



Equality, Diversity and Inclusion

Annual Report
January 2024



Sidney
Sussex
COLLEGE

Introduction

This is the first in what will be a series of annual reports detailing how we – as a College and as a community – are meeting our obligations and commitment to equality, diversity and inclusion. The College has a long tradition of academic excellence and of reaching out to students who have the potential to excel, regardless of their gender, race, sexuality, religion or belief, disability, or socio-economic circumstances. But building inclusive communities requires reflection upon obstacles to inclusion, barriers to equality and limitations on diversity. Through its EDI work, the College is committed to that process of reflection and to taking the necessary steps to ensure equal opportunities for those accessing higher education.

The College is also an employer and its staff and fellows should not only have the right to work free from discrimination but should reflect the society we live in and the communities we aim to serve. A culture of equality, diversity and inclusion needs to be embedded in our recruitment and employment practices.

As a charity, and as an institution of higher education, the College is bound by a range of EDI obligations and commitments. As this Report makes clear, as well as demonstrating compliance with these requirements, we see this Report as an opportunity to reflect on progress, identify the next steps in our progress towards a more inclusive place to live, learn and work, and to renew our commitment to incremental improvement. We have taken significant steps so far but we acknowledge that in our future reports we will also be judged on what progress we are making.

Professor Kenneth Armstrong

Chair, Equality, Diversity and Inclusion Committee

January 2024



Our Values

Respectful of the diversity of the views, backgrounds and life experiences of its students, staff and Fellows, Sidney Sussex College aspires to be an open and welcoming environment in which to live, learn and work free from discrimination.

The College recognises that ensuring equality, valuing diversity and promoting a culture of inclusion are vital to achieving this goal.



Purpose of the Report

The purpose of this first Annual Report is to demonstrate the steps the College is taking to advance its equality, diversity and inclusion objectives. The intention is to undertake equality and diversity monitoring on a regular basis to provide the College, its staff and its students with a better understanding of our community. With each subsequent Report we will map the ever-evolving identity of the College community and draw conclusions on the effectiveness of policies and decisions in meeting our EDI objectives and obligations.

The Annual Report will assist the governance structures of the College in their respect for EDI objectives and obligations while also demonstrating how EDI is taken into account through the governance of the College. The Report, therefore, has regard to the Higher Education Code of Governance (HECG) and the Charity Commission Code (CCC) (see Appendix III) and reference to these Codes and their principles will be made throughout the Report. More specifically, this Report fulfils the requirement in HECG 4.3 to publish an Annual Report, and in CCC 6.7 to publish information about the College's EDI work. In so doing, the Report is a part of a process that supports the College in 'assessing understanding' (CCC 6.4) and 'monitoring performance' (CCC 6.6) of EDI policies and strategies. To that end, a draft of the report was considered by the Council of the College on 29 November 2023 with a view to encouraging reflection by the trustees of the College of the issues raised in this Report and to make any recommendations for future plans and activities.

The College's EDI work should also draw upon best practices in the sector. While the College is not accredited under either the Athena Swan Charter (ASC) or Race Equality Charter (REC), as prominent codes of good practice in the sector, they are useful points of reference to be shadowed in the College's EDI strategy.

History and Governance of the College



Professor Dame Sandra Dawson

The College of the Lady Francis Sidney Sussex was founded in 1596.

In 2016, the College celebrated forty years since the first admission of women in 1976. Professor Dame Sandra Dawson was elected the College's first woman Master in 1999; the first of the formerly all-male Colleges to elect a woman as its Head of House.

There are two principal bodies engaged in the governance of the College – the Governing Body and the College Council. The Governing Body is composed of academic Fellows of the College – other than Emeritus and Honorary Fellows – and ex officio officers of the College including the Master, Vice-Master, the Senior Tutor and Bursar. The Council is composed of the trustees of the College including the ex officio officers, members of Governing Body elected to Council and student representatives. The Council is supported by a structure of Committees and Working Groups the composition of which is agreed annually upon the recommendations of a Nominations Committee.

The officers of the College – the Master, Vice-Master, Senior Tutor and Bursar - hold regular Principal Officers meetings. EDI updates are a standing item on the agenda of these meetings. As the Vice-Master has been leading the EDI work of the College, the presence of the Vice-Master in Governing Body, College Council and Principal Officers meetings creates opportunities for the governance structures of the College to reflect on EDI aspects of its work.

The College students' union has its own executive committee that includes a Women and Non-Binary Officer, a LGBT+ Officer, a BAME Officer and a Disabled Students' Officer.

What we have achieved so far

In this part of the Report, we indicate the steps the College has taken in the development of its EDI work. It demonstrates 'how equality, diversity and inclusion are important for the charity, its context and the delivery of its aims' as requested in CCC 6.4.1.

Key Achievements

- Establishment of the Equality, Diversity and Inclusion Working Group
- Adoption of an Equal Opportunities Policy
- Adoption of the Equality, Diversity and Inclusion Policy Framework
- Transition of the EDI Working Group into a standing College Council Committee.

The College's Equality, Diversity and Inclusion Working Group was established by the College Council on 27 January 2021. Chaired by the Vice-Master with attendance from the Senior Tutor, the College Registrar, the HR Manager and students' and Fellows' representatives, it held its first meeting on 14 May 2021. Termly meetings of the Working Group were held in the academic years 2021-22 and 2022-23. During this phase of its activity, the Working Group used its flexible working methods to discuss a variety of EDI issues and to support the College in its decision-making, including leading discussions around changes to the College's Flag Policy to permit the Transgender Flag to be flown on Transgender Day of Visibility in addition to the pre-existing practice of flying the Rainbow Flag during LGBT+ History Month. In December 2021, the Council adopted its Equal Opportunities Policy.

During the course of 2022 the Group prioritised the development of an Equality, Diversity and Inclusion Policy Framework ('EDI Framework'). Recognising that the College is subject to legal obligations arising from the Equality Act 2010 and, as charity operating in the Higher Education sector, subject to the Charities Commission Code and the Higher Education Governance Code, the objective was not to produce an EDI policy, but rather to produce a horizontal instrument that acknowledged the duties and principles that already apply to its work and to provide a framework for their implementation within the College (consistent with HECG 4.1 and 4.2). This instrument would also act as a central point of reference for the articulation of the College's values and commitments both internally and externally where EDI issues are raised. It is on this basis that the College will approach its compliance with CCC 6.5 in setting 'a clear organisational approach to equality, diversity and inclusion in line with the charity's aims, strategy, culture and values.'

A report of the Working Group and a proposal for an EDI Policy Framework were endorsed at the Annual Meeting of the College Council on 29 June 2022. The Council also accepted the recommendation of the Working Group that an Equality, Diversity and Inclusion Committee be established as a standing committee of Council with a view to providing the necessary institutional support for the College's EDI work, including equality and diversity monitoring. The Committee was formally established in 2023.

The EDI Committee

Established in 2023 with a broad remit (see the Terms of Reference in Appendix II), the function of the Committee is to support the trustees of the College and other decision-makers to reflect upon organisational practices and outcomes relative to the College's EDI aims and strategies (see CCC 6.4.3). The Committee is not itself a decision-maker but acts as an advisory body that can also make recommendations to be taken forward within the appropriate structures for decision-making. It can react to requests for advice from the Council and other committees but can also undertake its own work and initiatives.

Following the College's annual planning cycle, the Workplan for the Committee for the academic year 2023-24 was presented to Council in June 2023 and reviewed at the first meeting of the Committee in October 2023. The Workplan ensures that the Committee plans and prioritises its work across the academic year. For example, the workplan included discussion of a student survey questionnaire to be piloted in early 2024. The Michaelmas Term meeting of the EDI Committee endorsed the approach of the survey and proposed refinements that included taking into account AdvanceHE Guidance on the Collection of Diversity Monitoring Data. The pilot survey findings will be reported in the next EDI Annual Report. The ambition is to place the EDI Committee at the centre of EDI monitoring (see CCC 6.6.1) using both available data and snapshot surveys (particularly to capture issues of belonging and inclusion that other data does not capture).

The minutes of the EDI Committee together with any supporting documents – including this Annual Report – are received and reviewed by the College trustees meeting in the College Council. A draft of the Annual Report is discussed in Council prior to its finalisation and publication.



Who We Are

The College is a place to live, learn and work for a community drawn from across the world and brought together in the heart of Cambridge.



Who we are

In this part of the Report, we draw attention to the three main constituents of the College – our students, staff and academic Fellows.

