

EQUALITY, DIVERSITY AND
INCLUSION (EDI)
ANNUAL REPORT 2019-2020
(REDACTED)



Leeds Trinity
University

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1. Introduction

This report highlights some of the work undertaken in 2019-2020 in the areas of Equality, Diversity and Inclusion (EDI) at Leeds Trinity University (LTU). This year's report has a focus on staff progression through recruitment, staff in grade 9 posts or above, staff turnover, staff not declaring background and sickness due to mental health. For students, the focus is on undergraduate recruitment, enrolment, attainment outcomes and employment outcomes. In line with the Equality Act (2010) the University has the responsibility to ensure that it is complying with statutory duties. In accordance with The Public Sector Equality Duty (PSED), the University is committed to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations between people who share a protected characteristic and those who do not.

The protected characteristics include (1) age, (2) race (ethnicity and nationality), (3) sex (gender), (4) disability, (5) sexual orientation, (6) religion or belief (including lack of belief), (7) marriage and civil partnership, (8) pregnancy and maternity, and (9) gender reassignment.

1.1 Leeds Trinity University Strategic Plan

In November 2018, in consultation and input from all staff, the University published the [Equality, Diversity and Inclusion strategy 2018-2021](#). The strategy sets out the University's vision for the next three years. To ensure the University meets the EDI objectives, six themes for action have been identified; (i) leadership, (ii) learning, teaching and student experience, (iii) staff experience, (iv) responsibilities and behaviours, (v) environment and (vi) governance. The University wishes to create an environment based on dignity and respect, in which all students and staff feel they can achieve their full potential. The University's EDI vision is to:

Create an enriched environment based on dignity and respect, in which diversity of culture, heritage and background is positively embraced at all levels and which helps us all to thrive and to realise our full potential.

In line with the EDI strategy, the [strategic plan 2018-2021](#) sets the University's ambitions and intentions for the next three years. Three broad strategic themes were identified (i) building our community and bringing about greater inclusivity, (ii) ensuring sustainability and (iii) delivering quality and impact. The University's mission is to:

Actively promote the principles of dignity, respect, social justice, equality and inclusion to support the social and economic health and wellbeing of each and every person in our University community.

Furthermore, the University developed and has substantially completed an EDI action plan. The purpose of the action plan was to identify areas that needed addressing in terms of EDI and put appropriate actions in place to support staff and students with protected

characteristics. The action plan focussed on 1) EDI strategy, 2) leadership and governance, 3) potential students, 4) current students, 5) potential and current staff, 6) learning and teaching, 7) research and 8) estates and facilities

1.2 Discrimination, Harassment, Victimisation and Bullying

Leeds Trinity University has a duty to both its staff and student body. According to The Equality Act 2010 “harassment occurs when an education provider engages in unwanted conduct which is related to a relevant protected characteristic” with the purpose of violating students or staff dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for student or staff. All individuals at Leeds Trinity University have the right to work and study in an environment which is free from discrimination, harassment, victimisation and bullying as highlighted in the [Protection of Dignity at Work and Study Policy](#).

1.3 Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion Committee (EDI) ensures the University is making and tracking its progress towards the Equality Act 2010 and the PSED requirements. The Committee is responsible for steering the strategic development of EDI including the obligatory requirements set out by the Equality Act 2010. The Committee met three times in the academic year, to review and action any EDI objectives and ensures the EDI strategy remains suitable and reactive to any change.

The EDI committee is chaired by the Director of Finance in his role as University Secretary and consists of staff across different departments, and grades including ex-officio officers, academic support, chairs of staff equality networks, trade unions, head of schools and HR. The Committee support the University’s work toward equality, diversity and inclusion, ensuring that the University is embedding good practice.

The committee has the following remit:

- to advise the Executive, the Academic Board and Board of Governors (as appropriate) on strategic issues which may impact upon the equality and diversity of opportunity for students, staff or other stakeholders;
- to advise the Executive on effective measures for the pro-active promotion, encouragement and celebration of equality and diversity amongst the Leeds Trinity community;
- to develop, or contribute to, appropriate policies which will ensure legal and regulatory compliance in the area of equality and diversity and monitor the impact of these policies; and
- to monitor and evaluate statistical data and other relevant reports with regard to equality and diversity.

