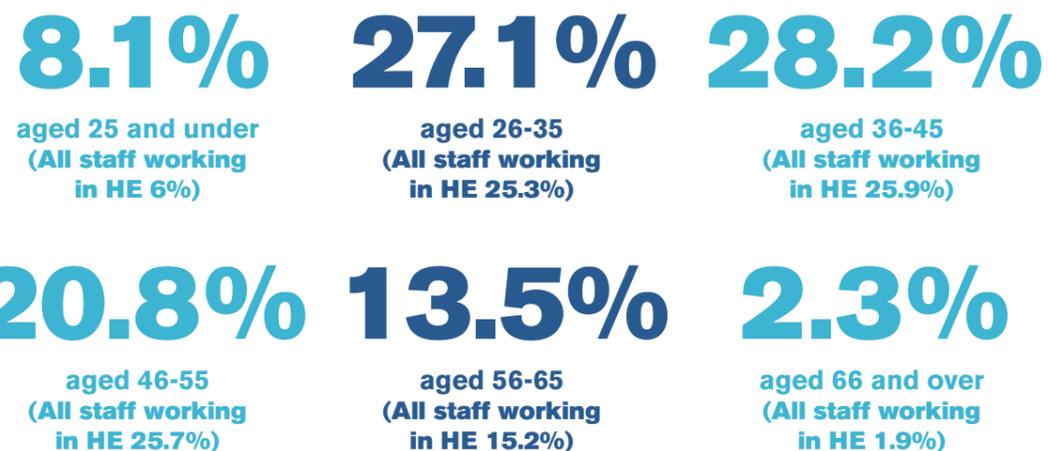
Age profile of staff\* between December 2011 and December 2015.



Latest data for Essex compared with the latest national data, shows that the proportion of staff working at Essex who are aged 35 and under is 3.9% higher than the proportion of staff working nationally in HE who are aged 35 and under.

In addition, the proportion of staff working at Essex who are aged 46 and over is 6.2% lower than the proportion of staff working nationally in HE who are aged 46 and over.

The figures below compare the proportion of staff working at Essex (as at 31 December 2015) with the latest national data for staff working in HE in the UK (as at 31 August 2014).

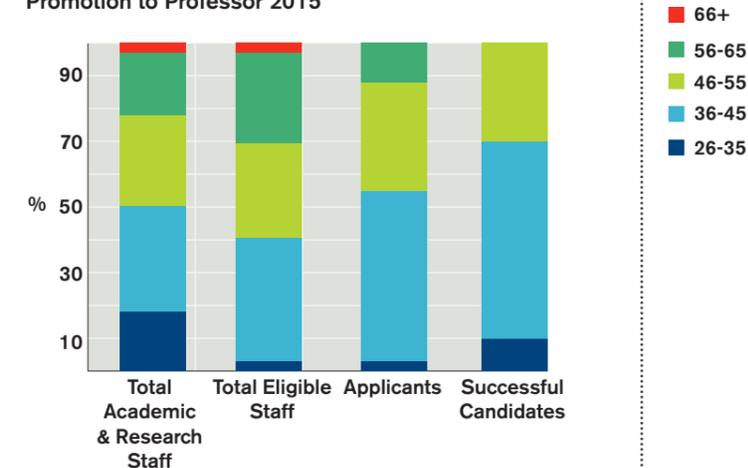


### Promotion to Professor by age

In 2014 and 2015, the highest proportion of applicants were aged between 36 and 45 (58.3% in 2014, 50% in 2015). Of the 190 eligible staff in 2014, 38.4% fell into that age bracket. Of the 182 eligible staff, in 2015, 36.3% fell into that age bracket. In the years 2009 to 2013 the age group with the highest proportion of applicants was 46-55.

In 2014, 20.5% of eligible staff were aged between 56 and 65, but only 8.3% of applicants fell into that age bracket. In 2015, 25.8% of eligible staff were aged between 56 and 65, but only 13% of applicants fell into that age bracket.

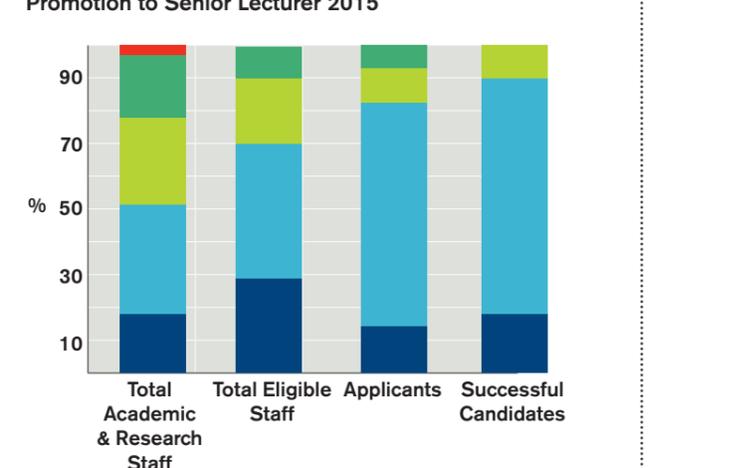
### Promotion to Professor 2015



### Promotion to Senior Lecturer by age

The majority of applicants in 2015 (71%) were aged between 36 and 45. This is consistent with the previous 8 annual review cycles.

### Promotion to Senior Lecturer 2015



### CIPD commentary

Demographic shifts mean that there is an increasing number of older people in society and work. Different industries are likely to face different sorts of challenges as their employees, as well as the labour force as a whole, continue to age, but all employers will have to adapt their working practices to manage and support a more age-diverse workforce. The CIPD recommends:

- Adopting inclusive recruitment processes
- Improving the capability of line managers
- Investing in training, development and performance management
- Supporting employee health and wellbeing
- Moving towards more flexible working

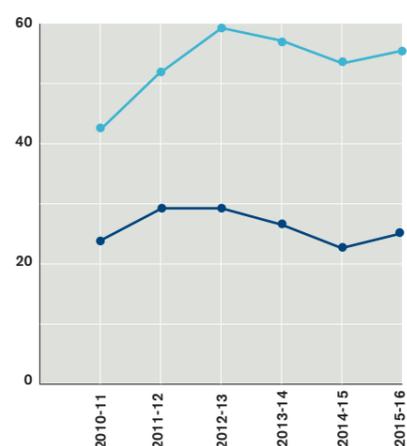
As part of our **People Supporting Strategy** we are taking steps in all 5 areas identified as being critical to supporting a more age-diverse workforce.

[www.cipd.co.uk/binaries/avoiding-the-demographic-crunch-labour-supply-and-ageing-workforce.pdf](http://www.cipd.co.uk/binaries/avoiding-the-demographic-crunch-labour-supply-and-ageing-workforce.pdf)

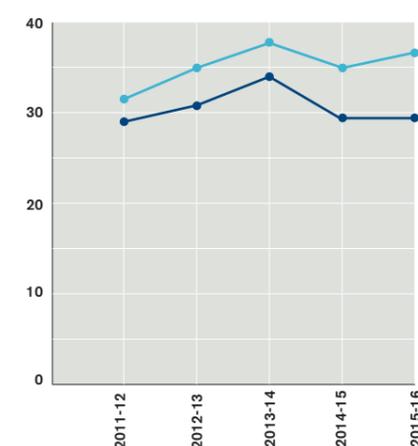
## Age by numbers - students

— Mature  
— Young

% Rejections by Year of Proposed Entry



% Rejections by Year of Proposed Entry



### Undergraduate applicants

Over the last 6 years between 12.7% and 15.6% of undergraduate applicants were 'mature'<sup>1</sup>. The percentage of mature applicants rejected is significantly higher (on average, 26% higher over the last 6 years) than the percentage of young applicants rejected.

