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# Equality, Diversity and Inclusion

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Annual Report  
2019-20



THE  
CONNECTED  
UNIVERSITY

**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

- 1.1 This report provides an overview of progress in implementing the Strategic Equality, Diversity and Inclusion Framework and supporting Action Plan during 2019-20 at Staffordshire University. Furthermore, the report sets out the inclusion priorities for 2020-21, 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.<sup>1</sup>

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<sup>2</sup> 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)<sup>3</sup> 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.

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

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<sup>1</sup> Chartered Institute of Personnel Development; 2019

<https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

<sup>2</sup> Staffordshire University Connected Communities Framework 2019.

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

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

- 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.

## 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



## 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.....**

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
- proactively 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
- proactively identifying opportunities to promote and enable equality of outcome for all our people.

### **Be proud to be Staff.....**

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:

## **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:
  - 65% apprenticeships
  - 85% undergraduate
  - 90% PGT Masters
  - 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 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:
  - Governance arrangements;
  - Statutory and management reporting;
  - Equality Impact Assessments;
  - Compliance reviews;
  - Equality Monitoring;
  - Procurement;
  - 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.

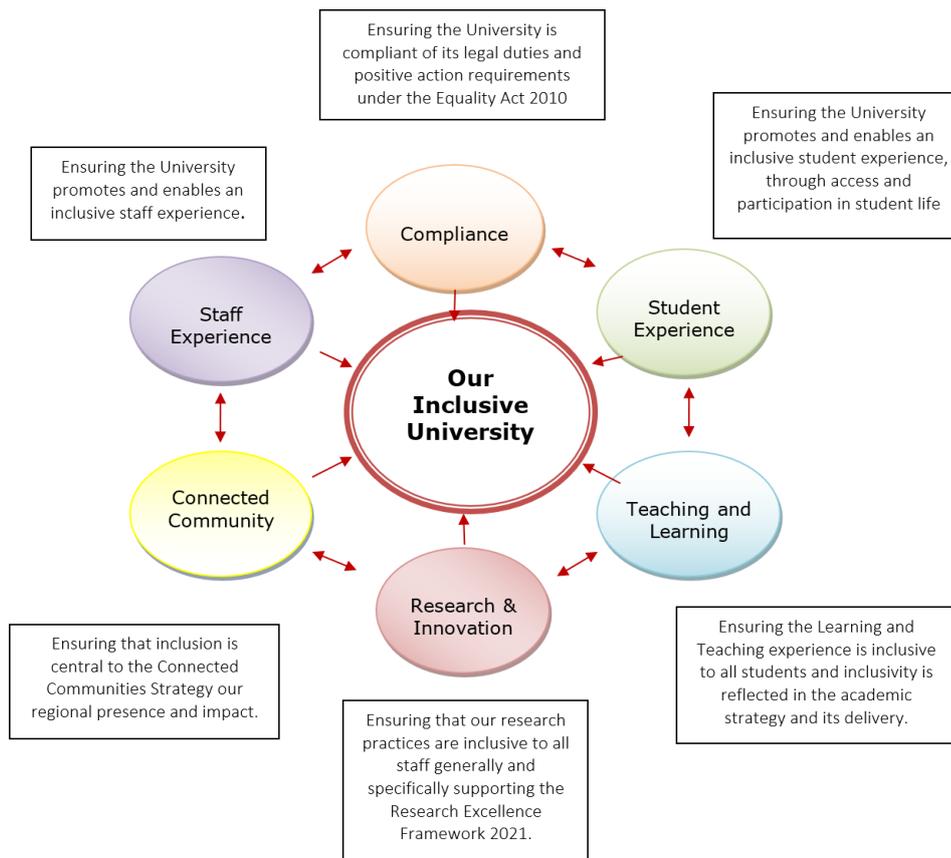
- Governance arrangements will ensure that equality, diversity and inclusion inform our decision making.
- Equality Impact Assessments will identify and address any potential discrimination before we implement a project or proposal.
- Through training and awareness raising and staff Performance and Development 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 2019-20

### Action Plan – Academic Year 2019-20

- 4.1 The action plan (2019-20) 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 below enable both our strategic objectives and the statutory 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.

- 4.2 This second year of implementing our Equality Diversity and Inclusion (EDI) Framework has been one of transition as we move from a process driven approach necessary to embed EDI, towards a more future focused, enabling role.
- 4.3 Detailed below are the major programmes of work and plans for 2019-20 which Equality and Diversity led or contributed to. This includes the ongoing development and further mainstreaming of some activities and the development of new Inclusion activities.

