University of HUDDERSFIELD
Inspiring global professionals

LET THERE BE PEACE

Let there be peace
So frowns fly away like albatross
And skeletons foxtrot from cupboards,
So war correspondents become travel show presenters
And magpies bring back lost property,
Children, engagement rings, broken things.

Let there be peace
So storms can go out to sea to be
Angry and return to me calm,
So the broken can rise up and dance in the hospitals.
Let the aged Ethiopian man in the grey block of flats
Peer through his window and see Addis before him,
So his thrilled outstretched arms become frames
For his dreams.

Let there be peace
Let tears evaporate to form clouds, cleanse themselves
And fall into reservoirs of drinking water.
Let harsh memories burst into fireworks that melt
In the dark pupils of a child's eyes
And disappear like shoals of silver darting fish,
And let the waves reach the shore with a
Shhhhhhhhhhhh shhhhhhhhhhhhhh shhhhhhhhhhhhhh.

Lemn Sissay MBE

Equality, Diversity & Inclusion
Annual Report 2019 - 2020

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Executive Summary

The University of Huddersfield is an inclusive institution, where diversity is valued and celebrated. We recognise the importance of defining Equality, Diversity and Inclusion at the University as different but interconnected terms for the purposes of this report:

Equality - ensuring everybody has an equal opportunity and is not treated differently or discriminated against because of their characteristics.

Diversity - recognising differences between people and embedding a culture that embraces those differences.

Inclusion - ensuring everyone feels that they belong to the University, removing barriers for the benefit of all.

This report summarises University activities and achievements in relation to our work on the EDI agenda during the 2019/2020 academic year, taking account of both staff and student facing objectives.

Overview of EDI Initiatives in 2019-20

In July 2019, the University Equality, Diversity and Inclusion Enhancement Committee (UEDIEC) was created to take oversight of EDI strategy and development. 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.

Initiatives designed to enable the University to meet its broader Public Sector requirements were developed by UEDIEC during its first year of operation through:

1. Enabling and supporting 4 staff EDI networks:
    - BAME
    - LGBTQI+
    - Disability
    - Women's Staff Network

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

3. Working in partnership with the Students' Union in organising events across campus throughout 2019-2020 to celebrate the diversity of our community:
    - Creation of a rainbow pedestrian crossing as part of National Inclusion Week (September)
    - World Menopause Day staff workshop leading to ongoing menopause support group which now meets every 2 months (October)

- Black History Month events celebrating the culture, histories and achievements of African and Caribbean communities (October)
- Panel debate "tackling the BAME attainment gap together" – SU initiative supported by university research project looking at differential attainment (October)
- International Day of People with Disabilities workshops and poster campaign highlighting hidden disabilities (December)
- LGBT+ History Month celebrating poetry, prose and plays in the library (February)
- Inclusion Week inaugural event "Breaking down barriers to diversity", including the launch of an "Inspirational Women" event as part of International Women's Day (March)
- Mental Health Awareness Week promoting wellbeing services for staff with a focus on staying well during remote working and emotional wellbeing during the pandemic (May)

The University continues to be recognised for its advancement of equality of opportunity and now holds, or is working towards, a number of 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 – bronze accreditation being worked towards via the AdvanceHE administered scheme
- Race at Work Charter membership
- Disability Confident Employer accreditation
- Athena SWAN Charter – renewal of the Bronze Award
- Stonewall Global Diversity Champion
- Mindful Employer Charter
- Investing in Ethnicity Employer

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. In common with the University strategic plan, the APP, sets a target of no significant difference in degree outcomes attainment between white and BAME students, and has made significant progress towards this target during the current reporting period.

The context in which we were operating was impacted by the onset of the Covid-19 pandemic, a nationwide lockdown, and a shift in operations to online working and studying from home. Challenges faced included the need to be agile in the rapid shift to online working ensuring staff and students were appropriately supported throughout both in terms of access to appropriate technology and also to specialist help for those with individual EDI needs. Initiatives included:

- rapid purchase and integration of online meetings platforms to enable teaching and learning to continue, and business and research meetings to take place.
- rapid purchase and distribution of laptop computers and associated equipment and software to staff and students to enable working from home, with implementation of flexible working agreements to support those with caring responsibilities
- increased capacity in digital skills training to support staff and students
- increased targeted training in accessibility software and its use in online platforms
- frequent reminders to staff in student facing roles about the use of accessibility software and technique
- highly visible promotion of university wellbeing services including weekly wellbeing updates via email to staff and students.

Initiatives continued to operate as the university moved into blended on-campus/web-based activity later in 2020 and have built on good practice identified during the 2019/20 academic year.

2019/20 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 2019-20 are set out in Table 1. These objectives are taken from the University EDI Framework 2020-25 (see Appendix 1 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.

Table 1: University EDI Objectives

| Objective	Detail	Overview of Actions taken in 2019/20
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.	All TL projects are evaluated for EDI. There are strong strategic links between UTLC and UEDIEC. Significant progress made on the differential achievement targets.
	Develop a community of students and staff which values equality, diversity and inclusivity through training, personal development and support.	All staff are required to undertake EDI training whilst those involved in recruitment and selection processes undertake training in unconscious bias and recruitment and selection training.
	Develop life skills of students and staff by working collaboratively in a diverse and inclusive University community.	Global Professional Award, introduced in 2019, encourages EDI awareness and collaborative working alongside of other life skills.
Community for All	Embed the principles of equality, diversity and inclusivity into the University's culture,practices, plans, policies and procedures.	All University policies and procedures are evaluated for EDI compliance. Student regulations were overhauled to make them more accessible to the student body.
	Promote and celebrate equality, diversity and inclusivity across the University community	Working in partnership with the SU a schedule of celebratory events, and awareness workshops were carried out in 2019/20 although were curtailed to online only after March 2020.
	Deliver support mechanisms to build and maintain an inclusive community.	Assistive software introduced and integrated into key platforms, including Ally, to ensure teaching and

		learning materials are accessible. Digital support in place for staff and students during the pandemic.
	Take individual responsibility to develop an inclusive community.	Staff required to engage with EDI training and initiatives.
Voice for all	Students and staff able to inform decision makers on any matters/issues relating to equality, diversity and inclusivity	Student and staff representatives present on all key committees, student liaison committees report into the university structures, and staff diversity champions disseminate information to services and schools.
	University leaders promote equality, diversity and inclusivity through individual action, two-way communication, active listening and developing a supportive and collaborative culture.	Governance structures ensure communication of EDI work, including formal committees and working parties and networks into senior leadership teams at University and School levels. EDI is overseen by two members of the SLT.
Facilities for all	Develop and maintain an inclusive and accessible, physical and digital learning and working environment for all students and staff.	New faith facilities are in development. Digital accessibility has been a major feature of work in this year with development of software and loan of hardware to facilitate digital working.

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 set up and operational. REC survey completed for staff and students; REC data reviewed.	🟩
Improve our score in the Stonewall Workplace Equality Index year on year.	Submitted our evidence against criteria in October, awaiting result to place us on index list. Feedback will inform future action plans.	🟧
Maintain the progress made as outlined in our Access and Participation Plan, year on year.	Good progress made against the APP especially in the closing of attainment gaps.	🟩
Maintain the progress made in student continuation and progression year on yearand achieve no statistical difference between equality groups by 2025.	No statistically significant difference between black and white student degree outcomes and gaps closing in majority of areas.	🟩
Be at least two points above benchmark in the Teaching Excellence and Outcomes Framework core and supplementary metrics.	Poor performance in the NSS 2020 meant the benchmark was not reached. TL management projects in place to tackle areas of underperformance.	🟥
Maintain the progress in the student engagement score year on year and achieve a20% 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 Awardby 2024.	As required by the scheme, developing external networks working with 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.	Quality of life survey not run due to pandemic constraints. Good progress on the training of managers through CMI.	🟩

