

## EQUALITY AND DIVERSITY ANNUAL REPORT 2017

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### 1. Introduction

Since the last Equality and Diversity Annual Report in 2016, Falmouth has published an Equality and Diversity Strategy for the period until 2020. In this strategy, the action plan set out in the 2016 Annual Report has been distilled into four specific equality objectives, with associated measures of success to track progress against them. As part of this strategy, Falmouth's equality and diversity mission is articulated as:

*"To support Falmouth in being a world class place to study and work, by providing an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential"*

The four objectives, set out below, describe how Falmouth, together with relevant partners, will work towards achieving this mission.

Objective 1: To enhance access for disadvantaged students by:

- Promoting an inclusive environment, reducing barriers, and raising aspirations
- Introducing new roles to support these students in each academic department
- Prioritising access for specific groups on selected courses
- Ensuring our staff have the right knowledge and skills to support disadvantaged groups

Objective 2: To provide students with an inclusive experience by:

- Extending support for students from minority groups at all stages of the student journey
- Enhancing awareness of the support for transgender students
- Enhancing the inclusivity of our teaching through training, support and bespoke resources
- Increasing student's knowledge and capability to use assistive technology
- Improving the accessibility and inclusiveness of the student journey

Objective 3: To extend and benchmark data collection and analysis by:

- Developing tools to help better understand the protected characteristics of our workforce
- Undertaking detailed analysis of our student profile at each stage of the student journey
- Embedding equality analysis as an integral part of policy and strategy development

Objective 4: To further promote and improve gender equality by:

- Reviewing the staff gender balance across grades, occupational groups, and committees
- Identifying, analysing and responding to any gender pay gap within our workforce

This annual report will provide an overview of achievements and progress against these objectives over the last 12 months as well as an analysis of student and workforce information to ensure that action planning going forward is outcome focussed and evidence based.

### 2. Staff Profile

The Workforce Equality and Diversity Dashboard at appendix 1 provides an overview of the protected characteristics of Falmouth's staff group.

### **Context**

The data should be viewed in light of the local context as a significant proportion of the workforce are recruited locally. The last census in 2011 indicated that Cornwall has:

- More females (52%) than males (48%)
- A population that is growing at a slower rate (6.7% population growth between 2001 and 2011) than the South West region and England and Wales
- An aging population, with a significant increase between 2001 and 2011 in the population at all age groups above 60 years old
- A less ethnically diverse population than average, with 1.8% of the population stating they were from a non white ethnic group (compared to 4.6% in the South West region, and 14% in England and Wales)
- More health problems, with 21.36% stating that their health limits their daily activities a little or a lot, which is more than double the national figure of 10%, and may be linked to the age of the population in Cornwall

When comparing Falmouth data with national benchmarks, Falmouth's atypical structure is also relevant, as services shared with Exeter University on the Penryn campus are staffed by Falmouth Exeter Plus. This means that staff who are included in the professional / support staff numbers within most universities, are not included in the data for Falmouth University as they are employed by a separate organisation.

### **Sex**

The dashboard illustrates that there is a relatively even split of males and females across the staff group as a whole (49.31% female and 50.69% male), which is a slightly more even distribution than the 2015/16 national average within higher education (54.13% female and 46.01% male). However, this balance is not so even when analysed across pay grades and occupational groups, as explored in more detail under the fourth equality objective in section 4 of this report.

### **Age**

Falmouth's academic staff group has an older age profile than the national average for the same staff group, with significantly more staff in the age groups 36-45, 46-55, and 56-65, and less than half of the proportion of staff in the age ranges 25 and under and 26-35 than the national average for this staff group. This may have an impact on future turnover, and succession planning in this staff group, as 23.69% of academic staff at Falmouth are at or above the minimum retirement age of 55, and an additional 20.55% are within 5 years of this age.

Within the professional / support staff group more staff are concentrated in the middle age ranges than the national average, with 32.67% of staff in the 36-45 age range, and less staff in the older (56 – 65 / 66 and over) age ranges, and the youngest age range (25 and under).

