



THE
CONNECTED
UNIVERSITY

EQUALITY, DIVERSITY AND INCLUSION

A Step Change: Building
in Systemic Inclusion

2020-21
ANNUAL REPORT



CONTENTS

1.0 Introduction	04
2.0 Our Context	06
3.0 Our Approach	12
4.0 Our Progress	21
5.0 Future focus	56
6.0 Equal Pay and Pay Gaps	64

APPENDICES

1 Staffordshire University Values	73
2 EDI Resources	74
3 Inclusion Activities 2021-22	75
4 Student and Staff Profile Data	78

ACCESSIBLE FORMATS

This document and supporting documents will be published on the University's website. Other accessible formats including large print, Braille, British Sign Language DVD, easy-read, audio and electronic formats, and other languages will be available upon request.

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1.0 INTRODUCTION

This report provides an overview of progress in implementing the Strategic Equality, Diversity and Inclusion Framework and supporting Action Plan during the academic year 2020-2021, at Staffordshire University.

In addition, the report sets out the inclusion priorities for the academic year 2021-2022 and provides the statutory annual equality update report required under the Equality Act 2010.

2.0 OUR CONTEXT

2.1 EQUALITY ACT 2010

2.2 SOCIAL IMPACT

2.3 ORGANISATIONAL IMPACT

2.1 EQUALITY ACT 2010

The focus of our Equality, Diversity and Inclusion activities at Staffordshire University are as follows:

- Ensuring that our interventions support and enable the delivery of the University Strategic Plan and supporting strategies;
- Meeting the statutory requirements of the Public Sector Equality Duty as described in the Equality Act 2010; and
- Demonstrating due regard for the other requirements of the Equality Act 2010.

The Equality Act 2010 brought together legislation to provide a single legal framework to more effectively tackle discrimination and disadvantage. The Act outlines groups of people which are specifically listed as having 'protected characteristics' including age, disability, gender reassignment, race and ethnicity, religion, belief and non-belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.

The Equality Act 2010 sets out the Public Sector Equality Duty (PSED), which places both General and Specific legal duties on the University. Within the Public Sector Equality Duty, the General Duty requires us to demonstrate due regard to the need to advance equality by focusing on 3 key areas, illustrated on the right:

ELIMINATING DISCRIMINATION, HARASSMENT AND VICTIMISATION AND ANY OTHER CONDUCT PROHIBITED UNDER THE ACT.

This means removing or minimizing discrimination, harassment or victimisation suffered by people due to their protected personal characteristic.

ADVANCING EQUALITY OF OPPORTUNITY BETWEEN PEOPLE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT.

This means taking steps to meet the needs of people from protected groups where there are different needs from the needs of other people, including making reasonable adjustments.

FOSTERING GOOD RELATIONS BETWEEN PEOPLE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT.

This means taking steps to build communities where people feel confident that they belong and are comfortable mixing and interacting with others.

Within the Public Sector Equality Duty, the Specific Duties under the Act require us to publish, in accessible formats:

- equality monitoring data relating to the diversity of student and staff;
- equality objectives that describe how we will achieve the General Public Sector Equality Duty;
- Equal Pay analysis; and more recently
- Gender Pay Gap analysis.

Due regard means that the University must consciously consider the requirements set out in the General Duty outlined above. The University's Equality Impact Assessment process is central to our ability to demonstrate due regard for the Equality Act, and to provide documentary evidence of adherence to this.



2.2 SOCIAL IMPACT

We actively support the moral case for building fairer and more inclusive workplaces: people matter, and we must ensure we do not put any group at a disadvantage. Regardless of identity or background, we all deserve the opportunity to develop our skills and talents to our full potential, work and study in a safe, supportive and inclusive environment, be fairly rewarded and recognised for our work and have a meaningful voice on matters that affect us.¹

Moreover, through our teaching, research, employment and partnerships, Staffordshire University plays an important role in shaping society; locally, regionally, nationally and globally. Our activities provide an important opportunity for us to have a positive economic and social impact on our local communities² by promoting and enabling equality of opportunity and inclusion and delivering our corporate objectives of widening participation, sustainability and regeneration.



¹ Chartered Institute of Personnel Development; 2019 <https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

² Staffordshire University Connected Communities Framework 2019.

2.3 ORGANISATIONAL IMPACT

The relationship between diversity and business performance continues to be identified in research. There is a statistically significant correlation between a more diverse leadership team and financial outperformance. Research by McKinsey & Co (Delivering through Diversity, January 2018)³ found that:

- Companies in the top-quartile for gender diversity on their executive teams were 21% more likely to have above-average profitability than companies in the fourth quartile.
- For ethnic/cultural diversity, top-quartile companies were 33% more likely to outperform on profitability.

This supports the findings of a survey by Price Waterhouse Cooper in their annual Global Chief Executive Officer Survey (reported 2018)⁴ that companies saw a direct benefit from their strategies to promote talent diversity and inclusion, in terms of:

- Strategic thinking and implementing strategy
- Reflect customers, students, partners and community
- Talents
- Creativity
- International perspective
- Productivity
- Capability
- Skills

We will continue to focus on inclusion as a contributing factor to attracting diverse and international talent to our governors, our staff teams and our student profile to ensure our long term performance and sustainability as a leading University.

To support the long-term sustainability and growth of the University we recognise and promote inclusion as a vehicle to maximise the talent of our people and as a competitive differentiator to create, present and sell our unique University offer in a global market.

We encourage people from the widest range of backgrounds to study, work and visit here because we know this will have a positive impact on our students' experience and achievement, and the long-term sustainability of the University.



³ McKinsey and Company; Why Diversity Matters. 2018. <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

⁴ McKinsey and Company; Why Diversity Matters. 2018. <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

3.0

OUR APPROACH

3.1 EQUALITY, DIVERSITY AND INCLUSION FRAMEWORK

3.2 EQUALITY, DIVERSITY AND INCLUSION STATEMENT

3.3 STRATEGIC INCLUSION OBJECTIVES

3.1 EQUALITY, DIVERSITY AND INCLUSION FRAMEWORK

In Autumn 2017 the University reviewed and changed its approach to Equality, Diversity and Inclusion (EDI) with the ambition of supporting the long-term sustainability and growth of the University by recognising and enabling inclusion as a vehicle to maximise the talent of our people and as a competitive differentiator.

An assessment of the breadth and depth of equality, diversity and inclusion across the University was undertaken between November 2017 and February 2018 through direct engagement with:

- Schools and Services – individuals and Senior Management Teams;
- The recognised trade unions, UNISON and UCU;
- Students Union – Leadership Team and Network Groups; and
- An Equality and Diversity questionnaire to all Deans of Schools and Directors of Services.

in order to understand the University's maturity in the area of EDI and to develop a draft Equality, Diversity and Inclusion (EDI) Framework.



EQUALITY, DIVERSITY AND INCLUSION FRAMEWORK

A revised three-year Equality, Diversity and Inclusion (EDI) Framework (2018-21) was developed in response, including an EDI Statement (Vision and Values) and two Strategic Inclusion Objectives. These were approved by the Senior Leadership Team in March 2018. This was then launched within the University in April 2018, with work beginning on its implementation through an annual Equality, Diversity and Inclusion Action Plan. The interrelationships are illustrated here:

THE CONNECTED UNIVERSITY

COMPLIANCE (STRATEGIC OBJECTIVE 2)

The needs, rights and contributions of people with protected characteristics are at the heart of the design and delivery of the University's Enabling and Resourcing Strategies and related operational plans.

Compliance – our policies, procedures and plans enable the University to demonstrate due regard for the requirements of the Equality Act 2010:

- Statutory and management reporting;
- Equality Impact Assessments;
- Quality Assurance;
- Equality Monitoring;
- Procurement;
- Training and Awareness Raising; and
- Professional Development.

EQUALITY, DIVERSITY AND INCLUSION STATEMENT

INCLUSION (STRATEGIC OBJECTIVE 1)

To ensure an environment which actively promotes social and educational inclusion and equality of opportunity for everyone who works, studies or visits at the University.

STRATEGIC OUTCOMES

- 1.1 **The student journey** – there is an inclusive approach to the student experience that promotes diversity and enables all our students to flourish; leaving with the best possible outcomes and with the knowledge and skills to make choices about fulfilling careers.
- 1.2 **The staff journey** – there is an inclusive approach to recruitment and progression that promotes diversity across the University and enables all our staff to have opportunities to develop themselves and their careers.
- 1.3 **The academic journey** – there is an inclusive learning environment that draws on the knowledge, experience, international perspective and cultural capital of our diverse students and staff.

ANNUAL ACTION PLAN

Annual Action Plan outlining the annual objectives to be achieved for the academic year.

ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT

The Framework for Equality, Diversity and Inclusion was reviewed in the academic year 2020-2021 to assess whether it remained fit for purpose. Members of the University Strategic Inclusion Group undertook this review, engaging all Schools and Services in the process via their senior management teams. The conclusion of the review was that the strategic aims and objectives of the Framework remained relevant, and this provided the flexibility to address the inclusion challenges within the University. It was therefore approved for a further two years until 2023.

3.2 EQUALITY, DIVERSITY AND INCLUSION STATEMENT

The Equality, Diversity and Inclusion Statement, approved in March 2018, sets out our commitment to promoting and enabling a positive culture where students, staff and visitors are confident to be their authentic selves. We focus on inclusion as a way to ensure equality of opportunity for all our people and to demonstrate our commitment to Equality, Diversity and Human Rights. This is reflected in the EDI values statements illustrated at Appendix One.





3.3 STRATEGIC INCLUSION OBJECTIVES

To ensure a mainstream, sustainable approach to meeting our legal duties and ensuring we deliver on our commitment to equality, diversity and inclusion we have identified and approved two key Strategic Inclusion Objectives - these objectives are outlined on page 14-15.

Taken together, the EDI statement and strategic objectives describe our ambition for inclusion and key strategic priorities against which we must deliver. These strategic priorities inform the annual EDI action plans.

A number of resources have been developed to support and enable implementation of the Equality, Diversity and Inclusion Framework. These are referenced throughout the document and listed at Appendix Two.

Cross-University support for the inclusion agenda is provided by the Staffordshire University Strategic Inclusion Group (SUIG). Chaired by a member of the University's

Executive Team this group has senior level representation from all Schools and Services. Meeting monthly, this group is driving forward the inclusion agenda, providing co-ordination and strategic oversight to ensure progress on all key inclusion workstreams. This approach has enabled significant progress in pro-active engagement on the EDI agenda from all Schools and Services.