Our Students

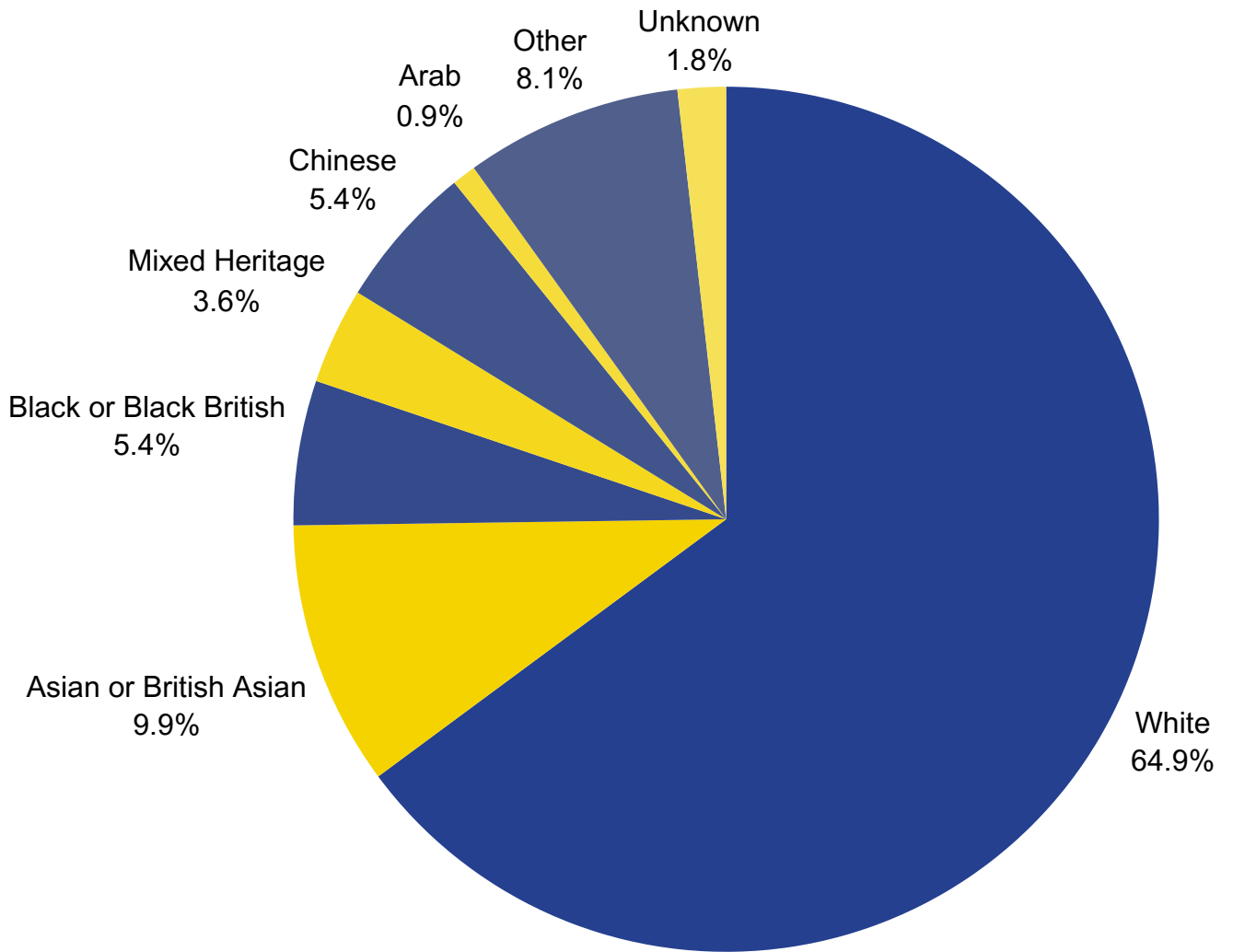


The College has almost 650 students, of whom 412 are undergraduate students admitted directly through the College's admission process, and the rest are postgraduate students admitted to graduate programmes by the University.

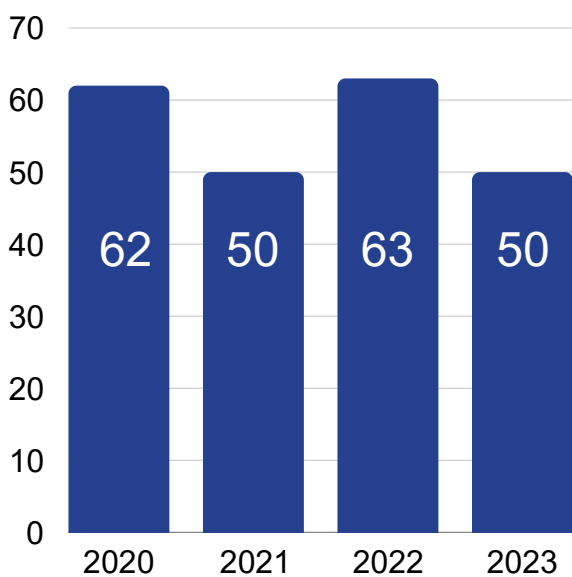
The College is committed to:

- An outreach programme to raise educational aspiration and to encourage applications to Cambridge from those who might not otherwise pursue higher education, through an extensive schedule of visits to schools and Colleges, and detailed guidance and information;
- An admissions policy that selects students without discrimination on grounds of gender, sexuality, race or ethnicity, disability, religion or belief, social or geographic background or financial position;
- Offering financial support through the Cambridge Bursaries Scheme – 86 bursaries awarded in 2022-23 of which 50% were at the maximum level of award – and other grants from the College.

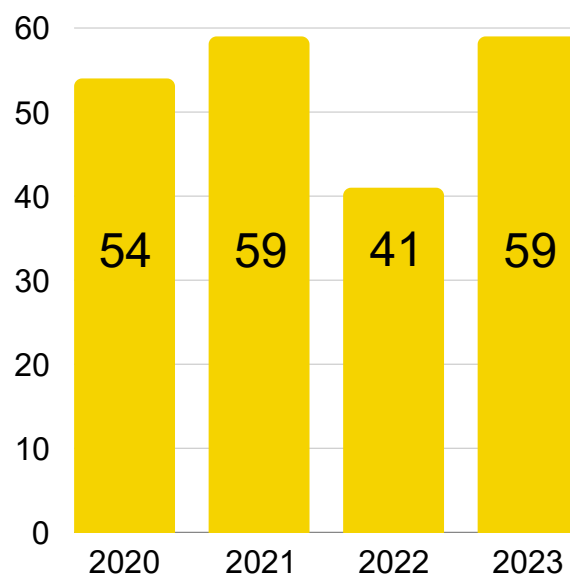
In the 2022-23 academic year, the College admitted 111 undergraduate students, composed as follows:



Looking over the last four years of admissions, the number of students identified as either male or female was as follows:



