



BUCKINGHAMSHIRE
NEW UNIVERSITY

EST. 1891

Being you at BNU



Equality Strategy

2023 – 2028

[BNU.AC.UK](https://www.bnu.ac.uk)

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Note on language and statistics ¹

¹ Equality, diversity, inclusion (EDI) isn't a perfect term, but it is recognised that this term is widely used. Effort has been deliberately placed in listening, learning and taking action within our community.

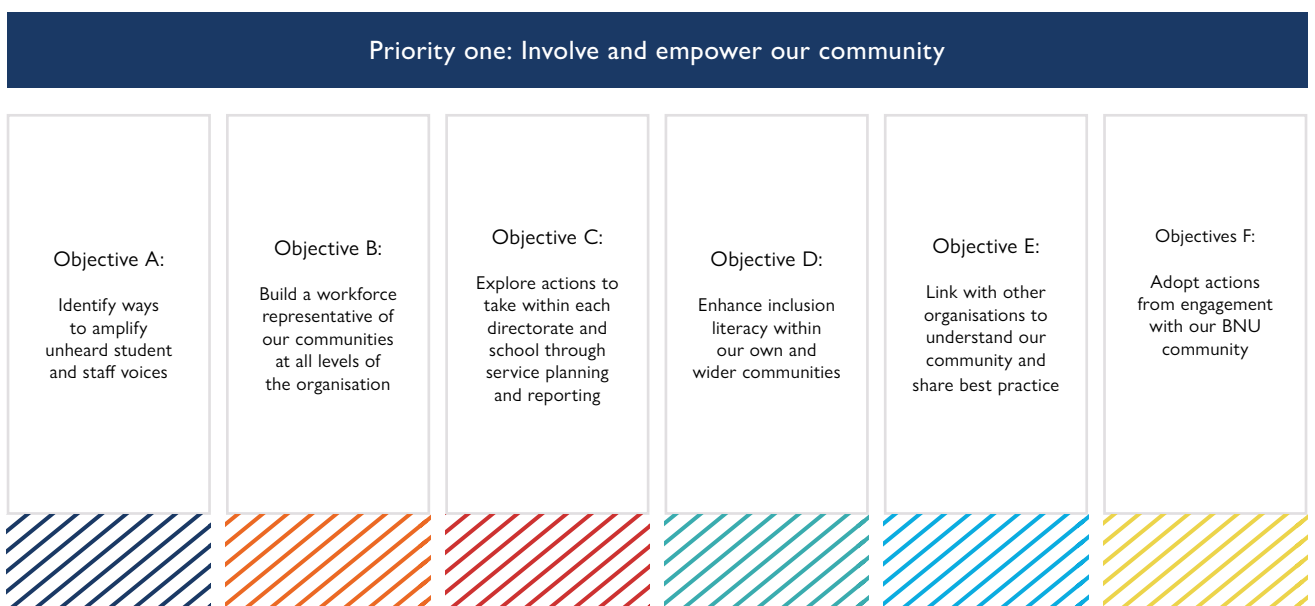
'BAME' Black, Asian and Minority Ethnic, and BME 'Black and minority ethnic is also featured in this document. This is quoted in reference to the name of recognised network groups or the collection of historical data. The terms 'other', 'young' and 'mature' are also quoted, usually as a reference to the way in which data has been collected or recorded.

Statistics are rounded to the closest whole number, except where it is useful and appropriate to apply decimals for precision. BNU student statistics include our partners. 20/21 refers to relevant capture points for the academic year. *HESA data is not directly comparable because it excludes non-academic atypical contracts. It has been used to demonstrate significant difference rather than inform detailed actions.

1. Executive summary

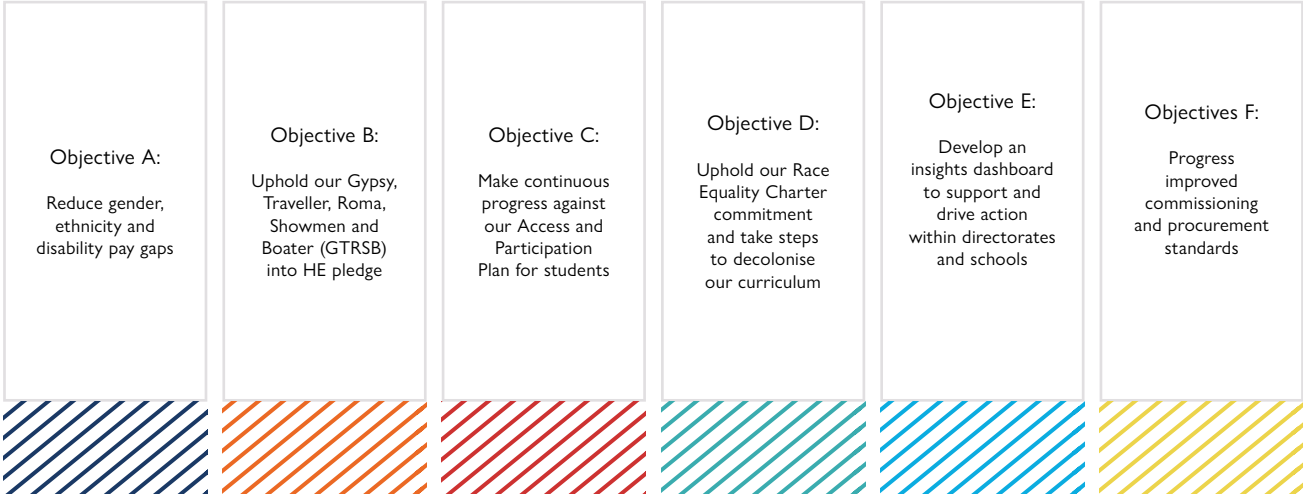
We are proud to have a diverse BNU community and a strong track record of inclusion. Refreshing our approach has involved different ways of reflecting and engagement with our community. We have also taken the opportunity to learn from our progress so far. As a result, 95% of students that responded agreed that our proposed priorities were appropriate. In addition to formal and informal engagement, we received 2,000 comments to our recent student and staff surveys, and this has been vital in informing our activity.

Our revised priorities and objectives are:



A key measure of making sure we progress this, is that proposed future surveys show year-on-year improvement with our BNU community agreeing with the statement: 'BNU involves our university community to make progress in tackling inequality'. In 2022, this level was 68%

Priority two: Take action to tackle inequalities



A key measure of making sure we progress this, is that proposed future surveys show year-on-year improvement with our BNU community agreeing with the statement: 'BNU takes action to tackle inequalities'. In 2022, this level was 66%.

Priority three: Build a university community where people can be themselves



A key measure of making sure we progress this, is that proposed future surveys show year-on-year improvement with our BNU community agreeing with the statement: 'BNU is a place where people can be themselves'. In 2022, this level was 78%.

We know that intentions don't equate to change. Our priorities, objectives and measurable outcomes will guide us in building a more inclusive university, so that 'Being you at BNU', is a reality for everyone in our community.

