Equality, **Diversity** and **Inclusion**

Annual Report
2018-19

Accessible Formats

This document and supporting documents will be published on the University's website in Microsoft Word and PDF formats in Tahoma font size 12 as standard. 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

1.1   This report provides an overview of progress in implementing the Strategic Equality, Diversity and Inclusion Framework and supporting Action Plan during 2018-19 at Staffordshire University. Furthermore, the report sets out the inclusion priorities for 2019-20, and provides the statutory annual equality update report required under the Equality Act 2010.

2.0   Context

Equality Act 2010

2.1   The focus of our Equality, Diversity and Inclusion agenda at Staffordshire University is as follows:

- Ensuring that EDI 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.

2.2   The Equality Act 2010 brought together a number of different pieces of legislation to provide a single legal framework to more effectively tackle discrimination and disadvantage. The Act sets out 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.

2.3   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 below:

1	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.
2	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].
3	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.

2.4   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.

2.5   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.

Social Impact

2.6   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]

2.7   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 communities[2] by promoting and enabling equality of opportunity and inclusion and delivering our corporate objectives of widening participation, sustainability and regeneration.

Organisational Impact

2.8   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.

[1] Chartered Institute of Personnel Development; 2019 https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet
[2] Staffordshire University Connected Communities Framework 2019.
[3] McKinsey and Company; Why Diversity Matters. 2018. https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters

2.9   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 and staff teams, as well as ensuring our long-term sustainability and high performance.

2.10   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.

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

3.0   Our Approach

Equality, Diversity and Inclusion Framework

3.1   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.

3.2   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.

3.3   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 core Strategic EDI 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 below.

Equality, Diversity and Inclusion Framework

2 Equality Objective 1 (Inclusion)

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 equality 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.

1 Equality, Diversity and Inclusion statement

THE CONNECTED UNIVERSITY

4 Annual Equality, Diversity and Inclusion Reports

2 Equality Objective 2 (Compliance)

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.

2.1 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
- Staff PDRs.

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

Equality, Diversity and Inclusion Statement

3.4   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 below:

Be brilliant and friendly……	Be curious and daring……
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.	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 • proactively identifying opportunities to promote and enable equality of outcome for all our people.

Be curious and daring……	Be proud to be Staff……
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 • proactively identifying opportunities to promote and enable equality of outcome for all our people.	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 under-represented groups; and • continuing to increase the diversity of our staff to better reflect our local community and wider society.

Equality, Diversity and Inclusion Strategic Objectives

3.5　　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 Equality, Diversity and Inclusion Objectives:

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Equality Objective One

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

Outcomes:

- 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.
- 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.
- 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.

Impact:

Achieving this strategic objective will require focused action which will support the University to address some of its key challenges and achieve its agreed Key Performance Indicators (KPIs) e.g.

Talented People

- 50% of academic staff with doctoral level qualifications.
- 100% of academic staff with HEA fellowship status.
- Every undergraduate course will have student progression rates of at least 80% from level 3 to 4, 85% from level 4 to 5, and 90% from level 5 to 6.
- Every course will achieve timely completion rates of at least:
  - o 65% apprenticeships
  - o 85% undergraduate
  - o 90% PGT Masters
  - o 93% PGCE

Connected Communities

- £5m income from externally-funded research per annum by 2021.
- 1000 students on campus will be international, studying undergraduate or postgraduate qualifications.
- 45% of our research outputs will be internationally co-authored as measured by Scopus.
- All students will have a work-related experience during their studies and 20% of our

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full-time undergraduates will have undertaken either an international study, work placement or exchange opportunity.

- At least 50% of SU research outputs will
be in the top 25% of journals (as measured by SNIP) by 2021.

Innovative and Applied Learning

- Every course will be in top 50% in either the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- 85% overall satisfaction in Postgraduate Research Experience (PRES) for full-time and part-time students.
- 90% satisfaction rating for the quality of teaching on my course measured by the National Student Survey (NSS) for full-time and part-time undergraduate students.
- 85% satisfaction rating for the quality of academic support as measured by the National Student Survey (NSS) for full-time and part-time undergraduate students.
- 83% satisfaction for assessment and feedback as measured by the National Student Survey (NSS) for full-time and part- time undergraduate students.
- 40% or greater of our REF submitted staff will be delivering world-leading and internationally-recognised research.

Equality Objective Two

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.

Outcomes:

- Compliance – our policies, procedures and plans enable the University to demonstrate due regard for the requirements of the Equality Act 2010:
    - o Governance arrangements;
    - o Statutory and management reporting;
    - o Equality Impact Assessments;
    - o Compliance reviews;
    - o Equality Monitoring;
    - o Procurement;
    - o Training and Awareness Raising; and Staff Performance and Development Reviews

Impact:

Achieving this strategic objective will enable the University to demonstrate its commitment to equality, diversity and inclusion e.g.

- Governance arrangements will ensure that equality, diversity and inclusion inform our decision making.
- Equality Impact Assessments will identify and address any potential discrimination before we implement a project or proposal.

- Through training and awareness raising and staff Performance and Development Reviews (PDRs) we will embed an inclusive culture. Further work is planned during 2019-20 to develop appropriate metrics that will demonstrate progress.

3.8   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 informed the EDI action plan 2018-19. Implementation of the action plan continues to provide a sustainable foundation for the inclusion agenda and also promote a mainstream inclusive approach.

3.9   A number of resources have been developed to support and enable implementation of the Strategic Equality, Diversity and Inclusion Framework. These are referenced throughout the document and listed at Appendix 1.

