

ARTS UNIVERSITY BOURNEMOUTH

AUB Equality and Diversity Plan 2015-2020

Foreword by the Principal and Vice-Chancellor

I am delighted to present the AUB's Equality and Diversity Plan 2015 – 2020. This will build on our previous Equalities Strategy 2012 – 2015: Diversity Enhancing Creativity.

The Plan comes into play one year in from the development of the Arts University Bournemouth new Strategic Plan that sets out a clear mission to be the leading professional arts university dedicated to turning creativity into careers and the vision within five years to be distinctive for our maker culture and leadership in creative learning. We are committed to ensuring that equality and diversity is central to everything we do at all levels of the Arts University, and in particular this will reflect our values of being 'innovative, collaborative and connected'.

It is important to us that AUB continues to be a diverse and inclusive community, and one in which everyone feels valued and can learn or work to achieve their full potential in the creative industries.

There remain challenges during this period of unprecedented uncertainty as further and higher education respond to changes in funding, patterns of participation, and academic delivery, together with the emergence of a market-based environment. However, through working together and with a commitment at all levels to promoting equality and diversity, I believe this Plan will contribute to a positive learning and working environment for all staff and students of the University.



Professor Stuart Bartholomew, CBE
Principal and Vice-Chancellor
June 2015

AUB Equality and Diversity Plan 2015-2020: background paper

1. Introduction

The Equality and Diversity Plan sets out the priorities of the Arts University Bournemouth as it aims to advance its moral, social and legal obligations to be fair and progress equality and diversity. The Plan is focused on outcomes and is intended to support the University in delivering its key Equality Objective:

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| <p>Empowering all members of the AUB community to advance equality and diversity</p> |
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The new Equality and Diversity Plan is being implemented one year into a new strategic planning period where there is a focused and distinctive institutional Strategic Plan 2014 – 2019. The Equality and Diversity Plan has been developed to be relevant to AUB's Strategic Plan, and all related and supporting plans.

This background document sets out the context for the Plan, and provides baseline information which informed the priorities and actions for the planning period.

2. Legal Context

The Public Sector Equality Duty (PSED) is set out in Section 149 of the Equality Act 2010 and places a legal requirement on the University to have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The nine protected characteristics specified in the Equality Act 2010 and that together form a more integrative approach, are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

In addition, AUB complies with the three Equality Act 'specific duties' concerning: publication of information; equality objectives; and manner of publication that aim to assist institutions perform better in meeting the general equality duty.

The University recognises its responsibility to provide a working and learning environment founded on dignity, respect and fairness where discrimination of any kind is not tolerated.

Whilst the University ensures compliance with the requirements of the Equality Act 2010 through a formalised structure, it believes that equality matters are the responsibility of all members of the University community, and strives for an ethos of shared responsibility amongst students, staff, visitors and contractors.

This document and associated plan sets out how we intend to both fulfil with our legal obligations and move beyond compliance.

3. Our Values

The Equality and Diversity Plan 2015-2020 derives from and aligns with AUB's Strategic Plan 2014 - 2019, which has a focus on values of being "innovative, collaborative, connected". These values have been the foundation of the Equality and Diversity Plan.

4. Process of Development

The Equalities Committee oversaw the development of the new Plan. It established a sub group (comprising both staff and AUBSU representatives) to undertake the detailed development work. As part of this process, the sub-group completed an analysis against the University's Strategy Map, drawing out the equality and diversity imperatives which form the basis of the Plan (see section 6).

The group also carried out a survey of staff and students, which is discussed below at section 8.

Thus the Equality and Diversity Plan has been developed following an impact assessment of the former Equalities Strategy 2012 – 2015 and in consultation with students and staff. It has the full approval and support of the University Management Team and the Board of Governors.

5. Equality and Diversity Imperatives

Five equality and diversity imperatives have been identified for the period of 2015-2020:

- Compliance
- Communication
- Curriculum
- Campus
- Continuous Professional Development

6. Equality Plan Summary and Analysis against the Strategy Map

As noted above, as part of the development process, consideration was given to the Strategy Map, and the equality and diversity implications of each element. The detail of this evaluation is attached as an appendix to this background document.