2. Understanding our community

a. About BNU

BNU has a proud history of valuing the importance of inclusion and we will continue to challenge inequality and build a fairer society. Being a more inclusive university is not only morally right, it is good for satisfaction and competitive advantage. We acknowledge the significance of our wider landscape and our responsibility to do more to be a more inclusive university for everyone. Unacceptable inequalities and challenges are well documented and provide an opportunity for us to critically reflect and drive forward progress.

b. About our community

Our community is diverse and understanding that will continue helps us prioritise what is important.

Gender identity

Our workforce is made up of more female than male colleagues as shown in Figure 1. Higher Education (HE) staff statistics show proportions to be more balanced, but it is not directly comparable in some ways regarding contracts (Figure 2).

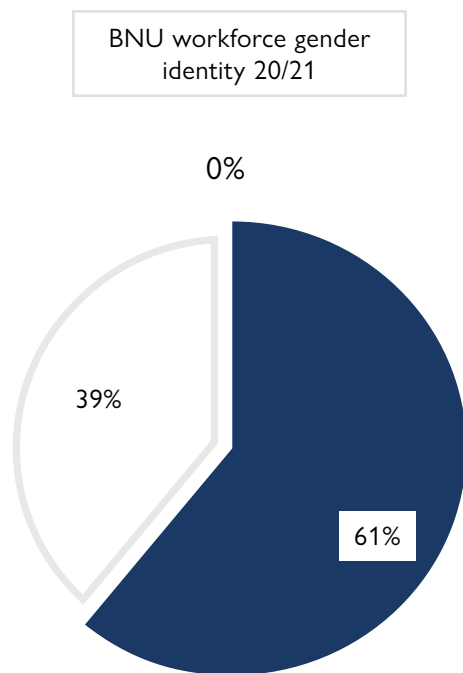


Figure 1: Gender identity of workforce

Female Male Other

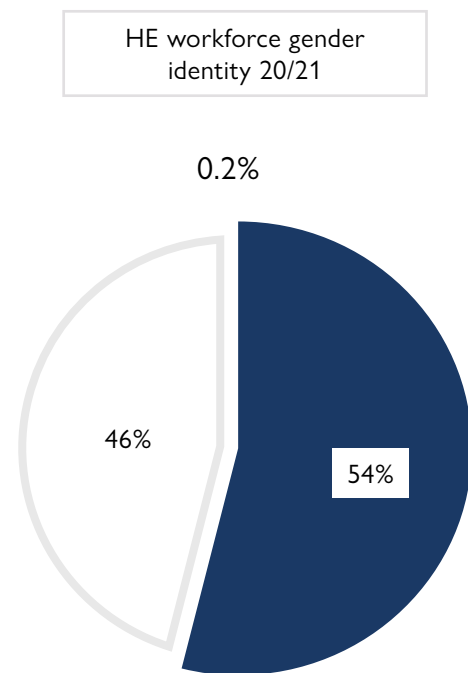


Figure 2: HESA staff statistics 2020/21 exc. ATypical

Female Male Other



Our workforce population does differ from our student population, shown in Figure 3. According to the Office for Students, “For all years since 2010-11, the majority of undergraduate entrants have been female, standing at 56.5% in 2020-21”. Positively we have a higher proportion of male students compared to available UK benchmarks shown in Figure 4. However, less than 1% of our student population identify as transgender and 0% of staff population. Whilst we await census data, the best available estimated UK figures are between 200,000 to 500,000 (ONS, 2018) or around 1% or 600,000 transgender and non-binary people from Stonewall (2022).

