



Equality, Diversity and Inclusion Report

2017/18

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Introduction

At Leeds Arts University we strive to promote equality, diversity and inclusion for our students and staff. We work collaboratively with our creative students and Students' Union to ensure that we create an environment where all have the opportunity to reach their full potential.

This report provides an overview of our student and staff community. It includes student demographic data for age, ethnic origin/diversity, disability, sexuality and gender identity, religion and belief, along with staff data according to protected characteristics. It also describes some of the stories and initiatives that were part of promoting equality, diversity and inclusion during the year.

We look forward to continuing this important work in order to continue to encourage equality, diversity and inclusivity within our collaborative and creative community.

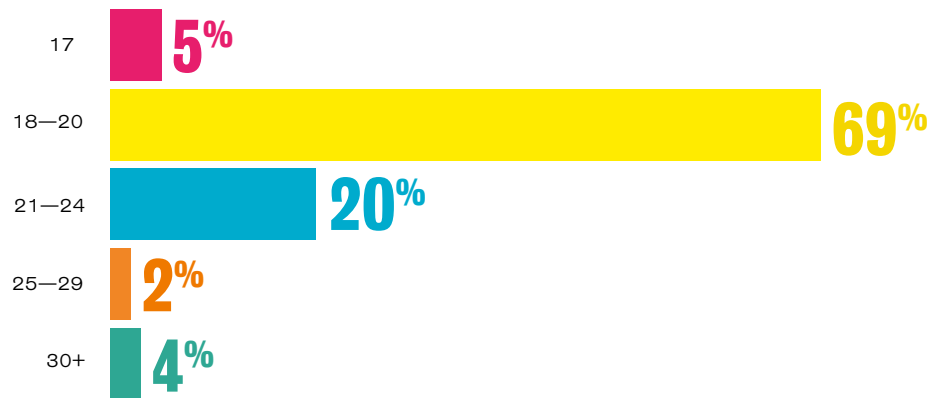
Dave Russell

Pro-Vice-Chancellor Student Experience and Resources

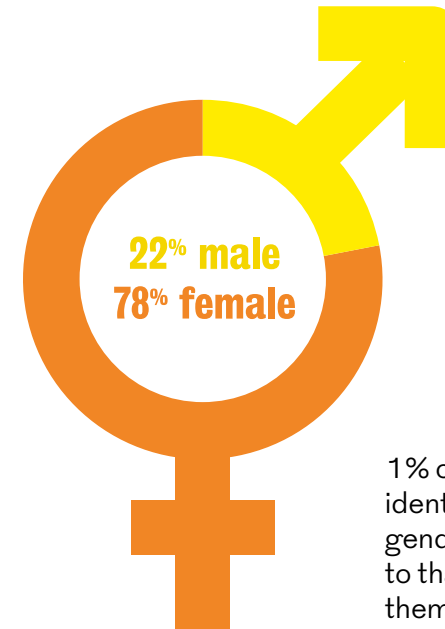


About our students*

Age



Gender



1% of students identify with a gender different to that assigned to them at birth.

Promoting the arts as sustainable careers for under-represented groups remains key to our activities over the coming year.