4.0 OUR PROGRESS

4.1 BACKGROUND – FOUNDATION BUILDING (2019-2021)

4.2 A NEW APPROACH – CHAMPIONING INCLUSION, CHALLENGING THE STATUS QUO (2020-2021)

4.3 OUR FOCUS - RACE EQUALITY

4.1 BACKGROUND – FOUNDATION BUILDING (2019-2021)

We are committed to developing an inclusive university environment which actively promotes social and educational inclusion and equality of opportunity for everyone who works, studies or visits here. Specifically, we are taking action to ensure the University;

- Promotes and enables an inclusive student experience, through access and participation in student life;
- Promotes and enables an inclusive staff experience;
- Promotes research practices that are inclusive to all staff generally and specifically supporting the Research Excellence Framework 2021 and beyond;
- Provides a learning and teaching experience that is inclusive for all students and inclusivity is reflected in the academic strategy and its delivery; and
- Ensures inclusion is central to the Connected Communities Strategy, our regional presence and impact

The first two years of implementing our Equality Diversity and Inclusion (EDI) Framework rightly took a more process driven approach in order to provide the structural framework for EDI.

It was pleasing that in 2021 we gained recognition for our focus on foundation building by winning a Universities HR (UHR) award for Embedding Equality Impact in the national awards for 2021.



4.2 A NEW APPROACH – CHAMPIONING INCLUSION, CHALLENGING THE STATUS QUO (2020-2021)

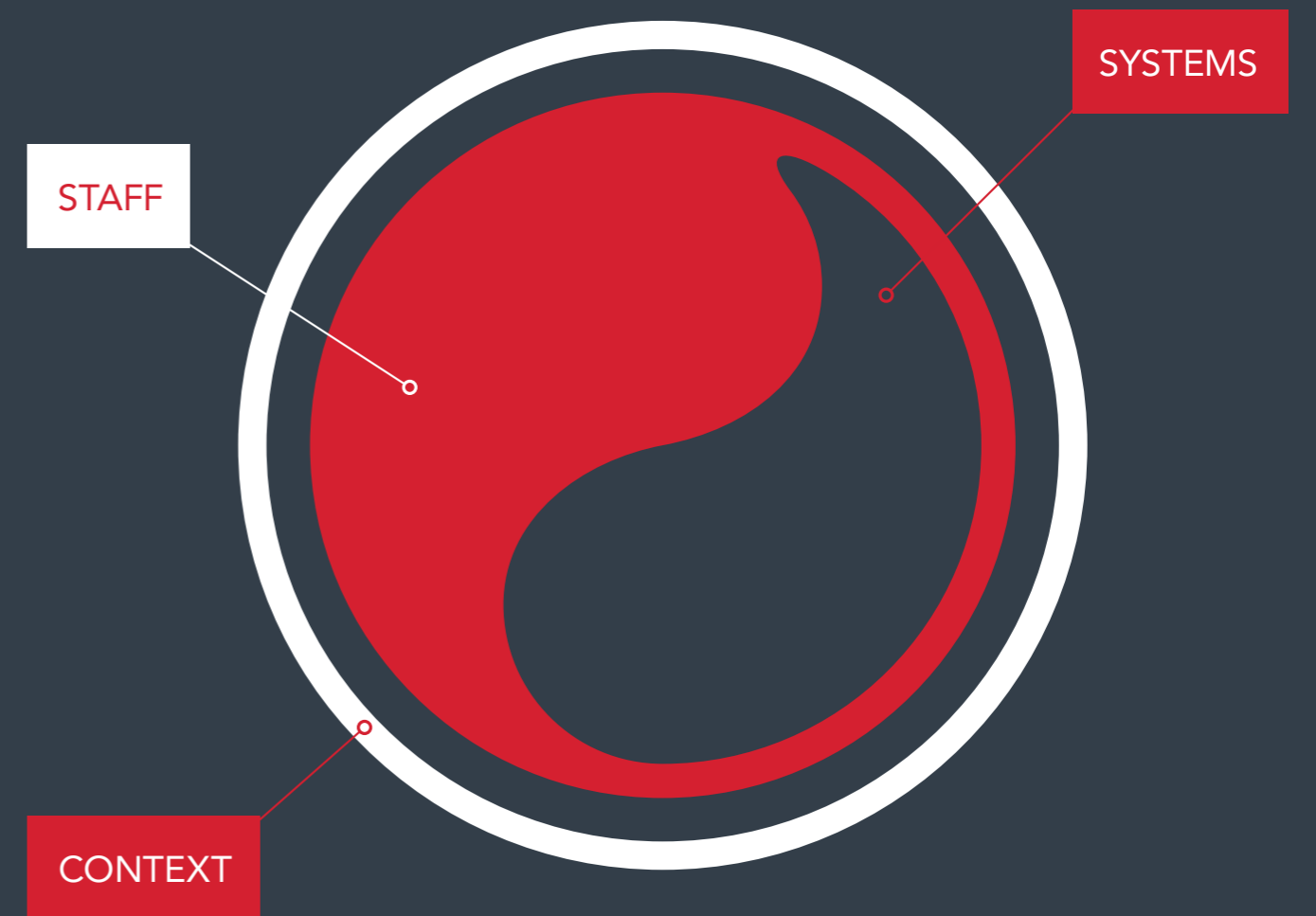
Universities are complex organisations, working in complex environments. However, at our core, we are about people, who are the architects and implementers of processes that deliver our mission and supporting objectives. Implementing our processes, our business, creates an impact, which we can evaluate. If, when we evaluate, our impact is differential and unequal, then we must reflect upon why this is so. Therefore, if we are to address the inherent inequalities in our student and staff experience, we need to focus our attention on both the architects and implementers and the very processes themselves. This is our challenge.

The staff of our University are the architects and the implementers of our systems and processes, who employ their very best endeavours to provide opportunities for

other staff and for our students. Despite these best endeavours, we have not addressed inequalities that pervade both our staffing and student experience. As the architects and implementers, we need to challenge ourselves, to hold ourselves to account, that inadvertently we are not missing opportunities to address inequalities that exist. We recognise that a deeper and more targeted approach to our interventions will provide greater opportunities for real change.

We therefore have begun our new approach of 'championing inclusion and challenging the status quo' by focusing upon developing our staff to identify and champion inclusion and then focus upon our data analysis to identify where our business operations demonstrate inequality.

THE SYMBIOTIC RELATIONSHIP OF OUR PEOPLE AND OUR PROCESSES DEFINING OUR IMPACT



In order to equip staff for this reflection, we need to provide opportunities for us all to develop a new skills set and a new way to see the world to find those missed opportunities to tackle these inequalities. It would be all too easy to deploy an approach that appeared to provide the skills to equip staff for this challenge, in a uniform way.

However, to do so, would be unsophisticated and fail to recognise that some staff have greater roles in challenging inequality and where it exists. A deeper and more targeted approach to our interventions will provide greater opportunities for real change. Therefore, the following is underway for two distinct cohorts...



COHORT ONE: ARCHITECTS AND GUARDIANS OF DECISIONS

This cohort, recognising there is some overlap with other constituencies, includes the Board of Governors, Executive, University Executive Board, Senior Leadership Team, Academic Board (and its constituent sub committees), Strategic Change Board, Joint Union Management Committee, Health and Safety Committee, Inclusion Group and the Creating Connections Group of senior managers.

A focus upon Landscape, Expectations and Our Challenges.

We need to actively foster a commitment for intentional cultural and behavioural change. This development would include an education piece to ensure understanding about the role of HE, the expectations of our landscape, why EDI is essential, what an embedded EDI approach can do and how EDI relates to Staffordshire so that colleagues have the same understanding to start with and to generate their support for next steps. This will provide an opportunity to explore the knowledge and skills required to be an effective change agent for equality and diversity. Participants will begin to explore and accept how their own unconscious biases, identity, values and attitudes might impact upon their work and the relationships they will need to build.

A focus on leadership, activism and ally-ship - This explores the role of senior leaders can play in disrupting and changing the structures and practices that uphold inequality and in building inclusive cultures.

Looking Through a Refocused Lens (Unconscious Bias)

The intention would be to support colleagues to think about their experiences, assumptions, values and beliefs, to challenge their thinking and mind sets, to understand what unconscious bias means, to have the courage to have “uncomfortable” conversations, and to use this knowledge and commitment to take forward organisation decision making both strategically and operationally.

Participants will consider bias in relation to organisational processes and systems and consider the implications and impacts of personal and structural bias on the staff and student experience.

The module will help participants to identify ways in which bias can be mitigated, disrupted or managed. However, we also address the limitations of ‘tackling bias’ as a singular approach to addressing inequality, allowing participants to reflect on the risks of complacency in relying on bias as the key influencer and the complexities of structural inequalities and discrimination.

COHORT TWO: IMPLEMENTERS OF DECISIONS AND PROCESSES

The proposed cohort would be all staff who have not been covered in the above group and would focus upon a similar content but in a more contained manner, providing information on the landscape, expectations and our challenges to ensure that all staff understood the world we now operate within and ensuring synergy of understanding with the Architects and Guardians of Decisions. The intervention would then further explore overcoming unconscious bias, Unconscious bias in education, unconscious bias in the workplace including recruitment practice, policy and practice, dealing with causes of offence and breaking habits.

We also need to understand the impact of the decisions we make and the processes we employ. In order to understand this impact, we need to identify relevant data and analyse this.

From this data analysis, we will be able to identify any differential or inequality. Where these inequalities exist, we will review the area of operation, and with our new skills set and a more sophisticated way of seeing the world, we will reconfigure our approach and take positive action steps to close the differential. We will evaluate the actions that we take. Much data analysis has been undertaken to date and this has informed an immediate set of areas on which the University will focus and is already addressing through action plans. In brief these are:

- Staff - Pay Gap Reporting (Gender, Race, Disability)
- Staff and Students - Ethnicity (Source: Race Equality Charter Mark Staff and Student Analysis)
- Students - Access and Participation Plan (Gender, Race, Disability)

Recognising that there is cross over in the analyses resulting in deliberately overlapping action plans, with milestones, impact measures and timescales.

4.3 OUR FOCUS FOR 2020-2021 - RACE EQUALITY

The year 2020 has brought to the fore a heightened awareness of the inequalities that persist within wider society, and particularly race inequality. Most starkly, the Covid-19 pandemic has disproportionately affected citizens of the UK, in terms of their opportunities and their life chances. The political and social landscape has also changed, with greater emphasis placed upon tackling deep rooted and previously acknowledged and tolerated inequalities together with a thirst for organisations and individuals to reflect upon their attitudes, their behaviours and how they shape their priorities, energies and actions. Therefore, our focus has rightly been on race inclusion and rising to the challenge that is now articulated, whilst also addressing inequality across other equality strands.

In the academic year 2019-2020 we undertook detailed analysis of our staffing and student experience through the lens of racial equality, seeking to identify where, differing groups based on race, experienced inequalities of experience or of outcomes. This led to priority areas being established for both the staff and student experience. The headlines from the analysis and priority areas are highlighted below, together with an update on our progress during the 2020-2021 academic year:



OUR ANALYSIS

STUDENT EXPERIENCE - UNDERGRADUATE PROVISION

Staffordshire University needs to increase the ethnicity profile of its domestic undergraduate students to be more in line with benchmark universities and the sector. We need to increase the ethnicity profile of our international undergraduate students to be more in line with benchmark universities and the sector.