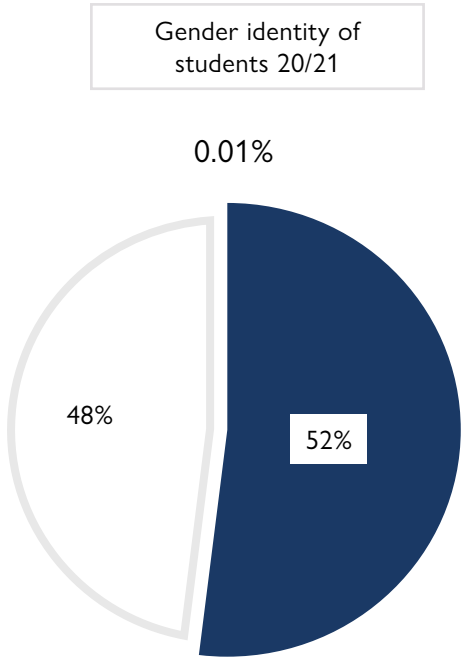


Figure 3: Gender identity of students 20/21

Female Male Other

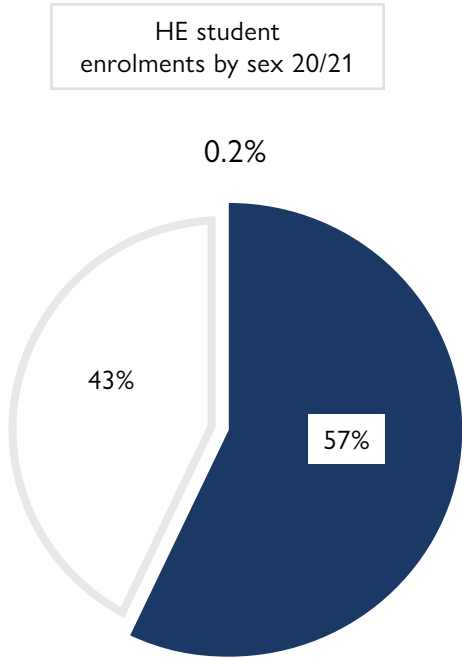


Figure 4: Gender identity of students in UK 20/21

Female Male Other



Age

BNU
Workforce by age 20/21

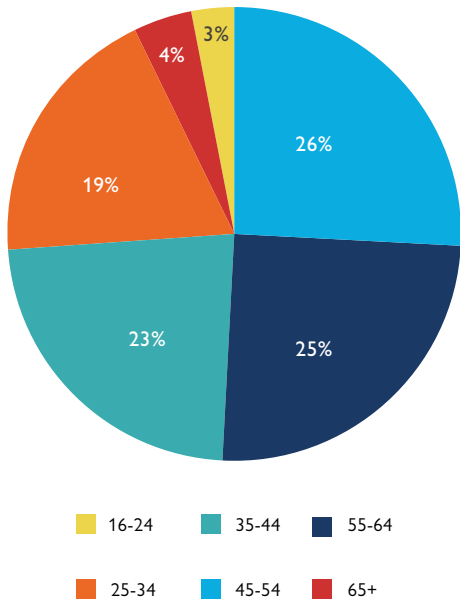


Figure 5: BNU workforce by age 20/21

UK HE
Workforce by age 20/21

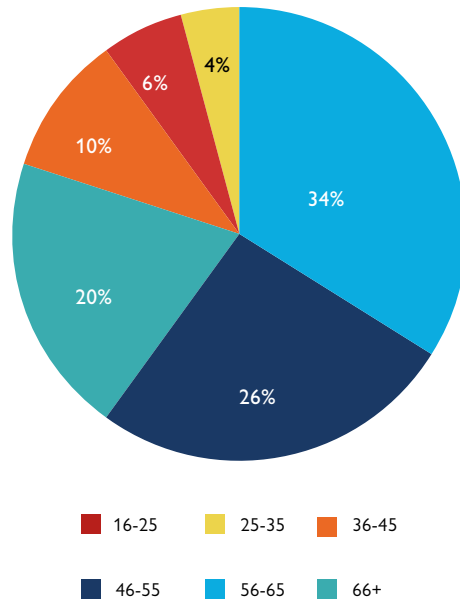


Figure 6: UK HE workforce by age HESA 20/21

There is a slight difference in the brackets used, nonetheless it shows we have a younger workforce. 45% of our workforce is under 45, compared to 20% being 45 and under in the UK. Colleagues over 55 years old make up 29% rather than UK figures of 55 years old and above making up 54%.

We see the opposite picture with our students, as illustrated in Figure 7 and Figure 8.

BNU students by age 20/21

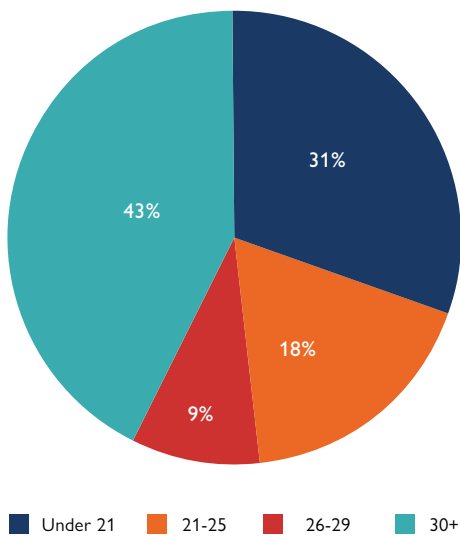


Figure 7: BNU students by age 20/21

UK students by age 20/21

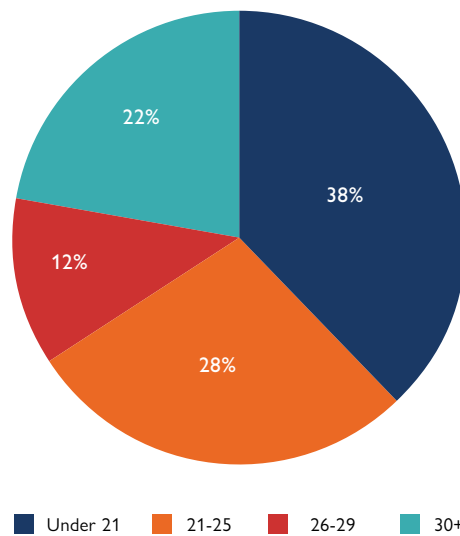


Figure 8: UK students by age HESA 20/21

Our proportion of 'younger' students is 31%, with 69% being 'mature' students. In the UK, the proportion of 'younger' students is 38%, with 62% being mature.

Disability

Our workforce and student figures were similar at around 9% of our community sharing with us that they have a disability in 19/20. This has remained consistent with our workforce (Figure 9); however, we can see the proportion of disabled students has reduced to 6.4% in 20/21 (Figure 10). National statistics state that the number of disabled working age adults in the UK is 22% (Department for Work & Pensions, 2021). Other national figures reveal 15% of students enrolling have a known disability (HESA, 2021).

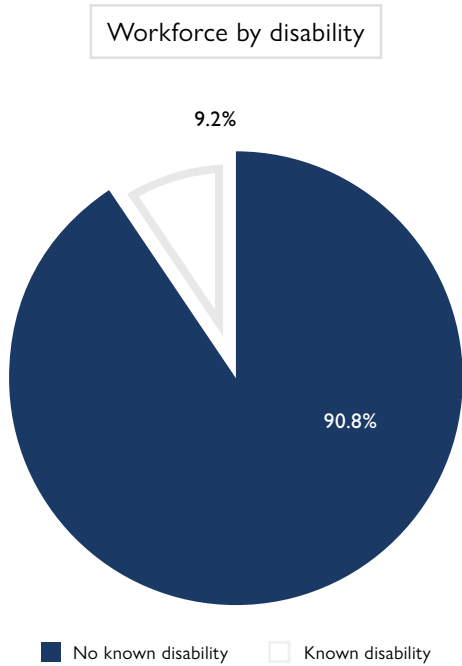


Figure 9: Workforce by known disability 20/21

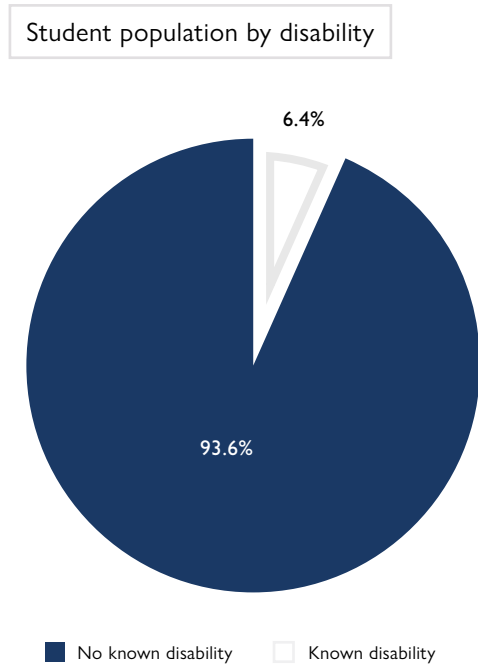


Figure 10: Student population by known disability 20/21

The number of students registering with our disability support service has remained consistent despite the lower proportion overall for 2021 (Appendix 1). The number of students registering with multiple disabilities has also increased year on year since 2019.

Ethnicity

Breakdowns of proportion of people sharing their broad ethnicity as Asian, Black, 'other' and white have been compared in the table below.

Table 1 Ethnicity comparisons

	Asian	Black	'Other' including mixed	White
BNU workforce 20/21	11%	9%	4%	76%
BNU students 20/21	14%	18%	5%	63%
HE workforce 20/21(HESA)	9%	3%	4%	84%
UK students 20/21(HESA)	12%	8%	6%	74%
England and Wales 2019 (ONS)	8%	3%	4%	85%
Buckinghamshire 2019 (ONS)	8%	4%	4%	84%

Our workforce is not representative of our student population, which mirrors the situation in HE with there being a disparity in each broad ethnicity category. Our greatest difference against other benchmarks is our higher proportion of Black students. Further exploration in more specific ethnicity categories is being examined.

Faith

Proportions can also be broken down by faith as shown in Table 2 below.