4.0   Implementation of the Equality, Diversity and Inclusion Action Plan 2018-19

4.1   The action plan (2018-19) was developed through ongoing engagement with internal and external stakeholders. For each priority area it was important to work with colleagues and students to assess and evaluate the current position, understand any barriers or challenges to progress, and to agree an appropriate and sustainable way forward. The priority areas identified in the action plan enable both our strategic objectives and the requirements of the Public Sector Equality Duty. These key areas of the action plan are described below together with a progress update and an early assessment of impact.

Action One: Eliminate Discrimination, Harassment and Victimisation

In order to progress towards eliminating discrimination, harassment and victimisation, the University must ensure that it has the appropriate systems and processes in place, and that these are clearly communicated and supported. This will help us to develop a culture where the opportunities for discrimination harassment or victimisation are significantly reduced.

Objective	Activity	Resulting in:
Develop and promote a University environment that is free from discrimination, harassment and victimisation.	Disability access: • Improved digital accessibility in Blackboard and on the web e.g. developing a guide to Personalising Standard software and assistive software for staff and students. • Improved physical accessibility (Stoke campus) e.g. updating Stoke campus accessibility map (Disabled Go); improving access to buildings by re-siting Salto locks for staff, students and mentors. • Established a Corporate Disability Network to lead and enable sustainable change with regard to disability e.g. action plan for 2019-20 agreed; arrangements for Disability History Month in place; achieved Disability Confident Charter mark. Gender equality: • Academic Women's (peer support) Network launched; Terms of Reference and actions agreed;	• Increased student and staff engagement in tackling access issues; enabling mainstream and sustainable improvements; • Highlighting the University's ongoing commitment to disability equality; • Contributing to the Access and Participation Plan 2019-20; • Enabling improved recruitment, retention, satisfaction and progression of students and staff. • Women academics have co-ordinated peer support to achieve their potential and support gender equality across the University. • Enables improved recruitment, retention, satisfaction and progression of staff. • Enables increased staff engagement. • Gender-based inequality is identified and addressed through

• Aurora Women's personal and professional development programme launched; • Gender Pay Gap and Equal Pay analysis has been undertaken; action plan in place to support gender equality.	organisational development, for example the Aurora Women's personal and professional development programme

Equality of opportunity is an essential element of ensuring all student and staff can achieve their potential. To understand and address the possibility for discrimination in what we do, a number of mainstream activities have been progressed.
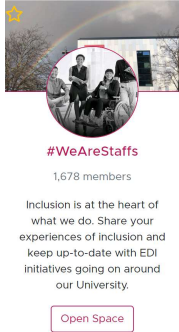
Objective	Activity	Resulting in:
Develop a mainstream understanding of the potential for discrimination and inequality and to take both strategic and operational actions to address this.	LGBT+ inclusion: • Corporate LGBT+ action plan implemented (81% completed) based upon Stonewall Work Place Index requirements • Submission to Stonewall Workplace Index in August 2018 • Launch of the Transgender Inclusion policy for students and staff in October 2018, which has been well received. Revised, sustainable and systematic approach to collating and analysing staff data agreed with Planning and Business Intelligence and Human Resources. Launched the strategic Staffordshire University Inclusion Group.	• Improved student and staff recruitment, retention, satisfaction and progression / attainment. • Provides a baseline data against which to measure future improvements: o Stonewall WPI ranking: 331 out of 345 • 13% staff survey response rate • More timely and detailed data that enables targeted action to address staff related inequalities e.g. Aurora Women into Leadership programme; Athena SWAN submission, Race Equality Charter Mark submission. • Ensured a strategic, co-ordinated approach to Inclusion incorporating all strands of diversity; • Enabled a collaborative, University wide approach to improving inclusion that involves staff from all Schools and Professional Services teams, and across different job roles and grades by:

		o Co-ordinating our approach to completing the Athena SWAN and Race Equality Charter applications; o Providing for a more streamlined Inclusion network in the future; and • Providing strategic support for key inclusion workstreams e.g. LGBT+, Disability, Religion and Belief

Action Three: Foster Good Relations

Fostering good relations is critical to ensuring an inclusive environment across the whole University. It encompasses not only what we do but also, how we do it. It is therefore very important we make inclusion both visible and at the heart of everything we do. An overview of corporate Inclusion activities is provided at Appendix 2. Please also see Inclusion Good Practice review 2018-19. This document describes some of the good practice from across the University and can be accessed HERE

Objective	Activity	Resulting in:

Promote greater awareness and understanding of Equality, Diversity and Inclusion issues, and to encourage a positive mainstream response to the barriers and challenges that can limit inclusion.	The University has developed and promoted an inclusion calendar of key dates which has enabled the co-ordination and promotion on IRIS and social media of a wide range of events for students, staff and the wider public.
	
	These are detailed at Appendix 2 - Overview of University Inclusion Activities 2018-19
	
	Examples include:
	• Black History Month
	• Holocaust Memorial Day
	• Stoke on Trent Pride
	
	LGBT+ Inclusion:
	• LGBT+ awareness raising sessions for students and staff;
		• Supports a positive and inclusive culture for all students and staff by:
		  • highlighting and celebrating key social and religious festivals etc, enabling a more inclusive environment.
		  • Promoted Staffordshire University as a safe and inclusive place for students and staff to work and study which enables improved recruitment, retention and engagement.
		• Highlighted the University's' role as a place shaper by promoting social inclusion and opportunity for everyone.
		