Staffordshire University needs to address the ethnicity profile of its UK domiciled and international BAME undergraduate students across each of the academic schools.

With regard to access, Staffordshire University has strong offer rate for Asian applicants for undergraduate provision, stronger than that for White applicants, however its conversion rate to firm acceptances is below White applicants. We have been addressing the offer rate for Black applicants for undergraduate provision, and whilst this still remains behind other groups, the firm rate for these applicants is better than White applicants. We have been addressing the offer rate for Other Non-White applicants for undergraduate provision, and this has now drawn level with that of White applicants, however the conversion rate for firm acceptance has been reducing and has now fallen behind that of White applicants.

BAME students are less likely to progress through their full-time undergraduate studies compared to White students, however the differential rate of progression closes as the level of studies increases. The progression gap between BAME and White full-time undergraduate students need to be closed between levels three and four and four and five and the trajectory of the gap widening reversed. Progression between levels five and six needs to continue its current trajectory of closure.



There remains a significant BAME awarding gap for students studying undergraduate degrees at the University, despite some modest improvement during the four-year period. The awarding gap is more pronounced with Black students. The benchmark universities have slightly reduced the awarding gap since 2015-2016, similar to the University, however the benchmark universities do report a lower awarding gap consistently, year on year, than the University. The University is adrift from the overall sector position, with a higher awarding gap than the sector. The University has awarding gaps across the vast majority of the academic portfolio and this needs to be addressed.

With regard to employability, the latest available dataset is in relation to the 2016-2017 graduating cohort. The University, whilst reflective of the sector, needs to undertake further work to understand the reasons for reduced participation in the full-time employment market by BAME graduates. The University needs to undertake further work to understand the reasons for increased participation in the part-time employment market, by BAME graduates. The University needs to undertake further work to understand the reasons for increased participation in the full-time study, by BAME graduates. The University needs to undertake further work to understand the reasons for increased unemployment, by BAME graduates.

OUR ANALYSIS

STUDENT EXPERIENCE - POSTGRADUATE PROVISION

Staffordshire University needs to continue to address the ethnicity profile of its domestic postgraduate students and we need to address the ethnicity profile of our international postgraduate students, which may be partly informed by our postgraduate subject portfolio. We need to address the ethnicity profile of our UK domiciled and international BAME postgraduate students across each of the academic schools.

The total number of applicants based within the UK for postgraduate studies has increased over the three-year period. During this period of time, the offer rate to White applicants has risen. All other offer rates for non-White applicants are significantly below the White offer rate. Staffordshire University has significantly lower offer rates for post graduate provision for UK based non-White applicants than White applicants.

Staffordshire University has improved the conversion on White postgraduate applicants who hold firm offers. However, we have reducing firm rates for Asian applicants for postgraduate provision.

The University needs to continue to focus efforts on the BAME good degree rate at post graduate level study, building upon the previous years trajectory, in order to close the awarding gap.

OUR PRIORITY AREAS AND PROGRESS

WORKSTREAM ONE

POSITIVE ACTION TARGETS

- Positive action targets to be set for the University overall for the next five-year period for BAME composition of the student cohort.
- Positive action BAME student recruitment targets to be identified for each school for undergraduate and postgraduate provision.



WORKSTREAM ONE PROGRESS

Recruitment targets are now in place for the academic year 2021-2022, however this does not include ethnicity targets at school or subject level. This will be addressed during the 2021-2022 academic year.

Within the Access strand of the Access and Participation Plan (APP), specific reference is made to increasing the percentage of black students and the percentage of Asian students who enrol with the University. With regard to black students the baseline data is 3.5% with increase over a five-year period to 6% and for Asian students, baseline data of 5.9% increasing to 10% over a five-year period.

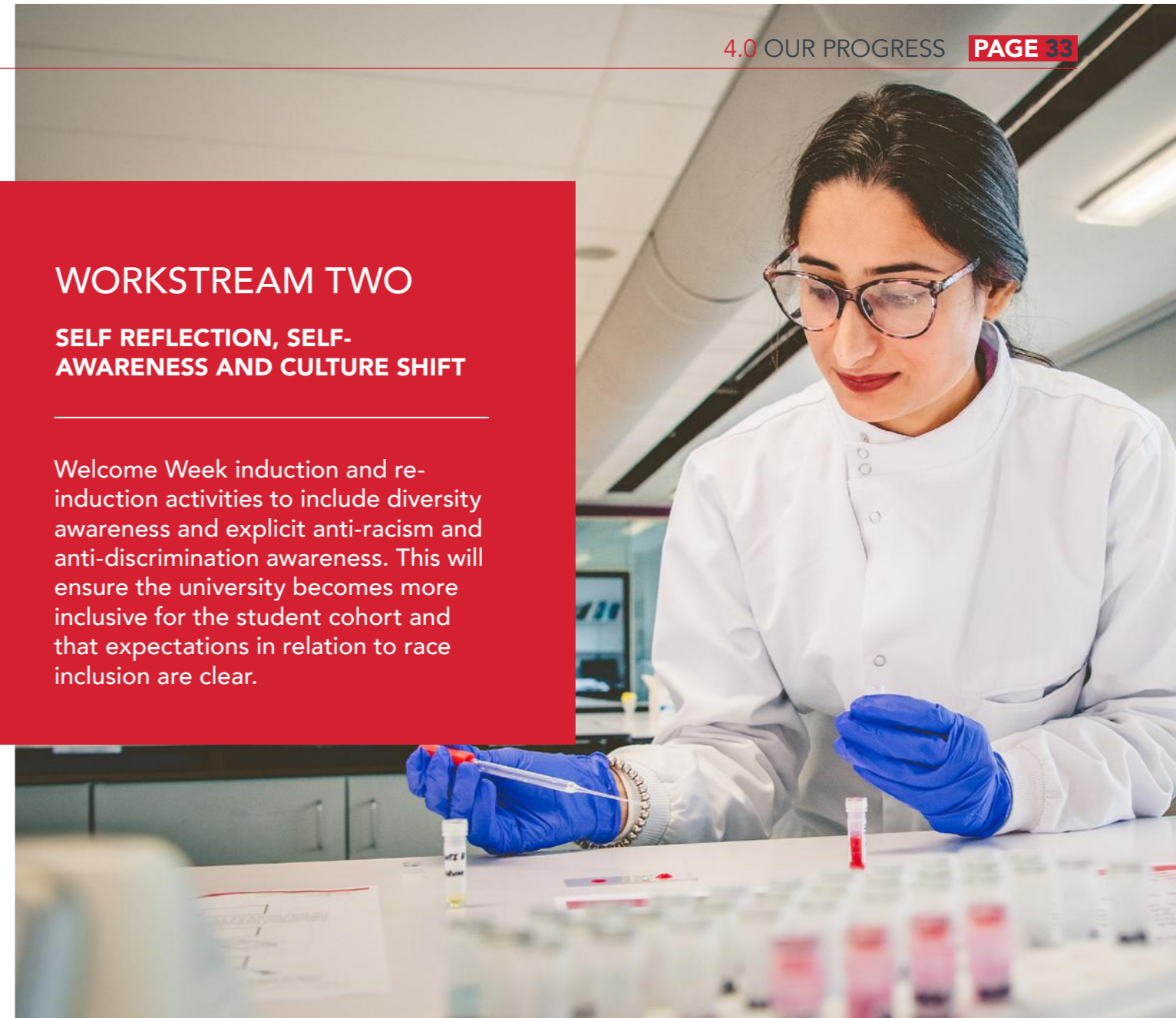
The APP targets will be considered in the development of overarching ethnicity targets for the student population.

Underpinning the work of the APP, targeted interventions are in place and are annualised for tracking against progress. Interventions have included positive changes to admissions processes and education liaison and outreach activities at targeted schools. Our progress will next be assessed against targets in December 2021 with new targeted interventions arising as a result.

WORKSTREAM TWO

SELF REFLECTION, SELF-AWARENESS AND CULTURE SHIFT

Welcome Week induction and re-induction activities to include diversity awareness and explicit anti-racism and anti-discrimination awareness. This will ensure the university becomes more inclusive for the student cohort and that expectations in relation to race inclusion are clear.



WORKSTREAM TWO PROGRESS

The Inclusion Team facilitated an anti-racism campaign during induction arrangements for new students and continuing students as part of Welcome 2021 held in September 2021. This will be built upon throughout the year, and to linked to, for example, key themes such as Black History Month, LGBTQ+ History Month, Disability Month.

A campaign is planned for 2021-22 to raise awareness of diversity, inclusivity, zero tolerance of racism and tackling harassment, bullying and sexual violence. These events will be evaluated to inform how we increase engagement and relevance to our student and staff community.

WORKSTREAM THREE

STUDENT RECRUITMENT

- The University needs to attract a greater number of BAME applicants (UK domiciled and international), who are then offered and accept opportunities to study. This will involve understanding the current applicant experience, refreshing collateral, media approach and schools and colleges liaison strategy and the introduction of contextual admissions as part of an inclusive approach to admissions.
- Equality Audits to be undertaken by Student Recruitment at the end of cycle to understand where applicant offer and acceptance profiles are misaligned to the University, benchmark and sector profiles to understand where potential barriers may exist.



WORKSTREAM THREE PROGRESS

International applications have increased by 51% in the 2020-21 recruitment cycle, with applications from Nigeria, India and Pakistan accounting for 64% of total applications. We are therefore forecasting a large increase in new enrolments from these countries in particular. There are challenges to overcome in terms of supporting these applicants through to enrolments in September 2021 in the context of the global pandemic. However, if we do overcome these challenges, this will have a notable impact on our student demographics.

Domestically, we have progression agreements in place across all fourteen of our Tier One feeder schools and colleges. We monitor the proportion of BAME students across all of our targeted accounts, which provides us with the assurance that when we deliver our programme of outreach and education liaison activities, we are reaching a diverse audience. COVID19 has impacted on our ability to gather data on ethnicity, so evaluation has been difficult in this particular recruitment cycle, however, this will return to normal in the new academic year.

During the academic year 2021-2022, as part of the underpinning work of the Access and Participation Plan, a review of all marketing and communications imagery will be undertaken to ensure that it portrays a truly inclusive study and work environment.

As part of the planning process for the 2021-2022 recruitment cycle, we are reviewing our contextual admissions policies to ensure that these are fully inclusive and support targeted positive action initiatives.

WORKSTREAM FOUR

STUDENT PROGRESSION

- Implement the Connected Curriculum, a corner stone of the new academic strategy, with a particular focus upon BAME students who may have a differential starting point in their studies compared to White students.
- Implementation of exit interview for BAME students who do not progress, to understand the reasons for non-progression to inform changes in the delivery of the curriculum.