### Postgraduate applicants

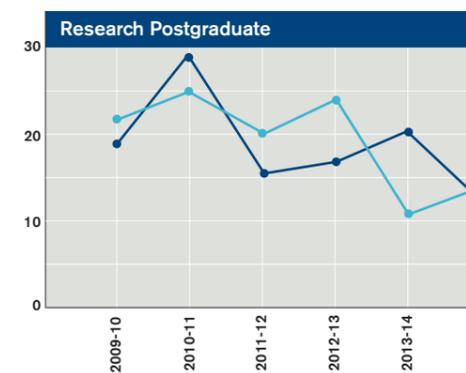
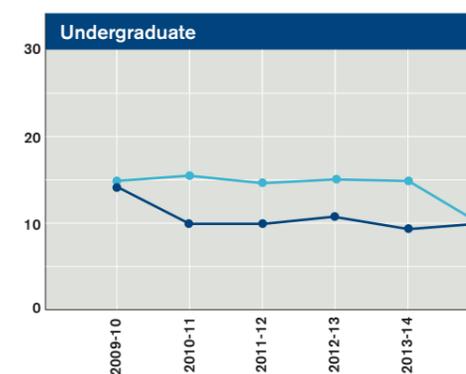
Over the last 6 years mature applicants had a consistently higher rejection rate than young applicants, although the difference is less than for undergraduate applicants (on average, 5.6% higher over the last 6 years).

## Support for mature students

Following the University's Caring for Carers project in 2011-12 which recognised that mature students are significantly more likely to have caring responsibilities than young students, a number of initiatives were introduced. These included giving students the opportunity to disclose having caring responsibilities at registration, the introduction of a student pregnancy and maternity policy and the launch of MaPSA (the Mature and Part Time Student's Association).

Further support for mature students has since been introduced which includes the development of the peer mentor scheme to ensure mature students can be mentored by a fellow mature student, the introduction of the mature students mailing list which gives details of social events, study skills or careers workshops and other mature student-related information and the development of the Student Services Hub website to include a wealth of information relevant to mature students.

% Withdrawals by Academic Year and Age Classification

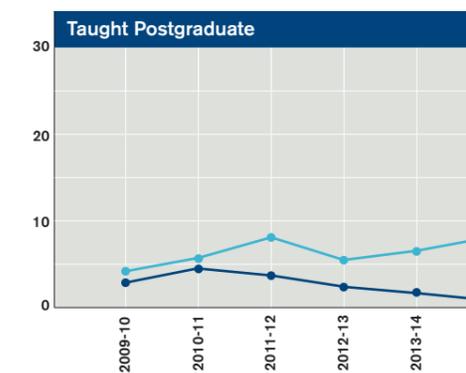


### Progression

The withdrawal rate of mature undergraduate students was consistently higher than the withdrawal rate of young undergraduate students for the years 2010-11 to 2013-14, however in 2014-15 the withdrawal rates were the same (10%) for both mature and young undergraduates.

At taught postgraduate level, mature students have consistently withdrawn at a higher rate than young students and this gap has been worsening since 2012-13 (it is currently 5%).

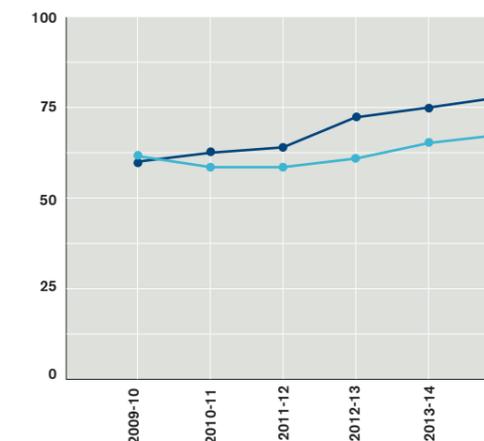
No trend is observed at postgraduate research level.



### Degree outcomes for undergraduate students

Since 2010-11, there has been a gap between the percentage of good degrees<sup>2</sup> obtained by mature students and those obtained by young students. The gap in 2014-15 was the largest with around 68% of mature students achieving a good degree compared with around 78% of young students.

% Good Degrees by Year of Graduation



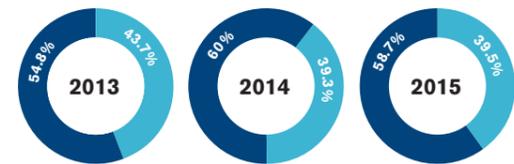
<sup>1</sup>The Young/Mature separation is calculated based on each student's date of birth and the date they start their course. For undergraduates, students aged 20 or under at the start of their course are 'Young'; for postgraduates, it is those aged 24 or under. Otherwise students are classed as 'Mature'.

<sup>2</sup>Good degrees are defined as first and upper second class degrees.

### Gender by numbers - staff

Over the last 3 years employee recruitment data shows that the proportion of men appointed to vacancies is less than the proportion interviewed which in turn is less than the proportion who applied. Conversely, the proportion of women appointed to vacancies in 2014 and 2015 is more than the proportion interviewed which in turn is more than the proportion who applied.

#### Interviews



#### Academic staff

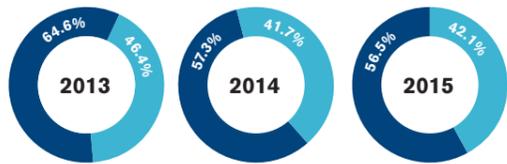
When looking at the appointments to academic posts we see a consistent rise in the proportion of women appointed over the last 3 years:



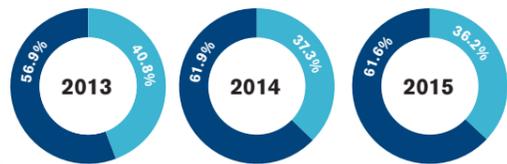
This translates into a rise in the proportion of our female academic staff over the last 3 years:



#### Applications



#### Appointments



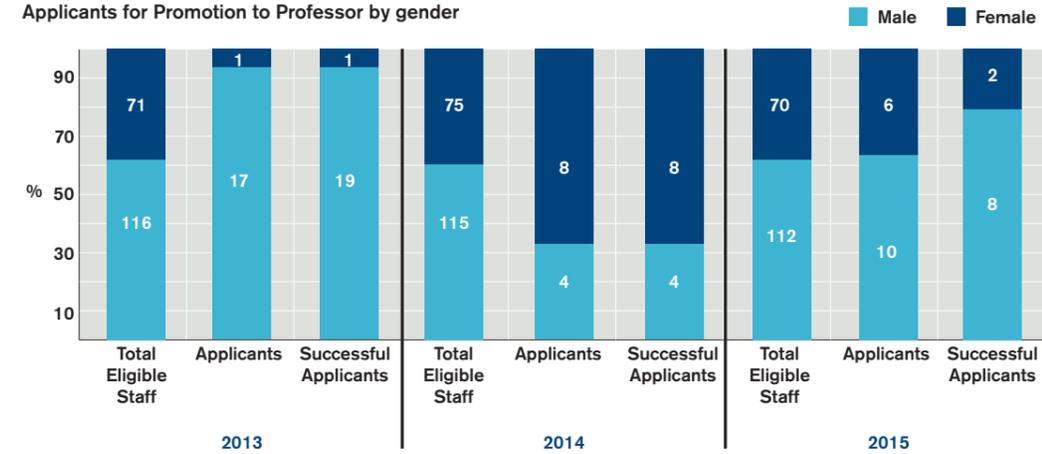
This data would suggest that the use of positive action statements in recruitment, which was introduced in August 2014, together with other initiatives arising from our Athena SWAN work to promote gender equality, is starting to have a positive impact.