1. Staff Data

For the period 1 August 2019 to 31 July 2020, average permanent staffing increased overall by 6.9%, predominately due to growth within Applied Sciences, Human and Health Sciences and Research and Enterprise. Academic staff increased by 10.6%, Professional Services and Support (PSS) staff increased by 5.7% whilst senior staff reduced by 0.64%.
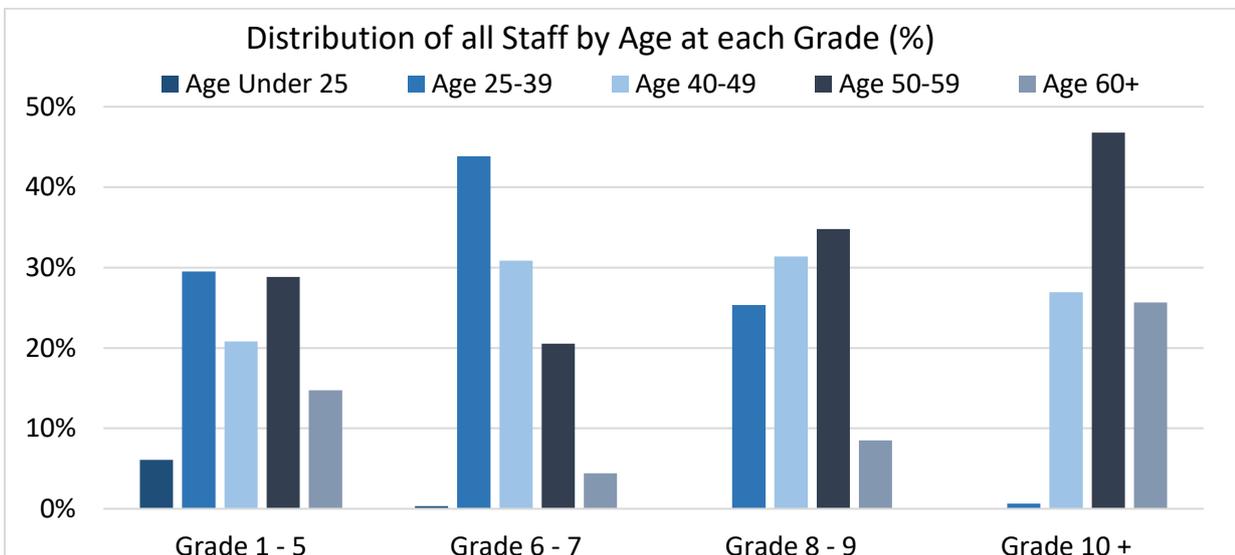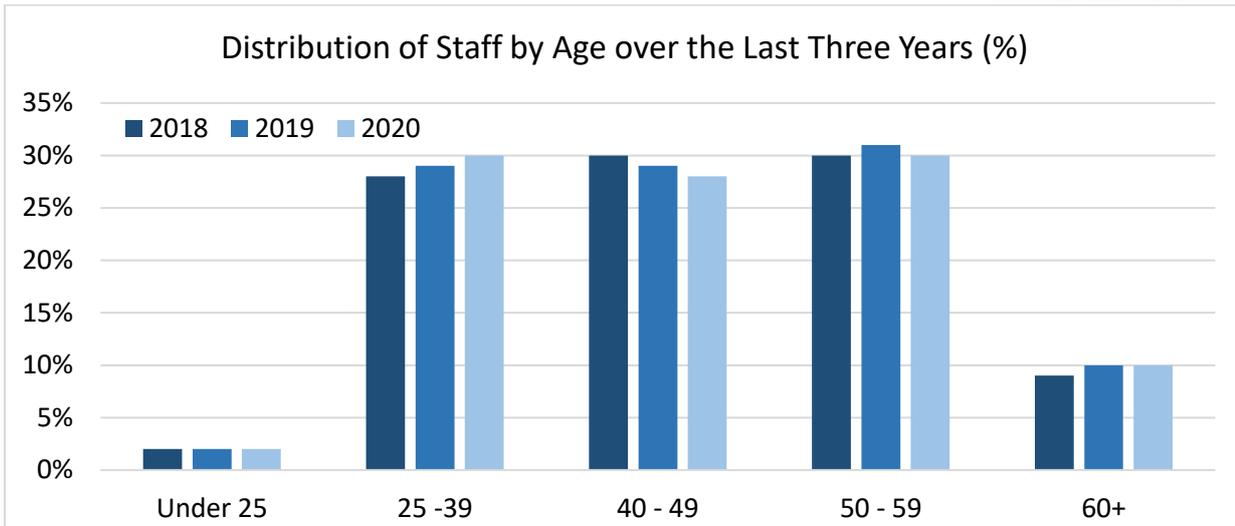
Permanent Academic and Support Staff FTE's
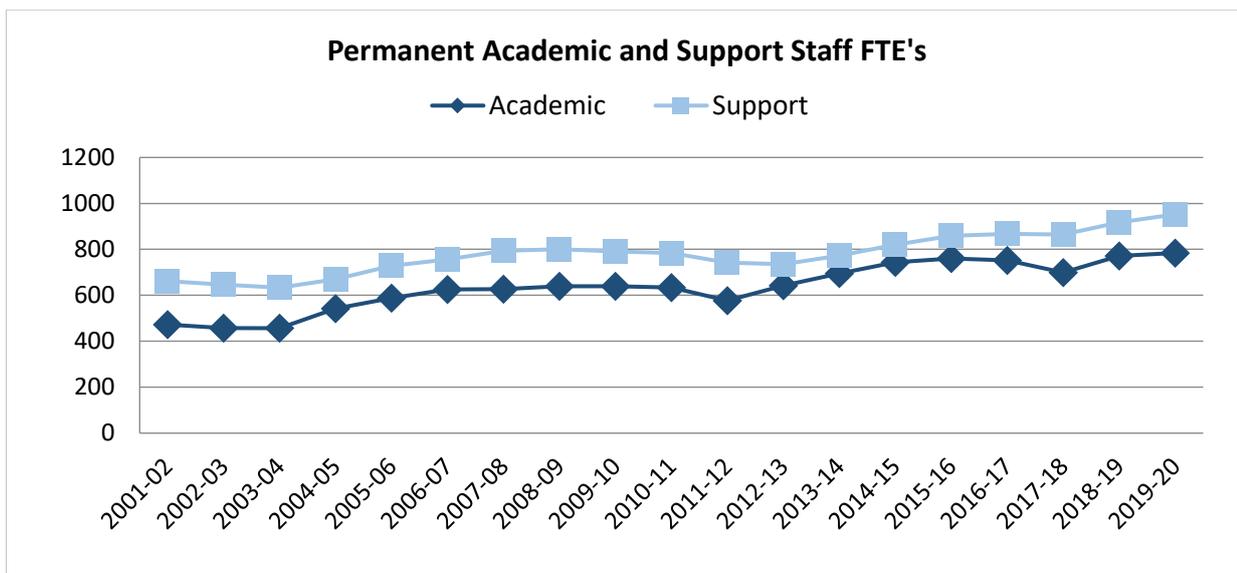
1.1 All staff in post by protected characteristic as at 31 July 2020

The following information provides data on all (academic, professional and managerial and support) staff in post at the University of Huddersfield as at 31 July 2020. Data are rounded to the nearest whole percent and therefore may not always total 100%. Due to constraints around low numbers in some categories we have amalgamated groups into BAME and Non-BAME categories however we recognise that this does not exemplify the diverse nature of the cultures our staff represent.
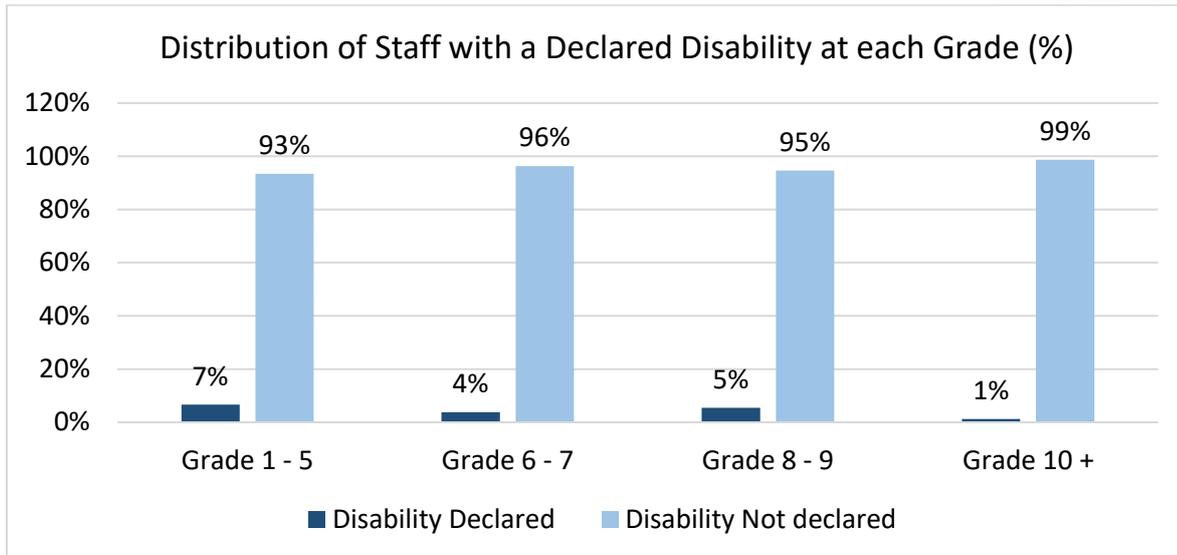
Age

The percentage of staff across the different age categories show a reduction in the 40-49 and 50-59 categories whilst at the same time showing an increase in the 25-39 category. This is the same across each of the different post types. This is associated with the growth of subject areas as above and recruitment of early career staff.
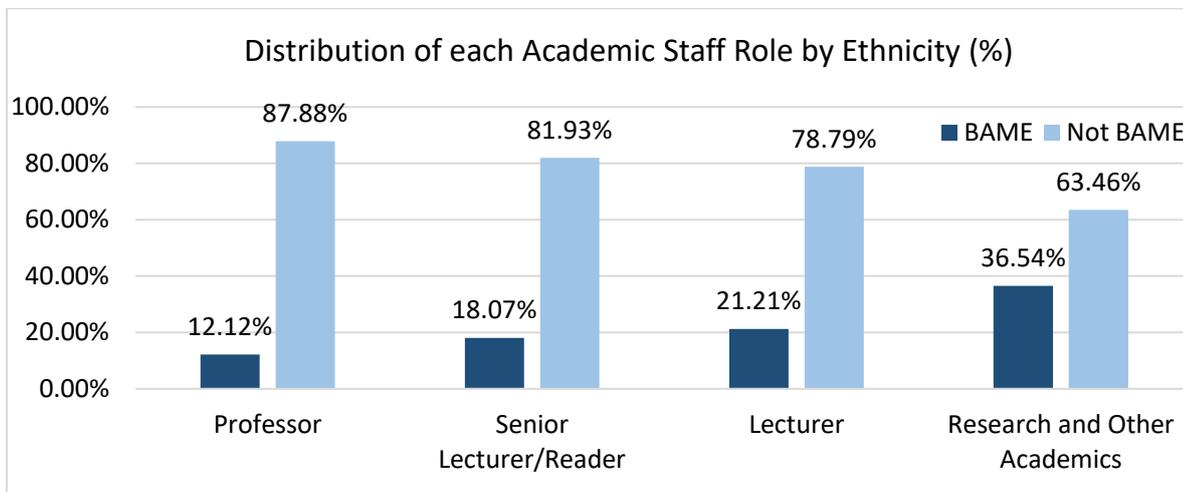
Distribution of Staff by Age over the Last Three Years (%)

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

Disability

The percentage of all staff declaring they have a disability has remained steady over the last three years with 4% of academic staff declaring a disability and 5% of PSS staff. Very few senior staff have declared any disabilities. 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.

