

Staffordshire University Race Inclusion Action Plan

2020-23

Students

Workstream One: Positive Action Targets				
Action	Milestones	Lead	Completion Date	Success Measure
Positive action targets to be set for the University overall for the next five year period for BAME composition of the student cohort.	<ul style="list-style-type: none"> Identification of BAME positive action target with reference to the benchmark universities and the sector for a five year period, linked to our Access and Participation Plan (2020-2025) 	Executive Director of Academic and Strategic Planning Dean of Student Services Approval by Senior Leadership Team	December 2020	Identification of positive action targets widely communicated and understood by staff. Successful delivery of actions identified within separate workstreams and the Access and Participation Plan.
Positive action BAME student recruitment targets to be identified for each school for undergraduate and postgraduate provision	<ul style="list-style-type: none"> Identification of BAME positive action target for each school for a five year period, linked to our Access and Participation Plan (2020-2025) 	Executive Director of Academic and Strategic Planning Dean of Student Services Approval by Senior Leadership Team	December 2020	Identification of positive action targets widely communicated and understood by staff. Successful delivery of actions identified within separate workstreams and the Access and Participation Plan at a School level.

Workstream Two: Self Reflection, Self-Awareness and Culture Shift

Action	Milestones	Lead	Completion Date	Success Measure
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	<ul style="list-style-type: none"> Deliver face to face training on cultural awareness to students emphasising the importance of diversity within the University community and clear expectations regarding 	Director of Library and Student Services Head of Equality, Diversity and Inclusion	December 2020 to review the impact of the welcome week induction and the training that has taken place.	Increase in positive feedback through a survey of students, and in particular BAME students on the culture of the study environment, acting as an enabler to the improvement of other success measures identified within this action plan.
for the student cohort and that expectations in relation to race inclusion are clear	<ul style="list-style-type: none"> anti racism and anti discrimination. Promote BAME students engagement with student clubs, societies, and networks. 			An increase in BAME students engagement with student clubs, societies, and networks.

Workstream Three: Student Recruitment				
Action	Milestones	Lead	Completion Date	Success Measure
<p>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.</p>	<ul style="list-style-type: none"> Undertake an analysis of the BAME applicant student recruitment experience and determine appropriate actions from feedback Implement the new School and College strategy underpinning the Passport to HE Scheme (ConnectU), working with partners who have a higher proportion of BAME students to encourage more to apply Continue to host Higher Horizons Plus Hub as part of NCOP including the development of an outreach hub. Continue to introduce inclusive admissions practices within the current constraints of UCAS data sharing provisions, including, targeting widening participation activities, monitoring interview 	<p>Director of Student Recruitment and Admissions</p>	<p>December 2020</p>	<p>Increase in BAME participation rates in accordance with the University positive action targets, based on the Access and Participation Plan and the second tier School targets.</p>
		<p>Director of Student Recruitment and Admissions</p>	<p>July 2021</p>	
		<p>Director of Student Recruitment and Admissions</p>	<p>September 2021 for first year of formal evaluation and thereafter annually</p>	
		<p>Director of Student Recruitment and Admissions</p>	<p>September 2021 for first year of formal evaluation and thereafter annually</p>	

	practice, reduction in offer tariff in the light of broad contextual information			
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 any potential barriers.	<ul style="list-style-type: none"> As part of the annual review of the 'end of cycle' the diversity profile of the applicant, offer and acceptance against university, benchmark and sector to be reported together with recommendations. Develop reporting in house for the collation of diversity data for direct applicants to inform the 'end of cycle' report 	Director of Student Recruitment and Admissions	<p>September 2021</p> <p>September 2021</p>	Increase in BAME participation rates in accordance with the University positive action targets, Access and Participation Plan and the second tier School targets.

Workstream Four: Student Progression				
Action	Milestones	Lead	Completion Date	Success Measure
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.	<ul style="list-style-type: none"> Developing new digital materials and approaches to support BAME students who begin from differential (often less advantaged) starting points Redesign the curriculum to embed life wide learning skills during each year of the course, relevant for each level of study Through phenomenon based learning and increasing the proportion of project 	Deputy Vice Chancellor Director of Learning and Teaching Executive Director of Academic and Strategic Planning	<p>September 2021 for the review of the first academic year of operation (2020-2021) and annually thereafter.</p> <p>September 2022 for the review of the first academic year of operation (2021-2022) and annually thereafter.</p> <p>September 2022 for the review of the first academic year of</p>	<p>Reduction in the progression gap between BAME and White students in line with the Access and Participation Plan</p> <p>Year on Year reduction in withdrawals and the number of BAME student withdrawals specifically in line with the Access and Participation Plan</p>
	work in courses, encourage students to work with different groups to increase their knowledge acquisition and diversity skills.		operation (2021-2022) and annually thereafter	
Implementation of exit interview for students who do not progress to understand the reasons for non progression to inform changes in the delivery of the curriculum.	<ul style="list-style-type: none"> Develop exit interview questionnaire for students to understand reasons for leaving and compare the responses from BAME students to White students to inform actions. 	Director of Library and Student Services Students Union	July 2021 to review first year of operation (2020-2021) with recommendations to inform following academic year	<p>Reduction in the progression gap between BAME and White students in line with the Access and Participation Plan</p> <p>Year on Year reduction in withdrawals and the number of BAME student withdrawals specifically in line with the Access and Participation Plan</p>