### **Disability**

The percentage of staff at Falmouth reporting a disability (4.30%) is close to the national average (4.55%), and is slightly smaller than the percentage reported in Falmouth's 2015 Equality Data Audit of 4.5%. The most common disability type recorded by Falmouth staff was learning difficulties, accounting for 41% of the staff reporting a disability.

The figures are also close to the national average when broken down into occupational group, with 3.98% of academic staff reporting a disability (compared to 3.89% nationally) and 4.85% of professional / support staff reporting a disability (compared to 5.20% nationally).

Reporting levels for disability status at Falmouth are high, with only 6.71% of staff stating that they 'prefer not to say' or leaving the record blank when asked about their status.

### **Ethnicity**

Falmouth has a smaller proportion of staff from non-white ethnic backgrounds (3.30%) than the national average for higher education (11.76%). This is likely to be a reflection of the lack of ethnic diversity in the local population as only 1.8% of the population in Cornwall state they are from a non-white ethnic group.

### **Sexual Orientation**

At the time of Falmouth's 2015 Equality Data Audit 47% of staff did not disclose their sexual orientation (either selecting 'prefer not to say' or leaving the field blank). This figure has now dropped to 36.26% indicating a significant improvement in the quality of the data available at Falmouth. Benchmarking sexual orientation data in relation to national HE figures has not been completed, as data on sexual orientation in HEIs is limited. However, the percentage of Falmouth staff indicating their sexual orientation as either lesbian, gay, bisexual or other is 4.4%, compared to the Office for National Statistics 2016 figure of 2% of the UK population over the age of 16 identifying as LGB.

### **Religion and Belief**

As for sexual orientation, data on religion and belief in HEIs is limited, and so no benchmarking has been completed on this data. The data does show that the levels of staff not disclosing their religion or belief (by indicating 'prefer not to say' or leaving the field blank) has decreased since Falmouth's 2015 Equality Data Audit from 55.3% to 43.82%.

### **Other Protected Characteristics**

Falmouth does not request or collect information on staff gender identity, as best practice guidance suggests that, because of the very sensitive nature of this information, and the additional privacy rights afforded to anyone with a Gender Recognition certificate, organisations should carefully consider the reasons that they are collecting this information prior to doing so. As the number of staff at Falmouth identifying themselves as being of a different gender to that they were assigned at birth is likely to be too small to undertake any statistical analysis of, the disadvantages of collecting this information are considered to outweigh any advantages.

### **3. Student Profile**

We have analysed our student profile at each stage of their university journey from application through to degree attainment as this enables us to analyse whether any particular group is suffering a particular disadvantage whilst at Falmouth. In taking this approach we hope to be able to distinguish between actions that are internal to the University and those that are more externally focussed in seeking to influence the composition of applications received.

#### **Total Enrolled Student Undergraduate Population**

As at 01.12.2016 our total enrolled undergraduate student population comprised of 60.64% female, 39.2% male and 0.16% other.

84.56% of the student population describe themselves as white with 6.17% stating they are from a black or minority ethnic group. The ethnicity of 9.27% of the student population is either unknown or the student has preferred not to disclose this detail.

24.61% of the undergraduate student population have disclosed that they have a disability. Of this group over half (56.02%) define this as a learning difficulty (Dyslexia/AD(H)D) and 16.6% report their disability as mental health.

Reviewing the data for widening participation we see that 11.7% of our students are Cornish and a quarter (24.81%) are from Participation of Local Areas (POLAR3) categories 1 or 2. In comparison, nearly half (46.89%) of enrolled undergraduate students are from POLAR3 category 4 or 5.

#### **Applications**

For the 2016/17 recruitment cycle we saw 62.1% of our applications coming from females. This subsequently translated to 62.83% of our offers and 58.78% of our accepts. In comparison, the figures for males were 37.84% of our total applications, 37.08% of our offers and 41.02% of our accepts.

Whilst there is a marginal increase in the percentage of male acceptances when compared to the applications we do not consider this a material difference and are therefore pleased to see that our application process does not disadvantage either males or females.