Distribution of Staff with a Declared Disability at each Grade (%)

	Grade 1 - 5	Grade 6 - 7	Grade 8 - 9	Grade 10 +
Disability Declared	7%	4%	5%	1%
Disability Not declared	93%	96%	95%	99%

Ethnicity

Across the different staff groupings, the BAME representation has increased for academic (3%) and PSS (6%) staff over the last three years and reduced by 1% for senior staff and overall is at 16% of the total population of staff. Increasing the proportion of BAME staff, especially in senior positions, is a key objective of our work linked with the Race Equality Charter.

Distribution of each Academic Staff Role by Ethnicity (%)

	Professor	Senior Lecturer/Reader	Lecturer	Research and Other Academics
BAME	12.12%	18.07%	21.21%	36.54%
Not BAME	87.88%	81.93%	78.79%	63.46%

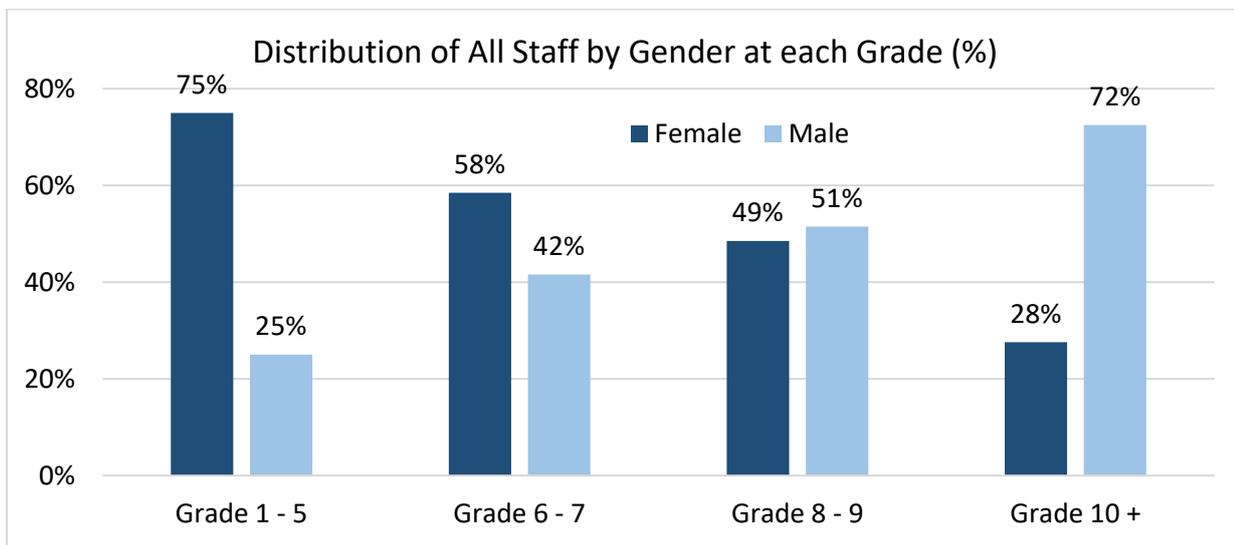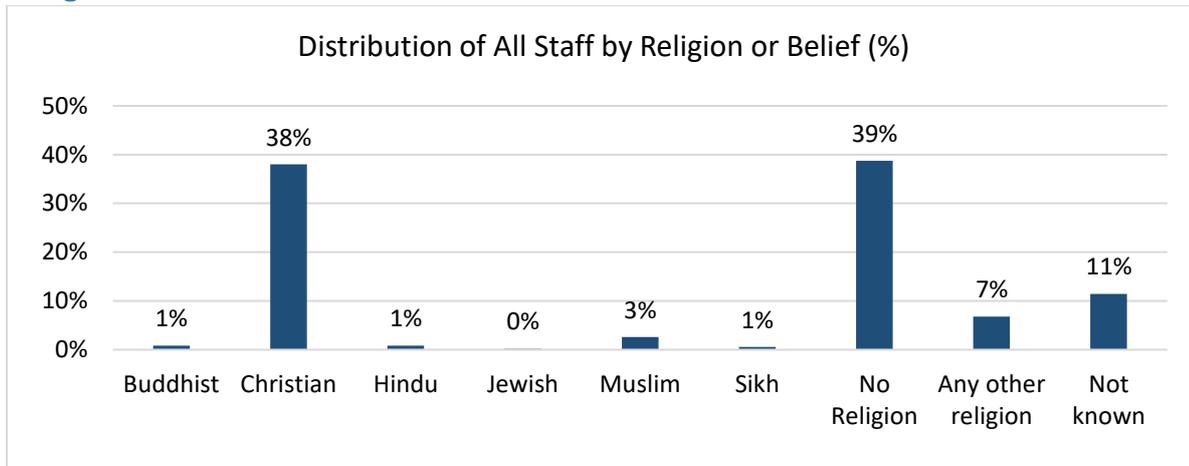**Distribution of each PSS Staff Grade by Ethnicity (%)**
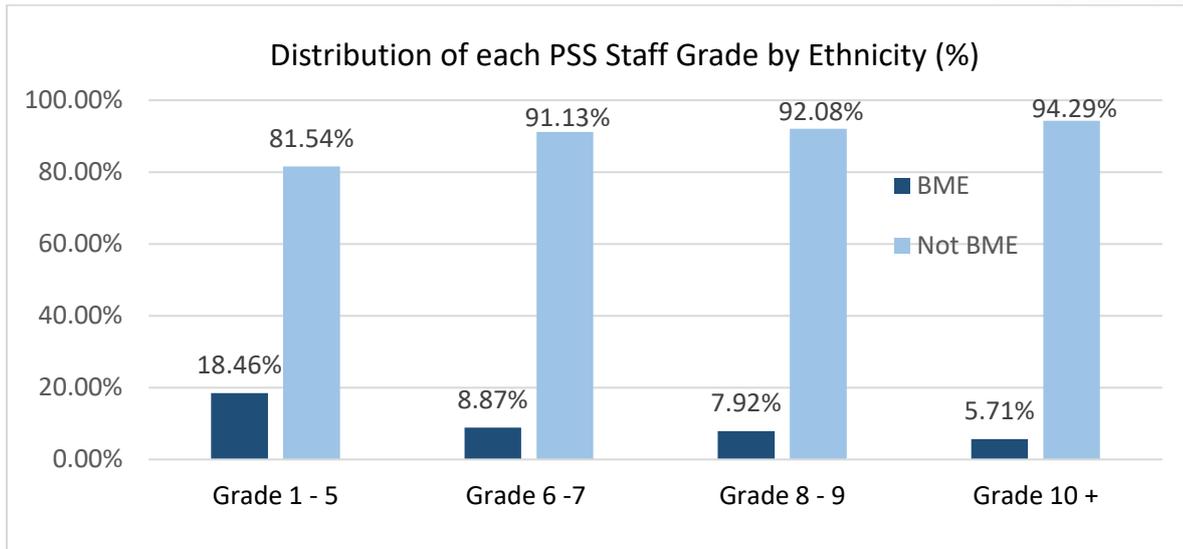
Gender

The percentage of male (45%) and female (55%) staff remained constant across the last three years for all staff and is close to a 50/50 split. The distribution of all staff by gender in each grade is shown below. For (non-senior) academic staff the split is 72% for males and 28% for females, which is a 3% improvement over the 3-year period. For PSS staff the split is the other way round at 67% for females and 33% for males, representing the high number of female staff we have within the lower grade support roles.

Work on gender equality and a detailed breakdown of gender demographics across the institution can be found in the ongoing Athena SWAN submission and action plan.
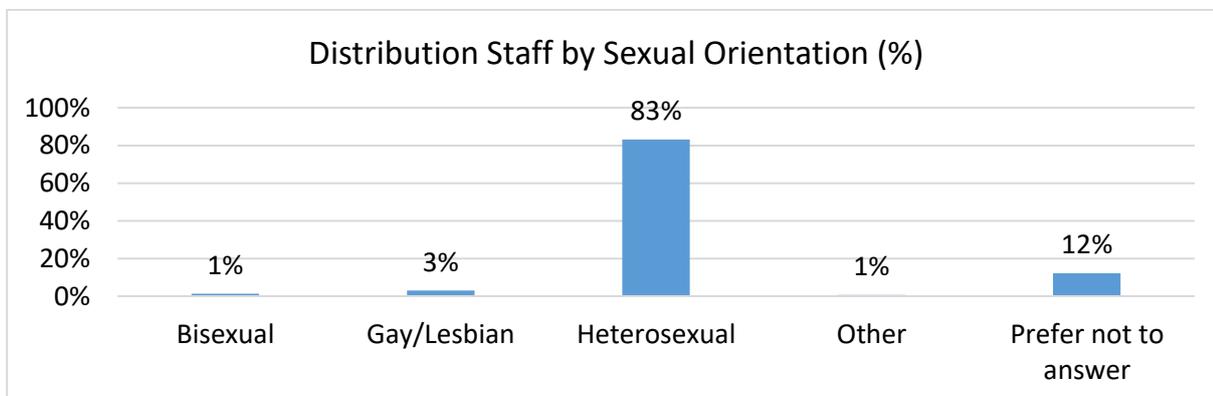
Distribution of All Staff by Gender at each Grade (%)

Religion or Belief

Distribution of All Staff by Religion or Belief (%)

The chart shows the distribution of all staff by religion or belief as follows: Buddhist 1%, Christian 38%, Hindu 1%, Jewish 0%, Muslim 3%, Sikh 1%, No Religion 39%, Any other religion 7%, Not known 11%.

Over the period shown, there has been a 3% increase in the percentage of staff declaring they have no religion. There were 25 staff who declared they were Spiritual (a new category), however, this is not shown in the above chart or table due to rounding of data to the nearest whole percentage. (note draw graph for three years)

Sexual Orientation

Distribution Staff by Sexual Orientation (%)

The chart shows the distribution of staff by sexual orientation as follows: Bisexual 1%, Gay/Lesbian 3%, Heterosexual 83%, Other 1%, Prefer not to answer 12%.