Female

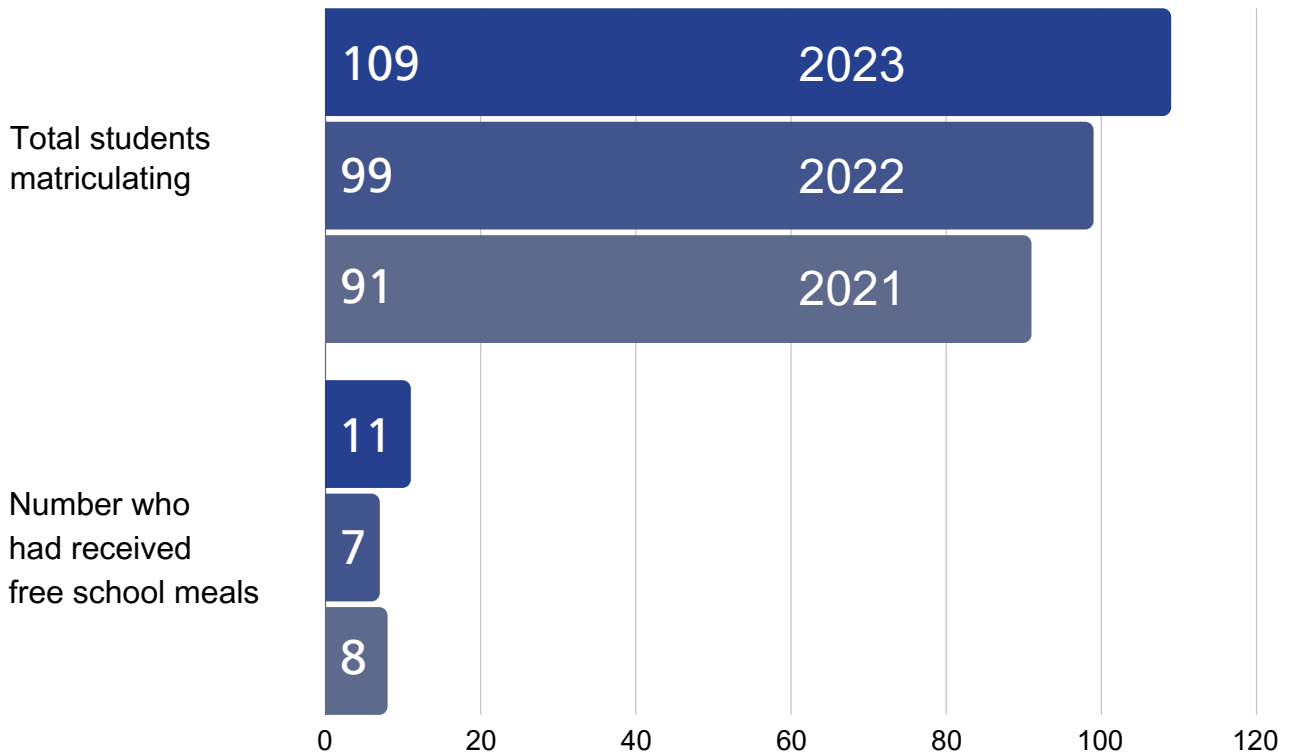


Male

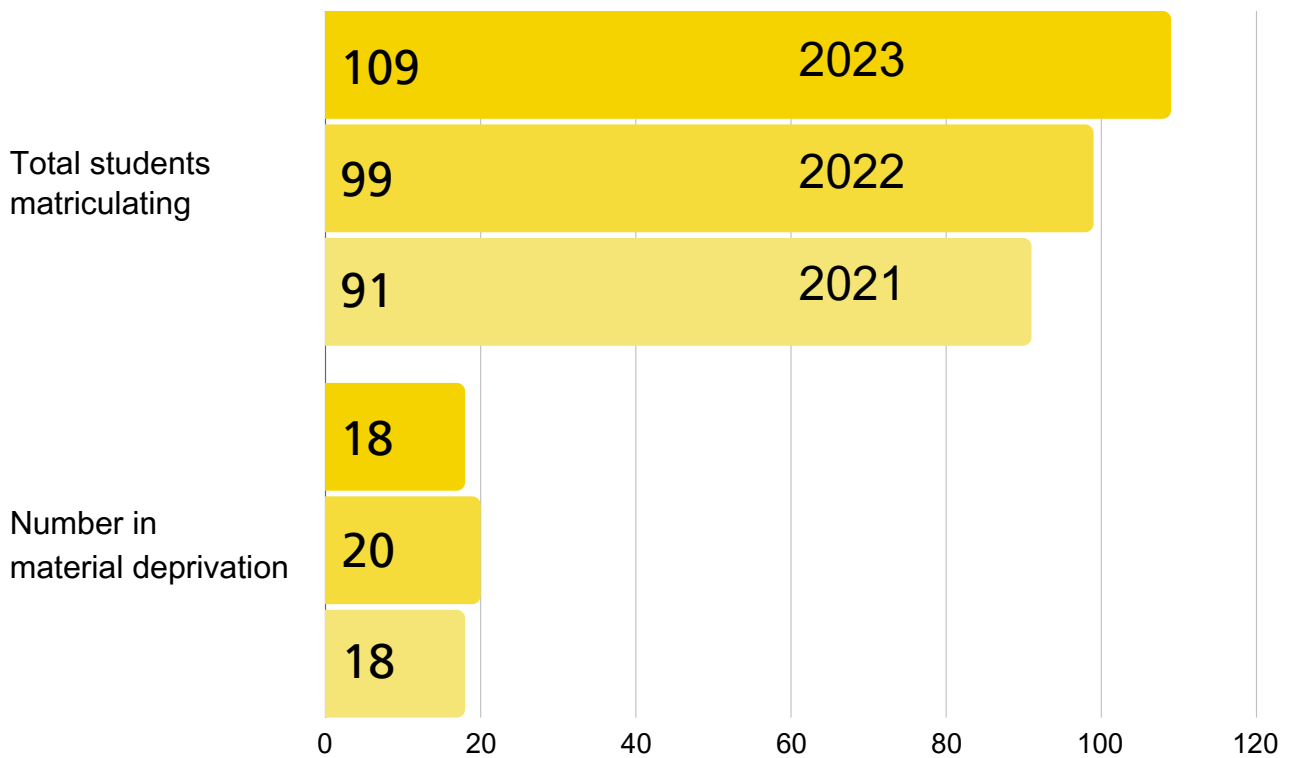
We also have data on the number of students disclosing different disabilities:

Disability	2020	2021	2022	2023
A disability, impairment or medical condition that is not otherwise listed	1		2	1
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1			2
A mental health condition, such as depression, schizophrenia or anxiety disorder	3	3	4	3
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder		1	1	2
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	6	3	3	3
Deaf or a serious hearing impairment			1	1
No known disability	104	101	90	96
Two or more impairments and/or disabling medical conditions	1	1		2
Grand Total	116	109	101	109

We also think it is important to consider socio-economic background as an indicator of inclusion. There are a range of ways of seeking to measure this, but a helpful indicator is to consider eligibility for free school meals:



An additional indicator is the number of applicants coming from areas on the index of material deprivation:



Our Staff

The College is very different from other Higher Education institutions in the breadth of activities that fall within its daily operations. As well as having a team of professional support staff that ensure the effective operation of the educational activities of the College, as a residential institution, there are also teams of staff working across the estate in catering, accommodation, buildings and maintenance, library and IT, choir and Chapel, porters' lodge and gardens. The College employs approximately 100 staff, of whom around a quarter work part-time.



Working within the framework of the College's Equal Opportunities Policy, responsibility for ensuring that the College's recruitment and employment practices are consistent with its equality obligations and commitments lies with the HR Manager and other members of the Bursary team. Equalities training is mandatory for staff engaged in recruitment.



The College does not routinely hold information about how many staff have protected characteristics except where a member of staff discloses such a characteristic. Work will be developed to determine where knowledge gaps may lie and how appropriately to engage in equality and diversity monitoring.



Our Academic Fellows

Although the College does directly employ a number of academic staff, the majority of academic Fellows of the College hold positions within the wider University of Cambridge. The College does not co-recruit those academics employed by the University and so cannot influence the make-up of the pool of talent from which it draws in electing Fellows to meet its teaching needs. The University operates its own EDI policies and is accredited under both the Athena Swan and Race Equality Charters.



The University operates a scheme in which it seeks to distribute positions fairly across Colleges and within the confines of that scheme, the College seeks not only to meet teaching needs but also to reflect its EDI objectives in the fellowships it offers.

The College offers early careers research fellowships on a fixed-term basis. The annual rounds of election to these fellowships – as with any other direct academic employment by the College – is governed by the recruitment procedures of the Equal Opportunities Policy.

What do we Know?

Identifying and Closing Gaps

This report is an opportunity to identify and reflect on any ‘gaps’ in understanding of EDI issues (see CCC 6.4.3 and 6.7.2). It provides trustees and other decision-makers with relevant data where it is available.

But consistent with its ambition to do more than ensure that EDI is part of the formal governance of the College, and given the specific character of the College as a charity working in the field of Higher Education, this part of the report explores ‘any significant differential educational outcomes by protected groups’ (see HECG 4.3). Advance HE defines the ‘degree attainment gap’ as ‘the difference in top degrees – a First or 2:1 classification – awarded to different groups of students’ with reference to protected characteristics.

Typically, the attainment gap – or the ‘awarding gap’ as it is also referred to – is measured by the difference between the average attainment by members of the non-disadvantaged group (men; white students; students without a declared disability) and that of their disadvantaged counterparts (women; BAME students; students with a declared disability). A positive gap is therefore consistent with on-going disadvantage; a smaller or narrowing gap is consistent with progress in reducing disadvantage; and a negative gap is consistent with the lack of disadvantage in the attainment being measured.

In Appendix IV we show what we know about potential attainment/awarding gaps relative to gender, ethnicity and disability. We also show how the College compares to the University of Cambridge as a whole. There are complexities in interpreting these data given that there may be important variations across different subjects. Cohort sizes are also different when we look at race compared to gender. Nonetheless, these figures will help us to form a picture about potential gaps and to think more about how to close them.

