

Keele University 2021/22 EDI Annual Report

Introduction

The University's Equality, Diversity and Inclusion (EDI) annual report sets out key progress and achievements in the delivery and development of EDI initiatives and practice at Keele University during the reporting period 1 August 2021 - 31 July 2022.

This report is published alongside the Staff EDI Profile Report 2021/22 and the Keele University Access and Participation Plan (APP) 2020/21 to 2024/25. Latest sector and Keele specific data on Access and Participation is available on the OfS data dashboards [here](#).

The University continues to work to address inequalities that impact staff, through our networks, EDI groups, HR process and advice, and informed staff body, and our students, through Student Services, School EDI groups and academic activities, including decolonising the curriculum.

Our equalities events also aim to include the wider Keele community, with publicly accessible lectures, religious observation and celebrations led by the Chaplains and exhibitions organised by ArtsKeele. Work with Keele Student's Union and the Keele Postgraduate Association has led to a number of co-sponsored events for example in support of Black History Month and Disability History month. Excellent communication through Strategic Communications and Brand has been critical to the success of these activities.

This is the first period since the emergence of COVID which did not have a pandemic related lockdown. Nevertheless, we continue to analyse our data within the context of the impact of the pandemic, which has varied dependent on personal situation, background and other factors, including age and existing health conditions. We continue to refine our approach to agile working, monitoring impacts on service needs and staff and student equality carefully and adjusting approaches as required.

It is within this context that we have reviewed and refined actions around our EDI Strategy and Equality Objectives for 2023 – 2027. This reporting period has helped to shape and inform our commitments for the next 4 years and we are pleased to share and publish our updated strategic framework alongside this report.

We recognise both the challenges and opportunities associated with EDI and that we still have more to do to remove barriers that may exist for members of our diverse and international community of just over 13,000 students¹ and 2,011 staff². We are committed to providing an honest account of the Keele environment and developing actions that will improve experiences for the whole community, irrespective of an individual's background or personal circumstances. Building on the University's founding principles, our commitment to promoting equality, valuing diversity and fostering a culture of inclusion is at the heart of

¹ Students, by FPE, with all registration status types in 2021/22.

² Substantive staff on 1st December 2021 as submitted to HESA by FPE

our efforts to ensure that staff and students have the opportunity to flourish and fulfil their potential.

Should you require an alternative format of this report please contact Sue Mason on s.e.mason@keele.ac.uk or 01782 733408.

EDI Strategy and Equality Objectives

Our four Equality Objectives which covered the period 2021/22 are

1. Inclusive leadership and decision making at all levels of the organisation
2. Inclusive student experience/student lifecycle
3. An accessible and inclusive campus
4. Progressive, informed, diverse and supported workforce

The annual report has been structured into these four sections, in line with these equality objectives, and reports on activities between 1 August 2021 to 31 July 2022 to demonstrate work towards, and achievement against, these objectives.

Objective 1 - Inclusive leadership and decision making at all levels of the organisation

“The University will proactively mainstream equality, diversity and inclusion into all areas of decision making, leadership development, Committee representation and policy review”

Senior Governance

Our 2017 Athena Swan submission aim, was to work towards parity of male and female representation on both Senate and Council by 2021 and not fall below a minimum of 40% Female or 40% Male.

Senate membership in academic year 2021/22 was 56% female, excluding (i) those in attendance (2 male & 1 female) and, (ii) an EDI Observer (Female), a role implemented in October 2021. We consider the slight over-representation of women on Senate to be acceptable given the most senior positions are held by men. The increase in female representation is linked to an increase in representation within the Heads of Schools (where women are now at parity with men) and might also relate to past use of positive action to encourage women to stand for elected positions. We continue to use positive action to attract elected BAME Senators and all faculties now have at least one BAME staff representative.

Our new Chair of Council, [Mike Farrar](#) joined us in 2022 when [Dame Jo Williams](#) DBE, the first woman to hold this role stood down. Going into the 2022/23 academic year we now have parity of male and female representation on Council. The diverse membership has the skills to steer the University including members with specialist equality, diversity and inclusion (EDI) expertise. We will continue to monitor our approaches to recruitment and support to ensure they are delivering the diversity in our governance that we are committed to achieving. Biographies of our [current Council members](#) are available.

Senior leaders in the Directorates and Faculties have scrutinised Gender Pay Gap data within their own areas of responsibility and are developing actions, which will feed into our Gender Pay Gap report (March 2023).

