

## Annual Equality, Diversity and Inclusion Report 2022

### Note for publication

This report was considered by the People Committee on 25 May 2023, and subsequently by Board of Governors on 13 July 2023. For the purposes of publication, personal data in this report were then redacted in line with HESA standard rounding methodology (with the exception of gender data of Board of Governors membership).

## 1. Introduction

- 1.1. The Annual Report on Equality, Diversity and Inclusion provides a broad overview of progress on equality and diversity, and specifically on the achievement of our equality objectives during the calendar year 2022.
- 1.2. This Annual Report sets out the external and institutional context for equality and diversity, reflects on student and staff diversity data and reports against key equality objectives. It helps to ensure the University's compliance with the Public Sector Equality Duty.
- 1.3 Data is provided on the website and in appendices to this report.
- 1.4 Key achievements in 2022:
  - Awarded bronze for Athena SWAN Charter and Race Equality Charter.
  - Joint winner of the Levelling Up Universities Award for 'achieving equality through diversity and inclusion'.
  - Strengthened Equality, Diversity and Inclusion (EDI) arrangements in Academic Board committees by introducing equality objectives for each committee and co-opting members from under-represented groups.

## 2. Board of Governor's responsibilities for equality and diversity

- 2.1. The Committee of University Chairs [Higher Education Code of Governance](#)<sup>1</sup> sets out the expectations of governing bodies "to promote and develop a positive culture which supports ethical behaviour and equal, diverse and inclusive practices across the institution, including in the Board of Governors' own operation and composition".
- 2.2. In 2022, the gender and ethnic diversity of the Board of Governors grew. We acknowledge that ongoing effort is required to ensure the Board of Governors is representative of the wider society, and the Board has identified representation of younger people as one priority in future recruitment rounds.
- 2.3. Governing bodies need to review and report on the institution's approach to equality, inclusivity and diversity. In 2022, the Board of Governors discharged this function in a number of ways, including:
  - The main focus of the Board of Governors' Discussion Day in May 2022 was Equality, Diversity and Inclusion.

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<sup>1</sup> Committee of University Chairs (2020) Higher Education Code of Governance. Available at: <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>

- People Committee considered the Annual Equality, Diversity and Inclusion Report 2021 (PC.21.03.23) before this was presented to Board of Governors (GB.21.03.47).
- Foundation Committee received a presentation on Supporting Trans and Non-Binary Staff and Students (FC.21.02.06)<sup>2</sup> and considered the annual report on student demographic data – religion and belief (FC.21.02.07).
- Progress towards equality objectives was integrated into the Vice Chancellor's strategic updates to Board of Governors and the Annual People and Culture Strategy Report for People Committee (PC.22.02.12).

### 3. Academic governance

3.1. To strengthen equality, diversity and inclusion in academic governance, in 2022 Academic Board undertook the following steps:

- Co-opted membership to its committees was created with the aim to address under-representation of Black, Asian and Minority Ethnic groups and LGB groups. Championing diversity and reflecting the needs of diverse communities remains the responsibility of all members of the Academic Board Committees.
- Each committee set three equality objectives and will report progress to Academic Board annually. From 2024, the annual EDI report will include this information.

### 4. Legislative and policy developments in 2022

4.1. In 2021, the Office for Students (OfS) introduced a statement of expectations for universities to address harassment and sexual misconduct; work to deliver against this statement at YSJ continued in 2022.

4.2. The Higher Education (Freedom of Speech) Bill continued to be debated during 2022. This is likely to have an impact on the University's approach to protecting freedom of speech and safeguarding individuals from harassment. We remain committed to fostering a learning and work environment which encourages and enables diverse views, values and perspectives to be expressed, and that opposes and stands up to all forms of prejudice, discrimination and harassment.

### 5. Diversity monitoring

5.1. In line with the specific equality duties, details of student and staff diversity profiles are published on the [website](#).

5.2. Reflections on the staff data include:

- High disclosure rates which are above the national sector benchmarks against all reported protected characteristics.
- A small increase (2.1%) in the percentage of Black, Asian and Minority Ethnic staff. 51.6% of staff at the London Campus are Black, Asian and Minority Ethnic; the figure at the York Campus is 6.7%. Black, Asian and Minority Ethnic staff now represent 13.8% of the academic community. At 4.9%, representation of Black, Asian and Minority Ethnic professional and support staff in York is

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<sup>2</sup> Centre for Religion in Society (2019) *Chaplaincy support for trans and non-binary students and staff in Anglican Foundation universities*. York St John University. Available from [here](#)

below the local population (7.3%) and the population at the University of York (15.9% at 31.12.21). The Race Equality Charter Action Plan sets out steps to address any barriers in recruitment and retention.