Table 2 Faith comparisons

	Christian	None	Buddhist	Hindu	Jewish	Muslim	Sikh	Other
BNU workforce 20/21	46%	38%	1%	3%	1%	6%	2%	2%
BNU students 20/21	61%	20%	1%	2%	0%	12%	1%	2%
England (2014-2016 estimate ONS)	57%	33%	0%	2%	0%	6%	1%	1%
UK students 20/21(HESA)	32%	48%	1%	4%	0%	10%	1%	2%

Our largest disparity from faith minorities is between our Muslim workforce and student population. We can observe similarities in this gap, when compared with England population estimates against UK student figures. Census details should reveal more local data soon that can help inform further work.

Sexual orientation

Figures 10 and 11 show a relatively low disparity between our workforce, when compared to our student population.

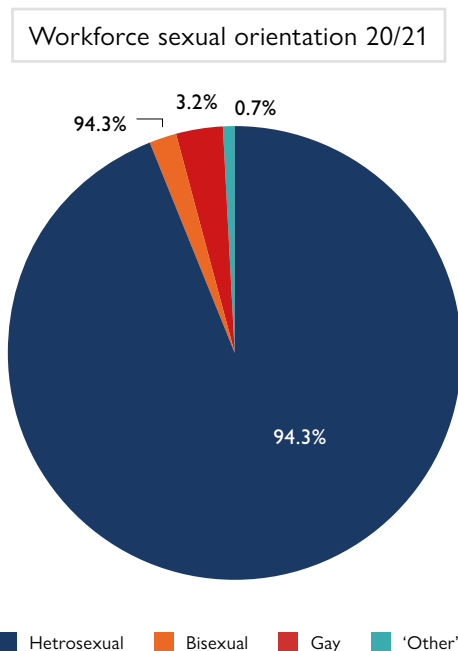


Figure 11: Workforce by sexual orientation 20/21

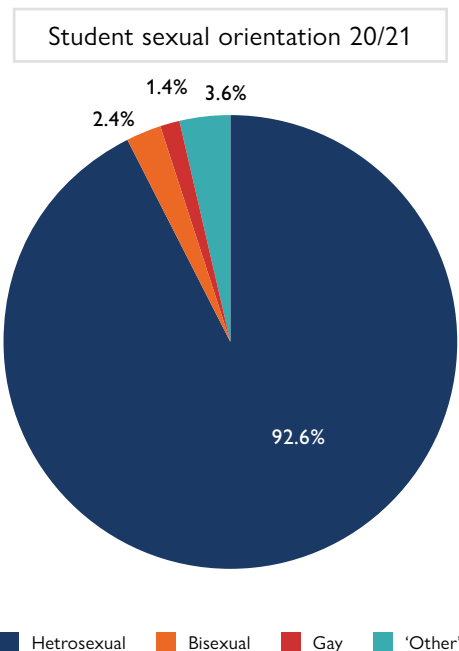


Figure 12: Student population by sexual orientation 20/21

Summary

What we understand about our demographic helped us to propose priorities and objectives. Though further statistics will be scrutinised in relevant parts of BNU, we can already notice key differences in our age, Black, Muslim and disabled populations.

3. Reflections

a. About our recent progress

Our former EDI objectives set out areas we aimed to develop and were underpinned by a list of actions. We have achieved progress against these objectives (Appendix 3). Last year, we reflected on our strengths and where we could improve so that we could adequately and feasibly inform our next steps (Appendix 4). We realise that the social and political landscape we operate in can impact on our ability to reduce inequality and simultaneously cause resistance. As part of monitoring and improving our community experience, we expanded our capacity in EDI through the form of an EDI Business Partner. We also set up an EDI committee to provide robust governance to oversee and scrutinise our work. This has allowed us to make some immediate improvements and more closely monitor our activity. Examples include, updating and rolling out our approach to **Equality Impact Assessments**, setting up an **Inclusion Network**, introducing the capture of social mobility equality monitoring questions for colleagues, enhancing our **e-learning platform** in line with EDI and HE practice, joining **Inclusive Employers**, updating our face to face training to focus on EDI (recruitment, dignity workshops and induction), consistent Aurora sponsorship, funding British Sign Language Training, initiating lunch and learn events and launching two **new student scholarships** to provide financial support and safety for asylum seekers and refugees.

Learning from our progress and having sight of our challenges supported us to more ambitiously refresh our priorities and objectives. We also welcome the opportunity to pivotally reflect as we review our corporate strategy, so that we can intentionally synchronise change and enhance our EDI plans.

Events for our diverse community

To make consistent progress we also released an **EDI calendar**; it includes important religious dates to both celebrate and mark important occasions. This aims to support inclusive thoughtful planning for students and colleagues and inspire understanding. We are proud of our track record of valuing inclusion and celebrating and commemorating cultures and communities through multiple events (Appendix 2).

Race Equality Charter, Sexual Misconduct and Islamophobia update

In 2019, we committed to tackle racism through Advance HE's **Race Equality Charter** (REC). Action plans are being assembled with a number of colleagues and student representatives to deliver improvements and address systemic inequality. Workstreams are examining incidents, engagement, postgraduate pipeline, students and staff. Key areas are: transforming our complaints process, equipping our community and enhancing scrutiny. We also sought advice on supporting our Asian community after closely monitoring comments from our survey and having further focus sessions. This led to us taking steps to co-produce a definition of **Islamophobia**. We expect engagement on this topic to be a catalyst for understanding lived experience around anti-Muslim prejudice and then being able to better support communities.

Due to increased dialogue and anti-racism innovation nationally and internationally, we can also better propel our Race Equality Charter efforts. Our submission for the REC is expected to take another 12 months, as we discuss concerns and ultimately ideas that we can put into practice. As race related incidents is a strong theme in this work, we are simultaneously strengthening our approach to sexual misconduct. We continue to keep sexual misconduct as an important discussion issue on EDI related meetings and have updated our Personal Relationship Policy to take account of recommendations in HE publications. We have also trained three further Sexual Violence Liaison Officers and updated training to mitigate risks.

Supporting our GTRSB community

We are proud to have launched the **GTRSB (Gypsy, Traveller, Roma, Showmen, Boater) into Higher Education Pledge** in January 2021. The Pledge is a commitment to certain steps to support GTRSB students into and within higher education. It sets out how to deliver effective practice and create a welcoming environment. A number of HEIs have signed up to the Pledge and our work has seen us consistently open dialogue and inspire action to establish more inclusive environments in over 18 events, attended by more than 500 people live and further views reaching higher numbers through recordings and resources.

We have built positive relationships within the sector and with GTRSB communities through this work in order to tackle inequalities and impact better outcomes. We have also been delighted to celebrate the success of Janie Codona MBE, a BNU graduate and Romany Gypsy woman, by awarding her an **honorary doctorate**. Furthermore, Jason Doe, was chosen to receive a significant British Fashion **scholarship**, being not only the first BNU student, but also the first person of GTRSB heritage to do so.