	<ul style="list-style-type: none"> possible and identify practical safeguards that can be implemented Develop and utilise learning resources and reading lists that include a diversity of background, culturally diverse themes and case studies, allowing the reflection of all within the curriculum. Deliver the GAME project – a student support environment which uses AI, machine learning and nudge technology to support learning and track academic progress 	<p>Director of Learning and Teaching Deans Associate Dean – Students Course Directors Head of Library Services</p> <p>Director of Learning and Teaching</p>	<p>implemented in 2020/2021.</p> <p>June 2021 to review changes that have been implemented in 2020/2021.</p> <p>June 2021 to review progress of the implementation of the project in 2020-2021 and annually thereafter.</p>	
Further embedding of employability skills throughout the curriculum to increase employability into full time work for BAME students and reducing incidents of unemployment.	<ul style="list-style-type: none"> Embedding employability skills, through our trajectories to and through work theme, during each year of the course relevant for each year of study Through phenomenon based learning and increasing the proportion of project work in courses, encourage students to work with different groups to increase their knowledge acquisition and diversity skills. 	<p>Director of Learning and Teaching Executive Director of Academic and Strategic Planning</p>	<p>September 2022 for the review of the first academic year of operation (2021-2022) and annually thereafter</p> <p>September 2022 for the review of the first academic year of operation (2021-2022) and annually thereafter</p>	<p>Increase in the employability into full time employment for all students and reduce the progression gap of BAME students into full time employment, compared to White students.</p> <p>Reduce the unemployment rate of all students and reduce the higher unemployment percentage of BAME students</p>

Continue the development of the Career Studio and review the levels of engagement	<ul style="list-style-type: none"> Implement the agreed development of the Career studio 	Head of Student and Graduate Employability	July 2020 to review the progress of the implementation during	Increase in the employability into full time employment for all students and reduce the progression gap of BAME
with the services from different student groups, to understand how these can be further enhanced and be more inclusive	<ul style="list-style-type: none"> Undertake evaluation from students on the services provided, with a specific focus upon any differential views between student cohorts. 		2020-2021 and annually thereafter	<p>students into full time employment, compared to White students.</p> <p>Reduce the unemployment rate of all students and reduce the higher unemployment percentage of BAME students</p>

Workstream Six: Student Experience				
Action	Milestones	Lead	Completion Date	Success Measure
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.	<ul style="list-style-type: none"> Evaluate and redevelop our calendar of events and festivals throughout the academic year to enhance engagement with staff, students, local BAME communities etc. Encourage students to co-design, co-deliver and attend events and activities to promote race inclusion and culture Develop practical guidance for organising inclusive conferences and events Review and revise materials for the marketing of events to ensure they are inclusive and represent the racial diversity that the University seeks to achieve. 	Director of Library and Student Services Head of Communications Student Union	<p>July 2021 for the review of the first academic year of operation (2021-2022) and annually thereafter</p> <p>July 2021 for the review of the first academic year of operation (2021-2022) and annually thereafter</p> <p>December 2020</p> <p>July 2021 for the review of the first academic year of operation (2021-2022) and annually thereafter</p>	Increase in positive feedback through a survey of students, and in particular BAME students on the culture of the study environment, acting as an enabler to the improvement of other success measures identified within this action plan.
Working with BAME students, understand if there are any potential	<ul style="list-style-type: none"> From focus groups with BAME students understand awareness 	Director of Library and Student Support	December 2020	Increased awareness and legitimacy of such procedures from BAME students, as measured through pulse survey