However, the proportion of female professors has fallen this year for the first time since 2008:



Given the small number of professors, small changes can result in relatively large percentage changes, so care needs to be taken when drawing conclusion from the data however one of the contributing factors to the decrease in the proportion of female professors is that in the 2014-15 promotions round, just 33.3% of female applicants for promotion to Professor were successful (2 people) compared with 80% of male applicants (8 people).

#### Applicants for Promotion to Professor by gender



#### Professional Services staff

The proportion of male Professional Services staff has remained relatively constant over the last 3 years:



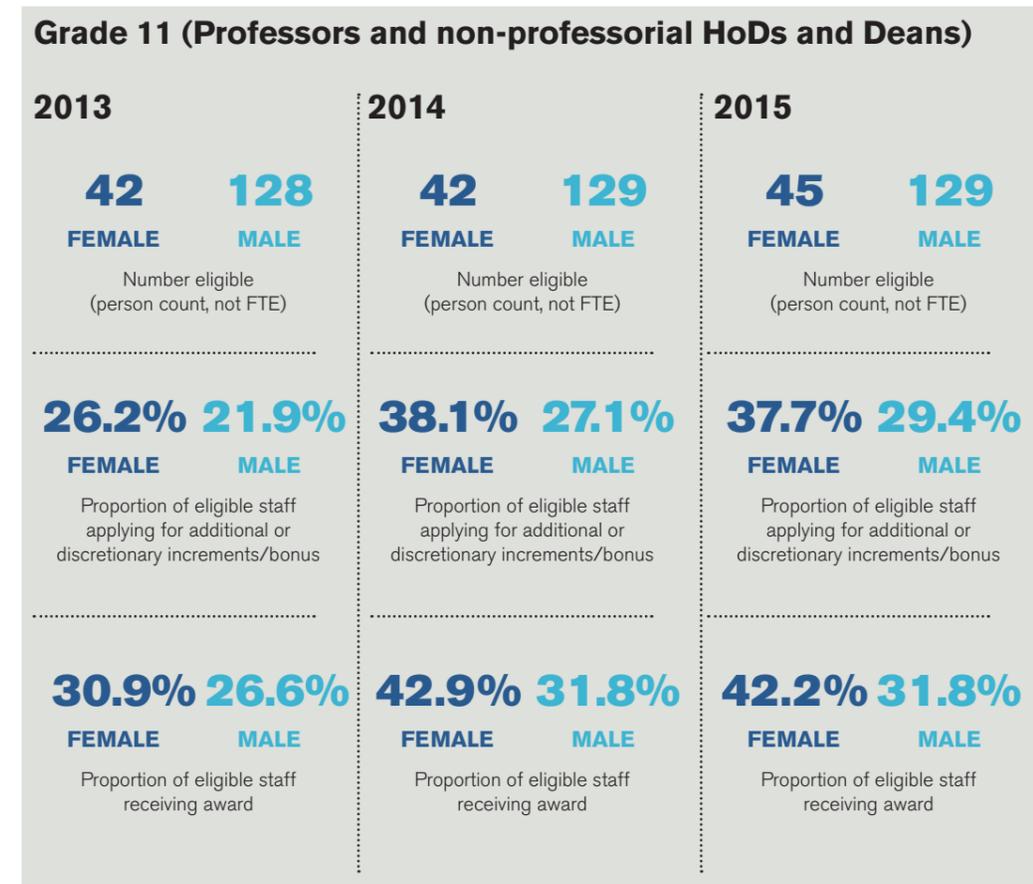
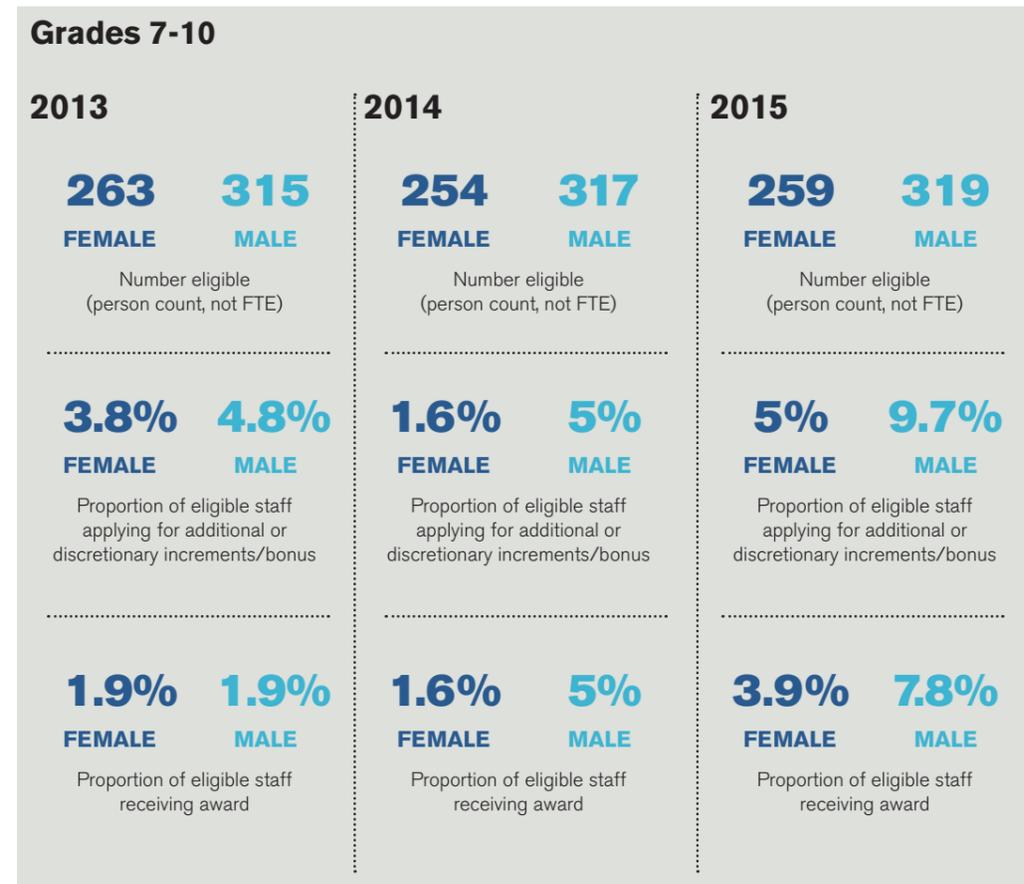
When comparing this data with the proportion of male Professional Services staff holding senior positions (Grades 7-11) we see a greater proportion of men:



### Increments/bonuses (academic staff) by numbers

The proportion of female professors applying for, and receiving, awards is greater than for men however the reverse is true for female academic staff on Grades 7-10.