Reviewing the same data for Cornish applications we see that 8.6% of our total applications are from Cornish students which subsequently translates to 9.87% of our total offers and 13.38% of our total accepts. Aligned with our strategic goals to grow Cornwall and widen participation to Cornish students we are pleased to see that our recruitment processes are having a positive effect in converting a higher number of Cornish students.

#### **Retention**

For the 2016/17 academic year we had an overall withdrawal rate of 7.77%. The retention figures were slightly worse for males at 8.96% withdrawn in comparison to 6.95% for females but given the smaller male population this variance is not considered significant.

We also saw slightly worse retention of students with a disability with 9.08% withdrawn in comparison to 7.38% of those with no disability.

There was a marginally higher percentage of withdrawals from POLAR3 categories 1 and 2 at 9.65 and 9.84% respectively and we have seen that this number has remained constant for the past three years.

### **Degree Attainment**

In 2016/17 93% of undergraduates attained a degree at second class honours or above. We saw females achieving stronger results than males with 95.78% of females achieving this level of award in comparison to 88.73% of males. Similarly those reporting no disability achieved higher outcomes than those with a disability at 94.41% and 90.32% respectively. 93.68% of students from a white background achieved second class or above compared to 88% of students from a BAME background.

It should be noted that for each of the minority groups the actual student count is lower, resulting in a greater sensitivity to fluctuations in the percentage reported. However, it is notable that these results show lower levels of degree attainment amongst minority or disadvantaged groups and therefore we will consider future strategies to seek to address this.

#### 4. Achievements 2016-2017

This section provides a summary of the key equality achievements at Falmouth over the last 12 months under the headings of the four equality objectives, and progress to date against the measures of success for each objective:

##### **Objective 1: To Enhance Access for Disadvantaged Students**

In support of this objective we have undertaken the following activities:

- **To be inclusive and raise aspirations**

Student Services offer pre-application guidance and advice to applicants with disabilities. This includes discussing the scope and options for adjustments which can be made available to an individual applicant, and offering campus tours for disabled potential applicants.

Through the work of our sales team and library services we undertake outreach work with schools and host visits and access to resources for local schools with the intention of encouraging local participation in Higher Education.

- **Introduce new roles and support**

During 2016/17 Student services revised procedures for developing and publishing Individual Learning Plans. We have also strengthened our support for students with mental health concerns, through a restructure in our wellbeing service to increase practitioner resource by c3.0 FTE

- **Prioritise access for specific groups**

We have developed a dashboard showing aggregate results for our learning strengths self-assessment tool (Do IT Profiler), enabling academic staff access to information which enables them to understand their cohort's specific learning strengths and needs, and therefore to adapt their teaching style accordingly.

We have developed a self-assessment tool for academic staff to use to identify how inclusive their teaching style is, plus provided a range of sources of support for them to access to support any identified gaps.

We provided Core Academic Training regarding Inclusive Learning and Personal Tutoring, resulting in all academic staff receiving this face-to-face training.

- **Measures of Success**

	<b>Baseline 2015</b>	<b>2017 Progress</b>	<b>Target 2020</b>
Number of undergraduate students recruited from Cornwall	662	573	1,126
Percentage of students recruited from Low Participation Neighbourhoods (reaching the Higher Education Statistics Agency (HESA) benchmark of 12.7%)	8.7%	8.8% <i>POLAR quintile 1</i>	12.7%

##### **Objective 2: To Provide Students with an Inclusive Experience**

- **Extend support for disabled students at all stages of the student journey** – In working towards this aim we have:
  - Focused on delivering the agreed priorities of Falmouth’s inclusive learning project, in particular delivering inclusive learning training for course teams; delivering disability awareness training for both course teams and staff in professional services; launching enhanced on-line inclusive learning resources; and improving the communication and implementation of students’ Individual Learning Plans.
  - Increased the availability of practical support and advice to disabled students by launching a twice weekly drop-in service to supplement the telephone, email and appointment service.
  - Improved the accessibility of the Campus (see below under ‘Improve the accessibility and inclusiveness of the student journey’ heading for more detail)
  - Enhanced the availability of assistive technology support, with twice-weekly education and drop-in sessions and loan of equipment if needed.
  - Held consultation focus groups with both disabled and non-disabled students to gather feedback on the barriers to inclusive teaching and learning and how these could be minimised.
  