WORKSTREAM FOUR

PROGRESS

CONNECTED CURRICULUM

New guidance 'Building Equality and Inclusion into Course Design' has been formally approved in May 2021. The guidance has been disseminated in order to inform a refresh of our academic courses to make them more inclusive and appeal to a broader cross-section of students. In order to promote staff engagement with this, it is being embedded within in the delivery of our HEA Fellowship staff development/training, which we require all academic staff to achieve. Additionally, we have developed a Micro Credential: Developing Inclusion in Teaching and Learning, which will be mapped into specific courses and other smaller pedagogic awards. Furthermore, we are embedding this within quality processes and providing appropriate training/support to those who are involved in the quality assurance and enhancement of our awards. Academic induction 'The Staffordshire Way' will include the guidance from June 2021.

EXIT INTERVIEWS

In preparation for the development of the exit interview, work has been undertaken to reclassify the reasons for exit of all students into more insightful categories. This was completed in March 2021. Students leaving the University after this date have been self-identifying against the new criteria. During 2021-2022 this data will be analysed by ethnicity to understand quantitative trends and then further qualitative data will be sought to provide greater insights from the data to inform future developments.

WORKSTREAM FIVE

STUDENT ACHIEVEMENT AND EMPLOYABILITY

- Reduce the attainment gap for BAME students, in line with the targets set within the University's Access and Participation Plan.
- Further embedding of employability skills throughout the curriculum to increase employability into full time work for BAME students and reducing incidents of unemployment.
- Continue the development of the Career Studio and review the levels of engagement with the services from different student groups, to understand how these can be further enhanced and be more inclusive.

WORKSTREAM FIVE

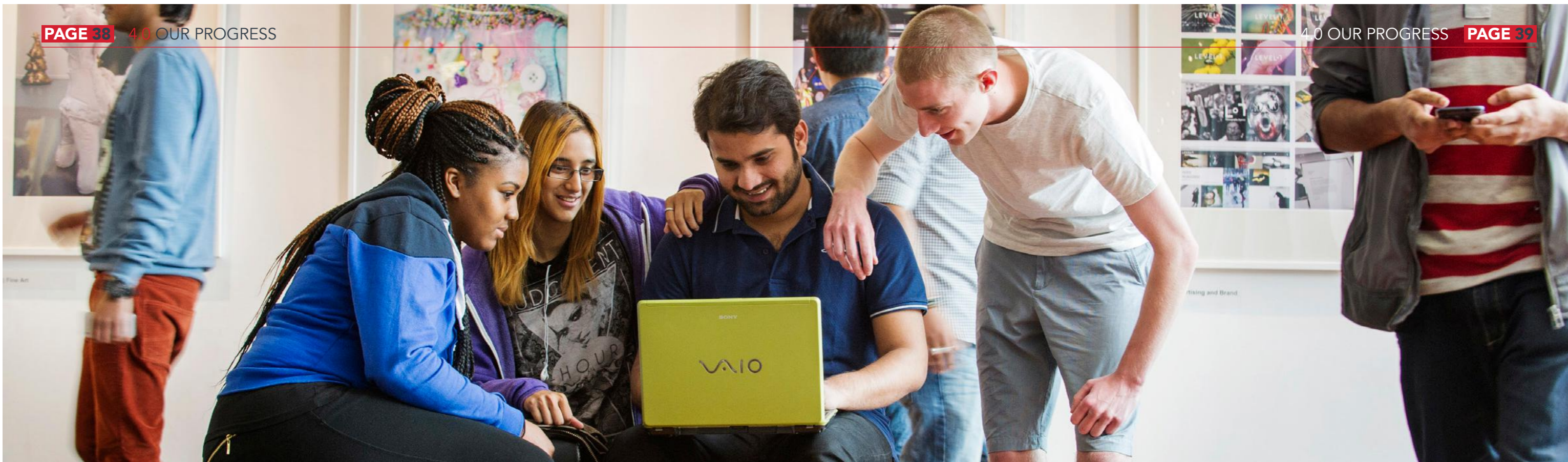
PROGRESS

ATTAINMENT GAP

During the academic year, interviews have been undertaken with Senior Management Teams and Course leads in areas where there is a significant achievement gap (positive and negative) between black and non-black students. Most notably this concerns Health and Social Care, Business and Sports programmes (all with negative gaps) and Education (positive gaps). A number of key themes have emerged from these meetings, including student experiences through the admissions process, experiences on placement, Fitness to Practice outcomes, academic planning, staff diversity/ role models, staff awareness and mental health.

In June 2021, a cross-University working group was established to take this work forwards in partnership with the Students Union to create a student survey, examining the issues outlined above as well as providing students with the opportunity to provide any further insights into what the University could improve to close attainment gaps.

The survey will be distributed in July 2021 and analysis completed and actions identified by the end of August 2021.



EMPLOYABILITY FRAMEWORK

One of the key objectives of the new Employability Framework is to “ensure all students, no matter what barriers they may face, are empowered to succeed in their futures.

Through the employability framework introduced in 2020-2021 students develop lifelong personal development skills including:

- understanding their starting point (and potential barriers),
- learning from role models,
- career action planning and life designing,
- career conversations and getting experiences to learn, firsthand, about the careers they are interested in,
- mentoring to augment their social and familial networks,
- developing self-awareness and a proactive attitude to career planning.

The framework is now part of module validation, where academics include assessed framework activities into new courses. This has coincided with the revalidation of courses in the move to 20/40 credits’ framework. Delivery of the framework to undergraduates will begin in the 2021/2022 academic year.

Peer Mentoring is a scheme designed to support first year students during their transition into Higher education. This is an opportunity for returning students to mentor first-year students by sharing their invaluable knowledge and experience. Students can meet at a time that suits them, for around an hour a week, over an 8-week period. They can ask questions and get advice that helps them to settle into life at university. Mentors get full support and training as well as a certificate of completion for their CV. Mentees can request a mentor with a similar background and experience to them such as mature, BAME, mental health, disability, international, and LGBTQ+. This was implemented in September 2020 and now runs each academic year in September and January.

Our first cohort of mentees comprised 36% BAME students (overall university percentage – 17% in 2020-2021), so we achieved a significant over-representation of BAME students in this initiative. Evaluation took place in June 2021 to understand the impact and inform future plans. This evaluation reflected a need for two cohorts per academic year and to focus on further student groups and matching criteria. Targeted student groups include care leavers, estranged students, step up to HE students and designing a strategy to engage students with a disability. Our matching criteria now prioritises campus, communities and academic/ personal interests.

With regard to the Career Studio, Staffordshire University is the first non Russell group university to have all careers one to one provision delivered by existing, paid and trained students, breaking down a perceived advisor/student barrier, with the aim of increasing the uptake of one-to-one careers support. In response to the number of BAME students actively engaging with the Career Studio, the Careers Team purposely recruited two BAME Career Coaches in order to inform our service delivery, acting as role models and offering an inclusive service.



In the 2019/2020 academic year 20% of interactions with our Career Coaches were with BAME students (398 of 1962), which was a 12% decrease from 32% in 2018/2019. Further work is underway to understand the reasons why this shift has occurred.

Going forward we are designing targeted campaigns dedicated to specific groups. The first of these is the 10,000 Black Interns programme, who are transforming the horizons and prospects of young black people in the United Kingdom by offering paid work experience across a range of industries, providing world-class training and development. This will be launched in 2021.

10,000 Black Interns seek to offer 2,000 internships each year for five consecutive years. The programme has been advertised and promoted to students via the Careers Studio, Employability Hubs, academic staff, social media channels, Teams posts and the Students Union. We are also promoting opportunities with SoulEndvr, a casting agency for musicians who specialise in providing the UK's top black and ethnic minority musicians/composers for Film, Television and Advertising. Academic staff are promoting this to targeted courses within the School of Digital, Technologies and Arts.

WORKSTREAM SIX STUDENT EXPERIENCE

- Develop and implement a range of events on race and racism within the University as part of a calendar of diversity events and monitor participation rates within these and evaluation feedback to continuously develop these further, including the 'No Bystander' campaign.
- Working with BAME students, understand if there are any potential barriers to using the established procedures for reporting racist incidents or hate crimes and making changes as necessary.
- Develop and implement guidance for academic staff and services staff on dealing appropriately and robustly with unintended discriminatory comments in the moment to support both learning and a zero-tolerance culture to race discrimination.
- Continue to monitor the diversity of students involved in decision making bodies of the University to increase the diversity within these decision-making bodies.

WORKSTREAM SIX PROGRESS

During 2020-2021, we developed and began delivery of our corporate calendar of diversity events, including 'Back to the Future – 20 Years Back, 20 Years Forward' ('Black History Month'), 'Access – How Far Have We Come? How Far Have We Still To Go?' (Disability History Month), Social Mobility Pledge Action Plan launch, Holocaust Memorial Commemorative event, International Womens Day, Stephen Lawrence Day and the Employer Race Inclusion events, despite the impact of the pandemic. During 2021-2022 this will be embedded further within the corporate events calendar, where a full evaluation of participation, engagement and impact will be evaluated.

To support the University-level events, local calendars of inclusion events and activities have been developed for implementation by schools and services during the 2021-2022 academic year.



During 2020-2021, a racial microaggressions awareness raising video was developed by University staff, students and Students Union staff member of colour. This was launched at the Exploring Race Inclusion conference in March 2021 to all staff and used throughout Welcome 2021 with new and returning students, raising awareness and clarifying the University expectations on inclusion.

This was delivered with guidance to all Course Directors, academic staff and staff involved in student recruitment. The University Pledge will be re-recorded for 2021-22 academic year focusing on personal responsibility for the collective good.

The Inclusion Team developed an anti-racism campaign for Welcome 2021, which will be supplemented throughout the year with activities linked to, for example, Black History Month, LGBTQ+ History Month, Disability Month.

During 2020-2021 includes a significant level of professional development and awareness raising took place including:

- No Bystander training to ResLife Mentors, Student Wellbeing Peer Mentors, and Students Union Society and Network leaders.
- Student Support and Wellbeing Advisors, to receive training on first disclosure and for Sexual Violence Liaison Officers to have refresher training on supporting students through university processes for sexual violence incidents.

A campaign is planned for the academic year 2021-2022 to enable a No Bystander culture, covering:

- Awareness of diversity, inclusivity and zero tolerance of racism, tackling harrassment, bullying and sexual violence.

OUR ANALYSIS

STAFF EXPERIENCE

Staffordshire is a very white organisation compared to other universities.

Staffordshire does not attract international staff in the same proportions as other universities.

Staffordshire is a very white organisation when compared to the regional diversity profile.

WITH REGARD TO ACADEMIC STAFF

Staffordshire has a much whiter profile in academic staff than competitors and the HE sector.

