UNIVERSITY of BRADFORD

Making Our Diversity Count

Equality, Diversity and Inclusion Strategy 2020 - 2025

Contents

Abbreviations

ACSS	-	Awareness of Cultural Safety Scale
APP	-	Access and Participation Plan
BME	-	Black and Minority Ethnic
DCAS	-	Diversity Climate Assessment Scale
EDI	-	Equality, Diversity and Inclusion
IDI	-	Intercultural Development Inventory
KPI	-	Key Performance Indicator
LGBT+	-	Lesbian, Gay, Bisexual, Transgender
LSPs	-	Learner Support Profiles
LTSES	-	Learning, Teaching and Student Experience Strategy
PTES	-	Postgraduate Taught Experience Survey
NSS	-	National Student Survey
REC	-	Race Equality Charter
WEI	-	Workplace Equality Index

Introduction

The University of Bradford is widely recognised as an Equality, Diversity and Inclusion [EDI] - leading institution. We have a systematic approach through which our EDI is embedded in our culture, strategies, policies and practices. Our goal is to enable all those within the University community to develop their understanding of EDI matters, in order to build the confidence to contribute and act to deliver change in our University. We are proud of the achievements we have made to advances towards equality, elimination of discrimination and promotion of an inclusive working and learning environment. We have forged a path in our long-standing practice of making diversity matter that is evidenced in our recent award as **the Times and Sunday Times University of the Year for Social Inclusion 2020.** However, we acknowledge there is still much to do.

This EDI strategy is our public declaration of our commitment to develop a fully inclusive institutional climate, which fosters a culture of equality that makes our diversity count. The strategy will communicate our evidence-driven, good practice in EDI and will celebrate the impact of this work across the range of University activity.

Our EDI Vision

To bring about, and be recognised as an exemplar of transformational diversity, inclusion and social mobility through the critical role of leadership in embedding intersectional EDI in order to make our diversity count and deliver impact.

Our EDI Guiding Principles

The Equality, Diversity and Inclusion Strategy is underpinned by these principles:

1. We will continue our commitment to equality, diversity and inclusion as a fundamental part of our university's values, by demonstrating visible leadership on EDI related matters evident in the sub strategies, underpinning action plans of all areas of the University including Access and Participation Plan [APP].
2. We will continue our progress towards creating an environment that encourages openness and participation, where everyone feels respected, supported, valued and understands their personal responsibility for equality and inclusive practice
3. We will measure progress and explore intersectional experiences of disadvantage when addressing underrepresentation and barriers to achievement
4. We will work in partnership with staff, students, networks and forums, Trade Unions and wider stakeholders to progress the equality agenda
5. We will take seriously our legal obligation under the Public Sector Equality Duty (2010) to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act in relation to the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation;
- advance equality of opportunity between people who share a protected characteristic and those who do not, and broaden our consideration to include those characteristics not currently covered by legislation, for example social and economic inequality; and
- foster good relations between people who share a protected characteristic and those who do not

Our Strategic Themes and Objectives

For enhancing Equality, Diversity and Inclusion

To ensure a mainstream, sustainable approach to meeting our legal duties and ensuring we deliver on our commitment to equality, diversity and inclusion, we have developed three themes and equality objectives, in consultation with our internal and external stakeholders, which will be delivered through an annual action plan.

Theme 1 - A Culture of Equality and Better Outcomes for All [Performance]

Objective 1.1: Advance demonstrable equality of opportunity for staff and students

We aim to accelerate equality for all and create an empowering environment that enables everyone to achieve their full potential, to contribute fully, and to derive maximum benefit from their involvement in the life of the University

We will achieve this by:

- Equipping our University Executive Team to lead on EDI matters to reflect the need to embed the value of inclusion within all areas of work
- Providing targeted support for the delivery of our Access and Participation Plan
- Using inclusive educational approaches and signposting to good practice
- Delivering core curricular content on Equality and Respect for all students
- Embedding EDI within all staff development programme

Key Performance Indicators

Positive feedback from staff and student surveys

Responses to staff and student experience surveys revealing no significant difference in perceived experience for different groups

