Equality, Diversity and Inclusion Annual Report 2021-22

Contents

Executive Summary

The University of Huddersfield is committed to advancing equality, diversity and inclusion (EDI) for all its communities, by tackling discrimination and striving to create a positive culture of inclusion for all. The University's work is guided by our Equality Objectives (2020-25). This report presents an overview of progress towards our Equality Objectives and outlines priorities for 2022-23. This report focuses on activity delivered in the 2021-22 academic year and was developed in accordance with the reporting requirements of the Equality Act (2010) and associated Public Sector Equality Duty. The University gathers and publishes equalities monitoring data on its staff and students each year. We use this information to understand the diversity of the University community, and to identify whether there are differences in the experiences of people with protected characteristics to inform how we might address these.

Our gender pay gap continues to reduce year on year. Invited by the Equalities and Human Rights Council (EHRC) and the Chartered Managers Institute (CMI) to contribute to a toolkit of resources for all employers, our case study continues to provide the benefits and value in using the gender pay gap figures and other data to drive action on gender equality in the workplace. Despite not being a statutory requirement, for the third year we have also published our data on our ethnicity pay gap. This has helped us to recognise and measure differentials so that we can take appropriate action to close pay gaps and demonstrate our commitment to transparency with our EDI data.

The report highlights some excellent work undertaken in the last academic year to proactively eliminate discrimination, advance equality of opportunity, celebrate our diverse community and foster good relations. However, we recognise more needs to be done to meet our equality objectives. We will continue in our aim to improve diversity across our staff population (including within senior management) and to further reduce the awarding gap (or gaps) for students linked with ethnicity and socioeconomic demographics. We recognise the importance of working together and maintaining our commitment to address these disparities.

The period this report covers coincides with the lifting of the Covid 19 restrictions, but these still had significant impacts on our whole community. The University worked hard to respond and reduce the impact on individuals, and this work will continue into the coming year and beyond.

Overview of EDI Initiatives in 2021-22

Initiatives designed to enable the University to meet its broader Public Sector requirements have been developed through:

1. Enabling and supporting 4 staff EDI networks:

As well as our longstanding networks this year we introduced the Staff Neurodiversity Group as a branch of the Disability Network, providing a dedicated space for staff who identify as neurodivergent (e.g. Specific Learning Differences (Dyslexia, Dyspraxia, Dyscalculia), AD(H)D and Autism Spectrum Conditions). Our staff networks play a key role in helping the University to promote an inclusive environment and diverse community, and actively contribute to charter mark work. They also act as a platform for often marginalised groups to have a voice within the University. The current list is:

> ➢ Black, Asian and Minority Ethnic (B.A.M.E)
> ➢ LGBTQI+
> ➢ Disability and Neurodiversity Group
> ➢ Women's

2. The University has recently made a submission to the University Mental Health Charter, a voluntary accreditation scheme, recognising a "whole-university approach to support and promote mental health and wellbeing for all staff and students.

3. Supporting Diversity Champions in each school and service to raise awareness of EDI matters and support staff in EDI development work.

4. Recruiting additional staff in Dignity at Work Advisor roles, providing refresher training and continuous support to the volunteers.

5. 'U-Connect' - Cross-Institutional Universities' Diversity Mentoring Scheme. U-Connect is a collaboration between a number of Universities in the Yorkshire region, who have joined together to provide the opportunity for colleagues from diverse backgrounds to mentor others, and to be mentored, by colleagues from a different Institution. Launched as a pilot (2020-21) the scheme proved to be impactful and effective throughout the first year of operation and has been continued into the next year.

6. Working in partnership with the Students' Union in organising events across campus throughout 2021-2022 to celebrate the diversity of our community:

> ➢ National Inclusion Week, celebrating the theme 'United for Inclusion', which included daily communications via the Staff Hub, signposting to relevant resources, including updates around institutional Equality, Diversity, and Inclusion work. The University also joined organisations across Kirklees to support the 'Root out Racism' movement, led by West Yorkshire and Harrogate Health and Care Partnership (WY&H HCP), which was shared alongside anti-racism resources. Other communications from the week provided suggestions for staff to embed and encourage discussions around inclusion within teams across the University.

(September 2021)

- Black History Month, celebrating the theme 'Proud to Be', raising the profile and celebrating the achievements of African and Caribbean communities. The Students' Union organised a series of workshops, screenings, and webinars throughout October, including workshops on Race and Privilege, Black History through Poetry and African Influences in Music. Film screenings included 'Moonlight', 'Small Axe: Red, White and Blue' and 'Us'.
(October 2021)

- International Day of People with Disabilities 2021 included a digital approach with the creation of a webpage for staff and students, including signposting to awareness raising, information resources and support services.
(December 2021)

- International Women's Day 2022 was recognised with a theme of '#BreakTheBias'. A virtual talk was held with Dr Jess Wade, physicist at Imperial College London, who has done extensive public engagement and outreach into improving research culture and championing people from historically marginalised groups to progress in science and engineering.
(March 2022)

- LGBT+ History Month 2022 included a programme of events open to staff and students, with events such as an LGBT+ book club and an LGBT+ Quiz Night. A series of workshops were held on a range of themes including LGBT+ Figures Throughout History, Body Positivity, Understanding Dysphoria, Design Your Future for those identifying as LGBT+, Aromantic Awareness, and LGBT+ Consent, providing a mix of informative, supportive, and celebratory event opportunities.
(February 2022)

- Race Equality Week, celebrating the theme 'Action Not Just Words'. The #MyNameIs campaign highlighting the importance of pronouncing names correctly was shared and is now widely used amongst colleagues at the University in email signatures. Communications shared amongst all colleagues also provided information around active allyship. Events on campus also provided opportunities to learn about the intersect of race and privilege and courageous conversations, designed to prompt critical thinking about our society by engaging in uncomfortable conversations, focused around talking about race in HE, microaggressions, policing and the Black community.
(February 2022)

- University Inclusion Week provided a series of events around a range of inclusion topics, such as Imposter Syndrome, Chinese Name Pronunciation, Trans Awareness in Higher Education, Dealing with Racism: My Story with Derek Redmond, and British Sign Language Taster Courses.
(March 2022)

- South Asian Heritage Month, with the theme 'Journeys of Empire', was recognised to celebrate British South Asian culture. A series of events were held in partnership with the Global Disaster Resilience Centre (GDRC) team at the School of Applied Sciences and members of the Race Equality Charter Self-Assessment Team, including exhibitions of work within the South Asian region, and a collection of South Asian role model profiles from the GDRC. Dr Sairish Hussain, University of Huddersfield alumnus also held a talk and

book club for 'The Family Tree', her debut novel. Communications shared also promoted South Asian books, films and recipe recommendations.
(July-August 2022)

➢ Other events throughout the year included a Deaf Awareness Course, a Pronoun Badge and Pride Flag making workshop for International Non-Binary People's Day, and a self-care session for Carers hosted by Carers Count Kirklees.

➢ The Staff Wellbeing Team hosted a range of projects including signposting, events and activities for Mental Health Awareness Month, National Inclusion Week and Men's Health Awareness Month. The team also coordinated the Menopause Talk and Support group, the network of Mental Health First Aiders and Wellbeing Champions and managed the provision of the University's Employee Assistance Programme.

Charter Marks

The University continues to be recognised for its advancement of equality of opportunity and now holds, or is working towards, several charter marks and accreditations. These charters are useful in promoting a reflective approach to our progress in EDI policy and strategy (see https://staff.hud.ac.uk/equality/ for detail). These include:

➢ HR Excellence in Research award – a European Commission award
➢ The Race Equality Charter (REC) – Bronze accreditation being worked towards via the AdvanceHE administered scheme
➢ Race at Work Charter membership
➢ Disability Confident Employer accreditation
➢ University Athena SWAN Gender Equality Charter – renewal of the Bronze Award
➢ The School of Computing and Engineering - Athena SWAN Bronze Gender Equality Award
➢ The School of Applied Sciences - renewal of Athena SWAN Silver Gender Equality Award
➢ Stonewall Global Diversity Champion
➢ Mindful Employer Charter
➢ Investing in Ethnicity Star Employer
➢ Mental Health Charter (currently working towards)

2021/22 progress towards meeting EDI Objectives

The Public Sector Equality Duty requires the University to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The University also has a duty to identify and publish Equality Objectives every four years and report annually on our progress in relation to how we are meeting the objectives. The University EDI objectives and progress towards meeting these objectives in 2021-22 are set out in Table 1. These objectives are taken from the University EDI Framework 2020-25 (see Appendix 2 for detail).

Progress measures and targets which will enable us to meet our objectives are set out in Table 2, again with an indication of progress to date and RAG rating.

(need photos for this section)

Table 1: University EDI Objectives as in the 2020-2025 Framework

| Objective	Areas of Work under objective
Learning for All	The Teaching and Learning Strategy and associated projects aim to develop an inclusive approach which enables students to learn, develop and achieve their fullpotential.
	Develop a community of students and staff which values equality, diversity and inclusivity through training, personal development and support.
	Develop life skills of students and staff by working collaboratively in a diverse and inclusive University community.
Community for All	Embed the principles of equality, diversity and inclusivity into the University's culture,practices, plans, policies and procedures.
	Promote and celebrate equality, diversity and inclusivity across the University community.
	Deliver support mechanisms to build and maintain an inclusive community.
	Take individual responsibility to develop an inclusive community.
Voice for all	Students and staff able to inform decision makers on any matters/issues relating to equality, diversity and inclusivity.
	University leaders promote equality, diversity and inclusivity through individual action, two-way communication, active listening and developing a supportive and collaborative culture.
Facilities for all	Develop and maintain an inclusive and accessible, physical and digital learning and working environments for all students and staff.

Table 2: Progress Measures and Targets

Target	Action	Progress rating
Apply for the Race Equality Bronze Award by 2023	REC self-assessment team and working parties established and operational. REC survey completed for staff and students; REC submission made and currently being evaluated by Advance HE.	
Improve our score in the Stonewall Workplace Equality Index year on year.	Moved 180 places up the Workplace Equality Index to 97 and awarded a Silver Award.	
Maintain the progress made as outlined in our Access and Participation Plan (APP), year on year.	Good progress made against the APP especially in the closing of attainment gaps. Variation to plan to include summary and school attainment initiatives submitted.	
Maintain the progress made in student continuation and progression year on year and achieve no statistical difference between equality groups by 2025.	Many gaps are insignificant and ongoing work in awarding gaps with impact.	
Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.	Improvement in NSS 2022 in 26 out of 27 areas. Teaching and learning management projects in place to continue to tackle areas of underperformance and work towards achieving TEF Gold in 2023.	
Maintain the progress in the student engagement score year on year and achieve a 20% improvement by 2025.	Work on engagement index continues but Covid-19 has delayed some of the work in this area, in particular the ability to gather reliable attendance data.	
Meet the aims of the Athena SWAN action plan year on year and apply for an Athena SWAN Silver Award for gender equality by 2025.	Plans to apply for Athena Swan Silver Award in place with good progress towards application.	
Move up from employer to leader level for the Disability Confident Employer Award by 2024.	As required by the scheme, developing external networks working with both internal and local partners to promote and implement good practice.	

Improve the Quality of Working Life (QoWL) scores in each survey and by 2025 to be in the QoWL sector upper quartile measure for staff engagement and satisfaction and good management practice.	QoWL no longer available – new provider sourced for 2022-23. Culture Amp survey completed and action plan with KPIs identified. Good progress on the training of managers through CMI.	

1. Staff Data

For the period 1 August 2021 to 31 July 2022, average permanent staffing increased to 2031 from 1940. Academic staff increased by 4.57%, support staff increased by 3.99% and senior staff increased by 7.64%.
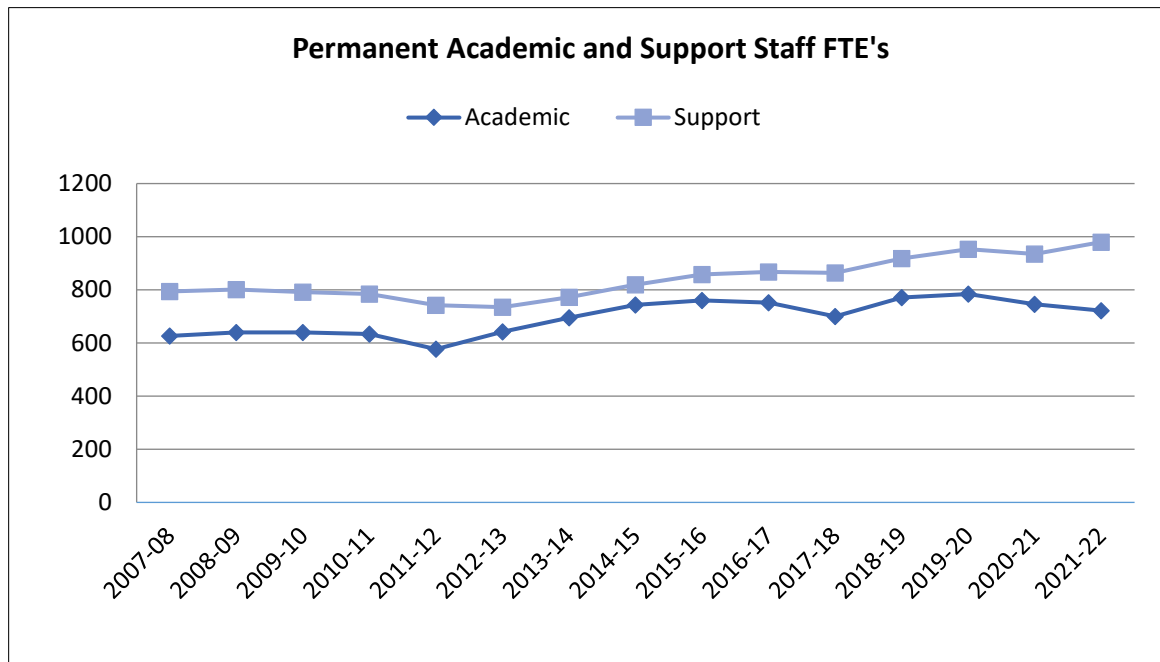
1.1 All staff in post by protected characteristic as at 31 July 2022

The following information provides data on all permanent (academic, professional, and managerial and support) staff in post at the University of Huddersfield as of 31 July 2022. These data are provided by the following protected characteristics: age; disability; ethnicity; sex; religion or belief and sexual orientation. The total permanent staff headcount on 31 July 2022 was 2031. Of those 568 work part time (285) and 1463 work full time. The number of individuals on fixed term contracts over the same period was 230 so only 10% of our staff are on fixed term contracts. The low numbers of staff in this category precludes detailed analysis but commentary is provided below where appropriate.

Due to constraints around low numbers, we have amalgamated groups into the category B.A.M.E. as necessary however, we recognise that this does not exemplify the diverse nature of the cultures that our staff represent. Similarly, we have amalgamated data about other characteristics where numbers are too low in order to preserve anonymity.

The previous two years of data are provided for comparison.

Data are rounded to the nearest whole percent and therefore may not always total 100%.