We have also adopted the IHRA definition of antigypsyism/GTRSB discrimination. This was approved by our EDI committee in March 2022 and Senate in June 2022, to coincide with the events we have planned for Gypsy, Roma Traveller History Month. As part of the month's activities we are launching the pledge into schools. Adopting this definition and expanding the pledge are necessary tools we will use to continue building a fairer and more equal society.

Supporting our Jewish community

Another area of work that we have been keen to develop has been around supporting our Jewish BNU community. Antisemitism is serious but it does not define being Jewish. However, adopting the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism in November 2020 provided a platform to reflect on activities to better support current and prospective Jewish students and colleagues and combat antisemitism. Our approach to refreshing our practice around

equality, diversity and inclusion was published as an antisemitism case study by the **Office for Students**. We have continued to progress actions to support our Jewish community, such as events to inspire change on **Holocaust Memorial Day** and in March, we delivered **antisemitism awareness training** through the Community Security Trust.

b. Pay Audit and Pay Gaps

Pay Audit

We carry out an Equal Pay Audit on a regular basis to ensure that all colleagues get equal pay for work of equal value. This allows us to fulfil both moral and legal obligations of promoting equal pay and guides our progressive actions. In 2021, in addition to the statutory requirement for Gender Pay Gap reporting, work was also carried out to look at our Ethnicity Pay Gap and Disability Pay Gap. Our published **report** gives greater detail on pay gaps, intersectionality, our progress and action plans. Our 2022 pay gap reporting is due imminently at time of publishing.

Gender pay gap

	2017	2018	2019	2020	2021
Mean GPG	10.6%	10.3%	10.6%	13.6%	11.3%
Median GPG	10.8%	10.8%	4.6%	6.2%	5.0%

Overall, there were no significant (+/-5%) differences between male and female pay in any pay scale. However, when broken down into contract type, male professional services employees (PSEs) at grade H were paid 5.9% more than their female counterparts.

At senior level, males at UCEA level 2 (Deputy Vice-Chancellor/Pro Vice-Chancellor/Chief Operating Officer/Secretary/Registrar) were paid 24.6% more than females. Significant gaps in favour of males also exist at levels 3B/Director of central service (10.2%) and 4B/Deputy Director of central service (7.1%).

Looking at appointment of new starters over a 12-month period, 20% of males were appointed on the lowest scale point of the grade compared to 8.6% of females. One male employee was appointed in the contribution zone.

Ethnicity pay gap

	BNU 2020	BNU 2021	Advance HE England 2020 (HESA 2018/19)*	ONS 2019
Mean EPG	8.9%	9.8%	3.3%*	-
Median EPG	7.4%	7.2%	3.2%*	2.3%

Overall, there were no significant pay gaps between white and ethnic minority groups when comparing all staff within each pay grade. There were significant differences in favour of ethnic minority staff at associate teacher level and Head of School (0-50 staff), but these results reflect the salaries of one individual in each category.

During 2020/21, 45 ethnic minority colleagues and 33 white colleagues were appointed to the pay scales. 15.6% of new starters from an ethnic minority background were appointed on the lowest point on the scale compared to 6.1% of those from a white background. One employee from an ethnic minority background was appointed in the contribution zone.

Disability pay gap

	BNU 2020	BNU2021	Advance HE England 2020 (HESA 2018/19)*	ONS 2018
Mean DPG	4.9%	5.8%	10.1%*	-
Median DPG	1.7%	2.4%	8.5%*	12.2%

There were no significant pay gaps between disabled colleagues and those who have not declared they are disabled. None of the 13 disabled employees who started during 2020/21 were appointed at the lowest scale point, compared to 14.3% of the 70 employees who declared no disability. Those with disabilities have mostly been appointed towards the top of the scale in senior grades, with one disabled person having been appointed in the contribution zone. 19% of disabled staff receive the Uxbridge Allowance compared to 11% of non-disabled staff.

Analysis

The PSE gender pay gap at H grade appears to be service-related. The average length of service of male PSEs at grade H was 3 times more than female PSEs on the same grade (14 years compared to 4.4), allowing them to progress through the incremental steps towards the top of the scale.

At senior levels, there are gender pay gaps relating to a small group and it is not homogenous – roles, responsibilities and span of control at this level vary greatly and this is reflected in salary and can also be impacted by length of service. The Remuneration Committee benchmarks specific roles at this level against sector equivalents to ensure staff are paid fairly.

Initial appointment to a scale point could be more consistent. General guidance indicates that new appointments should be made at the bottom of the scale, but previous experience and the need to compete in the labour market often dictates the need for higher salaries. In addition, we reflected on how to avoid occasions where the incorrect reward mechanisms are used to prevent appointing new colleagues in the contribution zone.

Pay Gap Action

We offer dynamic working and allow any colleagues to apply for flexible working arrangement to encourage women to return to work after maternity leave. Return to work rates and exit interviews with those who choose not to return, need consistent monitoring to mitigate service-related pay gaps among women. Action has already been taken to encourage more people to take up exit interviews and we are building up qualitative data to help us understand and address the issues.

We have updated our Inclusive Recruitment training ran by our EDI HR Business Partner, to highlight ways to improve consciousness and better evidence decision making around recruitment.

A review of those receiving regional allowances has taken place following this audit and remedial action has been taken to ensure that the Uxbridge Allowance is being paid to all employees whose primary place of work is the Uxbridge campus. Following feedback from leavers and colleagues based at our Uxbridge campus, the £880pa Uxbridge Allowance has now been replaced by a more competitive outer London allowance which

is fairly applied according to contract terms. This positively impacted women and particularly ethnic minority women.

A workstream from the Race Equality network has been set up to look at pay gaps, and actions arising include: reviewing agency contract clauses, reviewing job adverts, introducing recruitment standards for senior roles, reviewing stakeholder panel, creating an Inclusion Network and building our EDI offer on our internal and external pages.

Work has already begun on some of these areas, including the #BeingYouAtBNU branding, the setting up of an Inclusion Network, reviewing representation across stakeholder panels and a refresh of our training offer around inclusion and bias. We have joined Inclusive Employers, giving us access to more resources and best practice advice. As part of the processes we are taking around the REC further actions will also be established in our associated action plans.

4. Involving our community

a. Listening to our community

Since September 2021, several steps have been taken to engage our community in refreshing our EDI approach. Our aims were to:

- i. Temperature check how people consider our approach to inclusion
- ii. Understand if people can relate to our proposed priorities
- iii. Gather insight into what actions we should prioritise

We have asked our community to help create new priorities, objectives and actions so that we can all enjoy a more inclusive university. This has taken the shape of conversations within our Festival of Learning, consultation with our EDI working group, Race Equality Network (REN) and steering group, along with a session at the student course rep conference and conversations in other sessions with our EDI HR Business Partner.