		Improved LGBT+ recruitment, retention and progression by:

• Developing Staffs LGBT+ Allies Network; and • Developing promotional material: Acceptance without Exception.	• enabling a positive and inclusive culture for all LGBT+ students and staff: • improving support for LGBT+ staff and students; • Increasing staff knowledge and confidence to talk about and address LGBT+ issues. Further work is planned to develop baseline metrics on the Allies programme. promoting the University's ongoing commitment to LGBT+ inclusion.
Developed promotional material for the Inclusion agenda: #WeAreStaffs • This has been used extensively to promote activities linked to the Race Equality Charter on IRIS; • It is contained in all social media promotion of inclusion activities; • A space on the Staff App has been designated for Inclusion.	• Created a strong association between inclusion and the University; • Supports a positive and inclusive culture for all staff and students. **#WeAreStaffs** 1,678 members Inclusion is at the heart of what we do. Share your experiences of inclusion and keep up-to-date with EDI initiatives going on around our University. Open Space
University-wide consultation to clarify what Inclusion means here at Staffs.	100+ respondents, including students and staff from across all Schools and Professional Services teams, and job grades which has: • Provided a shared understanding of what Inclusion means within a Staffs University context; • Modelled the corporate approach to inclusion and equality monitoring, and clarified the diversity of respondents; and Modelled the Connected Communities Framework engagement best practice.

Action Four: Equality Impact Assessment (EIA)

Equality Impact Assessments (EIAs) must underpin everything that we do. They are key to understanding the potential for discrimination and taking positive steps to eliminate or mitigate any concerns.

Objective	Activity	Resulting in:
Provide a systematic and proportionate process for identifying and responding to potential inequality that could arise from University business, and to demonstrate compliance with the requirements of the Equality Act 2010.	- EIA training has been delivered to School and Service Management Teams to ensure that equality is considered as part of the decision-making process. - Supported the development of key corporate projects, including: - Catalyst - Digital Institute London - SmartZone - Autumn Graduation Ceremonies - The Business Case template has been amended to include mandatory Equality Impact Assessment information and built into consideration of all new projects through the Strategic Change Board. - A virtual, corporate Equality Impact Assessment network has been established to support significant University projects and initiatives to ensure EIAs are as rigorous as possible.	EIA training has: - Promoted legal compliance and reduced the risk of legal challenge to major University projects; - Further embedded a 'right first time for everyone' cost effective approach to organisational development and project delivery; - Added to the knowledge of the University, helping us to tackle key organisational challenges. Demonstrated our commitment to social justice and inclusion through our procurement decisions.

If challenged the University must be able to demonstrate Due Regard for the requirements of the Equality Act 2010. The EIA provides this reassurance and also enables a cycle of continuous improvement in the quality of assessments, where the needs of different groups of people routinely inform the business of the University.

Objective	Activity	Resulting in:
Develop and implement an assurance process that supports continuous improvement in Equality Impact Assessments (EIA) and demonstrates that the University is complaint in this area.	Equality Impact Assessment: • Quality assurance criteria and process has been developed • Strategic review completed • Action plan in place 2019-20	Provided clarity of expectations in relation to Equality Impact Assessments and a means to measure quality improvements: • Legal compliance; • Further embedded a 'right first time for everyone' cost effective approach to organisational development and project delivery; • Achieved a baseline assessment against which to measure future improvements; • Identified key areas for improvement and support during 2019-20; and Demonstrated our ongoing commitment to social justice and inclusion through our procurement decisions.

Action Six: Procurement and Contracting

Objective	Activity	Resulting in:
Ensure equality, diversity and inclusion issues and opportunities inform the University's procurement and contracting processes.	Inclusion through procurement and contracting resources and training have been developed and delivered to the corporate Procurement Team.	Inclusive procurement and contracting: • Supports the Connected Communities Framework by focusing University buying power on promoting inclusion in our supply chain locally, regionally and nationally. • Enables staff to promote inclusion in our supply chain locally, regionally and nationally.

Action Seven: Training and Support

Objective	Activity	Resulting in:
Provide a range of training and awareness raising opportunities for colleagues that enables mainstream support for the strategic Equality, Diversity and Inclusion objectives.	A series of Lunch and Learn sessions were delivered to students and staff on a wide range of inclusion related topics including: • Gender; Transgender; Non-binary awareness • Sexual orientation awareness • Disability awareness • Mental health awareness • Stereotyping – impacts on inclusion • Inclusive procurement practice Further details are provided at Appendix 2. Equality Diversity and Inclusion training included: • Making the Difference staff induction training which is mandatory for all new staff; and • Unconscious Bias in Recruitment is mandatory training is being rolled-out for all staff involved in staff or student recruitment as part of a wider programme of activities to address under-representation and increase diversity across the Institution.	Supports a positive and inclusive culture for all students and staff which: • enables improved recruitment, retention, progression and attainment by recognising and valuing staff and students from different backgrounds; • Supports an embedded mainstream approach to inclusion awareness; Evaluation through the Inclusion Champions group has led to a revised approach for 2019-20. Making the Difference staff induction training feedback: • 83% of respondents feel very or extremely confident that they understand reasonable adjustments; • 96% of respondents feel very or extremely confident that they know what to do if they experience bullying or harassment; • 92% of respondents feel very or extremely confident that the University has a clear plan for Equality, Diversity and Inclusion. Unconscious Bias in Recruitment training has been delivered to 153 members of staff so far, feedback includes: • 91% of respondents feel very or extremely confident that they understand how Unconscious Bias can affect student and staff recruitment; • 87% of respondents feel very or extremely confident that they can remove or minimise the potential for Unconscious Bias in the

		recruitment processes they are involved in; 73% of respondents gave concrete examples of the steps they will take to remove or minimise the potential for Unconscious Bias in the recruitment processes they are involved in.