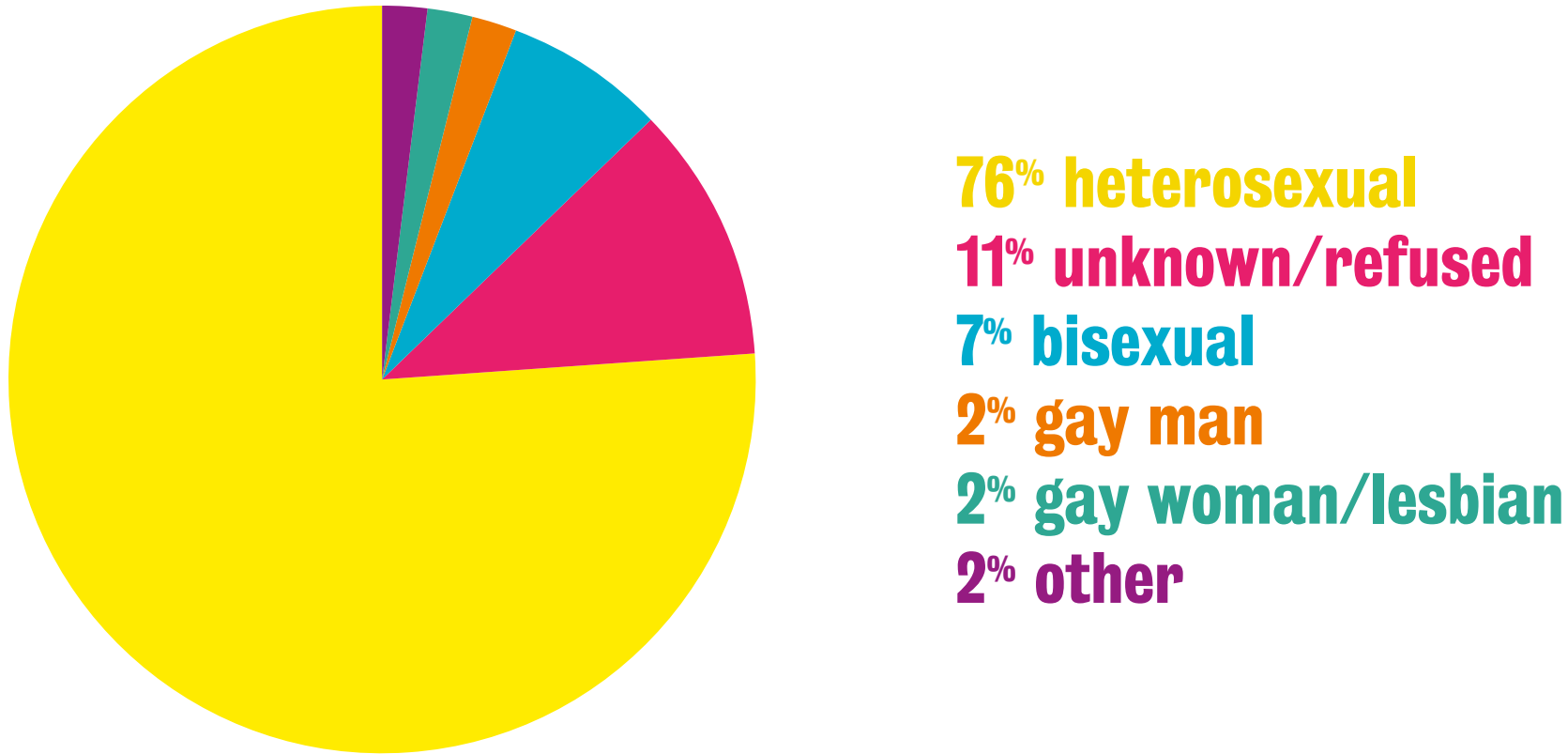
Ethnic origin

86% white
11% BME
3% unknown/refused

*Data relates to all students.

Sexual orientation*

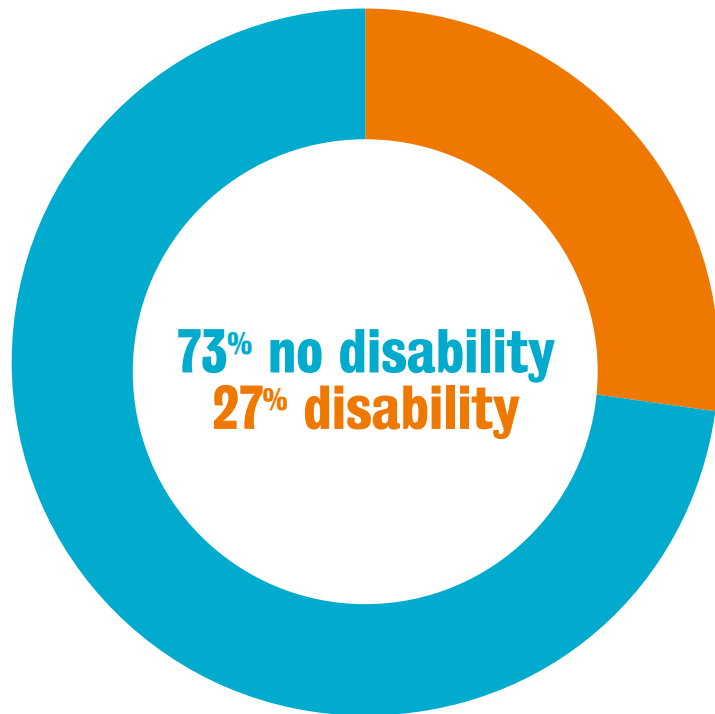
Whilst the percentage of those who did not declare their sexual orientation remained the same as the previous year, the percentage of HE students declaring as heterosexual fell by 4%, the percentage declaring as bi-sexual rose by 2% and as gay woman/lesbian by 1%.



