

## EQUALITY AND DIVERSITY ANNUAL REPORT 2019

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### 1. Introduction

As Falmouth's published Equality and Diversity Strategy ran until 2020, 2019 was a transitional year where alongside our focus on the objectives articulated in our 2015-20 Equality & Diversity strategy we also revisited our approach to equality, diversity & inclusion to ensure that activities are embedded into our core operating business and considered in all that we do. This review led to the creation of an Equality and Diversity Charter which sets out our commitment to equality for all. The Charter is included at appendix 1.

As part of this Charter, 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 action plan to deliver this mission has been distilled into specific equality objectives for both staff and students and these have been firmly embedded into our governance and operating models. An Equality and Diversity monitoring group has also been created to monitor and report progress against these objectives with the results published in an annual Equality and Diversity report.

In order to support the evaluation of progress an Equality and Diversity dashboard has been created to monitor the core diversity metrics within the University.

A key development during 2019 was the creation and approval of the 2020-25 Access and Participation Plan which sets out the targets and steps that the University will take to promote better engagement and outcomes for students with particular protected characteristics. This Plan was developed following an extensive consultation and development process, supported by a working group of key Falmouth, FX Plus and Students' Union stakeholders.

This annual report provides an analysis of student and workforce information to ensure that action planning going forward is outcome focussed and evidence based.

The past year has 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. However, during the year it became evident through the academic governance review that IPERG primarily provided a forum for identification and discussion of issues that predominantly impacted upon student related equality objectives. Therefore, to build on earlier work improve the effectiveness of the group it was decided that the group should now support Academic Quality and Standards Committee (AQSC) as part of the academic governance framework.

It was recognised that issues relating to staff equality objectives could be better addressed via existing staff forum mechanisms, to include union recognition and representation. The Director of HR sits on these forums and therefore takes responsibility for escalating these matters for discussion at the Vice-Chancellors Executive Group.

## **2. Staff Profile**

The Workforce Equality and Diversity Dashboard at appendix 2 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

### **Sex**

The latest HESA figures from 2017/18 show that the national male/female split for all staff within higher education is 54.4% female and 45.6% male. The dashboard illustrates that the Falmouth staff profile has further shifted the balance in favour of female staff over the last 12 months, with the male / female split changing from 50.62% female and 49.38% male at Falmouth in 2017/18, to 51.10% female and 48.90% male in 2018/19.

While these figures show a relatively even male / female split in Falmouth's staff group, it should be noted that this balance is not so even when analysed across pay grades and occupational groups and further analysis and action planning is therefore being undertaken in this area. Activities already underway to address this area include the introduction of a mentoring programme to help promote and support female career progression, improvements to our recruitment and selection methodology to ensure the widest pool of talent is attracted to Falmouth and the creation of a dedicated gender pay gap action plan.

### **Age**

In the 2018 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 23.63% of academic staff at or above the minimum retirement age of 55, with an additional 20.46% within 5 years of this age.

The latest equality dashboard data illustrates that this position remains broadly unchanged, with the proportion of staff age 25 or under having increased slightly from 0.42% to 0.63%, and the proportion of academic staff in the 26-35 age group decreasing from 14.98% to 13.42%.

The percentage of academic staff at or above the minimum retirement age of 55 has risen to 25.79%. During 2019 we have signed up to the Technician Commitment and will continue to provide a focus on career progression for technical staff in order to support people moving into academia if they wish. In addition, we anticipate that the significant work being undertaken to develop our research environment will help ensure that there is a talent pipeline of people wishing to move into an academic role.

### **Disability**

The percentage of staff at Falmouth reporting a disability this year (5.58%) is greater than both the previous year (5.47%) and the national sector average (4.99%). This is likely to be related to a continuing trend of an increase in the percentage of academic staff reporting a disability (6.29%), up from 2017/18 (6.12%), and from 2016/17 (3.98%), while the figures for professional / support staff remain more stable with no change in the percentage of professional / support staff reporting a disability from 2017/18 (4.35%). We are pleased to see an increasing trend of reporting of disabilities from our staff and students and believe that this demonstrates the supportive and inclusive environment at the University where we recognise and value the diversity of our community and are committed to providing support to enable everyone to contribute and achieve to their maximum potential.