<p>barriers to using the established procedures for reporting racist incidents or hate crimes and making changes as necessary.</p>	<ul style="list-style-type: none"> of University protocols on reporting racism and seek feedback on both their content and deployment. Deliver on the basis of feedback, changes to either their accessibility, promotion or content to ensure that they are known and used, when needed. 	<p>Head of Equality, Diversity and Inclusion</p>		
<p>Continue to monitor the diversity of students involved in decision making bodies of the University to increase the diversity within these decision making bodies.</p>	<ul style="list-style-type: none"> Deliver face to face training on cultural awareness to students to promote BAME students engagement with decision making bodies. 	<p>Director of Library and Student Services Student Union</p>	<p>June 2021 to review the impact of the training that has taken place initially.</p>	<p>Increase in BAME representation on committees and in leadership positions such as the Student Union elections.</p>

Staff

Workstream One: Positive Action Targets				
Action	Milestones	Lead	Completion Date	Success Measure
Positive action targets to be set for the University overall for the next fiveyear period for BAME composition	<ul style="list-style-type: none"> Identification of BAME positive action targets with reference to the benchmark universities and the sector for a fiveyear period, linked to our KPIs 	Director of Human Resources and Organisational Development Approval by Senior Leadership Team	December 2020	Identification of positive action targets widely communicated and understood by staff. Successful delivery of actions identified within separate workstreams of the RECM and the Inclusion Framework
Positive action targets to be identified for each School and Service for recruitment processes	<ul style="list-style-type: none"> Action targets developed for each School and Service and monitored at Business Reviews. Workforce equality monitoring data reporting provided to all School and Service Management Teams to show progress against action targets. 	Head of Equality, Diversity and Inclusion working with Deans and Directors.	December 2020	100% of Schools and Services have analysed their data, identified any areas of under representation and developed action targets to address the issues identified within their recruitment processes. Identification of positive action targets widely communicated and understood by staff.

Workstream Three: Recruitment				
Action	Milestones	Lead	Completion Date	Success Measure
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	<ul style="list-style-type: none"> Understand from BAME applicants their experience of the current applicant experience and take learning to inform changes to the recruitment process. Linked to the broader programme of University rebranding activity, re-development 	Director of Human Resources and Organisational Development	April 2021	Increase in number of BAME staff applying/successfully recruited to Staffordshire University in order to deliver the BAME positive action targets.
employer collateral, adverts, media together with the composition and training of interview panels	<ul style="list-style-type: none"> of a more inclusive applicant experience Review and refocusing of advertising of roles to attract a more ethnically diverse talent pool. Retraining of appointment panels in inclusive interviewing practices as mandatory 			
Equality Audits of vacancies to be undertaken.	<ul style="list-style-type: none"> Create process for the audit of each vacancy following appointment to understand the applicant journey for each vacancy. Undertake analysis to inform actions on a school/service basis. 	Director of Human Resources and Organisational Development	December 2020	Increase in number of BAME staff applying/successfully recruited to Staffordshire University in order to deliver the BAME positive action targets.

<p>Search agencies, but in particular, 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</p>	<ul style="list-style-type: none"> • During search briefing, agencies to be advised of the Universities target % of BAME applicants to inform candidate search approach • Diversity of long lists and short lists to be monitored by lead recruiter. 	<p>Director of Human Resources and Organisational Development.</p>	<p>Ongoing.</p>	<p>Increase in number of BAME staff applying/successfully recruited to Staffordshire University in order to deliver the BAME positive action targets.</p>
<p>Anonymous applicant shortlisting to be investigated and implemented</p>	<ul style="list-style-type: none"> • Trial an anonymised application process in two Service and two School for 1 year. If the data analysis shows that there is an increase in shortlisting rates of BAME applicants, recommend the roll out of anonymised 	<p>Director of Human Resources and Organisational Development</p>	<p>March 2021</p>	<p>Increase in number of BAME staff applying/successfully recruited to Staffordshire University in order to deliver the BAME positive action targets.</p>
	<p>applications. If this action does not yield the desired outcome, further actions will be devised.</p>			

Workstream Four: Career Development

Action	Milestones	Lead	Completion Date	Success Measure
Review the impact of the Regrade Board progression process for academic staff, specifically in relation to progression from Lecturer to Senior Lecturer	<ul style="list-style-type: none"> Data analysed and annual evaluation report (which takes account of x 2 Regrade Boards throughout the year) provided to Senior Leadership Team with recommendations for any action identified, for example greater career mentoring opportunities for BAME staff. 	Director of Human Resources and Organisational Development	First report to be produced December 2020 and annual thereafter	Increase success rate of BAME staff at Senior Lecturer Promotions
Review the impact of the Regrade Board for the progression of professional support staff to further understand BAME progression opportunities and any potential barriers	<ul style="list-style-type: none"> Data analysed and annual evaluation report (which takes account of x 2 Regrade Boards) provided to Senior Leadership Team with recommendations for any action identified, for example greater career mentoring opportunities for BAME staff. 	Director of Human Resources and Organisational Development.	First report to be produced December 2020 and annual thereafter.	Increase success rate of BAME staff professional support staff promotions, with particular reference to senior level roles
Improve data collection of individuals access to and engagement with the PDR process.	<ul style="list-style-type: none"> Workforce PDR data monitoring developed and reporting data provided to all School and Service Management Teams 	Director of Human Resources and Organisational Development	Twice per year after PDR cycle, beginning in October 2020	100% access and engagement with the PDR process reported for all BAME staff.
	<ul style="list-style-type: none"> Data gathered and analysed x 2 per year after each PDR cycle and 			