Age

Distribution of Permanent Staff by Age over the Last Three Years (%)

Distribution of all Permanent Staff by Age at each Grade (%)

Profile of All Staff by Age and FTE (%)

Bar chart legend: FT, PT

Age group	FT	PT
Under 25	2%	1%
25-39	35%	21%
40-49	29%	27%
50-59	27%	30%
60+	6%	21%
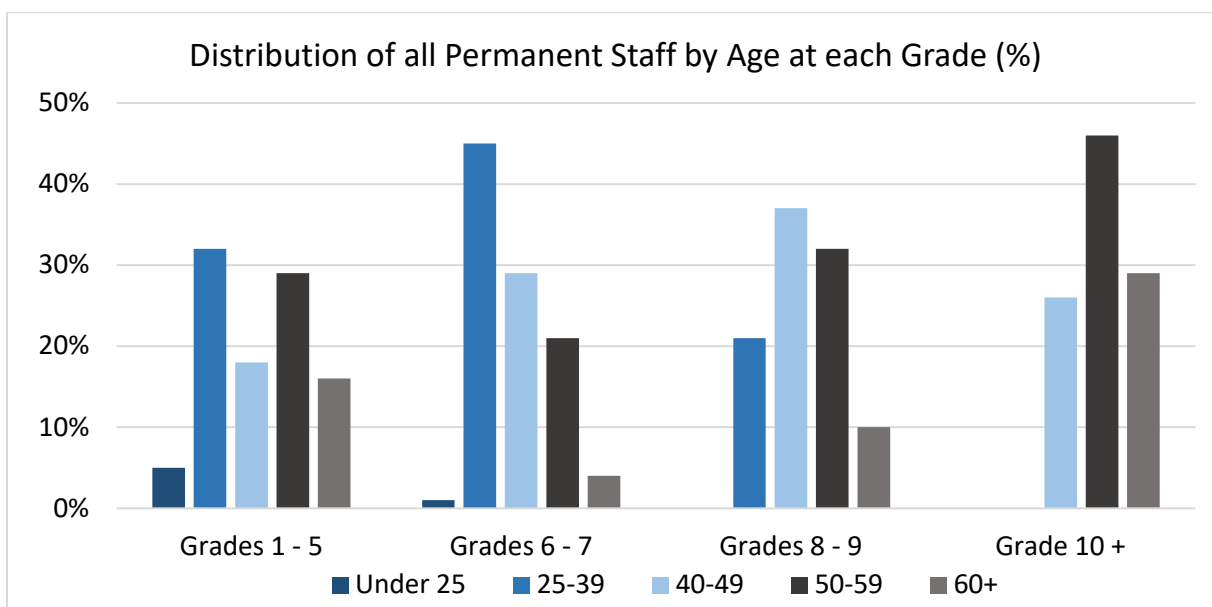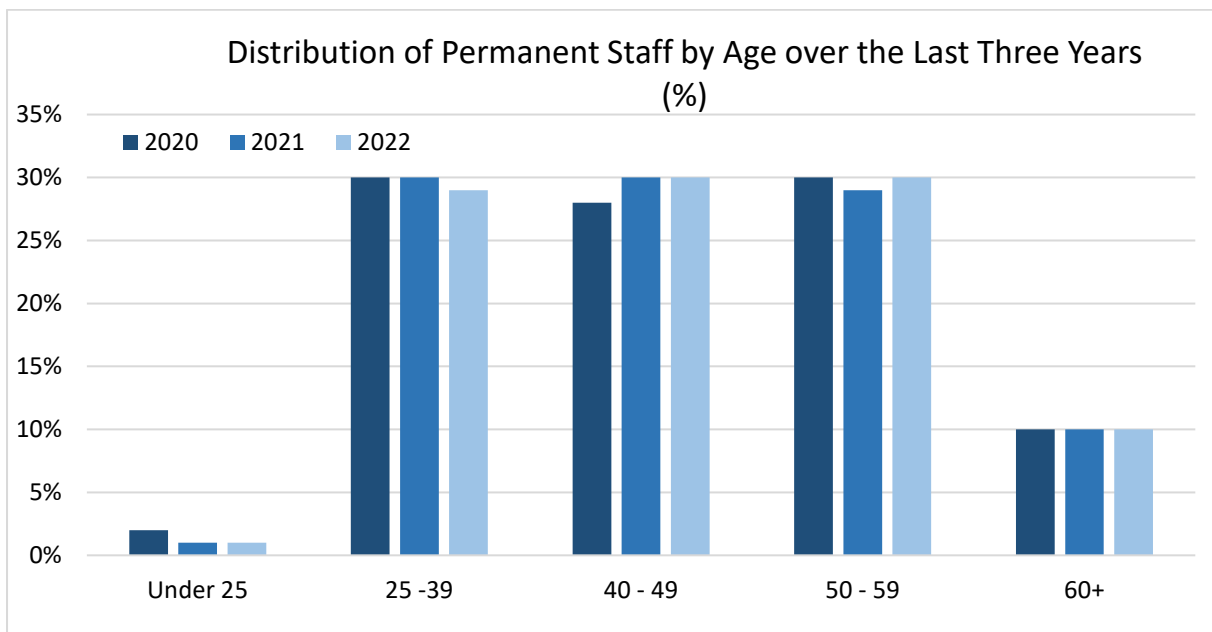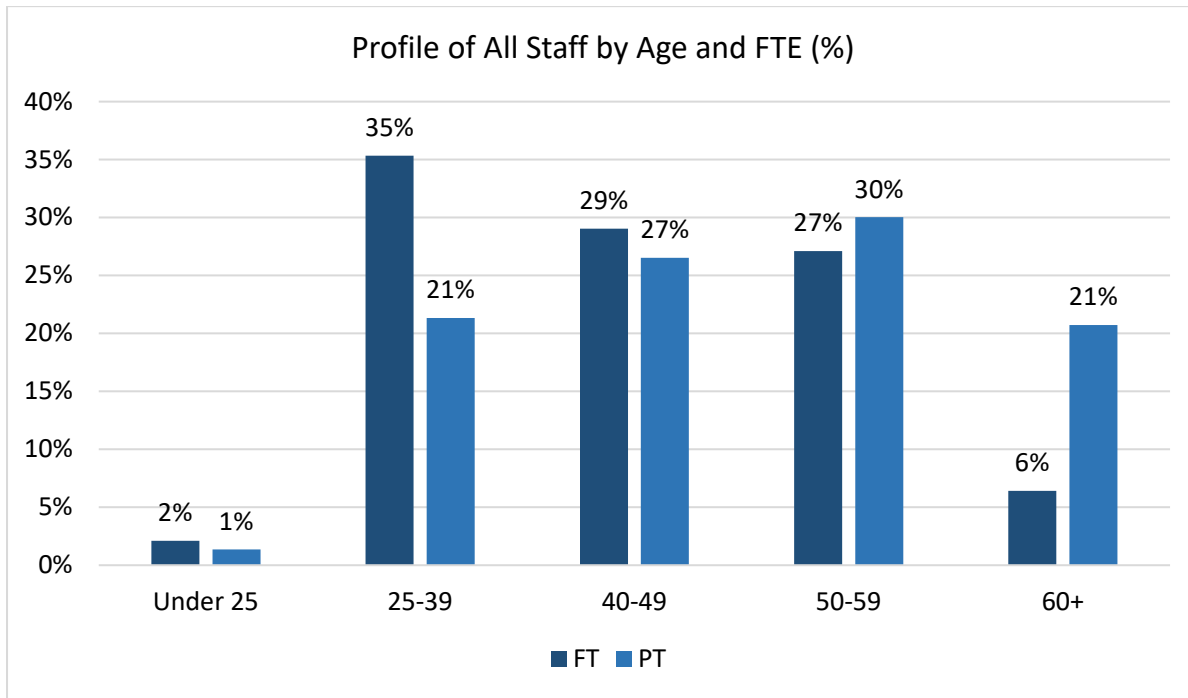
Commentary

The percentage of staff across the different age categories has remained static over the period, shown by only a +/- 1% variance over 4 of the 5 age groups. These variances change more between the different staff groups, with Academic staff having a 3% growth in the number of 40–49-year-old employees and a corresponding decline in the 50–59-year-olds. Senior staff have a 4% increase within the 50-59 age group and this profile means that our succession planning is an important aspect of our talent management. The profiling of staff on fixed term contracts show that these are generally younger than permanent staff but that there is also a higher proportion linked with senior staff grades. The same profile is evident when comparing part time to full time staff with this reflecting in-part opportunities for phased retirement and buying in research expertise on a part time basis.

Disability[1]

Distribution of All Staff by Disability Status (%)

Pie chart legend: Disabled (5%), No known disability (95%)

Proportions of Permanent Staff Declaring a Disability in each Grade Group (%)

Legend: Grade 1 - 5, Grade 6 - 7, Grade 8 +
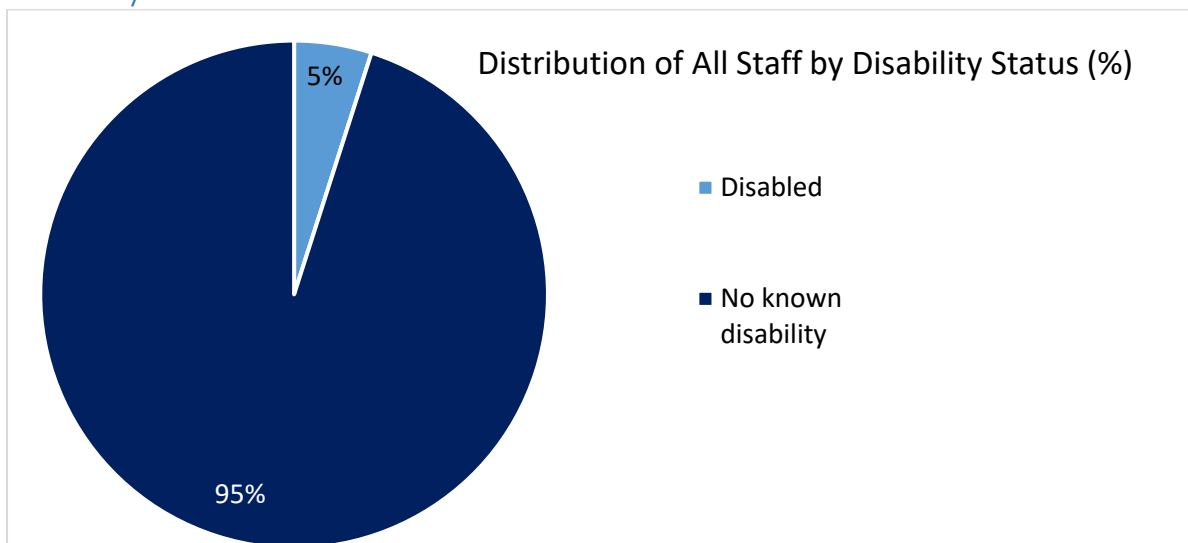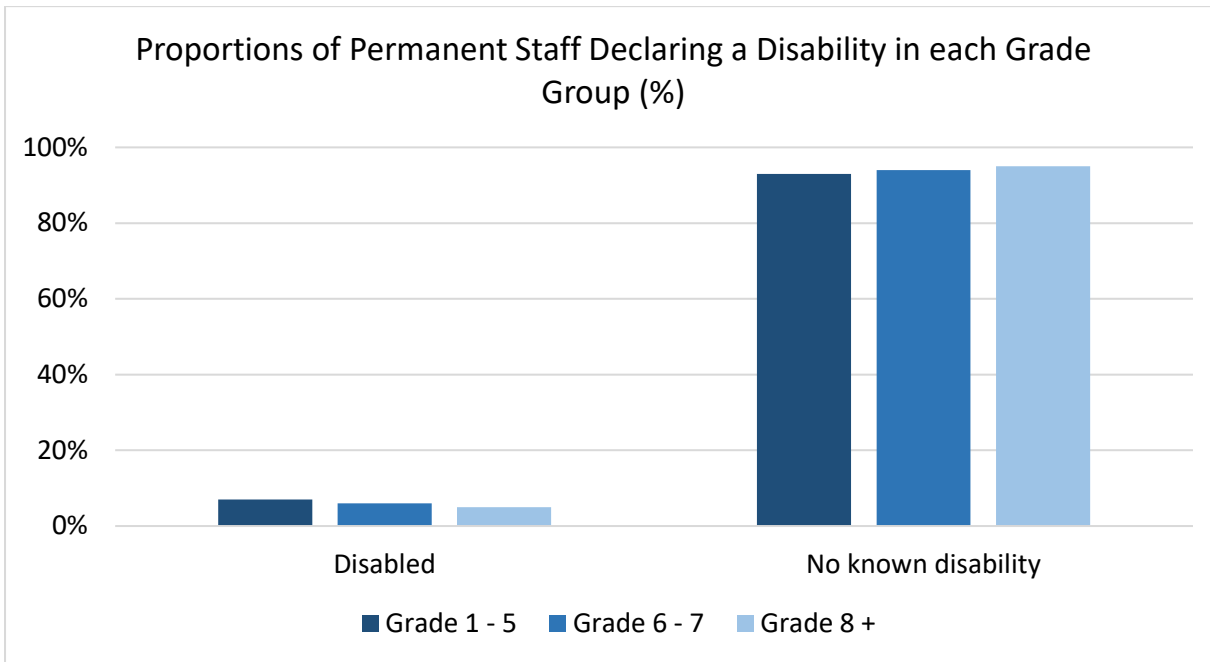
[1] Disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal daily activities.

Commentary

The percentage of all staff declaring they have a disability has remained constant over the last three years at 5%. The declaration rate for support and academic staff has remained at 6%, at 7% for part-time staff whilst within Senior staff it remains at a lower level. There is a trend for lower declaration rates as the seniority increases. Declaration rates rely on an individual self-reporting using the HR self-service portal or through identification of a disability as part of casework management. Whilst some staff would meet the definition of disability under the Equality Act, they do not consider themselves disabled and therefore do not declare. Regular communication is in place encouraging members of staff to update their equality information and why this is important.

Ethnicity

All Staff Ethnicity Profile at each Grade (%)

Legend: B.A.M.E, White

Academic Staff Levels By Ethnicity

Proportions of Staff in each Ethnic Group by FTE (%)
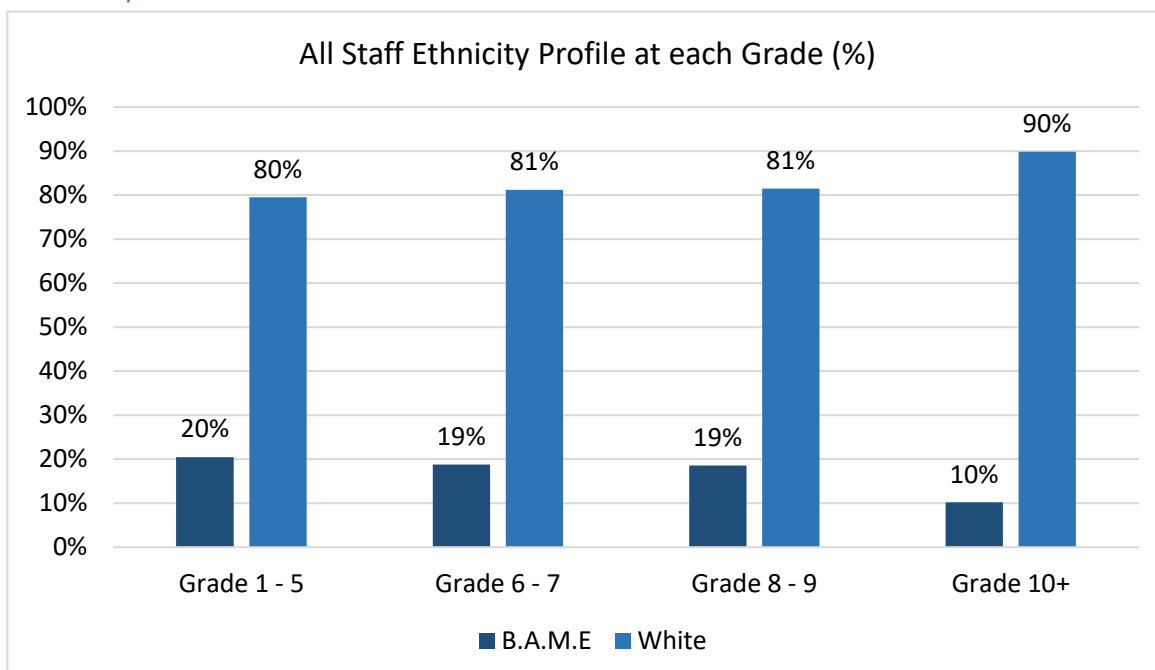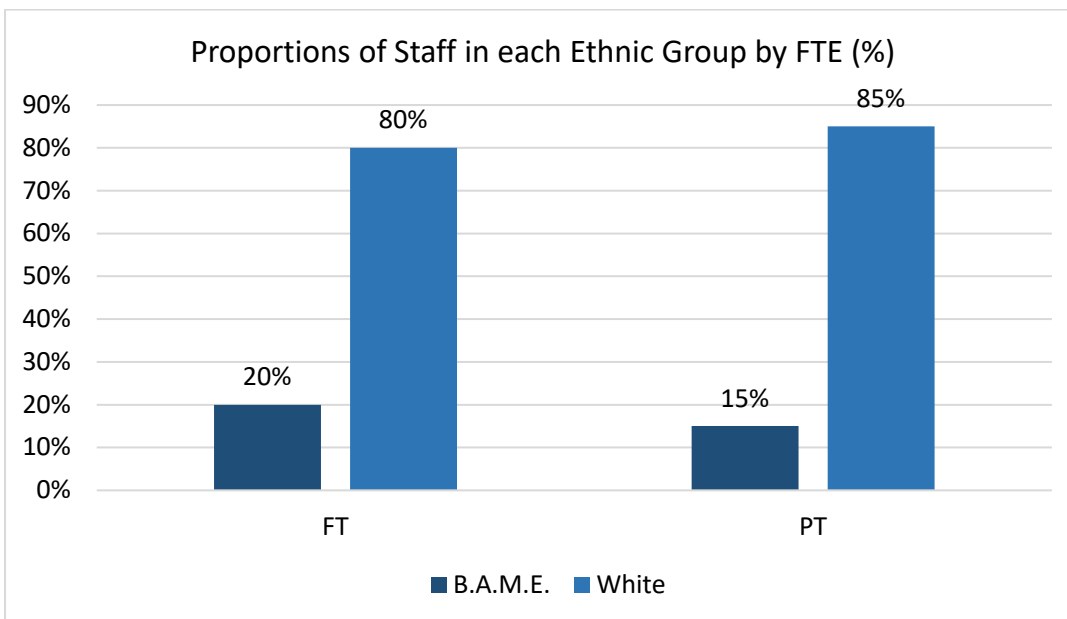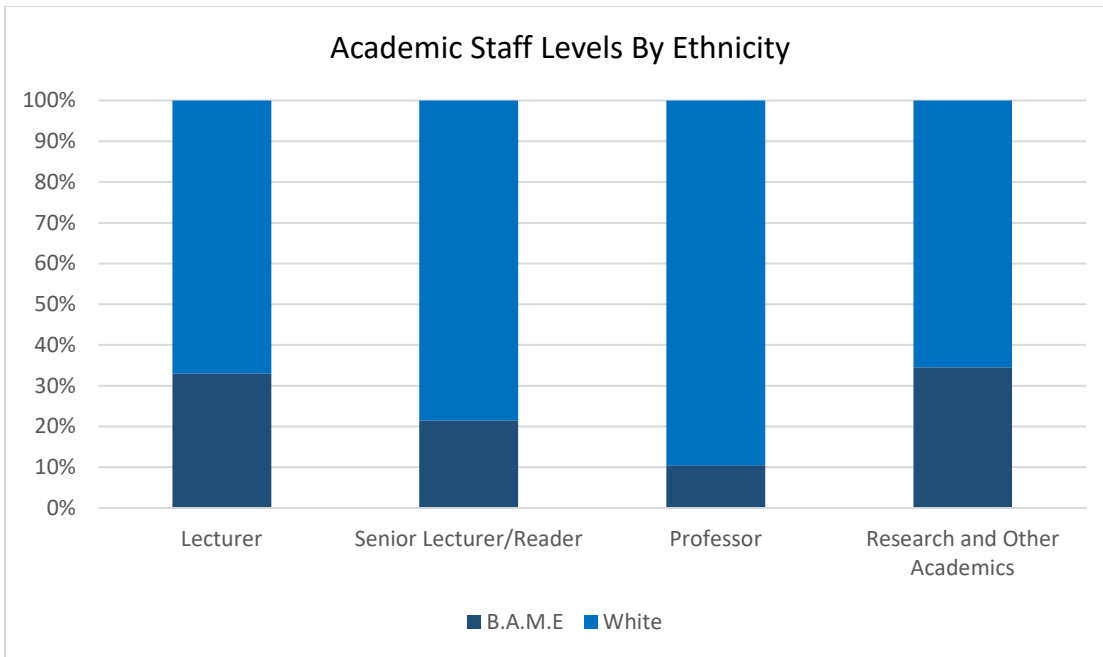
Commentary

