FALMOUTH
UNIVERSITY

EQUALITY AND DIVERSITY ANNUAL REPORT 2018

1. Introduction

Falmouth has a published Equality and Diversity Strategy for the period until 2020 which includes an action plan based on our 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.

The past year has also seen the Inclusive Practice Experience and Reference Group (IPERG) develop its role as a conduit for staff and student representatives from all areas of the University to raise issues. This group has provided a forum for the identification and discussion of operational issues that may be having a negative or positive impact on our equality objectives, with a mandate and authority to find solutions and implement them where possible. IPERG reports directly into the Equality and Diversity Group so there is a clear link to the senior team for any issues that need their input to address or where it is felt awareness needs to be escalated. As IPERG has found its feet, purpose and voice the original constitution has changed as initially it was too large with multiple representatives from each area and a lack of clarity on ownership of actions. There is now a single representative for each Academic and Professional Services Directorate which has improved the effectiveness of the group.

Topics covered by IPERG have included mental health awareness campaign; making the curriculum clearer and a programme of Learning Design Workshops; input into the Toolkit development; effectiveness of personal tutoring at Falmouth; availability of mandatory training in equality and diversity; FXU Voices project; managing safely in noisy workshops with students whose first language is not English; access to Individual Learning Plans; and, increasing volume and complexity of students needing mental health support.

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

<u>**Context**</u>
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 the 2017/18 staff profile to the 2018/19 staff profile, it should be noted that although the total headcount has remained similar across the two years (728 in 2016/17, and 725 in 2017/18) the following changes have taken place within that population:

- A proportion of the staff group have left and been replaced by new starters – the voluntary annual turnover at the end of the 2017/18 academic year was 9.2%

- There have been changes within the types of roles within the staff population, of particular note being the Estates staff. There are now no Estates staff directly employed by Falmouth University, compared to a headcount of 43 in the 2016/17 year, as all Estates staff transferred to the employment of Falmouth Exeter Plus in 2017/18.
- The loss of headcount from Estates has been made up for by increases in staffing in different areas. The academic departments with the highest growth in the last year were The Games Academy (24% increase in headcount) and Falmouth Business School (45% increase), and for professional services departments Sales, Events and Communications (21% increase) and ICT (56% increase) have had the most growth.
- These departments where headcount has increased the most are made up of very different roles to those lost through the transfer of Estates staff. Under 6% of the roles in the four departments where there was the most staff growth are at grades 1-3, while these pay grades accounted for 91% of the staff within the Estates Department.

Sex

The national average male / female split within higher education has changed slightly from 54.13% female and 45.87% male in 2015/16, to 54.25% female and 45.75% male in the latest HESA figures from 2016/17. The dashboard illustrates that the Falmouth staff profile has had a more significant shift of the balance in favour of female staff, with the male / female split changing from 49.31% female and 50.69% male at Falmouth in 2016/17, to 50.62% female and 49.38% male in 2017/18.

While these figures show a relatively even male / female split in Falmouth's staff group, 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

In the 2017 Equality and Diversity Annual Report, it was noted that Falmouth's academic staff group had an older age profile than the national average for the same staff group, with 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, and 23.69% of academic staff at or above the minimum retirement age of 55, with an additional 20.55% within 5 years of this age.

The latest equality dashboard illustrates that this position has not changed much, with the proportion of staff age 25 or under remaining static, and with only a slight increase in the 26-35 age group for academic staff. There has also been only a very slight decrease in the percentage of staff at or above the minimum retirement age of 55, or within 5 years of this age (less than 0.1% decrease in each of these age groups).

The age profile for Falmouth's professional / support staff group is better aligned to the national profile, although with more of a concentration of staff in the middle age range (36-45), and fewer staff in the youngest and oldest age ranges.

Disability

The dashboard shows that the percentage of staff at Falmouth reporting a disability this year (5.47%) is greater than both the previous year at Falmouth (4.3%) and the national sector average (4.72%). This is because of a significant increase in the percentage of academic staff reporting a disability (6.12%) from last year (3.98%), while the figures for professional / support staff remain more stable with a 0.5% decrease in the number reporting a disability.