Objective	Activity	Resulting in:
Student and staff are engaged in and inform EDI activities.	Followed the Connected Communities Framework good practice guidance on consultation and engagement in all Inclusion activities with staff and students. Specifically, this was used to engage with staff and students on the key priorities for race inclusion contained in the Advance HE Race Equality Charter application.	Further embeds inclusion as a vehicle for securing organisational development and sustainability by: • Training staff in inclusive consultation practice; • Modelling the Connected Communities Framework good practice on consultation and engagement.
	Engaged key stakeholders in the Inclusion agenda and all Inclusion initiatives.	Further embeds Inclusion as a vehicle for securing sustainable organisational development through engagement with: • Staffordshire University Inclusion Group • Equality Impact Assessment Network • Disability Network • Corporate LGBT+ group • Inclusion Champions Network • Schools and Services Senior Management Teams • UNISON, UCU • Students' Union Students' Networks

Action Nine: Governance

Objective	Activity	Resulting in:
Ensure the University has the appropriate measures in place to ensure and monitor compliance with the requirements of the Equality Act 2010.	Equality, Diversity and Inclusion good practice from across the University collated and published and can be accessed HERE	Further embeds Inclusion good practice as a vehicle for: • securing sustainable organisational development; • Increasing staff confidence in the Inclusion agenda; Demonstrating the University's ongoing commitment to promoting equality, diversity and inclusion.
	Equality Impact Assessment quality assurance review completed and action plan in place for 2019-20.	• Promoted legal compliance and reduced the risk of legal challenge; • Further embedded a 'right first time for everyone' cost effective approach to organisational development and project delivery; Demonstrated our commitment to social justice and inclusion through our procurement decisions.
	2018-19 Equality, Diversity and Inclusion action plan implemented and monitored by the Inclusion Champions and the Executive lead.	Further embedded Inclusion good practice as a vehicle for securing sustainable organisational development which: • Increased staff confidence in the Inclusion agenda; Demonstrated the University's ongoing commitment to promoting equality, diversity and inclusion.
	Equal Pay analysis completed and can be accessed HERE	• Demonstrates the University's ongoing commitment to promoting equality, diversity and inclusion; • Confirmed that the University Pay and Reward arrangements are effective and that there is no pay related discrimination; and Supports the University's 2030 Strategic Vision for recruiting, developing and retaining high quality academic staff.

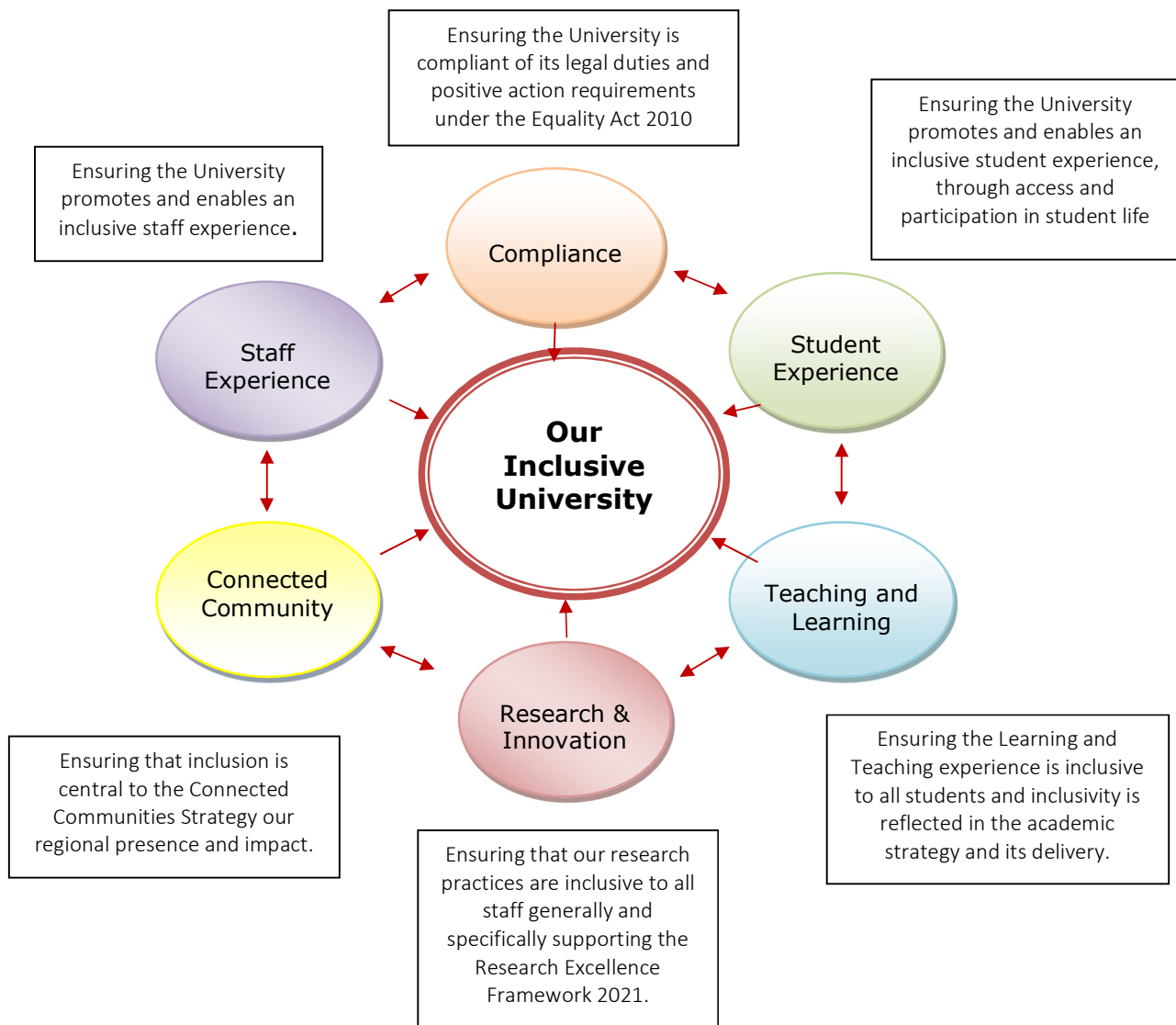| | Guidance produced to support effective consultation and engagement on Inclusion topics e.g. Race equality, Disabled Access etc. | Further embeds Inclusion good practice as a vehicle for securing sustainable organisational development which:
• Increases staff confidence in the Inclusion agenda;
• Models the Connected Communities Framework good practice on consultation and engagement;
• Demonstrates the University's ongoing commitment to promoting equality, diversity and inclusion. |