2. Summary and Overview

2.1 Overview of Staff, Student and Governor Findings

Staff

The main challenge around staff diversity is with regards to ethnicity, with the proportion of BAME staff significantly below that of the population for both Leeds and the wider region. In part, and perhaps particularly with regards to professional services staff, this may reflect travel to work distances and the less ethnically diverse nature of the immediate locality around the campus. This however merely reinforces the need to be proactive in finding alternative recruitment channels which attract BAME applicants.

Ethnicity

The proportion of BAME academic staff has increased from 3.8% to 7.5% but remains 7.9% lower than the sector benchmark.

The proportion of BAME professional services staff has increased from 3.8% to 5.6% but remains 6% lower than the sector benchmark.

There is a lower turnover of BAME academic staff (9.1%) compared to white academics (11.6%), but a higher turnover of BAME support staff at 35.7% compared to 14.5% of white support staff.

Within academic recruitment, BAME applicants were 11% less likely to get shortlisted than white applicants and there were 18 BAME academics appointed in 2020.

Within support recruitment, BAME applicants were 5.2% less likely to be shortlisted than white applicants and there were 8 BAME support staff member appointed during 2018. This is a significant improvement on the previous year where BAME applicants were 21.7% less likely to be shortlisted.

Across the last three years, there has been an increase in BAME academic staff in grade 9 or above, with a significant increase between 2019 and 2020 from 3.8% to 11.1%. There has been no BAME PSS staff in grade 9 or above posts for the last three years.

Gender

In 2020, there was a higher proportion of female academic staff (52.9%) than male staff (47.1%)

Compared to 2019, there has been a decrease of 2.2% in the proportion of female academics and increase of 2.2% of male academics.

In 2020, there was a higher proportion of female PSS staff (62.6%) than male staff (37.4%)

Compared to 2019, there has been a decrease of 2.2% in the proportion of female PSS staff and increase of 2.2% of male PSS staff.

Comparing 2020 to the previous year, there is a higher proportion of female staff at Grade 9 or above in both academic (40.7% compared to 38.5%) and in support posts (40.0% compared to 36.8%).

Age

There is a small proportion of younger academics (20 – 29) of 5.9%, an increase of 2.1% compared to the previous year.

There is a 3.7% increase in younger support staff (20 – 29) and a 5.1% decrease in support staff aged between 50-59.

There continues to be a higher proportion of staff aged 50-59 at Grade 9 or above.

Disability

There is a 1.2% decrease in the number of academic staff declaring a disability since the previous year, but still a proportion is not known (13.9%). The University is 7.5% above the sector benchmark.

The number of support staff declaring a disability has remained fairly static (-0.4%).

Religion

There has been a 6.9% increase in the proportion of academic staff with no religion. All other faith categories have remained fairly static. There has been a 6.9% decrease in academic staff not declaring their religion.

Support staff have seen similar trends year on year with a 3.6% increase in no religion and a 3.4% decrease in staff not declaring their religion.

Sexual Orientation

There is a small percentage of both academic (2.7%) and support staff (3.7%) declaring that they are gay or lesbian, compared to 76.8% (Academic) and 83.4% (Support) declaring they are heterosexual.

There is also still a proportion of staff's sexual orientation that is not known (20.5% for Academics and 12.9% for Support staff) although the number of staff choosing not to declare their sexual orientation has decreased compared to the previous year.

Students

The main challenges around student diversity are with regards to ethnicity. The proportion of BAME students has increased significantly in recent years and is likely to become similar to the regional population in the near future. However, there are challenges around achievement and employability where there are significant gaps between the outcomes of BAME and non-BAME students. The University's approved Access and Participation Plan (APP) includes a commitment to an ambitious strategy to eliminate these gaps over the five years covered by the access and participation plan.

Ethnicity

- The proportion of UK applications and enrolments from BAME students is increasing and is now higher than competitor institutions. Leeds Trinity lies above the median institution for proportion of BAME enrolments.
- The offer rate and conversion to placed applicant is lower for BAME applicants than white applicants, however the offer rate of Black and Asian students increased sharply in 2019 closing the gap.
- The proportion of BAME graduates achieving 1st/2:1 awards is lower than white graduates.
- BAME graduates have worse employment outcomes after 15 months than white graduates.