	outcome of analysis to inform further actions			
Improve data collection of individuals access to and engagement with professional development opportunities.	<ul style="list-style-type: none"> Engagement with professional development activity developed and reporting data provided to all School and Service Management Teams Data gathered and analysed x 2 per year after each PDR cycle and outcome of analysis to inform further actions 	Director of Human Resources and Organisational Development	Twice per year after PDR cycle, beginning in October 2020	100% access and engagement with professional development opportunities reported for all BAME staff.

Workstream Five: Staffing Experience				
Action	Milestones	Lead	Completion Date	Success Measure
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	<ul style="list-style-type: none"> Further understand and explore potential barriers and actions to be taken. Training for managers on how to respond effectively to issues raised around race (and other protected characteristics). 	Head of Equality, Diversity and Inclusion Director of Human Resources and Organisational Development	May 2021 May 2021	Close the gap between perceptions of non-BAME and BAME staff to questions surrounding confidence in raising issues regarding bullying and harassment.
Continue monitoring the data on the ethnicity of staff undergoing formal disciplinary and performance procedures	<ul style="list-style-type: none"> Workforce data monitoring developed and reported annually with recommendations on any action. 	Director of Human Resources and Organisational Development Head of Equality, Diversity and Inclusion	October 2020	Analysis of data identifies new actions to be developed/existing actions revised to address any areas of inequality within the disciplinary and performance procedures.
Continue monitoring and increasing diversity into decision making and to increase the diversity within the decisionmaking bodies.	<ul style="list-style-type: none"> On an annual basis review the diversity composition of decision making boards with a view to refreshing the constituency as appropriate to ensure a greater diverse mix is created or retained. 	Chief Operating Officer	July 2021 and thereafter annually	Greater diversity of participants in decision making bodies.

<p>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.</p>	<ul style="list-style-type: none"> • Develop an inclusive good practice guide with examples for all academic and professional support services staff, outlining positive actions that can be taken and explaining how to deal with issues of discrimination that may occur. • Develop a professional development intervention to support the implementation of the practical guide. 	<p>Head of Equality, Diversity and Inclusion</p>	<p>December 2020</p>	<p>Increased awareness and confidence of race equality matters and the knowledge and skills to deal with an issue of discrimination if this arises, as measured by a pulse survey.</p>
<p>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,</p>	<ul style="list-style-type: none"> • Evaluate and redevelop our calendar of events and festivals throughout the academic year to enhance engagement with staff, students, local BAME communities etc. Encourage staff to • codesign, co-deliver and 	<p>Head of Equality, Diversity and Inclusion Head of Communications Director of Human Resources and Organisational Development</p>	<p>July 2021 for the review of the first academic year of operation (2021-2022) and annually thereafter</p> <p>July 2021 for the review of the first</p>	<p>Increase in positive feedback through a survey of staff, and in particular BAME staff on the culture of the work environment, acting as an enabler to the improvement of other success measures identified within this action plan.</p>

including the 'No Bystander' campaign.	<ul style="list-style-type: none"> attend events and activities to promote race inclusion and culture Develop practical guidance for organising inclusive conferences and events Review and revise materials for the marketing of events to ensure they are inclusive and represent the racial diversity that the University seeks to achieve. 		<p>academic year of operation (2021-2022) and annually thereafter</p> <p>December 2020</p> <p>July 2021 for the review of the first academic year of operation (2021-2022) and annually thereafter</p>	
Create a Celebrating Staff Success Inclusion Award to promote positive developments within the field of race equality	<ul style="list-style-type: none"> Develop new award and promote across the University Showcase submissions and promote winner 	Director of Human Resources and Organisational Development	December 2020	Increased profile of inclusion as a key strand of the University's development agenda.
Understand the reasons for a higher exit rate of BAME staff than White staff	<ul style="list-style-type: none"> Review information contained within the Exit Interview process to ensure that issues raised are analysed by ethnicity (and other protected characteristics) to ensure appropriate changes can be made 	Director of Human Resources and Organisational Development	December 2020	Decrease in exit rate of BAME staff resulting in an increased diversity profile of staff.