<b>Objective: Compliance</b>	
Ensuring the University is compliant of its legal duties and positive action requirements under the Equality Act 2010	
<b>Activity</b>	<b>Resulting in:</b>
<p><b>Equality Impact Assessments:</b></p> <ul style="list-style-type: none"> <li>• Awareness raising training delivered to strategic and operational groups and the Strategic Change Board</li> <li>• Development of EIA Guidance for Project leads</li> <li>• Led 6 Strategic EIAs e.g. <ul style="list-style-type: none"> <li>○ COVID-19</li> <li>○ Campus developments e.g. Blackheath Lane</li> <li>○ Parking</li> </ul> </li> <li>• Led 23 Operational EIAs e.g. <ul style="list-style-type: none"> <li>○ Catalyst workstreams</li> <li>○ Student on-line shop</li> <li>○ Multi-function printers</li> </ul> </li> </ul>	<p>The EIA process is now mainstream; promoting legal compliance and ensuring potential negative outcomes for students and staff are identified and addressed or mitigated.</p> <p>Quality assurance for EIAs in ongoing projects is now mainstream through the Strategic Change Board and sub Project Boards.</p> <p>Feedback from Schools and Services indicates:</p> <ul style="list-style-type: none"> <li>• Increased awareness and understanding of the need to undertake EIAs and the benefits secured;</li> <li>• Increased confidence to undertake EIAs; and</li> <li>• EIAs now being undertaken spontaneously as required.</li> </ul> <p>We will need to ensure that the EIA process continues to be embedded in the way we work.</p>
<p><b>Procurement processes:</b></p> <ul style="list-style-type: none"> <li>• EDI in procurement guidance developed including contract monitoring for inclusion</li> <li>• EDI in procurement training developed and delivered</li> </ul>	<p>The goods and services procured by the University are appropriately assessed for equality and inclusion as part of the decision-making process.</p> <p>Contract monitoring arrangements include consideration of differential people outcomes to ensure an ongoing focus on inclusion and accessibility e.g. furniture in the Catalyst building meets a wide range of user needs.</p>
<p><b>Training and awareness raising:</b></p> <ul style="list-style-type: none"> <li>• Ongoing face to face and online EDI Induction training has been delivered</li> <li>• Face to face Unconscious Bias in recruitment training has been provided to staff involved in staff and / or student recruitment</li> <li>• New online EDI and Unconscious Bias training resources secured for delivery from September 2020.</li> </ul>	<p>All new staff understand what is expected of them in relation to EDI and feel supported.</p> <p>Unconscious Bias training delivered to 582 staff involved in staff and student recruitment. Feedback: 157 respondents (Schools = 80; Services = 76).</p> <p>Overall the level of understanding of Unconscious Bias and its potential to impact on decision making in recruitment has increased:</p> <ul style="list-style-type: none"> <li>• 94% very or extremely confident they understand what is meant by Unconscious Bias.</li> </ul>

	<ul style="list-style-type: none"> <li>• 92% very or extremely confident they understand how Unconscious Bias can affect staff or student recruitment</li> <li>• 76% very or extremely confident that they can remove or minimise Unconscious Bias from the recruitment they are involved in</li> </ul> <p>We will need to continue to deliver targeted professional development interventions for all staff and for specific roles.</p>
<p><b>Analysing and sharing inclusion data:</b></p> <ul style="list-style-type: none"> <li>• Staff and student quantitative and qualitative data has been collated and analysed to inform: <ul style="list-style-type: none"> <li>○ The Race Equality Charter application and 3-year action plan</li> <li>○ Corporate Disability Action Plan</li> <li>○ Corporate LGBT+ Action Plan</li> <li>○ The statutory Gender Pay Gap report including ethnicity and disability pay gap analysis</li> <li>○ Equal Pay analysis undertaken</li> <li>○ Development of HR and EDI Dashboards</li> <li>○ The statutory Annual EDI report</li> </ul> </li> </ul>	<p>Actions and targets to address race inequality are now being integrated e.g. HROD People Strategy, Access Participation and Student Success Group contains the findings of the race equality charter mark submission's data analysis to inform targeted interventions.</p> <p>Action to address disability related inequality is now co-ordinated and monitored through the corporate Disability Network.</p> <p>Actions to take forward LGBT+ inclusion are being intergrated e.g. HROD People Plan, SaAS workstreams, Marketing and Communications corporate calendar.</p> <p>Statutory Gender Pay Gap and Equal Pay reporting ensures the University is transparent in its pay and reward arrangements. The addition of ethnicity and disability pay gap analysis provides additional reassurance and transparency in our pay arrangements.</p> <p>Schools and Services are more informed about their staff diversity.</p> <p>The University has published its statutory Annual EDI report</p>

<p><b>Objective: Student Experience:</b></p> <p>Ensuring the University promotes and enables an inclusive student experience, through access and participation in student life.</p>	
<p>Activity</p>	<p>Resulting in:</p>
<p><b>Access to the University:</b></p> <ul style="list-style-type: none"> <li>• Led student Race Equality Survey and consultation activities</li> </ul>	<p>Feedback from students informed the Race Equality Charter application and action plan. The submission, whilst unsuccessful, has led to the identification of key workstreams relating to the</p>

<ul style="list-style-type: none"> <li>Information sharing on inclusion themes through SMTs and via the Inclusion Champions</li> </ul>	<p>student experience which are now being integrated into our planned actions. This will need to focus upon both embedding and evaluating impact.</p> <p>Schools and Services are at the early stages of integrating race equality aspects within their business priorities in relation to inequality and promoting inclusion.</p>
<p><b>Training and awareness raising</b></p> <ul style="list-style-type: none"> <li>Targeted support to key student groups e.g. <ul style="list-style-type: none"> <li>Disabled Student Network</li> <li>Student LGBT+ Network</li> <li>Friends of Faith Group</li> </ul> </li> <li>Co-designed, developed and co-ordinated training and awareness raising with students to inform University staff e.g. LGBT+ Allies training to promote understanding and support for LGBT+ people: Allyship</li> <li>Engaged students in key university projects to inform design and implementation e.g. <ul style="list-style-type: none"> <li>Catalyst workstreams</li> <li>Parking review</li> <li>Blackheath lane development</li> <li>COVID-19 return to campus and blended study and working</li> </ul> </li> </ul>	<p>Students and staff are more informed about equality, diversity and inclusion; rights and responsibilities.</p> <p>Students including students with protected personal characteristics are supported to ensure their voice informs University decision making.</p>