The ethnic distribution of staff in terms of White and B.A.M.E has remained static over the period with an overall proportion of B.A.M.E. staff at 17% and 2% at 'not known'. The distribution of staff across the grades in both academic grades and professional services grades show that B.A.M.E. staff are well represented up to grade 9 but that we need to improve representation at the senior level. This is one of the main facets of the Race Equality Charter action plan through increased recruitment and internal promotion or regrading routes. There is also a larger proportion of B.A.M.E. staff working full time compared to part time. Data gained from our REC survey showed

that B.A.M.E. staff were less confident about opportunities for flexible working and these opportunities are now being foregrounded to all staff.

Sex

Distribution of All Staff by Sex (%)

- Female 58%
- Male 42%

Proportion of Permanenet Staff by Sex in each Staffing Group (%)

Legend: 2020, 2021, 2022

Proportions of Staff by Sex working Full-time or Part-time (%)
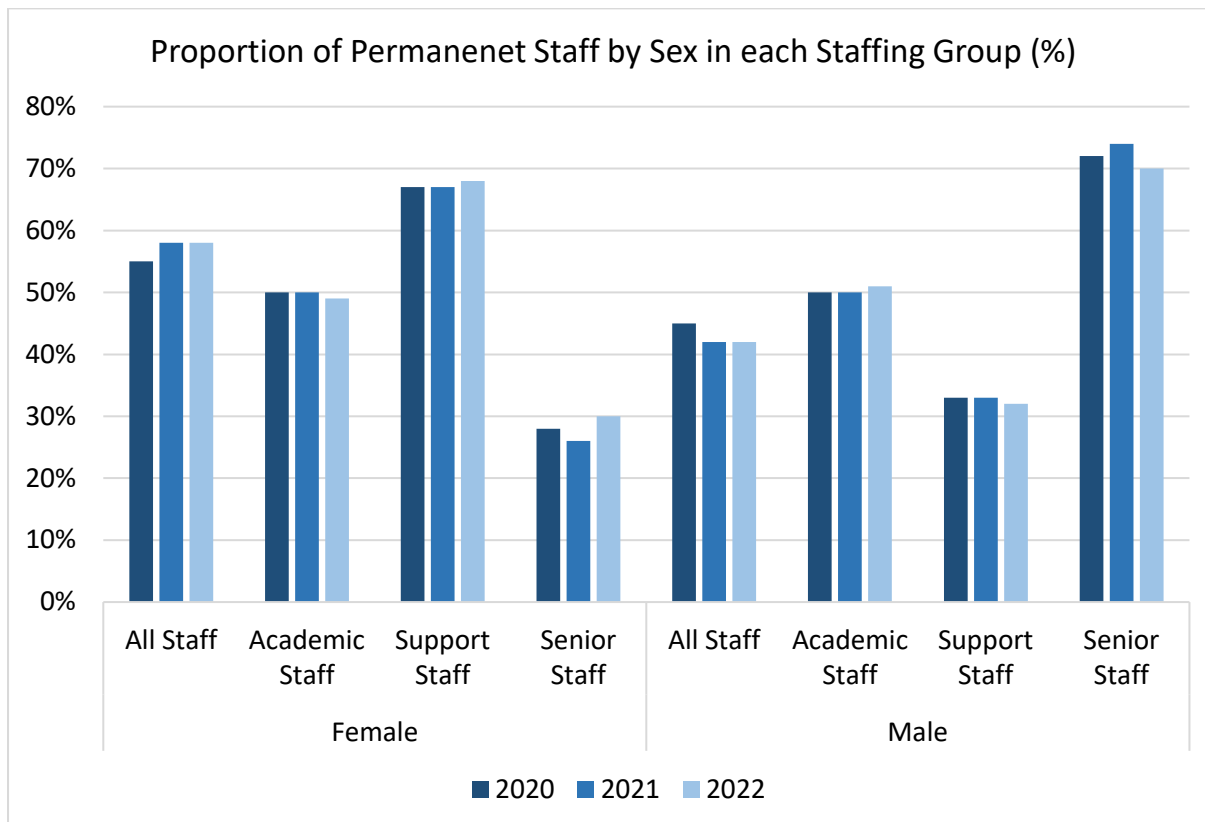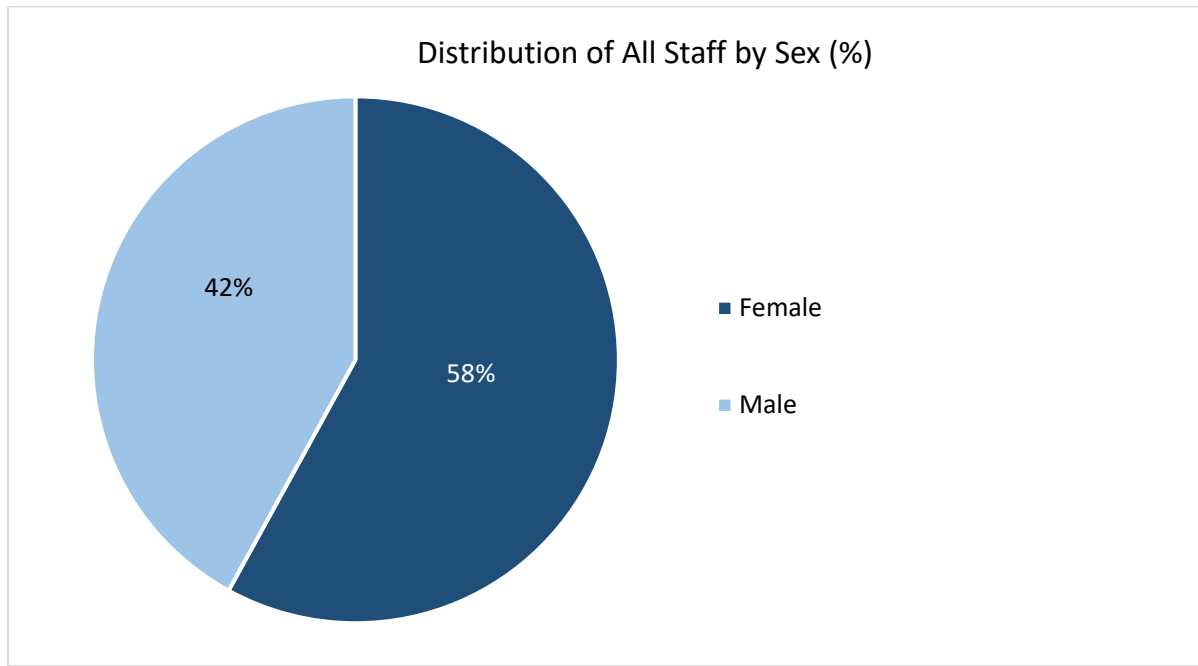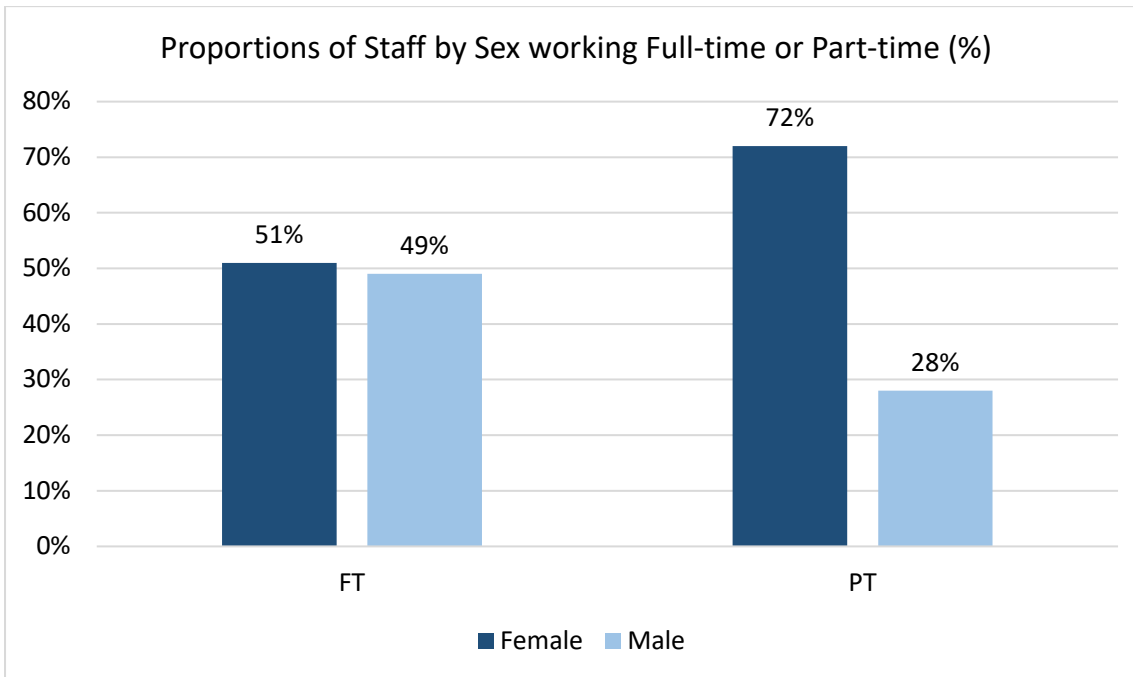
Commentary

The percentage of males (42%) and females (58%) has not moved significantly since last year and it is away from a 50/50 split. The profile is different in the staffing groups with even representation in academic staff groups, higher representation of females in PSS staff (68%) and lower representation in senior staff (30%). The latter has increased slightly over the last year and addressing this imbalance is a significant objective of our work on the Athena Swan Charter action plan. For part-time staff the profile is different as 72% are female, compared to 51% of full-time staff, representing the higher number of female part time workers we have in cleaning, catering and administration roles.

Religion or Belief

Distribution of All Permanent Staff by Religion or Belief (%)

Grade Profile of Staff by Religion or Belief (%) (numbers are too small to display for other religions)

Legend: Grade 1 - 5, Grade 6 - 7, Grade 8 - 9, Grade 10 +
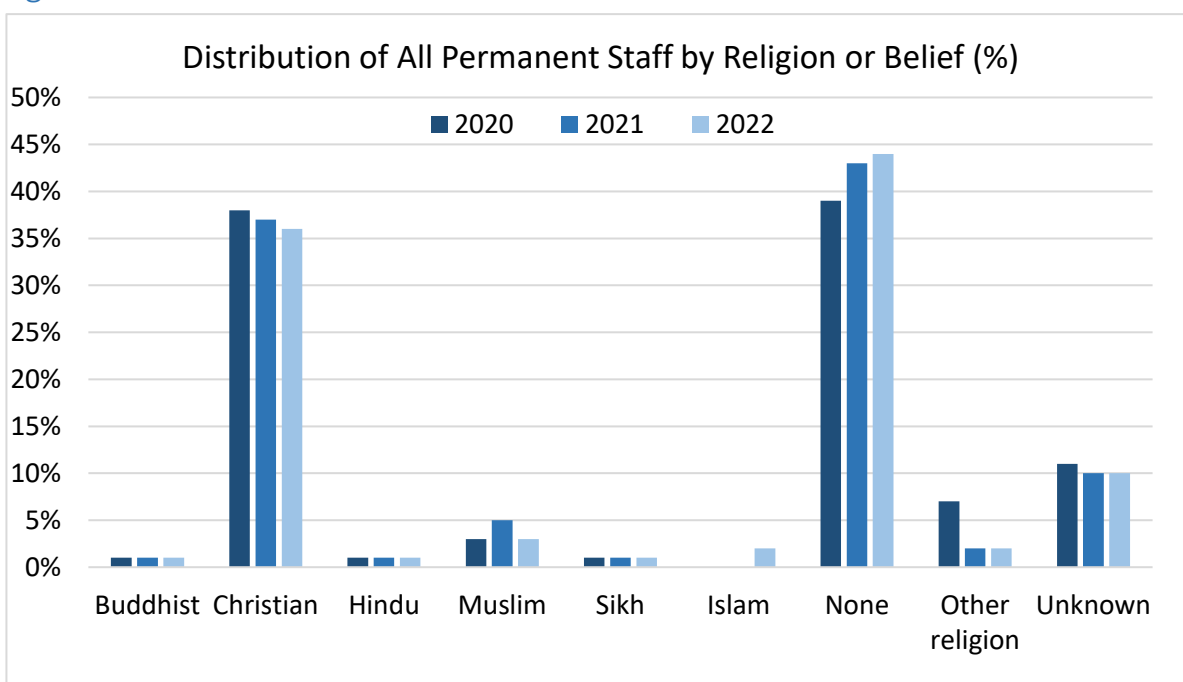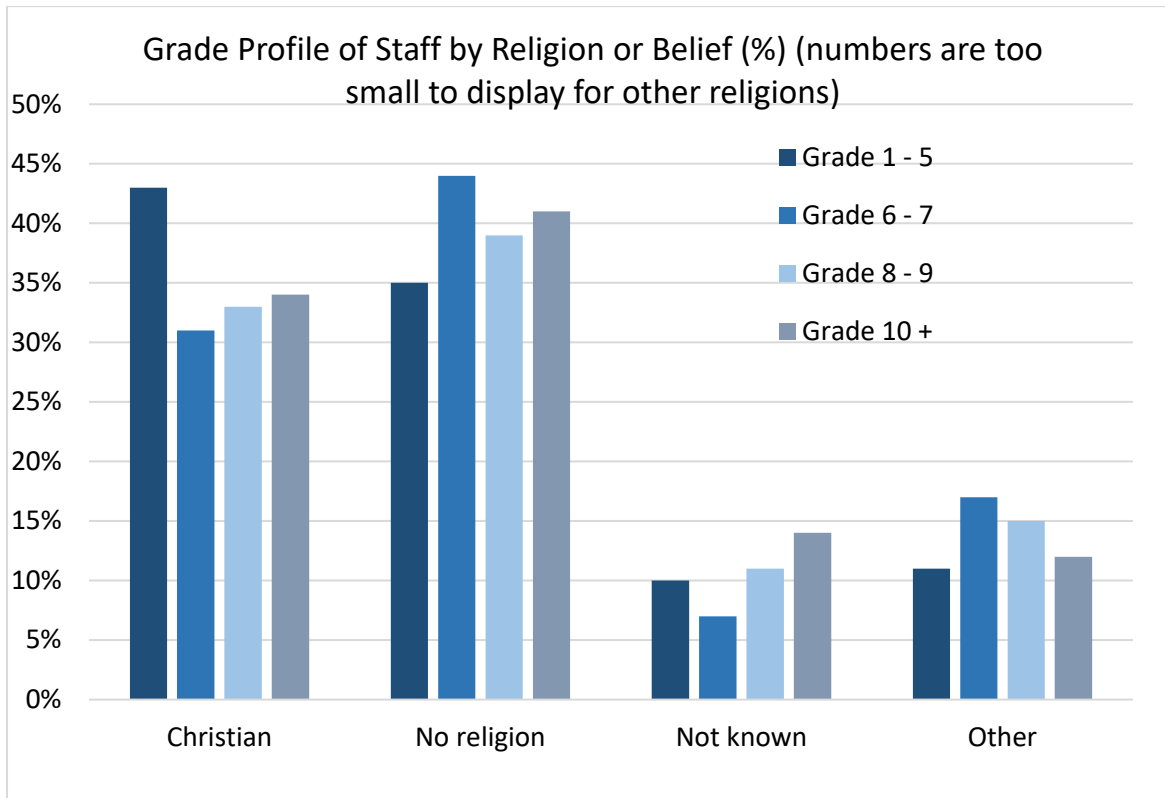
The majority of staff identify as being Christian or having no religion and this is the case for all grades. The numbers are small across other religions so these have been grouped into 'Other' to preserve anonymity in the data when considering the grade splits. Over the last three years the proportion in 'no religion' has become the largest group mainly as a result of individuals choosing to declare 'None' instead of 'Other'. Across the grades then Christianity is more prevalent in grades 1-5 with 'no religion' being most prevalent religious belief at grade 10+. Allowing for small numbers of the staff on fixed term contracts then the profile across the religions is the same for fixed term staff and also staff on part-time contracts although there are higher levels of those declaring Christianity as their religion in the latter (41% compared to 32% for full-time staff)