Summary of award of increments and bonuses in annual review rounds, 2013 to 2015

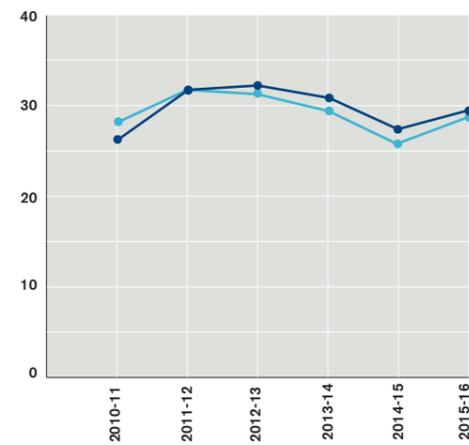


This data reinforces the need for us to continue to work to remove barriers to progression for women in academia, an identified priority not only for Essex but for the Higher Education sector in the UK as a whole.

## Gender by numbers - students

Female  
Male

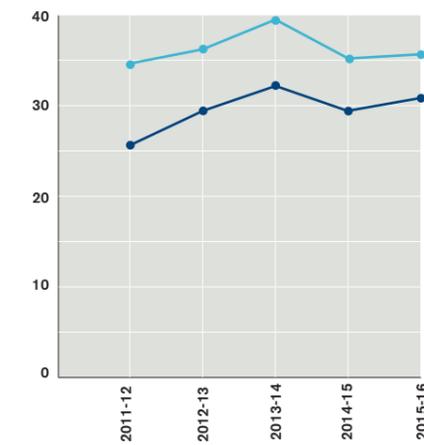
% Rejections by Year of Proposed Entry



### Undergraduate applicants

Between 2011-12 and 2014-15 the gap between the proportion of male and female applicants rejected grew year-on-year from 0% to 3%, with male applicants more likely to be rejected than female applicants. In 2014-15 the gap narrowed to 1%. There is significant gender disparity in applications to certain subjects and work is underway to determine whether we are above or below the norm for the sector.

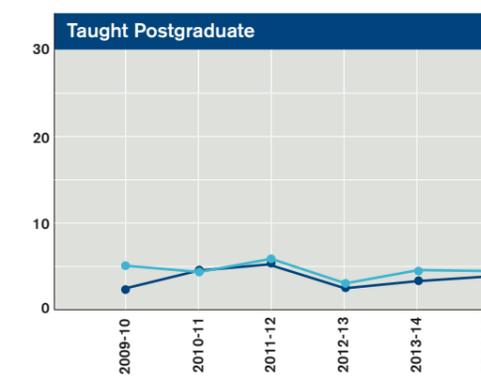
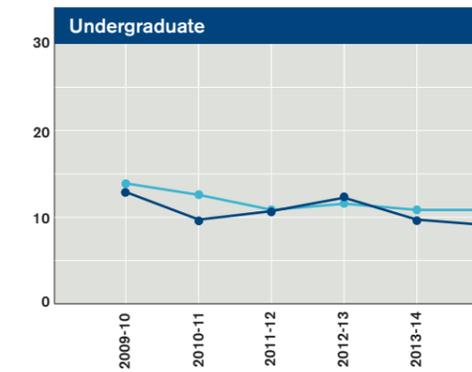
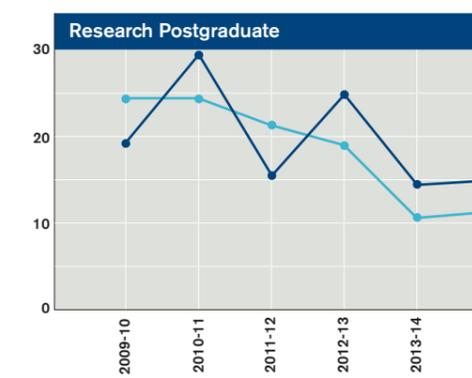
% Rejections by Year of Proposed Entry



### Postgraduate applicants

Over the last 5 years the rejection rate of male applicants has been significantly higher than the rejection rate of female applicants (the average gap over that time is 7%).

% Withdrawals by Academic Year and Gender



### Progression

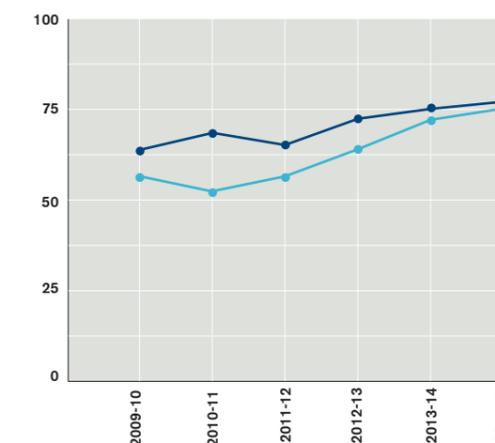
The downward trend, observed in the years 2010-11 to 2013-14, in the percentage of male postgraduate research students withdrawing (from 24% to 12%) plateaued in 2014-15. No trend is observed for female research postgraduate students.

At taught postgraduate level there is no difference in the percentage of male students withdrawing compared with female students, however at undergraduate level a recent decline in the percentage of male students withdrawing is not mirrored in the withdrawal rates of female students which has been constant over the last 4 years.

### Degree outcomes for undergraduate students

The proportion of both male and female students obtaining a good degree<sup>3</sup> has increased year-on-year since 2011-12 however the percentage of good degrees obtained by female students continues to be higher than the percentage of good degrees obtained by male students.

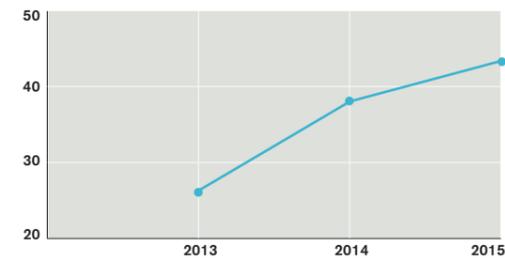
% Good Degrees by Year of Graduation



<sup>3</sup>A good degree is classified as a first or upper second class.

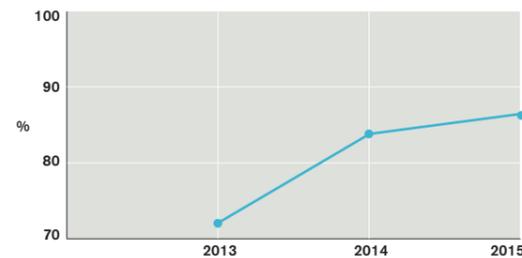
### Sexual orientation and gender identity by numbers (staff and students)

Over the last 3 years the proportion of staff disclosing their sexual orientation has increased by 17.5%



This data compares favourably to the latest HESA data (2013-14) which shows that just 33.2% of all staff working in higher education in the UK have declared their sexual orientation to their institution.