<b>Objective: Teaching &amp; Learning</b>							
Ensuring the Learning and Teaching experience is inclusive to all students and inclusivity is reflected in the academic strategy and its delivery							
Activity	Resulting in:						
<p><b>Development of Career Pathways for Staff:</b></p> <ul style="list-style-type: none"> <li>Supported the Academic Development Unit by delivering EDI training and awareness within: <ul style="list-style-type: none"> <li>The Staffordshire Way</li> <li>Teach Well</li> </ul> </li> </ul>	<p>Academics professional development is informed by EDI, contributing to improved student outcomes.</p> <table border="1" data-bbox="794 1794 1380 1951"> <thead> <tr> <th>Course</th> <th>Total number attending 2019-20</th> </tr> </thead> <tbody> <tr> <td>Teach Well</td> <td>28</td> </tr> <tr> <td>The Staffordshire Way: Academic Staff Induction</td> <td>50</td> </tr> </tbody> </table>	Course	Total number attending 2019-20	Teach Well	28	The Staffordshire Way: Academic Staff Induction	50
Course	Total number attending 2019-20						
Teach Well	28						
The Staffordshire Way: Academic Staff Induction	50						

	<b>Feedback:</b> 4.75 out of 5 for overall satisfaction with Teach Well and The Staffordshire Way sessions, reflecting a focus upon inclusivity within our teaching and learning practices.
<b>Academic Strategy:</b> <ul style="list-style-type: none"> <li>Contributed to Equality Impact Assessment of Alternative Assessments during COVID-19</li> </ul>	Alternative Assessments were accessible and students with individual needs were identified and supported as we delivered during the pandemic. Feedback from Schools is positive; with no subsequent issues identified or complaints from staff / students arising during these uncertain times.
<b>Enabling consultation and engagement:</b> <ul style="list-style-type: none"> <li>Led student and staff Race Equality Surveys and consultation activities</li> <li>Continued to develop virtual Equality Impact Assessment 'expert' advisor group</li> </ul>	Staff and student voices informed Learning and Teaching actions within the Race Equality Charter action plan. This information informed part of our submission for the Race Equality Chartermark, however, in some cases the participation rates of the survey have hindered meaningful analysis.

**Objective: Research & Innovation:**

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

Activity	Resulting in:																								
<b>Research Excellence Framework 2021:</b> <ul style="list-style-type: none"> <li>Led REF Equality Impact Assessment for REF 2021 Code of Practice</li> <li>Delivered Unconscious Bias awareness training provided to all REF2021 panel members.</li> <li>Supported and informed the REF 2021 process design and implementation arrangements.</li> <li>Designed the Equality Monitoring arrangements to identify any unintended differential outcomes.</li> <li>Supported the Personal Circumstances panel.</li> <li>Led the delivery of specific EDI actions in HR Research in Excellence Action Plan and contribution to the follow up plans related to our recent CEDARs</li> </ul>	<p>Staffordshire University REF2021 is informed by inclusive consultation and engagement and best practice to ensure that the REF return is maximised and staff were provided with appropriate opportunities to engage.</p> <p>Code of Practice approved by Research England</p> <p>Increased representation in the REF 2021 submission for women and staff with a declared disability compared to REF 2014. BAME representation in REF 2021 is higher than the overall % of BAME staff in the Academic Body.</p> <table border="1"> <caption>REF Submissions</caption> <thead> <tr> <th colspan="2">Gender</th> <th colspan="2">Declared Disability</th> <th colspan="2">Race and Ethnicity</th> </tr> <tr> <th>2014</th> <th>2021</th> <th>2014</th> <th>2021</th> <th>2014</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>67% M 33% F</td> <td>57% M 43% F</td> <td>4% Declared disability</td> <td>6.4% Declared disability</td> <td>19% BAME</td> <td>15.6% BAME</td> </tr> <tr> <td>(54% M and 46% F in Academic Body)</td> <td>(52% M and 48% F in Academic Body)</td> <td>(5% DD in Academic Body)</td> <td>(6.9% DD in Academic Body)</td> <td>(12% BAME in Academic Body)</td> <td>(10.7% BAME in Academic Body)</td> </tr> </tbody> </table>	Gender		Declared Disability		Race and Ethnicity		2014	2021	2014	2021	2014	2021	67% M 33% F	57% M 43% F	4% Declared disability	6.4% Declared disability	19% BAME	15.6% BAME	(54% M and 46% F in Academic Body)	(52% M and 48% F in Academic Body)	(5% DD in Academic Body)	(6.9% DD in Academic Body)	(12% BAME in Academic Body)	(10.7% BAME in Academic Body)
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(Culture Employment and Development in Academic Research survey) feedback	
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<b>Objective: Connected Community</b>																			
Ensuring that inclusion is central to the Connected Communities Strategy our regional presence and impact.																			
Activity	Resulting in:																		
<b>Promote Inclusion good practice:</b> <ul style="list-style-type: none"> <li>Celebrating Staff Success Inclusion award developed and in place for November 2020</li> <li>Inclusion Good Practice document developed and shared</li> </ul>	Celebrating Staff Success Inclusion award has highlighted good practice to students, staff and the wider community. This will now be further promoted and added to the good practice document.																		
<b>Develop and model consultation good practice:</b> <ul style="list-style-type: none"> <li>Good practice model developed and trialled</li> </ul>	<p>Using the Connected Communities Framework approach to consultation and engagement for the Race Equality Charter staff resulted in an increase in staff and student engagement compared to the level of engagement with the previous application.</p> <table border="1"> <thead> <tr> <th></th> <th>2015 response Number</th> <th>2015 response %</th> <th></th> <th>2019 response Number</th> <th>2019 response %</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>48</td> <td>3%</td> <td></td> <td>551</td> <td>36%</td> </tr> <tr> <td>Students</td> <td>14</td> <td>****</td> <td></td> <td>561</td> <td>6%</td> </tr> </tbody> </table> <p>The University's Race Equality Charter Action Plan was informed by staff and student feedback. However, the response rate from the student community was low and illustrates that further work on engagement with our distributed student body remains a challenge.</p>		2015 response Number	2015 response %		2019 response Number	2019 response %	Staff	48	3%		551	36%	Students	14	****		561	6%
	2015 response Number	2015 response %		2019 response Number	2019 response %														
Staff	48	3%		551	36%														
Students	14	****		561	6%														
<b>Develop a Guide to Planning Inclusive Conferences and Events:</b> <ul style="list-style-type: none"> <li>COVID-19 return to campus EIA completed</li> </ul>	Plans to return to campus in September 2020 and blended delivery and working are inclusive; with positive feedback received from both UCU and UNISON Trades Unions.																		