Out of those staff reporting a disability, there was a drop in the number reporting this to be a learning difficulty (29% compared to 41% last year), and the largest group when recording disability by type was now those listing their disability as 'other' (51%).

Reporting levels for disability status at Falmouth have decreased this year, with 9.33% of staff stating that they 'prefer not to say' or leaving the record blank when asked about their status, compared with 6.71% last year.

Ethnicity

Falmouth has a smaller proportion of staff from non-white ethnic backgrounds (3.72%) than the national average for higher education (12.28%). However, this figure has increased from the previous year (3.30%), and is greater than the proportion in the local population (the 2011 census figures show only 1.8% of Cornwall residents as being from a non-white ethnic background).

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 dropped to 36.26% in 2016/17, and has now dropped again to 33.79% 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 5.38% compared to 4.4% at Falmouth the previous year, and 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 from 55.3% in 2015, and 43.82% in 2016/17, to 38.21% this year.

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

Total Enrolled Student Undergraduate Population

The University's undergraduate student demographics have remained relatively stable over the past three years with:

- a sixty – forty split between female and male students respectively. This is slightly more balanced than the latest available data within our mission group, GuildHE, where the split is 65/35 respectively[1].
- 91 per cent of our students are 21 or under. The next largest group, at six per cent, are those in the 22-25 category. This is significantly less diverse age profile than the average for our mission group.
- 89 per cent of our students describe their ethnicity white, an increase of three per cent on the previous year. This is broadly in-line with the GuildHE average. The next largest groups are "other"[2] and "mixed", both at four per cent.;
- The proportion of Cornish students enrolled has increased for a third successive year to 14 per cent, from a baseline of 12 per cent in 2015/16;
- Approximately a quarter (24 per cent) of our students are from POLAR1 and 2 neighbourhoods, those where participation in higher education is the lowest;
- A similar proportion (23 per cent) have disclosed a disability. Notably this is five per cent higher than the GuildHE average which itself is significantly higher than other mission groups; by comparison 10 per cent of students disclose a disability within Russell Group institutions. In common with the sector we have seen a significant increase in the number of students disclosing disabilities related to their mental health and the University is working closely with our service delivery partner, FX Plus, to ensure that our support mechanisms can continue to provide effective support in an area where demand continues to grow exponentially.

Under the leadership of the Equality and Diversity Group, working in conjunction with IPER and Academic Board, we are continuing to develop our Business Intelligence (BI) tools. Future reports will also include our post graduate provision, encompassing our successful Launchpad

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[1] Comparisons drawn from *Advance-HE Students statistical report 2018*, Page 40.
[2] This category is an amalgamation of students selecting "other" "unknown" and those who opt not to disclose their ethnicity.

programme and growing online joint venture, Falmouth Flexible. It is anticipated that this will have a significant impact on some demographics (e.g. age).

<u>Good honours attainment</u>
Good honours (First and 2:1 degrees) remains an important factor in enabling students to pursue their chosen futures. Across the University 76 per cent of our graduating students achieved a good honours award. This is not spread evenly cross our different demographic groups:

- The proportion of female and male students obtaining a good honours award is broadly similar to the institutional mean at 78 and 72 per cent respectively. This represents a narrowing in the gap in performance between male and female students which has consistently been circa nine per cent in previous years. It is also in line with performance across the UK where good honours attainment is 77 percent and 72 percent respectively[3].
- Good honours by age group doesn't significantly from the institutional mean given to the low numbers of students outside of the 18-21 age category;
- White students outperform the institutional average with 77 per cent achieving good honours. This is marginally above the performance of students that consider themselves as "other" (75 per cent), but the gap widens further for "mixed" students (64 per cent).

  Although the numbers are too small to be statistically significant (below 10 students) the performance gap widens further for all other ethnicities with the exception of Chinese students, 80 per cent of whom achieved good honours. Whilst individually the numbers are small, when aggregated across years, this performance gap is persistently present. This is not unique to Falmouth: nationally there is a 24 per cent performance gap between students identifying as white as opposed to those identifying as black[4].