Over the three year period this data the distribution of sexual orientation data has remained relatively static apart from a small decrease in the non-disclosure category from 14% in 2018 to 12% in 2020. This decrease in non-disclosure may be due to communications aimed at improving disclosure rates as well as visible LGBT+ equality initiatives taking place at the University.

The academic staff group has the highest proportion of staff declaring themselves as Gay/Lesbian at 4%. PSS staff have the highest proportion of declared Heterosexual staff at 85% whilst senior staff have the highest number of staff declaring themselves as Bisexual. Senior staff also have the highest percentage of staff who have made no declaration or prefer not to say.

1.2 Staff Recruitment Data

The following information provides data on all staff (academic, senior and support) recruited during the period 1 August 2019 – 31 July 2020. For each protected characteristic (disability; ethnicity; gender; religion or belief; and sexual orientation), the data is broken down by the following three stages of the University's recruitment process: application; shortlisted; and appointment.

During the period 6,694 applications were received. Of these applicants, 1,067 were shortlisted and 253 appointed. The average number of days from advert to offer has decreased to 56 (65, 2018-19), whilst the average number of applicants per vacancy has increased to 25 (20, 2018-19) and the average advertising cost per vacancy has reduced to £406.63 (£466.66, 2018-19).
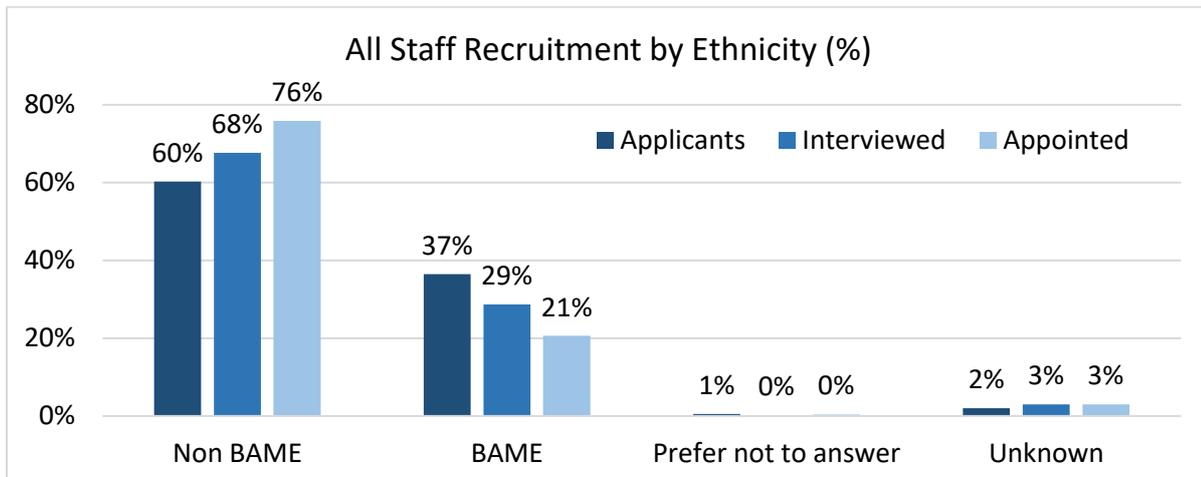
Disability

The data show that applicants with a declared disability have a high likelihood of being interviewed as well as being appointed. This is influenced by our Disability Confident guaranteed interview scheme for applicants meeting the essential criteria. The low number of applicants however does suggest that we need to attract more disabled candidates in the first instance. This will be explored through alterative recruitment channels which attract disabled applicants as well as any further promotion of the University being a Disability Confident Employer.
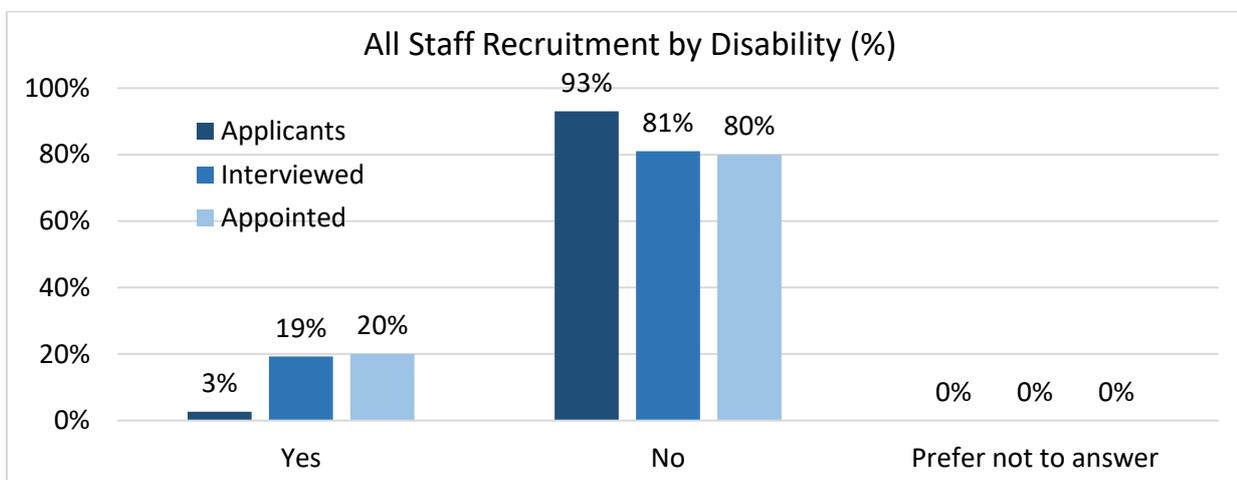
Ethnicity

This data demonstrates that we are receiving a good number of applicants from ethnic minority groups but there is a decreased number of those shortlisted and even lower numbers appointed. Work around the Race Equality Charter is exploring this is detail but early analysis suggests a significant number of overseas applicants without appropriate qualifications are skewing the data. The University participates in the Investing in Ethnicity Maturity Matrix and is also a member of the Race at Work Charter which provides us with a framework that enables us to work towards positive improvements surrounding race at the University.

All Staff Recruitment by Ethnicity (%)

Legend: Applicants, Interviewed, Appointed

- Non BAME: 60%, 68%, 76%
- BAME: 37%, 29%, 21%
- Prefer not to answer: 1%, 0%, 0%
- Unknown: 2%, 3%, 3%

Gender

The data shows females were more likely to be appointed than males with a marked increase in the proportion of females progressing through the stages. This increase may be due to gender equality initiatives associated with the Athena SWAN Charter, including the use of mixed gender recruitment panels and Athena SWAN activity being advertised more widely, as well as increased numbers trained in Unconscious Bias.

All Staff Recruitment by Gender (%)

Legend: Applicants, Shortlisted, Appointed

- Male: 44%, 42%, 36%
- Female: 55%, 57%, 64%
- Unknown: 1%, 1%, 0%
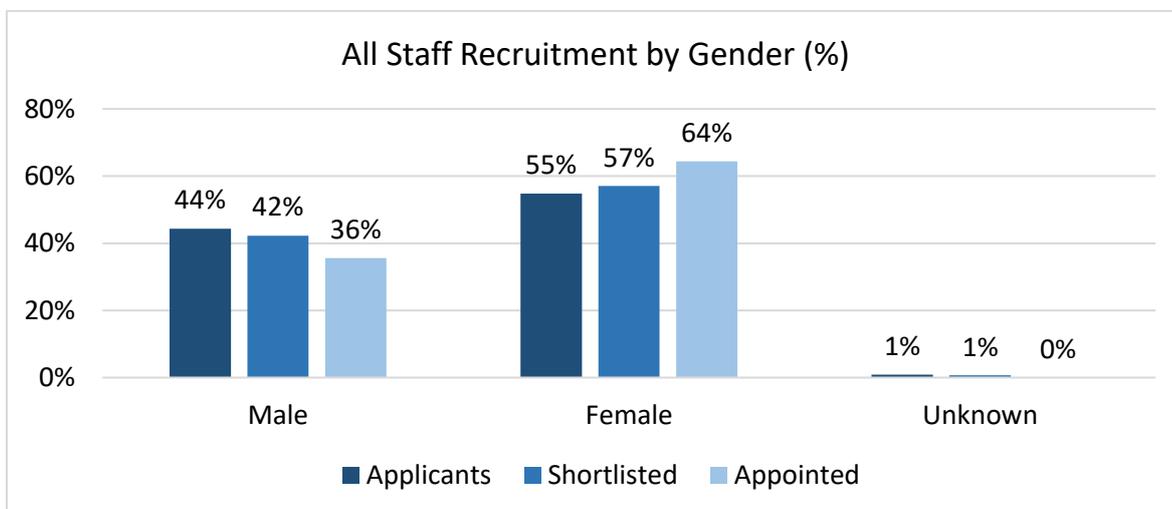
Religion or Belief

Over the three years there was very little variation in the distributions of religious beliefs across the applicants apart from an increase in the tendency of applicants to not have a religious belief.

All Staff Recruitment by Religion or Belief

Sexual Orientation

During the academic year 2019-20, 7% of applicants stated they were either gay, lesbian or bisexual (5%, 2018-19). 8% of applicants preferred not answer this question. Of those appointed in 2019-20, 7% stated they were gay, lesbian or bisexual (4%, 2018-19). Together this data indicates that there are no inherent biases against LGBT+ applicants in our recruitment procedure. The low number of LGBT+ applicants suggests that we need to explore how we can attract more LGBT+ applicants, the use of Diversity job boards and promoting the University's Stonewall Diversity Champions membership may help progress this.