<b>Objective: Staff Experience</b>	
Ensuring the University promotes and enables an inclusive staff experience.	
Activity	Resulting in:
<p><b>Race Equality Charter Mark:</b></p> <ul style="list-style-type: none"> <li>• Led initial qualitative and quantitative data collection and analysis</li> <li>• Led and developed initial University narrative including actions to address racial inequality</li> <li>• Supported further corporate analysis and reporting</li> </ul>	<p>Race Equality Charter application submitted however we have subsequently learnt that the application was unsuccessful. Feedback from the process identifies that evidence of embedding race equality within the University is not evident, which is acknowledged by the University as many of the actions identified are now only beginning to be implemented. They are however informed by robust analysis of University data, and supplemented with qualitative feedback from staff.</p> <p>The University's Race Equality Action Plan including targets, monitoring and reporting arrangements. Implementation is underway through established workstreams e.g. Access Participation and Student Success Group; HROD Business Plan etc to ensure that it is seen as integral to our approach.</p>
<p><b>Athena SWAN:</b></p> <ul style="list-style-type: none"> <li>• Co-designed project plan for Athena Swan application</li> </ul>	<p>Project plan developed enabling clarity and the assignment of responsibilities necessary to secure a successful Athena Swan application, subject to the conclusions of the Advance HE Athena Swan review.</p>
<p><b>Employee Engagement Survey:</b> 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</p>	<p>Best Companies Employment Survey achieved a 66% response rate.</p> <p>Deans and Directors are taking action on the key themes identified through their results. 'Let's Talk' sessions held with all staff to discuss and agree priorities. Progress is considered at Business Review meetings.</p> <p>Development of a well-informed corporate Wellbeing Strategy.</p>
<p><b>Connected Culture Programme</b> 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</p>	<p>Connected Culture Programme in place with:</p> <ul style="list-style-type: none"> <li>• a clear communication plan including 'Staff Make Staffs' and 'Let's Work Better Together' strapline ensuring staff are clear about the programme, what it was trying to achieve, its outcomes and are encouraged to get involved.</li> <li>• Denison Culture Survey implemented with 63% response rate. Finding from the survey are being used to better understand the impact of our culture(s) on the University's performance and to identify improvement targets in all Schools and Services.</li> </ul>

<p><b>Gender Pay Gap analysis:</b></p> <ul style="list-style-type: none"> <li>• Led and reported Gender Pay Gap analysis;</li> <li>• Led and reported Race and Disability pay gap analysis</li> <li>• Mainstream action plan in place in conjunction with HROD</li> </ul>	<p>Statutory reporting completed</p> <p>Actions to further reduce the gender pay gap are being led by HROD.</p> <p>Race and disability pay gaps are now reported and shared across the institution. Actions to address the race and disability pay gaps are being led by HROD.</p>
<p><b>Leading and delivering on inclusion professional development activities</b></p> <ul style="list-style-type: none"> <li>• Delivered ongoing face to face and online EDI Induction training</li> <li>• Delivered face to face Unconscious Bias in recruitment training to staff involved in staff and / or student recruitment</li> <li>• Procured new online EDI Induction and Unconscious Bias training resources</li> <li>• Continued roll-out of Aurora women into Leadership programme in partnership with HROD</li> <li>• Equality Impact Assessment training delivered: <ul style="list-style-type: none"> <li>○ New projects</li> <li>○ Process reviews</li> </ul> </li> </ul> <p>(see Compliance, above)</p>	<p>All new staff understand their rights and responsibilities in relation to Equality, Diversity and Inclusion and the EIA process.</p> <p>Unconscious Bias training delivered to 582 staff involved in staff and student recruitment. Feedback: 157 respondents (Schools = 80; Services = 76).</p> <p>Overall the level of understanding of Unconscious Bias and its potential to impact on decision making in recruitment has increased:</p> <ul style="list-style-type: none"> <li>• 94% very or extremely confident they understand what is meant by Unconscious Bias.</li> <li>• 92% very or extremely confident they understand how Unconscious Bias can affect staff or student recruitment.</li> <li>• 76% very or extremely confident that they can remove or minimise Unconscious Bias from the recruitment they are involved in.</li> <li>• Participants able to give examples of action they will take to minimise Unconscious Bias in their decision making.</li> </ul>
<p><b>Targeted support to key staff groups</b></p> <ul style="list-style-type: none"> <li>• Led and supported key staff and student groups: <ul style="list-style-type: none"> <li>○ Corporate Disability Network</li> <li>○ Corporate LGBT+ Group</li> <li>○ Friends of Faith Group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased support for key groups of staff and students which has increased the sense of belonging and voice; increased environmental and social inclusion.</li> </ul>