In terms of students<sup>4</sup>, disclosure rates have also risen over the last 3 years:



This data also compares favourably to the latest HESA data (2013-14) which shows that just 33.8% of all students in higher education in the UK have declared their sexual orientation to their institution.

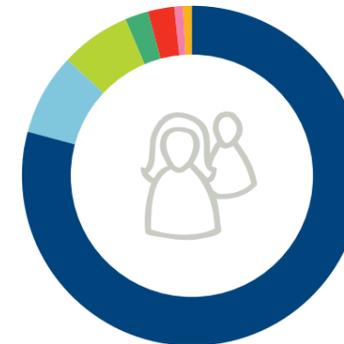
In total, 978 students and staff have identified as LGBT\*. This equates to 5.9% of our staff and student population.

The Essex LGBT Alliance, founded in 2014 with just 7 member organisations, goes from strength to strength with members now coming from over 25 Essex-based public and private sector organisations.

£2834.63 – the amount of money secured through the Teaching and Learning Innovation Fund (TALIF) to develop an LGBT\* Toolkit aimed at providing support to teachers in developing a more inclusive teaching and learning environment. The Toolkit, together with an edited interdisciplinary volume looking at LGBT\* issues from subject-specific perspectives, will be introduced in the 2016-17 academic year.

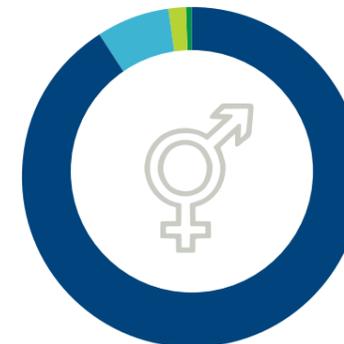
Beginning with the 2012-13 academic year, HEIs have had the option of returning data about the sexual orientation of their staff and students to HESA. In 2013-14:

**56.9%**  
OF INSTITUTIONS (91 OF 160) RETURNED DATA RELATING TO STAFF



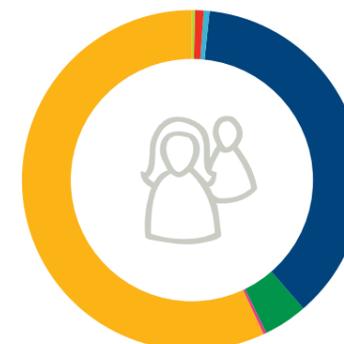
Students by Sexual Orientation 2015/16

- Heterosexual (79.3%)
- Prefer not to say (7.8%)
- Unspecified (6.6%)
- Bisexual (2.4%)
- Other (2.4%)
- Gay (0.9%)
- Lesbian/Gay woman (0.6%)



Students by Gender Identity 2015/16

- Yes (12682)
- Unspecified (965)
- Prefer not to say (255)
- No (42)



Employees by Sexual Orientation as at 31 Dec 2015

- Bisexual (0.3%)
- Gay (0.9%)
- Lesbian/Gay woman (0.7%)
- Heterosexual (36.9%)
- Prefer not to say (4.2%)
- Other (0.3%)
- Not Known (56.7%)

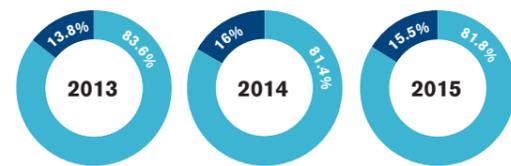
**68.5%**  
OF INSTITUTIONS (111 OF 162) RETURNED DATA RELATING TO STUDENTS.

<sup>4</sup>The students included in these figures are: University of Essex students only (students studying at partner institutions are not included); Home, EU and overseas students; undergraduate and postgraduate students taking

### Ethnicity by numbers – staff

Over the last 3 years employee recruitment data shows that the proportion of those from an ethnic minority appointed to vacancies is less than the proportion interviewed which in turn is less than the proportion who applied. Conversely, the proportion of white applicants appointed to vacancies in 2014 and 2015 is more than the proportion interviewed which in turn is more than the proportion who applied.

#### Interviews



#### Applications



#### Appointments



#### Academic staff

The proportion of appointments to academic posts of those from an ethnic minority varies over the last 3 years:



This data is robust given that ethnicity disclosure rates are high at the point of application:



Ethnicity disclosure rates of staff in post are considerably lower:



The proportion of staff in post from an ethnic minority also varies over the last 3 years although the data is less reliable given the higher non-disclosure rate:

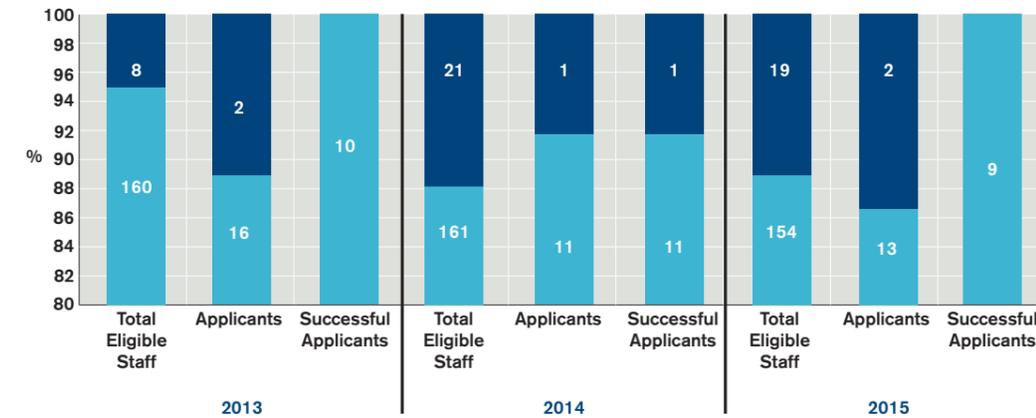


However the proportion of professors from an ethnic minority has risen consistently over the last 3 years:



This despite just two of the 16 applicants (12.5%) declared being from an ethnic minority (one of the candidates did not disclose their ethnicity). Neither of those applicants was successful. 69.2% of white applicants (9 from 13) were successful. When comparing applicants by ethnicity with the overall pool of eligible staff, 8.6% of eligible white staff (13 from 154) applied compared to 10.5% of eligible staff from an ethnic minority (2 from 19).

#### Applicants for Promotion to Professor by ethnicity



#### Professional Services staff

The proportion of Professional Services staff from an ethnic minority has increased year-on-year over the last 3 years:



However the proportion of Professional Services staff from an ethnic minority holding senior positions (Grades 7-11) has remained constant over the last 3 years:



We recognise the need to address racial inequalities and have made a commitment to participating in the Equality Challenge Unit's Race Equality Charter which will provide us with a framework to develop our work in this area.

### Ethnicity - students

There has been, and we continue to observe, a narrowing of the gap in good degrees between ethnicities. Our 2016 – 17 access agreement articulates our commitment to reducing the gap and we have set progressive targets each year which are provided in the table below. The targets use a five year average, between the "White" and black, Asian and ethnic minority students, (including all other ethnicities except those who have refused to declare the information and those who we have not asked).