  As an institution we are committed to ensuring good outcomes for all and this this consistent performance gap has been identified by the IPER group and will be addressed in collaboration with Academic Board. It will likely feature prominently within our developing equality objectives.

- Our Cornish students also under achieve compared to the institutional average with 67 per cent achieving good honours.
- Achievement across POLAR groups is broadly correlated within the higher education participation rate: 80 per cent of students from neighbourhoods with the highest participation rates obtained good honours, against 69/70 per cent from POLAR1 and 2 respectively;

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[3] *Advance-HE Students statistical report 2018*, Page 170
[4] *Advance-HE Students statistical report 2018*, Page 136

- Disabled students also under perform the institutional average with 69 per cent achieving good honours. Although this figure has remined broadly consistent, these students have not benefited from an overall rise in student performance in 2017/18 therefore the performance gap has widened. In context this is four per cent below the national average of good honours attainment by disabled students[5].

In addition to updating the data set to reflect our changing portfolio it is clear that further definition and refinement of our student equality performance measures will be essential to support the achievement of our third equality objective (Extend and Benchmark Data Collection and Analysis), and to support the next iteration of the equality and diversity strategy. Examples of this could include:
- considering differential admission outcomes for applicants from different backgrounds;
- the impact of Disabled Students Allowance on outcomes;
- extending outcomes beyond good honours to include employment outcomes as measured by the Destination of Leavers of Higher Education Survey or the, increasingly prevalent, HMRC Longitudinal Educational Outcomes dataset.

In the meantime, IPER and Academic Board will work with BI to further investigate how we can best utilise and present the data available to us in line with sector best practice. Part of this will also involve consideration of how, given our size and current student demographic, we can develop data that allows more targeted interventions at Department and subject levels. This will likely involve defining a method of aggregating data across years, similar to that utilised within the National Student Survey.

Although not explicitly defined within the current equality objectives, the equality and diversity priority for Academic Board during 2018/19 will be to work together with IPER and FXU to further explore the persistent performance gaps between:
- students disclosing disabilities and those that don't;
- the POLAR quintiles. It is anticipated that this would also help address the Cornish performance due to a significant overlap between POLAR1/2 and Cornish students[6];
- students identifying as white and those that don't.

4. Achievements 2017-2018
This section provides a summary of the key equality achievements at Falmouth over the last 12 months.

During 2017/18 The creation of the IPER group and increasing connectivity between institutional equality and diversity conversations and academic governance have led a significantly improved quality of conversation and reflection on our performance.

Part of this reflective discussion has considered the continued appropriateness of our current equality objectives. As we have developed as an institution they are no longer clearly linked to our 2030 Strategy, or enabling strategies. External facilitation commissioned by the Equality and Diversity group on best practice in the area has also highlighted that other institutions

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[5] *Advance-HE Students statistical report 2018*, Page 106
[6] In October 2018, 51% of our Cornish students orientate from POLAR 1/2 neighbourhoods. (Source BI)

have benefited from greater specificity and brevity in their equality objectives enabling greater concentration of effort on achieving targets before re-setting or updating the objectives.

While progress continues to be made, the growing disconnect between strategy and equality objectives means that our momentum in some areas is slowing. As a result, during the course of 2019/20 the Equality and Diversity group will be developing a revised Equality and Diversity Strategy for presentation to the Board at the start of the 2019 academic year.