Gender

- Leeds Trinity applications and enrolments are predominantly female.
- Female students consistently have a lower offer rate across 3 years; however the conversion to placed applicant is similar to male students.
- Male graduates achieve a much lower proportion of 1st/2:1 awards across all years compared to female graduates and the performance gap stands at 16% over the 3 years combined.
- Despite lower attainment, male graduates have better employment outcomes after 15 months than females.

Age

- The proportion of mature students (aged 21 or over) at Leeds Trinity is increasing; it is approaching the same proportion as competitors and in 2018/19 Leeds Trinity was at the median of all institutions.
- In 2018/19, the proportion of 1st/2:1 awards made to graduates aged under 21 increased sharply to well above students aged 21 or over. Across the sector the performance of younger students is consistently better than mature students across the 3 years.
- Across the sector mature students have better employment outcomes after 15 months. At Leeds Trinity, whilst all mature students were in some form of employment

or study, the proportion in highly skilled employment or HE study was slightly less than younger students.

Disability

- Leeds Trinity applications and enrolments from students with a disability is broadly similar to competitors and the sector.
- In 2018/19, the proportion of 1st/2:1 awards made to graduates with specific learning difficulties increased sharply and exceeded the proportion of students with no disability. Students with other disabilities have received a higher proportion of 1st/2:1 awards in each of the last 3 years.
- Employment outcomes for students with a disability are worse than students with no disability.

Religion

- Around half of applicants and enrolled students declare that they do not have a religion. The number of Muslim students applying and enrolled is increasing slightly year on year.
- The offer rate for Muslim applicants has increased sharply in 2019 (+10%) and is now comparable with students declaring other religious beliefs.

Sexual Orientation

- In 2018/19 10% of students at Leeds Trinity declared LGBTQ+ status, this has grown slightly year on year.
- There is no significant difference in the offer rate of applications based on the sexual orientation
- There are only a small number of LGBTQ+ graduates, but over the last 3 years combined the proportion achieving a 1st/2:1 is slightly lower than the proportion of Heterosexual students

Gender Identity

- Around 0.5% of students declared that their gender differs from the gender originally assigned at birth.
- There is no significant difference in the offer rate of applications based on the gender identity.

Governors

Compared with 2019-20 Board demographic profile, there has been:

- A proportionate increase of members in the 20-29 & 50-59 age bands and a decrease in 40-49 age band
- An increase in the BAME to White ratio from 11.1% to 15%
- An increase in the proportion of women on the Board from 33.3% to 38.1%
- An increase in members declaring a Christian faith (up from 52.9% to 62.6%), reduction in members from a Muslim faith background (down from 11.8% to 5%),

members declaring no religion increased from 11.8% to 15% and members preferring not to say/information refused has reduced from 28.2% to 15%

- No material change to the disability ratio (down from 5.9% in 2019-20 to 5.3%)

The Committee of University Chairs (CUC) governance code specifies that 'the governing body must promote equality and diversity throughout the institution, including in relation to its own operation'. The monitoring and compliance data in this report shows that there are challenges with regards to the diversity of the Board of Governors across many of the characteristics.

The Board's demographic profile and how it matches to the Leeds City Region demographics is key to ensuring that the Board reflects the communities it seeks to serve. The Board is therefore recommended to consider its demographic profile when recruiting and appointing Governors in line with its' specific skills needs, including actively seeking to improve recruitment approaches to enhance board diversity.

2.2 Promoting EDI at LTU – Key Achievements

During the last 12 months the University has actively engaged in promoting EDI at both structural and local level:

Race Equality Charter

The University renewed its membership with Advance HE – the body which has an oversight of and provides advice/support on equality and diversity issues across the sector. The Race Equality Charter Self-Assessment Team (RECSAT) resubmitted an application to Advance HE for the Bronze award on the 31st of July 2020. Subsequently, the University was awarded the Bronze award in November 2020 and the award is valid until February 2024.



The [race equality charter](#) aims to improve the representation, progression and success of Black, Asian, Minority Ethnic (BAME) staff and student at LTU. The RECSAT developed an action plan to address racial inequality identified at LTU and action to systematically remove them. Some of the actions which were developed and have been implemented include:

- HR have reformed the University's recruitment processes to ensure greater objectivity and established an EDI officer role within HR
- Implementation of a series of staff and student seminars and workshops that focus on race equality in HE and LTU
- Recruitment of student liaison officers to support student engagement
- Rollout of learner analytic project for all undergraduate students and foundation students to identify at risk students
- The development and premier of "Re:Tension" by Ricardo Barker which showcases the journey of a Black student navigating institutional racism, microaggressions and unconscious bias within HE.