The University data presented in the three tables in Appendix IV covers ten years of undergraduate assessment data across all undergraduate subjects, with the exception of 2020-21 (the last year for which figures are available), where only Finalists’ results are counted. Two attainment measures are considered: Firsts and ‘Good Honours’ (Firsts and Upper Seconds combined). Positive attainment gaps are highlighted in red, as targets for improvement (i.e. a reduction in the observed size of the gap); negative gaps are shown in green (on the rationale that EDI is multidimensional and that a negative gap, as opposed to absolute attainment parity, can be justified as making a contributions to redressing an EDI balance which – across all relevant areas of life experience - remains unfavourable to women, disabled and BME students). Sidney’s performance on these metrics are compared with the University’s performance by taking the difference between the average attainment gap over the period covered by the data.

The key findings are that

- On the gender attainment gap, Sidney's performance exceeds the University's in each of the two measures of attainment. While we do observe an attainment gap in Firsts, it's lower than the University's; and the negative gap in 'Good Honours' is more pronounced than the University's;
- On the disability attainment gap, Sidney's performance exceeds the University's in each of the two measures of attainment. We actually have a negative attainment balance in Firsts, and a very small positive one in 'Good Honours'; both measures are way better than the corresponding University averages;
- On the ethnicity attainment gap, in contrast, Sidney's performance is below the University's: we observe a positive attainment gap in both Firsts and 'Good Honours', and while this is also the case for the University as a whole, the Sidney gap is wider than the University's. Moreover, anecdotal evidence suggests that in the latest two assessment rounds, not covered by the data, the ethnicity attainment gap may have widened further, including a number of catastrophic underperformances resulting in the withdrawal of BME students from the register.



Accessible Sidney

Making Higher Education accessible is core to the academic and charitable purposes of the College. We are conscious that barriers to access come in different forms. In this year's report we focus attention on the steps taken to make Sidney accessible to disabled students.

For new students, the application form allows applicants to declare disabilities which require adjustment at the selection stage; they are also encouraged on at least two further stages (conditional offer of a place in January; confirmation of offer in August) to disclose disabilities, including Social Learning Difficulties. Potential applicants to the College are encouraged to contact the Admissions Office to explore adjustments available at College level, and guidance about departmental support for disabilities.

Following confirmation of offer, applicants who have disclosed disabilities to the University's Access and Disability Resource Centre (ADRC) are assessed by one of ADRC's Advisors, and the resulting Student Support Document (SSD) is then placed on CamSIS and made available to individuals within the College and the department, so that reasonable adjustments can be considered. College also requires that all Freshers complete a Health Questionnaire, so that the College Nurse and Head of Student Wellbeing are able to identify disability support needs in advance of their arrival and coordinate appropriate adjustments within college. In parallel, a named ADRC advisor for each student with an SSD arranges directly support as appropriate: this includes mentoring, screening for SpLD's, and financial support via Disabled Student Allowances.



Once in residence, in addition to their own personal Tutor and all members of the Pastoral and Wellbeing team, all students – regardless of disability status - have access to a range of University-provided services which can be accessed free of charge, all year round:

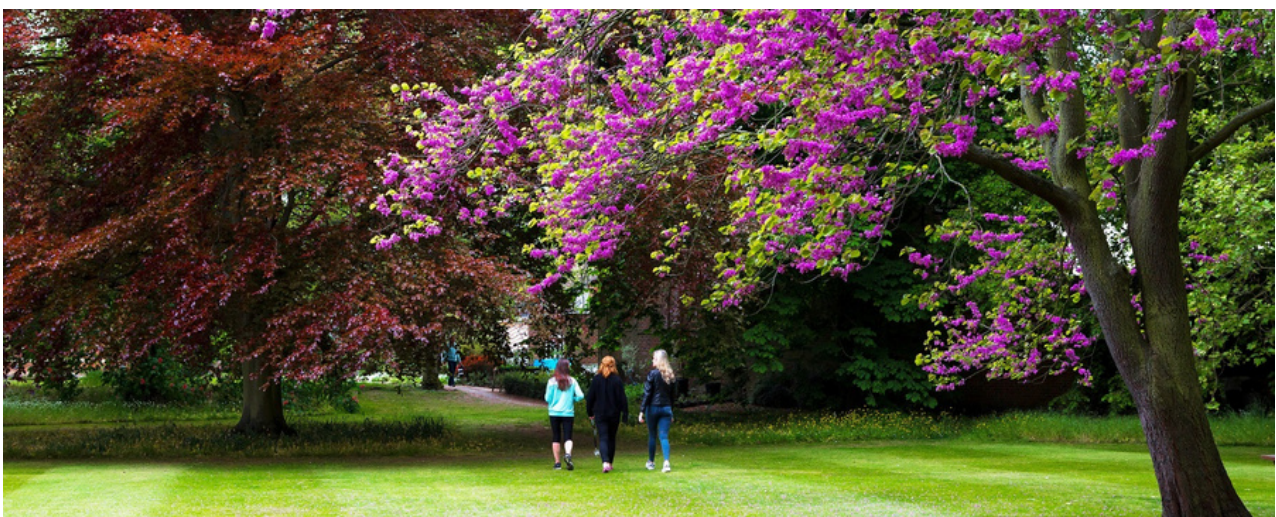
- Postgraduate wellbeing advice
- Counselling
- Mental health groups and workshops
- Support for students, whose everyday lives are significantly impacted due to mental health issues
- Sexual and racial harassment and violence support
- Screening service for a specific learning difficulty, ADHD or Autism
- Study and exams support for disabled students
- Help to find funding covering course-related costs for disabled students

An increasing proportion of cases of poor mental health reach the thresholds of disability. In supporting students to manage these conditions, the student's Tutor and Pastoral Leads work with the University's Mental Health Advisors (MHA) and Counselling Service (UCS). Additionally, when treatment recommended is not conveniently or readily obtainable under the NHS or the University, the College is able to leverage the student's and its own funding via application to the Crane's Charity.

The College estate, comprised of a range of historic and more contemporary buildings that provide residential accommodation, catering and office space, is located in central Cambridge. The College engaged AccessAble in 2021 to audit the College to produce an accurate picture of the position of accessibility at that time with a list of areas where we potentially could improve (see [the Accessibility page on the College website](#)). In 2022, the Access Working Group was formed to prioritise the list of improvements identified by AccessAble and feedback received from the College community. The priorities listed below were authorised by the Building & Environment Committee and budgeted in the 2023/24 financial year.

- Portable ramp for the Chapel – installed.
- Portable ramp for Chapel Court rooms – installed.
- Fixed ramp to JCR and Chapel Court 2 - awaiting planning permission.
- Automation of gated access to Staff Court - drawings being drafted for planning permission submission.
- Intercom to Porters' Lodge at Staff Court - waiting for final specification of gate prior to ensure compatible.
- Improved lighting and road surface in Staff Court - part of the automated gate project.
- Investigate improvements to acoustics in dining halls - reported received and presented to B&E - next stage approved to arrange sample acoustic panel.

The College is looking at what projects to take forward in next year's budget as part of our 5-year building plan, these will be submitted through the Building & Environment Committee. The Domestic Bursar continues to meet with AccessAble to review our accessibility and our agreement with them currently runs until 2024.



Next Steps

The activities reported here highlight the significant steps the College has taken in capacity-building for EDI work. The next steps are to draw conclusions and actions from the monitoring and data-gathering that we intend to undertake. Over time, our intention is to increase our understanding of EDI challenges and to work together – both within the College and across the wider inter-collegiate University – in a process of continual learning and improvement.

Appendices

Sidney Sussex College Equality, Diversity and Inclusion

POLICY FRAMEWORK

Our Values

Respectful of the diversity of the views, backgrounds and life experiences of its students, staff and Fellows, Sidney Sussex College aspires to be an open and welcoming environment in which to live, learn and work free from discrimination. The College recognises that ensuring equality, valuing diversity and promoting a culture of inclusion are vital to achieving this goal.

Our Commitments

Our staff, Fellows and students should, as far as possible, reflect the diversity of the people and communities that we serve and influence. Where there are imbalances in representation, we will take appropriate steps to seek to address those imbalances. In accordance with the Equality Act 2010, we will promote equality between men and women and adopt processes and practices that aim to eliminate all forms of discrimination between people with protected characteristics.