Keele's race equality mentoring scheme, which was originally aimed at informing our most senior staff members of the experiences of BAME staff at Keele was extended to Heads of Schools and Directorates. Matches have been made and we have provided training to our mentors in advance of the mentoring relationships formally commencing in 2022/23.

The report provides important information to enable Council, Senate and UEC to monitor EDI progress and is made publicly available on our website to demonstrate compliance with the public sector equality duty.

Objective 2 - Inclusive student experience/student lifecycle

"The University will ensure that a high-quality student experience will remain at the heart of Keele's key priorities, ensuring a positive experience for all students, regardless of personal characteristics or background is key."

Support for under-represented groups

Our Access and Participation Plan (APP), submitted to the OfS in May 2019, articulates our ongoing commitment to improving equality of opportunity for underrepresented student groups to access, succeed in and progress from higher education. It includes a comprehensive student data analysis which has informed our aims, objectives and targets relating to our key areas of student access and participation. The University's Advance HE Race Equality Charter Bronze Award also contributes to APP targets through a detailed action plan for improving the experiences of BAME students at Keele. Our ethnicity award gap (non-BAME students receiving 1st and 2.1 degrees - BAME students receiving 1st and 2.1 degrees) for UK nationals was 2.6% across all our first degrees (except for Medicine - which does not award in these classifications). This is low relative to the previous 5-year average (10.9%, 2014/15-2018/19³). [Data taken from HESA's Heidiplus]. We continue to interrogate this data and understand how changes have been brought about.

We welcome students who are asylum seekers and those from a forced migrant background. Keele established the Article 26 Sanctuary Scholarship programme in 2014, offering full tuition fee waivers alongside dedicated information, guidance and support. In response to the crisis in Ukraine, Keele launched [a new scholarship scheme](#) for the 2022/23 Academic Year which will provide over £1m in financial support to refugees or those with similar status in the UK, funding up to 10 students of any nationality provided

³ Data taken from HESA's Heidiplus for Keele. First Degree qualifiers in the period 2014/15-2018/19 with UK nationality excludes students qualifying under JACS 3 codes A1 and A3 (Pre-clinical and Clinical Medicine). For the latter period, 2019/20 and 2020/21, the coding has changed, and medicine students are excluded under code CAH 01-01-02 (Medicine non-specific). In both 2019/20 and 2020/21, separately or combined, the award gap by this measure is 2.6%. The sector measure (including all subjects except those relating to medicine or dentistry) for 2014/15-2018/19 was 10.7% in favour of non-BAME students and, for 2019/20-2020/21, was 8.6% in favour of non-BAME students. The same measures for our benchmark group were 7.1% and 3.8% respectively.

If international students are included the award gaps at Keele increase to 12.7% for 2014/15-2018/19 and 4.3% for 2019/20 -2020/21. NB it is hard to benchmark international student ethnicity data as this is largely missing from HESA.

that they are asylum seekers or forced migrants. The Scheme will provide students with a full tuition fee waiver, accommodation costs along with a monthly payment for living costs.

In addition we are committed to continuing with our [Care Leavers and Estranged Students Bursary](#).

Since committing to the [StandAlone pledge](#) in 2016-17 we have made significant steps in developing our data, support and processes for care leavers and estranged students. We engage with the Care Leaver Covenant and are active within the West Midlands Care Leavers Network, and the National Network for the Education of Care Leavers. We intend to build further on these links in order to capture and develop best practice.

We have committed to developing more attractive modes of delivery for mature students, including Higher Apprenticeships, distance learning and online delivery.

Our services include a dedicated contact for all target student groups, specialist services for disability and dyslexia support, counselling and mental health support; a well-developed student induction programme including tailored events for target groups, and a programme of awareness-raising campaigns aimed at targets groups, which in 2021, included events such as Carers Week, the Estranged Student Solidarity Campaign and Refugee Week. The Keele University Guarantor Scheme was also launched in November 2018 as part of the Estranged Student Solidarity Campaign. The scheme aims to support students who are unable to secure private rented accommodation because they do not have access to a guarantor.

In addition to the University's internal student support services, we have developed links with a number of organisations and charities. These include networks and initiatives to improve understanding of specialist support requirements and to share best practice and advice, such as Universities of Sanctuary (previously Article 26), and Staffordshire #TalkSuicide. They also include charities and organisations that we refer students to for specialist support, such as StandAlone (supporting estranged students), the Refugee Support Network, Become (supporting young people in care and promoting access to HE), Savannah (support for victims of sexual violence), [Glow](#) (domestic abuse support), StopHate UK, and many others.

Financial support is an important part of our strategy in supporting students from disadvantaged backgrounds. In 2021/22 we offered the Keele University Bursary, which was targeted at students from low-income households, offering a bursary of £1000 per year of study for students from households with an income of <£20k.