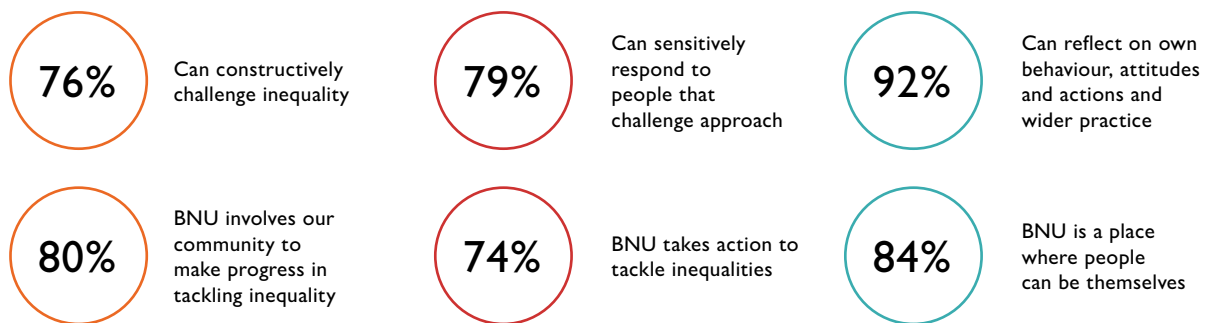
As a result of this activity, priorities and objectives were established. After discussions with our EDI committee in November 2021, our consultative

'Being you at BNU' student and staff surveys followed. More recently our REN hosted a closed conversation session to talk about how to embed EDI in our strategic approach. The combination of qualitative engagement provided consistent, honest and relevant feedback to inform our proposed priorities, objectives, actions. Despite this range of techniques, we understand its limitation particularly in relation to intersectional power differentials. We will continue to build the architecture to improve how we effectively work with our community.

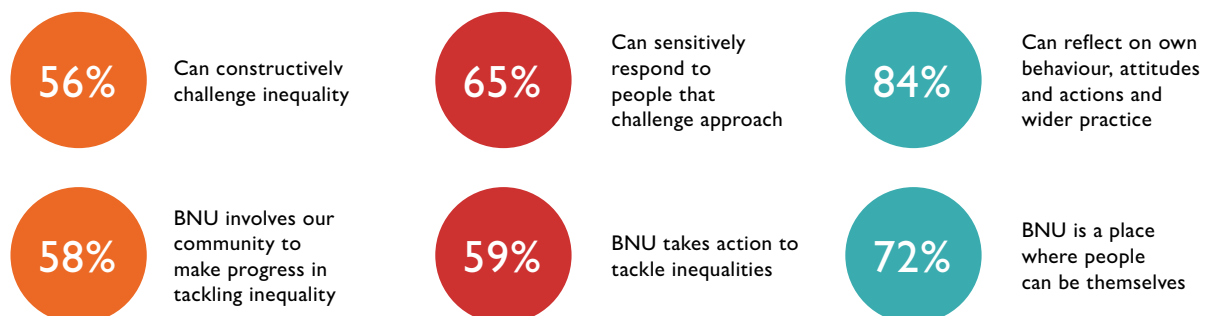
b. Learning from our community

In response to our survey about tackling inequality, almost 850 responses were collected with close to 2,000 comments. This represented 6% (382) of our students and 75% (464) of our core workforce. In addition to this feedback we also had more than 100 student rep Programme Committee Meetings survey responses in November. These response rates were expected and provide enough insight into factors we need to consider. We avoided drawing conclusions about categorised demographics or reporting non-significance difference. A summary of responses is shown in Figure 13.

Students



Staff



i. Temperature check how people consider our approach to inclusion

80% of students and 58% of colleagues that responded, agreed that 'BNU involves our university community to make progress in tackling inequality'. This related to our perceived performance against our first proposed priority. It provided a total agreement benchmark of 68%.

74% of students and 59% of colleagues that responded, agreed that 'BNU takes action to tackle inequalities'. This related to our perceived performance against our second proposed priority. This provided a total agreement benchmark of 66%.

84% of students and 72% of colleagues that responded, agreed that 'BNU is a place where people can be themselves', which related to our perceived performance against our third proposed priority. This provided a total agreement benchmark of 78%.

These indicators provide a benchmark to improve our perceived performance against our priorities. We can repeat this temperature check in future to see our progress against our priorities and to ensure that the activities we undertake are having the intended impact.

ii. Understand if people can relate to our proposed priorities

Our priorities have been strongly endorsed, with 95% of students agreeing they were appropriate. There were some comments that language could be simplified. Staff comments said they need to see supporting actions to demonstrate that they could and would be upheld. The outcome of this feedback has led to some adjustments to language and more prominently communicating associated objectives.

iii. Gather insight into what actions we should prioritise

76% of students felt they can constructively challenge inequality. Similarly, 79% of students felt they can sensitively respond to people that challenge their approach. However, for colleagues these figures were much lower being 56% and 65% respectively. Many comments to these two questions, elaborated that their perception was hypothetical. Colleagues mentioned the context of hierarchy and fear of victimisation.

Interestingly, 92% of students agreed they can reflect on their own behaviour, attitudes, actions and wider practice to ensure inclusivity. Colleagues also had a relatively high agreement at 84%. Comments detailed that perspective was due to practical experience of reflecting as learners, professionals and lived experience outside of BNU.

Broader engagement, listening and sharing feedback were common responses about what we could do better. Comments about what we do well included our events and having a welcoming and diverse community. Further analysis is being reviewed to look at potential disparity in views based on demographics.

5. Taking action

Reflecting and involving our community has helped to shape our revised priorities. These are each underpinned by six objectives and measurable outcomes. Baseline measurements will need to be captured to understand our current position and ensure we are improving. Some early scoping has considered how we could further explore metrics to measure our progress.

a. Priority one

Involve and empower our community	
Objective A	Identify ways to amplify unheard student and staff voices
Outcome	Annual record of EDI engagement interactions, both formal and informal, that shows improved proportionate representation.
Objective B	Build a workforce representative of our communities at all levels of the organisation
Outcome	Annually published comprehensive equality report with information about our community, progress and identified actions. Workforce diversity positively shifting each year overall and within Schools with higher disparity. Explanations are recorded for reasons why this hasn't occurred and appropriately scrutinised.
	Recruitment decision sheets monitored with feedback provided. All panels have had mandatory inclusive recruitment training. Record of noncompliance levels to be reported to EDI committee annually.
Objective C	Explore actions to take within each directorate and school through service planning and reporting
Outcome	Senior leaders demonstrate their commitment to EDI within: their service planning, annual reporting against SMART action plans and their engagement activities.
Objective D	Enhance inclusion literacy within our own and wider communities
Outcome	Heads of School and Directors have incorporated relevant specific EDI objectives for their service area in their PDRs. There is an annual record that this has improved outcomes or narrowed identified gaps within their service/school area. Progress is annually reported to the EDI committee.
Objective E	Link with other organisations to understand our community and share best practice
Outcome	Evidence of shared information collected internally, with partners and other stakeholders and reported annually to the EDI committee. Practice and learning applied and observed in Equality Impact Assessments (EqIAs). Sample EqIAs are quality checked through the EDI working group annually with constructive feedback recorded.
Objective F	Adopt actions from engagement with our BNU community
Outcome	Record of actions being adopted from EDI engagement/change occurring following engagement. EDI spaces to report on number of actions recorded from engagement annually from their action logs.
Key performance indicator	
1: Proposed future surveys show year-on-year improvement with our BNU community agreeing with the statement: 'BNU involves our university community to make progress in tackling inequality'. In 2022, this level was 68%.	