- The proportion of disabled staff has remained stable (9.5%, up from 9.2%) while the representation of LGB+ staff has decreased from 9.2% to 8.2%. Both compare positively against the national benchmark (disability: 5.5%, LGB+: 7.1%). We renewed the Disability Confident Employer accreditation and the Mindful Employer Charter in 2022.
- The gender balance is positive overall. Occupational segregation data in ancillary roles have deteriorated as the ancillary staff is mainly female. More information is provided in the Gender Pay Gap report (PC.22.03.25).
- 10.2% of our staff have a non-UK nationality, up from 7.0%.
- The proportion of Muslim staff has increased (from 0.6% to 1.6%) while the proportion of staff with no religion has decreased from 56.3% to 49.7%.
- Our conversion rates to appointment for disabled, female and LGB applicants are good. We are attracting a high number of under-represented applicants and they are being progressed through to appointment stage.
- Our conversion rates to appointment need further focus with a reduction in Black, Asian and Minority Ethnic applicants at both shortlisting and appointment stages. During the Race Equality Charter Self-Assessment, we identified some barriers in the recruitment process, particularly around the capability of some recruiting managers and the lack of transparent recruitment records being maintained on decision-making. The Race Equality Charter Action Plan sets out robust measures to address these barriers and to improve fairness and transparency of the recruitment process.

5.3. Reflections on the student data include:

- High disclosure rates which are above the national sector benchmarks against all reported protected characteristics.
- A slight increase in the percentage of UK domiciled Black, Asian and Minority Ethnic students (from 6.8% to 7.3%).
- A small increase in the percentage of students identifying as LGB+ (from 16% to 17.9%).
- Challenges in drawing comparisons year on year as HESA no longer collects ethnicity and religion data for non-UK domiciled students.

## **6. Progress on equality objectives**

Remove gaps in access, attainment and progress outcomes in line with our Access and Participation Plan 2020-2025

6.1. York St John University was the joint winner of the Levelling Up Universities Award for “achieving equality through diversity and inclusion”. This was due to more than 60% of our students coming from underrepresented backgrounds and for our personalised, one-to-one support from application to graduation. A key driver for this is our contextual award scheme. This scheme was also commended by the Race Equality Charter Assessment Panel.

6.2. In 2021/22 we continued to have a positive awarding gap for disabled students while access for mature students remains on target. The increase in the ethnicity degree

awarding gap for UK domiciled students to 20% is a major concern while progression for Black, Asian and Minority Ethnic students remains below target. These remain areas of key focus for the University's access and participation work.

- 6.3. To strengthen the work on eliminating awarding and progression gaps, we appointed a Programme Manager (Access, Attainment and Progression) from August 2022.
- 6.4. Equality and inclusion are key strands in the Learning, Teaching and Student Excellence (LTSE) Strategy Action Plan – in particular, relevant Race Equality Charter actions have been captured. This provides an effective accountability mechanism through the Education Committee and the Academic Board.

Eliminate the gender pay gap (GPG) and Black, Asian and Minority Ethnic pay gap (2026 staging targets: 5% mean and median GPG, retain zero gap for ethnicity)

- 6.5. The University publishes its annual Gender Pay Gap (GPG) report as per external requirements. People Committee considers the report on a two-year cycle (PC.22.03.25).
- 6.6. At 31 March 2022, we had a mean gender pay gap of 11.4% (up from 4.9%) and median gender pay gap of 16.3%, up from 12.1%. Further detail is provided in the GPG report (PC.22.03.25). The Athena SWAN Action Plan sets out the steps we undertake to address the gender pay gap. Priority areas include developing women-friendly policies and supporting career progression via research pathways.