## COVID-19

- 4.4 At the end of March 2020 the University went into lockdown as part of the national response to the COVID-19 pandemic. This created new, essential strands of work beyond the scope of what had been planned or envisaged for the academic year. The maintenance of 'business as usual' was compromised and support for remote teaching and learning was paramount to ensure our students progression. New methods of delivery such as online teaching, alternative assessments, online support and remote working were developed at pace. Key priorities for Equality and Diversity at this time were:

- Support and influence the University's response to COVID-19 to ensure inclusion and minimise any potential differential impacts for students and staff.
- Maintenance of EDI 'business as usual' as far as possible.

This partnership work is summarised below.

#### **Contribution to the Collective Effort of Remote Delivery and Working:**

4.5 A wide range of support was provided to enable remote delivery and remote working:

- Contribution to the COVID-19 Incident Management Group to advise on the potential unequal impacts of remote delivery and working on different groups of staff and students so that appropriate, inclusive arrangements could be made;
- Promote and enable Equality Impact Assessments of Alternative Assessments and sharing sector good practice between Schools, so that student needs were understood and addressed;
- Working with colleagues to develop inclusive COVID-19 Bereavement and Loss guidance that takes into account different cultural and social concerns;
- Ensuring the University recognise the intersection between COVID-19 impacts and racial inequality, so that BAME staff and students know the University is pro-actively seeking racial inclusion;
- Providing support to colleagues developing the Frequently Asked Questions resource for returning students with accessibility requirements;
- Co-ordinating and providing feedback to ensure COVID-19 signage is accessible to staff and students with visual impairments.
- Highlighting the potential differential impacts of lockdown and COVID-19 and sharing sector good practice e.g.
  - Impact of lockdown on LGBT+ students who may have to share accommodation with people that are homophobic / transphobic
  - Sharing good practice resources and webinars in relation to the disproportionate impacts of COVID-19 on BAME students
  - Increase in domestic abuse as a consequence of COVID-19
  - Implications for procurement of post COVID-19 environment

#### **Contribution to the Collective Effort of Return to Campus and Blended Delivery and Working**

4.6 A wide range of support was provided to enable an inclusive return to campus and blended delivery and working:

- Led a Strategic Equality Impact Assessment to identify the potential impacts of a return to campus and blended delivery and blended working on different groups of staff and students. This was used to inform the work of twelve corporate workstreams established to manage the return to campus and blended delivery and working;
- Provided practical support and guidance to deliver an inclusive campus environment particularly in relation to staff and students with a disability;
- Led Schools based strategic Equality Impact Assessment to inform their return to campus;
- Supported colleagues to undertake an accessibility audit of the new campus environments to inform and reassure staff and students with a disability;

- Supported colleagues to plan Welcome Week activities from an inclusion perspective;
- Member of the campus remobilisation working group to advise on the potential unequal impacts on staff and students so that appropriate, inclusive arrangements could be made;
- Working with colleagues to ensure an inclusive approach to the provision of student accommodation that is safe and recognises students' social and cultural needs; and
- Working with colleagues to ensure the physical environment is accessible enables staff and students with visible and non-visible disabilities.

### **Lessons Learnt and Changed Practices**

4.7 A number of lessons were learned and former practices were changed as a consequence of responding to COVID-19:

- The central importance of strategic and operational Equality Impact Assessments to preventing and minimising discrimination is now much more recognised. It will be important to ensure all future strategic developments have the same level of Inclusion consideration at an early stage;
- The pace of responding to COVID-19 necessitated shared learning e.g. Alternative Assessments, and this led to an increase in the quality of EIAs. In future we will create an internal repository for EIAs so that others can benefit.
- The emergence of race as a key vulnerability factor to COVID-19 highlighted the impact of intersectionality in compounding multiple inequalities. Awareness and understanding of intersectionality will be strengthened through the delivery of EIA training and direct support to projects including the implementation of additional Projects inclusion guidance.