Each of the Aims, Expectations and Enablers – together where appropriate with actions and indicators of performance – is considered in turn, with implications identified. These implications then inform strands of action in the Plan.

Key points to emerge from this analysis include the importance of ensuring that the University is accessible to all, including members of minority groups. This includes the physical and digital campus; University processes; and most importantly, the curriculum. Likewise, there is a need to ensure that no staff groups are disadvantaged by policy, or the ways in which the University approaches issues.

Training is obviously a key element to emerge from the analysis, as well as clear and consistent communication. Good practice has been identified, and it will be important to learn from and build on this to deliver strong results in future.

7. External Environment

External chartermarks

In 2013/14 the Equality Challenge Unit (ECU) piloted a new gender equality charter mark (GEM) recognising institutions' commitment to advancing women's academic careers in the arts, humanities and social sciences. GEM utilised the experience and methodology of the Athena SWAN Charter for women in science, technology, engineering, maths and medicine (www.athenaswan.org.uk). AUB was accepted to be a part of the GEM pilot project and began work on the submission in September 2013 and submitted the paperwork to the ECU in April 2014. AUB's submission was reviewed by a panel of ECU members and external Equality and Diversity professionals. The panel agreed that AUB did not meet the criteria necessary for a Bronze award. This outcome was consistent across all smaller submission units (either smaller institutions, or departmental submissions from larger universities), which has led the ECU to consider the criteria being used and how they are applied. Nevertheless, AUB is mindful of the importance of being able to demonstrate its strong equalities practice, and the feedback provided on the submission has been incorporated into the Equalities Plan, with the intention that AUB will be "chartermark ready" in future.

BME project developments

The Widening Participation (WP) team has driven work on BME attainment over the last four years. In 2015 the WP team was able to take advantage of a Higher Education Academy Strategic Enhancement Programme bid to develop an online guidance tool within the Digital Learning Environment to support BME attainment in a creative institution. This work was informed by a series of workshops rolled out in spring 2015 and led by the Centre for Creative Learning. The Plan notes the need to build on the success of this activity, and use the learning from this project to support the experience of other student groups.

8. Survey Analysis

The Equality and Diversity Plan Consultation survey took place in February 2015. All staff and students were encouraged to participate in the survey, which asked questions about both their experience, and also their priorities and recommendations in relation to equality and diversity. The surveys used were similar, but some small differences were introduced to ensure that the questions and the wording were

suitable for the specific respondent group. In total 142 staff (around 24%) and 117 students (about 4% of the student population) participated in the survey.

Key themes which emerged were:

Staff

- 11% said they had felt disadvantaged due to a protected characteristic and 5.6% felt uncertain if they had
- Of those who said that they felt disadvantaged 89% said that they did not report this
- 59% of staff said that they had experienced inappropriate banter on one or more occasion
- 51% of those who responded did nothing.

Students

- 64% of students had said they had experienced inappropriate jokes or casual derogatory comments on one or more occasion
- Of those who said yes they had experienced in 48% did nothing
- 39% of respondents said that there are good intentions but they are not sure anything would be done (
- High numbers of staff and students (29% of total respondents) said they felt more could be done for students with disabilities.

The Plan thus notes the importance of creating a culture where staff and students are willing to report instances where they witness or experience discrimination, and are confident that such instances will be dealt with appropriately. It also notes the importance, under both Curriculum and Campus, of ensuring that the needs of all groups are duly considered in the creation of an inclusive university environment.

9. Responsibilities for the Equality and Diversity Plan

The Board of the Arts University Bournemouth is responsible for setting and monitoring the strategic direction of AUB and has ultimate responsibility for equality and diversity. Progress against the strategy is reviewed regularly through the HR and Remuneration Committee that receives minutes of the Equalities Committee and reports to the full Board. The roles and responsibilities of the Board, the Principal and Vice-Chancellor, the University Secretary and the AUB University Management Team are clearly understood and the Equalities Committee monitors progress against the Equality and Diversity Action Plan. The Senior Officer (Equalities) as a dedicated equality specialist will both advance and promote equality and diversity. However, it is understood that all members of the AUB community are responsible for promoting the general public sector equality duty in their own work areas as well as contributing to a diverse and inclusive working and learning culture.