Metrics

Staff survey data

NSS and PTES data

Intersectional analysis of staff and student experience surveys

Key Performance Targets

At least 90% of staff feel their manager treats them fairly and with respect at work [76% in 2019]

At least 90% of staff feel the university treats people fairly and equally [38% in 2019]

At least 90% of staff feel that they can be their true self at work [71% in 2019]

At least 90% of staff feel confident that the university would take action on any report of bullying/harassment [52.5% in 2019]

At least 90% of staff did not believe they had experienced bullying/harassment in the previous 12 months [68% in 2019]

Positive Student satisfaction Scores as indicated in Learning Teaching and Student Experience Strategy [LTSES]

100% implementation of Learning Support Profiles

95% statisfaction with the implementation Learning Support Profiles

Objective 1.2: Reduce, and as far as possible remove, differential outcomes, including gaps in academic attainment and working conditions

We will interrogate and use qualitative and quantitative evidence to identify differential experiences and outcomes. We will build confidence in people to actively challenge inappropriate behaviour, intervene where inequality is evident. We will review our approach and identify good practice, and change the way that we deliver EDI competent leadership, research, education and the student experience as required.

We will achieve this by:

- Improving the collection and analysis of equality data for monitoring, continuous improvement and quality management
- Maintaining a consistent approach to Dignity and Respect interventions and reporting mechanisms
- Empowering individuals to recognise and call out bullying and harassment
- Reducing the barriers to progression of under-represented groups into management and leadership roles
- Developing a strategic approach to embedding EDI in our research practices
- Monitoring actions identified through Equality Analysis and reporting on implications of issues identified

Key Performance Indicators

A framework of improved reliable equality data collected, analysed, reported and shared

Achievement of Access and Participation Plan [APP] KPIs related to Access and Success

Maintainance of our University of Sanctuary Award

Significant numbers of refugees and asylum seekers joining the University

Number of research projects where EDI is an explicit consideration

Increase in staff confidence to deliver inclusive learning culture and inclusive research practice

Metrics

APP Outcome Analysis

University of Sanctuary Award

Record in Research Information System

Key Performance Targets

Asset bank of analysed equality data for staff and students

Achievement of APP Performance Targets

Maintain 0% attainment gap between financially disadvantagd students and other students

130 % increase in the number of refugees and asylum seekers joining the University

Successful renewal of the University of Sanctuary Award

Year on year increase in the number of research projects that include EDI dimensions

Year on year improvement in number of staff to have undertaken Vitae Researcher Professional Development

Theme Two: Making our Diversity Count [People]

Objective 2.1: Increase diversity and improve inclusion across both the student and staff community

We recognise that to be sustainable, our approach must support us to move from counting diversity to making diversity count. This will mean creating a culture where the power of the diversity of students and staff is celebrated, harnessed and leveraged to increase representation, participation and the creativity and innovation that comes from diversity of thought.

We will achieve this by:

- Implementing a framework for effective design, delivery and evaluation of evidence-based diversity interventions
- Advancing EDI in recruitment including the development of a bespoke Positive Action Framework
- Celebrating and communicating past and current work in support of embedded EDI
- Positioning our EDI commitment as an important part of our relationships with external partners
- Addressing barriers to declaration of equality data for staff and students

Key Performance Indicators

Improved representation in diversity profile of staff, students, members of Council and other key decision making committees

Increase in applications, shortlists and appointees from under-represented groups

Increase in proportion of under-represented staff holding senior roles

Increase in declaration rates for LGBT+ students

Metrics

Intersectional Equality Trend Analysis

Key Performance Targets

Achieve 50/50 gender balance in key decision making committees

Achieve female representation at 35% and BME representation at 30% in the senior roles (grade 11 and above) including professoriate *[Female 32.1%; BME 28.6% in 18/19*]

Achieve female representation at 50% and BME representation at 35% in academic staff of all grades *[Female 46.7% in 18/19; BME 30% in 18/19]*

Achieving diversity balance of student representatives reflective of the student body

Year -on-year improvements in completion rates for PGR sudents

Year -on-year improvements in the progression rates for disabled staff

Yesr on year declaration rates for LGBT+ students

Theme Three: Enabling a Climate for Inclusion [Place]

Objective 3.1: Develop and implement mechanisms to support staff and students to work and study in a culturally safe environment

We will foster a climate of openness towards and appreciation of individual differences and create an environment where we share and listen to personal stories of EDI experiences. We aim to work to ensure all staff and students feel safe and feel that they are being treated fairly and equitably. We will encourage and expect inclusive and respectful behaviours from all. We want EDI to become an intuitive and implicit aspect of every discussion, activity, learning interaction and people process.