- **Extend support for international and Black and Minority Ethnic (BME) students at all stages of the student journey** - In working towards this aim we have:
  - Delivered the agreed priorities of Falmouth’s inclusive learning project.
  - Provided a tailored pick-up service for welcoming and collecting international students from Heathrow Airport, followed by a formal welcome celebration.
  - Supported the delivery of a successful Diwali celebration at the Penryn Chaplaincy.
  - Continued the delivery of language support classes, tailored to the courses students are studying.
  - Consulted with Muslim students on prayer needs, resulting in a successful plan to organise Friday prayer on Campus, improving the previous off-Campus arrangements.
  - Supported the delivery of the Cultural Events Calendar organised by the International Student Experience Group.
  
- **Enhance awareness of the support for transgender students** - Progress on this objective to date has included:
  - Delivery of trans-awareness training for academic and professional services’ staff, coordinated and delivered by FXU.
  - Development and launch of a Trans Inclusion booklet developed by FXU, with its content designed to answer frequently asked questions.
  
- **Enhance the inclusivity of our teaching and learning** – In working towards this aim we have:
  - Designed and delivered Inclusive Learning training to all of Falmouth University’s course teams as part of the June 2017 Core Academic Training programme.
  - Benchmarked and researched sector initiatives to promote inclusive teaching and learning, collating sector best practice on our inclusive learning webpages
  - Produced summary guidance from across the sector on recommendations for embedding inclusive teaching and learning
  - Developed an on-line inclusive learning audit tool, which is available for use by all academic teams.

- Developed inclusive learning web pages where all staff can access an extensive range of advice and guidance, including links to guides and details of free or inexpensive on-line tools and apps that support inclusive learning
  - Provided training and guidance for staff on how to access and utilise Students’ Individual Learning Plans (ILPs) and Students’ Do-IT Profiler data, which highlights students’ study skills’ strengths and areas for development.
  - Continued the delivery of tailored disability awareness training for both academic and professional services’ staff.
  - Improved ease of access to, and communication of, students’ Individual Learning Plans (ILPs). This has included automating processes such as notifying both the student and relevant staff of new/updated ILPs.
  - Produced and launched Study Hub, an on-line resource portal collaboratively developed by representatives from Academic Skills (ASK), Dyslexia Skills, Languages, Library and Ed Tech. This portal collates key study skills resources and “what’s on” information, with the objective of providing all students with relevant guidance to strengthen their study skills.
- **Increase students’ knowledge and capability to use Assistive Technology** – In working towards this aim we have:
    - Launched weekly drop-in advice and education sessions to proactively support students to use assistive technology to build independence, and to develop the skills they need for both their academic studies and to secure great jobs.
    - Purchased additional Assistive Technology, which is available on a loans basis to students who would benefit from its use.
    - Developed and launched an inclusive learning leaflet, which lists details of free or inexpensive on-line tools and apps that support inclusive learning.
- **Improve the accessibility and inclusiveness of the student journey** - In working towards this aim we have:
    - Provided training and guidance for staff on accessing and implementing students’ Individual Learning Plans (ILPs)
    - Continued the successful delivery of tailored disability awareness training for both academic and professional services’ staff, with a particular focus on building understanding of the duty to make reasonable adjustments.
    - Collation of data on Estate accessibility issues and improvement priorities, using various methodology including:
      - Feedback from students and staff via reporting lines and a student survey
      - Consultation with the student Don’t DisAbility Society.
      - A desktop review of the Chapel lecture theatre by the Centre for Accessible Environments (CAE)
      - A formal externally-conducted audit of the Peter Lanyon building.
      - Informal audits of various buildings involving representatives from FXU and FX Plus’s Accessibility Prioritisation Working Group
      - Implementation of key accessibility improvements including installation of power assist doors on the side entrance to the design centre and in the Library and increased signage of accessible routes across the Penryn Campus.
  - **Do It With Partners** – In delivering the progress towards objective 2, we have worked with a range of internal departments and external partners, including FX Plus staff, student

organisations such as the International Student Experience Group, the Don't DisAbility Society, and FXU, and external auditors and advisory bodies such as the Centre for Accessible Environments.