Sexual Orientation

Distribution Staff by Sexual Orientation (%)

- Bisexual: 2%
- Gay/Lesbian: 2%
- Heterosexual: 83%
- Other: 1%
- Prefer not to answer: 12%
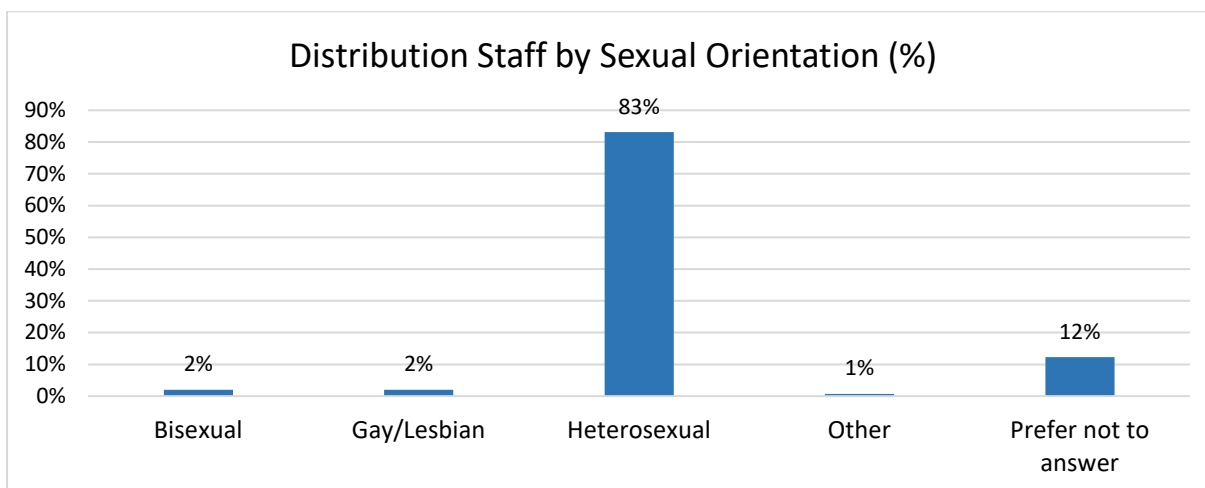
Commentary

Over the last three-year period the distribution of sexual orientation data has remained relatively static. The majority of staff (83%) are heterosexual, 2% are bisexual and 2% are gay/lesbian. These proportions are the same across the different staff groups (within 1%) apart from with senior staff where a larger proportion under 'not disclosed' changes the profile. There has been no change over the last years in the overall non-disclosure category which remains at 12% in 2022 overall but this rate for senior staff is 20% and 15% for part-time staff.

Work with the staff networks as well as visible LGBTQ+ equality initiatives aim to increase the confidence of staff to declare their sexual orientation.

1.2 Staff Recruitment Data

The following information provides data on all (academic, senior and support) staff recruited during the period August 2021 – July 2022. The data is provided by the following protected characteristics: disability; ethnicity; sex; religion or belief; and sexual orientation. For each protected characteristic, the data is broken down by the following three stages of the University's recruitment process: application; shortlisted; and appointment.

During the period August 2021 - July 2022, 6,034 applications were received for positions at the University of Huddersfield. Of these applicants, 1401 were shortlisted and 378 appointed. The average days from advert to offer was 56 (59, 2020-21) and the average number of applicants per vacancy was 13 (26, 2020-21).

Disability

All Staff Recruitment Profile by Disability (%)
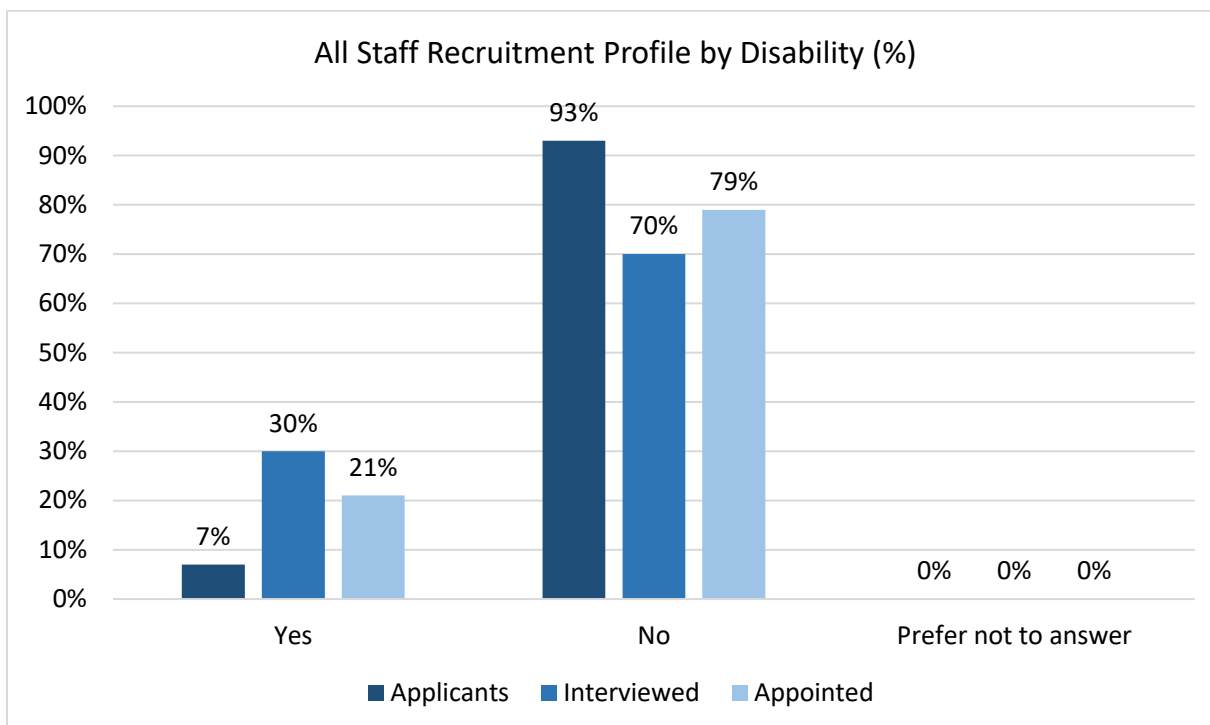
Commentary

The data show that applicants with a declared disability have a high likelihood of being interviewed as well as being appointed. This has increased over the last year, with an increase of numbers interviewed from 23% (2020-21) to 30% (2021-22), with those appointed decreasing slightly from 23% (2020-21) to 21% (2021-22). This is influenced by our Disability Confident guaranteed interview scheme for applicants meeting the essential criteria. The low proportion of applicants, however, does suggest that we need to attract more disabled candidates in the first instance, although this has seen an increase from 5% (2020-21) to 7% (2021-22). This positive improvement may be as a result of Schools and Services exploring alternative recruitment channels which attract disabled applicants, as well as further promotion of the University being a Disability Confident Employer. The University plans to progress to become a Disability Confident Leader (Level 3) of the Government's Disability Employer Scheme in 2024.

Ethnicity

All Staff Recruitment Profile by Ethnicity (%)

Ethnicity	Applicants	Interviewed	Appointed
White	54%	65%	77%
B.A.M.E.	42%	33%	21%
Prefer not to answer	3%	2%	2%
Unknown	1%	0%	0%
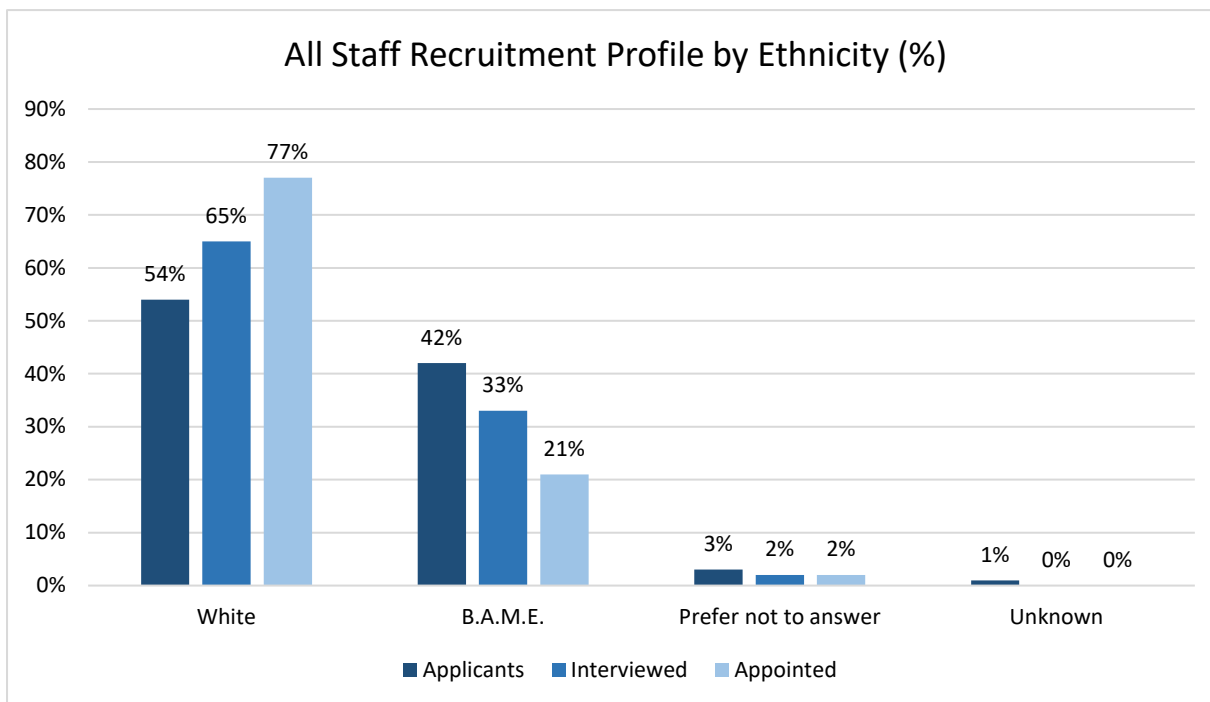
Commentary

The number of applications we are receiving from ethnic minority groups has increased by 5% since the 2020-21 reporting period, however, there has been a decrease in the proportions represented in those shortlisted by 6% (39% to 33%) and appointed by 14% (35% to 21%) compared to last year.

Detailed analysis of this type of data through our work on the REC demonstrates the need to consider different aspects linked with recruitment for the different types of roles. For example; we have a significant number of applications for academic posts from non-UK nationals. Many of

these applications are speculative with applicants not meeting many of the specified criteria. Alongside this, linked with visa constraints, then UK applications that meet the criteria are more likely to be shortlisted. This results in higher rejection rates for non-UK applicants, many of which are B.A.M.E.

In the three years analysed for the REC the data did demonstrate that UK White applicants are more likely to succeed through to appointment compared to UK B.A.M.E. applicants although in the most recent year this gap was reduced through raising awareness of bias in recruitment panels alongside training. Continuing to address this issue is another major element of our REC action plan and our work in the Investing in Ethnicity Maturity Matrix.

Sex

All Staff Recruitment Profile by Gender (%)

Gender	Applicants	Shortlisted	Appointed
Male	48%	45%	36%
Female	51%	55%	64%
Unknown	1%	0%	0%
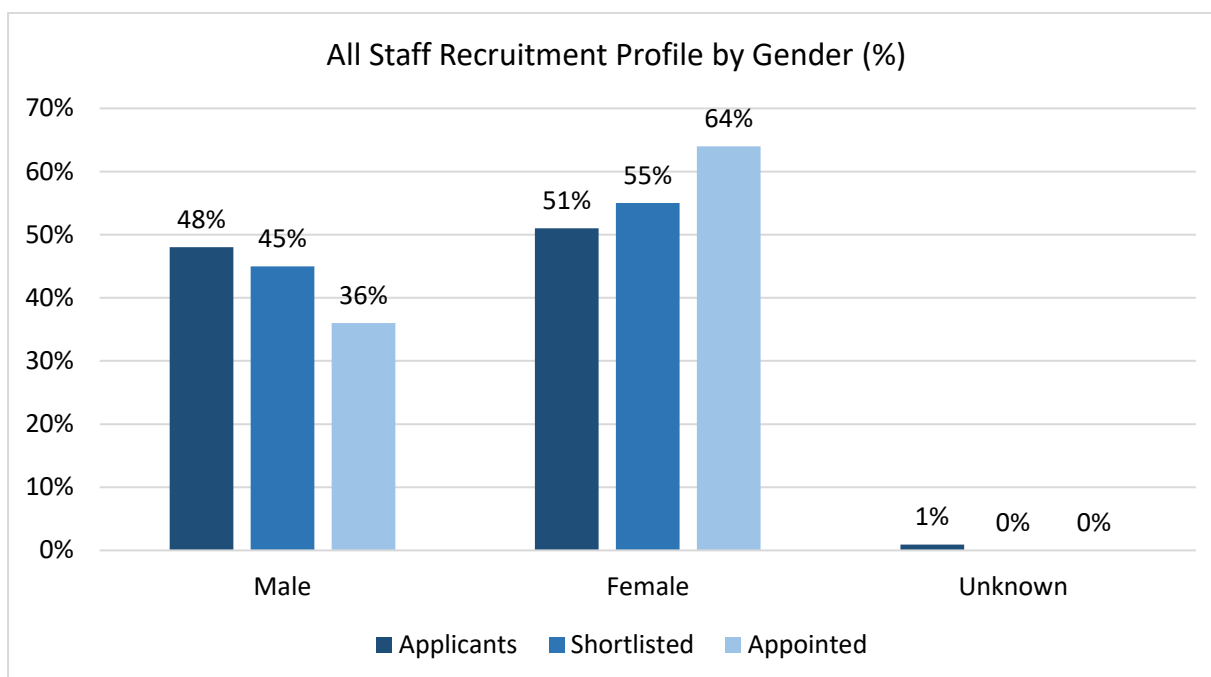
Commentary

The data shows females were more likely to be appointed than males across both academic and PSS appointments and this has increased compared to last year (female appointed 64% compared to 58% last year). This increase may be due to gender equality initiatives associated with the Athena SWAN Charter, including revision of advertising literature, the use of mixed gender recruitment panels, Athena SWAN activity being advertised more widely and increased numbers trained in Unconscious Bias. There has also been significant in year recruitment in HHS where The Nursing and Midwifery academics have a significant female majority.