Career progression for BAME academic staff needs to be encouraged specifically between Lecturer and Senior Lecturer, however progression with BAME academic staff between grades is more likely than white academic staff.

BAME academic staff are appropriately represented on permanent contracts, slightly underrepresented on hourly paid contracts and slightly overrepresented on fixed term contracts.

Our ethnicity profile is low across most of the subjects, with BAME staff spread across many disciplines.

BAME academic staff are more likely to leave our employment than white academic colleagues.

The University is now less attractive to BAME academic candidates than previously and they fare less well in the recruitment and selection process than previously. Consequently, this will impact upon the diversity composition of our academic workforce.

Certain Schools and subject areas are clearly more attractive to BAME academic applicants.

BAME academic staff are more likely to move between grades than white academic staff.

Access to professional development as measured through the HEA commitment appears consistent between BAME and White academic staff.

BAME academic staff are over represented in the University's professoriate compared to their representation in the academic workforce.

BAME academic applicants are less likely to be appointed to an academic role at the University compared to white academic colleagues.

BAME academic staff are appointed with higher qualifications than white academic staff and/or access to PhD support is equally as accessible for BAME and White academic staff.

There appear to be no barriers to BAME staff participating in the REF exercise in 2014, where they were overrepresented. REF 2020 staffing composition has yet to be finalised, however based on BAME academic staff on TRI contracts, there appears no impediment to a strong representation in REF2021.

OUR ANALYSIS

STAFF EXPERIENCE

WITH REGARD TO PROFESSIONAL SUPPORT STAFF:

Staffordshire has a significantly whiter profile in professional support staff compared to competitors and the HE sector.

Our schools/services employing professional support staff do not have a varied ethnic mix.

BAME professional support staff are slightly more likely to be on fixed term contracts than their white colleagues.

There are issues with the attraction of BAME professional support staff into senior roles and this may point to reduced career progression within the institution.

Looking over the last three years, BAME staff are more likely to leave our employment.

The University is now more attractive to BAME professional support staff candidates than previously and they fare better in the recruitment and selection process than previously. This will impact upon the diversity composition of our professional services workforce.

Certain services and professions areas are clearly more attractive to BAME applicants.

BAME professional support applicants less likely than white colleagues in being appointed to a professional support role at the University.

Due to small numbers any conclusion of progression through grades is inconclusive.

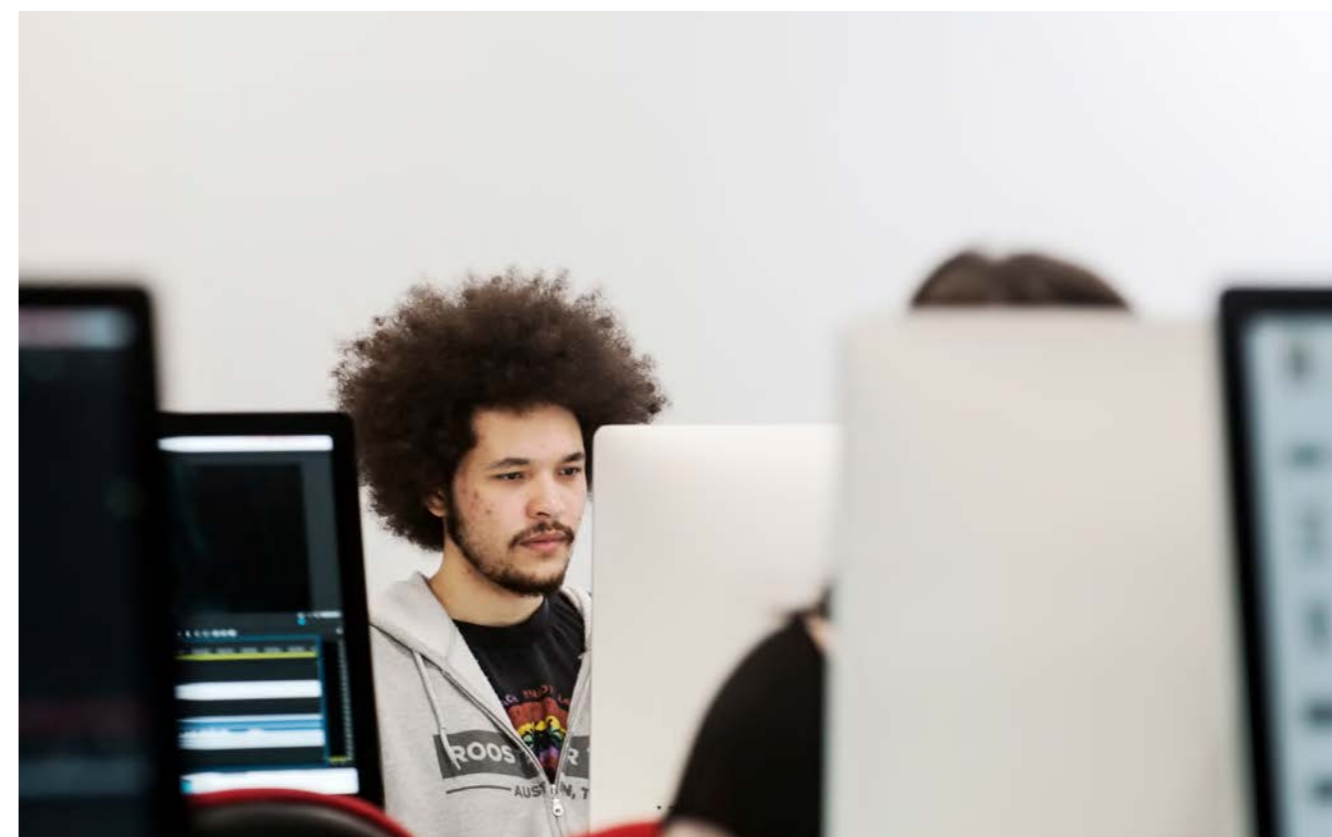
WITH REGARD TO THE OVERALL STAFFING EXPERIENCE:

It is unclear if BAME staff would raise a grievance, if they had one, through our protocols or if there are any barriers that prevent this.

Whilst numbers are low, it appears over the three-year period, BAME staff were more likely to be disciplined than white staff.

The University needs to continue to consider diversity in its decision-making processes and groups to ensure a diverse range of views are heard and considered.

Whilst, there is no issue with equal pay the university needs to recruit more BAME staff across all grades in order to address any underlying Ethnicity Pay Gaps.



OUR PRIORITY AREAS AND PROGRESS

WORKSTREAM ONE

POSITIVE ACTION TARGETS

- Positive action targets to be set for the University overall for the next five-year period for BAME composition.
- Positive action targets to be identified for each school and service for recruitment processes.



WORKSTREAM TWO

SELF REFLECTION, SELF-AWARENESS AND CULTURE SHIFT

All staff within the University to undertake mandatory training in unconscious/implicit bias, challenging our working practices and behaviours, in order to ensure the university becomes more inclusive.



WORKSTREAM ONE PROGRESS

The University has committed to implementing positive action targets to increase the proportion of BAME staff in the University's workforce and within each School and Service. Targets have been prepared for Schools and Services and at the wider University level with reference to BAME representation in comparator universities and the wider HE sector, along with census data for the local area. These targets have been agreed by the University's Senior Leadership Team and are now being embedded in workforce planning activities. Schools and Services will also be responsible for developing local level action plans to address issues identified with the support of HR Business Partners to ensure they actively

work towards a more diverse workforce during the academic year 2021-2022 and beyond. The achievement of positive progress to a more diverse workforce will be reviewed through the Senior Leadership Team and through the established Business Review process and Talent Management Framework discussions, embedding inclusion within our existing practices.

Schools and Services will be assisted in the delivery of a more diverse workforce through a refreshed approach to advertising of job vacancies and recruitment collateral and the recruitment website, along with development for recruitment panels on unconscious bias and inclusive recruitment.

WORKSTREAM TWO PROGRESS

Human Resources and Organisational Development have supported the Head of Equality, Diversity and Inclusion in the provision of training in unconscious bias over the past academic year, including the provision of mandatory unconscious bias training to 580 staff with responsibility for staff and student recruitment. In addition, we have developed resources and guidance for staff participating in recruitment panels to ensure that they are retrained in matters of inclusion.

However, as outlined earlier in the report (page 24) the flagship inclusion 'Architects and Guardians of Decisions' professional development will go live during the 2021-2022 academic year, although significant planning and development for this has been undertaken in the current academic year.

WORKSTREAM THREE

RECRUITMENT

- The University needs to attract a greater number of BAME applicants (UK domiciled and international), who are then shortlisted and appointed to roles in both academic and professional support staff. This will involve understanding the current applicant experience, refreshing employer collateral, adverts, media together with the composition and training of interview panels.
- Equality Audits to be undertaken by HROD on all vacancies to establish where shortlisted and appointed candidates are misaligned to the applicant profile to understand any potential barriers.
- Executive search agencies to be set a target % of BAME applicants to be identified from search activities and to support a positive action approach to the compilation of long and short lists.
- Anonymous applicant shortlisting to be investigated and implemented.

WORKSTREAM THREE PROGRESS

Human Resources and Organisational Development has focussed on improvements to the applicant experience through review and refresh of recruitment collateral, review of the recruitment website to incorporate more inclusive imagery, refocussing of the University's approach to vacancy advertising and promotion in order to attract the widest pool of talent to the University.

During 2020-2021 we undertook a survey of job applicants in order to better understand the applicant experience, with data from this survey being analysed and used to inform the ongoing review of recruitment and selection practice.

Mandatory recruitment and selection and unconscious bias training has also been put in place for all recruitment panel members and a guide on inclusive recruitment practice for recruiting managers has been developed in conjunction with the Head of Equality, Diversity and Inclusion and is now being implemented.

Anonymous shortlisting is currently being trialled in a number of Schools and Services, with the results of this trial to be evaluated and used to inform potential further roll out across the University, in order to reduce the opportunity of bias within the recruitment and selection process.

Work has commenced with Executive search and employment agencies that are used by the University on the provision of equality monitoring data and putting in place targets to improve the proportion of BAME staff being recruited through these routes.

In addition, a recruitment dashboard has been developed to enable the equality monitoring of all stages of the recruitment and selection process both at the School and Service and wider University level, with reporting into SMTs and SLT now under development. Data from this will help inform School and Service discussions on this, workforce profile and any inequalities that may exist in the attraction of new talent.



WORKSTREAM FOUR

CAREER DEVELOPMENT AND PROGRESSION

- Review the impact of the Regrade Board progression process for academic staff, specifically in relation to progression from Lecturer to Senior Lecturer
- Review the impact of the Regrade Board for the progression of professional support staff to further understand BAME progression opportunities and any potential barriers.
- Improve data collection of individuals access to and engagement with the Performance, Development Review (PDR) process.
- Improve data collection of individuals access to and engagement with professional development opportunities.