Action Ten: Statutory Reporting

Objective	Activity	Resulting in:
Ensure the University meets the statutory reporting requirements of the Equality Act 2010.	Statutory Equality Diversity and Inclusion Annual Report published; action plan implemented Can be accessed HERE Statutory Gender Pay Gap report published; action plan implemented Can be accessed HERE	Legal compliance and: • Reduced risk of legal challenge; • Promotion of Staffs as an inclusive place to study, work and visit; and Identification and delivery of key corporate actions (detailed in this action plan). Legal compliance and: • Reduced risk of legal challenge; • Promotion of Staffs as an inclusive place to study, work and visit; and • Identification and delivery of key corporate Gender Pay actions e.g. revising recruitment and selection processes, provision of recruitment and selection training, provision of Unconscious Bias training, extending our pay analysis to include race and disability.

5.0 Future Focus 2019-2020

The first year of implementing our Equality Diversity and Inclusion (EDI) Framework rightly took a more process driven approach in order to embed EDI in all our functions. This has created a sound basis from which we will now take a more future focused, enabling role.

Detailed below is the outline of major programmes of work and plans for 2019-20 which Equality and Diversity will be leading and contributing to. This includes the ongoing development and further mainstreaming of some activities and the development of new Inclusion activities.

Ensuring the University is compliant of its legal duties and positive action requirements under the Equality Act 2010

Ensuring the University promotes and enables an inclusive student experience, through access and participation in student life

Ensuring the University promotes and enables an inclusive staff experience.

Compliance

Student Experience

Staff Experience

Our Inclusive University

Connected Community

Teaching and Learning

Research & Innovation

Ensuring that inclusion is central to the Connected Communities Strategy our regional presence and impact.

Ensuring the Learning and Teaching experience is inclusive to all students and inclusivity is reflected in the academic strategy and its delivery.

Ensuring that our research practices are inclusive to all staff generally and specifically supporting the Research Excellence Framework 2021.

Each of these is now explained in more detail below.

Compliance

Ensuring the University is compliant of its legal duties and positive action requirements under the Equality Act 2010:

- **Equality Impact Assessments** help to ensure what we do or what we plan to do meets the different inclusion needs of students, staff and our visitors. The process for undertaking equality impact assessments is now mainstream. Our focus for 2019-20 is on quality improvements, establishing compliance metrics and embedding a mainstream assurance process through the Strategic Change Board.

- **Procurement processes** support and enable inclusion by embedding it within project plans. Equality and Diversity will deliver training and awareness, and support to increase inclusion through procurement activities, building upon the foundations set in 2018-2019 academic year.

- **Training and awareness raising** in relation to diversity helps us to remove any barriers to inclusion for students and staff. In addition to broader EDI awareness raising there will be a specific focus on Unconscious Bias awareness to support good practice in student and staff recruitment which will be mandatory for all staff and forms a key part of our Race Equality Chartermark Action Plan.

- **Analysing and sharing inclusion data** is key to ensuring well informed Schools and Services business plans and priorities. In addition the data analysis is key to our submissions for the Race Equality Chartermark and Athena Swan, so that we have informed action plans, focused in the correct areas.

Student Experience

Ensuring the University promotes and enables an inclusive student experience, through access and participation in student life.

- **Access to the University** – the University's Access and Participation Plan 2020-21 – 2024-25, has specific targets for increasing the diversity of access in Higher Education at Staffordshire University. In particular the following commitments have been made:

    o Increase participation rates of Black students studying at the University to ensure that by 2024/25 participation rates at least match the percentages of those groups regionally from 3.5% to 6%
    o Increase participation rates of Asian students studying at the University to ensure that by 2024/25 participation rates at least match the percentages of those groups regionally from 5.9% to 10%
    o Increase participation rates of care leavers studying with us to ensure that by 2024/25 participation rates at least match the percentages of those groups regionally from 0.6% to 1%
    o Reduce the proportional gap of IMD quintiles 1 compared to IMD Quintile 5 entering part-time study from 7.2% to 3.5%

These commitments will be echoed in the Race Equality Chartermark application to be submitted in 2019-2020 academic year.