Religion or Belief

All Staff Recruitment by Religion or Belief (%)
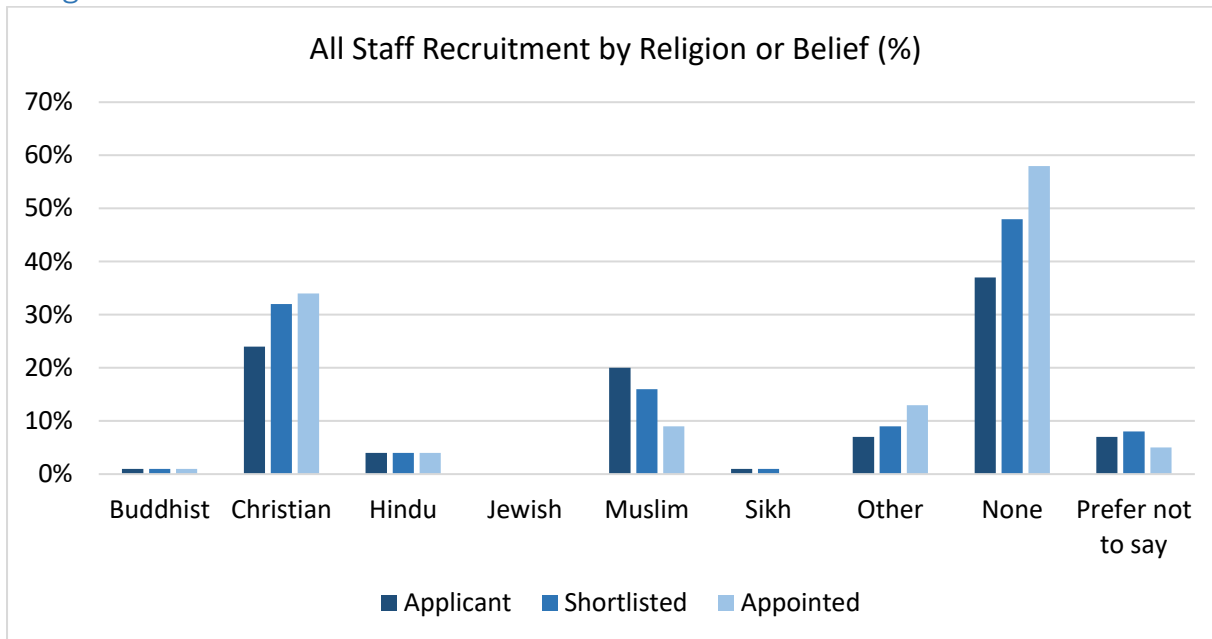
Commentary

Over the last three years there was little variation (±2%) in the distributions of religious beliefs across applications. This last year has seen an increased success rate for Christian applicants (6% rise compared to last year) and for those declaring 'no religion' (6% rise compared to last year). The data indicates that applicants with no religion or Christian are more likely to succeed whilst those of Muslim religion are less likely to be successful. This may be linked to details around the recruitment data linked to ethnicity splits and international applicants as discussed above and will be examined as part of the work towards the REC looking at all grades and job roles.

Sexual Orientation

All Staff Recruitment by Sexual Orientation (%)
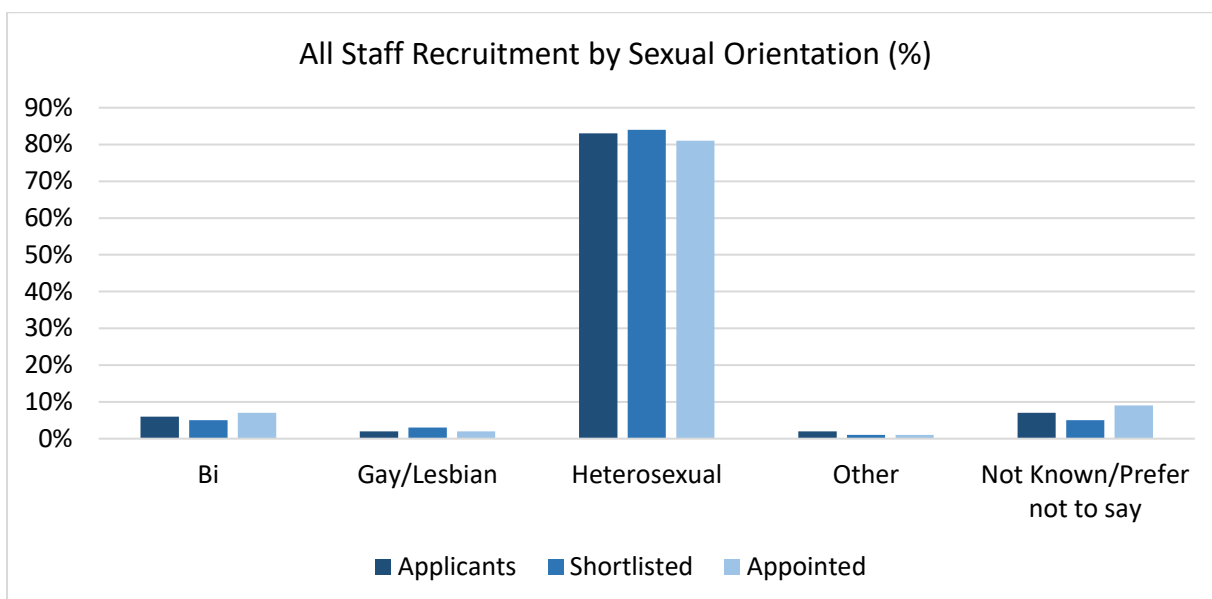
Commentary

The indicates that there are no inherent biases against applicants based on their sexual orientation, but we need to diversify the applicant base. The low number of LGBT+ applicants suggests that we need to further explore how we can attract more LGBT+ applicants, for example, the use of diversity job boards has been used by some Schools and Services in recruitment but further work to make this a more widespread strategy will be promoted and this will be an action within our work towards the Workplace Equality Index submission as part of our Stonewall Diversity Champions membership.

1.3 Staff data by Turnover Rates

The following data provides information on all staff (academic, senior and support) across the University who voluntarily resigned during the academic year 2021-22. These data are provided by the following protected characteristics: age; disability; ethnicity; sex; religion or belief; and sexual orientation as well as by contract status (full or part time). Data are presented as the % of the total number of staff with the protected characteristic that voluntarily resigned in the year.
During 2021-22, a total of 321 staff resigned out of a staff population of 2031, equating to a 16% staff turnover rate (12%, 2020-21).

The low number of staff in some categories means it is difficult to draw meaningful conclusions when comparing data for a single year, analysis needs to be considered across several academic years. This is especially the case when considering sexual orientation and religion.

Age

All Staff Turnover by Age (%)

Age	%
Under 25	71%
25 - 39	25%
40 - 49	11%
50 - 59	9%
60 +	21%
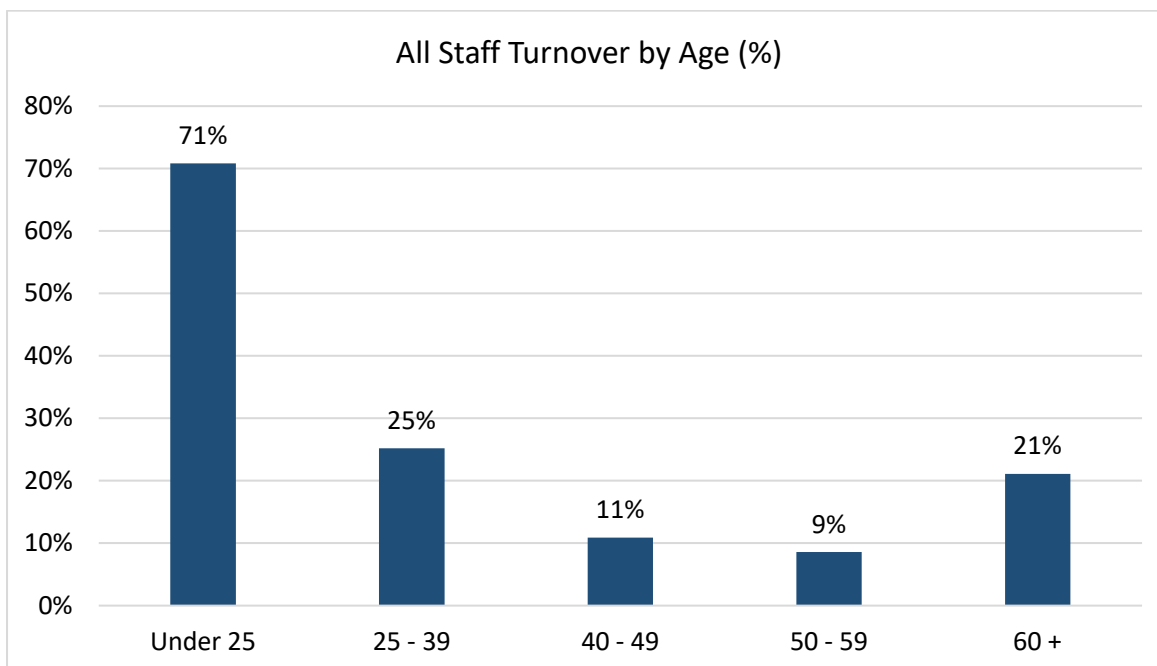
Commentary

The highest turnover during 2021-22 was amongst those aged Under 25 at 71% (the highest in 2020-21 was those aged 'Under 25' at 36%). This high figure is due to the large number of Kickstart employees leaving during the period. The lowest turnover rate at 9% was amongst staff aged 50-59.

Ethnicity

All Staff Turnover by Ethnicity (%)
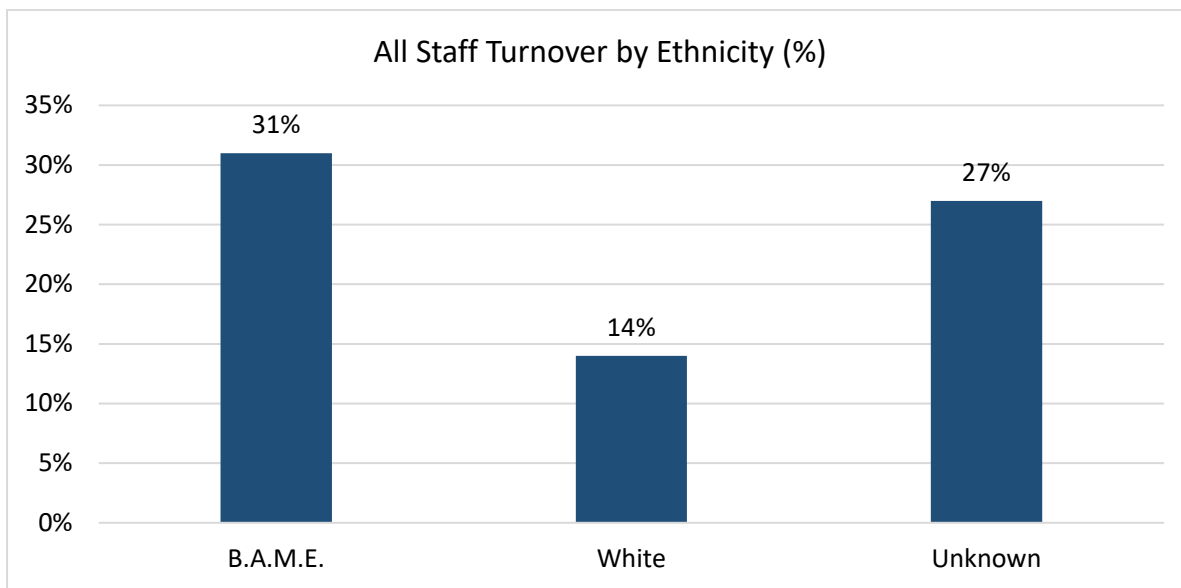
% Turnover	2021-22	2020-21	2019-20
B.A.M.E.	31%	18%	13%
White	14%	12%	11%
Unknown	27%	0%	6%

Commentary

During the academic year 2021-22 of the total staff population who declared their ethnicity as White, 14% resigned. Of the total staff population who declared their ethnicity as Black, Asian, Mixed or Other, 31% resigned which is an increased proportion compared to the last two years. The proportions of 'unknown' have increased by 27% over the last year (albeit with low numbers in this category). This turnover data will be scrutinised as part of our detailed analysis in our ongoing work for REC and the ethnicity maturity matrix to determine the profiles across staff roles and grades.

Sex

All Staff Turnover by Sex (%)
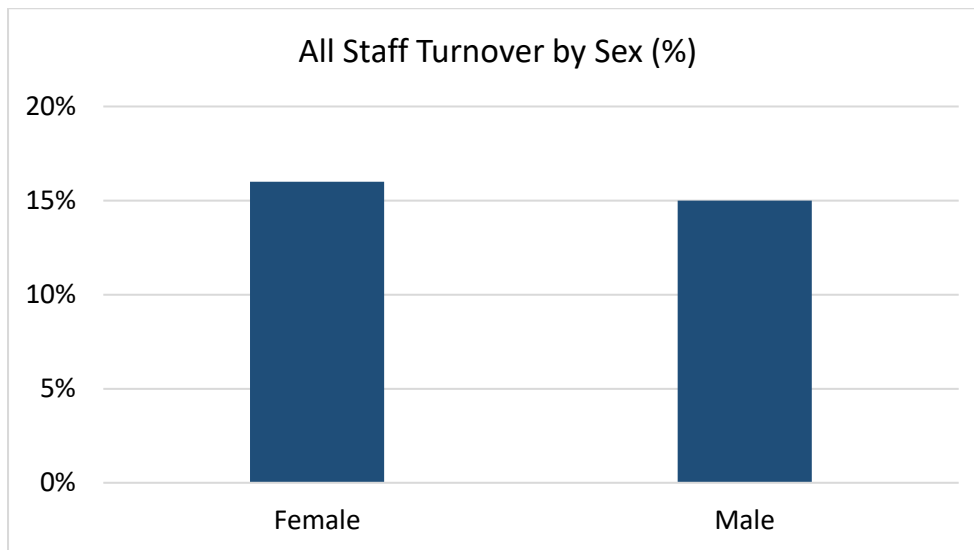
Commentary

As in previous years, turnover rates are equivalent for male and female staff (±2%).

Religion or Belief

% Turnover Data	2021-22	2020-21	2019-20
Buddhist	19%	12%	18%
Christian	13%	13%	11%
Hindu	17%	15%	13%
Muslim	37%	18%	29%
Sikh	0%	36%	9%
None	16%	11%	13%
Other religion	80%	38%	1%
Prefer not to answer	10%	7%	0%
Unknown	0%	17%	8%

Commentary

During the academic year 2021-22, the largest turnover rates were for Other Religion and Muslim staff compared to lower rates for Christian staff as in the table above (note that data for some religions is excluded due to low numbers in the total staff count. These rates vary significantly year

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on year due to the low number of staff in some categories (can change by 20%) so we will monitor this again in the coming year to discern any fixed trends.

Sexual Orientation

% Turnover Data	2021-22	2020-21	2019-20
Bi	33%	16%	19%
Gay/Lesbian	16%	30%	13%
Heterosexual	15%	13%	11%
Other	10%	13%	7%
Prefer not to answer	16%	7%	8%

Commentary

As above low numbers (apart from the heterosexual category) make this data highly variable year on year so data is provided for transparency, and we will continue to monitor the trends over several years to identify any trends.

Contract Status
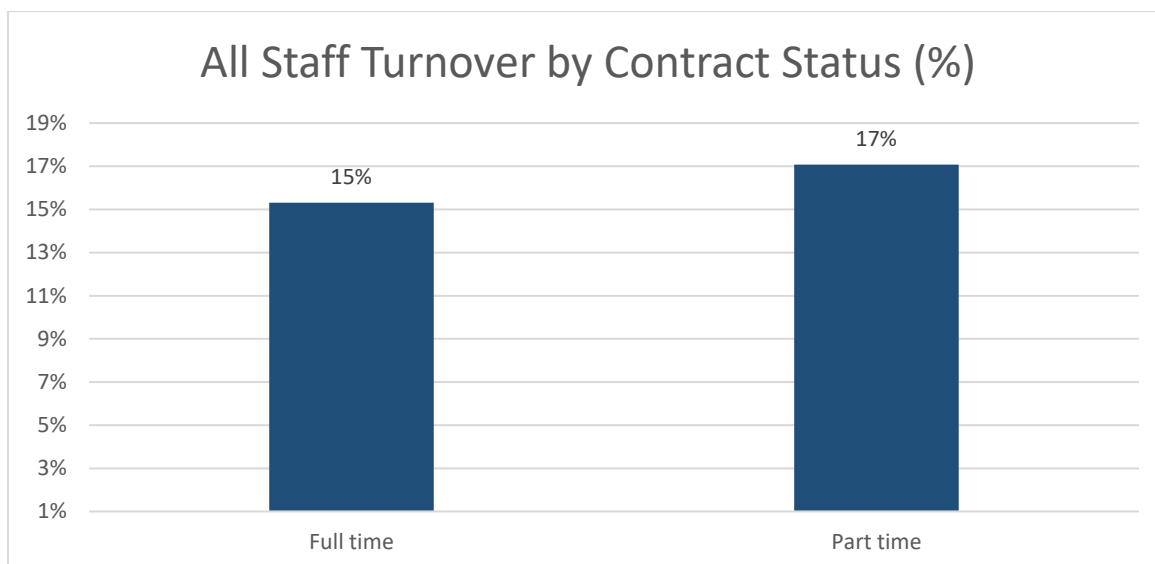
Commentary

As in previous years, turnover rates are equivalent for full time and part time staff (±2%).