Following evaluation of our Keele University Bursary scheme, we are piloting, in 2021-22, 2022-23 and 2023-24, a new Keele Access to Success fund (KAS), which will continue to be evaluated and, if successful, rolled out across the University for 2024-25. The new scheme moves away from the traditional bursary, based on household income, and, alongside our reactive Hardship Fund, ensures that we have a proactive approach to providing financial support to students who are facing barriers to access, progression and success. The aims of the KAS fund are:

- To mitigate financial issues which impact students accessing HE

- To mitigate financial issues to accessing the 'university experience', including both academic and non-academic aspects of their experience
- To provide targeted, needs-based support to students, addressing not only financial difficulties but also referrals to appropriate pastoral care
- To provide financial support where a student is not in 'traditional' hardship, but still has a financial need
- To provide a funding pot which schools and departments across the University can 'bid' into for continuation and success-related projects (under our APP)

The KAS fund will allow us to personalise our offer by providing support to those most in need. The fund will be tailored and needs-based, allowing Keele to provide flexible financial support for students within underrepresented/target groups, and to enable interaction with students in need to ensure that they receive the appropriate support, financial or otherwise.

8 OfS -funded bursaries for annual year 2021/22 which were open to Black⁴, female or disabled students (all groups having poor representation in postgraduate computer science).

Alongside our bursaries and hardship funds Student Services continue to offer an extensive package of financial information, advice and guidance through our Student Financial Support team and Finance Services. In addition, we continue to work hard to attract groups who are under-represented in HE or in particular subject areas (e.g. [Girls into STEM](#)) through work of outreach teams and in close collaboration with Higher Horizons.

Disability and Dyslexia Support & Inclusive Curriculum Development

Throughout the academic year the Disability and Dyslexia Support team have continued to progress the Inclusive Learning and Teaching Project in collaboration with Keele Institute for Innovation and Teaching Excellence (KIITE). The full suite of resources is now available at <https://www.keele.ac.uk/inclusiveteaching/>. Uptake of inclusive learning modules by staff has remained high (23 staff taking one or more of our online modules in the period).

Keele provides disabled students with support not funded by Disabled Students Allowances, such as note taking, practical support and library assistance where appropriate. Keele also provides long term laptop loans for those students waiting for their DSA funding to be processed. Disability Support have trialled captioning software ready for the 21/22 academic year.

DDS also provide support to an increasing number of apprenticeship students. As apprenticeship students are not entitled to DSA funding, DDS identify where there is a need for support, for example, one to one study skills support and make a referral for this support.

We are committed to initiatives aimed at supporting underrepresented groups reaching their career potential. An example of this approach is the Connect at Keele Project, which sees a partnership between the University's Careers and Employability Services and the Disability and Dyslexia Support Service. The Careers and Employability strand of the project gives the opportunity for students to engage in short term work placements at

⁴ African, Caribbean or Other Black / Black British or African/Caribbean ethnicities and White mixed.

partner employers on Keele Science Park, as well as with the University and Students' Union. The focus on work-readiness is intended to increase prospects and confidence, in particular for students with Asperger's or Autism.

Decolonising the Curriculum Network

Keele's approach to Decolonising the Curriculum (DTC) has been a joint effort of staff and students working at the grass roots as well as institutionally which commenced in early 2019.

Key activities in this period include:

- appointed a new Academic DTC Lead, Dr Lisa Lau (October 2021)
- The inaugural presentation of the Decolonial Critique by Dr Lisa Lau, hosted in Singapore and attended by 94 participants
- KIITE Winder Workshop, "Keele Decolonises!" in March 2022, attended by 44 colleagues from various International and UK institutions
- Dr Lisa Lau and Hinna Sheikh presented at Government Events "Improving Outcomes for BAME Students in Higher Education" to 60 attendees from UK HEIs
- Dr Lisa Lau presented to 22 attendees at the World Bank Group, Social Sustainability and Inclusion in Washington DC on "Overcoming Racism in Higher Education Institutions – Decolonising Curriculums"
- Faculty DTC workshops for staff in May-June 2022 to share good practice, collate ideas for future initiatives and recognise the challenges in DTC work.

DTC is a key pillar to our Race Equality work and following the 2022 Faculty workshops the Academic DTC Lead has collated all DTC actions across the University to assess their impact. This evidenced a large number of schools engaging with many aspects of DTC work, from structural and systemic changes at School-level to monitoring impact via student surveys, evaluations and feedback, to direct changes to the curricula. This exercise will be reran in 2022/23 to assess whether the implementation of DTC is further strengthening and extending.