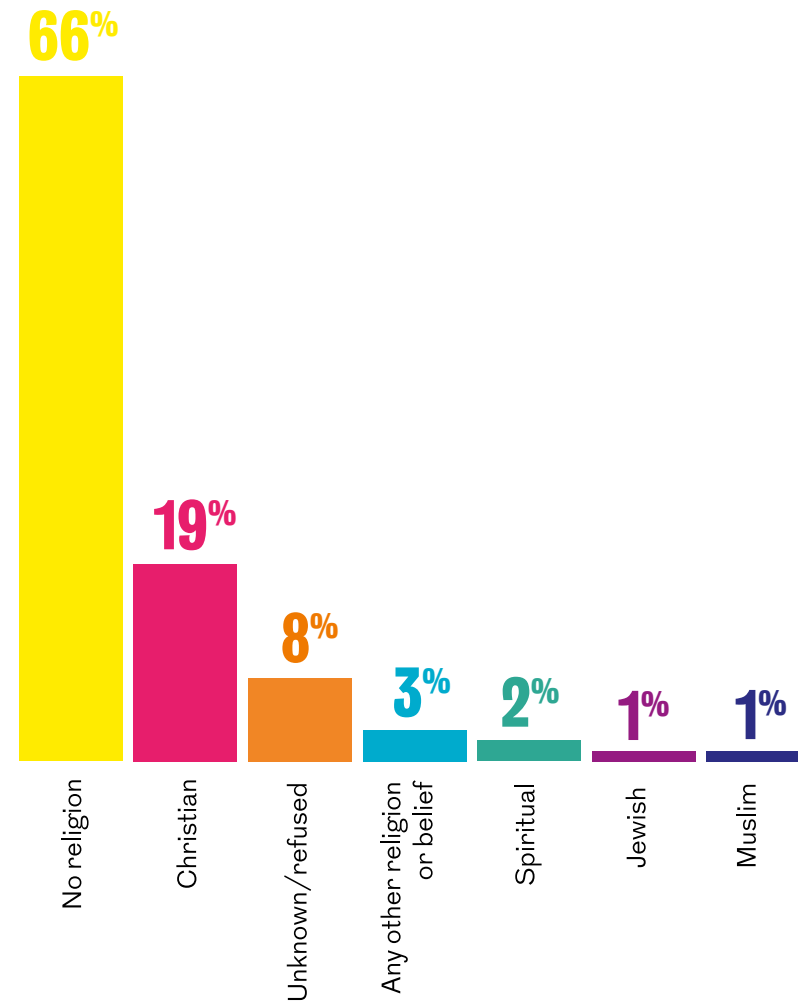
*Data relates to higher education students only.
Terminology is based on Higher Education Statistics Agency categories.

Disability/Religion and Belief

Disability



Religion & Belief*

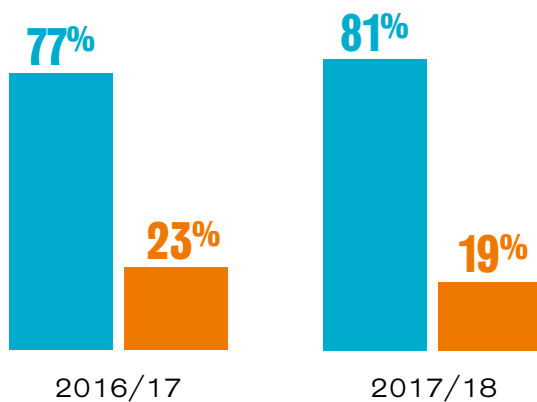


*Data relates to home undergraduate students only.