Appendix: Equality and diversity implications of the Strategy Map 2014 - 2019

AIM: To be the leading professional arts university by:

- Creating distinctive curricula and learning resources linked to the creative industries
 - Developing our professional links with the industry
 - Progressing the physical and digitally connected campus
 - Developing museum, library and archives capability in support of scholarship
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- PI - Innovative and inspirational teaching reflected by NSS rankings
 - PI - Prizes and awards by staff and students
 - PI - High retention rates
 - PI - Increase in high achievement by students
 - A - Develop corresponding teaching and learning plan
 - A - Develop the digital campus infrastructure
 - A - Successful quality and standards audits
 - A - Increase in subject and curriculum offer

Equality and Diversity Implications:

- Ensure the curriculum engages with all students regardless of protected characteristic. Ensure graduates are prepared and confident to challenge inequalities of industry. AUB to work with industry partners that share our commitment to fairness and equality. Identify and mitigate barriers and ensure a rich course content which explicitly considers equality and diversity - include learning from the WP lead BME project
- NSS rankings and retention rates to be consistent across protected characteristics
- Improve cross referencing and collaboration with Creative Learning Plan to support the inclusive curricula
- Development of the digital campus infrastructure. Equality risks will be minimised through appropriate choice of images and text and accessibility of platform
- Parity of outcomes for all protected characteristics in terms of retention rates, achievement and satisfaction

AIM: To be dedicated to creative innovation by:

- Strengthening and enhancing our research environment and capability to inform teaching and knowledge transfer
 - Developing the 'maker' mindset in all that we do and based on practical reality orientated towards optimal results
 - Responding with an entrepreneurial and innovative attitude in all that we do
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- KPI - Increase in student numbers
 - PI - Increase in total income generated through research and knowledge transfer (KT)
 - A - Develop intellectual property (IP) strategy for exploitation of intellectual assets
 - A - Develop Research and Enterprise plan

Equality and Diversity Implications:

- Build on best practice from REF 2014. Ensure best practice in gender equality is embedded in research development (taking relevant learning from GEM pilot). Expand this good practice beyond gender to ensure parity for all. AUB's data collection and management should ensure the University is 'chartermark ready' in the future
- Accessible university in all areas (campus, curriculum, digital content)

AIM: To be a distinctive university with a high profile and high reputation:

- Exploiting our academic leadership in the subjects we offer
 - Producing graduates and enterprising students who are sought after by the leading players in industry
 - Collaborating with industry and a proactive alumni network
 - Being an integrated university through the range of courses we offer and the modes of study we employ
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- PI - Improvement in league table position
 - PI - Destinations of Leavers from Higher Education (DLHE) scores
 - A - Development of alumni plan
 - A - Develop marketing and external affairs plan
 - A - Gain industry led accreditations including those with Professional, Statutory and Regulatory Body (PSRB) status

Equality and Diversity Implications:

- Graduates should be well prepared for industry with skills and confidence to challenge inequality and not perpetuate negative industry behaviours. A curriculum that supports diversity and empowers students. Evidence of leavers' attainment to be gathered and analysed for parity of outcome

Stakeholder expectation – AUB Students can expect:

- An inspirational student experience informed by staff who are highly qualified teachers, researchers and practitioners and to be treated as innovative student makers
- A curriculum that pushes boundaries and connections with peers in the academy and industry in meeting career aspirations
- An education supported by high quality facilities, physical and digital resources that are appropriate to their needs and those of an arts university
- The opportunity for progression and personal development

Equality and Diversity Implications:

- Inspirational student experience will be monitored via data available to the Equalities Committee. SPS (2015) survey results show 95% of students feel that they are 'treated fairly and with respect'. Evidence of satisfaction by protected characteristic to be gathered and analysed for parity
- The curriculum, campus and digital infrastructure must be accessible to all. Ensure AUB's policy and procedure support and promote parity of opportunity for all equality groups

Stakeholder expectation – AUB Partners can expect:

- A responsive and pioneering university that meets their needs efficiently and effectively
- To transact with and be facilitated by experts in the field of creative learning and industry
- A university that encourages connectivity and business development and supports entrepreneurial outcomes
- Connection with the wider university environment, its network and its relationship to the local, regional, national and international agendas to the sector, local, regional, national and international agendas