- **Measures of Success**

	<b>Baseline 2015</b>	<b>2017 Progress</b>	<b>Target 2020</b>
Retention rate of at least 95% for disabled, BME and international students	TBC	<i>TBC</i>	95%
Increased student satisfaction on the accessibility and inclusiveness of student life. The university environment is accessible for all students	58% agree	<i>See note below</i>	85% agree
The university does a good job of making adjustments for students with a disability	63% agree	<i>See note below</i>	90% agree

2015 Baseline data was taken from an FXU and FXPlus Survey that has not been undertaken in 2017. However, we are confident that the work detailed earlier in this objective is having a positive impact on our students and we will seek to obtain a measure of this in the coming 12 months to ensure we are on-track for our 2020 target.

As part of our commitment to improving data reporting we will also develop enhanced data on retention rates for disabled, BME and international students.

**Objective 3: To Extend and Benchmark Data Collection and Analysis**

- **Better understand our workforce** – Falmouth has developed an equality dashboard to provide a summary of the protected characteristics of its workforce. A copy of this dashboard for the start of the 2017/18 academic year is at appendix 1. This dashboard will continue to evolve to reflect Falmouth's equality objectives as these develop in response to the University's 2030 strategy which is currently under consultation, and to changes in the workforce profile. Now that the dashboard is in place, this will ensure that the data is analysed in a consistent manner each year, allowing Falmouth to better track trends in the data over time.
- **Embed equality analysis** – the equality analysis (EA) template that was developed in 2016 has now been used as the basis for an online EA form on SharePoint. To ensure that EA is integral to strategy and policy development, a prompt has been included in the template cover page for all Falmouth Board and Committee papers, asking the author to use the online guidance to determine whether an EA is necessary, and if so to complete one using the online form. Links to these online resources are included in the prompt.
- **Do it with partners** – HESA data has been used to benchmark Falmouth's staff profile against the national averages within the higher education sector. Local census data has also been used to provide a more regional context.
- **Measures of Success**

	Target implementation date	2017 Progress
Development of Equality Dashboard	2017	Complete
Enhanced reporting of student profile and degree attainment	2017	<i>Work ongoing to further enhance data</i>

#### **Objective 4: To further promote and improve gender equality**

- Review our Staff Gender Balance by grade and occupational group, and committee membership** – The equality dashboard at appendix 1 has been designed with a particular focus on the gender balance across the University. The dashboard shows that within the academic staff group at Falmouth 42.77% are female, and 57.23% are male. This is a higher percentage of male academic staff compared to both the 2015/16 national average of 54.74%, and the percentage reported in Falmouth’s 2015 Equality Data Audit of 48.7%. This may be somewhat explained by Falmouth’s expansion of its course portfolio from traditional art and design subjects into a more diverse range of creative industries, as national figures have shown art and design subjects to have higher proportions of female academic staff than the average across all subject areas.

Within the professional and support staff group at Falmouth, 61.75% are female and 38.25% are male. This is much closer to the 2015/16 national average for professional / support staff of 62.69% females and 37.31% males, and the percentages reported in Falmouth’s 2015 Equality Data Audit of 63.6% females and 36.4% males.

When analysed by grade, the dashboard shows a trend towards more senior roles having a higher proportion of male post holders. This pattern is consistent across both academic and professional / support staff groups, and is likely to be a significant contributing factor to the balance of committee membership being in favour of male staff (65.59% of committee places are held by male staff members).

Within the academic staff group, 10.62% of male academics are employed at grade 8 or above, compared to 5.39% of female academics. However, a comparison to Falmouth’s 2015 Equality Data Audit shows that this gap has closed since 2015 when 19.9% of male academics, and only 7.8% of female academic staff were employed at grade 8 and above. This metric is of note as a potential indicator of the degree to which a University is supporting female academic staff to reach Associate Professor and Professor level appointments. Currently, none of the 3 Associate Professor and 3 Professor roles are occupied by a woman but it is hoped that the work being undertaken on the Falmouth Academic and career pathways will enable women to clearly see how they can progress to this level within the University.