We will achieve this by:

- Creating spaces and resources for dialogue on EDI among all members of the University
- Working in partnership with the University community to deliver relevant and meaningful inclusive culture change
- Designing targeted actions to build people capacity and foster commitment to EDI through annual performance development goals focused on building or enhancing cultural competences
- Developing plans to submit to the Stonewall Workplace Equality Index
- Developing a framework for coordinating and delivering equality charter action plans
- Delivering coordinated calendar of events for strong celebratory communications, awards and recognition in collaboration with our partners

Key Performance Indicators

Achievement of Athena SWAN at institutional [Silver] and Departmental [Bronze and at least 1 Silver] Awards

Achievement of Race Equality Charter [REC] Bronze Award

Joining the Stonewall Diversity Champions

Achievement of White Ribbon Award

Achievement of EDI related pledges

Achievement of Disability Confident Leader Award

High cultural safety awareness and Diversity Climate Scores for staff and student

Demonstrable evidence of intercultural engagement across the University community

High levels of staff and student engagement with intitiatives designed to decolonise the curriculum and the University

Increase in engagement events and communications that celebrate the city and the University

Metrics

Advance HE charter marks – Athena SWAN, REC

EDI related pledges - BAME Attainment, Social Mobility, COVID-19, Stand Alone, Care Leavers, Armed Forces Covenant

Stonewall Workpace Equality Index

Disability Confident Employer Scheme

Awareness of Cultural Safety Scale [ACSS] and Diversity Climate Assessment Scale [DCAS]

Intercultural Development Inventory [IDI]

Key Performance Targets

Athena SWAN: Institutional Sliver and Bronze level award for all Faculties/Schools with at least one at Silver

REC Bronze Award

Top 100 ranking in Stonewall Workplace Equality Index

Disability Confident Leader - Level 3

Year-on-year improvement in ACSS and DCAS Scores for Staff and Students

White Ribbon Award

Achieve requirements of EDI related pledges

All Executive Team have undertaken IDI Assessment and Development

At least 40% of staff have undertaken IDI Assessment and Development

At least 80% of students on Learning Partnership Programme have undertaken IDI Assessment and Development

At least 40% of academic staff have engaged in Learning Partnership Programme

At least 10% increase in on and off campus Engagement Events with our staff and students as ambassadors of inclusion

Objective 3.2: Drive social and economic equality at the University and in all we do

We aim to continue our efforts to improve the progression and reward of staff [with protected characteristics] to promote equal pay for work of equal value and reduce any pay gaps. We will build upon our sector-leading practice in progression to employment for our students and graduates

We will achieve this by:

- Devising and embedding a process to address the progression of under-represented groups and taking strong action where there is evidence of inequality
- Monitoring progress on delivery of interventions to reduce pay disparities set out in our equal and gender pay action plan
- Continuing to progress our work to implement workforce EDI action plan
- Sustaining our partnership approach to enabling graduate employability and employment
- Developing and implementing Bradford's Learning Partnership programme to enhance embedded EDI

Key Performance Indicators

Reduction in gender, ethnicity and disability pay gaps

Achievement of progression – related Acess and Participation Plan [APP] KPIs

Consistent score above benchmark on the Social Mobility - baseline assessment and annual reassessment

Metrics

Equal Pay Review

Gender Pay Gap Reporting

APP Outcome Analysis

Key Performance Targets

Gender pay gap [decreased by 5% [*Mean - 20.7%; Median - 24.9% in 2019*]