## **7. Strategic initiatives during 2022**

- 7.1. The University operates under a collaborative structure to deliver against equality objectives and meet the requirements of the (OfS and public sector Equality Duty). This means that colleagues have specific remits to promote equality and diversity. For example, under the Race Equality Charter and the Athena SWAN Action Plans, responsibilities have been allocated across the University. Additionally, colleagues from across the YSJ community collaborate on projects such as the Inclusive Education Framework.
- 7.2. Our staff networks are autonomous groups run by, and for, staff. In 2022, they have provided constructive comment on policies, supported Executive Board recruitment and supported the delivery of academic promotions workshops. They have organised a range of activities. This included helping to coordinate our involvement with York Pride, for which YSJ is a major sponsor.

### Inclusive Education Framework

- 7.3. YSJ is one of seven project partners on a QAA Collaborative Enhancement Project led by the University of Hull. The project is based around re-developing Hull's established Inclusive Educational Framework and creating a toolkit to help support its potential adoption and implementation across a broader range of universities. The Framework will be launched in Spring 2023.

## Athena SWAN Charter

- 7.4. On International Women's Day, we were delighted to receive our first institutional Athena SWAN bronze award. The PVC: Research & International sponsors Athena SWAN and chairs the project board. Two female members of academic staff act as institutional co-leads and chair the project implementation team which brings together representatives from each School and relevant services. The [Athena SWAN webpage](#) brings together the work we do to advance gender equality.
- 7.5. In the light of our commitment to advance gender equality, we introduced a Student Maternity, Paternity, Adoption and Parental Leave Policy and a Student Breastfeeding Policy.

## Race Equality Charter

- 7.6. Following our submission in July 2022, we were awarded a bronze in November 2022. We have a robust five-year plan of action which we started to implement in September 2022. The PVC: Education sponsors the Race Equality Charter and has appointed co-chairs of the REC team to oversee the implementation. To enhance transparency and accountability, the submission and the action plan is posted [on our website](#).
- 7.7. Human Resources and Organisational Development (HROD)-related actions from the Athena SWAN and the Race Equality Charter have been integrated in University action plans in order to strengthen institutional oversight. The refreshed People and Culture Strategy Action Plan (PC.22.02.12b) includes actions for 2023/24, e.g., the development of the aforementioned toolkit and a review the current reporting mechanisms for race discrimination claims by employees to inform future options.
- 7.8. The Learning, Teaching and Student Experience (LTSE) Strategy Action Plan helped establish a working group on anti-racist pedagogy and decolonised curriculum, and will report to Academic Board via the Education Committee.
- 7.9. We have worked with Advance HE to deliver a programme in 2023 to enable the Executive Board and the Strategic Leadership Team to lead EDI across the University, with a specific focus on anti-racism.

## **8. Outlook on 2023**

- Strengthen EDI learning and development with a particular focus on race equality and transgender awareness.
- Expand policy framework to support women and families: breastfeeding, menopause and enhanced leave for parents, grandparents and carers.
- Implement the Inclusive Education Framework to improve the educational experience of under-represented student groups.
- Introduce a new approach to staff surveys to enhance our capacity to capture equality issues in the workforce.
- Appoint EDI leads in the School of the Arts, London Campus, and in the School of Science, Technology and Health.

## Appendix – Diversity monitoring statistics

As per the Public Sector Equality Duty, we have published our [diversity monitoring information](#). In addition, the following data tables are provided:

### Demographic profile of YSJ Board of Governors from 2020/21 to 2022/23 compared against UKHE sector 2020/21<sup>3</sup>

Category	Subcategory	YSJ 2020/21		YSJ 2021/22		YSJ 2022/23		UKHE 2021/22
		N	↓%	N	↓%	N	↓%	↓%
Sex	Female	4	26.7%	6	37.5%	7	43.8%	42.4%
	Male	11	73.3%	10	62.5%	9	56.3%	56.8%
	Other	0	0.0%	0	0.0%	0	0.0%	0.8%
	<b>Total</b>	<b>15</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>	<b>16</b>	<b>100.1%</b>	<b>100.0%</b>
Ethnicity	BAME	1	6.7%	4	25.0%	5	31.3%	12.2%
	White	14	93.3%	12	75.0%	11	68.8%	87.8%
	<b>Total</b>	<b>15</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>	<b>16</b>	<b>100.1%</b>	<b>100.0%</b>

### Disclosure rates of YSJ staff at 1.11.19 – 1.11.22 by protected characteristic and showing national benchmark and RAG rating