Student Health & Wellbeing



Students at Keele have access to a range of services on campus, in many cases running an online or telephone service during the pandemic. In addition to these services, we organise and deliver a number of campaigns and activities to promote wellbeing, including:

- Our regional multi-partner [Start to Success](#) project focuses on a whole community approach to support the mental health and wellbeing of students. The region's universities, colleges, local authorities, police and NHS providers have come together with a common purpose to remove barriers, improve support and services, and enable student success. The project has delivered a [range of resources](#) to support students throughout the Covid-19 pandemic.
- Exam Plus runs during the exam periods (January and May), which has three themes: stay calm, keep healthy and achieve your potential. Activities and events to support these themes have continued with online activities during periods of lockdown.
- Healthy Keele activities were included within Green Keele week 2022 and included, 27 miles for 27 days, Anxiety and Low Mood workshops and healthy vegetarian & vegan cooking. Health campaigns have also been remotely promoted through emails, social media channels, the Keele webpages and Keele App.
- Mental Health work has included a [#TalkSuicide campaign](#) joint with Staffordshire County Council and Staffordshire University.
- Sexual Violence Awareness Week was held in February 2022, with a weeklong series of events including staff disclosure training, bystander training, crafting, awareness raising stalls and a Spinathon to raise funds for Savanna, a local charity offering support to victim-survivors of sexual violence
- The University successfully applied to be part of the Drug Impact pilot and we are working continuously with [Students Organising for Sustainability](#) on this accreditation. The Drug and Alcohol working group meets every 6-8 weeks with stakeholders from across the University, including the Students' Union and Keele Postgraduate Association to ensure the criteria for accreditation is met. They have established a close working relationship with local substance recovery service Staffordshire Treatment and Recovery Service (Stars), to whom they can make student referrals. They have also delivered several harm reduction campaigns, including education on the effects of drugs, spiking awareness, responsible alcohol consumption, and raising awareness of the links between substance use and mental health and carried out an audit for a successful submission to have a Drug and Alcohol Impact accreditation.

During the pandemic we continued to promote our Counselling and mental health well-being services, including our peer supporters.

Student Support Services Enhancements

During 2021/22 the University introduced several enhancements to the existing support services for students. These included:

- A new [Residence Life Team](#). The focus of this new team is to support students to make the most of University, ensuring there are sufficient and effective measures in place to support student success, including: campaigns and activities, social engagement opportunities, clear behavioural expectation guidance, support outside of normal working hours and processes for referrals into specialist services. This includes the promotion of our #NeverOK campaign.
- A new [Student Experience and Support Team](#). The team operate as part of Student Services, delivering a hub and spoke model of support to academic areas. Each Student Experience and Support Officer is assigned to a specific Academic School to ensure that local support is available to students and that advice can also be provided to staff. This enhances our approach to early intervention to support any arising issues and concerns.
- In May 2021 we launched a new service to help support student mental health and well-being. In addition to all existing support services, all Keele students can now access our [Health Assured Student Assistance Programme](#) (SAP). The service offers students access to support via a 24-hour confidential helpline, the 'My Healthy Advantage' app, and online portal too.

The services available include mental health support from trained counsellors and advisors who are ready to listen and provide help on everything from emotional and physical health, mental health, counselling, relationships, managing stress and anxiety, money issues, legal information and more.

The SAP is provided by an independent external provider, Health Assured, and we encourage student-facing staff to point students to the service if they need to access practical help, information, advice and support on the issues they may be facing. The service is free, independent, confidential and available 24 hours a day. Health Assured's advisors are highly trained to help support students in the best way possible.

The SAP is also available in 200 languages enabling our international students to utilise the service in their native language if they feel more comfortable in doing so.

#NeverOK



ENDING ALL FORMS OF VIOLENCE AND DISCRIMINATORY BEHAVIOUR IN OUR COMMUNITY.



Our [#NeverOK campaign](#) raises awareness and encourages all members of our community to challenge all forms of discriminatory behaviour. This has been aided by two successful Office for Students funding bids (previously HEFCE Catalyst Funding) supporting our work around Sexual Violence and Hate Crime. The #NeverOK campaigns are prominent, online and in person, and are supported by a range of Student Services and KeeleSU events, that

achieve good engagement. Staff and Students are encouraged to champion #NeverOK in support of a wide range of activities throughout the year, such as Black History Month, LGBT+ History Month and International Women’s Day.