- Identify any Gender Pay Gap** – Falmouth’s gender pay gap has been calculated in accordance with legislative requirements, and the figures are set out below. The tables show the figures for the staff group both when student workers are included in the calculations and when they are not. Student workers would be classed as employees for the purposes of the Gender Pay Gap Reporting regulations and so have to be included in

the figures we are legally required to publish. However, it is also useful for us to understand the difference when this group is not included.

**Table 1: Gender Pay Gap Male to Female\* at 31 March 2017 Payroll**

	Falmouth University	Falmouth University Excluding Student Workers
Average gender pay gap as a mean average	22.50%	12.52%
Average gender pay gap as a median average	27.50%	8.75%
Average bonus gender pay gap as a mean average (*Female to Male)	32.00%	32.00%
Average bonus gender pay gap as a median average	20.00%	20.00%
Proportion of females receiving a bonus payment	0.64%	0.92%
Proportion of males receiving a bonus payment	1.44%	1.64%

**Table 2: Proportion of Males and Females when Employees are Divided into Four Groups Ordered from Lowest to Highest Pay**

	Falmouth University		Falmouth University Excluding Student Workers	
	Male	Female	Male	Female
Q1 - Lower quartile	26.6%	73.4%	35.0%	65.0%
Q2 - Lower M Quartile	36.0%	64.0%	48.4%	51.6%
Q3 - Upper M Quartile	50.0%	50.0%	50.6%	49.4%
Q4 - Upper quartile	58.1%	41.9%	59.5%	40.5%

- **Analyse and Respond** – It is the intention to publish the results of our gender pay gap analysis ahead of the statutory deadline of 30 March 2018. Following publication, Falmouth will work on developing strategies in response to the report to try and close the gender pay gap identified.
- **Measures of Success**

	Target implementation date	2017 Progress
Gender balance review for pay grades and committees and action plan	2017	Review completed and action plan to be developed
Gender pay gap review and action plan	2017	Review completed and action plan to be developed

## 5. Toolkits

Rather than the traditional approach of developing an action plan to guide implementation of the Equality and Diversity Strategy, a set of Toolkits have been identified. The intent is that these effectively make the strategy a living document through having linked useful resources that staff and students can access. These Toolkits highlight the practical impacts the strategy needs to make to the working lives of staff and students by directing them to resources in key topics that answer specific questions. This will also lead to the identification of gaps in such resources that need to be developed in order to meet the ambitions of the strategy.

Initially 30 Toolkit topics have been identified covering staff and students and work has commenced on developing these toolkits. A template has been established and agreed by the Vice Chancellor and the Design team are creating the final versions of those toolkits that have already been drafted.

## **6. Risk Register**

During the course of discussions at the Equality and Diversity Group it became apparent that a risk register would support the recording of key issues and their prioritisation for action. The Group has now agreed a Risk Register in the institution style.

Initially 9 risks have been identified that mainly derive from the key deliverables set out in the Equality and Diversity Strategy and all of which have been RAG rated as 'Green' or 'Amber' after mitigations have been taken into account. One that did not derive directly from the Equality and Diversity Strategy relates to the Equality Challenge Unit's Athena SWAN and Race Equality charter marks and the extent to which the University may be at risk of not being able to access certain research funds without Athena SWAN accreditation. Following a paper being considered at the October 2017 meeting of the Equality and Diversity Group, it was agreed that there was no present risk and that the resources required to develop a submission for either charter mark largely outweighed the benefit to the University. However, the value of the charter marks' principles were acknowledged and a commitment was made to integrate these into the Equality and Diversity workstream over the coming months.

## **7. Conclusions**

Good progress is being made towards the objectives as detailed in the Equality and Diversity strategy. This work will continue to be driven by the Equality and Diversity Group and through the recent creation of an Inclusive Practice and Experience Reference which broadens the participation in the equality and diversity discussions, ensuring that there are representatives from all areas of the University

# Appendix 1 – Equality and Diversity Dashboard September 2017