b. Priority two

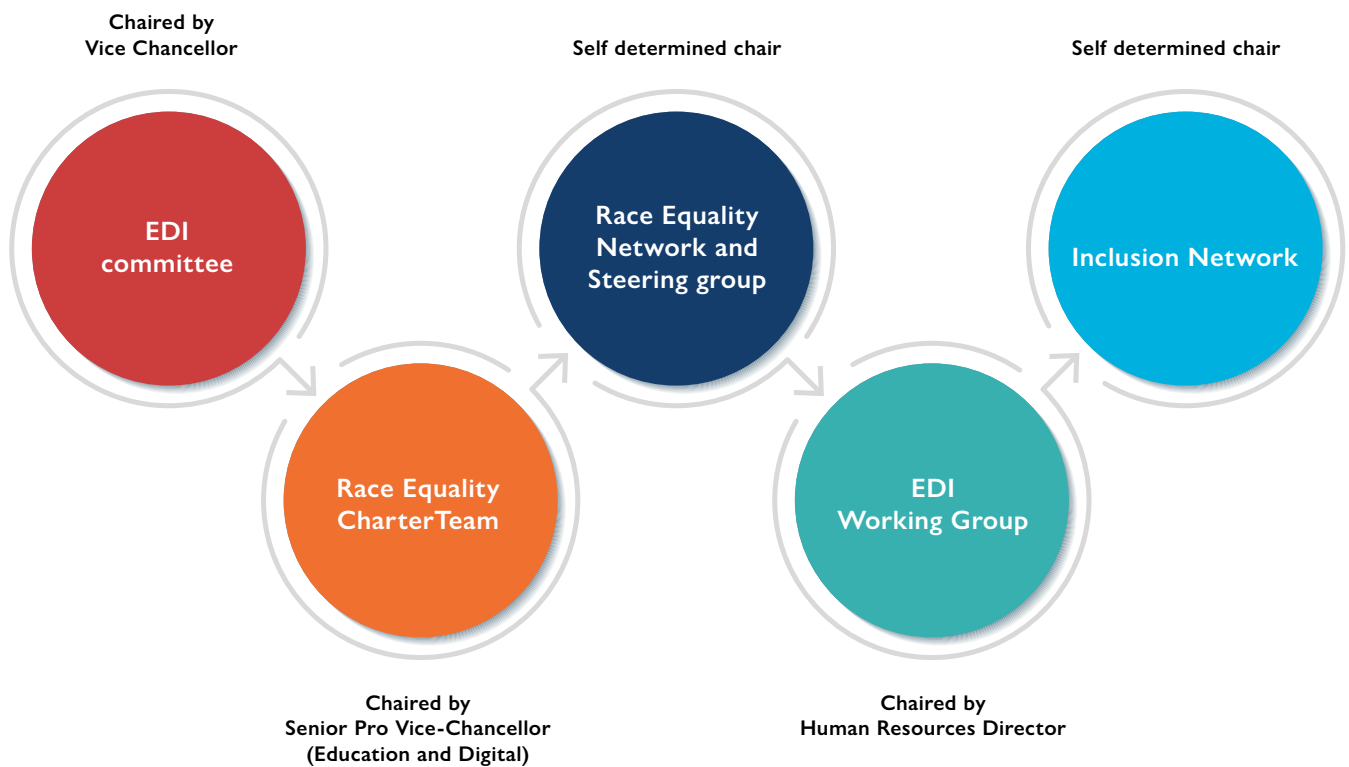
Take action to tackle inequalities	
Objective A	Reduce gender, ethnicity and disability pay gaps
Outcome	Publish annual report shows adequate monitoring and actions taken to improve outcomes
Objective B	Uphold our Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) into HE Pledge
Outcome	Annual report shows adequate monitoring and actions taken to improve outcomes
Objective C	Make continuous progress against our Access and Participation Plan for students
Outcome	Annual report shows adequate monitoring and actions taken to improve outcomes
Objective D	Uphold our Race Equality Charter commitment and take steps to decolonise our curriculum
Outcome	Annual report shows adequate monitoring and actions taken to improve outcomes
Objective E	Develop an insights dashboard to support and drive action within directorates and schools
Outcome	Insights dashboard developed and used in service planning, for equality impact assessments and appropriately scrutinised
Objective F	Progress improved commissioning and procurement standards
Outcome	Equality and sustainability outcomes for commissioned and procured services are monitored, reported and built upon
Key performance indicator	
2: Proposed future surveys show year-on-year improvement with our BNU community agreeing with the statement: 'BNU takes action to tackle inequalities'. In 2022, this level was 66%.	

c. Priority three

Build a university community where people can be themselves	
Objective A	Review and address disparity of experience in survey outcomes
Outcome	Survey findings include element related to demographic disparities, with action plans shared as relevant
Objective B	Monitor service usage and take action where it is not representative of the community
Outcome	Annual evidence of identifying and actively addressing gaps of data and using this to inform relevant approach
Objective C	Support a culture of belonging
Outcome	Inclusivity embedded into all reviewed staff training.
	Annual report shows increased proportion of workforce have had Mental Health Awareness training
	Evidence of improved process for handling discrimination and harassment complaints, which allows better experience and clearer oversight, resulting in (initially) a higher number of annually reported complaints
	Policies have been updated as scheduled and accompanied with an Equality Impact Assessment
	Improved proportion of community share they have a disability year on year
	Satisfaction levels maintained or improved (NSS, staff survey)
Objective D	Celebrate inclusion and the impact of our work
Outcome	Maintained level of EDI events. Success of EDI Events measured and recorded by number attended or other relevant impact measure – e.g. increased numbers in EDI/Inclusion/REN networks, more pledge signatories, satisfaction scores.
Objective E	Develop and sustain a welcoming and supportive online presence
Outcome	Internal and External website updated by June 2024 and subsequently annual monitoring shows continued EDI communications shared
Objective F	Collaborate with the Students' Union to tackle inequality
Outcome	Annual record of SU/BNU dialogue on joint initiatives and cross organisations activity/success
Key performance indicator	
3: Proposed future surveys show year-on-year improvement with our BNU community agreeing with the statement: 'BNU is a place where people can be themselves'. In 2022, this level was 78%.	

d. Our governance

We must all play our part to deliver, develop and support our work. Senate and Council take overall accountability, but particular roles are also responsible, such as members of UET, UMG, Heads of Schools and Directors. As we evolve, we expect to see dynamic change within the way we operate. Our formal EDI spaces will support our progress (Figure 13).



e. Our next steps

We know that intentions don't equate to change. Our priorities, objectives and measurable outcomes will guide us in building a more inclusive university, so that 'Being you at BNU', is a reality for everyone in our community.