2. The Pay Gap

2.1 The Gender Pay Gap

As shown in the figures below (data is based on hourly rates of pay), the overall gender pay gap continues to reduce, in part due to the measures the institution has put in place to identify, understand and address the underlying causes that exist. The causes of any gender pay gap remain complex, with certain issues peculiar to a specific industry or occupation and this is no different for Universities. Our grading system is underpinned by an analytical job evaluation scheme which measures equal work and provides equal pay within grades. Overall, the gender pay gap variances are not statistically significant within the grades, which implies broad fairness across the categories and groups of staff.

Gender Pay Gap 2022

- 17.31% Pay Gap — £23.40 (Male Avg) / £19.35 (Female Avg) — MEAN
- 11.08% Pay Gap — £20.84 (Male Avg) / £18.53 (Female Avg) — MEDIAN
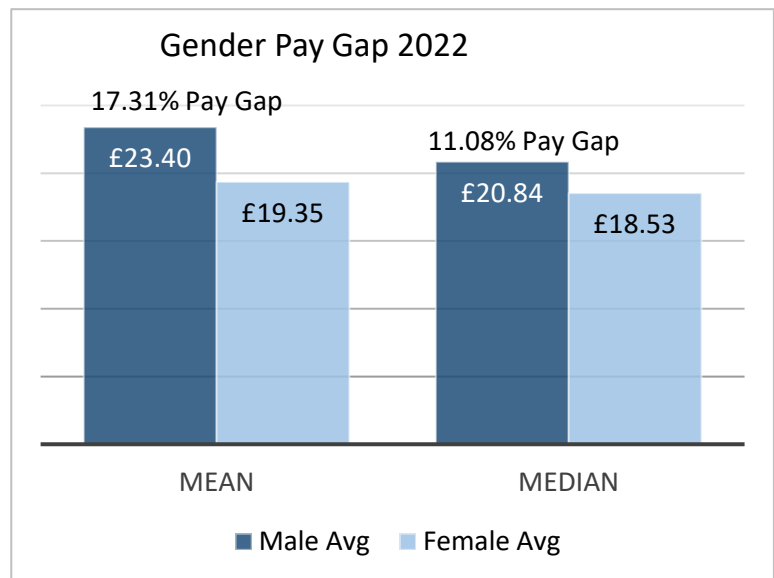
Along with most other Universities, Huddersfield has different proportions of female and male employees in different parts of the workforce and the distribution of the number of female and male employees is the most challenging to address. The higher proportion of females at lower grades is the cause of our overall gender pay gap. Within each grade band, the gender pay gap variance is not statistically significant apart from in one of our grades (senior staff level).

In our more junior grades, there is a higher proportion of female employees and, partially due to us being an accredited Living Wage employer, there is no gender pay gap within our cleaning, catering and administrative roles which make up most of these grades. Our policies are also addressing the senior staff category which at less than 1% of the workforce shows a higher pay gap despite our practice of using sector median salaries when considering appointments and progressions.

**Mean and Median Gender Pay Gap by Year
(% difference between male and female pay)**

MEAN   MEDIAN

■ 2019 ■ 2020 ■ 2021 ■ 2022

19.61% 18.67% 18.55% 17.31%
12.83% 12.62% 13.68% 11.08%

Proportion of Male and Female Staff at each Grade

	2	3	4	5	6	7	8	9	10
Male %	27%	53%	28%	18%	40%	47%	49%	51%	68%
Female %	73%	47%	72%	82%	60%	53%	51%	49%	32%

■ Female % ■ Male %
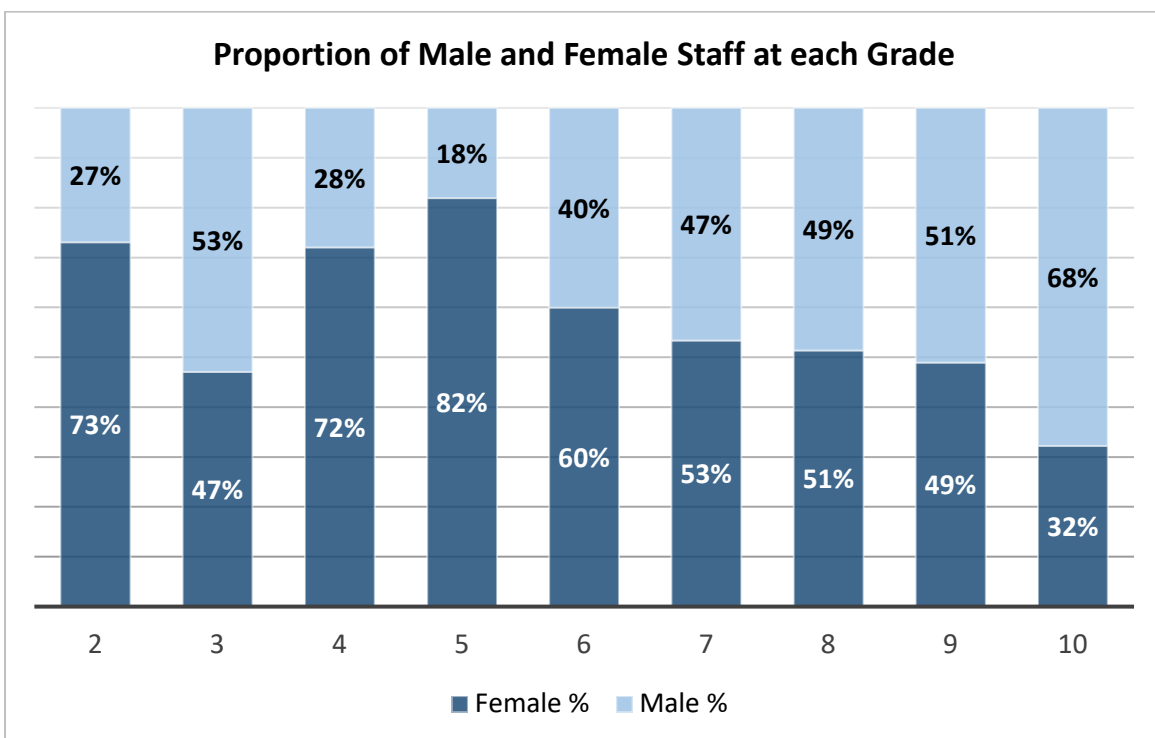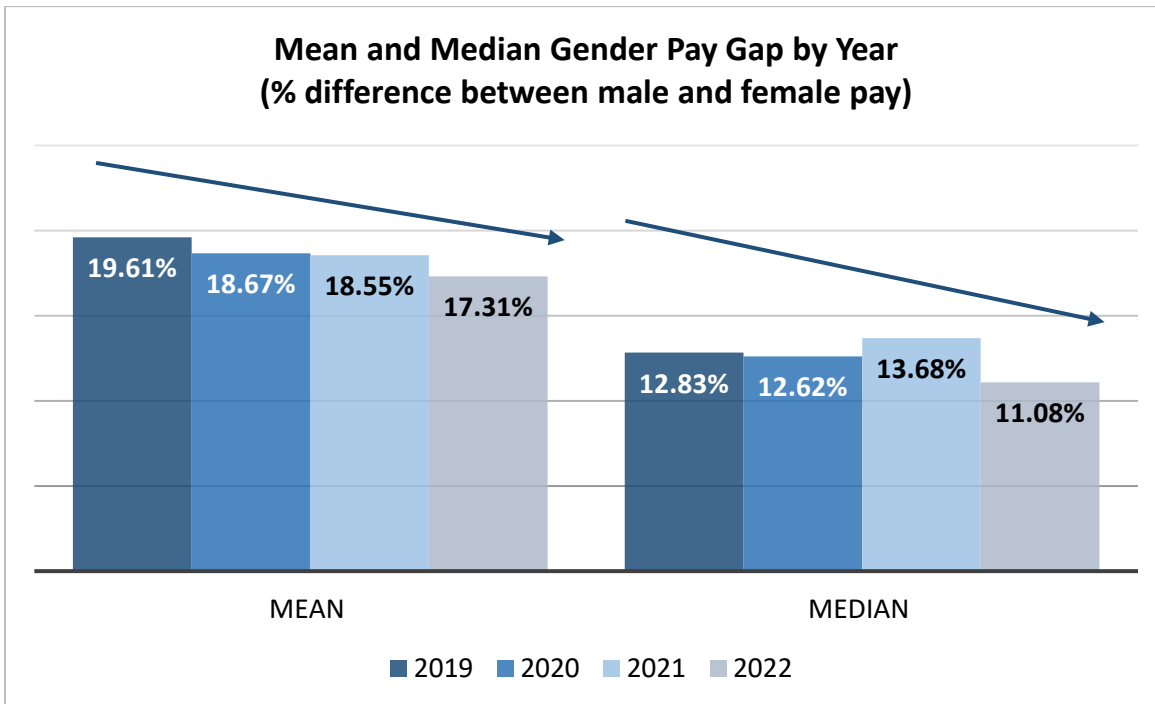
2.2 The Ethnicity Pay Gap

As shown in the figures below (data is based on hourly rates of pay), our median ethnicity pay gap is now 2.90% with the mean being 8.68% which are within 0.5% points of where it was last year. Similarly, to the gender data, this gap is a result of the different distribution of our B.A.M.E. colleagues, as discussed above in terms of a lower representation at higher grades, and consequently an overall pay gap. This is also evident when we look at the quartile distribution of salaries of staff and then determine the proportions of White and B.A.M.E. staff in each. The four

quartiles represent the ethnicity distribution at the University of Huddersfield (they each contain 564 employees) and at the senior salary level the representation of B.A.M.E. is lower than in other lower paid quartiles. Our work towards the REC aimed at increasing representation should help to reduce the salary gap.

Ethnicity Pay Gap 2022

8.68% Pay Gap

£21.42

2.90% Pay Gap

£19.56

£19.65

£19.08

MEAN   MEDIAN

■ Non B.A.M.E   ■ B.A.M.E

Ethnicity Quartile Positioning

Mean Quartile Values

HQ   89%   11%

MED - HQ   77%   23%

LQ - MED   84%   16%

<LQ   81%   19%

■ % Non B.A.M.E   ■ % B.A.M.E
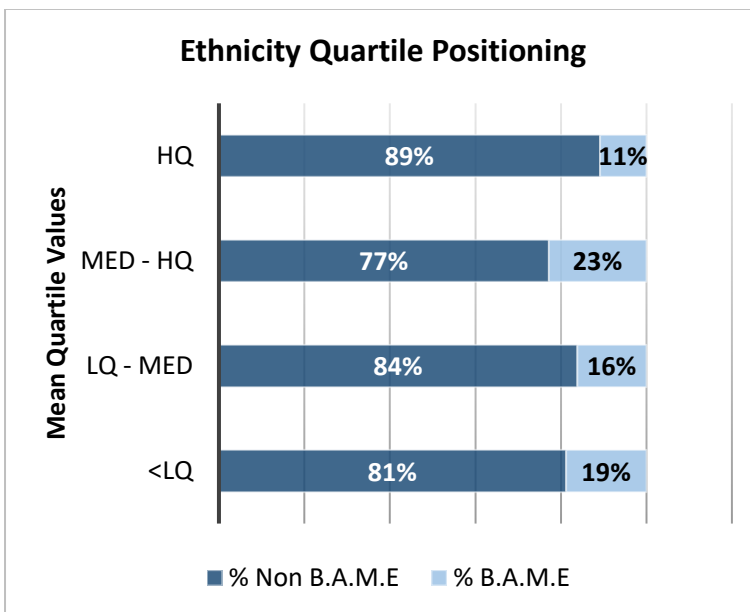
3. Student Data

3.1 Student Demographics

Data below shows the demographics of the student population by protected characteristics in 2021-2022 (data as at July 2022) compared to the previous two years. Data in the tables represents absolute numbers of students in each group. The University has always had diverse representation in its student body and access and widening participation work continues through Schools and College Liaison in line with the Access and Participation Plan. Significant numbers of international students also add to the diversity of our student body.

Over the last years the proportions of female students has increased slightly (mainly due to expansion of the Nursing cohorts) as has the proportions of Black, Asian and Minority Ethnic students linked with increases from the local Pakistani communities. The graph on the detailed ethnic demographics of our home students displays the diverse nature of our campus community Around 15% of our students present with a disability. This proportion has risen over the last few years and is above the UK average and this is mainly associated with non-physical disabilities. Students are now more likely to declare a sexual orientation and this has resulted in an increase in the proportions of students in each category of sexual orientation. The increase in likelihood to declare is also seen in the data on religion and belief with a maintained reduction in 'information refused' and a rise in the proportions of Christian and Muslim students. The latter is also linked to increased numbers of students from the Pakistani communities.

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Sex

Year Sex	19/20	20/21	21/22	Grand Total
Female	9855	9940	10100	29895
Male	7175	7035	6795	21005
Other	30	55	70	155
Grand Total	17055	17035	16965	51055

Student Population Split by Sex (%)
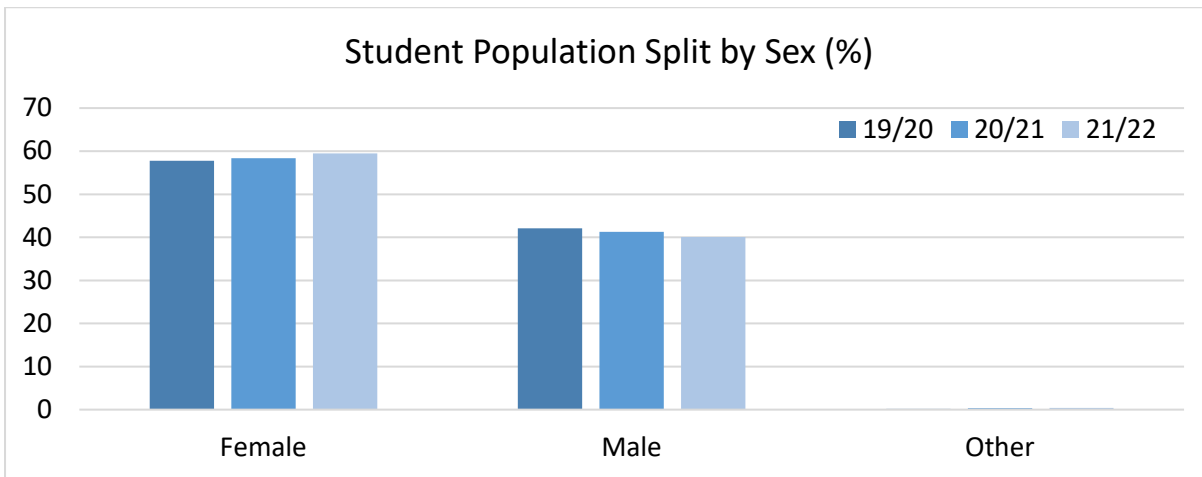
Age Group

	19/20	20/21	21/22	Grand Total
17 years and under	25	25	20	70
18-20 years	7270	7020	6635	20925
21-24 years	5255	4945	4530	14730
25-29 years	1595	1855	2030	5480
30 years and over	2915	3190	3750	9855
Age unknown	0			0
Total	17055	17035	16965	51060