Disability

In our Higher Education student population the attainment difference between students who declared a disability and those who didn't narrowed by 2%.

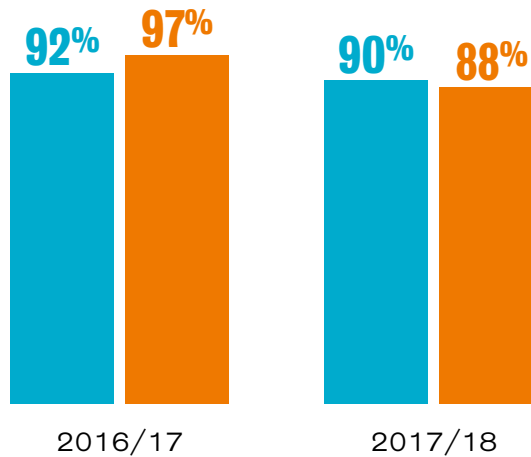
% of students enrolling onto first-year undergraduate courses



Participation

The percentage of students who declared a disability when joining the University declined by 4%.

% of students re-enrolling after their first year



Continuation

The percentage of students with a declared disability who re-enrolled after their first year fell. The difference between this rate and the rate for those who did not declare a disability narrowed by 3%. Work to address the specific needs of those with a disability to increase continuation is a key theme for the coming year.



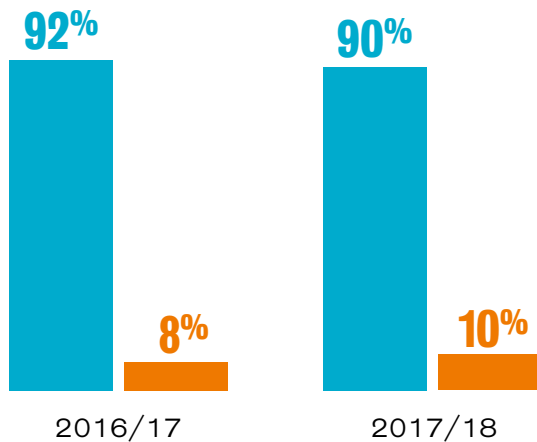
Attainment

Attainment measures the proportion of students who achieve a 2:1 or 1st class honours degree. In 2017/18 the rate at which students with a declared disability achieved this rose by 8%. The difference between this attainment and those without a declared disability was 7%.

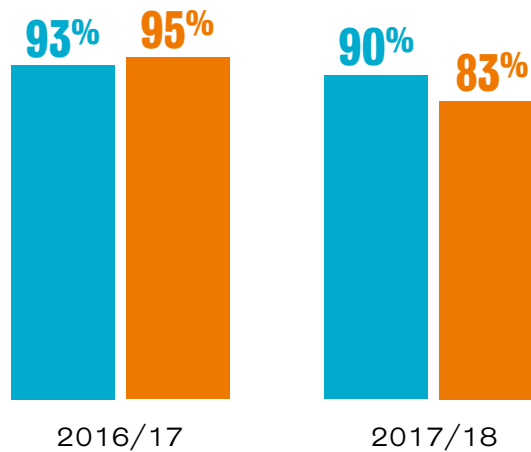
*Data relates to home undergraduate students only.

Ethnic Diversity

% of students enrolling onto first-year undergraduate courses



% of students re-enrolling after their first year



 white
 BME*

Participation

The BME population increased by 2%.

Continuation

The percentage of BME students who re-enrolled after their first year fell whilst the difference between this rate and the rate for white students grew by 5%. We have initiated a University research project to explore the experience of our BME students.