## **5.0 Future Focus 2020-21**

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. As we focus on 2020-2021 we now shape the agenda to embed inclusivity within the University and address some of the key challenges:

Race Equality (drawn from the Race Equality Chartermark Submission):

- Workstream One – Positive Action Targets
  - Positive action targets to be identified for each school and service for recruitment processes
  - Positive action targets to be set for the University overall for the next five-year period for BAME composition
- 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 Two – 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 – 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 PDR process.
    - Improve data collection of individuals access to and engagement with professional development opportunities.
  - Workstream Four – 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 – Positive Action Targets
    - Positive action BAME student recruitment targets to be identified for each school for undergraduate and postgraduate provision
    - Positive action targets to be set for the University overall for the next five-year period for BAME composition of the student cohort.
  - Workstream Six – 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 Seven – 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 any potential barriers.
  - Workstream Eight – 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.
    - 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 Nine – Student Achievement and Employability

- Reduce the awarding gap for BAME students, in line with the ambitious 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 Ten – 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.

#### Culture and Awareness Embedding

- Workstream One – Targeted Professional Development as part of the overall CPD Framework
  - Lead and develop an Equality, Diversity and Inclusion Training Framework of mandatory and Continuing Professional Development opportunities that enable achievement of the Access and Participation Plan 2020-25 targets and the People Strategy and contribute to our longer-term Organisational Development plans.
- Workstream Two – Awareness Raising and Celebrating Difference
  - Co-ordinate and deliver a termly programme of online conversations with staff that increase understanding and share inclusion best practice to enable positive actions in schools and services e.g. De-colonising the curriculum; White Privilege; Homophobia and Transphobia and Allyship; Disability inclusion.
  - Develop a calendar of key dates and allied resources to enable schools and services to plan inclusive activities that recognise and celebrate the diversity of our students and staff throughout the academic year.

#### Athena Swan

- Workstream One – Undertake Analysis of Gender Equality within Sciences
  - Lead the detailed analysis of gender equality in sciences to inform the development of an application to Athena Swan, involving key teams in the analysis and working with colleagues to develop appropriate and impactful actions and targets.

## 6.0 Pay Gap

- 6.1 Calculating the gender pay gap is a statutory requirement; calculating the race and disability pay gap has been undertaken to demonstrate our ongoing commitment to inclusion.

### Gender Pay Gap

- 6.2 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 gender pay gap across Staffordshire University is 8.42%. 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 15.5% (2018-19) if we remove Part-time Lecturing staff from our data the median gender pay gap is 5.7%; this is an improvement of 2.3% on 2018-19 (8%).

- 6.3 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.

### Ethnicity Pay Gap:

- 6.4 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 ethnicity pay gap across Staffordshire University is -5.51% in favour of our BAME staff. This is a slight improvement on our 2019 position (-

6.13%). If we remove Part-time lecturing staff from our data the mean ethnicity pay gap is -8.20%.

#### Median

At Staffordshire University this is -2.97% in favour of BAME staff. This is a slight improvement on our 2019 position (-2.98%). If we remove Part-time Lecturing staff from our data the median ethnicity pay gap is -6.08%.

6.5 While the data shows a positive picture in favour of BAME staff, this is a reflection of the low number of BAME staff (94) compared to White staff (1432) which skews the data. Further analysis through the Race Equality Charter confirmed:

- The university is a very white organisation compared to other HEIs;
- We do not attract international staff in the same proportions as other HEIs; and
- We are a very white organisation when compared to the regional diversity profile.

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 contained in the Race Equality Charter action plan and the HROD business plan. Ethnicity pay gap data will be included in our public Pay Gap report 2020-21.

#### Disability Pay Gap:

6.6 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 while 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 4.86% in favour of staff with no declared disability. This is a worsening on our 2019 position (3.04%). If we remove Part-time Lecturing staff from our data the mean disability pay gap is 4.08%.

#### Median

At Staffordshire University this is 0%. This is consistent with our 2019 position (0%). If we remove Part-time Lecturing staff from our data the median disability pay gap is 2.9% in favour of staff with no declared disability.

6.7 This is in part a reflection of the low number of staff with a declared disability 100 (6.2%) and those without 1485 (92.1%) which skews the data. [27 members of staff (1.67%) 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).

6.8 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 monitor the inclusivity of our recruitment

processes through actions contained the HROD business plan. Disability pay gap data will be included in our public Pay Gap report 2020-21.

6.9 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.

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.

## 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 2020-21. The student and staff profile are described at **Appendix 3** in high-level infographics for both the student and staff profiles, as at 1<sup>st</sup> July 2020.

## 8.0 Reference Information

Author:	Head of Equality and Diversity
Dated:	28.1.2021
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>

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://www.staffs.ac.uk/support\\_depts/equality/policy/data/index.jsp](https://www.staffs.ac.uk/support_depts/equality/policy/data/index.jsp)