Student Population Split by Age (%)
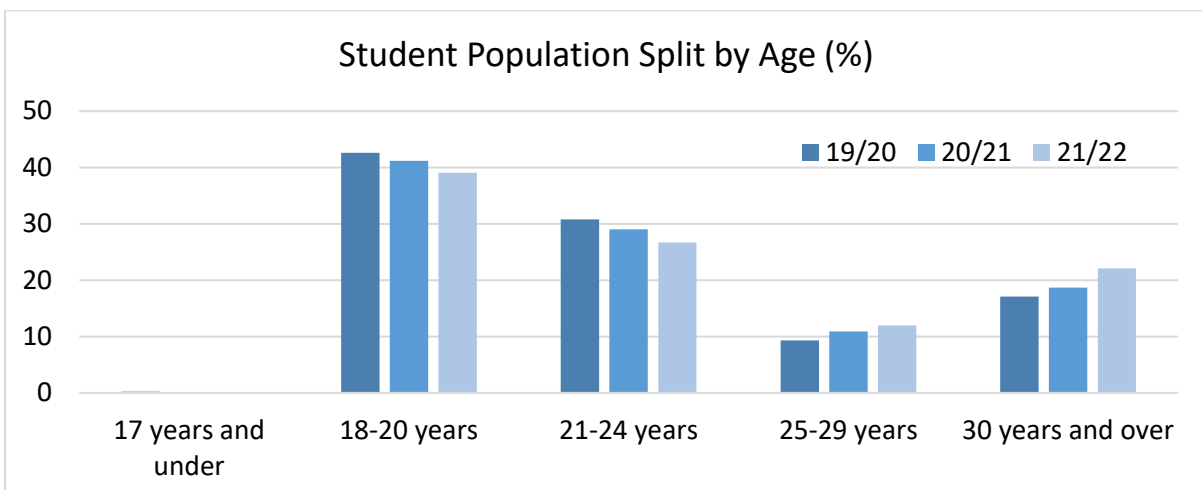
Disability

	19/20	20/21	21/22	Grand Total
Known Disability	2215	2370	2565	7150
No known disability	14845	14660	14400	43905
Grand Total	17055	17035	16965	51055

Student Population Split by Disability Status (%)

■ Known Disability ■ No known disability
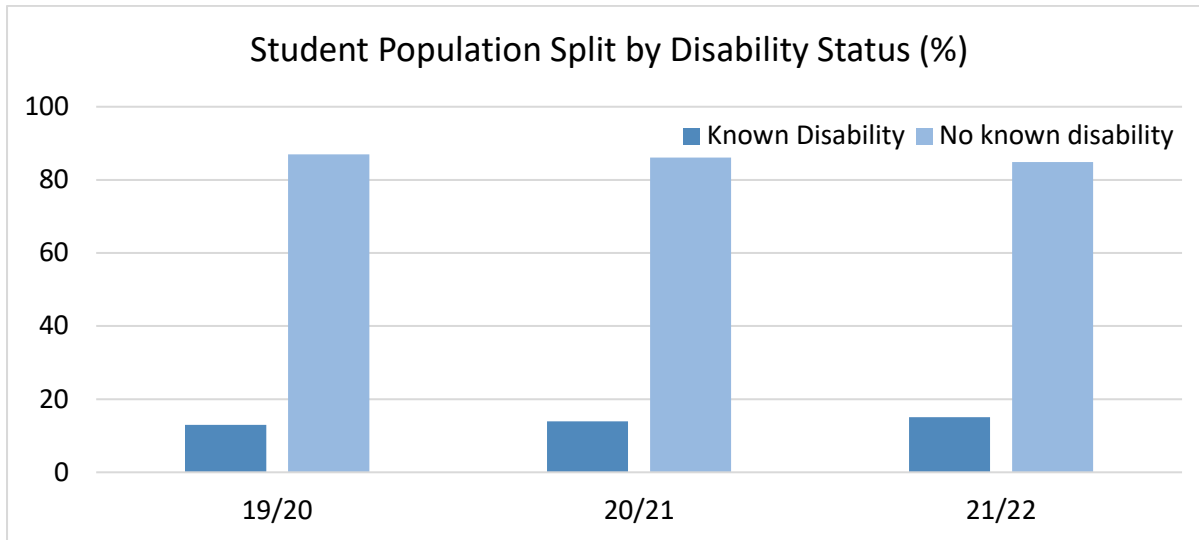
Sexual Orientation

	19/20	20/21	21/22	Grand Total
Bisexual	470	660	720	1850
Gay Man	145	170	155	470
Gay Woman/Lesbian	105	140	165	410
Heterosexual	11375	13230	13310	37915
Information Refused	4410	2250	1865	8525
Other	310	540	705	1555
Unknown	240	45	45	330
Grand Total	17055	17035	16965	51055

Student Population Split by Sexual Orientation (%)
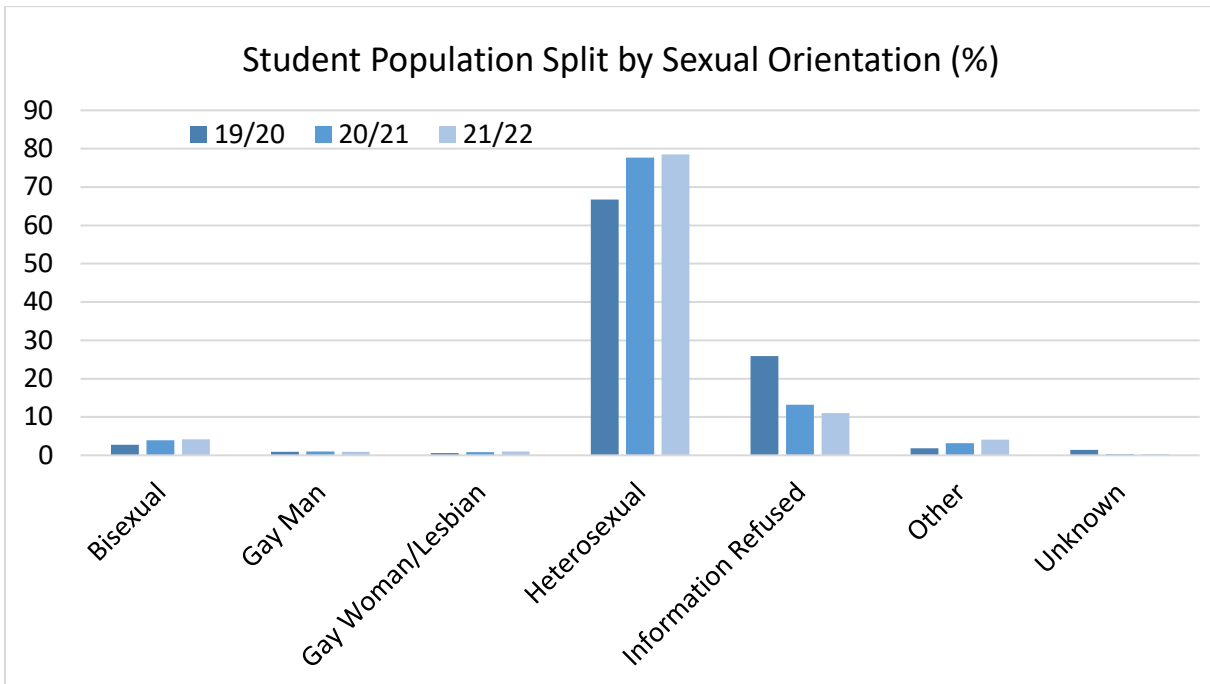
Ethnicity

	19/20	20/21	21/22	Grand Total
B.A.M.E	4810	4970	5075	14855
Non-UK Domicile	3250	3365	3840	10455
Unknown	85	140	145	370
White	8910	8560	7905	25375
Grand Total	**17055**	**17035**	**16965**	**51055**

Student Population Split by Ethnicity (Amalgamated for B.A.M.E.)(%)
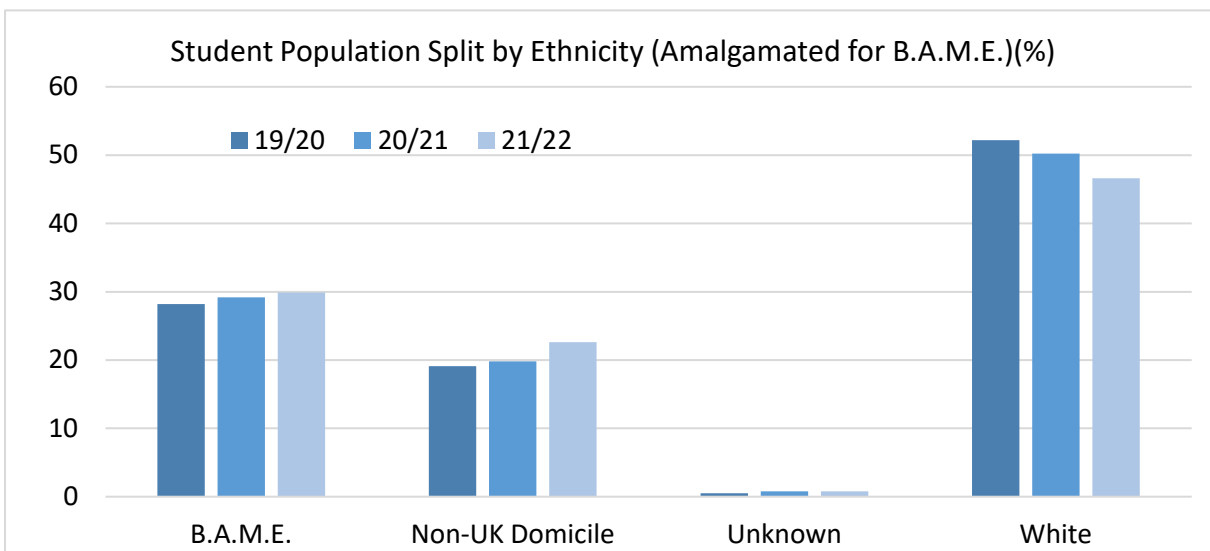
	19/20	20/21	21/22	Total
White	8910	8560	7905	25375
Other Asian background	175	170	160	505
Chinese	55	50	40	145
Asian or Asian British - Bangladeshi	200	215	235	650
Asian or Asian British - Pakistani	2410	2595	2680	7685

Black or Black British - African	610	610	660	1880
Other (including mixed)	670	645	640	1955
Ethnicity not known	85	140	125	350
Black or Black British - Caribbean	130	120	105	355
Asian or Asian British - Indian	530	520	520	1570
Other Black background	35	45	35	115
Grand Total	**13810**	**13670**	**13105**	**40585**

Detail of the Ethnicity Profile of the Home Student Community

Percentage of Each Ethnic Group in the Total UK Student Population

Legend:
- White
- Chinese
- Asian or Asian British - Pakistani
- Other (including mixed)
- Black or Black British - Caribbean
- Other Black background
- Other Asian background
- Asian or Asian British - Bangladeshi
- Black or Black British - African
- Ethnicity not known
- Asian or Asian British - Indian

Religion and Belief

	19/20	20/21	21/22	Grand Total
Any other religion or belief	180	205	190	575
Buddhist	85	120	115	320
Christian	3175	3750	4130	11055
Hindu	110	405	475	990
Information Refused	3490	1180	980	5650
Jewish	10	15	25	50
Muslim	3475	4305	4500	12280
No Religion	5735	6485	6090	18310
Sikh	155	295	240	690
Spiritual	130	140	175	445
Unknown	505	140	40	685
Grand Total	**17050**	**17040**	**16960**	**51050**

Student Population Split by Religion or Belief (%)

Legend: 19/20, 20/21, 21/22
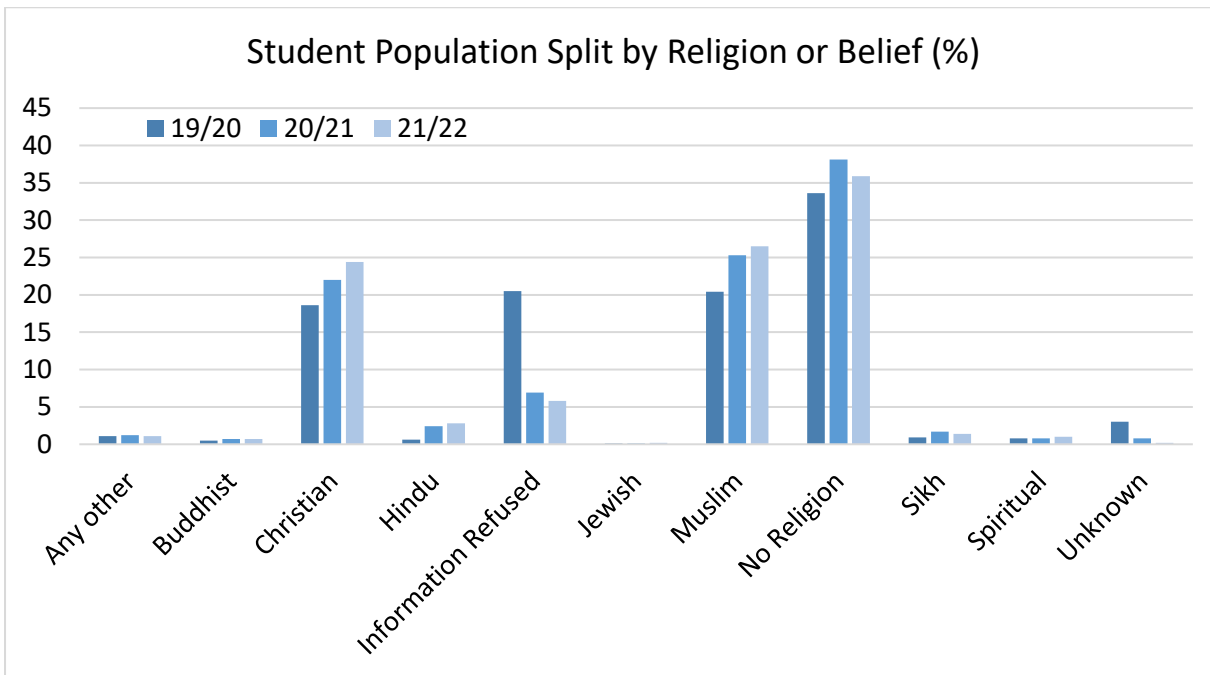
3.2 Student Outcomes Data

The University is committed to reducing the achievement gap between all demographic groups of students to zero and set this as a target in the 2020-25 Strategic Plan under the 'Inspiring' section. This includes metrics on students' continuation (whether they complete their course with us); good attainment outcomes (the proportion of students who achieve good degree outcomes) and progression (the proportions of students that gain employment and graduate level employment). Historically progression, continuation and completion data have always displayed equitable outcomes amongst the student groups within statistical variations, so work has mainly focused on the attainment gap.

Data on the student outcomes is presented in Table 3.1. We have made very good progress towards meeting our target and this is particularly significant as assessment and teaching and learning in the 2021/22 reporting year was still disrupted by pandemic restrictions and impacts.

Differential Achievement	Continuation Gap		
Category	Year 1 diff	Year 4 diff	4 year progress
Age (Mature compared to Young)	-3.4pp	0.1pp	Gap Closing
Disability (Disabled compared to No Reported Disability)	-0.9pp	-1.3pp	Gap Widening
Ethnicity (ABMO compared to white)	-0.6pp	-1.1pp	Gap Widening
IMD (Disadvantaged compared to Advantaged)	-2.1pp	-1.1pp	Gap Closing
Polar (Disadvantaged compared to Advantaged)	-1.4pp	0.0pp	Gap Closing
Entry quals (BTEC's compared to A-Level)	-9.3pp	-7.6pp	Gap Closing
Sex (Male compared to Female)	-6.0pp	-3.5pp	Gap Closing

Differential Achievement	Attainment Gap		
Category	Year 1 diff	Year 4 diff	Year 4 progress
Age (Mature compared to Young)	4.6pp	2.7pp	Gap Closing
Disability (Disabled compared to No Reported Disability)	-2.3pp	-2.3pp	Gap Closing
Ethnicity (ABMO compared to white)	-15.5pp	-12.6pp	Gap Closing
IMD (Disadvantaged compared to Advantaged)	-9.4pp	-8.0pp	Gap Closing
Polar (Disadvantaged compared to Advantaged)	0.7pp	-4.8pp	Gap Widening
Entry quals (BTEC's compared to A-Level)	-20.2pp	-28.3pp	Gap Widening
Sex (Male compared to Female)	-8.5pp	0.9pp	Gap Closing

Differential Achievement	Progression Gap		
Category	Year 1 diff	Year 3 diff	Year 1 to Year 3 progress
Age (Mature compared to Young)	9.2pp	6.7pp	Gap Closing
Disability (Disabled compared to No Reported Disability)	-5.5pp	-5.0pp	Gap Closing
Ethnicity (ABMO compared to white)	-1.6pp	-9.8pp	Gap Widening
IMD (Disadvantaged compared to Advantaged)	-3.6pp	-5.9pp	Gap Widening
Polar (Disadvantaged compared to Advantaged)	-0.5pp	0.0pp	Gap Closing
Entry quals (BTEC's compared to A-Level)	-12.3pp	-10.4pp	Gap Closing
Sex (Male compared to Female)	6.4pp	-1.9pp	Gap Closing

Table 3.1. Differential Achievement Gap Metrics. Data is displayed as the gap between the two comparative groups for each of the metrics. (see appendix 2 for data source and definition).