All Staff Recruitment by Sexual Orientation (%)
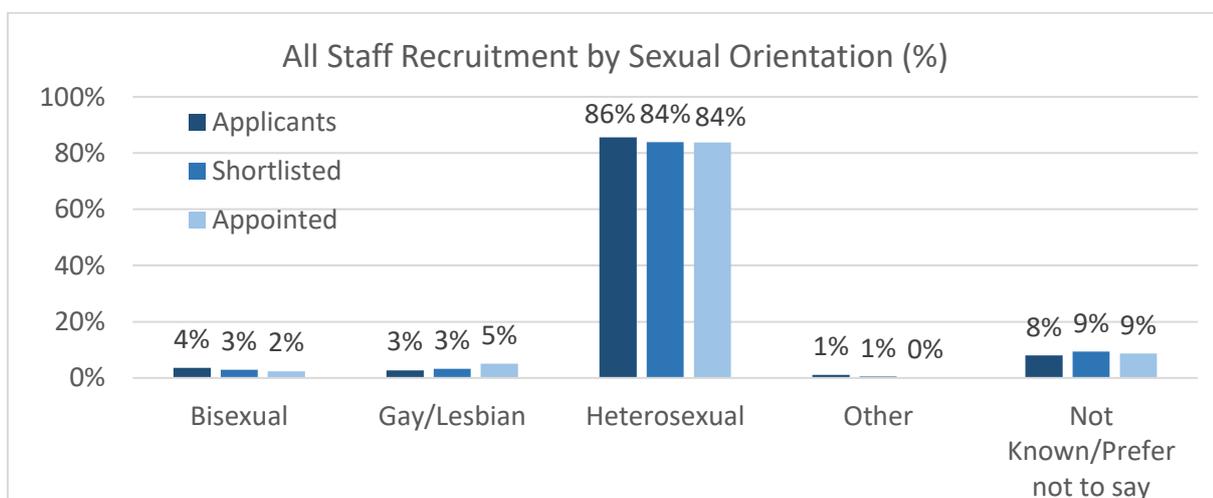
1.3 Staff Data by Contract FTE and Contract Type

The majority of staff work full time with 28.9% of total staff working part time. Consideration of the distribution of part time staff by protected characteristics shows that there are no significant differences in distribution for disability and ethnicity. Small differences in the proportion of those with protected characteristics linked with religion or sexual orientation appear to be a result of a lower disclosure rate in part time employees with them choosing the 'not known' or 'prefer not to say' categories. There are differences in the distribution for age, with younger staff being more likely to be full time, and gender, with females being more likely to be part time (see Athena SWAN submission for more detail in this area, https://staff.hud.ac.uk/equality/).

Age Distribution of FT and PT Staff

Legend: FT, PT

- 25-39: FT 34%, PT 21%
- 40-49: FT 28%, PT 28%
- 50-59: FT 29%, PT 30%
- 60+: FT 7%, PT 20%
- Under 25: FT 2%, PT 2%

Gender Distribution of FT and PT Staff

Legend: FT, PT

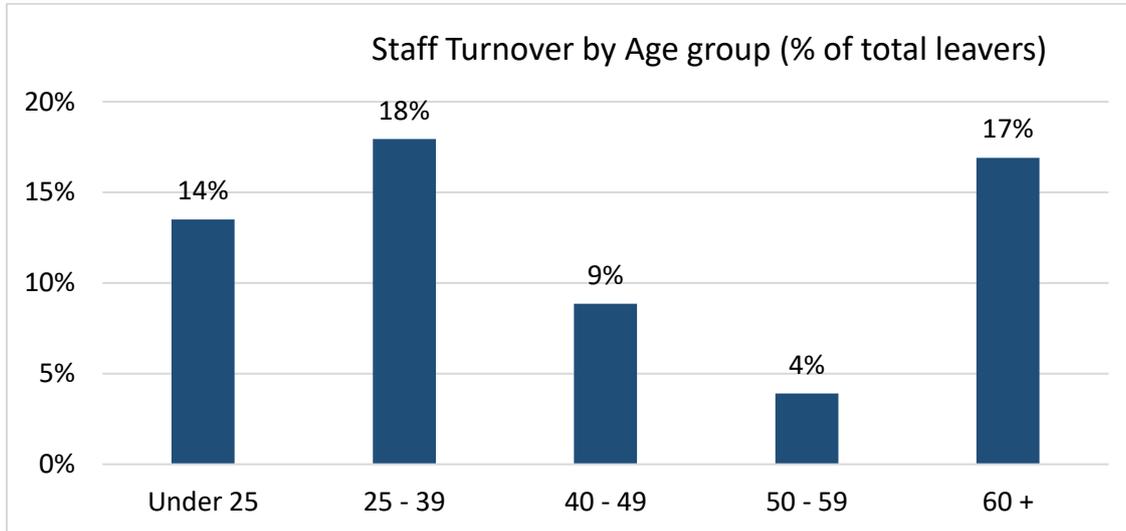- Female: FT ~50%, PT ~75%
- Male: FT ~50%, PT ~25%
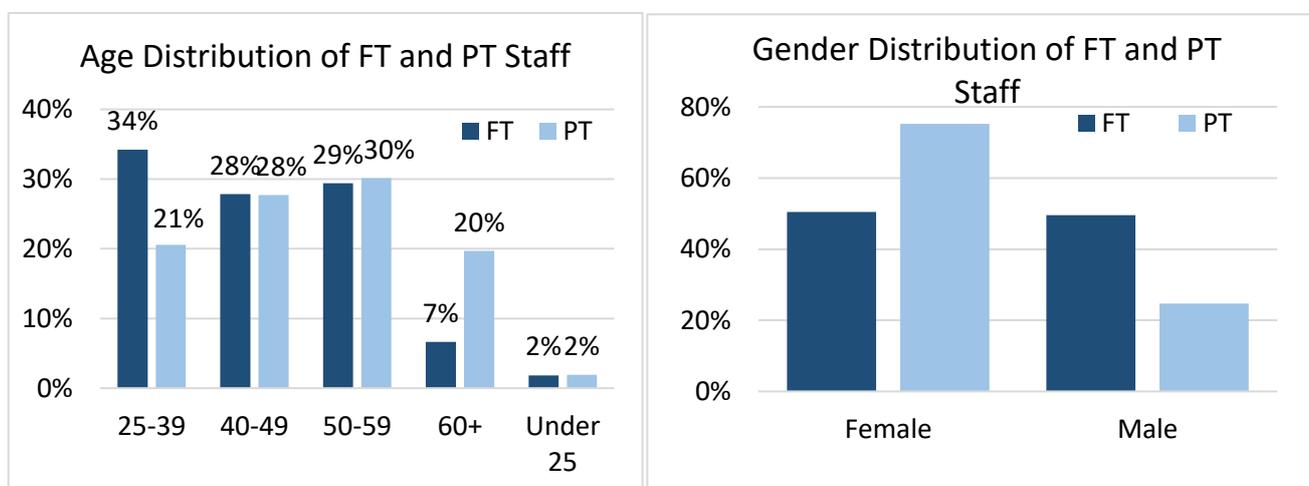
The University has a small proportion of staff that are on fixed term contracts (218 staff, 9.9% of the total). Analysis of these low numbers by equality splits is confounded by these low numbers. There is a higher proportion of younger staff (age 25-39) on fixed term contracts linked with the career paths of early career academics and an increased proportion of disabled staff on permanent contracts compared to those with no disclosed disability. There is a higher percentage (+6%, represents 13 individuals) of BAME staff on fixed terms contracts than those on permanent contracts and this will be explored in the ongoing work on the Race equality Charter whilst males are more likely to be on fixed term contracts (-4% compared to females).

1.4 Staff data by Turnover Rates

During 2019-20, a total of 220 staff resigned out of a staff population of 1988, equating to an 11% staff turnover rate (compared to 10%, 2018-19). Analysis of the data is confounded due to low numbers of leavers within different groups for some of the protected characteristics. In terms of age profile then the highest turnover during 2019-20 was amongst those aged 25-39 at 18% with the lowest turnover rate at 4% amongst staff aged 50-59. There was very little variance (within 2%) in the data for BAME, gender or contract

type whilst for religion or sexual orientation there are no significant trends within the data but low numbers in some categories confound this analysis. Moving forward, due to the introduction of more robust exit interview processes we will gain more information about the reason why staff leave the institution.

Staff Turnover by Age group (% of total leavers)

Age Group	Percentage
Under 25	14%
25 - 39	18%
40 - 49	9%
50 - 59	4%
60 +	17%

2.The Pay Gap

2.1 The Gender Pay Gap

Our figures for 2020 show that our mean gender pay gap is 19.61% and our median gender pay gap is 12.83% across 2200 employees. The overall gender pay gap has reduced since 2018, in part due to the measures the institution has put in place to identify, understand and address the underlying causes that exist. The University continues to focus on developing individuals to fulfil their potential through opportunities created.

Gender Pay Gap

	MEAN	MEDIAN
Male Avg	£23.30	£20.34
Female Avg	£18.73	£17.73
Pay Gap	19.61%	12.83%