We will ensure that our values and commitments are expressed and embedded in all of our activities, policies and decisions and will work with our partners to share good practice. Key to this is our commitment to implementing a programme of activity to progress our equality, diversity and inclusion aims and objectives.

By creating an inclusive working, learning and social environment in which individuals can utilise their skills and talents without fear of discrimination or harassment, we aim to ensure that everyone can reach their fullest potential in pursuing their personal, academic and professional goals.

Purpose and Scope

This policy framework establishes the values and commitments of the College in relation to equality, diversity and inclusion together with the modalities for their implementation. It is the framework within which the College will implement and promote the equality, diversity and inclusion requirements of external governance codes and principles applicable to the College as a charitable organisation and as an institution of Higher Education. This policy framework is without prejudice to the Equal Opportunities Policy of the College and should be read consistently with it.

Equality, diversity and inclusion policies are applicable to students, as well as Fellows and staff working at the College on a paid or voluntary basis, and visitors or contractors who visit our premises. It covers discrimination on the basis of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex or sexual orientation as set out in the Equality Act 2010.

Policy Implementation

Duties and Practices

The College will fulfil its duties under the Equality Duty contained in the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share and those who do not share a protected characteristic;
- foster good relations between people who share and those who do not share a protected characteristic.

The College will adopt practices to promote equality, diversity and inclusion (EDI) consistent with this framework by:

- Communicating this policy framework widely amongst staff, Fellows and students
- Mainstreaming EDI within and across College's policies and decision-making structures
- Tackling prejudice and promoting understanding including by raising awareness of EDI matters among staff, Fellows and students
- Encouraging participation in College life by staff, Fellows and students and tackling obstacles to participation
- Ensuring staff, Fellows and students are provided with appropriate training and tools so that they feel confident to discuss EDI issues and raise any concern
- Providing transparent and effective mechanisms through which to raise concerns or complaints
- Providing, or providing access to, training to ensure equality, respect diversity and promote inclusion in admissions and recruitment
- Raising awareness of our values, policies and commitment to EDI with external suppliers, contractors and partners to ensure that the aims and objectives of this policy are respected
- Assessing the impact of policies and practices to identify, remove or mitigate risks that the policy will not achieve its aims and objectives.

Principles and Benchmarks

Success in implementing policies related to equality, diversity and inclusion should be judged against a range of relevant principles and benchmarks. These include standards that are particularly recognised in the higher education and charitable sectors. These include:

- Athena Swan
- Race Equality Charter
- Charity Governance Code
- Committee of University Chairs Higher Education Code of Governance.

Monitoring and Review

Effective mechanisms shall be developed for monitoring the implementation of this policy framework including the collation of relevant data (including any data that the College is required to maintain pursuant to legislation or other requirements).

A report on equality, diversity and inclusion that monitors the implementation of this policy framework and the performance of the College in respect of relevant benchmarks and principles shall be presented annually to Council.

Responsibilities

- All members of the College community have a responsibility to promote EDI.
- The Council is responsible for agreeing, reviewing and amending College policies relating to equality, diversity and inclusion including this Policy Framework. It shall review the operation and effectiveness of College policies and structures for the promotion of equality, diversity and inclusion. It shall receive and review an Annual Report on equality, diversity and inclusion.

The Council shall establish such committees or working groups as it considers appropriate to support the development and implementation of this policy framework.

Equality, Diversity, and Inclusion Committee TERMS OF REFERENCE

1. Purpose and Duties

- 1.1 The Equality, Diversity, and Inclusion Committee is a Committee of the Council. Its purpose and duties are:
- a) To advise and make recommendations to College Council on matters relating to strategy, policy, risk, and the promotion and monitoring of equality, diversity, and inclusion and related issues throughout the College
 - b) To oversee the formulation of action plans to ensure that equality, diversity, and inclusion policies are effectively translated into programmes of action across the whole of the College's operations.
 - c) To establish ad hoc project groups as required to investigate, report on and implement work on specific dimensions of equality, diversity, and inclusion issues.
 - d) To monitor and evaluate the implementation and effectiveness of the College's equality, diversity, and inclusion policies, procedures and plans.
 - e) To keep under review all areas of College practice in regard to equality, diversity, and inclusion.
 - f) To monitor the composition of the College's membership (including practice on the admission of students and the recruitment of staff and Fellows) and to recommend actions where necessary.
 - g) To ensure College equality, diversity, and inclusion policies and procedures are effectively disseminated and promoted.
 - h) To maintain appropriate consultation and communication with all relevant groups in the College, the University and with other external bodies in pursuance of the terms of reference of the committee.

2. Membership

- 2.1 The membership shall consist of:
- (i) Vice-Master, ex officio – Chair
 - (ii) Senior Tutor, ex officio
 - (iii) Pastoral Tutor, ex officio, who shall be Secretary to the Committee
 - (iv) HR Manager, ex officio
 - (v) 2 senior members of Governing Body, one of whom may deputise as Chair
 - (vi) 2 junior members who shall be appointed by the JCR and the MCR in accordance with their respective constitutions
 - (vii) 2 staff members, who shall be appointed by the Staff Liaison Committee
- 2.2 Members in class (v) shall be elected by Council.
- 2.3 Members in class (vi) shall be appointed by the JCR and MCR.
- 2.4 Members in class (vii) shall be appointed for 2 years from 1 January. They shall be appointed by the Staff Liaison Committee.
- 2.5 The maximum continuous term of office for elected or appointed members of the Committee may be determined by Council.
- 2.6 Members are expected to attend all meetings of which due notice has been given unless on leave of absence.

2.7 To ensure consistency of approach to committee matters, there will be no provision for substitutes.

3. Attendance

3.1 The Committee may invite other individuals to attend meetings to report on specific items relevant to their objectives, at the suggestion of any member.

3.2 A minuting secretary may be in attendance.

4. Quorum

4.1 The Quorum shall be 4 of which at least one member from each of classes (v), (vi) and (vii) must be in attendance.

4.2 A duly convened meeting of the Committee, at which a quorum is present, shall be competent to exercise all or any of the authorities, powers and discretions vested in, or exercisable by, the Committee.

5. Interests

5.1 Every meeting shall contain an early item on the agenda for "Declaration of Interests."

5.2 The management of conflicts of interest will be in accordance with Ordinance A, IV, 1- 15 (The Management of Conflicts of Interest).

6. Frequency

6.1 The Committee shall normally meet once per term.

7. Reporting

7.1 The minutes of the Committee shall formally be recorded by the minuting secretary. Committee minutes shall be submitted to the Council, and an annual report shall be submitted in Michaelmas Term, highlighting key issues for the Council's attention and for dissemination to GB.

8. Administration

8.1 The Secretary shall support the Committee by

- a) providing timely notice of meetings and forwarding details including the agenda and supporting papers to members and attendees in advance of the meetings;
- b) enforcing a disciplined timeframe for agenda items and papers, as below:
 - (i) At least ten working days prior to each meeting, agenda items will be due.
 - (ii) At least seven working days before each meeting, papers will be due.
 - (iii) At least five working days prior to each meeting, papers will be issued to all members and any attendees.
 - (iv) The Secretary, with the agreement of the Chair, shall have authority to reject papers which are late or have been inadequately prepared or do not fall within the Committee's remit;
- c) recording and circulating formal minutes of meetings and keeping records of actions agreed, matters arising and issues to be carried forward; notifying individuals of actions and deadlines; and of circulating approved draft minutes within five working days from the date of the last meeting;
- d) advising the Chair and the Committee about fulfilment of the Committee's Terms of Reference and related governance matters.

9. Review

- 9.1 The Committee shall undertake a self-assessment on an annual basis and consider its effectiveness in discharging its responsibilities as set out in these Terms of Reference.

- 9.2 The Committee shall review its Terms of Reference at least once a year in Michaelmas Term to ensure it is operating at maximum effectiveness and make any suggestions for alteration to the Council.

Charity Commission Code (CCC)

6.4 Assessing understanding of systems and culture

6.4.1 The board analyses and can define how equality, diversity and inclusion are important for the charity, its context and the delivery of its aims.

6.4.2 The board assesses its own understanding of equality, diversity and inclusion. It considers how this happens in the charity and identifies any gaps in understanding which could be filled by discussion, learning, research or information.