3.3 Examples of EDI Work in the Student Domain

EDI work which focusses on the student academic context in teaching and learning is foregrounded by the Access and Participation Plan, submitted to the Office for Students and subject to annual review, and against which we are making good progress. The University submitted a variation to this plan in 2021/22 linked with helping to raise the pre-16 attainment of young people from underrepresented groups across England (especially through work with Uni-Connect partnerships and Go Higher West Yorkshire) and diversifying our offer (through expansion of apprenticeship programmes). In common with the University strategic plan, the APP, sets a target of no significant difference in degree outcomes attainment between White and Black, Asian and Minority Ethnic students, and has made significant progress towards this target during the current reporting period.

Our success is a result of an in-depth interrogation of student assessment outcomes (the Differential Attainment Project) which allowed us to identify priority areas for intervention, leading to a number of highly impactful initiatives. Taken as a whole, these initiatives have enabled us to support all students, while allowing us to reduce attainment gaps. However, gaps in attainment still remain so this in-depth interrogation of the data was repeated in 21/22. The team ran workshops within each School to assess School and Department level data with modelling of the different elements that feed into any attainment gaps. This year's theme was assessment practices looking at inclusivity in assessment and scaffolded assessments. This theme was reenforced in our annual T&L conference on 'Moving forward with Differential Attainment'. The teams' work with HuDAP on awarding gaps was recognised in the Times Higher Education Awards where we won the Outstanding Contribution to Equality, Diversity and Inclusion category. We are also working with Transforming Access and Student Outcomes in Higher Education (TASO) to develop cross institutional collaboration and best practice in analysis of data and evaluation of the impact of initiatives in this field.

The University is committed to student engagement across diverse demographics in a continuous pursuit of enhancing student experiences and outcomes through initiatives such as the Global Professional Award and HuDAP, leading to students achieving excellent degree outcomes, regardless of their backgrounds.

In the 21/22 year we also continued with 'Huddersfield Essentials' and 'Ready Steady Study/Research' which were aimed at helping students transition into HE especially in the context of the disruption that they had faced in their previous years of educational experience due to the COVID pandemic. This year also saw a focus on student progression into graduate level jobs and this included employability planning at course level, facilitated by the careers service and increasing engagement with the Global Professional Award (GPA). One of the encouraging aspects of this programme is that representation of the students who are accessing the full benefits of the programme match the profile within the University such that all groups are benefiting from the impacts.

The Jo Cox More in Common Centre at the University was formally opened in the presence of Jo's sister, Kim Leadbeater MP and their parents Jean and Gordon Leadbeater. David Lammy MP, the Shadow Secretary of State for Foreign, Commonwealth and Development Affairs, and Mayor of West Yorkshire Tracy Brabin were also in attendance as a plaque was unveiled to officially open the new facility that replaces the Faith Centre that had been a feature of the Huddersfield campus for many years.

Jo's family and other visitors were shown around the centre and met with members of the University's varied faith societies, together with staff and contractors involved with the development of the project since its inception in 2021.

It is the first building at the University to be built to the WELL Standard, enhancing sustainability, health and wellbeing through improved air, water, light and other factors. It features a 'living wall' at the building's entrance which features mosses that also contribute to the WELL Standard, as well highlighting Jo's ethos that has inspired the establishment of the Centre - "We are far more united and have far more in common than that which divides us".

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Data definition for Student Outcomes
Source: OfS Access and Participation data, ASIS
Notes: The data used to generate these metrics is based on the most recent official OfS Access and Participation data.

Continuation
     Years: 17/18, 18/19, 19/20, 20/21 ('year 4' is 20/21)
     Population: UK domiciled, full time (inc. apprenticeship), undergraduate level new entrants
     Continuers are students who either qualified or were active 1 year and 15 days after their commencement date.
     OfS now consider students who have transferred to be 'neutral' and are now removed from the denominator of the calculation.
Attainment
     Years: 18/19, 19/20, 20/21, 21/22 ('year 4' is 21/22)
     Population: UK domiciled, full time, undergraduate level qualifiers
     Positive outcomes are those who achieve a first or 2.1. Unclassified degrees are not included.
Progression
     Years: 17/18, 18/19, 19/20, 20/21 ('year 4' is 20/21)
     Population: UK domiciled, full time, undergraduate level graduates
     Based on data from the Graduate outcomes survey, the OfS Progression metric shows the proportion of graduates who were either in highly skilled employment, further study, or other activities 15 months after graduating.

Years:

	Year 1	Year 2	Year 3	Year 4
Continuation	17/18	18/19	19/20	20/21
Attainment	18/19	19/20	20/21	21/22
Progression	17/18	18/19	19/20	20/21

Continuation is defined as the proportion of new entrants that continue into their second year using the OfS methodology and data
Attainment is defined as the proportion of students that are awarded first class and upper second-class honours using the OfS methodology and data
Progression Is defined as the proportion of graduates in highly skilled employment, further study, or other activities using the OfS methodology and data

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Equality, Diversity and Inclusivity Framework
2020-2025

Contents

Foreword

From our origins in 1841, our simple philosophy has been to provide educational opportunities for all.

In those early days, both young men and women were welcomed, consequently we could claim to have one of thelongest-established diversity agendas in the sector.

The University of Huddersfield is deeply committed to equality and diversity for all its students and staff. Central to our strategy, is inspiring and enabling all our students to succeed and we have committed to eliminating attainment gaps in degree outcomes, student continuation and graduate employment outcomes.

We have already embraced a number of initiatives to further support our Equality, Diversity and Inclusion journey. This includes:

➢ Holding the Athena SWAN Bronze Award for gender equality since 2015 and the HR Excellence in Research Award since 2011;
➢ Committing to the Stonewall Global Diversity Champions programme;
➢ Becoming accredited as a Disability Confident Employer; Signing up to the Race Equality Charter.

We constantly strive to maintain a culture of diversity and inclusivity, which is in our heritage, and we will be ever vigilant in pursuit of new ways to advance this agenda as we move forward.

Professor Bob Cryan

Vice Chancellor

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Background

Introduction

The University of Huddersfield is committed to providing an inclusive learning and working environment in a culture of mutual respect and dignity, where all staff and students are valued for their contribution and able to reach their full potential.

We understand Equality, Diversity and Inclusivity (EDI) at the University as different but interrelated terms:

Equality – providing equality of opportunity for all, and ensuring individuals are not discriminated against because of their characteristics

Diversity - taking account of the differences between individuals and groups of people, in a culture that embraces and values those differences.

Inclusivity – embedding an inclusive approach into the policy, practices and environment and proactively removing barriers to inclusion to create a culture which gives all individuals a sense of belonging.

At the heart of the 2025 University Strategy, our core value states 'We will work as a **team** to provide an **excellent** service to all of the **communities** we support'. We value the rich diversity of our community and this is reflected in the diverse range of students and staff we welcome to the University.

The University aims to advance equality of opportunity, value diversity and embed inclusive practice into all that we do. This is fundamental to our University Strategy, reflected within the 'Inspiring' and 'People First' aims:

Inspiring
Enable all students to become inspiring and enterprising global professionals and achieve career and personal success

Inspire all students to fulfil their potential and achieve the highest academic and professional standards

Create an inclusive globally aware community providing a world-leading and inspiring student experience

People First
Attract a talented global academic workforce to deliver and support our growth, vision and values

Recognise contribution and provide a fair and motivational framework to ensure colleagues' engagement for continuous improvement

Grow an inclusive community of leaders and managers to develop people to achieve excellence

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Equality, Diversity and Inclusivity Framework 2020-25

Legislative Context

The Public Sector Equality Duty requires the University to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act (we use the definitions of discrimination formally adopted by the UK government, and other associated legal advice)
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The protected characteristics referred to in the duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion and belief
- sex
- sexual orientation

The University also has a duty to identify and publish equality objectives every four years and report annually on our progress in relation to how we are meeting the objectives.

We are committed to going beyond the legislation and aim to achieve equality, diversity and inclusivity throughout all areas of University activity.

This statement applies to all staff and students of the University, visitors and external contractors that work for, or visit the University. Each member of our University community has a responsibility to behave in accordance with our inclusive strategy. Unacceptable behaviour will not be tolerated and will be investigated through appropriate procedures and may result in disciplinary action being taken.

Vision

The University of Huddersfield is committed to providing an inclusive learning and working environment in a culture of mutual respect and dignity, where all staff and students are valued for their contribution and able to reach their full potential.

Objectives

Learning for All

➢ The Teaching and Learning Strategy and associated projects aim to develop an inclusive approach which enables students to learn, develop and achieve their full potential.
➢ Develop a community of students and staff which values equality, diversity and inclusivity through training, personal development and support.
➢ Develop life skills of students and staff by working collaboratively in a diverse andinclusive University community.

Community for All

➢ Embed the principles of equality, diversity and inclusivity into the University's culture, practices, plans, policies and procedures.
➢ Promote and celebrate equality, diversity and inclusivity across the University community.
➢ Deliver support mechanisms to build and maintain an inclusive community.
➢ Take individual responsibility to develop an inclusive community

Voice for All

➢ Students and staff able to inform decision makers on any matters/issues relating to equality, diversity and inclusivity.
➢ University leaders promote equality, diversity and inclusivity through individual action, two-way communication, active listening and developing a supportive and collaborativeculture

Facilities and Access for All

➢ Develop and maintain an inclusive and accessible, physical and digital learning and working environment for all students and staff.

Equality, Diversity and Inclusivity Framework 2020-25

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Strategy

In order to achieve the objectives, the University will:

1. Identify and publish specific and measurable equality objectives every 4 years and report annually on progress against these objectives.

2. Improve staff awareness and competency of 'Inclusion by Design' (IBD) so that IBD is an inherent part of curriculum design, teaching and learning practice and assessment processes.

3. Design, develop and maintain an inclusive working and learning environment for all staff and students in consultation with equality networks and user groups.

4. Provide accessible information on university matters and provision.

5. Embed the principles of the external organisations and charters the University has signed up to, into our policies, practices, procedures and culture.

6. Analyse and monitor EDI data to assess the impact of our equality activity and plan future priorities.

7. Provide equality and diversity education and training for all staff and students.

8. Continue a regular programme of EDI interventions to increase awareness and engagement, develop understanding and celebrate diversity.

9. Continue to support staff and students through the provision of EDI networks, events and other interventions.

10. Recruit and welcome staff and students from the communities we serve.

Progress Measures & Targets

In line with the University 2025 Strategy, our aims include to:

➢ Apply for the Race Equality Bronze Award by 2023.

➢ Improve our score in the Stonewall Workplace Equality Index year on year.

➢ Maintain the progress made as outlined in our Access and Participation Plan, year on year.

➢ Maintain the progress made in student continuation and progression year on year and achieve no statistical difference between equality groups by 2025.

➢ Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.

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- Maintain the progress in the student engagement score year on year and achieve a 20% improvement by 2025.

- Meet the aims of the Athena SWAN action plan year on year and apply for an Athena SWAN Silver Award for gender equality by 2025.

- Move up from employer to leader level for the Disability Confident Employer Award by 2024.

- Improve the Quality of Working Life (QoWL) scores in each survey and by 2025 to be in the QoWL sector upper quartile measure for staff engagement and satisfaction and good management practice.

The EDI committee will set out a summary of all EDI project activities and this plan will be maintained and monitored by the UEDIEC.

Governance

University

The University Equality, Diversity and Inclusivity Enhancement Committee (UEDIEC) was established in Spring 2019 to support and strengthen our institutional approach to EDI. The committee meets a minimum of three times a year and reports to the Senior Leadership Team Schools and Services (SLTSS) with business referred to or from University Teaching and Learning Committee, University International Committee, University Research Committee and Senate as appropriate.

The group currently comprises:

- Chair – Pro Vice-Chancellor for Teaching and Learning (member of SLTSS)
- Director of Human Resources or nominee (member of SLTSS)
- HR EDI Officer & Network Co-ordinator
- Director of Student Services or nominee
- Director of Research and Enterprise or nominee
- Chairs of Schools' Equality and Diversity Committees or Athena Swan Self-Assessment Panels (one per School)
- Disability and Inclusion Manager
- Assistant Director of Estates and Facilities or nominee
- President of Students Union or nominee plus two other nominees from the Students Union, preferably to represent undergraduate and post graduate students. (Presumably Wellbeing/Equalities Officer and Education Officer)

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➢ Two representatives from Professional Services

➢ Co-opted members as necessary for conduct of business

The University aims to develop and enhance an equitable and inclusive working and studying environment for the benefit of all, whether staff, students, partners or visitors. Working and studying environments that support people to feel free to be themselves, while respecting others, and embrace diversity are more successful and innovative. We seek to enable all staff and students to fulfil their potential and to foster a working environment that protects their physical and mental wellbeing. Having a diverse and inclusive organisational culture informs our priorities for action as we seek to ensure that these priorities continue to be embedded in policy and practice across the University.

The UEDIEC Terms of Reference:

➢ Lead the development and implementation of University EDI related policies, framework and schemes for staff and students.

➢ Provide recommendations to Council for the EDI objectives that form part of the institutional EDI employment policy.

➢ Provide the forum for discussion and oversight of EDI issues relating to REF 2021 and to action any EDI implications of the implementation of the Code of Practice across the institution.

➢ Facilitate the embedding of EDI practices into planning and policy making.

➢ Provide a forum for an annual review of EDI elements of University policies.

➢ To engage in a two-way dialogue with URC, UTLC, UIC and SLTSS to identify areas of potential enhancement, and, of concern, related to EDI and to resolve them through action or referral as appropriate.

➢ To ensure actions are completed in relation to the EDI agenda and to promote and share good EDI practice.

➢ To monitor and review EDI data across the University.

➢ To suggest initiatives aimed at driving cultural improvement throughout the University.

➢ To lead and provide oversight of the University level submissions to appropriate professional EDI bodies, including Advance HE and Stonewall.

➢ To lead, monitor and adapt the implementation of the institution's Athena SWAN Action Plan and other action plans linked with Institutional level EDI related professional accreditations.

➢ To support and guide Schools and Services in the development of their own EDI activity and EDI based professional accreditation submissions.

➢ To engage with staff and students in the University as a whole, around EDI issues and to support the staff and student equality and diversity networks.

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Schools

The Schools of Applied Sciences, Education & Professional Development and Music, Humanities and Media have established EDI committees. The chairs of the School EDI committees report to their own School governing boards/committees and represent their School on the UEDIEC to provide a cohesive approach to EDI matters across the University.

The other Schools all have established Athena SWAN self-assessment teams and are in the process of setting up EDI committees to replicate the above structure.

Partnership Working & Engagement

The governance committees will work in partnership with the staff networks, Diversity Champions, Students' Union Officers, EDI Officer and other University and School EDI roles to:

➢ share best practice;
➢ advise the relevant board, committee or leader of initiatives, research and issues identified at the operational level; and
➢ implement interventions and projects across the University.

Staff Networks

The University welcomes and supports the development of staff networks. Our staff networks provide an opportunity for staff who share a protected characteristic to network, obtain peer support, share information and provide opportunities to inform University policy on equality related matters.

The University currently has 4 staff network groups:

➢ B.A.M.E Staff Network
➢ LGBTQI+ Staff Network
   Staff Disability Network
➢ Women's Staff Network

The networks are run by and for the members, with support from the University EDI Officer. Each network develops their own individual terms of reference and has regular meetings, led by a nominated chair. Any EDI issues that need to be resolved and any suggestions of development are referred to the UEDIEC through the EDI Officer.

Diversity Champions

The University aims to develop and enhance a fair and inclusive working and learning environment for the benefit of all. The establishment of Diversity Champions in each School/Service is an important initiative for the University in support of this aim.

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Working in collaboration with the University EDI Officer and UEDIEC, the responsibilities of the champions are to:

➢ Raise awareness of equality and diversity responsibilities within Schools/Services.
➢ Act as an initial point of contact on equality and diversity queries within the Schools/Services.
➢ To take forward matters arising within the School/Service to the EDI Committee/UEDIEC/EDI Officer as appropriate.
➢ To advise the EDI Officer of current projects, initiatives or research within the School/Service, in order to assist in the delivery of appropriate EDI events and initiatives.
➢ Play an active role in championing the University's commitment to equality and diversity across the institution.
➢ Advocate on equality and diversity matters.
➢ Act as a conduit for information on equality initiatives and an advocate for positive change.
➢ Raise awareness of the equality dimension in decision making in their department.
➢ Actively support their School/Service in equality and diversity initiatives.

Student Networks and Student Engagement

The Students' Union support five student networks, currently comprised of:

➢ B.A.M.E Ambassador SchemeDisabled Students
➢ Network Global Citizen
➢ Network LGBT+ Network
➢ Women's Network

The networks are volunteer, student led groups who are defined and directed by their individual members. They are self-organising and supported by a member of the Students' Union staff team.