Objective 3 - An Accessible and Inclusive Campus

“The University will take all practical steps to ensure that the campus is accessible and inclusive for all. This will include examination of provisions for those working ‘off campus’.”

Keele Communities Together

The Keele Communities Together Working Group, Chaired, in the period, by the Pro Vice-Chancellor (Education), comprises representatives from across the University and students’ unions. It aims to ensure that Keele continues to be a stimulating and inspirational learning community with a rich and diverse social and cultural life.

The Group provides funding to support key religious and other festivals, events, awareness raising campaigns and celebrations at Keele, that reflect our diverse and inclusive community. In the period, these have included events and exhibitions to celebrate Black History Month, Refugee week activities and an Iftar during Ramadan.

Keele Communities Together also worked with ArtsKeele to produced exhibitions and events in support of work to improve race equality and recognise the importance of diversity in our community.

ArtsKeele



The Kwanzaa Collective supported Black History month events at Keele in October 2021. In 2021 this included an art exhibition by Beckie Kremer in Chapters Café and dance workshop hosted by Tracoband .

The ANGLES-ECLIPSE joint exhibition, October to December 2021, showcased paintings, photographs and installations by socially engaged artists who are affiliated with ANGLES and ECLIPSE, two global health research programmes led by Keele researchers.





The Body and I exhibition, February – April 2022, curated by Prea G. Kaur, an Indian British poet undertaking her PhD in Creative Writing at Keele University, examined and explored body negativity and positivity as well as the minds relationship to bodies and food.

The ***Mother to Mother*** exhibition, March- April 2022, by the Kwanzaa Collective centred on the voices and stories of mothers raising children of colour and combined poetry, photography, and audio. A programme of workshops curated by poet Gabriella Gay ran alongside the exhibition.



Further details of our vibrant arts programme can be found on the ArtsKeele [website](#).

Health & Wellbeing Strategy and Developments

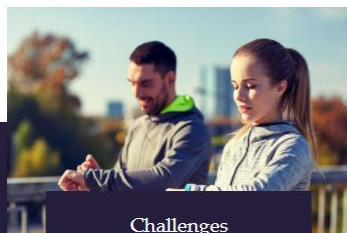
Keele became a member of the Healthy University Network in September 2016 and committed to implementing a whole university approach to improving the health and wellbeing of students and staff.

Led by the Dean and PVC for FHMS our [Health & Wellbeing Strategy](#), covers five themes; People and Communities, Environment, Curriculum & Learning, Policies & Practice and Culture & Behaviours. Our strategy is due for review in 2023.

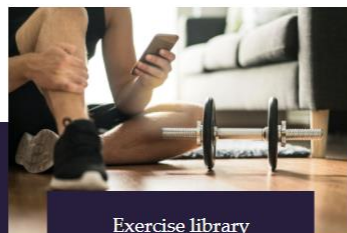
Work has continued to strengthen our [Wellbeing Champion network](#), with the appointment of a Lead for the network from within the group. The purpose of the network is to facilitate local implementation of the health and wellbeing strategy and the network meets regularly to share ideas and good practice.

Based on previous positive feedback, we again offered staff, who would otherwise be ineligible under the NHS scheme, a free flu vaccination.

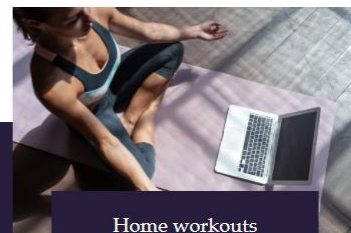
We also continue to promote the staff benefits in terms of the expertise provided by staff physiotherapists and the Sports Centre.



Challenges



Exercise library



Home workouts

The Healthy University Group (HUG) are responsible for overseeing the operationalisation of key health and wellbeing initiatives. A menopause workstream commenced during this reporting period which will develop guidance and resources from the 2022/23 academic

year, commencing with the launch of a staff survey and resources for World Menopause Day in October 2022.

Sustainability

Keele's green festival was held [21st – 27th March 2022](#).