### **Ethnicity**

Falmouth has a smaller proportion of staff from non-white ethnic backgrounds (3.18%) than the national average for higher education (12.86%). This figure has decreased slightly from the previous year (3.72%), but is greater than the proportion in the local population with the 2011 census figures showing only 1.8% of Cornwall residents as being from a non-white ethnic background.

### **Sexual Orientation**

Since 2015 Falmouth has been working to ensure that better quality data is held with regards to the sexual orientation of staff and this year 5.79% of staff indicated their sexual orientation as either lesbian, gay, bisexual (LGB) or other compared to 5.38% the previous year. This figure is significantly higher than the latest ONS 2017 figures that show only 2% of the UK population over the age of 16 or identify as LGB. We also recognise the diversity amongst our student population with 12.9% of our enrolled undergraduate students indicating their sexual orientation as LGB or other, which is significantly above the ONS data that shows 4.2% of people aged 16 to 24 years identified as LGB. We celebrate the diversity of our University community and continue to work to ensure that we develop an inclusive environment for all staff and students and continue to develop partnerships with external organisations locally to enable us to play a key role in supporting a more connected and inclusive environment across the local region.

### **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, 43.82% in 2016/17, 38.21% in 2017/18 to 33.6% 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 broad 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<sup>1</sup>.
- 90 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 but reflective of our location and portfolio in comparison to the mission group.
- 90 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 group are those students whose parents are from different ethnic backgrounds at four per cent.;
- The proportion of Cornish students enrolled has remained steady at 14 per cent, from a baseline of 12 per cent in 2015/16;
- Approximately a quarter (27 per cent, up three per cent) of our students are from POLAR1 and 2 neighbourhoods, those where participation in higher education is the lowest;
- A similar proportion (27 per cent) have disclosed a disability, of these only 35 per cent are in receipt of disabled students allowance. Notably the proportion of students declaring a disability is nine per cent higher than the GuildHE average which itself is significantly higher than other mission groups; by comparison approximately 10 per cent of students disclose a disability within Russell Group institutions. In common with the sector we continue to see 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. During 2018/19 this included a cross-university

<sup>1</sup> Comparisons drawn from *Advance-HE Students statistical report 2018*, Page 40.

working group to establish *healthy curriculum* principles that support student wellbeing.

### **Good honours attainment**

Good honours (First and 2:1 degrees) remains an important factor in enabling students to pursue their chosen futures. Across the University 74 per cent of our graduating students achieved a good honours award. This is not spread evenly across 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 69 per cent respectively. This is consistent with a circa nine per cent in previous years. It is also in line with performance across the UK.
- Good honours by age group doesn't materially vary from the institutional mean given to the low numbers of students outside of the 18-21 age category, although 22-25 year olds saw a dip in the proportion of good honours awarded;
- White students just outperform the institutional average with 75 per cent achieving good honours. For the first time this is exceeded by the proportion of Black (80 per cent) and Chinese students (78 per cent) and matched by those students from 'other' backgrounds. Students from all non-white ethnicities increased the proportion of good honours awarded on previous years.

Gaps in performance recruitment, success (continuation and good honours) and graduate outcomes will continue to be monitored against the University's 12 Access and Participation Plan.

- Our Cornish students also under achieve compared to the institutional average with 61 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;
- Disabled students also under perform the institutional average with 69 per cent achieving good honours. Although this figure has remained broadly consistent, these students have marginally gained ground against a drop overall.

#### **4. Achievements 2018-2019**

This section provides a summary of the key equality achievements at Falmouth over the last 12 months.

A key outcome of the year was the review of our approach and activities relating to equality and diversity and the subsequent creation of our new Equality and Diversity Charter, the approval of our Access and Participation Plan by the OFS represented a significant mile stone in the development of the University's capacity and capability in this area with the planned introduction of 4 FTE roles to support, the University's access and participation objectives. When combined with the revision to our representation and monitoring groups to ensures alignment and embedding of equality and diversity across our strategic and operational decisions.

In order to ensure better clarity and analysis of information we have created a new and more visual data dashboard bringing together information from multiple student information and monitoring systems, to support Academics and student support staff work and improve welfare support planning and decision making. Whilst of relevance to all students, we believe this will be of particular value in planning support for students who have additional needs.