WORKSTREAM FOUR PROGRESS

The Regrade Board process was refreshed in 2018-2019 and implemented during the 2019-2020 academic year. To support this, a career development and progression dashboard has been developed which tracks the regrade board outcomes for academic and support staff, promotions, the professorial conferment process and other grading changes, including the outcomes of staffing restructures. This now informs an annual evaluation of progression within the University by diversity characteristics which inform University School and Service level discussions.

The PDR and professional development dashboards will be further developed in the forthcoming academic year in the light of the introduction of the new PDR process which will support more detailed analysis and reporting, along with the launch of the new professional development ecosystem.

WORKSTREAM FIVE

STAFFING EXPERIENCE

- Working with BAME staff, understand if there are any potential barriers to using the grievance and harassment and bullying information, advice and guidance and make changes as necessary
- Continue monitoring the data on the ethnicity of staff undergoing formal disciplinary and performance procedures
- Continue monitoring and increasing diversity into decision making and to increase the diversity within the decision-making bodies.

WORKSTREAM FIVE PROGRESS

An all-staff survey was undertaken in 2021 to understand any barriers to staff using the University's grievance and bullying and harassment policies, along with seeking insight on any disparities in the application of the procedures. Feedback from these surveys is now being analysed and used to update policies and practice during the 2021-2022 academic year. Human Resources and Organisational Development have also reviewed the appeals process across the range of HR policies to ensure diversity of panel membership and are developing further guidance for appeal panel members. A dashboard has also been developed to monitor use and application of the disciplinary, grievance and bullying and harassment procedures, with reporting now being developed for SMTs and SLT to inform tracking of these procedures through the lens of diversity characteristics.



OUR BROADER INCLUSION PROGRAMME

Whilst our focus has been on race equality, this is not to say that we have not continued our work across all other areas of inclusion. Specific interventions in the 2020-2021 academic year include:

- A collaborative project between Services, Schools, Disabled Students Network and the Student Union has undertaken a systematic review and assessment of disabled students' journey from application through to graduation and employment. This has elicited a wide range of opportunities to be more inclusive and accessible and enhance the student experience. Action arising will be implemented during the academic year 2021-2022 and will be evaluated through the Access and Participation Plan.
- The Report and Support online incident reporting system for students has been implemented to increase reporting rates of students experiencing bullying and harassment, discrimination, domestic abuse, hate crime, stalking, sexual assault, violence, and harassment. This will enable a greater understanding of incidents experienced by students, through more comprehensive reporting and the outcomes will inform and review support services for our students.
- A corporate inclusion calendar has been developed highlighting significant events across key strands of equality that will be supported by the University and our staff and student communities to engage, to continue to build upon the fostering of an inclusive culture. Schools and Services will develop their own events to celebrate inclusion, which will augment the university wide programme of events. This will be launched in the academic year 2021-2022 and will be evaluated on an ongoing basis in terms of participation, engagement and impact with the results shared in the next Annual Inclusion Report. To support this, guidance on delivering inclusive events including inclusive on-line activities has been developed.

5.0 FUTURE FOCUS

5.1 ACTIONS 2021-22

5.2 STUDENTS

5.3 STAFF

Our focus for 2021-22 will be to continue to evaluate the priorities we have identified this year together with understanding what impacts they are making.

5.1 ACTIONS 2021-22

The first two years of implementing our Equality Diversity and Inclusion (EDI) Framework rightly took a more process driven approach in order to begin to embed EDI in all our functions. During 2020-2021 we focused on shaping the agenda to embed inclusivity within the University and address some of the key challenges, particularly in relation to race inclusion.

Our focus for 2021-22 will be to continue to evaluate the priorities we have identified this year together with understanding what impacts they are making.

Therefore, we will continue to address.

5.2 STUDENTS

WORKSTREAM ONE

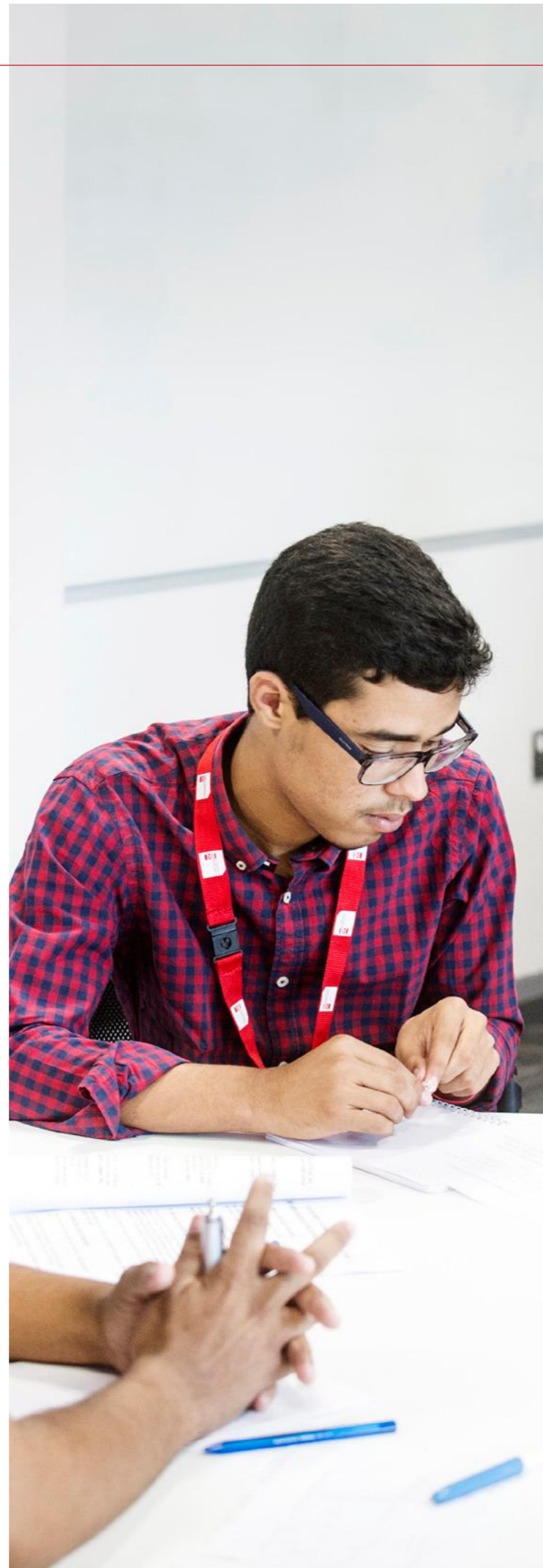
POSITIVE ACTION TARGETS

- Continue to work towards the positive action targets for the University in terms of student recruitment, at both a university and school level.

WORKSTREAM TWO

SELF REFLECTION, SELF-AWARENESS AND CULTURE SHIFT

- Evaluate the participation, engagement and impact of the revised Welcome Week induction and re-induction activities with a particular focus upon diversity awareness and explicit anti-racism and anti-discrimination awareness.



WORKSTREAM THREE

STUDENT RECRUITMENT

- Continue to review and refresh the current applicant experience, refreshing collateral, media approach and schools and colleges liaison strategy and contextual admissions to ensure a more inclusive approach to admissions, based upon an evaluation of the 2020-2021 recruitment cycle.
- Equality Audits to be undertaken by Student Recruitment for the 2020-2021 recruitment cycle to understand where applicant, offer and acceptance profiles are misaligned to the University, benchmark and sector profiles to understand any potential barriers and take actions to address these.

WORKSTREAM FOUR

STUDENT PROGRESSION

- Implement the Connected Curriculum, a corner stone of the new academic strategy, with a particular focus upon BAME students who may have a differential starting point in their studies to White students.
- Review the findings of exit interview for BAME students who do not progress to understand the reasons for non progression to inform changes in the delivery of the curriculum.

WORKSTREAM FIVE

STUDENT ACHIEVEMENT AND EMPLOYABILITY

- Reduce the attainment gap for BAME students, in line with the targets set within the University's Access and Participation Plan.
- Further embedding of employability skills throughout the curriculum to increase employability into full time work for BAME students and reducing incidents of unemployment and evaluating the career destinations of graduates from the most recent graduating cohorts.
- Evaluate the impact of the developments of the Career Studio and review the levels of engagement with the services from different student groups, to understand how these can be further enhanced and be more inclusive.

WORKSTREAM SIX

STUDENT PROGRESSION

- Develop and implement a range of events on race and racism within the University as part of a calendar of diversity events and monitor participation rates within these and evaluation feedback to continuously develop these further, including the 'No Bystander' campaign.
- Working with BAME students, understand if there are any potential barriers to using the established procedures for reporting racist incidents or hate crimes and making changes as necessary.
- Continue to monitor the diversity of students involved in decision making bodies of the University to increase the diversity within these decision making bodies.





5.3 STAFF

WORKSTREAM ONE

POSITIVE ACTION TARGETS

- Continue to work towards the positive action targets for the University in terms of staff recruitment, at both a university and school and service level.

WORKSTREAM TWO

SELF REFLECTION, SELF-AWARENESS AND CULTURE SHIFT

- Undertake the implementation of mandatory training in unconscious/implicit bias, challenging our working practices and behaviours, in order to ensure the university becomes more inclusive and evaluate the engagement and impact by staff.

WORKSTREAM THREE

RECRUITMENT

- Continue to review and refresh the current applicant experience, refreshing employer collateral, adverts, media together with the composition and training of interview panels based on evaluation from the 2020-2021 academic year.
- Equality Audits to be undertaken by HROD on all vacancies to establish where shortlisted and appointed candidates are misaligned to the applicant profile to understand any potential barriers.
- Executive search agencies to continue to be set a target % of BAME applicants to be identified from search activities and to support a positive action approach to the compilation of long and short lists.
- Anonymous applicant shortlisting to be moved from 'pilot' phase to full University roll out and a review of impact to be undertaken.

WORKSTREAM FOUR

CAREER DEVELOPMENT AND PROGRESSION

- Review the impact of the Regrade Board progression process for academic staff, specifically in relation to progression from Lecturer to Senior Lecturer, now informed by two years of operation and dashboard insights.
- Review the impact of the Regrade Board for the progression of professional support staff to further understand BAME progression opportunities and any potential barriers, now informed by two years of operation and dashboard insights.
- Review the data of individuals access to and engagement with the PDR process and address those areas where underperformance is identified.
- Review the data collection of individuals access to and engagement with professional development opportunities and address those areas where underperformance is identified.

WORKSTREAM FIVE

STAFFING EXPERIENCE

- From the all staff survey address the potential barriers to using the grievance and harassment and bullying information, advice and guidance and make changes as necessary
- Continue monitoring the data on the ethnicity of staff undergoing formal disciplinary and performance procedures and review the application of these processes.
- Continue monitoring and increasing diversity into decision making and to increase the diversity within the decision-making bodies.