However, it should be recognised that notable areas of success over the previous academic year include:
- Our supportive and inclusive environment being highlighted within the feedback from the Global Teaching Excellence Award judges;
- Scaling of mental health provision
- Increasing the availability of practice support and advice to disabled students, including provider a greater Student Services presence on our Falmouth campus
- Undertaking an audit by AccessAble (formerly Disabled Go) of both of our campuses which is leading to the production of 10 route plans, 60 building access guides and 100 teaching space guides which will highlight how those spaces can be accessed. The guides will be published on the website and the Accessibility prioritisation group will use the detailed information from the audits to ensure that continued improvements are made.
- Appointment of three in house trainers to increase students' knowledge and capability to use Assistive Technology.
- Enhancing our communications to ensure a termly communication issued so all staff and student meetings have accessibility and inclusion as a running agenda item.
- Adopting a proactive approach to any 'high risk' applicants to ensure that these are invited to appointments at the very start of term to ensure individuals are settled and have access to all the support they need.
- Work has been undertaken in partnership with FXPectrum (Autistic Society), leading to the production of 'Getting Organised' guides which were promoted to all new members of this society at Fresher's

5. Gender Pay Gap
Over the past year we have also continued further work and analysis on our employment gender pay gap and gender composition of our workforce. This work has predominantly been focused in two areas:

- **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 this year shows that within the academic staff group at Falmouth 43.46% are female, and 56.54% are male. This is a higher percentage of male academic staff compared to the 2016/17 national average of 54.33%, but a slight decrease from the percentage of male academic staff reported at Falmouth last year of 57.23%.

Within the professional and support staff group at Falmouth, 64.14% are female and 35.86% are male. A similar split is seen nationally, with 62.58% of professional / support staff being females and 37.42% 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, for this year and the previous year, and is likely to be a significant contributing factor to the balance of committee membership being in favour of male staff (61.75% of committee places are held by male staff members).

However, the percentage of women committee members (38.25%) has increased from last year's figure of 34.41%. This is despite the percentage of female academics at grade 8 or above (4.37%) being lower than the previous year (5.40%), and the percentage of female professional / support staff at grade 8 or above (3.10%) being lower than the previous year (4.52%). For comparison, the percentage of male academic staff at grade 8 or above is 11.20%, up from 10.60% last year, and the percentage of male professional / support staff at grade 8 or above is 11.11%, up from 10.41% last year.

- **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, alongside the previous year's figures. It should be noted that Falmouth's student worker population has transferred to a subsidiary organisation within the last 12 months, so this year's figures no longer include this group of workers. This is likely to have been a significant factor in the overall improvement in the pay gap, as this group was made up of relatively low paid workers undertaking junior casual positions, and had a higher proportion of female students within it. However, this change is also likely to have been a significant factor in the difference in the bonus figures, as it means that there are now fewer workers in the reportable population which means a higher percentage of these receive a bonus.

Table 1: Gender Pay Gap Male to Female* at 31 March 2017 and 2018

	2017	2018
Average gender pay gap as a mean average	22.5%	14.3%
Average gender pay gap as a median average	27.5%	13.7%
Average bonus gender pay gap as a mean average (*Female to Male)	32%	22.6%
Average bonus gender pay gap as a median average (*Female to Male)	20%	46.6%
Proportion of females receiving a bonus payment	0.64%	4.7%

	1.44%	11.5%
Proportion of males receiving a bonus payment	1.44%	11.5%

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

	2017		2018	
	Male	**Female**	**Male**	**Female**
Q1 - Lower quartile	26.6%	73.4%	28.9%	71.1%
Q2 - Lower M Quartile	36%	64%	49.0%	51.0%
Q3 - Upper M Quartile	50%	50%	52.0%	48.0%
Q4 - Upper quartile	58.1%	41.9%	60.3%	39.7%