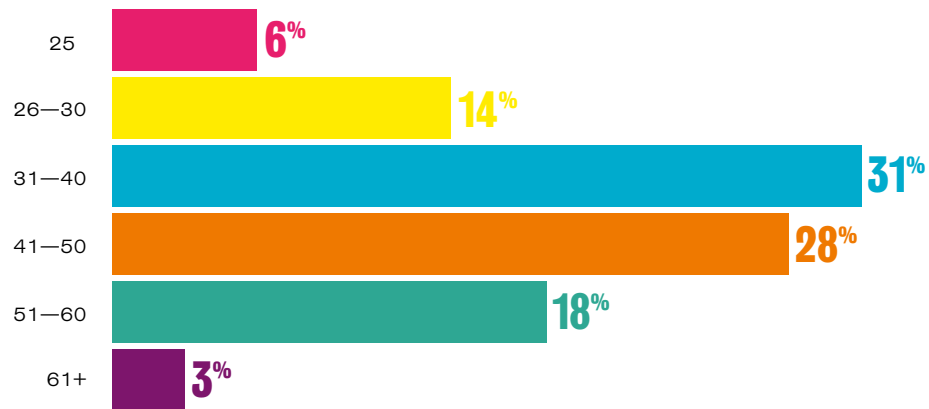
Attainment

Attainment measures the proportion of students who achieve a 2:1 or 1st class honours degree. In 2017/18 there was a 1% difference between the rate of attainment between BME students and white students.

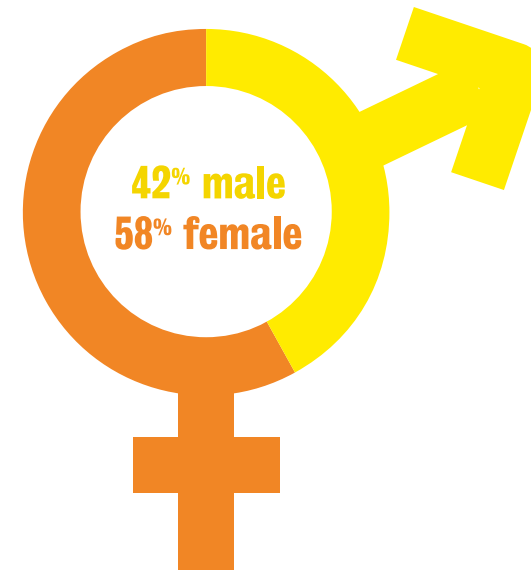
*Data relates to home undergraduate students only.

About our staff

Age



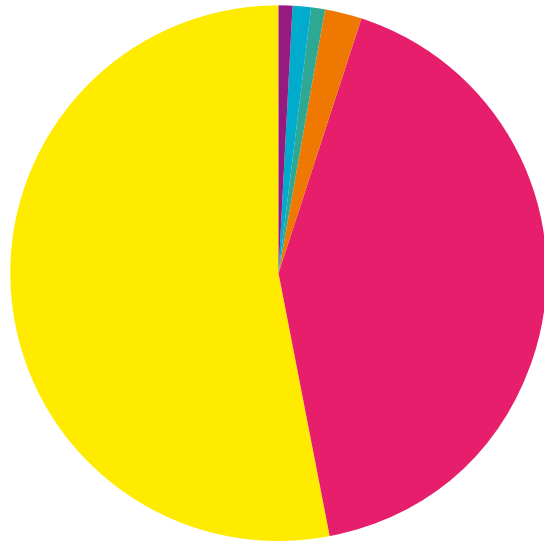
Gender



Ethnic Origin

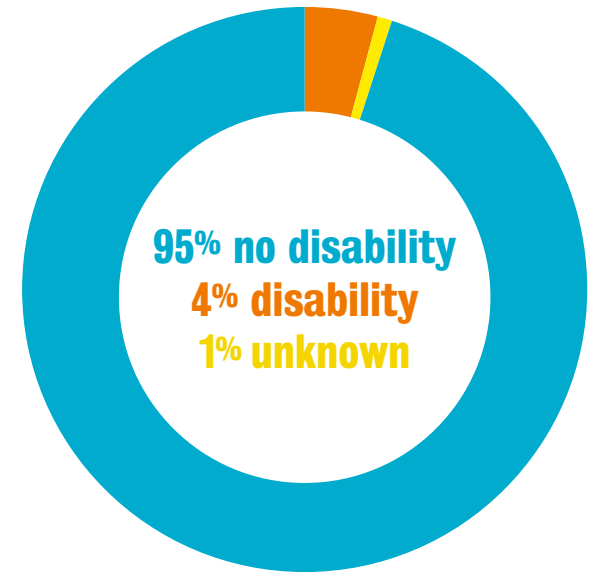
93% white
5% BME
2% unknown/refused

Sexual Orientation



53% heterosexual
42% unknown/refused
2% gay man
1% gay woman
1% bisexual
1% other