## APPENDIX 2

### Overview of Inclusion Activities 2019-20\*

Making the Difference	Mandatory Inclusion induction training for all new staff; online and face to face
Unconscious Bias training	Understanding how stereotyping and unconscious bias can impact on decision making particularly in recruitment
Consultation and Engagement training	To promote best practice and enable effective support for Inclusion consultation and engagement activities
Transgender Inclusion	Workshop to raise awareness of Transgender inclusion
REF2020-21 Inclusion and addressing bias	Understanding how stereotyping and unconscious bias can impact on decision making in the REF process
Black History Month public lecture	Clive Myrie public lecture: Black Rebellion – Celebrity and Social Change
LGBT+ Ally awareness training	Workshop to promote greater understanding and allyship
Equality Impact Assessments (EIA)	Workshops to understand and implement EIAs
Mental Health First Aid	Formal training courses
Support for course modules	Inclusion support for course modules e.g. PgCHPE
Holocaust Memorial	Public lectures to raise awareness of the Holocaust: <ul style="list-style-type: none"> <li>• Stand Together</li> <li>• Line of sight: New approaches to reducing violent crime</li> <li>• And there was no one left to speak for me: archaeological approaches to Holocaust education</li> </ul>
One World – Diverse and United	Activities for students exploring cultural identity, faith, disability, stereotypes etc to promote on campus inclusion

Teaching international students – beyond deficit models and stereotypes.	Workshop to raise awareness of the impact of cultural stereotypes on student learning and progression
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\* These were delivered by staff from across the University.

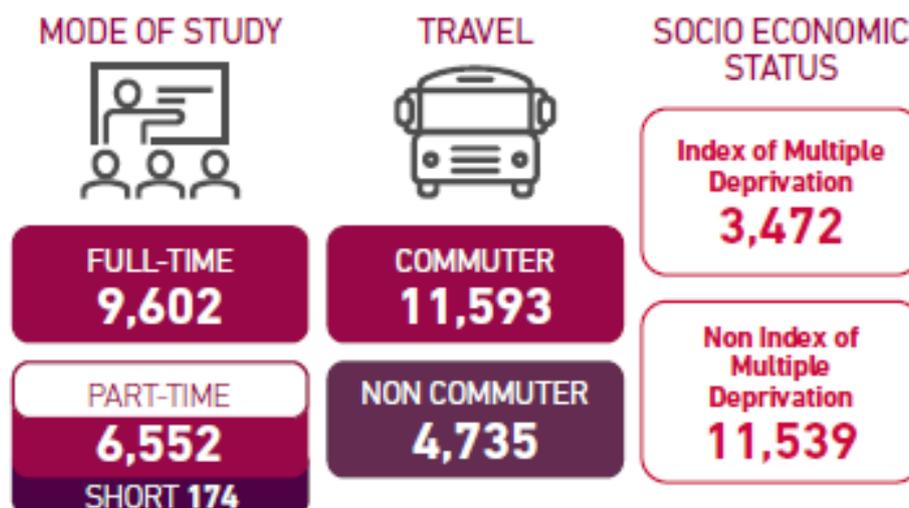
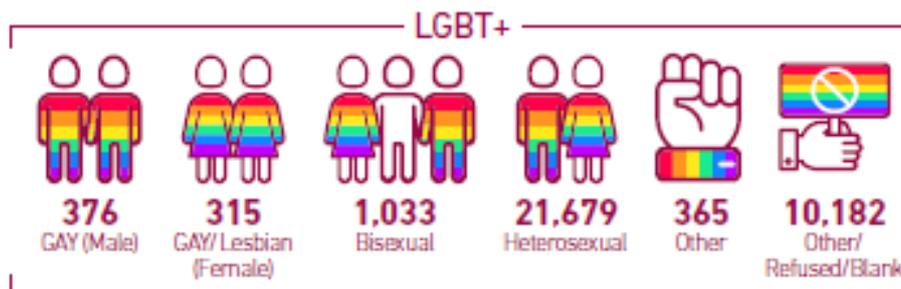
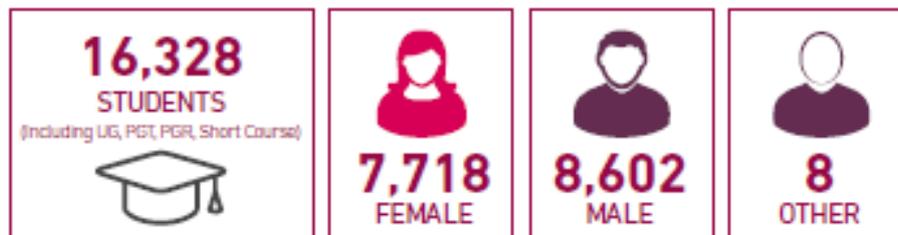
Please also see Inclusion Good Practice review 2019-20. This document describes some of the good practice from across the University and can be accessed [HERE](#)

## **APPENDIX 3**

Student and Staff Equality Monitoring Data July 2020.