Maintain ethnicity pay gap below 5% in line with EHRC guidelines by [*Ethnicity pay gap by gender 16.2% (grade 2-10) -1.9% (grade 11-13); Overall pay gap by Ethnicity 0% (grade 2-10) - 0.6% (grade 11-13) in 2019]*

Disability pay gap below 10% *[11.1% (grade 2-10) No data as group too small in 2019]*

Achievement of APP Performance Targets in Learning, Teaching and Student Experience Strategy

Year-on-year improvement in our Social Mobility Score

In large procurements [tenders over £25K], challenge prospective suppliers to demonstrate action on pay gap/social mobility

Delivering Our Strategic EDI Objectives

We will develop and implement an annual EDI action plan linked to the University Strategic Plan and Key Performance Indicators. It will clarify how we will make EDI evident in all our mainstream activities, policies, procedures and projects. Our actions will be incremental and in phases ensuring 'process actions' support wider interventions to deliver impact and make a difference. We will adopt a robust evaluation approach embedded into all our EDI initiatives. The progress on the action plan will be reported quarterly to the Equality, Diversity and Inclusion Committee and the Executive Board. The Council will receive and approve annual EDI reports that summarise progress against our equality objectives.

Key Performance Enablers

The following key enablers will support the achievement of our strategic EDI objectives

Structural, Intersectional Approach: To embed a more interconnected and system-wide approach to EDI

Decolonising UniBrad: To drive change to create an anti-racist institution. An important next step in recognising patterns of inequality and working collectively to design lasting solutions that will benefit the University community.

Engaging Leaders, Managers and Governing Body: Accountability and responsibility for EDI delivery rely on strong visible inclusive leadership and management embedded in our governance structure

Continuous improvement: Committed to continuously improve our EDI delivery through robust monitoring and evaluation

Communication and engagement: Dynamic student and staff involvement supported by a robust communication and engagement plan

Resource deployment: Successful implementation of our EDI plan dependent on resourcing in a timely manner

Competence and confidence: Staff and student training and development to enhance EDI understanding and competence.

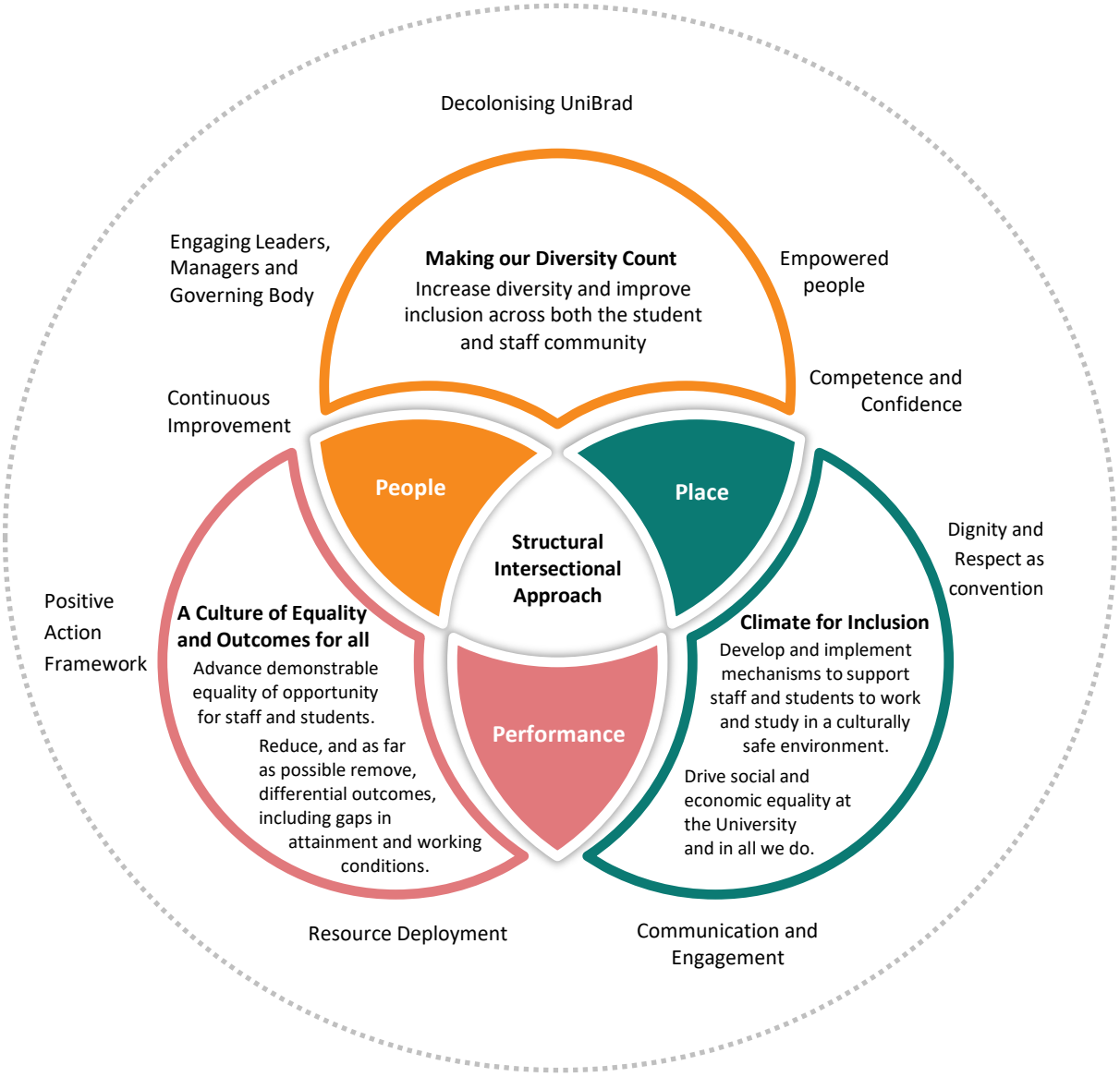
Dignity and Respect as convention: Sustaining an inclusive organisational climate that promotes dignity and respect.