Gender Pay Gap by Year

	MEAN	MEDIAN
2018	21.26%	20.96%
2019	20.78%	16.22%
2020	19.61%	12.83%

Gender Pay Gap By Grade

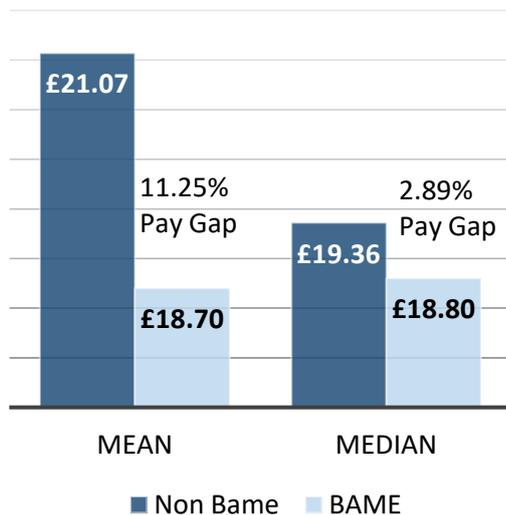| Grade	Females	Male
SPOT SALARY	£57.64	£70.26
BAND2	£45.67	£46.93
10	£37.39	£37.51
9	£29.87	£30.52
8	£24.60	£24.76
7	£19.70	£19.61
6	£15.78	£16.30
5	£13.16	£12.88
4	£11.31	£11.44
3	£9.81	£9.99
2	£9.32	£9.31
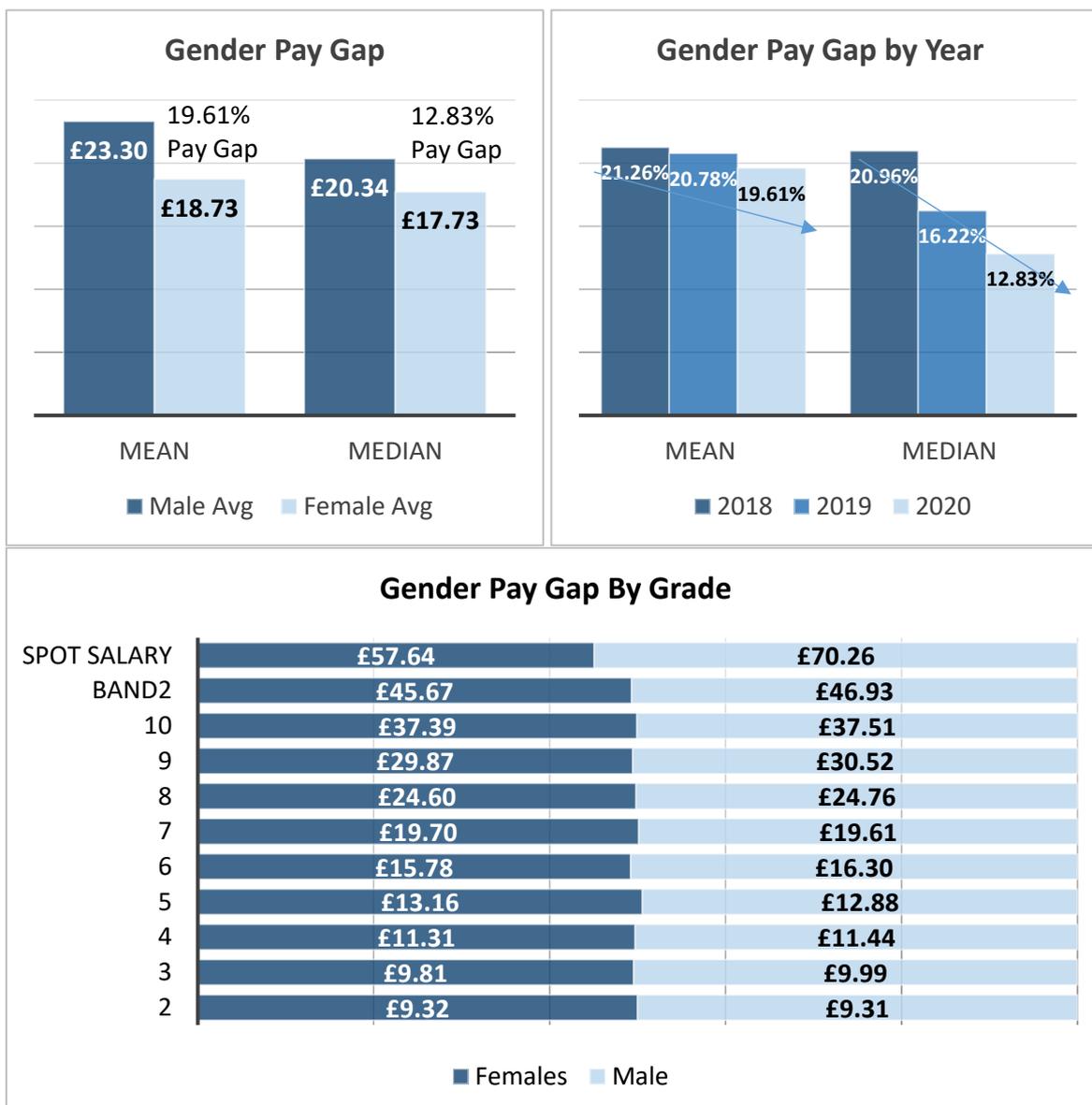
In all but one of our grades, the gender pay gap variances are not statistically significant across the grades which implies broad fairness across the categories and groups of staff. The overall pay gap arises due there being a higher proportion of female employees in our more junior grades. Partially due to us being an accredited Living Wage employer, there is no gender pay gap within our cleaning, catering and administrative staff. The senior staff

category, which represents less than 1% of the workforce, shows a higher pay gap despite our practice of using sector median salaries when considering appointments and progressions.
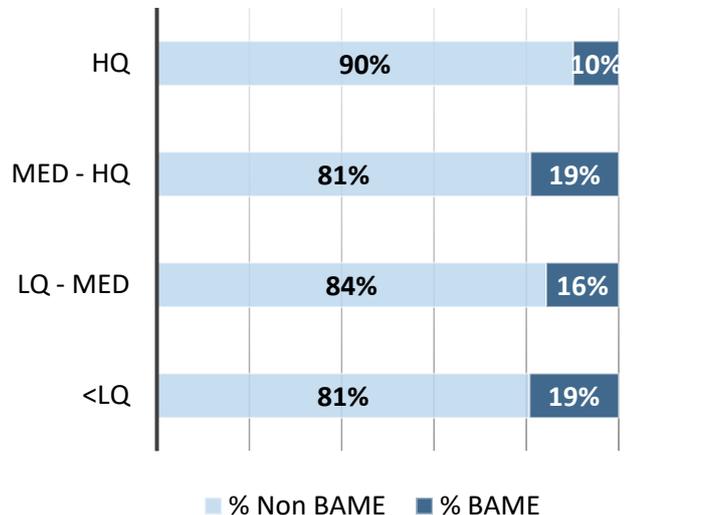
2.2 The Ethnicity Pay Gap

Our figures for 2020 show that our mean ethnicity pay gap is 11.25% and our median ethnicity pay gap is 2.89% across 2200 employees. The four quartiles represent the ethnicity distribution at the University of Huddersfield. They each contain 550 employees. The University does not operate a bonus or commission scheme so there is no variance to report.

Ethnicity Pay Gap Analysis

£21.07

11.25%
Pay Gap

£19.36

2.89%
Pay Gap

£18.70

£18.80

MEAN | MEDIAN

■ Non Bame   ■ BAME

Ethnicity Quartile Positioning

HQ — 90% / 10%
MED - HQ — 81% / 19%
LQ - MED — 84% / 16%
<LQ — 81% / 19%

■ % Non BAME   ■ % BAME

Ethnicity Split within each Grade

Grade	2	3	4	5	6	7	8	9	10
None BAME	68%	80%	89%	86%	87%	81%	84%	89%	91%
BAME	32%	20%	11%	14%	13%	19%	16%	11%	9%

■ BAME   ■ None BAME
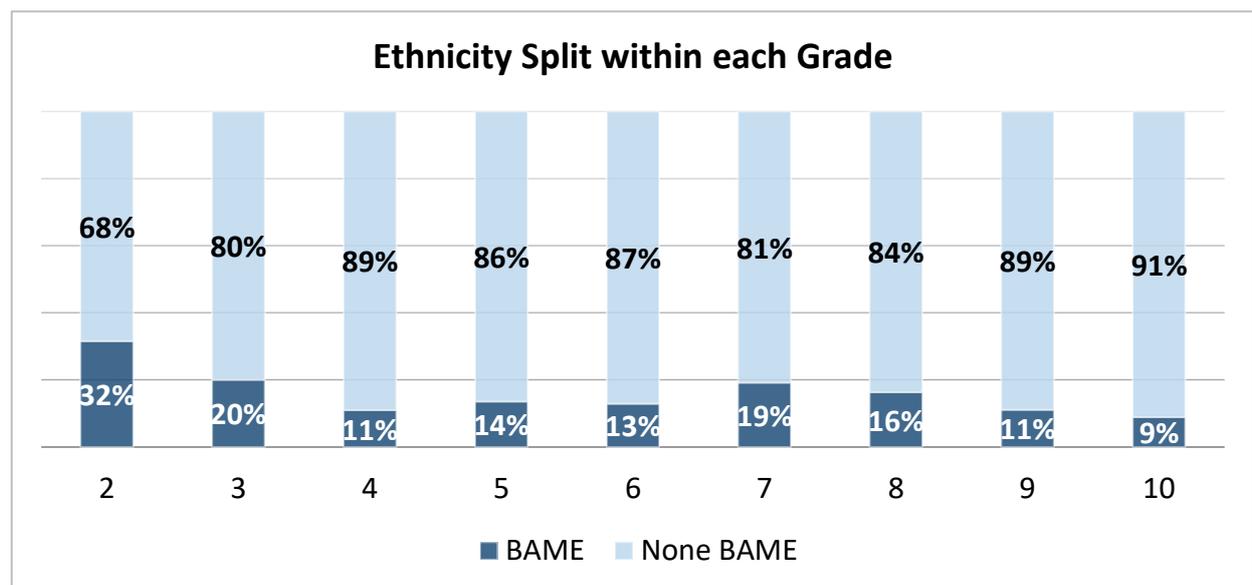
3. Student Data

3.1 Student Demographics

Data below shows the demographics of the student population by protected characteristics in 2019-2020 (data as at July 2020) 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 APP.