Supporting positive student mental health has remained a key priority and during 2018-19 we commenced a 'whole university' approach to wellbeing and created a Student Wellbeing Task Group. This group developed a vision that was subsequently shared with all staff and is as follows,

*"Falmouth University celebrates its diverse community, where students can belong and flourish. Through a whole-university approach we enable students to strengthen their resilience and to be purposeful and successful in their studies and beyond. Our commitment is to an inclusive, creative, and participatory community and a belief in the importance of putting mental health and wellbeing at the forefront of policy and planning."*

We recognise the importance of appropriate skills in supporting student mental health and therefore launched a three-part training programme designed for student facing staff. This programme ensures that relevant staff have the necessary skills and knowledge covering awareness, skills for supporting students and self-care. Approximately 150 staff will have undertaken this training by the end of the 2019 calendar year.

Alongside the importance of upskilling student facing staff to ensure appropriate support at the point of need we have also invested to expand our Mental Health Nursing and Psychological Therapies team with the addition of 5 FTE new staff into this area. This work dovetails with strong liaison and new agreements with NHS services to ensure joint provision where possible and clear pathways from in-house provision to NHS services can be identified.

We also recognise the role that digital resources can play in enabling people to access key information at the appropriate time and have therefore worked to improve our digital accessibility as well as creating new online resources.

Following feedback on facilities for Muslim students/staff prayer we have installed ritual (Wudu) washing facility in Chaplaincy.

As part of our REF2021 preparations we have developed an internal code of practice on the processes for identifying staff with significant responsibility for research, for determining research independence, and for selecting outputs. These processes have been developed to take account of staff circumstances which have affected an individual's or unit's ability to work productively throughout the assessment period. In addition, an Equality Impact Assessment will be iterated over the course of the REF2021 which will take account of any potential differential treatment of those with protected characteristics exploring if this signals the need for an intervention to address any imbalance.

## 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** - 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 43.19% are female, and 56.81% are male. This is a higher percentage of male academic staff compared to the 2017/18 national average of 54.13%, and shows little change from the percentage of male academic staff reported at Falmouth last year of 56.54%.

Within the professional and support staff group at Falmouth, 66.27% are female and 33.73% are male. This is a higher percentage of female professional / support staff compared to the 2017/18 national average of 62.67%, and shows a slight increase from the percentage of female professional / support staff reported at Falmouth last year of 64.14%.

When analysed by grade, the dashboard shows a trend towards more senior roles having a higher proportion of male post holders within the professional / support staff group, as was the case in 2018. However, for the academic staff group, which also showed this pattern in the 2018 data, this trend is less clear for 2019, with the male to female split across the grades being closer to the total proportions of male to female academic staff. For the grades of Senior Management, grade 9, and grade 8, the proportions of female post holders in the academic staff group in 2019 are 40%, 50%, and 30% respectively. This compares to 36.36%, 0%, and 19.23% respectively in 2018.

- **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 the latest set of figures are from data taken at 31 March 2018, rather than showing the 2019 figure. This is because the legislative requirement for publishing the data provides a deadline of March the following year. Falmouth's gender pay gap at 31 March 2019 will therefore be

calculated at the end of the 2019 calendar year for publishing before the legislative deadline of 30 March 2020.

The figures at table 1 show a significant decrease in the gender pay gap from 2017 to 2018, and an increase in the median bonus gender pay gap. A significant factor in this difference is likely to be the fact that Falmouth’s student worker population transferred to a subsidiary organisation within the period between the two reporting dates, so the 2018 figures no longer include this group of workers. This will have had an impact, as the student worker group was made up of relatively low paid workers undertaking junior casual positions, and had a higher proportion of female students within it. It also resulted in fewer workers overall in the reportable population in 2018, which meant that a higher percentage of these were reported as having received a bonus.