**15.4%**

**2016-17**  
(five year average from 2012-13 to 2016-17)

**13.6%**

**2017-18**  
(five year average from 2013-14 to 2017-18)

**11.8%**

**2018-19**  
(five year average from 2014-15 to 2018-19)

**10%**

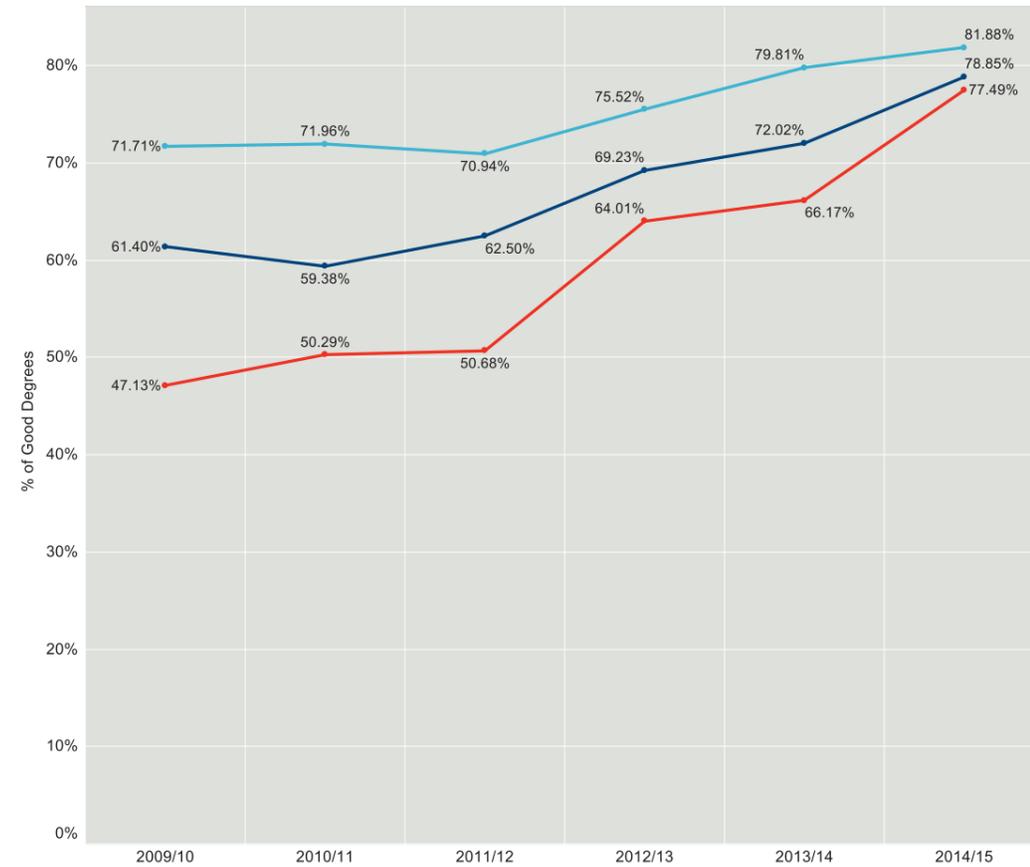
**2019-20**  
(five year average from 2015-16 to 2019-20)

**8.4%**

**2020-21**  
(five year average from 2016-17 to 2020-21)

OFFA good degrees targets by year.

First Class Degrees and Upper Second Class Degree



Ethnicity Broad (group)

■ BAME ■ Information Refused ■ White

The Good Degrees by ethnicity, 2009-2014 graph shows the percentage of good degrees between ethnicities over the past six academic years; this is not the five year average above, but is intended to show the trend which would be reflected in the moving average. The current five-year average including the 2014-15 year indicates a gap of 14.3%, although this figure should not be compared to the OFFA targets as the targets use a slightly different population; here NHS students are included to reflect their future change in status (as there has been considerable interest in this), and we are investigating other changes to the population that may be required. However, the five year average finishing in the 2013-14 year was 18.3% so the trend indicates a narrowing gap.

A concerted effort is needed to ensure that we meet the challenges set and enable every student to achieve their full potential. Two working groups, chaired by our Race Diversity Champion and our Pro-Vice-Chancellor (Education) have been set up to drive forward this work.

### Disability – staff

At Essex, the percentage of staff disclosing a disability rose year-on-year from 2% in 2008 to 5.3% in 2012, however since then disclosure rates have fallen to 5% as at 31 December 2015. This still compares favourably with the national picture:

Nationally, staff disability disclosure rates have steadily increased since 2003/4

Academic staff



Professional and support staff



Analysis of 2015 staff survey data revealed that disabled staff were more likely to report feeling unduly stressed at work compared with staff not identifying as disabled. No analysis of the NSS or SSS by protected characteristics took place in 2015, however analysis of previous NSS and SSS results found no significant differences to any individual optional question between respondents who declared a disability and those who did not.

Steps taken to promote disability-equality include Disability Diversity Champions attending Access Forum in order to hear the concerns of disabled staff and students and take action where appropriate. This has led to changes being made to certain timetabling constraints and disabled parking arrangements. In addition the views of disabled staff have been fed into the planning of new buildings through Building Project Steering Groups and user group meetings and an event was held in Diversity Week 2016 to provide an opportunity for disabled staff and students to suggest ways in which the University can better support them.

We continue to work in partnership with **Disabled Go**, the UK's leading provider of access information who conduct audits of our campuses in order to produce detailed graphical summaries of our venue's accessibility using access icons, together with information about each of the key features in the venue.

902 people used **Disabled Go** in 2015 to get access-related information about our campuses.

### Disability - students

Our student disability disclosure rate is currently 9.3% - this is just below the national figure for 2013-14:

Nationally, the proportion of students disclosing as disabled has nearly doubled since 2003/4

Academic staff



### Marriage and Civil Partnership/Pregnancy and Maternity

The finale of Diversity Week 2016 was the announcement of the winner of a competition to celebrate marriage and civil partnership. Staff and students were invited to submit a photo of the wedding or civil partnership that was evocative in some way.

The winner, Vicki Cantegreil Undergraduate Administrator in the Department of Mathematical Sciences, said:

"I chose to enter this photo because most people who have seen it comment something along the lines of 'you should be stood the other way around so it's Mr and Mrs', to which I respond 'why does Mr have to come before Mrs'?"



#### Support for parents and parents-to-be

Launched in 2014, our Parent's Support Network is a group of working parents with shared interests and responsibilities who offer each other informal peer support on topics such as managing the transition back to work and the challenges of being a working parent. The Network holds regular meetings which alternate between informal networking sessions and organised presentations on a variety of parenting topics. The Network currently has 140 members.

#### Parent Mentoring Scheme

In response to feedback received via the University's **Athena SWAN** projects, the Equality and Diversity Team have set up the Parent Mentoring Scheme for members of staff to offer and receive mutual support and advice on pregnancy at work, maternity/paternity/adoption leave and life as a working parent.

#### Career Development Fund for Parents

Through the work of **Athena SWAN**, it was identified that it is often harder for working parents (primarily women) with childcare responsibilities to attend conferences and networking events, *outside of their normal working pattern*, due to the additional childcare costs. Attending these events is known to have important links with the formation of research collaborations and funding opportunities, both of which benefit the individual's career development and the wider University community.