Keele Green Festival: Week 1

Celebrating sustainability across the campus

MON, 8 th	TUE, 9 th	WED, 10 th	THUR, 11 th	FRI, 12 th
Springtime Strolling (KPA) 9:30 – 11:30am	'Education for Sustainability' Student Takeover with Alana <i>Instagram</i>	Institute for Sustainable Futures Seminar 'Soils and Our Climate' Dr Helen Glanville 1pm <i>Teams: Sustainability Community</i>	Climate Emergency Q & A 12:30pm <i>Facebook Live</i>	Tour of the Sustainability Bungalow & Polytunnel 12pm <i>Facebook Live</i>
International Women's Day Social media celebration	What does Sustainability mean to you?	Games Night 'Carbon City Zero' 6pm <i>Teams: Sustainability Community</i>	Keele Folk & Acoustic Club 9pm <i>Facebook Live</i>	Thinkathon Launch! 12 th – 15 th
Waterbear Watchparty 7pm <i>Teams: Sustainability Community</i>	Cook-along With VegSoc 5:30 – 6:30pm <i>Teams: Sustainability Community</i>	Think:Green Litter Pick (All Week)		

☞ = Social Media Event

[Keele.ac.uk/keelegreenvestival](https://www.keele.ac.uk/keelegreenvestival) [#GreenKeele](https://twitter.com/GreenKeele)

Religion and Faith



At Keele, we celebrate our diversity and do our best to offer appropriate support and provision to everyone – regardless of religion, faith, or background.

We have chaplains and faith advisers from some of the major religions who can offer any student or member of staff support and guidance. We have places on campus set aside for groups or individuals to worship, pray,

meditate or reflect, and all students and staff are welcome to make use of them.

Events that have been recognised by the Chapel during the period include Remembrance Day, Holocaust Memorial Day, Transgender Day of Remembrance, and Srebrenica Memorial Week.

The chapel also runs Haven a group for LGBTQ+ members of the community of any faith.

#RamadanMubarak



For the second year the Race Equality Officer and Muslim Chaplain, provided [guidance to staff on supporting students and other staff members through Ramadan](#). They also ran associated Introduction to Ramadan staff training and in April 2022 hosted Keele's first Grand Iftar, an in person iftar hosted in the Chapel on campus, where students and staff of all faiths and

none came together to break bread and learn more about Ramadan. Since we started providing this training and celebratory event, we have seen a small but significant increase in the proportion of staff reporting a Muslim religion. A large proportion of staff do not provide information on their religion or beliefs, and we will take action to encourage provision of all equality information through communication channels and through enhancement to our Employee Self Service Portal. Further analysis on our workforce by religion or belief is available in our EDI Workforce Infographics.

Campus Infrastructure

During this period the Estate Strategy and Masterplan has been developed, reinforcing that EDI and sustainability considerations continue to be incorporated into future design and development of our estate, and that stakeholders and users of the campus will be engaged in the design of new buildings and facilities on campus.

Objective 4 - Progressive, informed, diverse and supported workforce

"The University will take steps to ensure representation across all groups and to provide relevant training and support across these groups."

Training

In addition to specific EDI training mentioned elsewhere, all staff are now required to complete an online Equality in the Workplace module. This is the first in a series of modules we will release to staff to promote good practice through raising awareness of issues and procedures and practice to help address them. An online module on Bias Awareness has also been developed and is available to all staff, this will become a mandatory module in 2022/23. In person Keele Welcome events recommenced in May 2022 and staff are again welcomed face to face by a member of the equalities team and provided with some introductory training and awareness raising including further sources of help and information.

Mandatory EDI training, and particularly bias related training are key deliverables in our Race Equality Action Plan. By the 31 July 2022, training completions of the Equality in the Workplace module were at 82%. We will continue to refine and develop our EDI related mandatory training and assess the impact it is having in practice through our feedback routines and future engagement surveys.

Race Equality Charter

Work has progressed with the Race Equality Charter action plan and action to become an anti-racist institution has accelerated due to the work of the RECSAT enabled greatly by the recruitment of a fulltime Race Equality Officer in October 2020.



Our data for this period shows that BAME staff representation is increasing steadily across all areas, and we are making good progress against our representation targets, in many cases these have been exceeded. Our recruitment data shows that success of BAME candidates is increasing year on year, but there remains a gap between BAME representation at the application stage in comparison to appointment. Turnover for the BAME staff group remains higher than non-BAME and this is in part explained by a higher proportion of international staff within the BAME group who tend to have higher mobility levels. While the data is encouraging, continued focus is required on grade distribution and our ongoing work to support progression through internal promotion will be a key enabler. These actions are further supported by activities and initiatives to promote an inclusive environment, details set out below. More analysis on our workforce by ethnicity is available in our EDI Workforce Infographics.

In addition, as part of our REC work, we have started pay gap analysis and equal pay audits of the pay differentials between BAME and non-BAME staff which are reported to our University Executive Committee and the EDI Oversight Group. For the 31st March 2021 data, we reported, to these committees, a small mean ethnicity pay gap in favour of BAME staff. In the previous period (to 31st March 2020) we had found an ethnicity pay gap in favour of non-BAME staff. The change within the year related to a reduction in number of lower paid casual roles, often taken by students. Within the substantive staff group, the ethnicity pay gap was in favour of BAME staff due to higher BAME staff representation in academic roles and low representation in P&S roles. The Ethnicity Equal Pay Audit did not highlight any pay inequality within our Pay Grading Structure.