Re:Tension

[Overview](#) [Credits](#) [Specifications](#) [Screenings / Awards](#)



Re:Tension is a short 20 minute film that follows the character Thapelo, a bright and capable university student, on a day where he is unwittingly forced to question the judgements of his tutors and peers, and delve deeper into his own actions, choices and beliefs.

Re:Tension addresses the topic of institutional racism and the gap in student retention amongst BAME (Black, Asian and Minority, Ethnic) students within British universities. The film was inspired by analysing statistical data that highlighted the unexplained dropout rate of BAME students.

The film attempts to provide an real insight into unconscious racial harassment within the Higher Education system and the micro-aggressions that often go unnoticed.

Looking ahead: Race Equality Charter

- Implementing the Race Equality Charter action plan with focus on access, retention, progress of BAME staff and Students and diversifying the curriculum.
 - Retaining BAME students and eliminating the attainment gap
 - Gathering feedback from students around the impact of Covid-19
 - Investigate race tensions in the local community and the impact of this on the day to day lives including harassment experienced due to Brexit and Covid-19 through consultation with BAME and international staff networks
 - Increasing the number of BAME academic staff and in particular BAME professional support staff
 - Increasing the progression of BAME staff to senior roles
 - Sponsor BAME staff to attend Advance HE's 'Diversifying Leadership' development programme
 - Reporting harassment/abuse and microaggressions (see below)

Harassment and Microaggressions

In support of the EDI work across the University, the University will be relaunching a formal reporting tool for harassment/abuse and a microaggression reporting tool. The formal reporting tool will allow staff and students who experience any form of harassment feel safe to report it and will be made aware that appropriate action will be taken. The microaggression reporting will allow the University to build up knowledge of microaggressions in a systematic way to identify any trends and appropriate action to be taken. The microaggression tool covers all protected characteristics and allows the University to look at intersectional barriers.

Pay Gap

Gender pay gap overview

All UK organisations with over 250 employees are required to publish their gender pay gap data on an annual basis and the data reported here shows the University's position as of 31st March 2020. On 31st March 2020, there were 532 people on the payroll within scope, comprising 327 (61.5%) females and 205 (38.5%) males. See the Leeds Trinity University website for the full Gender Pay Gap report

The **gender pay gap** is the average difference in earnings between all men and all women in an organisation, expressed as a percentage of men's earnings. It includes jobs of different sizes, levels and contract types and compares the pay of all men with all women across the University.

- The information below shows that on average, men earn 12.2% more across the University than women, down from 13.3% in 2019 whilst the median pay gap stands at 16.9% down from 21.0% in 2019.
- The mean pay gap is 1% higher than the Post 92 benchmark and 5.8% higher than the median Post 92 benchmark.
- The average hourly rate for male staff has increased at a lower rate than for female staff.

- The decrease to the median pay gap can be attributed in part to an increase in the proportion of female Visiting Lecturers paid in March from 50% in 2019 to 57.1% in 2020, although this is still a lot lower than the 86.7% in 2017 when the median rate was 11.5%.

Leeds Trinity University Gender Pay Gap as at 31 st March 2020 with comparison back to 31 st March 2017					
		2017	2018	2019	2020
Mean Pay Gap		13.7%	10.8%	13.3%	12.2%
Median pay Gap		11.5%	20.9%	21.0%	16.9%
Average Hourly Rate	Men	£20.60	£19.06	£20.51	£20.89
	Women	£17.78	£17.00	£17.77	£18.85

Benchmark – HE Sector (UCEA 2019 published figures)			
MEAN (Pre 92)	MEAN (Post 92)	MEDIAN (Pre 92)	MEDIAN (Post 92)
18.8	11.2	14.0%	11.1%

Ethnicity pay gap

- The information below shows that on average, those who declare their ethnicity as White earn 20.6% more across the University than those who declare their ethnicity as BAME whilst the median ethnicity pay gap stands at 29.1%.
- The average hourly rate for those who declare their ethnicity as White is £19.64 compared to those who declare their ethnicity as BAME of £15.59.
- 14 out of 47 BAME staff (30.0%) are in the upper middle quartile and 5 (10.6%) in the top quartile.
- This means 59.4% of BAME staff are in the lowest two quartiles with 46.7% of these in the lower quartile. It should be noted 81.8% of those in the lower quartile are casual support staff.