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

	<b>2017</b>	<b>2018</b>
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%
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**

	<b>2017</b>		<b>2018</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
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%

## **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 been undertaken to reflect upon current strategy and align future activity to the organisational 2030 strategy through the creation of an Equality and Diversity Charter and Access and Participation Plan. We continue to enhance our data reporting and analysis and our

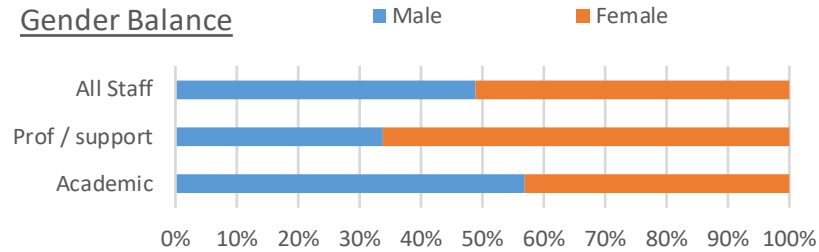


new governance arrangements for equality and diversity will ensure that student and staff voices are heard directly at the most senior levels of the University, acting as a key factor and influence in all future decisions that are taken.

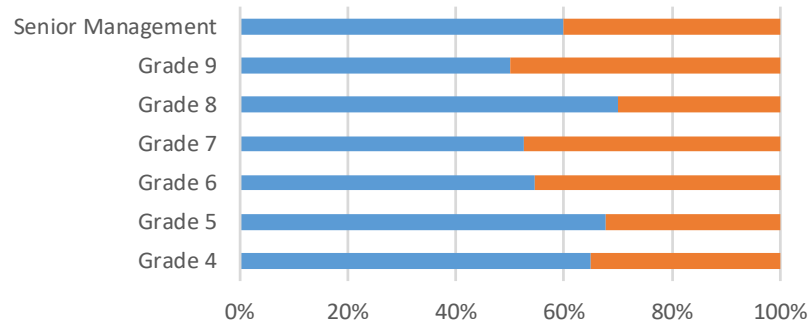
In order to continue to guide our Equality, Diversity and Inclusion initiatives as outlined in our Charter, an action plan has been created detailing specific areas of focus for the next 12 months.

## Appendix 2 – Equality and Diversity Dashboard 2019

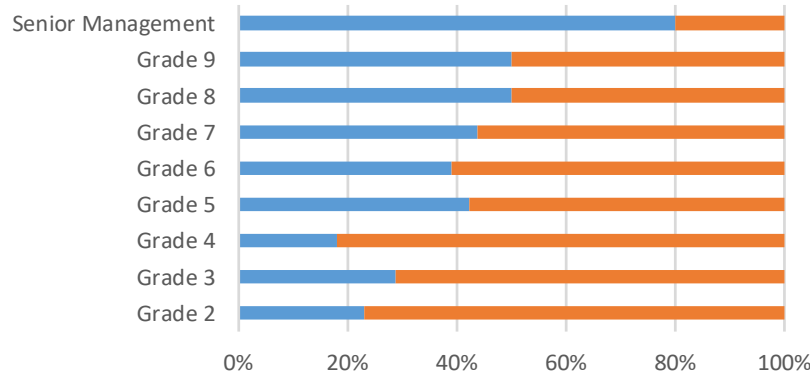
### Gender Balance



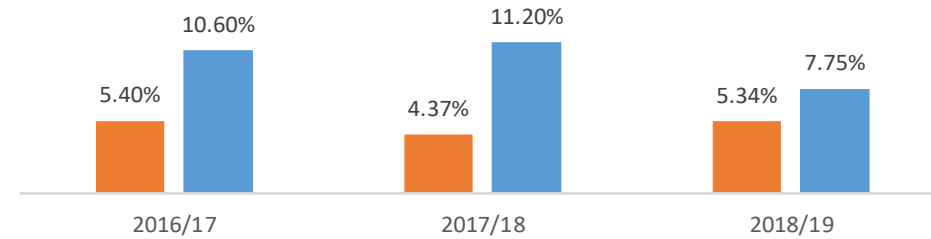
### Sex by Grade - Academic Staff



### Sex by Grade - Professional / Support Staff



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



### Gender Pay Gap



Mean gender pay gap - women's pay is lower by **14.3%**

Median gender pay gap - women's pay is lower by **13.7%**



Mean bonus pay gap - women's bonus pay is higher by **22.6%**

Median bonus pay gap - women's bonus pay is higher by **46.6%**



Proportion of female employees receiving a bonus **4.7%**



Proportion of male employees receiving a bonus **11.5%**