Gender

Year / Gender	17/8	18/19	19/20	Grand Total
Female	10245	9840	9990	30075
Male	7995	7450	7285	22730
Other			30	30
Grand Total	18245	17295	17305	52840
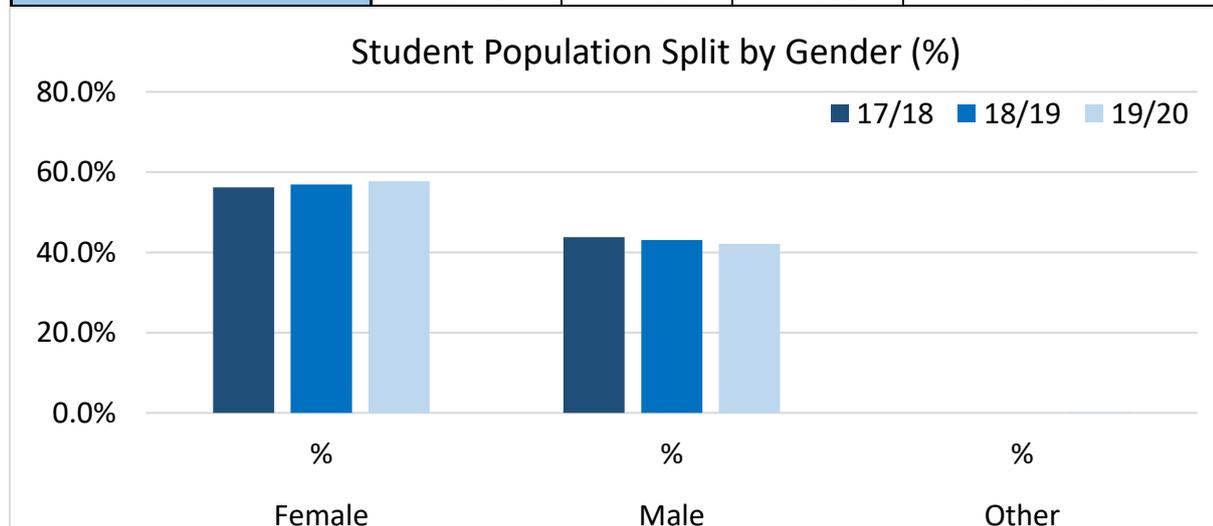
Age Group

	17/18	18/19	19/20	Grand Total
17 years and under	15	25	25	65
18-20 years	7535	7385	7480	22400
21-24 years	5770	5390	5280	16440
25-29 years	1710	1565	1595	4870
30 years and over	3215	2925	2920	9060
Age unknown				
Grand Total	18245	17295	17305	52840

Student Population Split by Age (%)
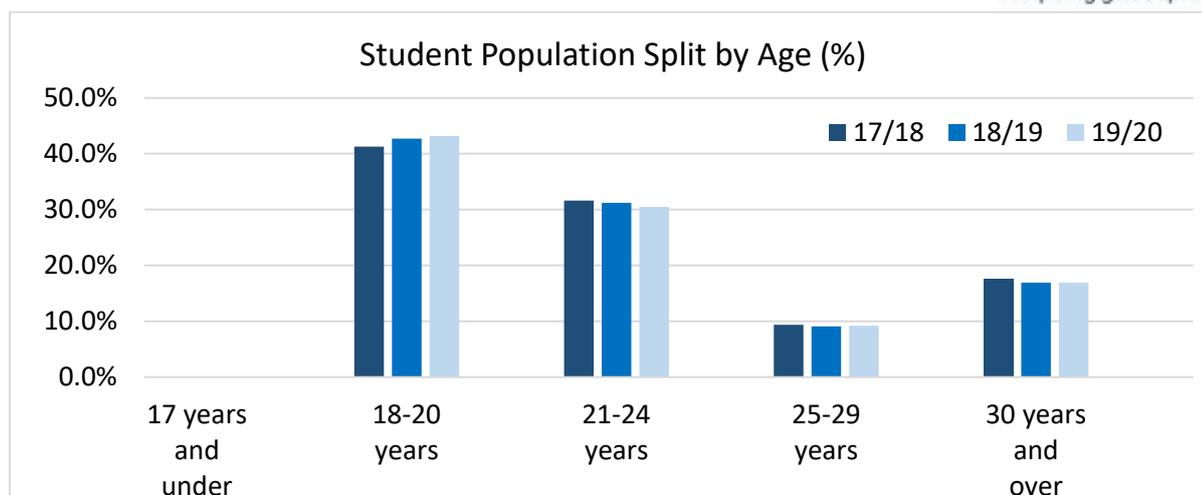
Disability

	17/18	18/19	19/20	Grand Total
Disabled	2230	2225	2255	6710
No known disability	16015	15070	15050	46135
Grand Total	18245	17295	17305	52840

Student Population Split by Disability Status (%)
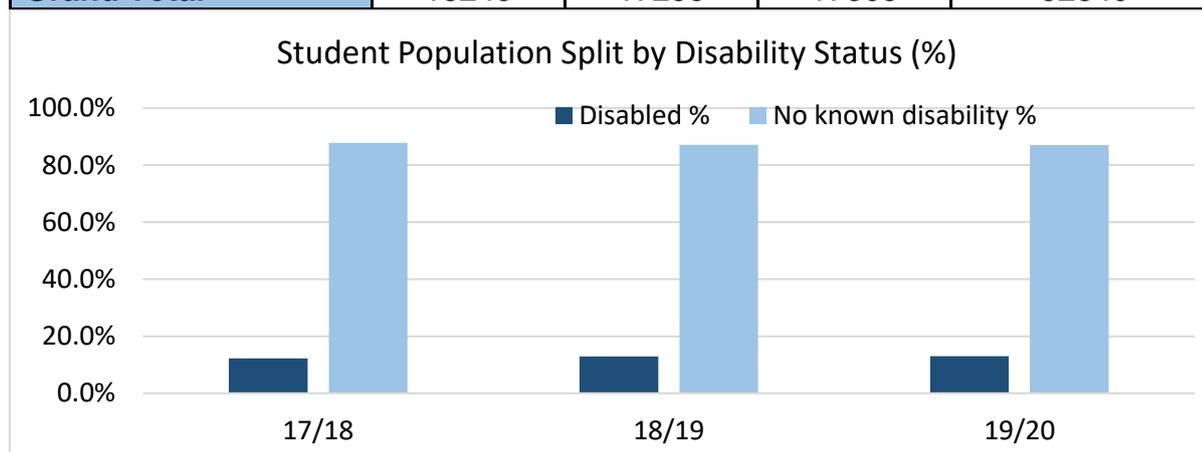
Sexual Orientation

	17/18	18/19	19/20	Grand Total
Bisexual	250	315	490	1055
Gay Man	115	125	150	390
Gay Woman/Lesbian	65	75	105	245
Heterosexual	9445	10125	11560	31130
Information Refused	6360	5900	4435	16695
Other	145	150	320	615
Unknown	1870	605	240	2715
Grand Total	18245	17295	17305	52840

Student Population Split by Sexual Orientation (%)
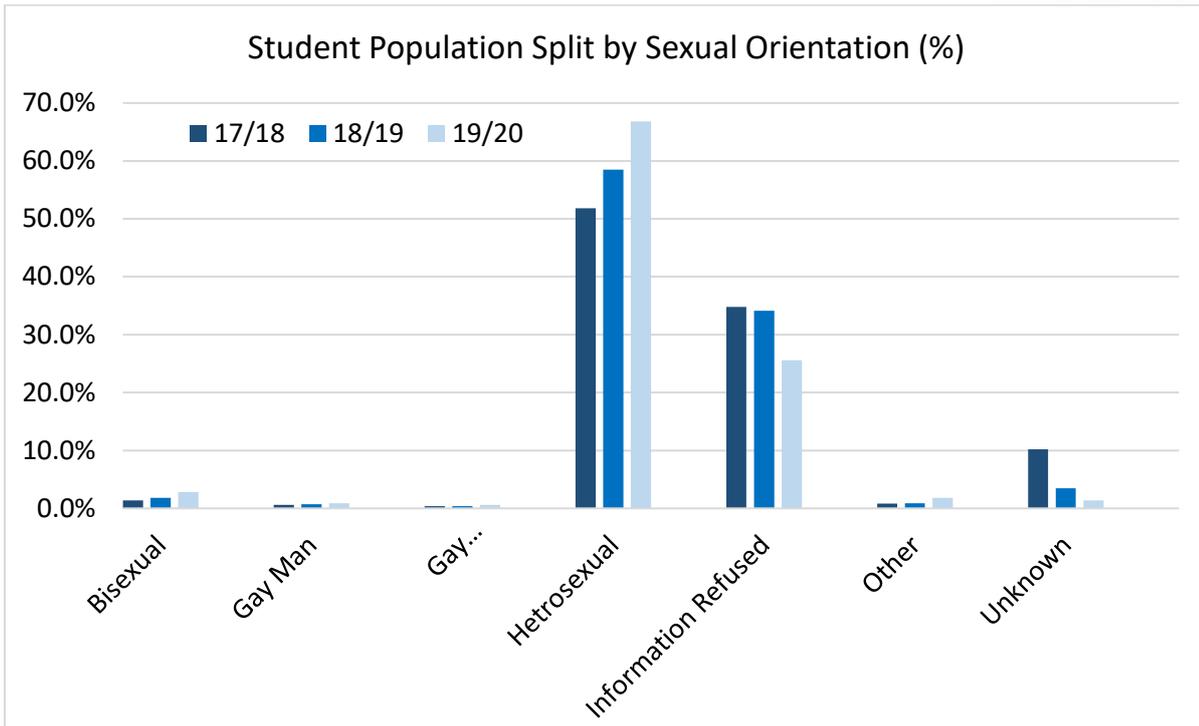
Ethnicity

	17/18	18/19	19/20	Grand Total
BME	4625	4650	4895	14170
Non-UK Domicile	3390	3180	3280	9850
Unknown	80	80	85	245
White	10145	9380	9045	28570
Grand Total	18245	17295	17305	52840