Leeds Trinity University Ethnicity Gap as at 31 st March 2020		
		2020
Mean Pay Gap		20.6%
Median pay Gap		29.1%
Average Hourly Rate	White	£19.64
	BAME	£15.59

Actions taken to address pay gap

In support of the University's commitment to reducing the pay gap, the University launched an action plan in September 2019 and the below are some of the actions taken:

- Undertaken an in-depth Equal Pay Audit
- Sponsored places on the Advance HE Aurora programme in 2019 and have just committed to the 2020/21 cohort starting in February 2021
- For the first time funding two places on Advance HE's Diversifying Leadership programme starting on 26th January 2021, one each for both Professional Services and Academic staff. The Diversifying Leadership programme is designed to support early-career academics and professional services staff from Black, Asian and Minority Ethnic backgrounds who are about to take their first steps into a leadership role. It explores themes of power and influence, demystifying leadership, cultural identity and cultural capital, increasing your visibility and authentic leadership and features leadership stories from high-profile HE leaders.
- Updated HR recruitment guidance to request a gender-balanced shortlist whenever search and selection agencies are used.
- Roll out Unconscious Bias training for all

Staff Networks

The **Women's** network has two new co-chairs and in the last 12 months the Women's network has engaged in the following activities:

- Continued work on addressing the Gender Pay Gap
- A review of a detailed Equal Pay Audit
- Regular monthly meetings – which moved to Microsoft Teams over the lockdown/summer period

Women's network future plans include:

- Working with the EDI committee to establish a policy for menopause which will be supplemented by awareness building activities for staff
- Discussions around career pathways for Women at LTU into senior leadership
- Activity to encourage an increase in participation and attendance from women across LTU at network meetings
- Holding open meetings to allow for wider LTU staff members to attend network meetings

In the last 12 months the **Disability+** network has engaged in the following activities:

- Network met six times, including twice online over the lockdown/summer period.
- Average attendance (on campus) was 15, drawn from academic, professional services and support staff.
- Participation in Campus Disability audit processes and comments/feedback provided on resulting action plan in relation to signage/wayfinding, access points and provision of specialist facilities for disabled staff.
- Continued engagement with Leeds Mindful Employer, including delivery of and input into of meetings.
- Representation of disability issues at the University's EDI committee.

- Liaison with HR around issues raised by members in connection with workload, access to work arrangements, availability of counselling services to staff. Clarification and dissemination of same.
- Discussions with HR about mechanism to improve number of applications from persons with a disability.
- Establishment of A Network Microsoft Team and online chat facility over initial lockdown period - matters relating to isolation and anxiety resulting chiefly from the shutdown of campus were raised by several members of the network and a number of individual issues were raised by Chairs directly with the appropriate work stream coordinators.

“The ‘disability +’ network provides a forum and a safe space for the exchange of views, experiences and challenges faced by members of staff from across all areas of activity in the University. Network meetings are held twice each term and are open to all staff with an interest in disability issues, including those who consider themselves to have a disability, those responsible for managing staff with a disability and others with an interest in disability matters. Meetings have no fixed agenda, although occasionally speakers are invited to contribute on specific issues raised with the joint Chairs by the network community. University colleagues with particular role responsibilities which impact on the experience of staff with disabilities are also sometimes invited to update the network or comment on specific issues raised in previous meetings.

Meetings are generally very well attended. The network adopts the widest possible definition of disability, both physical and hidden, including mental health and wellbeing. Recent areas of focus have included; campus access and signage issues, concerns around the mental health effects of recent restructuring, a discussion around provision for staff with learning needs and action to improve referral processes for workplace adjustments. The co-chairs are currently Andy Gilliland and James Jackson, both of whom have a physical disability with is relevant to their experience of working life.” – Andrew Gilliland Disability+ Co-Network Chair

In the last 12 months the **LGBT+** network has engaged in the following activities:

- Video message of support from VC Professor Margaret House for LGBT+ Staff members during Pride Month.
- Supported PhD research into gender and inequality studies in university environments.
- Supported a Stonewall ‘rainbow laces’ event with LTSU.
- Numerous articles and blog pieces from network members for Pride Month
- Network Chair delivered various LGBT+ awareness sessions to Level 4, 5 and 6 CYPF students as part of their Ethics module; and received excellent feedback noting the positive impact it would have on their careers going forward.
- Re-ordered more rainbow lanyards due to increasing demand amongst staff.
- Chair attended various external LGBT+ networking events as a result of LGBT+ FE/HE Network of Networks membership
- Additional LGBT+ focussed speakers booked for AY20-21 Journalism and Media Week line-up

- Gender Identity Awareness training confirmed and made available to all staff members
- Continued presence on social media through LGBT+ Staff Network Twitter page
- Collaborated with colleagues in Student Administration and Information Systems to develop a process to support trans and non-binary students in changing names/preferred pronouns in everyday communication

LGBT+ network future plans include:

- Continue to support all network members and increase overall LGBT+ visibility for Leeds Trinity University (online focus due to remote work/study)
- Implement name change policy
- Continued delivery of gender identity awareness sessions for staff
- Establish relationship with Leadership Network link – Professor Charles Egbu
- Ensure widespread engagement with auspicious dates in the calendar i.e. Pride Month
- Adapt and respond to the changing landscape of the new normal
- Roll out rainbow lanyards for students (optional) and investigate establishing pin badge ally scheme

“It has been an interesting year of developments and challenges as the network and wider university have managed the ongoing impact of the pandemic. In the LGBT+ Staff Network, we have celebrated some great successes over the last year and continue to slowly grow our numbers and reach. As chair, I’m excited to see how we can continue to maintain visibility for LGBT+ groups in a more digital setting and explore further opportunities to contribute to the brand identity of the university through upholding strategic values of diversity and inclusion”. – Christopher Hulme

LGBT+ Network Chair

The last 12 months the **BAME network** has engaged in the following activities:

- Welcomed new staff to the network group in the last few months which is a really positive move forward in terms of diversifying the staffing body.
- Consulted more widely on the University’s position on challenging racism
- The University was honoured to have Joe Williams attend to deliver his African Stories in Yorkshire sessions for black history month celebrations.
- The BAME network are contacted regularly by HR to request representation on interview panels where there is a BAME candidate.
- Development work is currently taking place on the microaggressions capture tool and with the EDI officer leading on this
- Weekly drop-in sessions to support students during Covid-19 where they can talk about any racial discrimination issues, questions/concerns about racism through teams every Monday 1-2pm.
- The coaching and mentoring matching process has been set up by HR which will enable some BAME staff to be matched with a coach or mentor through the BAME staff network. This is great move forwards for supporting staff development and sense of belonging and hopefully progression.

BAME network future plans include:

- Formulate a response in respect of the Black Lives Matter movements and LTU's commitment to eradicating racial discrimination and the clearly defined actions the University are taking.
- Joe Williams has been nominated for a Fellowship from LTU and the ceremony has been postponed until July 2021.
- The Advance HE leadership training course is open for applications for at least two staff from professional support services and academic services (One from each). This is a really positive step forward in terms of developing and progressing BAME staff. The course starts in January 2021.
- Identifying ways to encourage students to drop into weekly drop-in sessions mentioned above these. This will involve an anonymous posting box to gain feedback. Ethics clearance is being sought for this through the ethics application being submitted.

In the last 12 months the **International network** has engaged in the following activities:

- The International Staff Network is now well established and running regularly, providing a support space for staff from international backgrounds, where ideas around teaching, research and admin are freely discussed and constructive proposals are formulated
- Published a [blog post](#) on the LTU website to share personal experiences of COVID-19 as internationals, with the aim of shedding light on the specific issues lived by internationals during these unprecedented times, and to encourage others to reach out and connect.
- Established a connection with the BAME network, to work more closely together.
- Established international representation on the Race Equality Self-Assessment Team

International network future plans include:

- Having some input into the new University Strategy
- Informing actions related to the international franchises
- Looking for international accreditations that LTU could aim to apply for
- Contributing to a university wide on-line pedagogy seminar (with the international perspective)
- Establishing a research hub for best practices in international research collaborations
- Establishing links with the International Staff Networks of other universities in the area.