Whilst it is recognised that caring costs are only one factor that could affect attendance at these events, the Faculty of Science and Health piloted a 'Returning Parent Career Development Fund', to help relieve the pressure in some part, by helping academic and research staff, with the additional caring costs incurred.

Following the pilot, consideration is now be given to extending the scheme so that professional services staff are also eligible to apply and the scheme is open to any parent in the Faculty who has a child aged 16 or under.

Objective	Action	KPI	Progress comments
<b>Key Theme 1:</b> Promoting positive attitudes: Making a difference			
1.1 For all staff to have completed Equality and Diversity training	To make completion of Equality and Diversity training a requirement of passing probation.	By the end of the academic year 2014-15 probation requirements for all staff to include specific reference to completing Equality and Diversity training	Mandatory training policy introduced in 2016 - all new staff must complete Equality and Diversity training within 6 months of starting work in order to successfully complete their probation period
	To identify existing staff who have not completed Equality and Diversity training and encourage them to do so by sending termly reminders	The percentage of staff completing Equality and Diversity training increases year on year. 100% completion by end of 2018	As at March 2016 40% of all current staff have completed Equality and Diversity training
1.2 To ensure that all members of Council complete Equality and Diversity training	New council members to be informed of the requirement to complete the course and given instructions as to how to do so	All Council members successfully complete the course prior to attending their first meeting	67% of current council member have completed the training.
1.3 To consider and implement strategies to mitigate against the effect that subconscious bias can have on fairness and objectivity	To develop and deliver Unconscious Bias training, specifically encouraging senior managers and those taking part in recruitment activity to participate	Training material is written during Spring Term 2015, with delivery commencing in Summer Term 2015	Material written and 5 workshops have been delivered to date, 4 in Colchester, 1 in Southend. USG and Council members will attend a workshop in July 2016
1.4 To develop a 'Celebrating Equality and Diversity' communications plan to raise awareness of the impact that initiatives in this area have had on members of the University community	Equality and Diversity to work with CER to produce a plan that sets out how, over the period of this Strategy, successes and achievements in Equality and Diversity will be communicated	Communications plan is developed by end of Spring Term 2015 and implemented	A revised approach to staff communications is being developed which has delayed this piece of work. Success and achievements continue to be communicated via existing channels.
1.5 To ensure job applicants are aware of the University's commitment to Equality and Diversity	To embed consideration of job applicants' commitment to Equality and Diversity into recruitment processes  To ensure equality-related logos appear on job adverts	Update Recruitment and Selection, Equality and Diversity Handbook and Recruitment and Selection training during 2014-15 to include guidance on how to assess candidates' commitment to Equality and Diversity	Recruitment and Selection resources, including Handbook and assessment methods, updated and ready to be launched when recruitment module of iHR is launched in Summer Term 2016
1.6 To increase the visible leadership on equality and diversity issues	Members of the senior management team to become Diversity Champions for particular protected characteristics	Diversity Champions introduced during 2014-15	Diversity Champions introduced in December 2014
1.7 To ensure appropriate support and mechanisms are in place to help staff and students who experience harassment or bullying	To review the terms of reference and protocols of the Harassment Advisory Network, including considering changing its name, making recommendations for changes to the Human Resources & Equality and Diversity Group	Review completed by the end of the academic year 2014-15	Review complete.
1.8 To increase engagement with organisations that work to support under-represented groups	Identify appropriate organisations to work with, developing partnerships that are of mutual benefit to both the University and our partners	Engagement with mutually beneficial organisations increased	Head of E&D and Dr Ilaria Boncori visited the SINAPSI Centre at the University of Naples in April 2016. The Centre specialises in inclusion and anti-discrimination. A Friendship Agreement with the University of Naples is currently being drafted and opportunities to apply for joint research funding are being explored.

Key Theme 2:	The student experience		
2.1 To continue to work in partnership with the Students' Union (SU) to promote and support their equality-related events, activities and societies	To ensure links are fostered with relevant SU Sabbatical and Non-Sabbatical Officers and societies each academic year and opportunities to collaborate are identified and pursued	Equality and Diversity and the SU continue to work together on a number of equality-related events and activities each academic year	Diversity Week (8-18 March)2016 was a collaboration between the University and the SU. Equality and Diversity have worked closely with the Women's Officer, the LGBT Officer, the International Officer and the SU President this year.
2.2 To better promote the University to under-represented groups	To identify ways in which publicity material can be used to showcase our commitment to equality and diversity	Our commitment to equality and diversity is given prominence throughout relevant publicity material e.g. prospectuses, web sites, social media and is considered within the University's Access Agreement	Information about the University's commitment to Equality and Diversity was moved from the 'additional information' to the 'membership' section of 2017 prospectuses to give it more prominence. The Access Agreement contains the University's Equality and Diversity Policy Statement.
2.3 To support all students to create personal career paths	To provide accessible and engaging learning activities that enable all students to develop career paths and make informed choices	A number of initiatives are supported e.g. bright futures.	In February Equality and Diversity and the ECC held a joint event showcasing LGBT-inclusive employers. Participants had the opportunity to ask a panel questions relating to work and identifying as LGBT*.
	To identify employers and agencies who promote diversity and list them on the Employability and Careers website	The DHLE reflects the profile of our student community each year	The Diversity in careers section of the Employability and Careers website contains links to sites such as Diversity Jobs which connects people to employers who place high importance on having a diverse workforce.
2.4 To develop an inclusive curriculum and deliver excellence through appropriate pedagogical practice	To continue to develop resources, guidance and training to support staff in developing an inclusive curriculum	Inclusive design is integrated into curriculum design and approval documentation and the curriculum review toolkit. Documentation is regularly reviewed.  A resource to support staff in considering equality and diversity matters through the Annual Review of Courses (ARC) is developed and widely publicised during 2014-15	Explicit consideration of equality and diversity issues is required as part of the ARC process - a guidance flow chart has been produced. The curriculum review toolkit contains various resource to support inclusive curriculum design e.g. an Internationalising the curriculum toolkit. An inclusive LGBT* in the curriculum toolkit is currently being developed.
2.5 To reduce the ethnicity degree attainment gap	To horizon scan for best practice and research into what works, using an inclusive approach rather than a deficit model.  To build up a range of additional resources and guidance for all students	Ethnicity attainment gap to be below the sector average	Working Group set up to develop a strategy to address this. Graham Underwood, Race Diversity Champion and PVC Education involved. Target to decrease gap included within Access Agreement
2.6 To ensure all students are aware of the University's commitment to Equality and Diversity and that it expects all members of the University community to be treated with dignity and respect	To work with departments to facilitate the provision of online Equality and Diversity training to all students and to identify appropriate ways in which this can be embedded within the curriculum	A year on year increase in the number of departments who embed Equality and Diversity training for students within their curriculum	Head of Equality and Diversity is working with Director of Employability and Deputy Deans (Education) to embed Equality and Diversity training within existing employability modules.
2.7 To encourage students to disclose information such as whether they have a disability or their ethnicity etc	To review, and update as necessary, the rationale given to students for collecting this data to ensure it is clear and to prompt students who do not complete this information at registration, to do so via the student portal	Non-disclosure rates below 10% by 2018 for all protected characteristics for which we collect information	
2.8 To consider equality and diversity within each of the Education Action Plan objectives each year	To provide prompts to consider equality and diversity, and direction to available resources, to those responsible for completing tasks listed in the Education Action Plan	Equality and Diversity implications and recommendations feature in the outcomes of objectives when they are reviewed	The Head of Equality and Diversity became a member of Education Committee in 2015-16 and raises issues relating to equality and diversity as appropriate.