6.0

EQUAL PAY AND PAY GAPS

6.1 EQUAL PAY

6.2 PAY GAP

6.3 GENDER PAY GAP

6.4 ETHNICITY PAY GAP

6.5 DISABILITY PAY GAP

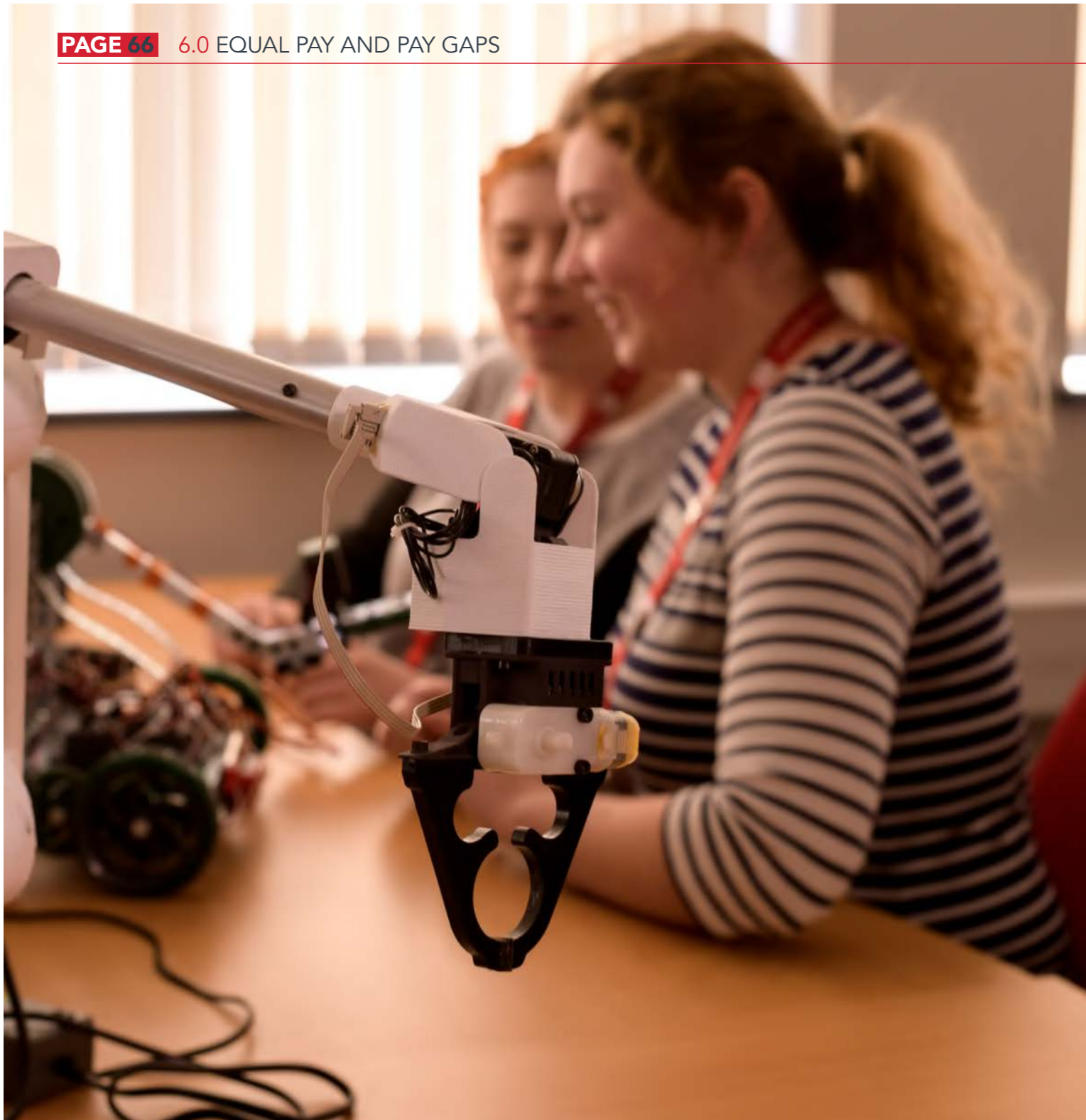
6.6 ACTIONS TO ADDRESS OUR PAY GAPS

6.1 EQUAL PAY

We are committed to undertaking a formal Equal Pay Review bi-annually. The equal pay audit 2021 has been conducted in relation to gender, ethnicity and disability. Reports are available at [Equal Pay reports](#).

Whilst a number of pay gaps were identified by grade as part of the analysis, the project team were satisfied that these discrepancies could be explained by one of the following reasons:

- Length of service – each grade is made up of 4 or 5 scale points and so length of service can have an impact for a few years although this should disappear after 4 or 5 years as each employee reaches the maximum point of the grade.
 - Starting salaries – staff are normally appointed on the minimum spinal column point can be appointed at a higher scale point. Careful consideration is given by any interviewing panel in offering a post above the minimum point of the grade and is linked to skills, experience and takes account of existing salary levels in order to attract the most suitable candidate.
 - Temporary upgrades – the University's Remuneration Policy allows for an increase in salaries to take account of staff undertaking different responsibilities which attract a higher grade, for which either an honoraria or is paid or staff are paid the grade for that role. Due to the temporary nature of these arrangements, and that due process is consistently applied in line with the policy, these upgrades are not deemed to be discriminatory.
-



6.2 PAY GAP

The 2019 statutory Gender Pay Gap report acknowledged that to demonstrate the University's commitment to inclusion, Pay Gap analysis from 2020 should be extended to include ethnicity and disability. This additional analysis is now integral to our pay gap analysis and is explained in the following sections.

6.3 GENDER PAY GAP

Gender pay gap calculations show the difference in the average pay between men and women in the organisation. A gender pay gap above zero will show that on average, men earn more while a pay gap below zero shows that women, on average, earn more. The gender pay gap is calculated in two ways:

MEAN

The mean pay is calculated by adding up all the salaries and dividing the result by how many numbers were in the list. We can then compare the mean pay for men with the mean pay for women. The difference between the two figures is the mean gender pay gap.

Analysis has revealed that the mean average gender pay gap across Staffordshire University is 9.0%. This is a slight improvement on our 2017 position (9.39%) and is over 7% lower than the HE Sector at 15.5% (ONS data, 2016-17). This is good news but we want to reduce this gap further.

MEDIAN

The median gender pay gap is calculated by listing all of the salaries in numerical order. The median is the middle number. We can then compare the median pay for men with the median pay for women. The difference between the two figures is the median gender pay gap.

At Staffordshire University this is 0%. While this is very positive, particularly when compared to the HE Sector at 14.3% (ONS data, 2016-17) if we remove the 'casual' staff from our data the median gender pay gap is 5.7%.

This data shows that our gender pay gap is the result of us having more women than men in roles in the lower grades of the pay structure. Where both men and women appear in the same pay grade we know they are being paid equally because of our equal pay audits and job evaluation scheme. Therefore, we will continue to work on the mix of our male and female staff within the different grades within the University.

6.4 ETHNICITY PAY GAP


Ethnicity pay gap calculations show the difference in the average pay between BAME and White staff in the organisation. An ethnicity pay gap above zero will show that on average, White staff earn more while a pay gap below zero shows that BAME staff, on average, earn more. The ethnicity pay gap has been calculated in two ways:

MEAN

Analysis has revealed that the mean average ethnicity pay gap across Staffordshire University is -1.3% in favour of BAME staff. However, if we remove part time staff from our calculation the mean average ethnicity pay gap is -5.7% in favour of BAME staff.

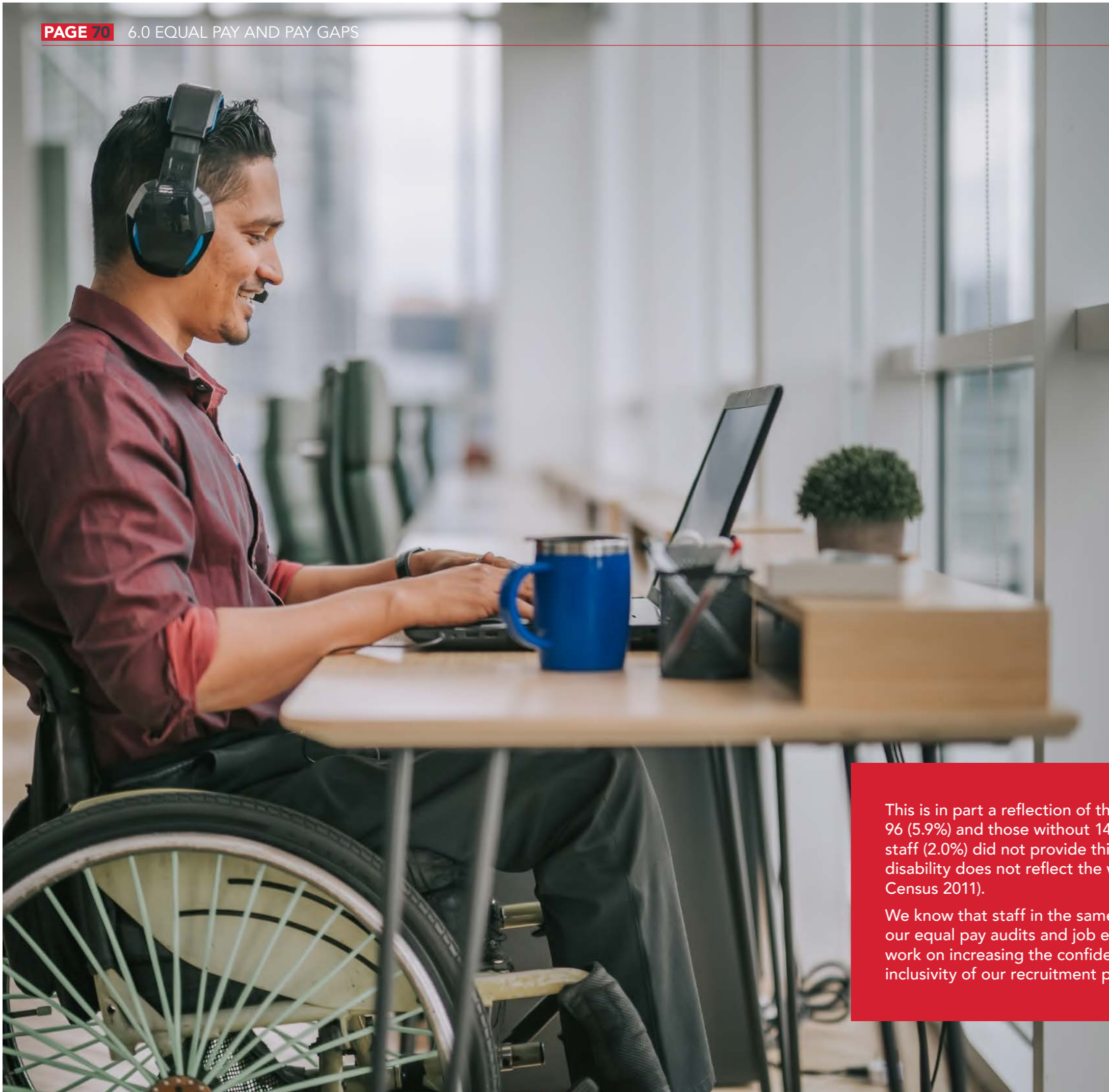
MEDIAN

At Staffordshire University this is -3.0%. However, if we remove the 'casual' staff from our conversation the median ethnicity pay gap is -9.2%.