"The International Staff Network is a place for International staff members to relate to each other, find support and promote the internationalisation of LTU" – Laura De Pretto (Co-Chair)

Student Union (SU)

The SU ran a number of activities for staff and students with protected characteristics, including:

- Promoted Inspiring black figures as part of BHM which has been really well received
- Vice president attended an NUS conference regarding decolonisation of the curriculum as it was featured within his sustainability summit
- Most diverse council to date with 4 BAME part-time elected officers.
- running virtual events alongside the university (LTUnity) for interfaith week
- Organised with MESMAC to deliver LGBT+ language and representation training for the entire SU staff team.
- The sustainability and women's officers are currently working on new campaigns around menstruation and sustainability.
- A new campaign is about to begin under the disabilities officer to give LTU students sunflower lanyards if they have a disability and wish to wear one.

As President of the Students' Union I'm very fortunate to be a part of such an integral committee. Equality, Diversity and Inclusion are all a part of our charitable aims and core values at Leeds Trinity SU and we take great pride in working collaboratively with the University to uphold these. EDI gives myself and the SU team the opportunity to review our own policies and work to make sure that we cater for, and support as many students as possible. I look forward to the continued work on EDI this year and would like to thank everybody present for the work completed so far. – Chelsey Grooby (SU President)

Policy and Objectives

A number of policies/strategies have been published within the last 12 months including:

- Career development framework (Pathways) for academic staff to provide a clear framework for professional development were formally agreed and implemented in July 2020
- Policy on Accelerated Progression through the paycales to support academic staff progression; external, BAME panel member to take part in decision-making.
- Learning and Development Strategy 2020/21 has as one of its three themes, the need to provide positive action training, through PATH trainees, BAME and Inclusive mentoring opportunities
- The [EDI policy](#) was refreshed in 2019 and highlights the University's commitment to ensuring an inclusive and diverse community of students, apprentices, staff and partners that is enriched by that diversity and in which everyone is valued
- The Name Change policy was approved in Summer 2020 which highlights the University's support to trans and non-binary students in changing their preferred name, preferred title and preferred gender

3. Recommendations

Staff Profile

The University will be utilising PATH traineeships for entry-level Professional Support roles during the forthcoming year; these provide work-based training for members of BAME communities, which aim to help BAME trainees to access permanent work opportunities.

HR are currently undertaking a review of recruitment practices more generally, which will include taking steps to make processes as inclusive as possible.

A review of career development and progression for Professional Services staff is due to be undertaken during 2021.

Financial planning and preparing for retirement workshops will also be continuing to encourage staff to consider phased retirement where this is of interest.

A continued focus on the REC Action Plan will help to keep Race Equality front of mind with actions and clear outcomes focused around staff and students over the coming 3 years.

The Gender Pay gap action plan includes the funding of places on Advance HE's Aurora programme and supporting career development opportunities targeted at women.

There will be continued training opportunities for all staff on subjects such as Gender Identity Awareness, Unconscious Bias and Inclusive Leadership.

A diversity calendar of events has been agreed for the 2020/21 academic year with a communication on key events and celebrations in fortnightly staff newsletters. The aim of this is to raise awareness and evoke meaningful conversations about difference.

The University is continuing to encourage all staff and new starters to ensure that all diversity monitoring data is completed and up to date.

Progression through recruitment

There is an ongoing focus to ensure that shortlisting and interview panels are diverse with updated guidance being issued to panel chairs with a reminder that Staff Equality Network Chairs can be approached should panel members be needed

Mandatory online Unconscious Bias training for all staff with supplementary workshops covering Unconscious Bias and Inclusive Leadership will encourage staff to be mindful of potential biases that could occur in the recruitment process.

R&S training for Chairs and panel members is currently being updated and will be made available to all panel chairs virtually.

A review of the recruitment process is currently underway to ensure that each stage is efficient and inclusive.

In addition, the implementation of PATH traineeships (mentioned above) during 2021 should enable us to see longer term improvements in these figures.

Staff turnover

The high proportion of staff choosing not to declare their diversity data makes it difficult to draw any firm conclusions. In 2021, the university will be working on a campaign to encourage more staff to share their data.

The exit process has been updated to give any staff leavers the option of an exit interview with the EDI Officer. Plans are being discussed to open this out to Staff Network Chairs in 2021.