Disability



95% no disability
4% disability
1% unknown

Gender Pay Gap

Our median pay gap of 5.7% is substantially lower than the sector median of 14%.



Staff Equality and Diversity Training

We strive to ensure that equality, diversity and inclusion are at the forefront of everything we do.

Our staff complete:

- Equality and diversity refresher training on a tri-annual basis
- Safeguarding for Further Education refresher training on a tri-annual basis
- Refresher training on our obligation under the Prevent duty on a bi-annual basis.

67% of our staff participated in different development activities related to equality, diversity and inclusion. These included:

- Enhancing student mental wellbeing
- Equality & Diversity conferences
- Widening Participation conferences
- Peer support through 'Look After Your Mate: Training the Trainers'
- Managing Disability in Further and Higher Education conferences
- Managing sexual misconduct cases within the University
- The future of work, health and disability
- Trans Awareness
- Working with Autism Therapeutically

In furtherance of our Equality Objectives, 21% of staff completed Unconscious Bias Training.

67% of our staff participated in 41 different development activities related to equality, diversity and inclusion.

21% of staff completed Unconscious Bias Training.

Celebrating diversity

Celebrating staff and students' cultural identities



Students and staff set up the 'Cultural Identities' Twilight Cafe, which explored the discovery of identity through cultural symbols, material representation and subject-matter. The workshop stimulated interesting conversations about what constitutes identity for our students.

Schools engagement on Windrush



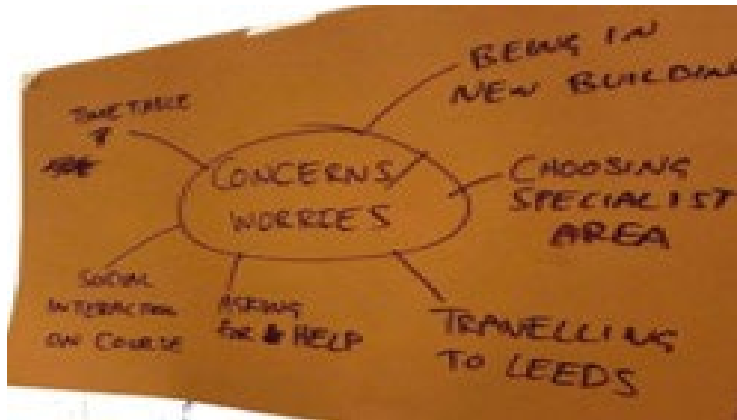
Student ambassadors visited Appleton Academy to support its students in commemorating the 70th anniversary of the Empire Windrush arriving to the UK. The students helped pupils to create a variety of artwork for a Windrush exhibition, encouraging the theme of the project whilst promoting art and design skills.

Reaching out to diverse groups through community engagement



The University has worked with community groups across Leeds as part of ongoing work. In a visit to our Blenheim Walk campus, a group of Bangladeshi women, who come together as 'Shantona', demonstrated their traditional stitching techniques. Their knowledge and expertise was passed on to our BA (Hons) Printed Textiles & Surface Pattern Design students.

Generating a 'sense of belonging'



An orientation summer school helped ease students with Education Health Care Plans (EHCP) into their further education course. The students got to know the building, met staff and carried out activities that helped them voice their worries and excitement about studying at the University.

Following the orientation summer school the University received feedback from a parent, stating:

“Her whole world seems to have opened up this afternoon by being able to reflect on her positive experience this morning; this really helped her to reflect positively on her diagnosis and consider that there was a way forward”.