Equality and Diversity Implications

- AUB has committed to only work with approved contractors that share our commitment to fairness and equality. Accessibility will be an important aspect of

supporting our commitment to Business Partners, specific objectives relating to this can be found in the Campus section of the Equality and Diversity Plan

Stakeholder expectation – AUB Staff can expect:

- A clear understanding of their role and how it supports the strategy and success of AUB
- A collaborative and collegiate environment that recognises the power of teamwork in achieving the aims of AUB and the connections between partners and students
- To be kept informed about matters of importance to their role and AUB general

Equality and Diversity Implications:

- Strengthen Equality and Diversity web pages to reinforce AUB's commitment to Equality and Diversity and the need for shared responsibility in this area
- All new staff to complete diversity training as part of a successful probation. All staff to receive appropriate training to 'empower them to advance equality and diversity'
- Take best practice from ECU chartermark frameworks and HE networks to ensure parity across protected characteristics in support of career progression. Parity of opportunity.

ENABLER: Valuing and developing our staff by:

- Attracting and retaining staff who make up highly influential teams
- Supporting staff in their personal and professional development
- Effective performance management; reward of strong staff performance and mitigation of poor performance

- PI - Increase in staff holding professional qualifications
- PI - Increase in staff holding doctoral degrees
- PI - Increase in applications per vacancy
- PI - Sustainable SSR:1
- A - Grow research supervision capability
- A - Develop HR plan to reflect levels of high performance and reward and identify actions for under performance

Equality and Diversity Implications:

- Recruitment processes to promote to current best practice to ensure a diversity of candidates. Mechanisms are in place to ensure parity of opportunity across protected characteristics in regard to staff development. Remain mindful of recommendations ECU made in terms of gender equality regarding academic progression. Also take into account best practice from the REF 2014
- Increasing in application per vacancy (links with HR Plan). Monitor proportions of applicants, interviews and offers to ensure no disadvantage to those with protected characteristics
- Update website with equality and diversity collateral which engages staff and students with the equality agenda
- Initiate a rolling review of training (in line with GEM feedback)
- AUB processes to actively advance equality of opportunity. Monitor developments in best practice (ECU/HE networks) to ensure parity of opportunity for all protected characteristics.
- Respond to feedback in GEM action plan around enabling post grad taught/research students to further their career. Build on existing resources available

ENABLER: Financial sustainability by:

- Ensuring we generate appropriate surpluses to provide for sustainability
- Aligning investment to strategic priorities
- Ensuring value for money (VFM) and proactive procurement policies

- KPI - % surplus
- KPI - Alternative income generation
- KPI - % pay to income
- A - Reduction in Visiting Tutor (VT) spend and enhancement of full time establishment
- A - Introduce cost centre planning approach to determine sustainability and viability

Equality and Diversity Implications

- Monitoring all changes in employment terms and conditions to ensure there is no negative impact upon equality groups. Procurement Plan needs to be aligned with / reflect equalities agenda
- EA all structure changes

ENABLER: Improving our effectiveness by:

- Providing high quality facilities that progressively enhance the campus experience
- Creating time for development of all staff
- Improving and modernising our core processes and performance in professional areas

- PI - Savings in value for money (VFM) procurement
- PI - Increase in awards for national recognition of innovative services
- A - Develop environmental sustainability and associated corporate social responsibility (CSR)
- A - Modernisation of core processes and our operating framework
- A - Develop the drawing studio
- A - Enterprise Pavilion (eP) reconfiguration and purpose
- A - Acquire land for growth and development

Equality and Diversity Implications:

- Ensure accessibility of campus in both long term vision and at and daily operational level. Disability Access Reports to Equalities Committee monitor this. Strengthen reporting mechanisms for maintenance problems and ensure that there is a clear message of individual responsibility for all equality related matters around campus. Free text comments in the staff survey indicate that some staff and students feel more could be done to help our staff/students with disabilities
- Ensure that training opportunities are maximised and that all E and D training is relevant, timely and effective. Parity of opportunity for all staff regardless of protected characteristic
- Ensure all University Plans go through the EA process. Policy around performance and reward to complete EA (as with all policies).