6. Toolkits

Over the past year teams have been developing the initial set of Toolkits using the questions posed in the E&D Strategy and the template for presenting these. The vast majority of these Toolkits are now in their final stage of drafting and the development of them has been a valuable exercise in preparing responses to areas that will have a positive impact for all students and staff. Collating these Toolkits has demonstrated that we are well placed to address key concerns that students and staff may raise and already have many provisions in place.
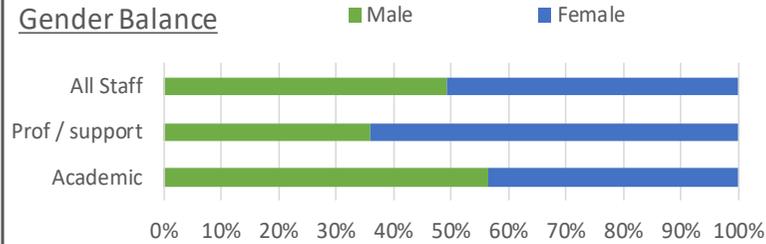
The journey in writing them has also identified the need to separate out some Toolkits for a student and staff audience but more significantly that ultimately we need to make sure we integrate the student toolkits into the one stop 'Compass' approach as opposed to publishing the Toolkits as separate documents.
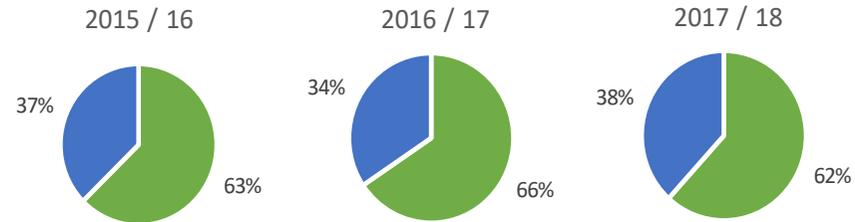
7. Conclusions

Progress has continued to be made on analysis of our equality and diversity data and this has been used to inform operational decisions and guide some strategic initiatives. However, work has also been undertaken to reflect upon current strategy and consider alignment to the organisational 2030 strategy and it is clear that the 2018/19 year provides an inflection point where it is appropriate to review and refresh our overall equality and diversity strategy. This will therefore be a key focus of activity in the coming months.
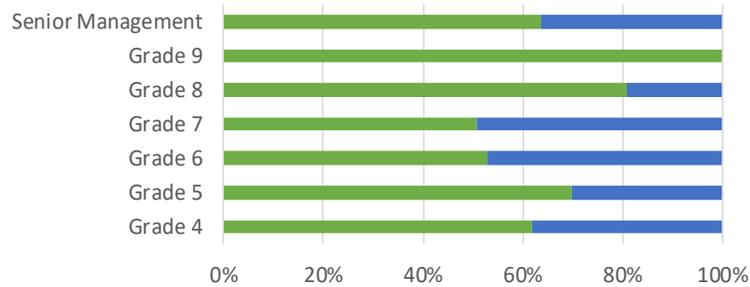
Appendix 1 – Equality and Diversity Dashboard 2018

Gender Balance

■ Male ■ Female

All Staff
Prof / support
Academic

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Sex by Grade - Academic Staff

Senior Management
Grade 9
Grade 8
Grade 7
Grade 6
Grade 5
Grade 4

0% 20% 40% 60% 80% 100%

Sex by Grade - Professional / Support Staff

Senior Management
Grade 9
Grade 8
Grade 7
Grade 6
Grade 5
Grade 4
Grade 3
Grade 2

0% 20% 40% 60% 80% 100%

Committee Membership Gender Balance

2015 / 16
37%
63%

2016 / 17
34%
66%

2017 / 18
38%
62%

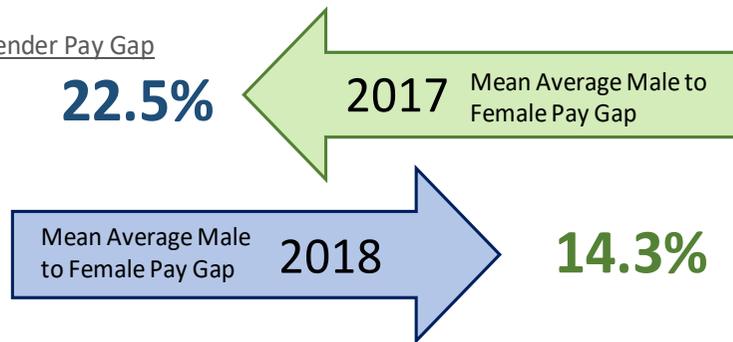## Percentage of Male / Female Academic Staff at Grade 8 or Above