Highlights of Race Equality activities and initiatives to promote an inclusive environment and culture in the period include:

- Support of Black History month events in October 2021.
- Continued work to [Decolonising the Curriculum](#) (details under Objective 2)
- Race equality training has been delivered to (i) our student services team, (ii) members of RIE (May 2022) and (iii) the School of Medicine Annual Conference (April 2022).
- Presentations from our Academic DTC Lead and Race Equality at the MyGovCentral conference in April 2022 on Improving Outcomes for BAME Students in Higher Education
- A partnership proposal with the Aziz Foundation to provide Masters Scholarships to British Muslim students was accepted in May 2022; we will report on progress in this in subsequent reports.
- Race Equality Lecture Series (further details below)
- BAME Staff Network Activity (further details below)

2021/22 Race Equality Lecture Series

We have maintained a strong series of race equality lectures throughout [2021/22](#), with many being offered online as well as some in person events. These lectures have been embedded in existing structure for example being held as part of the ILAS Grand Challenge lectures series, the David Bruce Centre for American Studies seminars and School seminars Full details of former and forthcoming Race Equality Lecturer series programme can be found [here](#).

BAME Staff Network Activity

The BAME staff network, founded in October 2018, is led by members of staff from the Keele BAME community, who have organised network events throughout the period.

Our BAME Staff Network are active in providing advice to colleagues and supporting race equality and anti-racism at Keele. Specific activities have included:

- provision of race equality mentoring to Keele's senior leaders.
- consultation on race equality initiatives.
- within membership support and development.

Athena Swan

We are delighted and proud that successful awards in this period now mean that **all** eligible academic schools hold an Athena Swan award.

Our data for this period continues to show that we have notably higher female representation compared to the sector, but senior female representation has not yet met our institutional targets. The introduction of the Education and Scholarship (E&S) pathway to support teaching focused careers shows increasing female representation, with many women transferring from the Education and Research (E&R) pathway and analysis of promotion success in this pathway is a priority for future reports. Focus is required to support women in research careers, and this will be a workstream in our next EDI Strategy and Research Culture Strategy.

Overall, our internal promotions data does show some success and a trend of increasing participation and success of women in the process, however, male participation is also increasing.

To continue and accelerate this trend in senior promotions we continued to provide support for Advance-HE's Aurora leadership programme, delivered promotions workshops targeted at women and BAME staff and provided both promotion mentorship for academic women and BAME staff and observer opportunities for BAME staff and women in senior committees, for example Senate.

Athena Swan was developed initially for Academic women but has been broadened over the years to include Professional and Support (P&S) staff. Our actions at an institutional level on senior female representation have tended to focus on the academic group. We

have committed to work which will increase senior female representation in the professional services. We have agreed a workstream which will focus on defining and supporting P&S careers and made strong commitments to reduce the gender pay gap, see the next section.

Further analysis on our workforce by sex is available in our EDI Workforce Infographics.

Pay Gap Reporting

In March 2022, the University reported a 21.8% mean Gender Pay Gap, and 21.0% median Gender Pay Gap, in favour of men, for period ending 31st March 2021. The median measure had reduced by 6.7% on the previous year, largely due to a reduction in lower paid casual staff roles. Our report, available on our [Equality webpages](#) and through the Government portal, details our specific challenges, areas of improvement and actions taken.

In June 2022, each Faculty Executive and the Professional Services Group scheduled the Gender Pay Gap as a substantive discussion item and were provided with area specific data to facilitate discussion and inform area specific actions. Actions focus on targeting occupational segregation (the tendency for one sex to be concentrated in certain occupations) and enhanced promotion support and advice targeted at women.

For many years we have carried out and published an [Equal Pay Analysis](#) across our pay grades which demonstrates that there is no pay inequality within our Pay Grading Structure, i.e. that we pay men and women equally for work at the same level. We acknowledge that there is work to do in addressing our Gender Pay Gap which exists, not because of an equal pay failure, but due to issues relating to the composition of our workforce.

International Women's Day - Communications

International Women's Day has been identified in partnership with Strategic Communications and Brand as the key event to profile in support of gender equality. For International Women's Day in 2022 our Communications team featured Keele women via social media.

The Eclipse project, Dr Helen Price, Life Sciences, also put together an International Women's Day special issue newsletter to high-light the work that they are doing on gender equality over three continents.