6. References

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7. Appendices

Appendix 1: Number of disabled students registering with disability services 2019-2021



Appendix 2: Record of EDI events from Jan 2021 - June 2022

Date	Event	University activity
27 Jan	Holocaust Memorial Day	BEN story
1 Feb	World Hijab Day	BEN story
12 Feb	Lunar New Year	BEN story
1 March	Zero Discrimination Day	BEN story
8 March	International Women's Day	Teams event on theme #ChooseToChallenge BEN story
2 April	World Autism Awareness Day	BEN story Web story BBC Radio Leicester appearance for BNU PhD student and son.
May	Mental Health Awareness Week	BRIT Challenge 2021 + launch event – raised nearly £2.5k and colleagues walked 10,000+ miles. 2x protected lunchtimes Mindfulness session BEN story Web story
13 May	Eid al-Fitr	BEN story

Date	Event	University activity
June	Gypsy, Roma and Traveller History Month	Changing the world a step at a time event BEN story
July	Eid al-Adha	BEN story
Sept	Festival of Learning	Series of 27 workshops run across four days, (14 – 17 September) on the theme of “Inclusive and Accessible”
Oct	Black History Month	Online launch event 5x online events 1s student event w/alumni 1x visit to Cressex Community School BEN story
10 Oct	World Mental Health Day	Survive and thrive session w/ Emma B. Petting zoo at HW campus. Online mindfulness session. Fit for Free gym (extra) sessions. BEN story
17 Oct	International Day for the Eradication of Poverty	Public debate with local leaders, foodbanks and community. Web story
17-23 Oct	Invisible Disabilities Week	Tourette’s live session BEN story
18 Oct	World Menopause Day	BEN story
29 Oct	World Stroke Day	Online event by Institute of Health & Social Care with guest speaker.
3 Nov	Diwali	BEN story
19 Nov	International Men’s Day	Online event with guest speaker for colleagues and students to promote positive conversations about men, manhood and masculinity. BEN story
1DEC	Chanukah – Festival of lights	BEN story
27 Jan	Holocaust Memorial Day	Personal reflect and BEN story Panel event to reflect on how to create a more just, caring society, free from discrimination.
Feb	LGBT+ History Month	BEN story looking amplifying figures and sharing details of events, including: a film night to watch PRIDE on 15 February ; a Drag for RAG society and charity fundraising event; educational and healthcare talks; a HIV testing week starting week commencing 7 February; an Instagram takeover and physical box for students to ask questions open to staff. 4 Inclusive Employer webinars

Date	Event	University activity
3 March	Launch of Inclusion Network	Providing a safe space for people discuss barriers, concerns and ideas BEN story
8 March	International Women's Day	Guest speaker discussion about Black Women and Police Brutality. Plus #BreakTheBias Pledge
23 March	Antisemitism awareness	Community Security Trust delivered training and Passover webinar available
April	Autism acceptance month	Inclusion Network Event discussing building neurodiverse teams with guest speaker, BEN story and Inclusive Employer events
April	Ramadan	BEN story and Inclusive Employer webinar
6 April	International Asexuality Day	BEN story by LGBTQ+ SU Exec Officer
3 May	Eid Mubarak	BEN story
May	Mental Health Awareness Week	Podcast, BEN story with details about a virtual wellbeing walk on our social media channels; 'mindful minute' and free hot drink; encouraging messages left for our students to find around campus on branded post-it notes.
17 May	International Day against Homophobia, Transphobia and Biphobia	BEN story
19 May	Challenging Islamophobia event	Panel event exploring how anti-Muslim prejudice and how to challenge it on campus and beyond
June	Pride Month	BEN story , 3 Inclusive Employer webinars
June	GTRSB History Month	BEN story Launching pledge in schools event
18 June	Autistic Pride Day	BEN story and Inclusive Employer webinar
20 June	World Refugee Day	BEN story
22 June	Windrush Day	BEN story , closed exhibition and special talk with guest speaker

Appendix 3: Summary of performance against previous EDI objectives

Objective One

Ensure an inclusive campus, and learning and work environment for a diverse body of staff and students – proactively challenging discrimination or harassment

We provide an inclusive environment for our community, with frequent feedback noting that is what attracts people to work, study and stay at BNU. Our policies are now organised to be more robustly reviewed to continually check that we are building an inclusive environment. We updated our colleague induction and inclusive recruitment material to cover tackling inequality, along with adopting antisemitism and antigypsyism definitions

We have an ambitious programme of actions as part of our Race Equality Charter work.

Objective Two

Attract a diverse group of staff and students and provide equal opportunities for them to fulfil their potential

We are currently updating our Access and Participation Plan for students to attract, retain and give the best opportunities to our students.

We now have a BAME steering and BAME staff network, along with our newly launched Inclusion Network and REC self assessment team. We also have a long standing commitment to the Aurora programme to develop leadership potential for women.

Objective Three

Increase staff and student engagement with EDI, ensure that EDI is central to all University strategies and academic/ management committees and that senior staff lead by example

We have introduced a new Equality Impact Assessment tool and added a protocol to policy updates and changes to ensure these are considered as part of practice. Training and awareness has been rolled out across our community to support the use of the tool.

We have added inclusive to our DRIVE values and are discussing EDI as part of our new corporate strategy. We have introduced an EDI HR Business Partner role.

Objective Three

Increase staff and student engagement with EDI, ensure that EDI is central to all University strategies and academic/ management committees and that senior staff lead by example

We have scheduled policies to be reviewed as needed and acknowledged in relevant policies our adjustments we will and can take. This has been supported by presentation sessions in the promotion round that give examples of how we can be supportive.

Our Equality Impact Assessment Tool widens our lens beyond protected characteristics and features caring and other intersectional circumstances.

Appendix 4: Internal summary of what we do well and could do better

What we do well

Strong historical and VC commitment

Organic growth of EDI/REN groups driving initiatives

Rich sources of data with high levels of demographic declarations (surveys, HESA, tableau)

Wide range of engagement tools (events, open house, BEN, lunch and learn)

Training and awareness progress (dignity at work, Aurora, e-learning platform)

Inclusive set out in our values

EDI Business Partner role introduced

What we could do better

Improve our strategic focus for EDI and begin better evidencing and measuring the impact of changes by introducing KPIs

Annual reporting should be more routinely embedding and more widely published for our community

Representative involvement should be constantly reviewed, particularly in engagement and procurement activities

Though societal and sector challenges observe their respective lack of diversity in senior roles, we should locally address this to inspire innovative and diverse decision making

Our online presence needs updating



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