- **Participation in the University** – the University's Access and Participation Plan 2020-21 – 2024-25, has specific targets for increasing the diversity of participation in Higher Education at Staffordshire University. In particular, the following commitments have been made:
  - o Reduce the continuation rate gap between Black and White students from 11% to 5%
  - o Reducing the attainment gaps in degree outcomes (1sts and 2:1s) between Black and White students from 30% to 10%
  - o Close the progression to graduate employment gap between Asian and White students from 9.1% to 0%

  These commitments will be echoed in the Race Equality Chartermark application to be submitted in 2019-2020 academic year.

- **Training and awareness raising** for students in relation to diversity and inclusion. This would be through targeted support to key student groups e.g. Disabled Student Network, Student LGBT+ Network. The implementation of joint action plans will support the Student Voice, enable improvements in digital, environmental and social inclusion, and further inform University projects and plans.

Teaching & Learning

Ensuring the Learning and Teaching experience is inclusive to all students and inclusivity is reflected in the academic strategy and its delivery.

- **Development of Career Pathways for Staff** – as part of the development of career pathways, support inclusivity within the teaching, advanced scholarship and knowledge exchange pathway, particularly in the form of professional development to underpin career progression.
- **Academic Strategy** – contributing to the development of the new academic strategy and the development of new operating models to support teaching delivery.
- **Enabling consultation and engagement** with students and academic staff from a wide range of diverse backgrounds to inform the teaching and learning developments

Research & Innovation

Ensuring that our research practices are inclusive to all staff generally and specifically supporting the Research Excellence Framework 2021.

- **Research Excellence Framework 2021 -** Support the development and implementation of REF2021 by leading inclusive consultation and engagement best practice, to ensure that the REF return is maximised and staff are provided with appropriate opportunities to engage, regardless of diversity.

- **Research Excellence Framework 2028 - Support planning for REF2028** by leading equality data analysis and action planning in preparation for the next return, to ensure that we continue to be inclusive in supporting staff in order to contribute.
- **Development of Career Pathways for Staff** – as part of the development of career pathways, support inclusivity within the teaching, research and innovation pathway, particularly in the form of professional development to underpin career progression.

Connected Community

Ensuring that inclusion is central to the Connected Communities Strategy our regional presence and impact

- **Deliver Inclusion good practice conference** to highlight the Inclusion work of the University to students, staff and the wider community
- **Develop and model consultation good practice** to embed the Connected Communities Framework approach
- **Develop a Guide to Planning Inclusive Conferences and Events** to promote inclusive community engagement activities.

Staff Experience

Ensuring the University promotes and enables an inclusive staff experience.

- **Race Equality Charter Mark** and developmental action plan – analysing and sharing inclusion data and developing the university narrative that will lead to a targeted action plan, forming the formal submission to AdvanceHE.
- **Athena SWAN** and developmental action plan - analysing and sharing inclusion data and developing the university narrative that will lead to a targeted action plan, forming the formal submission to AdvanceHE.
- Employee Engagement Survey and developmental action plan – reviewing the findings of the employee engagement survey from a diversity perspective and ensuring that the actions taken in response to this support the inclusion agenda
- **Connected Culture Programme** – reviewing the findings of the connected culture survey from a diversity perspective and ensuring that the actions taken in response to this support the inclusion agenda
- Gender Pay Gap analysis – ensure that the action plan developed in response to the statutory return is embedded within HROD and delivered across the University.
- **Leading and delivering on inclusion professional development activities** for staff, including face to face and on-line provision. Within this will be the continued roll out of unconscious bias training or staff and supporting the headline Aurora – Women into Leadership programme.
- **Targeted support to key staff groups** e.g. Corporate Disability Network, Corporate LGBT+ Group. The implementation of joint action plans will support the staff (and student) voice, enable improvements in digital, environmental and social inclusion, increase staff satisfaction and sense of belonging, and further inform University projects and plans.

6.0   Gender Pay Gap

6.1   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 of 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 gender pay gap across Staffordshire University is 8.99%. This is a slight improvement on our 2017 position (9.39%) and is over 6% 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 Part-time Lecturing staff from our data the median gender pay gap is 8%.

6.2   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.

6.3   We are clear that we want to close the gender pay gap. These are some of the actions that we have identified that we will work on, to try to close the current gender pay gap:

- 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 encourage 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 new 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; and

- Ongoing data analysis linked to our work on Athena SWAN and the Race Equality Charter to enable a more granular understanding of our gender pay gap.

Each of these is contained within the actions described at section 5 (above) to show their impact on our strategic Equality, Diversity and Inclusion objectives. To ensure transparency and compliance we will continue to report publicly on our progress.

6.4   From 2019-20 deeper analysis will be undertaken linked to the Race Equality Charter and Disability Confident to identify and address any race or disability related pay differences, and Gender Pay Gap reports will incorporate the statutory requirement to report on Equal Pay.

7.0   Student and Staff Profile Information

7.1   Equality monitoring data is required to support a range of University activities and initiatives and as outlined previously, will be a further area of work during 2019-20. The student and staff profile are described at **Appendix 3** in some high-level infographics for both the student and staff profiles, as at 1st September 2019.