2015/16: 0.078, 0.199
2016/17: 0.054, 0.106
2017/18: 0.0437, 0.112

Gender Pay Gap

22.5% 2017 Mean Average Male to Female Pay Gap

Mean Average Male to Female Pay Gap 2018 **14.3%**

Academic Staff Age Profile

Legend: Falmouth, National average

Age	Falmouth	National average
25 and under	~0%	~2%
26 - 35	~15%	~26%
36 - 45	~29%	~27%
46 - 55	~34%	~25%
56 - 65	~17%	~15%
66 and over	~3%	~3%

Professional / Support Staff Age Profile

Age	Falmouth	National average
25 and under	~4%	~9%
26 - 35	~27%	~24%
36 - 45	~36%	~25%
46 - 55	~22%	~25%
56 - 65	~9%	~14%
66 and over	~1%	~1%

Ethnicity

Legend: Falmouth, National Average

	Falmouth	National Average
Not stated	4.55%	6.53%
Non white	3.72%	12.28%
White	91.72%	81.19%

Religion and Belief

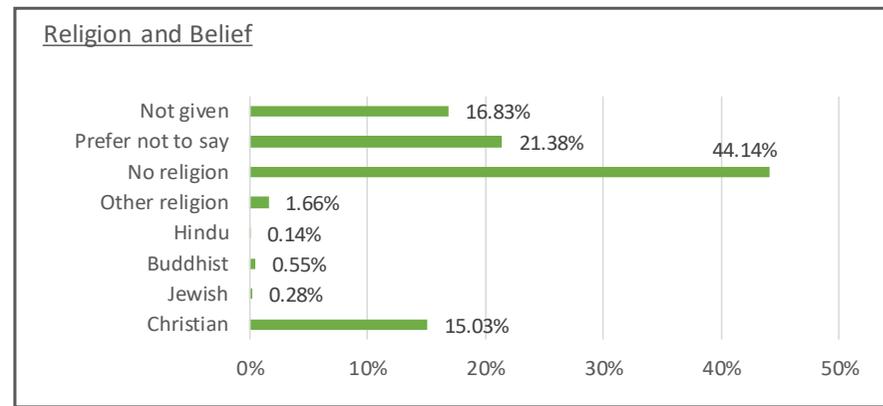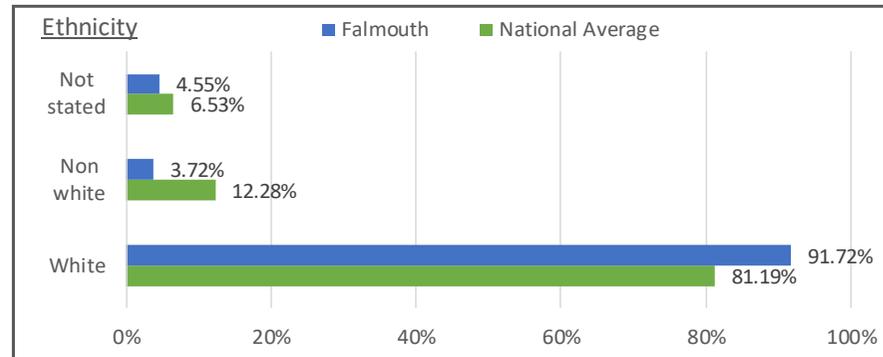|	%
Not given	16.83%
Prefer not to say	21.38%
No religion	44.14%
Other religion	1.66%
Hindu	0.14%
Buddhist	0.55%
Jewish	0.28%
Christian	15.03%

Staff Declaring a Disability

Legend: Falmouth, National Average

	Falmouth	National Average
Academic staff	~6.1%	~4%
Professional / support staff	~4.4%	~5.4%

Disability by Type

Categories: Mental ill health, Visual impairment, Hearing impairment, Learning difficulty, Mobility, Other

Sexual Orientation

	%
LGB / other	~5%
Heterosexual	~60%
Prefer not to say	~17%
Not given	~17%

RESTRICTED