Whilst the data shows a positive picture in favour of BAME staff, this is a reflection of the low number of BAME staff (140) compared to White staff (1433) which skews the data.

We know that staff in the same pay grade are being paid equally because of our equal pay audits and job evaluation scheme. Therefore, we will continue to work on increasing the number of BAME staff through actions identified from our detailed analysis outlined within this annual report.



6.5 DISABILITY PAY GAP

Disability pay gap calculations show the difference in the average pay between staff with a declared disability and those with no declared disability. A disability pay gap above zero will show that on average, staff with no declared disability staff earn more, whilst a pay gap below zero shows that staff with a declared disability, on average, earn more. The disability pay gap has been calculated in two ways:

MEAN

Analysis has revealed that the mean disability pay gap across Staffordshire University is 6.4%. However, if we remove part time staff from our calculation the mean disability pay gap is 5.9%.

MEDIAN

At Staffordshire University this is 0%. However, if we remove the 'casual' staff from our calculation the median disability pay gap is -6.1% in favour of staff with a declared disability.

This is in part a reflection of the low number of staff with a declared disability 96 (5.9%) and those without 1489 (92.1%) which skews the data. [32 members of staff (2.0%) did not provide this information]. The number of staff with a disclosed disability does not reflect the wider community (UK 17.9% disclosed disability, Census 2011).

We know that staff in the same pay grade are being paid equally because of our equal pay audits and job evaluation scheme. Therefore, we will continue to work on increasing the confidence of staff to declare a disability and develop the inclusivity of our recruitment processes.

6.6 ACTIONS TO ADDRESS OUR PAY GAPS

We are clear that we want to close our pay gaps. These are some of the actions that we have identified in relation to gender, ethnicity and disability:

- A fresh approach to the attraction and recruitment of staff to our roles, making sure that we are gender neutral in our requirements, our advertising and that we are proactive in encouraging applications from the broadest range of candidates;
- Training our appointment panels to ensure that they are free from stereotypes and unconscious bias when appointing to roles within their teams;
- Through the Performance Development and Review process, delivering targeted professional development for staff to develop their careers so they can progress within our University or beyond;
- Champion the implementation of the Aurora women’s personal and professional development programme to allow opportunity for career and role development for women within key underrepresented roles/specialisms within the University;
- Ongoing data analysis linked to our work on Athena SWAN and the Race Equality Charter to enable a more granular understanding of our gender and ethnicity pay gaps; and
- Supporting Schools and Services to identify positive action targets for recruiting a more diverse staff team.

APPENDIX ONE

OUR EDI VALUES

Be brilliant and friendly

by providing an environment where the rights and dignity of all are respected:

- people are treated with dignity and respect;
- inequalities are challenged, and we take robust steps to tackle discrimination including identity-based hate and harassment; and
- we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

Be curious and daring

by continuing to seek out and challenge inequality:

- assessing and monitoring our policies, plans and procedures for equality impacts;
- assessing and monitoring our curriculum for equality impacts; and
- pro-actively identifying opportunities to promote and enable equality of outcome for all our people.

Be curious and daring

by continuing to seek out and challenge inequality:

- assessing and monitoring our policies, plans and procedures for equality impacts;
- assessing and monitoring our curriculum for equality impacts; and
- pro-actively identifying opportunities to promote and enable equality of outcome for all our people.

Be proud to be Staffs

by acknowledging our collective responsibility to ensure our vision for inclusion:

- celebrating our diversity and the contributions of all our people;
- continuing to widen access to underrepresented groups; and
- continuing to increase the diversity of our staff to better reflect our local community and wider society.

APPENDIX TWO

RESOURCES

Equality, Diversity and Inclusion resources to support and enable implementation of the Strategic Equality, Diversity and Inclusion Framework:

Equality, Diversity and Inclusion Framework:

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Equality, Diversity and Inclusion statutory reports:

<https://www.staffs.ac.uk/students/support/equality-diversity-inclusion/equality-framework-and-reports/annual-reports>

Equality Impact Assessment template:

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Equality Impact Assessment guidance:

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Equality Impact Assessment Champions:

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Procurement and EDI guidance:

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Project development and EIAs guidance:

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Equality, Diversity and Inclusion Good Practice 2018-19 and 2019-2020

<https://iris.staffs.ac.uk/Interact/Pages/Section/Default.aspx?Section=3298>

Equal Pay and Pay Gap reports

https://www.staffs.ac.uk/support_depts/equality/policy/data/index.jsp

APPENDIX THREE

OVERVIEW OF INCLUSION ACTIVITIES 2020-21*

Review of EDI Framework	Updated Framework in place 2021-2024: <ul style="list-style-type: none"> • Inclusion Statement. • EDI strategic objectives. • Annual action plan and progress update contained in EDI Annual Reports.
Equality Impact Assessments (EIA)	<ul style="list-style-type: none"> • Recruitment and training of Equality Impact Assessment Champions in all Schools and Services. • Guidance published on EIAs in the Project Development process. • UHR national award achieved for Staffordshire University whole system approach to EIAs.
Training	<ul style="list-style-type: none"> • Mandatory Inclusion induction E-Learning module implemented for all new staff. • Mandatory Inclusion induction E-Learning module implemented for all current staff to re-establish inclusion baseline understanding. • Unconscious Bias training delivered to increase understanding of how stereotyping and unconscious bias can impact on decision making particularly in recruitment: <ul style="list-style-type: none"> - Unconscious bias in recruitment guidance published. - Unconscious bias in recruitment training module developed and delivered. • LGBTQ+ workshops delivered to promote greater understanding and allyship. • Mental health first aider training.

* These were delivered by staff from across the University.

APPENDIX THREE

OVERVIEW OF INCLUSION ACTIVITIES 2020-21 (CONTINUED)

Race Inclusion Conference	<p>Organised and delivered Staffordshire University's first race inclusion conference with 577 attendees</p> <ul style="list-style-type: none"> • All Schools and Services developed local race inclusion action plans; progress reported during Black History Month 2021. • Repository of race inclusion resources developed.
Equality, diversity and inclusion guidance / awareness raising documents published	<ul style="list-style-type: none"> • Inclusive and accessible live events guidance. • Top ten tips for inclusive online meetings. Including deaf and hard of hearing people in online meetings. • Making document accessible. • Standardised equality monitoring guidance. • Positive action in recruitment. • Corporate diversity calendar. • Ideas for celebrating diversity: <ul style="list-style-type: none"> - Black History Month - Disability History Month
REF2020-21 Inclusion and addressing bias	<ul style="list-style-type: none"> • Supported an inclusive approach to REF 2021. • Reviewed REF 2021 process from an inclusion perspective: <ul style="list-style-type: none"> - recommendations for action.
Support for the development of inclusive teaching and learning	<ul style="list-style-type: none"> • Building Equality and Inclusion into Course Design guidance published. • Course approval process and documentation reviewed and updated. • Course review process and documentation reviewed and updated.

Support to address the BAME student awarding gap; understand and address racial microaggressions	<ul style="list-style-type: none"> • Racial Microaggressions video developed in partnership with staff, students and the Students' Union. • Staff guidance developed on addressing the BAME student awarding gap, recognising and addressing racial microaggressions; training provided. • Student awareness raising module developed and implemented as part of the student disciplinary process. • Student awareness raising module developed for use in Teaching and Learning.
Black History Month	<ul style="list-style-type: none"> • Co-ordinated 'Back to the Future: 20 years back; 20 years forward' an online webinar.
Holocaust Memorial Day	<ul style="list-style-type: none"> • Online reflections on the impact of the Holocaust on individuals and communities, including poems to commemorate the theme 'Be the light in the darkness'.
International Women's Day	<ul style="list-style-type: none"> • Online conversation about inspirational women.
Stephen Lawrence Day	<ul style="list-style-type: none"> • Online event marking Stephen Lawrence Day (22 April 2021) to review the impact Stephen's story has had on policing so far, the media portrayal of this story, and the protests against police brutality and racially motivated violence against black people over the decades.
Transgender Inclusion	<ul style="list-style-type: none"> • Publication of updated Transgender Inclusion policy.

APPENDIX FOUR

HOME AND OVERSEAS STUDENTS ON STAFFORDSHIRE DELIVERED (EXCLUDING PARTNERS), FULL TIME AND PART TIME, SHORT AND MAINSTREAM COURSES IN 2020/21

Group	Category	Count	%
Gender	Male	8844	47.8%
	Female	9649	52.1%
	Other	25	0.1%
Sexuality	Bisexual	981	5.30%
	Gay Male	290	1.57%
	Gay Female/Lesbian	298	1.61%
	Heterosexual	15433	83.36%
	Information refused	1217	6.57%
	Other	295	1.59%
Disability	No disability	15403	83.2%
	Has one or more disabilities	3115	16.8%
	Unknown/IR	0	0.0%
Ethnicity	BAME	3368	18.2%
	BAME - Asian	1374	7.4%
	BAME - Black	1034	5.6%
	BAME - Other	960	5.2%
	White	14630	79.0%
	Unknown	520	2.8%
Age on Entry	Under 21	6312	34.1%
	21-25	4087	22.1%
	26-35	4551	24.6%
	36-45	2395	12.9%
	46-55	997	5.4%
	56-65	161	0.9%
	65+	15	0.1%
Total		18518	100.0%

COUNT OF ALL STAFF INCLUDING PART TIME HOURLY PAID LECTURERS

Group	Category	Count	%
Gender	Male	736	43.9%
	Female	941	56.1%
Sexuality	Bisexual	31	1.84%
	Gay Male	21	1.25%
	Gay Female/Lesbian	23	1.37%
	Heterosexual	1127	67.24%
	Information refused	473	28.22%
	Other	1	0.05%
Disability	No Known Disability	1543	92.0%
	One or more disabilities	99	5.9%
	Unknown/IR Disability	35	2.1%
Ethnicity	BAME	150	8.9%
	BAME - Asian	50	3.0%
	BAME - Black	30	1.8%
	BAME - Other	70	4.2%
	White	1484	88.5%
	Unknown/IR	43	2.6%
Age	Under 21	1	0.1%
	21-25	71	4.2%
	26-35	351	20.9%
	36-45	435	25.9%
	46-55	483	28.8%
	56-65	299	17.8%
	65+	37	2.2%
Total		1677	100.0%

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