8.0   Reference Information

Author:	Head of Equality and Diversity
Dated:	23.3.2020
Approved By:	Senior Leadership Team Sustainability and Resources Committee

APPENDIX 1

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.staff.ac.uk/Interact/Pages/Content/Document.aspx?id=8006

Equality, Diversity and Inclusion Action plan 2018-19:
https://iris.staff.ac.uk/Interact/Pages/Content/Document.aspx?id=8007

Inclusion Champions:
https://iris.staff.ac.uk/Interact/Pages/Content/Document.aspx?id=8057

Equality Impact Assessment template:
https://iris.staff.ac.uk/Interact/Pages/Content/Document.aspx?id=8059

Equality Impact Assessment guidance:
https://iris.staff.ac.uk/Interact/Pages/Content/Document.aspx?id=8058

Transgender Equality, Gender Identity, and Gender Re-assignment Policy:
https://iris.staffs.ac.uk/Interact/Pages/Content/Document.aspx?id=8101

Equality, Diversity and Inclusion Good Practice 2018-19:
https://iris.staffs.ac.uk/Interact/Pages/Content/Document.aspx?id=8102

Gender Pay Gap report 2018-19:
https://iris.staffs.ac.uk/Interact/Pages/Content/Document.aspx?id=7517

Overview of corporate Inclusion Activities 2018-19*

August – November 2018	
Making the Difference	Mandatory Inclusion induction training for all new staff; online and face to face
Stereotyping	Understanding how stereotyping can undermine inclusion
Transgender Inclusion	Workshop to raise awareness of Transgender inclusion
Black History Month public lecture	Public lecture by BBC News Presenter Clive Myrie
Attitudes to Mental Health and Mental distress	Awareness raising workshop
Mental Health First Aid	Formal training course
Estranged Students Solidarity Week	Awareness raising training to promote student and staff inclusion
Inclusive procurement practice	Awareness raising training to promote equality, diversity and inclusion through the procurement process
December – March 2019	
Making the Difference	Mandatory Inclusion induction training for all new staff; online and face to face
Mental Health First Aid	Formal training course
Holocaust Memorial	Lecture to raise awareness of the Holocaust
Autism	Awareness raising workshop
Reaching for culture	Workshop to raise awareness how to co-produce research with people with learning difficulties
Deaf Awareness	Awareness raising workshop to promote student and staff inclusion
Digital Accessibility	Awareness raising workshop to promote student and staff inclusion
Disability Access	Awareness raising workshop to promote student and staff inclusion

LGBT+ Allies awareness	Awareness raising workshop to promote student and staff inclusion and develop the LGBT+ Allies Network
Exploring LGBT+ Media Histories, LGBT and non-binary	Awareness raising workshop
Transgender Awareness	Awareness raising training to promote student and staff inclusion
The safe use of social media	Awareness raising training to address potential online discrimination
Equality, Diversity and Inclusion – what does it mean in practice?	Awareness raising training to promote student and staff inclusion, equality of outcome and address potential discrimination
April - July 2019	
Making the Difference	Mandatory Inclusion induction training for all new staff; online and face to face
Islamophobia	Awareness raising workshop
LGBT+ and Inclusion	Awareness raising workshop to promote student and staff inclusion
LGB and non-binary	Awareness raising workshop to promote student and staff inclusion
Unconscious Bias	Mandatory training for all staff involved in student or staff recruitment
Autism Awareness	Awareness raising training to promote student and staff inclusion
Gender Identity Training	Awareness raising training to promote student and staff inclusion

* These were delivered by staff from across the University.
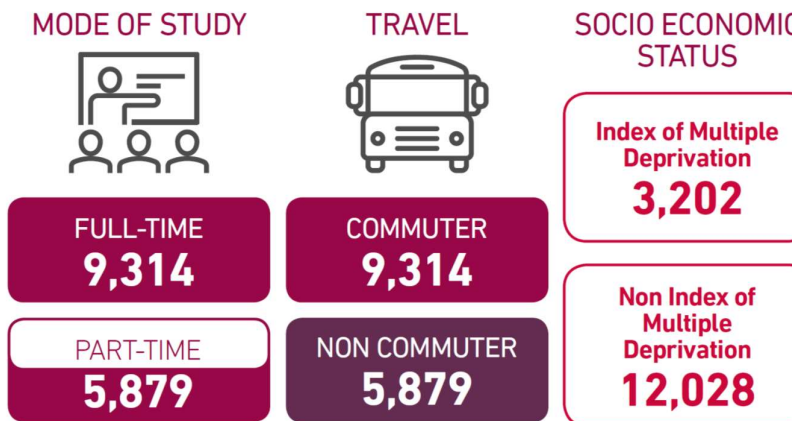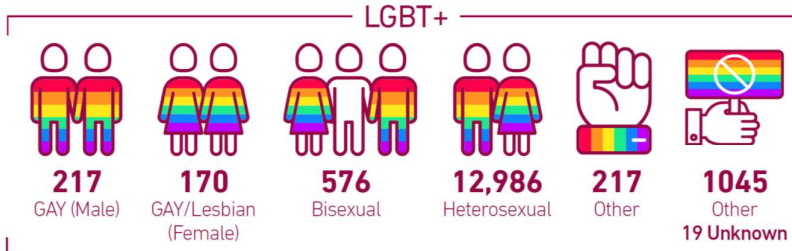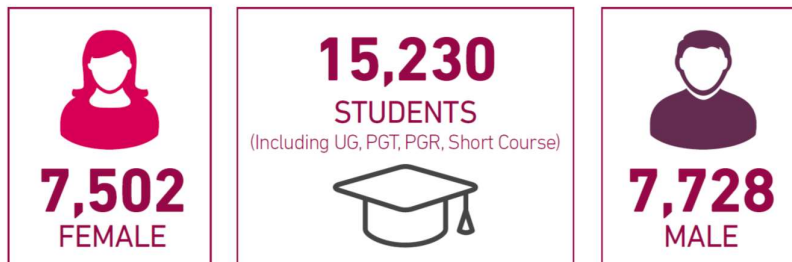
Please also see Inclusion Good Practice review 2018-19. This document describes some of the good practice from across the University and can be accessed HERE