Student Population Split by Ethnicity (%)
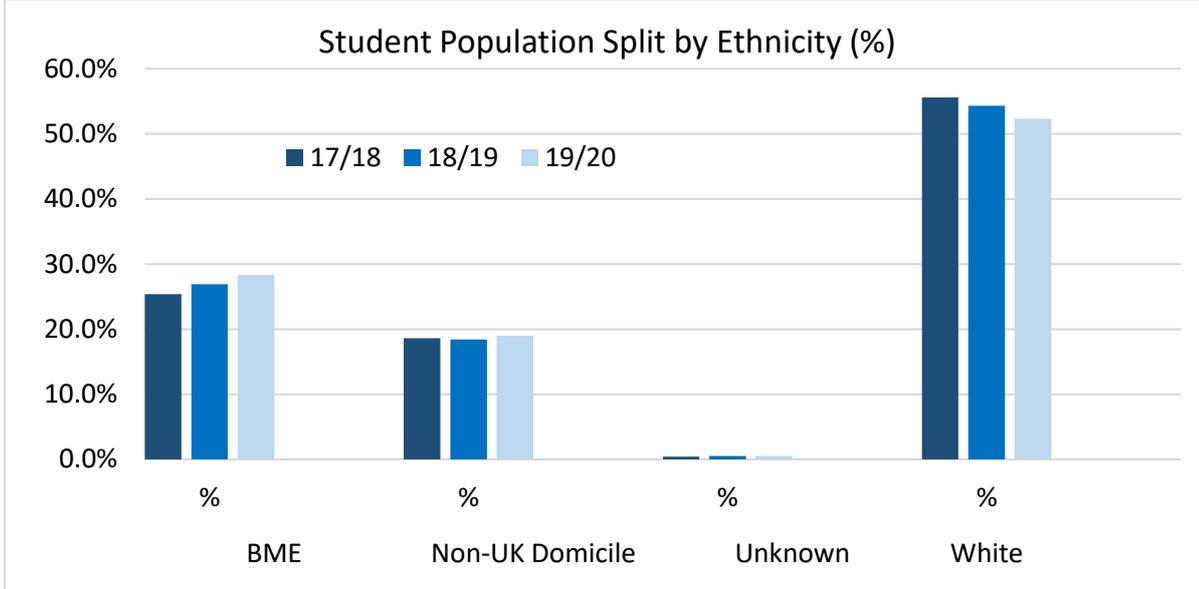
Religion and Belief

	17/18	18/19	19/20	Grand Total
Any other religion or belief	120	130	180	430
Buddhist	55	60	85	200
Christian	2800	2990	3215	9005
Hindu	50	65	110	225
Information Refused	7815	4170	3505	15490
Jewish	5	10	10	25
Muslim	2385	2705	3555	8645
No Religion	4810	5140	5840	15790
Sikh	115	130	155	400
Spiritual	95	100	130	325
Unknown		1785	505	2290
Grand Total	18245	17295	17305	52840

Student Population Split by Religion or Belief (%)
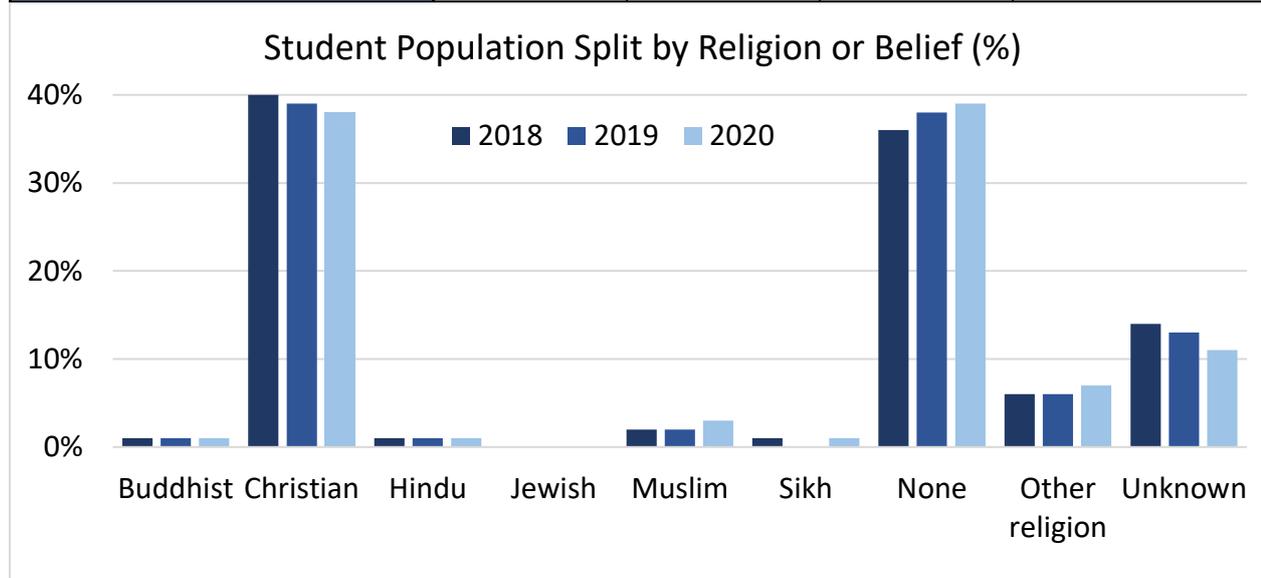
3.2 Student Outcomes Data

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. 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 and continuation data have always displayed equitable outcomes amongst the student groups, so work has focused on the attainment gap. We have made very good progress towards meeting our target and this is particularly

significant as assessment in the 2019/20 reporting year was disrupted by pandemic restrictions.

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 raise the attainment in disadvantaged groups:

- Flying Start – intensive academic induction programme to improve transition to HE
- Assessment review – ensuring assessment is fit for purpose and takes account of cultural understandings of our students
- Personal Academic Tutor system – re-imagined tutor system which focuses on improving academic performance through one-to-one meetings where performance data is reviewed
- Academic Integrity resource – mandatory training and test for all students focussing on improving understanding of academic malpractice
- Technology bursary – awards to students from low-income households of laptops and equipment to enable them to study from home
- Laptop Loan scheme – administered by the library, a short-term loan scheme to support all students who may be struggling to access appropriate IT at home

The impact projects were in addition to existing support structures designed to enable all students to achieve their best, including:

- Specialist IT training resource – supporting staff in understanding assistive software and best practice in the development of teaching materials
- Graduate Teaching Assistants – supporting students in their transition to university
- Academic Skills Tutors – working with students to help improve their academic performance
- BAME ambassadors – students from BAME backgrounds working with staff in schools to raise awareness of barriers to success
- Student Guidance and Support teams – managing targeted interventions

Projects which were under development in 2019/20 as a result of successes identified through these strategies include:

- Pre-induction resource, developed to introduce all new students to the University, the expectations of higher education, and the technologies which underpinned their studies. This was designed to ensure all students could quickly adapt to online learning in readiness for blended learning approaches.

- Ready Steady Study programme, to enable new students to engage with the University prior to the start of the academic year, introducing them to the expectations of higher education, the technologies they may need, and the support systems on offer.

- Global Professional Award – a social transformation programme, accredited by CMI at level 5, designed to enhance student success on graduation in entering their chosen field of work

GLOBAL
PROFESSIONAL
AWARD
UNIVERSITY OF HUDDERSFIELD

University of
HUDDERSFIELD
Inspiring global professionals

University of
HUDDERSFIELD
Inspiring global professionals

LET THERE BE PEACE

Let there be peace
So frowns fly away like albatross
And skeletons foxtrot from cupboards,
So war correspondents become travel show presenters
And magpies bring back lost property,
Children, engagement rings, broken things.

Let there be peace
So storms can go out to sea to be
Angry and return to me calm,
So the broken can rise up and dance in the hospitals.
Let the aged Ethiopian man in the grey block of flats
Peer through his window and see Addis before him,
So his thrilled outstretched arms become frames
For his dreams.

Let there be peace
Let tears evaporate to form clouds, cleanse themselves
And fall into reservoirs of drinking water.
Let harsh memories burst into fireworks that melt
In the dark pupils of a child's eyes
And disappear like shoals of silver darting fish,
And let the waves reach the shore with a
Shhhhhhhhhhhhh shhhhhhhhhhhhhh shhhhhhhhhhhhhh.

Lemn Sissay MBE

Equality, Diversity and Inclusivity Framework
2020-2025

Contents

Equality, Diversity and Inclusivity Framework 2020-25

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 the longest-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

Equality, Diversity and Inclusivity Framework 2020-25

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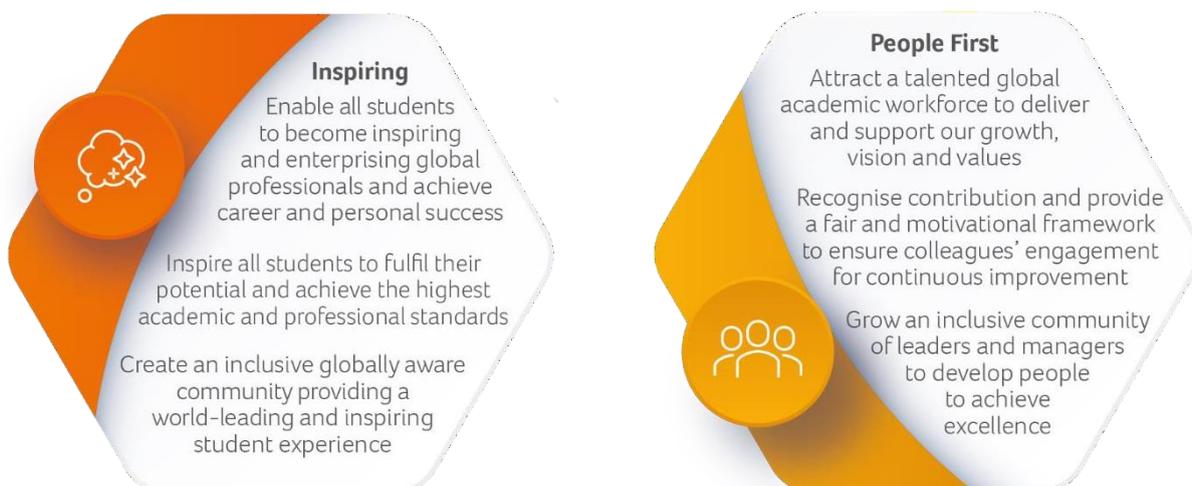
Equality – providing equality of opportunity for all, and ensuring individuals are not discriminated against because of their characteristics.

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

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 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 and Access for All

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

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.

Equality, Diversity and Inclusivity Framework 2020-25

- 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)

- ➢ 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:

➢ BAME 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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Equality, Diversity and Inclusivity Framework 2020-25

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:

➢ BAME Ambassador Scheme
➢ Disabled 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.