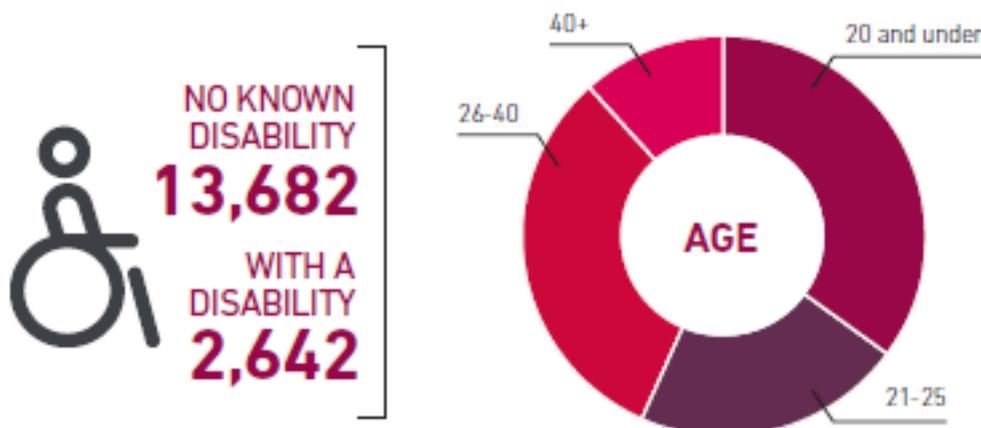
# Staffordshire University Students

Based on 2019-20 data

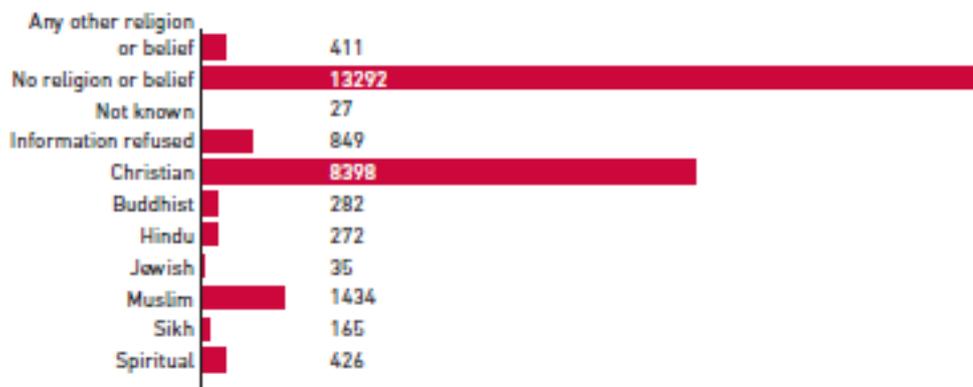


# Staffordshire University Students

Based on 2019-20 data



## RELIGION AND BELIEF



# Staffordshire University

## Staff

Based on 2019-20 data

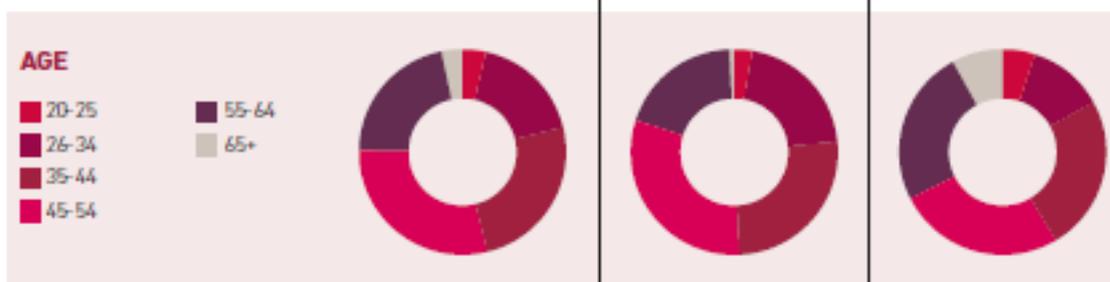
		ALL STAFF	FULL-TIME	PART-TIME
STAFF NUMBER		<b>1,574</b>	<b>1035</b>	<b>552</b>
ACADEMIC STAFF		<b>836</b>	<b>448</b>	<b>400</b>
PROFESSIONAL SERVICE STAFF		<b>739</b>	<b>587</b>	<b>152</b>
GENDER		<b>700</b>	<b>497</b>	<b>211</b>
		<b>874</b>	<b>538</b>	<b>341</b>
<b>DISABILITY</b>				
NO DISABILITY DECLARED		<b>1462</b>	<b>981</b>	<b>493</b>
DECLARED DISABILITY		<b>93</b>	<b>44</b>	<b>50</b>
UNKNOWN / INFO REFUSED		<b>19</b>	<b>10</b>	<b>9</b>
<b>ETHNICITY</b>				
	 WHITE		 BAME	 UNKNOWN / INFO REFUSED
STAFF NUMBER		<b>1406</b>	<b>127</b>	<b>41</b>
ACADEMIC STAFF		<b>717</b>	<b>92</b>	<b>27</b>
PROFESSIONAL SERVICE STAFF		<b>690</b>	<b>35</b>	<b>14</b>

# Staffordshire University

## Staff

Based on 2019-20 data

	ALL STAFF	FULL-TIME	PART-TIME
<b>GAY (MALE)</b>	<b>13</b>	<b>8</b>	<b>6</b>
<b>GAY / LESBIAN (FEMALE)</b>	<b>21</b>	<b>14</b>	<b>7</b>
<b>BISEXUAL</b>	<b>24</b>	<b>16</b>	<b>9</b>
<b>HETEROSEXUAL</b>	<b>995</b>	<b>647</b>	<b>357</b>
<b>NOT KNOWN / INFO REFUSED</b>	<b>510</b>	<b>344</b>	<b>168</b>
<b>OTHER</b>	<b>2</b>	<b>1</b>	<b>1</b>



### RELIGION AND BELIEF

Any other religion or belief	62	39	23
Buddhist	4	3	1
Christian	479	310	171
Hindu	4	3	1
Jewish	2	2	0
Muslim	41	27	14
No religion or belief	401	253	158
Sikh	4	2	2
Spiritual	12	9	3
Information refused	565	387	179

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