Student and Staff Equality Monitoring Data 2018-19

Staffordshire University
Students

Based on 2018-19 data
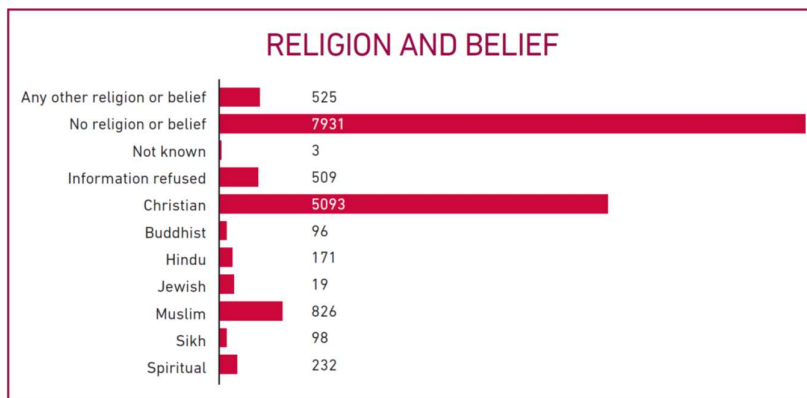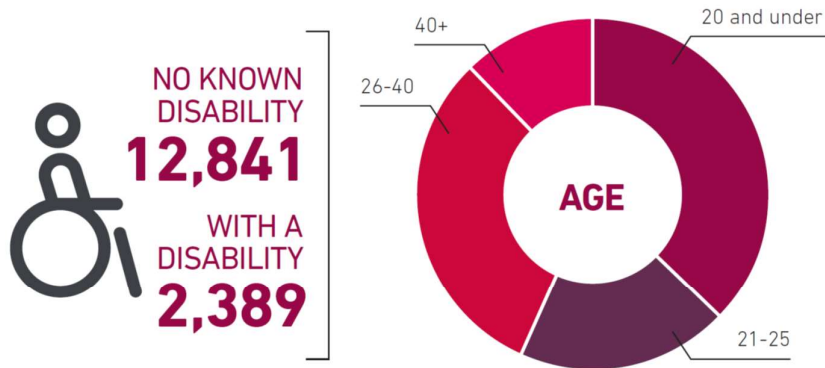
7,502 FEMALE

15,230 STUDENTS
(Including UG, PGT, PGR, Short Course)

7,728 MALE

WHITE **11,902**

BAME **2,945**

UNKNOWN **383**

LGBT+

217 GAY (Male)

170 GAY/Lesbian (Female)

576 Bisexual

12,986 Heterosexual

217 Other

1045 Other
19 Unknown

MODE OF STUDY

FULL-TIME **9,314**

PART-TIME **5,879**

TRAVEL

COMMUTER **9,314**

NON COMMUTER **5,879**

SOCIO ECONOMIC STATUS

Index of Multiple Deprivation **3,202**

Non Index of Multiple Deprivation **12,028**

Staffordshire University
Students

NO KNOWN DISABILITY
12,841

WITH A DISABILITY
2,389

AGE

- 20 and under
- 40+
- 26-40
- 21-25

RELIGION AND BELIEF

Religion or belief	Count
Any other religion or belief	525
No religion or belief	7931
Not known	3
Information refused	509
Christian	5093
Buddhist	96
Hindu	171
Jewish	19
Muslim	826
Sikh	98
Spiritual	232

Staffordshire University
Staff

	ALL STAFF	FULL-TIME	PART-TIME
STAFF NUMBER	1,545	986	548
ACADEMIC STAFF	785	387	398
PROFESSIONAL SERVICE STAFF	749	599	150

GENDER			
♂	695	483	212
♀	839	503	336

DISABILITY			
NO DISABILITY DECLARED	1440	941	498
DECLARED DISABILITY	81	39	41
UNKNOWN / INFO REFUSED	24	6	9

ETHNICITY	WHITE	BAME	UNKNOWN / INFO REFUSED
STAFF NUMBER	1391	115	39
ACADEMIC STAFF	684	78	23
PROFESSIONAL SERVICE STAFF	698	35	16

Staffordshire University
Staff

	ALL STAFF	FULL-TIME	PART-TIME
GAY (MALE)	16	7	8
GAY / LESBIAN (FEMALE)	17	12	6
BISEXUAL	19	11	6
HETEROSEXUAL	944	589	348
NOT KNOWN / INFO REFUSED	547	366	179
OTHER	2	1	1

AGE

- 19 and under
- 19-25
- 26-34
- 35-44
- 45-54
- 55-64
- 65+

RELIGION AND BELIEF

Any other religion or belief	63	37	23
Buddhist	6	3	3
Christian	453	287	167
Hindu	5	3	2
Jewish	1	1	0
Muslim	33	24	9
No religion or belief	384	226	152
Sikh	2	1	1
Spiritual	11	7	4
Not known	13	8	4
Information refused	571	389	182

STAFFORDSHIRE
UNIVERSITY