Other induction support available for students are quiet and bespoke tours of the campus, fast track enrolment, the Buddy Scheme and Twilight café events to generate a student's 'sense of belonging'.



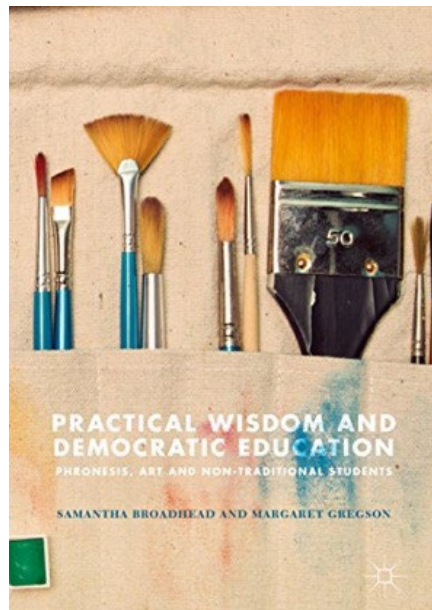
Creating a Human Rights Manifesto

Progression support workers and student ambassadors engaged with pupils in the bankside Primary School Council to create a 'Human Rights Manifesto', inspired by the stories from the Windrush generation. The resulting manifesto was displayed at the Rosa Parks Conference 2018.

Our Research

Practical Wisdom and Democratic Education: 'Phronesis, Art and Non-traditional Students'.

Dr Samantha Broadhead, Head of Research



This research investigates the experience of mature students in art and design education. It considers their learning careers through narrative inquiry. Of particular interest are the critical incidents that occur at significant transition points in time. It is argued that mature students do feel accepted into the art and design learning context due to its signature pedagogies.

Their defining moments: Critical Incidents and influences that enable progression into post compulsory education in the Arts.

Martell Baines, Progression Manager

This research is supported by the Education Training Foundation (ETF). It identifies categories of incidents and influences that enabled successful progression into post compulsory education, the investigation is set in a context of multiple factors of disadvantage which potentially hinder a student's progression into higher education in the arts.

Kerrang! magazine and the representation of heavy metal masculinities (1981–95).

Simon Jones, BA (Hons) Graphic Design Senior Lecturer

This research focusses on cover images from Kerrang Magazine and utilizes a mixed methods approach to examine how heavy metal masculinities are represented over an extended number of issues. It shows the ways that media images can come to both reproduce and resist masculine gender norms in the context of heavy metal culture. By considering how representations are formed over an extended period and in relation to particular heavy metal icons, the research shows that certain arguments and assumptions about masculinity and male privilege in heavy metal culture are oversimplified.

Stories from an art institution: The writing lives of students with dyslexia.

Karen Tobias Green, BA (Hons) Creative Writing Course Leader

This research concerns the democratic nature of writing, particularly its powerful role within the Arts University. It takes a critical disability studies approach to writing and rolls this out across all sectors of the student population, making writing a viable and rich contributor to creative practice, and a creative practice in its own right.

Keep talking about Critical thinking.

Frances Norton, Senior Lecturer Access to HE and MA Creative Practice

This research focuses on the 2010 Ofsted report which encourages critical thinking (CT) and creativity. CT and widening participation (WP) are much spoken about in higher education (HE). Access to HE students are participating in the practitioner research. The study connects the participant's stories and by creating a community of inquiry through a book club project with a view to increasing progression in the arts.

'I Thought I Heard That up North Whistle Blow': African American Blues Performance in the North of England.

Dr Tom Attah, BMus (Hons) Popular Music Performance Course Leader



This research argues that the construction of blackness undertaken by performers, cultural workers and consumers during the 1950s and 1960s in the North of England was a fundamental strand in the discourse of authenticity which surrounded African American music, such as it was presented in the United Kingdom during the beat era and blues boom.

'Should I, shouldn't I?': A self-reflexive study in unpacking ideologies of race while devising a critical studies fine art programme.

Dr Ope Lori, BA (Hons) Fine Art Lecturer

This research offers a counter perspective to the dominant ways in which we understand racial oppression, within the context of inclusion and diversity debates.