Key Theme 3: The staff experience	
3.1 To ensure there are no significant (more than 5%) pay gaps (for any of the protected characteristics) for staff at any level	<p>To continue to regularly monitor pay data and take appropriate action based on the results. Next full equal pay audit to take place using data as at April 2016.</p> <p>No gender pay gaps above 5% by 2016</p> <p>No pay gaps in relation to any protected characteristic above 5% by 2019</p>
3.2 To increase the representation of those from under-represented groups in senior positions	<p>Continue to use positive action statements as appropriate when recruiting to senior positions</p> <p>-</p> <p>Positive action statements continue to be used.</p> <p>To promote our family-friendly policies on recruitment literature</p> <p>-</p> <p>Explicit reference to family-friendly policies included in revised resourcing literature which will be launched when the iHR resourcing module goes live in Summer 2016.</p> <p>To actively encourage women, disabled staff, and staff from minority ethnic backgrounds to take part in leadership development programmes</p> <p>-</p> <p>Organisational Development support women through the provision of a number of funded Aurora places.</p> <p>To ensure consideration is given to equality as part of appraisal and promotion processes</p> <p>The percentage of disabled staff in Professorial positions remains at least proportionate to their representation in the academic staff body (currently 6.5% of Professors have declared a disability and 4.6% of all academic staff have declared a disability)</p> <p>A continued year on year increase in the % of female Professors (24.1% as at 31/12/13)</p> <p>A year on year increase in the % of Professors from an ethnic minority (12.4% as at 31/12/13)</p>
3.4 To better support disabled staff through increased training for line managers in how to understand the needs of disabled staff	<p>To embed disability-related training into management development programmes</p> <p>A higher % of disabled staff report that they feel they are a valued member of the University community in subsequent staff surveys (30% agreed/strongly agreed with this statement in the 2013 survey)</p> <p>A higher % of disabled staff report that the University cares about the wellbeing of its employees in subsequent staff survey (30% agreed/strongly agreed with this statement in the 2013 survey)</p>
3.5 To increase staff disclosure rates in relation to disability, ethnicity, sexual orientation, religion or belief	<p>To update text on self-service system to ensure rationale for collecting this data is clear and to prompt staff at least annually to update this information</p> <p>To ask staff to provide this information at 'pinch points' e.g. when applying for promotion</p> <p>Non-disclosure rates below 10% for ethnicity and disability. Non-disclosure rates below 50% for sexual orientation and religion or belief.</p> <p>Current non-disclosure rates are:                      Ethnicity 11.7%                      Disability 14.4%                      Sexual Orientation 74.2%                      Religion or Belief 72.2%</p> <p>Non-disclosure rates as at 31/12/15 are: Ethnicity: 17.4%, Religion or Belief: 59.2%, Disability: 14%, Sexual Orientation: 56.7%</p>

3.6 To provide managers with simple at-a-glance guidance related to managing diverse teams	To extend the range of 'How to...' guides to cover more of the protected characteristics and other equality-related topics	A suite of guides is produced during the period of this strategy
3.7 To understand patterns of staff engagement, by protected characteristic, in training and development activities in order to target activities appropriately	Use the Learning and Development Module of iTrent to extract management information about staff engagement in training and development activities	Beginning in 2015-16, and on an annual basis
3.8 To increase staff engagement with existing staff networks	To encourage participation in existing staff networks through a targeted awareness-raising campaign	Increased membership and attendance at meetings

Key Theme 4: Putting equality and diversity at the heart of all we do			
4.1 To raise awareness of the importance of having a diverse membership of Senate, Council and their sub-committees	To introduce equality monitoring for all sub-committees of Senate and Council, actively taking steps to increase the diversity of their membership where necessary	Monitoring of the equality profile of all sub-committees of Senate and Council is introduced in 2015-16	
4.2 To ensure a diverse membership of Senate, Council and their sub-committees.	Use relevant networks to identify best practice and successes in increasing diversity of governing bodies.	Minimum 15% Council members representing Black, Asian and ethnic minorities by 2017 -18.	
4.3 To increase awareness of how to assess the effect/potential effect on equality of a policy or proposal	To review current equality impact assessment guidance and resources and update accordingly. Publish revised information and communicate widely	Guidance reviewed and published by the start of the academic year 2015-16	
4.4 To ensure due consideration is given to the effect/potential effect of proposals to introduce or change policies/procedures on equality and to record this for audit purposes	To ensure satisfactory completion of the section entitled 'describe the effect/potential effect of your proposals on equality' on Committee Cover Sheets, following up with authors of papers where it is identified that further consideration needs to be given to equality  To include consideration of equality in decision-making as appropriate in minutes of meetings	Minutes of Committee meetings record how equality issues were taken into account in decision-making, where relevant	The Head of Equality and Diversity met with members of the Governance Team to provide guidance to support paper authors in completing the E&D section of cover sheets. This guidance is now published on the Governance web site.
4.5 To ensure early integration of an inclusive perspective when planning new buildings, adapting buildings and undertaking refurbishments	The Head of Equality and Diversity or his/her nominee to be represented on the Building Project Steering Groups (BPSGs)	Existing access and equality issues are addressed as buildings are refurbished and due consideration is given to access and equality issues when planning new buildings, with the best possible alternatives being adopted	The Head of Equality and Diversity or his/her nominee is a member of all BPSGs.
4.6 To ensure equality and diversity issues are identified and addressed in activities such as the annual planning cycle and workload modelling	To include consideration of equality and diversity issues in induction training for Heads and in leadership development programmes  To work with Strategic Planning and Change to review information, including statistics available, to enhance departmental and section planning eg consideration of NSS and SSS data by protected characteristics	Relevant training is updated accordingly during the academic year 2014-15	
4.7 To continue to be at the forefront of promoting equality and diversity, identifying appropriate benchmarks and charter marks against which to measure our performance	To work towards achieving further Athena SWAN and GEM awards and to engage with other initiatives designed to promote good equality and inclusion practice e.g. the Stonewall Workplace Equality Index and the Race Equality Charter	Continued success in achieving external awards and recognition	Biological Sciences and HHS achieved Bronze Athena SWAN departmental awards in 2015. Plan in place for all departments to apply for an award by 2019. University named as a Stonewall Top 100 Employer for the first time in 2016.
4.8 To raise awareness that all individuals have multiple identities which has an impact on their experiences of, and outcomes within, higher education	To consider, where possible, the effect of multiple identities e.g. gender and ethnicity, disability and sexual orientation when exploring issues and developing solutions to improve the experiences and outcomes for staff and students	Consideration is given, wherever possible, to the intersection of multiple identities	