International Women's day was also recognised with talks in academic Schools. For example, in March 2022 the following schools held talks:

- Keele Business School hosted Keele Honorary graduate, Bekki Bryant, to talk on *Climbing the Ladder of Success: A woman's perspective of the Fire and Rescue Service*



and Professor Susan Marlow to speak on *Women's Entrepreneurship – Self Actualisation or Self Harm*.

- The Law School invited Dr. Ronagh McQuigg to talk on *The Evolving Jurisprudence of the European Court of Human Rights on Domestic Abuse* and Professor Anna Lawson to talk on *Disability Rights and Disability Critique: Key Challenges for Legal Scholarship and Practice*.
- The School of Medicine invited our own Professor Claire Holdsworth to talk on *Making Sense of Busyness*.

LGBTI Inclusion

Since 2015, Keele has committed to participating in the **Stonewall Workplace Equality Index (WEI)** and is a Stonewall Diversity Champion. This is the leading employers' programme for ensuring all LGBTI staff are accepted without exception in the workplace and includes over 750 member organisations. We were awarded a Gold Employer award following our submission in September 2021.

Feedback on our submission indicated that Keele University ranked 144, out of 403 and 23rd (out of 51) in the Education sector. We obtained a score of 73.5 out of 200 and are aware of areas in which we can make further improvements through our LGBTI+ action plan.

Our data in the period reports a small increase in the proportion of staff declaring an LGB+ sexual orientation and analysis of representation by grade shows no apparent disadvantage by grade seniority, but numbers of staff remain small by grade. Further analysis on our workforce by sexual orientation is available in our EDI Workforce Infographics.

Our work to promote an inclusive culture for staff with an LGB+ sexual orientation is set out below.

Following launch sessions in February 2019, the **LGBTI Allies** programme at Keele has continued with a further Training session held in February 2022. The training is based on the Stonewall Allies programme with input from the staff LGBTI network.

During **LGBT History month in February 2022** Keele flew a Progress flag over Keele Hall, a video of which was shared widely on social media and a number of activities were arranged across the university.



LGBT Progress flag flying high over Keele Hall for #LGBTHistoryMonth

Keele will be flying the flag for the duration of the month and hosting events to share the experiences and history of the LGBT community.

[Watch video](#) | [Share on Twitter](#)



A service was held in Keele Chapel to mark International Day of Trans remembrance in November 2021.

We attended **Stoke Pride** in summer 2022 to raise awareness of Keele's support for LGBT+ equality and promote Keele as a place to work and study.

Disability Confident Award

In July 2022 we made a successful resubmission to the Disability Confident scheme which confirmed that we were carrying out all the core actions required by the scheme and, in addition, carrying out further actions to help enable recruitment of staff with disabilities and encourage staff development once in post. We are proud to continue to be a Disability Confident Employer and have committed to introduce disability pay gap reporting in 2022/23.

Staff data in the period show staff disability declaration has steadily increased over time and has been consistently higher than the sector, though Keele has lower representation in the workforce than national employment data might suggest. Further analysis on our workforce by disability is available in our EDI Workforce Infographics.

Keele communication channels have assisted in raising awareness of Keele's academic fields (e.g. [COVID-19](#)) including where illness or disability intersects with other protected characteristics (e.g. [Racial disparities in heart attack diagnostic tools](#))

A new [Disability and Accessibility Staff Network](#) has been created via MS Teams, representing both Academic and Professional Services staff. The network welcomes anyone who considers themselves to have a disability or a long-term chronic health condition, caring responsibilities for someone with a disability, specific learning needs or are neurodiverse.

The aims of the network are to:

- Provide a safe, confidential, and supportive environment for sharing experiences, networking, and discussing and/or identifying challenges that affect members of staff across the University.
- Create opportunities to raise awareness about disability, accessibility, and neurodiversity at work, with a specific focus on challenges that staff may face and how these can be positively addressed and resolved in the workplace.
- Provide a platform via the network to discuss day-to-day issues around working with a disability, accessibility, or neurodiversity challenges, with the sight to support and empower staff in how to overcome them.

- Work closely with the Human Resources Equality, Diversity, and Inclusion (EDI) team to make recommendations that enhance inclusive policies and practice at the University.

The new co-chair of the Disability and Accessibility Staff Network, Sophie Gibbons, delivered a workshop on Neurodiversity at the first in person Professional Services Conference since the pandemic. The conference was attended by 226 and Sophie's was the most popular elective seminar of the conference with 81 colleagues selecting her session.