Staff Sickness due to mental health

There has been an increase across the board in 2020 of staff sickness due to mental health. It would be remiss to not reference the likely impact of the Covid-19 pandemic on the wellbeing and mental health of staff over the last 12 months.

The University already has a number of measures in place to support staff experiencing mental health concerns including proactive case management, mental health awareness training, a network of mental health first aiders and signing up to the Mindful Employer Charter.

This has been supplemented in 2020 by the introduction of Trinity Wellbeing - a peer network established to support the physical and mental health and wellbeing of our staff.

The Performing and Developing processes for 2020 highlighted the importance of discussions on health and well-being and the need for a more “light touch” discussion on meeting targets and objectives. This was in recognition of additional workloads and external pressures caused by Covid.

The University launched a Thrive app via its Employee Assistance programme during 2020; it is an NHS-recognised Cognitive Behavioural Therapy (CBT) app, which supports people to take a proactive approach to the management of their mental health.

Students

The recommendation for students access and success are highlighted in the University's [access and the participation plan 2021-2025](#).

Clear priorities have been identified for BAME groups as the greatest inequality of outcome is observed for BAME students when benchmarked against the University population throughout the whole student life cycle and it is this group that the University will concentrate its resources on over the life time of the access and participation plan. To address this challenge, the University commits to an ambitious strategy which will target resources to eliminate the gap at every stage in the student life cycle by the end of this plan. In addition, working in partnership through Go Higher West Yorkshire (GHWY), the University aims improve access, success and progression of under-represented groups across the University's local area.

Access

- To support recruitment from BAME communities the University commits to investing in a new role on a pilot basis to intensively work with schools with high BAME populations as well as faith and community groups. The aim is to raise aspiration and increase applications to university.
- As part of the plan, the University will review the Schools Relationship Strategy to focus on deepening partnerships with schools in the locality with high concentrations of BAME students to encourage engagement with HE recruitment activities and application to university.
- Analysis of UCAS data on offer rates by ethnicity shows that BAME applicants have a lower proportion of applications leading to offers. The University commits to undertake further research to understand the root causes of this to enable the University to identify the changes required to its admissions and recruitment practices to support applications from BAME applicants.
- Offering a Foundation Year as a means of entry to HE for students who require additional input before starting at Level four.

Success and Progression

Measures which will support addressing the attainment gap for BAME and low socio-economic background students over the lifecycle of this plan are expected to include the following (although this will be subject to review and development as part of the annual monitoring process which is designed to ensure all teams regularly analyse data, address issues and evaluate outcomes):

- The use of early assessment in Level four (within first month of study) to develop student confidence, provide early feedback on how to improve performance and to target help at those students who need it.
- The introduction (from September 2019) of an optional skills module to provide additional support to students identified as potentially struggling with the transition to higher education.
- The use of exam panel data to identify students at risk and students on classification borderlines, followed by personal tutor support using the University's degree

calculator, to help students develop strategies to target individual marks and overall attainment improvements.

- A flexible approach to assessment, allowing students to negotiate their own assessment method, enabling them to play to their own strengths and interests while still achieving learning outcomes and developing graduate attributes.
- The use of increased personal tutoring hours at all levels to support attainment by engaging with students on their feedback and performance on a one-to-one basis.
- Work to internationalise the curriculum and use a greater range of diverse speakers and mentors.
- The University understands the financial challenges faced by those from disadvantaged backgrounds and the Leeds Trinity Bursary, a £1,000 cash award is awarded in the second year of the course to all eligible students with a household income of £25,000 or less. The decision to make the award in the second year of degree level studies rather than year one was made in consultation with student representatives that identified year two is often a more difficult year financially as students move out of halls and off campus and can incur a higher level of costs relative to year one. The bursary scheme is administered automatically, and students do not need to make a separate application.

Governors

The Committee of University Chairs (CUC) governance code specifies that ‘the governing body must promote equality and diversity throughout the institution, including in relation to its own operation’. The monitoring and compliance data in this report shows that there are challenges with regards to the diversity of the Board of Governors across many of the characteristics.

The Board’s demographic profile and how it matches to the Leeds City Region demographics is key to ensuring that the Board reflects the communities it seeks to serve. The Board is therefore recommended to consider its demographic profile when recruiting and appointing Governors in line with its’ specific skills needs, including actively seeking to improve recruitment approaches to enhance board diversity.