Prot. characteristic	1.11.19	1.11.20	1.11.21	1.11.22	UKHE
Disability	98.0%	97.6%	96.3%	96.0%	Unavail.
Ethnicity	97.3%	96.8%	94.9%	94.2%	93.1%
Religion	90.6%	90.3%	88.4%	87.6%	61.0%
Sexual orientation	87.9%	87.9%	86.2%	85.1%	60.7%
Trans identity	96.0%	95.2%	99.2%	59.1%	57.0%

#### Notes:

- Non-disclosure covers both 'prefer not to say' and 'left blank'.
- Disclosure rate Disability not published in Advance HE statistical report
- Disclosure rate Ethnicity is approximate.
- Disclosure rates of religion and belief, sexual orientation and trans status in institutions returning data characteristics (Advance HE 2022<sup>4</sup>).

<sup>3</sup> Advance HE (2022) Diversity of governors in higher education. Available at: <https://www.advance-he.ac.uk/knowledge-hub/diversity-governors-higher-education-2022>

<sup>4</sup> Advance HE: Equality in higher education: statistical report 2022

**Headcount YSJ staff on York and London Campus as at 1 November 2021 presented by gender and ethnicity**

Prot. characteristic	Category	London			York			All	
		n	%↓	%→	n	%↓	%→	n	%↓
<b>Sex</b>	Female	18	58.1%	3.0%	592	59.4%	97.0%	610	59.3%
	Male	13	41.9%	3.1%	405	40.6%	96.9%	418	40.7%
<b>Ethnicity</b>	BAME	16	51.6%	19.3%	67	6.7%	80.7%	83	8.1%
	White	11	35.5%	1.2%	874	87.7%	98.8%	885	86.1%
	Ethnicity unknown	4	12.9%	6.7%	56	5.6%	93.3%	60	5.8%
<b>Total</b>	Total	31	100.0%	3.0%	997	100.0%	97.0%	1028	100.0%

**Headcount YSJ staff for each staff category as at 1 November 2022 presented by protected characteristic and showing RAG rating**

Staff category	n		%→		n	
<b>Disability</b>	<b>Disabled</b>		<b>Non-disabled</b>		<b>Unknown</b>	
<b>Academic</b>	29	7.8%	326	88.1%	15	4.1%
<b>Professional and Support</b>	69	10.5%	561	85.5%	26	4.0%
<b>Ethnicity</b>	<b>BAME</b>		<b>White</b>		<b>Unknown</b>	
<b>Academic</b>	51	13.8%	299	80.8%	20	5.4%
<b>Professional and Support</b>	32	4.9%	585	89.2%	39	5.9%
<b>Sex</b>	<b>Female</b>		<b>Male</b>		<b>Unknown</b>	
<b>Academic</b>	194	52.4%	176	47.6%	0	0.0% <sup>x</sup>
<b>Professional and Support</b>	416	63.4%	240	36.6%	0	0.0%

**Note:** Executive Board is included with Professional and Support staff.

**Appointments, interviews and appointments 2021/22 presented by ethnicity and staff category (academic/professional and support staff)**

<b>Staff category</b>	<b>All applicants</b>		<b>Shortlisted</b>		<b>Offer accepted</b>	
	n	%↓	n	%↓	n	%↓
<b>All staff</b>						
BAME	813	28.8%	154	22.2%	62	14.7%
White	1877	66.4%	519	74.8%	312	74.1%
Not known	135	4.8%	21	3.0%	47	11.2%
<b>Total</b>	<b>2,825</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>421</b>	<b>100.0%</b>
<b>Academic staff</b>	n	%↓	n	%v	n	%↓
BAME	478	50.2%	99	42.7%	43	30.3%
White	434	45.5%	124	53.4%	95	66.9%
Not known	41	4.3%	9	3.9%	4	2.8%
<b>Total</b>	<b>953</b>	<b>100.0%</b>	<b>232</b>	<b>100.0%</b>	<b>142</b>	<b>100.0%</b>
<b>Prof. and support staff</b>	n	%↓	n	%↓	n	%↓
BAME	335	17.9%	55	11.9%	19	6.8%
White	1,444	77.1%	395	85.5%	217	77.8%
Not known	94	5.0%	12	2.6%	43	15.4%
<b>Total</b>	<b>1,870</b>	<b>100.0%</b>	<b>462</b>	<b>100.0%</b>	<b>279</b>	<b>100.0%</b>