Positive action framework: Ensure clear and coherent metrics for measuring actions.

Empowered people: Ensuring staff and students voices are heard, understood and taken forward.

Our Strategic Themes, Objectives and Enablers

At-A-Glance



Structures for Development, Implementation and Progress Monitoring

Our ambition is to embed inclusive culture in all parts of the University. This comes with a requirement for genuine commitment from all our Stakeholders. It is the responsibility of our leaders, staff and students to ensure that they contribute positively to an environment that encourages inclusion, promotes equality, tackles discrimination and promotes good community relations. Below are structures to support and coordinate the development, implementation and monitoring of progress of the strategy.

Pro Vice-Chancellor [EDI] is responsible for providing strategic oversight and the leadership of our embedded and evidence-driven EDI

The Centre for Inclusion and Diversity Team are responsible for driving forward the agenda and providing operational support and guidance to all University Stakeholders. **The Team** will provide evidence base to underpin our EDI work by conducting empirical research to evaluate our current methods and develop new approaches.

The Equality, Diversity and Inclusion Committee (EDIC) has delegated responsibility for the development of the strategy and for monitoring progress against the University's strategic equality objectives. The EDIC is responsible for owning and approving the Annual EDI Action Plan and the Institutional Success Framework and Progress Indicators

The Equality, Diversity and Inclusion Operations Group (EDIOG) will act as a forum for the engagement and consultation of staff and students on the development of EDI practices; supporting the identification of operational issues and an avenue for sharing good practice between equality action groups, and University Executive team and officers

Staff Equality Networks play a significant role in advocacy, consultation and support for specific staff groups. With support from the EDI Team, they champion EDI through their contribution to activities and events aligned to our strategic priorities.

Dedicated EDI Leadership roles within Faculties and Directorates will be further developed to work alongside our Deans and Directors to ensure full integration of EDI in all areas of our work. Associate Deans EDI and Associate Director EDI will lead EDI work at Faculty and Professional Services level. We will continue to work in collaboration with the **Unions** that represent the views and experiences of our staff to realise our EDI ambitions. **Our Students Union**'s role is paramount in ensuring that the student voice informs our approach to both EDI generally and the specific activities we deliver.

Further information

The Centre for Inclusion and Diversity Team
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