6.4.3 The board regularly assesses:

1. the charity's approach to equality, diversity and inclusion, using available data and, where applicable, lived experience
2. its own practice including:
 - the diversity of trustees' backgrounds and perspectives in its regular board skills audit to identify imbalances and gaps
 - any bias in trustee recruitment and selection
 - where applicable, how the communities and people that the charity serves are included and centred in decision making
 - how meetings and board information can be made more accessible and how to provide resources to support this
 - how to create a meeting environment in which behaving inclusively is the norm, all voices are equal and trustees can constructively challenge each other
 - how the board demonstrates inclusive behaviours in its decision making and how it engages with staff, volunteers, members, service users and beneficiaries.

6.5 Setting context-specific and realistic plans and targets

6.5.1 The board sets a clear organisational approach to equality, diversity and inclusion in line with the charity's aims, strategy, culture and values. This is supported by appropriate plans, policies, milestones, targets and timelines.

6.5.2 The board uses the findings from its assessments to make context-specific and regularly reviewed plans and targets for:

- equality, diversity and inclusion training for board members
- inclusive boardroom culture, practices and behaviours
- board evaluation or training to address any power imbalances between trustees
- removing, reducing and preventing obstacles to people being trustees
- attracting a diverse group of candidates for new trustee roles and providing an inclusive induction for new trustees
- recruiting a diverse board that addresses imbalances and any gaps that have been found

- promoting inclusive behaviours and cultures to the wider organisation.

6.6 Taking action and monitoring performance

- 6.6.1 The board ensures that there are appropriate arrangements and resources in place to monitor and achieve the organisation's equality, diversity and inclusion plans and targets, including those relating to the board.
- 6.6.2 The board creates and maintains inclusive cultures, practices and behaviours in all its decision making. It promotes and demonstrates inclusive behaviours and cultures to the wider organisation.
- 6.6.3 The board regularly monitors and actively implements its plans and targets established under 6.5.2.
- 6.6.4 The board leads the organisation's progress towards achieving its equality, diversity and inclusion plans and targets. It receives regular updates from the organisation including challenges, opportunities and new developments.
- 6.6.5 The board periodically takes part in learning and/or reflection about equality, diversity and inclusion and understands its responsibilities in this area. It acts on any gaps in its understanding and looks at how board practice, culture and behaviour are affected by these gaps.

6.7 Publishing performance information and learning

6.7.1 The board regularly publishes:

- information on its progress towards achieving its equality, diversity and inclusion plans and targets, including challenges, opportunities and learning. This could include the:
 - charity's organisational approach to equality, diversity and inclusion in line with its aims, strategy, culture and values,
 - board's culture, practices and behaviours
 - board's composition and make-up
- 6.7.2 its plans to tackle any organisational or board inequalities and gaps that have been identified.

The Higher Education Code of Governance (HEGC)

The governing body promotes a positive culture which supports ethical behaviour, equality, inclusivity and diversity across the institution, including in the governing body's own operation and composition. Diversity in this context does not just mean protected characteristics – it includes a diversity of voice, attitude and experience. It is a means of ensuring that under-representation and differences in outcomes are challenged and, where practicable, followed by a course of corrective action that ensures fair outcomes for all.

4.1 HEIs are required by law to comply with equality and diversity legislation, and governing bodies are legally responsible for ensuring the institution's compliance. Legislation in this area does not distinguish between domestic and international students and staff.

4.2 The governing body must ensure that there are arrangements in place to:

- eliminate unlawful discrimination, harassment and victimisation; and advance equality of opportunity between people who share and those who do not share a protected characteristic;
- foster good relations between people who share and those who do not share a protected characteristic; and
- promote an inclusive culture.

4.3 Governing bodies need to review and report on the institution's approach to equality, inclusivity and diversity. As a minimum, they must receive an annual equality monitoring report setting out work done by the institution during the year, identifying the achievement of agreed objectives and summarising the data on equality, inclusivity and diversity that they are required to produce and publish. The report needs to consider any significant differential educational outcomes by protected groups. For most institutions, an Equality Impact Assessment and proposals for widening participation in, and increasing access to, HE will be included in the report.

4.4 The governing body must routinely reflect on its own composition and consider ways it can encourage diversity in all its forms, thus leading by example. This includes consideration of the impact of decisions on equality, diversity and inclusion.

Chart 1a – Gender Profile of Sidney Students Achieving First Class Honours

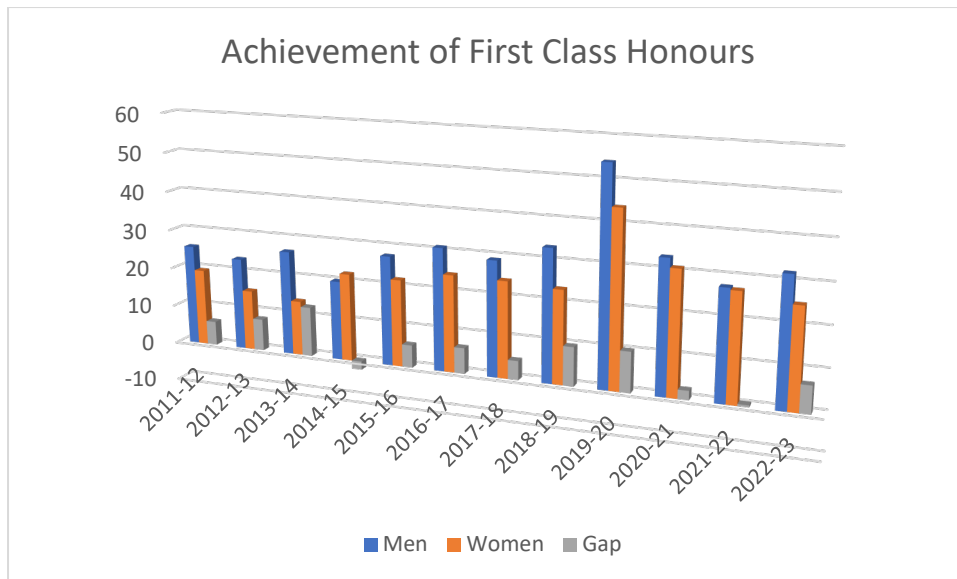


Chart 1b – Gender 'Gap' between Sidney Students Achieving Firsts Compared to University

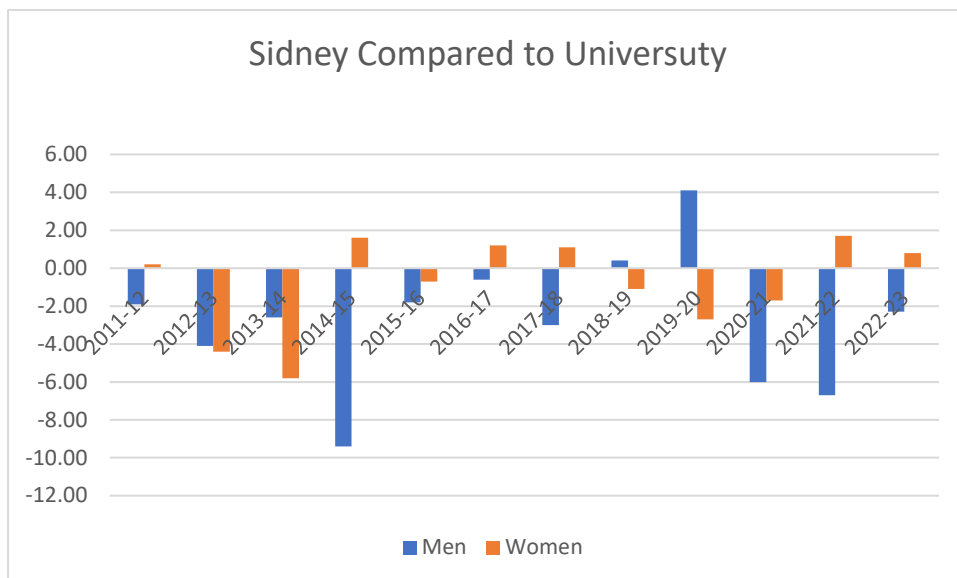


Chart 1c – Gender Profile of Sidney Students Achieving “Good” Honours (First Class and Upper Second Honours Combined)

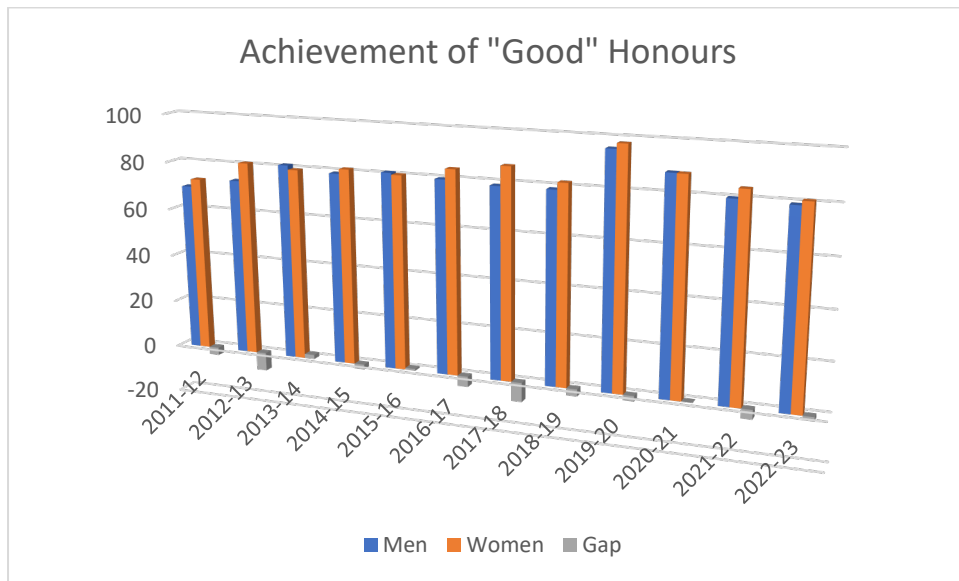


Chart 1d – Gender ‘Gap’ between Sidney Students Achieving “Good” Honours Compared to University

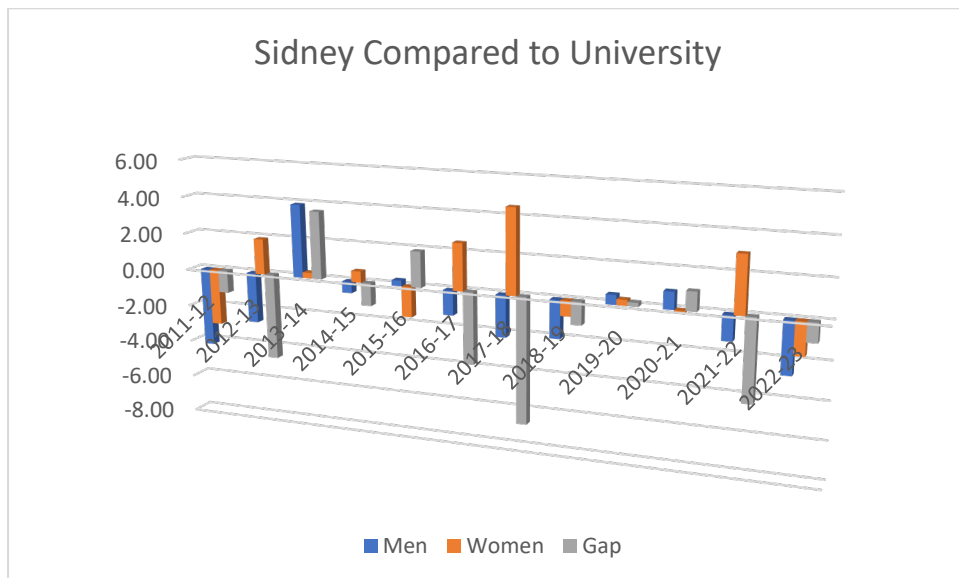


Chart 2a – White/BME Profile of Sidney Students Achieving First Class Honours

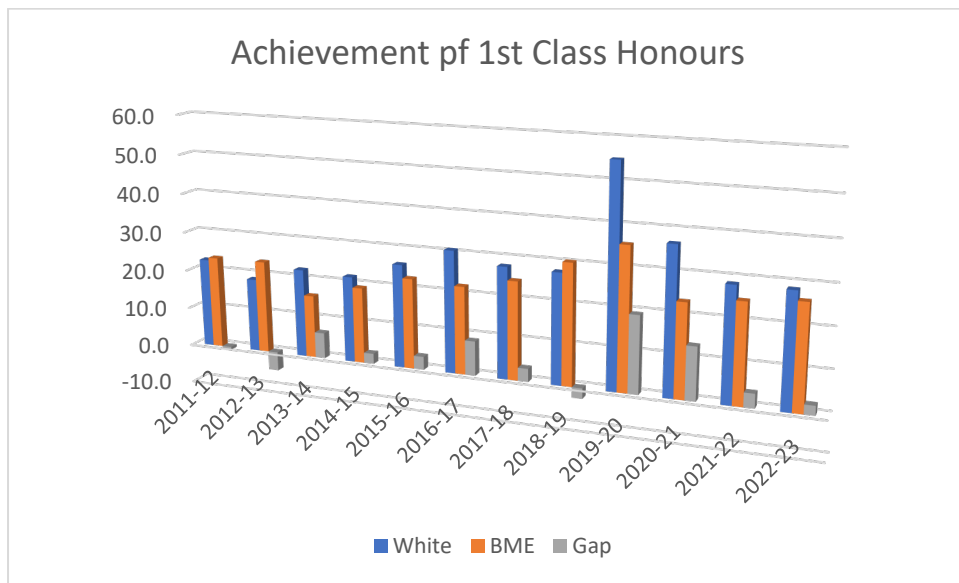


Chart 2b – White/BME 'Gap' between Sidney Students Achieving Firsts Compared to University

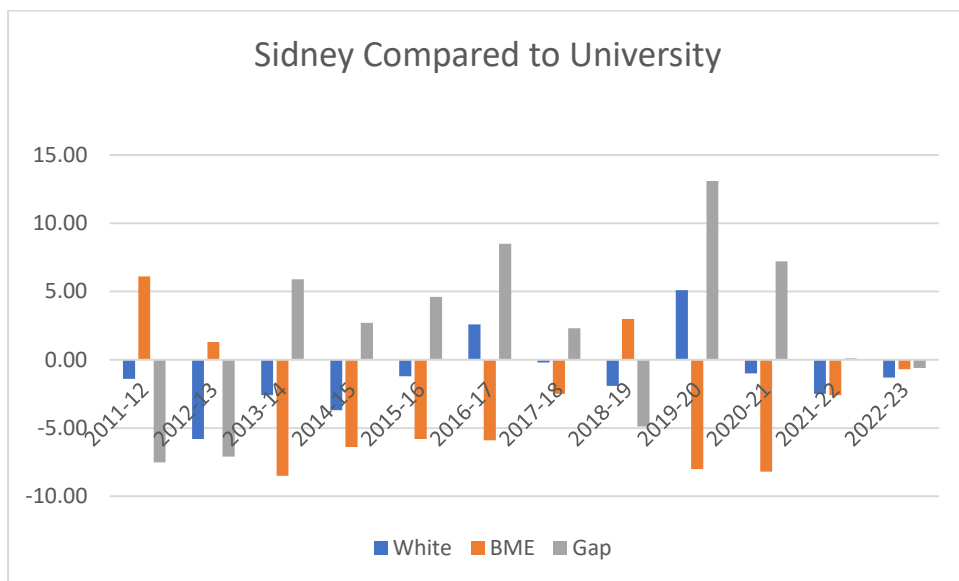


Chart 2c – White/BME Profile of Sidney Students Achieving “Good” Honours (First Class and Upper Second Honours Combined)

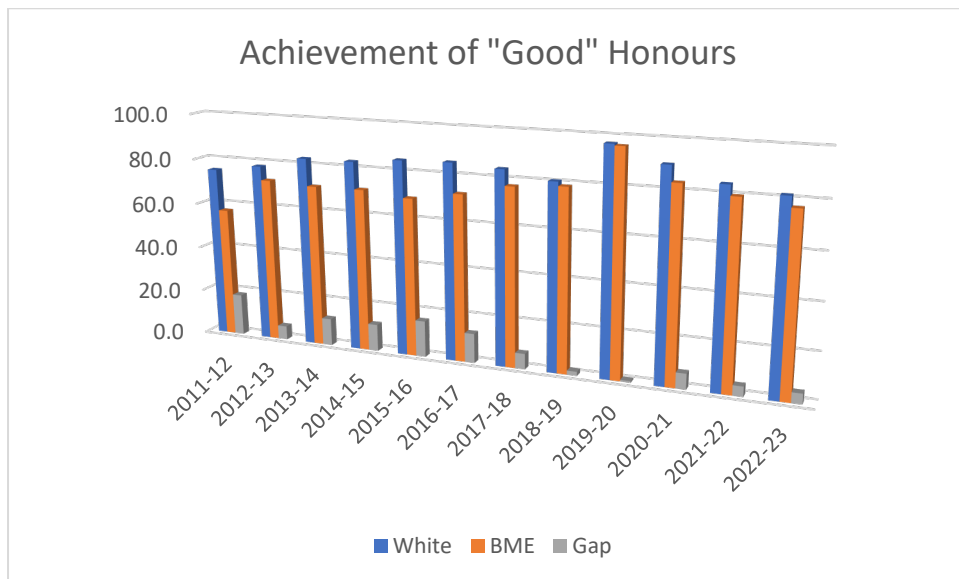


Chart 2d – White/BME ‘Gap’ between Sidney Students Achieving “Good” Honours Compared to University

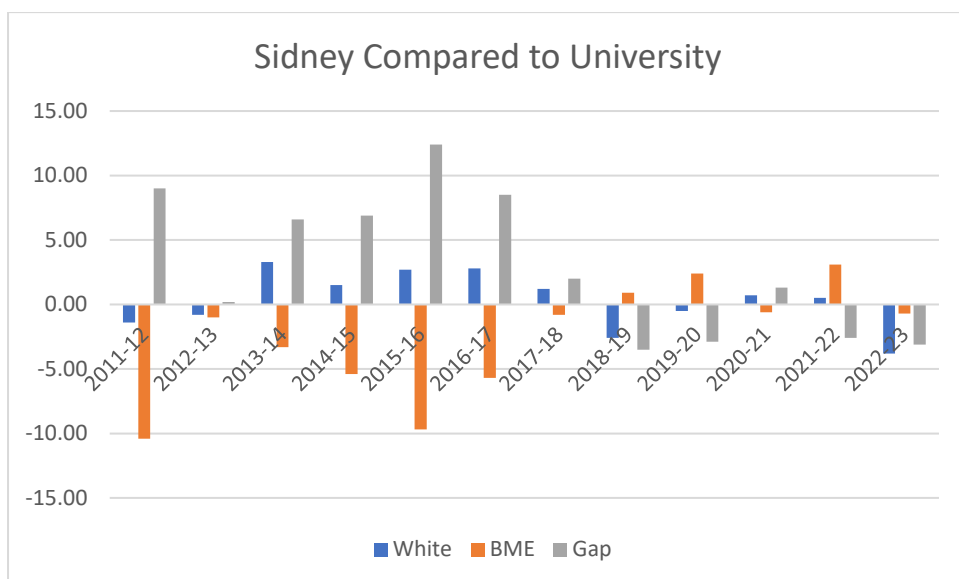


Chart 3a – Profile of Sidney Students With or Without a Disability Achieving First Class Honours

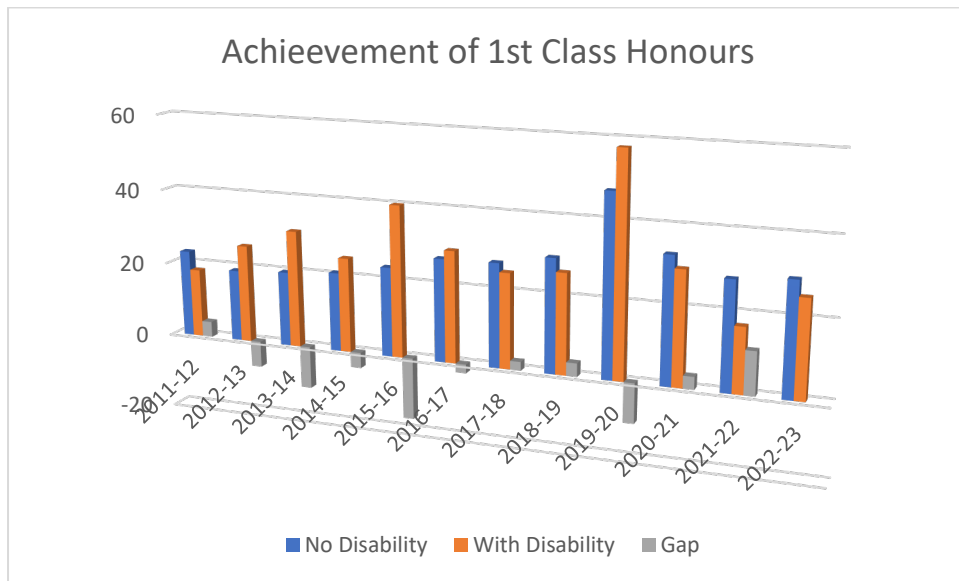


Chart 3b – 'Gap' between Sidney Students With or Without a Disability Achieving Firsts Compared to University

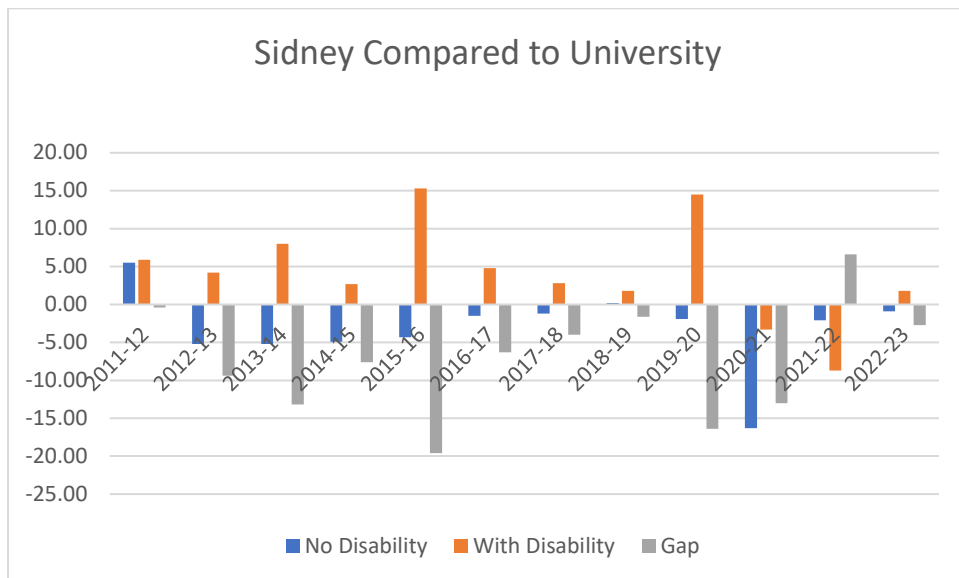


Chart 3c – Profile of Sidney Students With or Without a Disability Achieving “Good” Honours (First Class and Upper Second Honours Combined)

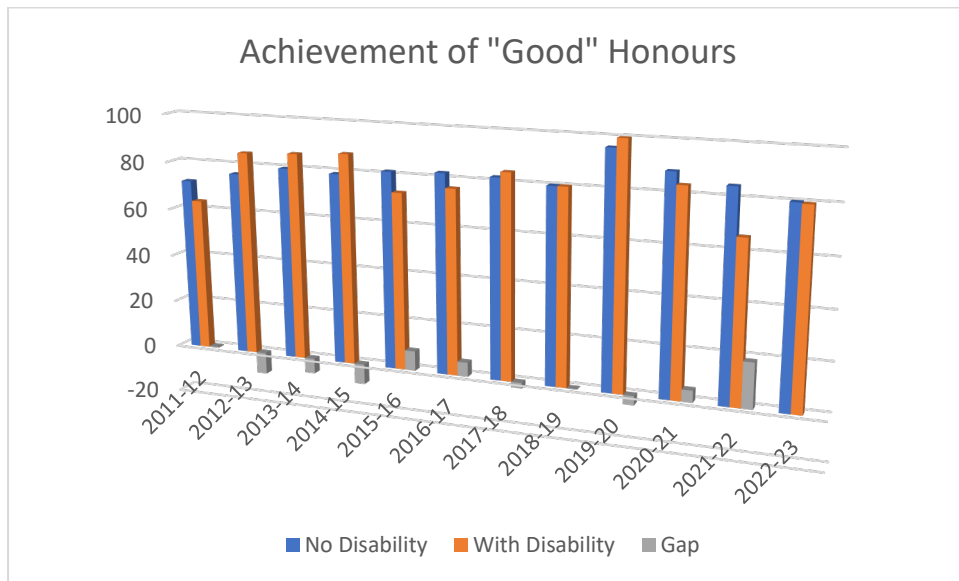


Chart 3d – ‘Gap’ between Sidney Students With or Without a Disability Achieving “Good” Honours Compared to University

